



## Lesson Plan

## LIFE ON LAND

Time Allocation

60 mins



Age Range

10-14

*“Exploring is the driving force behind humankind.”* Kate Leeming

### Learning Outcomes:

- To create an understanding of the plight of endangered species.
- To explain the impact of human – animal conflict or conservation
- To explain how individual choices and actions can contribute to improving the environment

<https://www.globalgoals.org/>

### LEARN

This lesson focuses on SDG # 15 Life on Land

What is this goal all about?

<http://bit.ly/2WuH5j1> Global Goal #15



Goal- Enhance global support for efforts to combat poaching and trafficking of protected species, including by increasing the capacity of local communities to pursue sustainable livelihood opportunities.

### THINK

The Kunene Nature Reserve is home to the Kunene Desert Lions, an endangered species due to the conflict between the needs of local inhabitants, who see the lions devastate their livestock and threaten the region’s communities, and the necessity for the species to survive. The lions have adapted to exist in such inhospitable conditions, able to draw moisture from the blood of its kill to rehydrate and has many special adaptations to minimise water loss.



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ACTIVITY: Reading for information – **How to address human-lion conflicts?**

Addressing the conflict between people and wildlife requires striking a balance between conservation priorities and the needs of the people who share their land with wildlife.

<https://www.desertlion.info/>

<https://wildcatsmagazine.nl/conservation/desert-lion-conservation-project/>

In pairs or individually – students read information from the two articles and jot down points under these headings.

- What is the problem?
- What is being done to solve the problem?
- Would Education and assistance to farmers help?
- What is Eco tourism- is this a solution?

### FEEL:

ACTIVITY- Visible learning- Tug of War

Present the dilemma to your students- the conflict between farmers and conservationists. Place this dilemma on board or poster- students have sticky notes to write on and place on either side. Identify the factors that pull at each side of the dilemma These are the two sides of the Tug of War. Ask students to think of tugs or reasons why they support either side of the dilemma. Ask them to try to think of reasons on the other side of the dilemma as well. Generate what if questions to explore further.

**ACT:** - Volunteer with street animal organizations or shelters: Help to sustain diversity and save lives of animal species by volunteering in organizations helping these pets as well as endangered species.

Conclusion Activity:

Invite students to share their ideas on flipgrid



<https://flipgrid.com/ab59c4eb>

Add yourself to the map on the Home Page

<http://www.breakingthecycle.education>



[Footprints on the Globe- Global Citizenship Education](http://www.breakingthecycle.education)



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