

Conservation Projects

Anyone inspired by a conservation story should feel empowered to take action and rally others to support as well. Before diving into a project though, it is important to consider the role of leadership in conservation projects and to have a clear self-identity. Finding your niche involves understanding the culture of the area you want to work in, the people you will be working with, and your own strengths and weaknesses.

Objectives:

Students will be able to:

- Identify the role of leadership in conservation projects
- Compare and contrast different conservation leadership projects
- Reflect on the role of identity in conservation leadership

Materials:

- [Conservation Project Overviews](#)
- Conservation Project Worksheet
 - [PDF worksheet](#)
 - [Editable worksheet](#)
- Materials for poster creation may include poster board, markers, pencils, etc.

Process:

- 1) WCS envisions a world where wildlife thrives in healthy lands and seas, valued by societies that embrace and benefit from the diversity and integrity of life on Earth. In order to achieve this vision, [WCS Global Conservation](#) teams use several overarching conservation solutions. Introduce students to these conservation solutions. (You may print these out or direct students to the website.) Once students have read the solutions' descriptions, discuss which were surprising or most interesting.
- 2) The teams that receive awards and training under the Conservation Leadership Programme work on projects that employ an array of the conservation solutions. Break students up into 6 groups, each focused on a different Conservation Leadership Programme project. These chosen projects highlight the solutions paired with them:
 - a) Wildlife Trafficking – Slender-Snouted Crocodile in Lambaréné, Gabon
 - b) Protected Areas – Guiana Dolphin in Cananéia estuary, Brazil
 - c) Wildlife Management – Raptors in Central Kazakhstan
 - d) Oceans and Fisheries – Sharks on Argentine coast
 - e) Addressing Climate Change – Amphibians in Western Ghats, India
 - f) Communities – Chamba Sacred Langur in Chamba, India

- 3) Student groups explore the project assigned to them using the Conservation Project Profile.
- 4) Students use the guided Conservation Project worksheet to answer questions about various aspects of the conservation leadership project.
- 5) Each group creates a poster that highlights the work that is happening in their Conservation Leadership project and the role of leadership identity.
- 6) Students engage in a gallery walk to provide feedback and notes to each other's projects. Display all the posters and students circulate to see the other posters. Students can leave sticky notes on other groups' posters with their feedback and notes.
- 7) Groups reflect on the notes from their peers and edit their poster (or recreate their poster).
- 8) Each group does a short presentation (2-3 minutes) with their poster to describe their project and the connections to community and leadership identity.

Extension Activity:

- Public outreach is a common strategy employed by conservation teams to raise awareness about their projects and employ the help of the community in their conservation solutions. In the conservation projects profiled during this activity, teams distributed pamphlets, erected billboards, and put on street plays to engage the public. Students could create their own pamphlet or street play to share the importance of their profiled project with students in younger grades. This is a great way to practice communication skills that are critical for conservation leaders.

 **WCS** presents

FIELD SIGHT

To learn about WCS Education
and our park programs, visit
wcs.org/education

 @WCSEducation

 @WCSEducation