Healthy World Conservation Action Plan

This activity works best after the Spillover Game so students understand that infections and pathogens can make the jump from animals to people. For this activity, it’s time to make a plan for how we can reduce the chances of spillover events. Even though nature and animals can seem far away, Nature Near and Far showed us that in fact there are small choices we can make that will reduce the impact that humans have on the places where animals live. Students will choose a particular conservation action and create a comic strip that advocates for other people to make the same conservation choice.

Objectives:
Students will be able to:
• Understand how small everyday choices relate to outcomes in other parts of the world.
• Create a story that advocates for a particular conservation action

Materials:
• Conservation Action Fact Sheet
• Conservation Comic Strip Planning and Example
  • PDF version
  • Editable version
• Conservation Action Comic Strip Template
  • PDF version
  • Editable version
• Optional: Canva Comic Book Creator
• Paper and writing tools

Process:
1. Ask students to summarize what they have learned so far about how infections or pathogens can move from animals to people and then travel around the world.
   a) Suggested Summary: “We know that it is easier for infections to pass between animals and people when wild places are disturbed or removed, leading to more contact between wild animals, domestic animals, and people. We also know that we are connected to other parts of the world through our daily actions like what we eat, the products we use, and how we get around.

2. Remind students specifically about what they learned in Nature Near and Far about how their lives and actions are connected to other parts of the world.
   a) If you have not done the Nature Near and Far activity, you can refer to the Connected World Fact Sheet for examples of this connectivity.

3. Tie it all together with the Healthy World Conservation Action Plan video to connect the ways that human choices and actions can benefit wild animals, wild places, and humans. Reducing our impact on the environment is good for everyone. Additionally, this video introduces the idea of communication campaigns to disseminate messages, which can plant the seed for students creating their conservation action plan comic strips.
4. Ask students if they have any ideas about how they could reduce their impact on other parts of the world in order to promote a healthy global society.
   a) Create a list of conservation actions that students come up with.
   b) Ask students guiding questions about particular areas of their lives to guide the conversation.
      • Are there any changes to the way we eat that could help conserve wild places?
      • Are there any changes in the products we use that could help conserve wild places?
      • Are there any changes in how we get around that could help conserve wild places?
5. Distribute the Conservation Action Fact Sheet to students. Ask different students to read each of the conservation actions and their descriptions aloud. Ask the class if the listed actions were already on the class list or if they are new. If they are new, add them to the class list.
   a) *optional modification* If this activity is taking place in a remote learning setting, be sure to share the Fact Sheet with students prior to class. You can also display the document for the class and ask students to read each one aloud.
6. Tell students to choose an action from the class list and imagine what it would be like to do that action in their own life. Give students 30 seconds to imagine a scene or picture where they are doing that action.
7. Tell students to turn and talk to a partner about the action they imagined and what it would look like for them to do that. For remote teaching, ask for at least three students to share their ideas. When asking for volunteers, try to find students who pictured different actions from the list.
8. Remind students that taking conservation action helps to keep wild places healthy and it can also stop diseases from spreading from animals to people. Taking these actions can keep people healthy too!
9. Present the Conservation Comic Strip Planning and Example sheet to students and direct them to read the comic strip.
10. Ask students what conservation action the comic strip is supporting. Check that students understand the content of the comic strip.
11. Tell students that they will now create their own conservation comic strip. They should turn their page over to the Planning Sheet and decide on the aspects of their own comics.
12. Once students have completed their planning they can move on to creating their own conservation comic using the Conservation Action Comic Strip Template.
   a) Take the opportunity to check for understanding by asking students to describe the comic strip they will make to you before handing them the template.
13. Encourage students to plan their comic strip out before starting to draw. Tell them to think about how many boxes they need and what will go in each one. Plan in plenty of time for students to complete drawing and coloring their comic strip if possible.
14. Ask for student volunteers to share their comics with the class. Make sure to praise the students who share for being brave in sharing their creative work!