



# QUARTERS FOR CONSERVATION ACTIVITIES

## BUILD A CONSERVATION CONCEPT MAP

*A concept map is a visual representation of how ideas, concepts, and entities are connected. Concept maps can help us visualize the connections between people and groups as well as the connections between different characteristics and goals of a particular concept or idea.*

*Field conservation often includes many individuals and organizations that collaborate towards a common goal of preserving a particular species and/or habitat. In field conservation there are also many factors to consider such as the characteristics, threats, and needs of the chosen species and/or habitat.*

*In this activity students will research all of the components of field conservation for a particular wildlife conservation project that is supported by Woodland Park Zoo.*

**Grades 5–12; Science, Communication, Social Studies, Language Arts and Art**

**Materials:** Access to Woodland Park Zoo website ([www.zoo.org](http://www.zoo.org)) and the web to research conservation projects, paper and drawing utensils for each student/group AND/OR access to a digital means for building a concept map such as Google or PowerPoint.

1. Start by visiting the Woodland Park Zoo webpage for the conservation projects supported by Quarters for Conservation: [www.zoo.org/conservation/quarters](http://www.zoo.org/conservation/quarters)
2. **Each student/group selects a conservation project from the list.**
3. Students research their project of choice.
4. Encourage students to discover the different elements that make their chosen conservation project successful. What types of activities are required? Who are the individuals and organizations that help implement these activities? It might help to consider the primary causes of endangerment for the species that the conservation project supports such as habitat loss, habitat fragmentation, and degradation of habitat.
5. Once students have compiled information about their chosen conservation project they can begin drawing a concept map that includes all the components of the conservation project they learned about. Encourage students to draw arrows between different components that represent connections and above each arrow to describe how the two components are linked.

Here is an example of one part of a conservation concept map for the Oregon Silverspot Butterfly Project supported by Woodland Park Zoo:



6. Once students have completed their maps they can present them to the class. Completed maps can be posted where the class and/or other students can see.

Additional resources on concept maps & conservation

**Check out the additional resources for educators offered by Woodland Park Zoo:**

<http://www.zoo.org/page.aspx?pid=1795>

Many packets, activity sheets, and media resources include conservation connections and opportunities for students to learn about conservation.

Animal Fact Sheets: <http://www.zoo.org/animals>

Institute for Human and Machine Cognition -

The Theory Underlying Concept Maps and How to Construct and Use Them:

<http://cmap.ihmc.us/Publications/ResearchPapers/TheoryCmaps/TheoryUnderlyingConceptMaps.htm>

Reading Rockets – Concept Maps:

[http://www.readingrockets.org/strategies/concept\\_maps](http://www.readingrockets.org/strategies/concept_maps)

Science Scope – Using Concept Maps in the Science Classroom:

[http://web.stanford.edu/dept/SUSE/SEAL/Reports\\_Papers/Vanides\\_CM.pdf](http://web.stanford.edu/dept/SUSE/SEAL/Reports_Papers/Vanides_CM.pdf)

Woodland Park Zoo – Conservation

[www.zoo.org/conservation/field](http://www.zoo.org/conservation/field)

# RESEARCH AND SHARE

*In this activity students will research a conservation project supported by Quarters for Conservation, present their research to the class, and then share their learning with a family member, friend, and community member.*

**Grades 5–12; Science, Communication, Social Studies: Economics, Social Studies: Geography**

**Materials:** Access to the Woodland Park Zoo website ([www.zoo.org](http://www.zoo.org)), materials to compile a presentation such as poster board, drawing utensils, photos, maps, and/or access to PowerPoint or other presentation media. Presentation materials can vary widely based on the instructor, classroom, age group and materials readily available.

1. Share with students that everyday around the world conservation scientists are working hard to save animals and their habitats, and they need help! Conservation scientists rely on people like them to spread the word about their efforts, and to raise support for conservation. So who will they support today?
2. Students can work individually or be organized into pairs/groups. Students begin by researching one of the conservation projects that the classroom is supporting with Coins for Conservation. Students can find more information about these conservation projects at [www.zoo.org/conservation/quarters](http://www.zoo.org/conservation/quarters).
3. Students prepare a presentation for the classroom which includes at least one visual element (such as a poster, photo, map, drawing, or PowerPoint presentation). In their presentation they should include:
  - The name of the conservation project
  - The species and habitat the conservation project supports including its geographic location, characteristics, threats, and needs
  - The organizations involved in the conservation project
  - The actions of the conservation project
  - The goal(s) of the conservation project
  - What they (and others) can do to support these conservation efforts!
4. Encourage students to get the word out about the conservation program they have chosen to support. After completing their research and presentation, each student should compile a short statement that summarizes their chosen conservation project (3-5 sentences). Students then practice sharing this statement with a classmate. This conservation statement should include:
  - Why the conservation project is important to the student
  - What the conservation project goal is
  - What that person can do to support it
5. Students should then be asked to share their conservation statement with a family member, friend, and one other community member. After accomplishing this, they should feel more comfortable sharing this statement with as many people as possible.