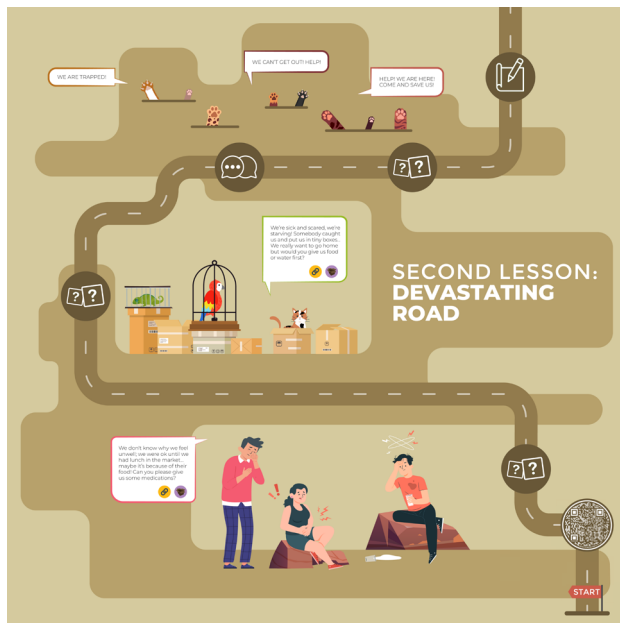


LIFE AND LAND: HOW TO ELIMINATE POACHING AND TRAFFICKING?

Digital Educational Mat & Coding

START



FINISH

Project Number:

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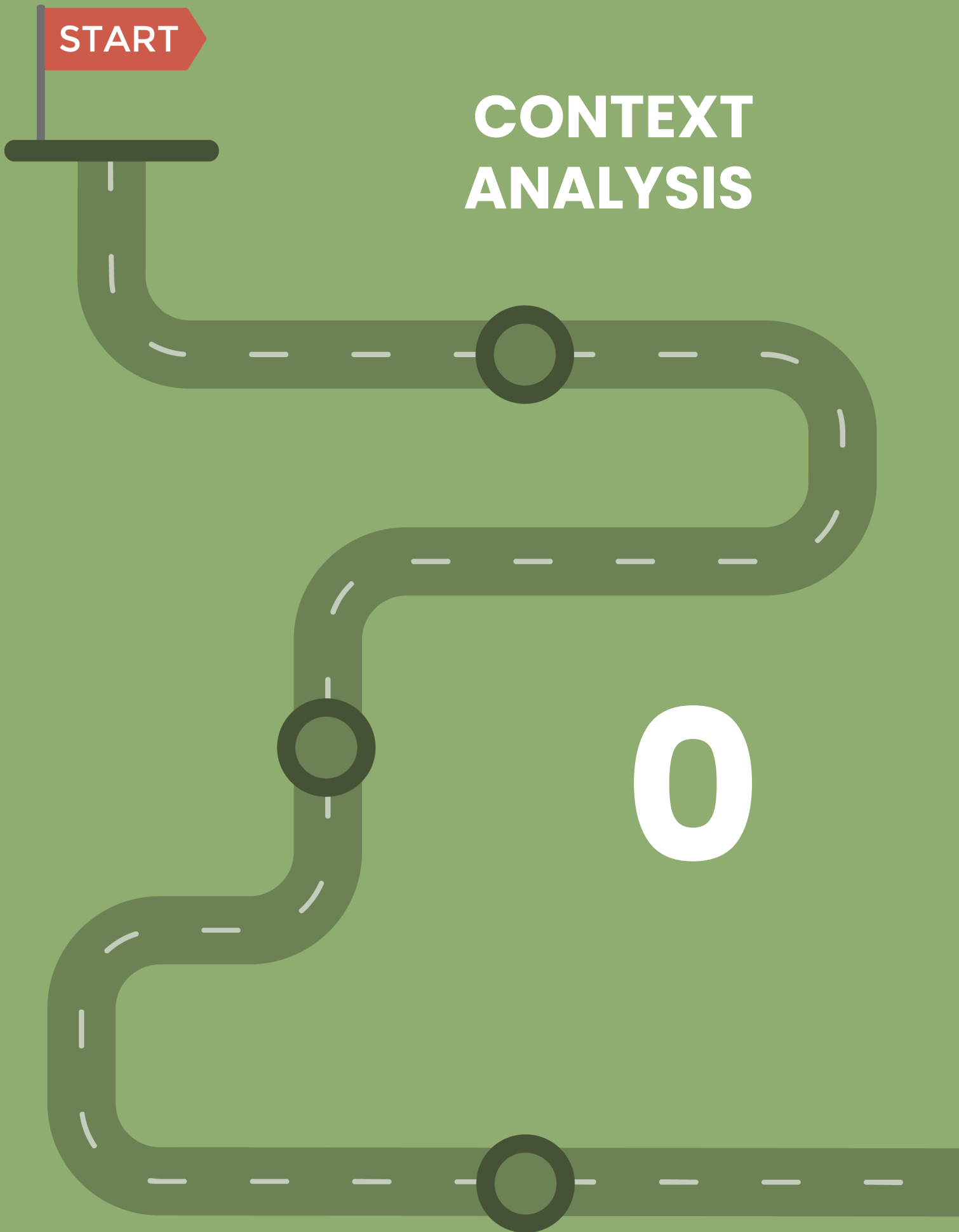
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START

CONTEXT ANALYSIS

0





9/10 Y



LIFE AND LAND: HOW TO ELIMINATE POACHING AND TRAFFICKING?

Teaching program set-up

This project is developed in 4 meetings of about 55 minutes each to be completed sequentially. This kit illustrates the practical indications for each activity and the related timing.

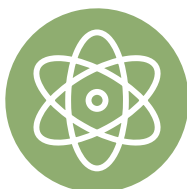
Scenario

Animal trafficking and poaching represent two of the most pressing threats to global biodiversity. These illegal activities, driven by profit and fueled by demand for exotic pets, body parts, and trophies, are pushing numerous species to the brink of extinction. Many of the animals targeted, from majestic elephants and rhinos to exotic birds and reptiles, play crucial roles in maintaining ecological balance. The fight against poaching and trafficking is not only a battle for the survival of endangered species but also for the preservation of global ecosystems and natural heritage.

This project deals with these themes using a fictional story set in Iran where a group of students reads alarming news that four endangered animals—an Asiatic Cheetah, Persian Leopard, Persian Fallow Deer, and Persian Onager—escaped from Golestan National Park. Determined to rescue them, the students, guided by their teacher, prepare for the jungle and head to a traditional market to gather supplies. There, they are horrified by the sight of items made from animals, including taxidermies, which motivates them to act quickly. Venturing into the wild, they find signs of poaching and discover tragic remnants of extinct Persian lions, reminding them of the urgent need to save other species. Encouraged by their teacher, the students continue their search, learning about other endangered animals and forming a bond with nature.

With the help of clues from animals they meet along the way, the students eventually find the escapees. They guide the animals back realizing the vital importance of safeguarding endangered animals, understanding that protecting wildlife is a collective responsibility.

Involved subjects



SCIENCE



TECHNOLOGY



CIVICS



ART

Pedagogical needs

For a project targeting children aged 9–10 years, the pedagogical needs are met through experiential learning, environmental education, critical thinking, and social-emotional development. Here are the key pedagogical needs that have been covered within this project:

- Understanding of the concept of endangered species and their roles in ecosystems, learning how human activities threaten biodiversity;
- Environmental awareness in order to foster a sense of responsibility toward nature and its biodiversity;
- Problem-solving skills, engaging in decision-making, planning, and analyzing clues to find solutions;
- Empathy, fostering compassion for animals and understanding the human impact on wildlife;
- Teamwork, encouraging collaboration among students and learning from others;
- Creativity, using artistic expression, like making masks, to connect with animals and the issue presented;
- Civic engagement, learning about conservation and community responsibility;
- Emotional resilience, building perseverance by overcoming challenges and setbacks.

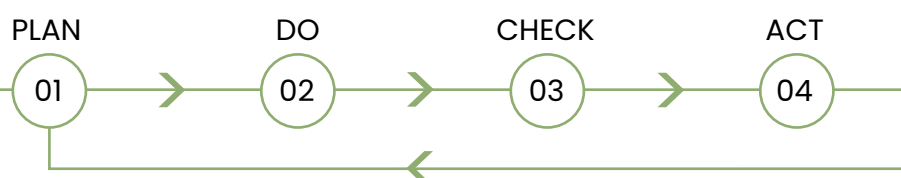
Pedagogical objectives

The pedagogical objectives for a project on poaching and animals trafficking awareness for children aged 9–10 years can be outlined as follows:

- Understand the “Animal Trafficking and Poaching” concept: learn the causes and effects on endangered species and ecosystems.
- Identify and protect endangered species, recognizing animals;
- Apply problem-solving strategies: develop and implement solutions for real-world problems like animal rescue;
- Demonstrate empathy for wildlife: show care and respect for animals and their well-being;
- Enhance teamwork and leadership: build cooperation and leadership skills through group activities;
- Cultivate responsibility: feel empowered to take action on environmental issues.

Methodology

The **DEMING CYCLE (PDCA Cycle)** is a method for implementing improvements continuously, test changes and solve problems.



01_ Plan and schedule teaching units/activities.

02_ Carry out the activities (teaching units; theoretical training sessions; practical training/laboratory sessions).

03_ Continuous control that the objectives are achieved and that all students have acquired new skills in a homogeneous way.

04_ At the end of each session the teacher evaluates the work, observes and identifies critical issues and ways to implement corrective actions for the future.

MARKETPLACE



1
LESSON

Section of the map

This section of the map is dedicated to the first lesson.
On a graphic level it presents all the elements useful for narration and related activities.



Pedagogical objectives

- Grasp the definitions of poaching and trafficking, and the difference between legal and illegal wildlife activities, recognizing the impact these practices have on animal populations and ecosystems;
- Exploration of the underlying economic, cultural, and social factors driving poaching, such as demand for luxury goods and traditional practices, while understanding the motivations of those involved in these activities;
- Learning how common consumer demands, such as fashion, medicine, and ornamental items, contribute to poaching and animal trafficking, linking these global issues to their own daily habits and consumption choices;
- Develop a greater awareness of the materials and products they use in their daily lives, understanding how these choices can impact wildlife. Students will learn to question the origin of products and develop critical thinking skills around sustainability and ethical consumption.

Necessary aspects

The story and its activities require:

- an educator who will actively participate during the lesson;
- a display on which to screen the map during and after reading the story and to view the videos proposed for some activities;
- a computer/tablet with which children can carry out part of the activities and programming on Scratch (a free programming environment, with a graphical programming language);
- paper and pencils for drawings.

Methodology

ATTENTION:
Time of correction

A mistake in STEAM is a fundamental moment: all mistakes teach something and from them we can learn and improve together. The error must be corrected in a positive way without any penalty (reprimand, negative judgement, etc.) The correction involves the whole group in searching for the best solutions and explaining the reasons (cooperative learning - collective intelligence).

NARRATION (STEP 1) - 10 min

The educator will read the story. During the narration the map will be projected on a screen and kids will be encouraged to participate.

CODING ON SCRATCH (STEP 2) - THROUGHOUT THE LESSON

This part is aimed to introduce block programming on Scratch. All activities will be led by the educator.

INTRODUCTION /VIDEO AND DRAWING - 10 min

The educator will use an animated video about the usage of animals to introduce the topic. Then children will draw the Ranger that will be used as main character on Scratch.

ACTIVITY 1 /VIDEO - 5 min

The class will watch a video about the dangers for animals during animal testing for cosmetics.

ACTIVITY 2 /VIDEO - 5 min

Children will watch a video about how to use herbs as an alternative to animals in the process of making medicines and in medical use.

ACTIVITY 3 /DISCUSSION - 5 min

The educator will start a discussion about the use of animal skins in the fashion world.

ACTIVITY 4 /MATCHING GAME ON SCRATCH - 10 min

Children will play a matching game on Scratch. At the end of it they will have a reward that will be helpful during the next lessons.

ACTIVITY 5 /MATCHING GAME ON SCRATCH - 10 min

The class will play another matching game on Scratch.

Step 1

The educator reads carefully the story to the children encouraging them to participate.

The story is set in Iran and it begins with a news story. Afterwards the children decide to take action and save the animals. their journey begins in the marketplace.

The news was published: "Four endangered animals have escaped from Golestan National Park; Asiatic Cheetah, Persian Leopard, Persian Fallow Deer, Persian Onager".

A group of students read the news and «We have to save them!», they affirmed.

They discussed the topic with their teacher and finally decided to go and look for the animals to bring them back to the National Park. They started looking around in a marketplace near the school. Some students noticed some strange and scary things as they entered each store: a lot of items with animal origin.

«What if our endangered animals become one of them?!» said one.

«Don't worry, they are not here yet, but if we don't hurry, they will come, it could end here. We have been fighting for a long time to stop selling this material», said the Ranger who offered to help them. «But as long as there is a demand, they have them. There are not only these scary physical things that you see, some materials are okay at first glance, but they have a scary background! And many people don't even know them. Let me show you something».

The students feel scared. «Scary background? What does that mean?» then follow the Ranger. He passed many markets and stopped at a cosmetics shop.

«It's just a cosmetics shop; what's wrong with it?» said a student.

«Let's talk with Federico! Hello mate, how are you? Can you describe your products a little?» said the Ranger.

Federico: «Hello everyone; Of course I can! I have the best cosmetics around. You can use them and be sure that you don't have an allergy to them, and they have the best effect they can!»

Ranger: «How can you be so sure?»

Federico: «These are not my words; the scientists said it. All these materials have been tested on animals. If there were any problems, I would have known them before. Don't worry! They know their job.»

Ranger turned and asked the students: «Now do you understand?»

No one answered but everyone was sad. «Let's move on.» They reached another store. It was like a pharmacy.

Ranger asked the seller again. «Hi Franca, can you tell us a little about your curious products?»

Federico: «They're the best drugs ever. All have been tested on animals so you can use them without a doubt. Brilliant scientist!»

«ANIMALS!!! They are all tested on animals!» shouted a student.

«But these are human drugs or stu... how do you...» he felt so sad...

«Exactly.. This is our big problem. So many animals have been captured to be used as testers. They suffer a lot; they suffer to death; It's so unfair. It's not the only way to test, but since it's cheaper, many companies do it. But wait, it's not the only use of animals. Let's move on, I have to show you other stores», said the Ranger.

They went on and soon realized that there are so many products and that many animals have suffered or died for the human race. A bear/carpet, clothes made of animal fur, bags and shoes made of animal skin, and many luxury items made of elephant tusk or other parts of animals and the scariest ones... taxidermy!

«What if our lost animals on the verge of extinction became one of them?!» one of the students said. «I feel so sad.»

Ranger: «Yes, I am too. But we can change everything. Let's eat something; we have a long journey on our way. Oh! There's a restaurant!»

As they got closer, the students started shouting and screaming. «What are these? Who eats these animals!»

Ranger: «Yes... THAT is the problem. You can't even imagine what people do to animals; I know you're sad, but you can change the situation. Believe in yourself. And now I have food in my backpack. Gather to eat and rest!»

Step 2

The educator helps children to carry out the block programming code on Scratch.

During this lesson the class led by the educator will use block programming on Scratch following the steps explained in the first chapter of the dedicated additional pamphlet called **MAT5. Coding literacy for the lessons**. The tasks to complete are listed below.

INTRODUCTION

After reading the story, the educator makes a brief introduction of the topic by presenting the first section of the map that will serve as a digital background on Scratch. In order to start using the platform, the children will draw the Ranger who will be scanned and used as the main character on Scratch for each of the lessons.

Afterwards, the children will have the opportunity to scan the first QR code that will allow them to view the first video.

Task: watch the video

Duration movie: 00:07:32

Location: traditional market

Mission: awareness

After having drawn the Ranger (character of the story), the educator makes the kids watch an animated video called **Usage of Animals (Original Animation)** that explains in a very simple way, suitable for children, the merciless animal abuse of humans in several categories.

This video is intended to introduce the general topic of the project.



Press the button to watch the video

ACTIVITY 1

Following the route suggested by the map, the first shop is a cosmetics shop (#1). Here, students will learn how dangerous animal testing in cosmetics is. Their challenge is to scan the QR code and watch the video (*Save Ralph*) and discover the dangers for animals during animal testing for cosmetics.

There is also a reward for this stage: it is a blanket that will help students save the trapped animals in the second meeting.

Task: watch the video

Duration movie: 00:03:54

Location: traditional market, cosmetics shop

Mission: awareness

Reward: cotton blanket

By scanning the QR code, as foreseen by the activity, the children will view a video called ***Save Ralph – A short film with Taika Waititi*** of 2021. Ralph is the spokes-bunny of *Humane Society International's* global campaign to ban animal testing for cosmetics and to motivate people to sign HSI's petition to ban this unnecessary practice.

Save Ralph is a powerful stop-motion animation short film featuring a lot of celebrities and the Oscar winner Taika Waititi as the voice of Ralph, who is being interviewed for a documentary as he goes through his daily routine as a "tester" in a lab.

While Ralph is animated, the miseries he endures in the short film are far from made up. As Spencer Susser, the director of *Save Ralph*, says, "It's so important that Ralph feels real because he represents countless real animals who suffer every day."



Press the button to watch the video

ACTIVITY 2

The second shop that the children will encounter is the market pharmacy (#2). Again their challenge is to scan the second QR code and watch the video.

The video will make them aware of how to use herbs as an alternative to animals in the process of making medicine and in medical use.

There is also a reward for this step which is a herb that the students will use in future steps to heal the people they will meet.

Task: watch the cartoon

Duration movie: 00:06:16

Location: traditional market, pharmacy

Mission: awareness

Reward: collect herbs instead of poaching animals/replace medicine

The educator and the children watch a video on YouTube called ***The failure of animal experiments – an animated educational film*** of 2016 that clearly explains the tragic consequences on animals. It also highlights the possibility that animal testing can lead to dubious results because the human response to drugs does not always correspond to that of the animals on which they are tested.



Press the button to watch the video

ACTIVITY 3

Now students will arrive at the market's clothing store (#3). Here they will observe clothes made from animal skin. The teacher talks about this problem. In this phase, the students' challenge is to find creative alternatives to the use of animals.

Task: discussion

Location: traditional market, clothing store

Mission: awareness

Reward: collect the shawl (they will tie it to create a rope to save the animals trapped in the holes, in the second lesson)

In the bustling and vibrant clothing market, the teacher will spark a deep and engaging discussion on the controversial use of animal skins and furs in the fashion industry. The session will delve into the history and cultural significance of using animal products in clothing, tracing how it has evolved from necessity to a symbol of luxury and status. The teacher will guide students to understand the dark side of this industry, explaining how the demand for exotic skins, fur coats, and leather goods contributes to the poaching of endangered animals, unethical farming practices, and severe ecological damage.

This discussion will also examine how the fashion industry's reliance on animal products has fueled illegal wildlife trade, affecting not only biodiversity but also the livelihoods of communities and ecosystems across the globe. By connecting these global issues to everyday fashion choices, the teacher will encourage students to question the sustainability and ethics behind what they wear, fostering critical thinking and awareness about the broader implications of their consumer behavior.

To enhance understanding, the educator may present a carefully selected video that illustrates these alternatives, offering real-world examples of ethical fashion practices and encouraging students to reflect on their own consumer choices.

ACTIVITY 4

In this step, students will be at the market(#4) home decoration store. They will see various animals hunted for decoration items. Their challenge is a matching game.

They have a reward in this step which is to collect shovels that they will use to save an animal and to fill the hole of a trap.

Task: matching game

Location: traditional market, home decoration store

Mission: awareness

Reward: shovels

The educator will lead the children in a thoughtful discussion about the harsh realities behind the creation of luxury decorative objects, such as ornate carvings, carpets, and ornaments made from animal parts. The conversation will explore how animals, including endangered species, are often killed for their skins, fur, bones, tusks, and horns to produce these high-end items. The educator will emphasize the cruelty involved in these practices, explaining how poaching and illegal hunting are driven by demand for luxury goods.

By discussing examples like ivory ornaments, tiger skins, and bear rugs, the educator will help the children understand the true cost of these products—not just in terms of money, but in terms of the loss of wildlife, ecosystems, and biodiversity. This conversation will also touch on the cultural and economic motivations behind the trade, raising awareness about how consumer demand fuels the exploitation of animals. Ultimately, the discussion will encourage children to reflect on their role in supporting ethical and sustainable choices.

ACTIVITY 5

Now students will enter in a (#5) restaurant in the market. Students will see that some animals that are forbidden to be hunted, are used in restaurants as food. Their challenge is a matching game. They have to match the animals to their climates and figure out which

Students will learn about the illegal practice of hunting protected animals and how some of these endangered species are secretly used in restaurants as exotic dishes. The educator will discuss the legal and ethical implications of consuming such animals, emphasizing how this practice contributes to the decline of vulnerable wildlife populations. By exploring specific examples, students will gain insight into how certain species, despite being protected by law, continue to be exploited for profit in the culinary world.

animals are forbidden to poach.

Task: matching game

Location: traditional market, restaurant

Mission: awareness

Reward: water to use for thirsty animals in the next lessons

In this phase, the educator will also introduce students to the basic knowledge of animal habitats and climates, explaining how different species are adapted to survive in various environmental conditions. This foundational understanding will prepare them for an interactive learning experience through a game on Scratch, where they can apply their new knowledge of climates and ecosystems to help design and play educational activities.

This combination of ethical awareness and hands-on learning will reinforce the importance of protecting wildlife while also enhancing their understanding of animal behavior and environments.

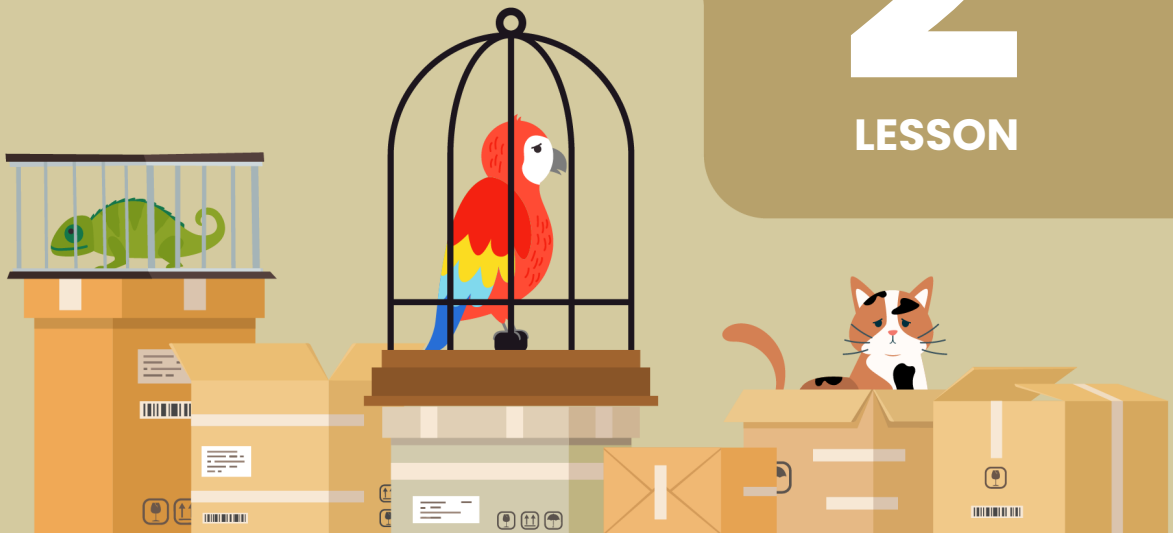
DEVASTATING ROAD

HELP!



2

LESSON



Section of the map

This section of the map is dedicated to the second lesson.
On a graphic level it presents all the elements useful for narration and related activities.



Pedagogical objectives

- Understanding of how poaching disrupts ecosystems by causing imbalances, such as the loss of keystone species, which affects food chains and habitats. Children will also explore how poaching can negatively impact local communities and economies, emphasizing the interconnectedness between human survival and healthy ecosystems;
- Become Familiar with examples of extinct species and those on the brink of extinction, learning about the historical and ongoing threats like deforestation, habitat destruction, and climate change. Kids will also explore the long-term consequences of these issues on biodiversity and planetary health;
- Developing a strong sense of self-efficacy by discovering how individual actions (such as raising awareness, participating in conservation activities, and making sustainable choices) can positively impact wildlife protection. Students will be encouraged to see themselves as responsible global citizens capable of contributing to environmental solutions.

Necessary aspects

The story and its activities require:

- an educator who will actively participate during the lesson;
- a display on which to screen the map during and after reading the story and to view the videos proposed for some activities;
- a computer/tablet with which children can carry out part of the activities and programming on Scratch (a free programming environment, with a graphical programming language);
- paper and pencils for drawings.

Methodology

ATTENTION:
Time of correction

A mistake in STEAM is a fundamental moment: all mistakes teach something and from them we can learn and improve together. The error must be corrected in a positive way without any penalty (reprimand, negative judgement, etc.) The correction involves the whole group in searching for the best solutions and explaining the reasons (cooperative learning - collective intelligence).

NARRATION (STEP 1) - 10 min

The educator will read the story. During the narration the map will be projected on a screen and kids will be encouraged to participate.

CODING ON SCRATCH (STEP 2) - THROUGHOUT THE LESSON

During the lesson children will do block programming on Scratch. All activities will be led by the educator.

INTRODUCTION /VIDEO - 5 min

The educator will use an animated video about poaching and its consequences on the terrestrial ecosystems.

ACTIVITY 1 /MATCHING GAME - 10 min

Children will play a matching game on Scratch about animals and what they eat in order to get to the next step.

ACTIVITY 2 /MEMORY GAME - 10 min

The educator will help the children play a memory game aimed at associating the animals and their mothers.

ACTIVITY 3 /DISCUSSION AND QUIZ - 10 min

The educator will start a discussion about extinct species and some animals that are currently endangered. After that children will have to play a game on Scratch.

ACTIVITY 4 /DRAWING - 10 min

The students' task will be to start creating identity cards, drawing some animal specimens and listing their main characteristics.

Step 1

The educator reads carefully the story to the children encouraging them to participate.

This part of the story is set in a devastating road.

Here the children will have peculiar encounters.

The next day, as they began to walk away from the market, they saw three people sitting on the ground; they were coughing or clutching their stomachs and complaining about something. They approached them and asked them how they were.

«We are not well! I don't know what happened to us. We were fine last night. We were at the market, we danced and ate... everything was fine until today. We all feel sick. We don't know what to do.» said onee.

Ranger: «Did you eat at the restaurant one of those exotic foods?»

The sick: «Yes.. yes.. why?»

Ranger looked at the students and said: «This is the simple consequence of those products we saw. They are sick because that is food inappropriate for humanity. It is wrong. But now we can help them with the herbs we have earned.»

They gave them some herbs and waited for them to get better a little. Then the children continued their journey. Walking they faced a long devastating road. There was almost nothing around in the land, just a bunch of dead trees and thorns.

«What is this place?! It's so scary! Why is there nothing here... where are the trees, animals, LIFE?!» said a student.

Ranger: «What you see is the biggest problem that threatens all creatures. It's called Deforestation. People cut trees and kill animals. And this is what we have now... nothing! We have to hurry. Every minute counts to save the animals' lives. But be careful: there might be some traps or dangers here. Let's stick together and look for any evidence of our missing animals.»

After about an hour, they see some boxes around the trees. They got closer and were shocked: «They are animals!», said a kid. They run towards them to help them. But as they got closer, the animals panicked.

«Stop!» said the Ranger. «I'm sure they are afraid of us.»

A student: «But we want to help them!»

Ranger: «I know, but they definitely don't have a good memory of the human race; let's talk to them... Hi, I'm Marco; I'm a ranger and I want to help you.»

The tiny Persian cat replied: «Will you hurt us again?» Ranger: «No, no! Absolutely not... The students and I are looking for the missing animals and we want to help you too; what happened to you?»

Persian cat replied: «Someone came and took me, put me in a small box and took me to the car. My body hurts, I'm so hungry and I

can't move my hand... all the other animals have the same problem. We don't know where we are. Can you untie us and give us food or drink?»

The students searched for food and water in their bags. They also gave them a blanket to keep them warm.

Ranger: «See? These animals are suffering because of humans. They are injured and lost. I'll call a friend to take them to a safe area.»

Student: «Where is the safe area?»

Ranger: «This is called a National Park. We will go there after we find our animals.»

They continue their journey. As they went, they heard voices, barking, and other sounds. But there was nothing on the ground.

Ranger: «Be careful... these places are full of holes!»

Student: «Look! There are so many and voices come out of there!»

As they got closer, they saw many holes and animals trapped in them. Student: «Why would there be so many holes here?»

Ranger explained: «People use many different methods to catch animals. Holes are one of them. Digging holes has damaged the environment, and many trees and plants have been demolished because of these holes. Many animals trapped here suffer until a poacher comes and catches them. Wait... these holes are new! We have to hurry! Let's save these animals and move on. The poachers are probably after our animals too!»

The students quickly tied their scarves together and helped the animals stand out of the holes and filled them with the Ranger's shovel. They continued until they saw too many animal bones.

Ranger: «We are too late to help these other animals. These were the last ones alive...»

Step 2

The educator helps children to carry out the block programming code on Scratch.

During this lesson the class led by the educator will use block programming on Scratch following the steps explained in the second chapter of the dedicated additional pamphlet called **MAT5. Coding literacy for the lessons**. The tasks to complete are listed below.

INTRODUCTION

After reading the story, the educator makes a brief introduction about the destructive consequences of poaching. The second section of the map will be used as a digital background on Scratch. The students continue their journey on the long and devastated road. Here they can scan a QR code that will allow them to have a

The educator will begin with a brief but impactful introduction on the destructive consequences of poaching, highlighting how this illegal activity devastates not only animal populations but entire ecosystems. They will explain how poaching drives species toward extinction, disrupts biodiversity, and destabilizes the balance of natural habitats. Additionally, the educator will touch on the broader effects, such as the economic toll on communities that rely on wildlife tourism and the contribution of poaching to global environmental crises. By framing poaching as a complex and far-reaching problem, the introduction will set the stage for a deeper exploration of why it is essential to protect endangered species and enforce wildlife conservation laws.

first approach to the topic which will then be explored in depth with subsequent activities.

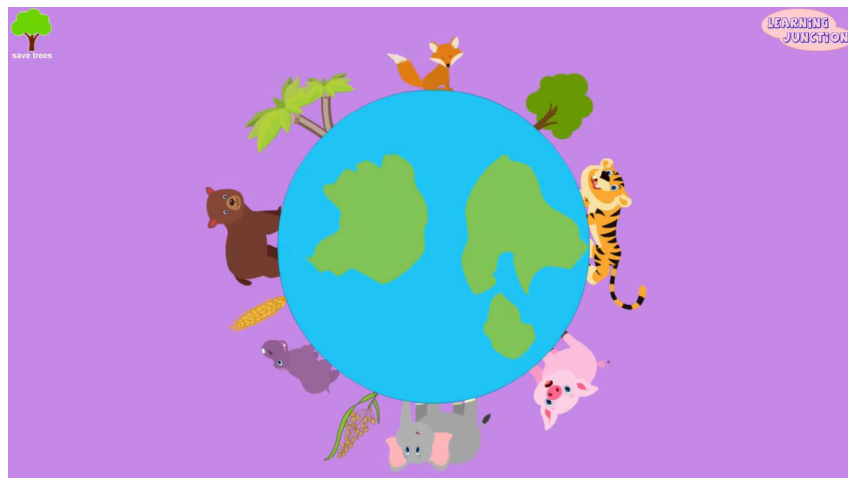
Task: watch the video

Duration movie: 00:03:05

Location: long devastating road

Mission: awareness

The class will watch an animated video about deforestation called ***Deforestation / Causes, Effects & Solutions / Video for Kids*** of 2020. It explains the possible causes of deforestation, including natural phenomena, human activity and the loss of biodiversity due to poaching.



Press the button to watch the video

ACTIVITY 1

In this phase, students see sick people and their task is to give them herbs and cure them. Children's challenge is to play a matching game on Scratch about animals and their foods. This topic will be previously explained by the teacher.

Task: give herbs to sick people and play the matching game

Location: long, devastating road

Mission: raise awareness

The educator will briefly introduce the topic in order to clarify some complex themes of the story. Children will be involved with questions.

Children will learn that consuming unusual or exotic animals not only harms endangered species but can also contribute to the spread of many diseases, including zoonotic diseases that can jump from animals to humans. The educator will explain how wildlife consumption has been linked to outbreaks of serious illnesses, emphasizing the health risks of eating animals that are not typically part of the human diet.

In addition, the educator will introduce the idea that natural remedies, particularly herbs, can serve as alternatives to medicines derived from or tested on animals. By exploring how certain herbs have medicinal properties, the educator will teach children that choosing plant-based remedies can reduce the demand for poaching, which is often driven by the use of animal parts in traditional medicine. This lesson will empower children to make informed choices that not only support their health but also help protect wildlife by promoting more sustainable and ethical options.

ACTIVITY 2

Students will meet the animals that are victims of poaching and their conditions. Animals need food, water and care. Therefore, the student's task is to give them a warm blanket and water, obtained in the previous lesson.

The educator will continue the discussion on the importance of animals for the ecosystem, taking up what was said in the previous activity. He/She will show 3 images of indispensable animals:

1. BEES – Transport of pollen for plants;
2. SHARKS – Regulate the proliferation of fish;
3. PRIMATES – From their evolution our species derives.

In this phase, children will learn how important animal life is and how harmful the traps that humans put in nature are.

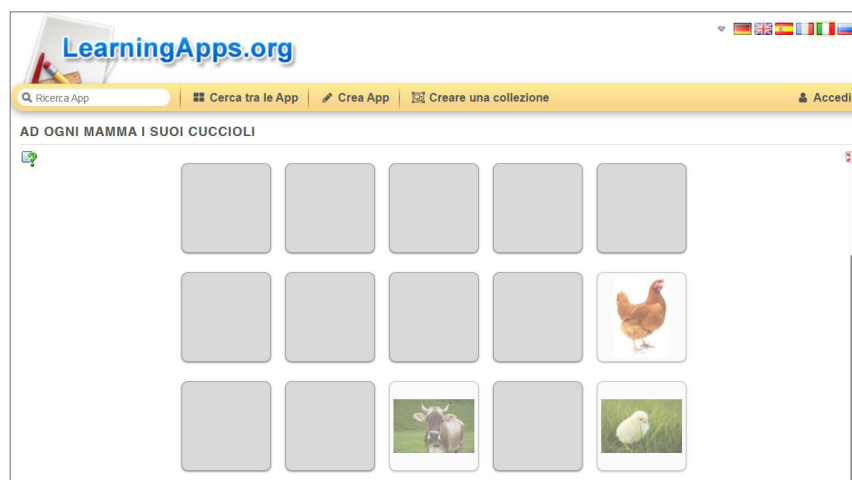
Another challenge is to play the memory game which has the purpose of connecting each cubs to their mother.

Task: connect the cubs to their mother

Location: long devastating road

Mission: awareness

Now the educator introduces the online memory game, on the website LearningApps.org. Kids will play individually and their task will be to correctly pair each puppy with its mother. The game is in Italian but it can be adapted by selecting a different language – educators can make a free account and translate it in their own language.



Press the button to watch the video

ACTIVITY 3

As the students move, they will encounter holes with animals trapped inside them.

The students will have to save them with the tools they earned at the market: a rope to get them out, a blanket to keep them warm and a shovel to fill the holes.

On Scratch, the children's challenge will be to recognize the animals. They will be shown 5 images of animals with 3 possible scientific nomenclatures next to them, one of which is the correct one.

Task: recognize the animals

Location: long devastating road

Mission: awareness

The educator will lead a discussion with the children about extinct species, helping them understand how certain animals, like the dodo or the woolly mammoth, no longer exist due to factors such as habitat loss, climate change, and human activities like poaching and overhunting. This conversation will highlight the irreversible impact of extinction and the tragic loss of biodiversity.

The educator will then shift focus to animals that are currently endangered, such as the Asiatic cheetah, rhinoceros, and sea turtles. Students will learn about the specific threats these species face—whether it's habitat destruction, illegal wildlife trade, or environmental changes—and how close they are to disappearing forever. By discussing both extinct and endangered species, the educator will emphasize the urgent need for conservation and inspire children to take an active role in protecting the animals that are still with us today.

To make these lessons more impactful, the educator may use images or videos to visually demonstrate what these animals looked like, where they lived, and why they became extinct.

ACTIVITY 4

In this phase the children will have to draw an animal. To carry out the task the educator will distribute sheets of paper, present various animal species and suggest to the children a simple way to draw them.

In this final part of the lesson, the educator will introduce the children to several extinct animals, including the **Syrian elephant**, the **Persian lion**, and the **Tasmanian tiger**. Through visual aids and storytelling, the educator will describe each animal's characteristics, their historical significance, and the reasons for their extinction, such as habitat destruction and poaching. This will help the students understand the fragile balance of ecosystems and how human actions

For each animal the students have to start creating identity cards, drawing the animal and listing its main characteristics. At the discretion of the educator it is possible to organize group work and assign an animal to each group. Each one will prepare the ID card on paper or possibly digital.

Task: recognize the animals and draw them

Location: long devastating road

Mission: awareness

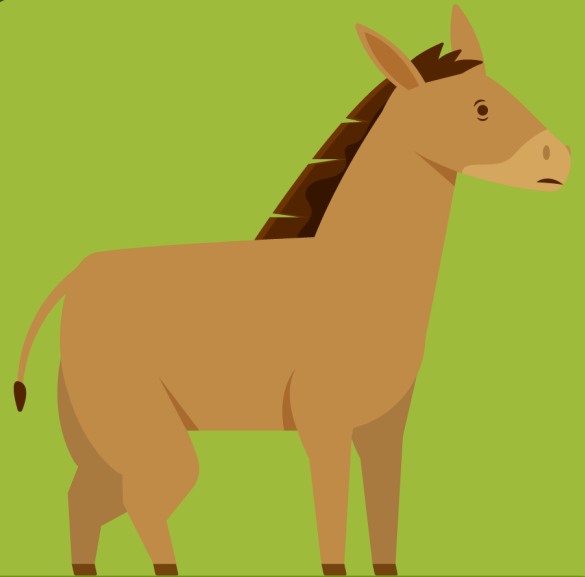
have contributed to the loss of these magnificent species.

For their task, the students will choose or be assigned an endangered or extinct animal to draw. They will then create an “identity card” for their animal, listing its main characteristics, including its habitat, diet, threats, and physical features.

This activity not only encourages creativity and engagement but also helps children internalize the importance of knowing and understanding animals in order to protect them.

The identity cards will be completed in a later session, where students can expand on the information and reflect on how they can contribute to wildlife conservation efforts.

JUNGLE



3

LESSON

This section of the map is dedicated to the third lesson.
On a graphic level it presents all the elements useful for narration and related activities.



Pedagogical objectives

- Understand conservation categories. Students will learn to identify and differentiate between conservation statuses like endangered, vulnerable, and critically endangered, understanding the factors that influence these categories. Students will also become aware of species successfully recovered through conservation efforts;
- Analyze data to propose solutions. By studying wildlife trends and poaching patterns, students will use critical thinking to suggest creative, evidence-based solutions, such as policy changes and education campaigns;
- Engage in hands-on conservation. Through activities like animal rescue, students will gain confidence and a sense of accomplishment, reinforcing their role as active agents of change in wildlife conservation;
- Develop environmental responsibility. Students will recognize their personal role in protecting nature, understanding the long-term impact of their actions and adopting sustainable practices;
- Enhance empathy for wildlife, helping students appreciate the ethical importance of preserving life for future generations.

Necessary aspects

The story and its activities require:

- an educator who will actively participate during the lesson;
- a display on which to screen the map during and after reading the story and to view the videos proposed for some activities;
- a computer/tablet with which children can carry out part of the activities and programming on Scratch (a free programming environment, with a graphical programming language);
- paper, pencils, scissors and glue.

Methodology

ATTENTION:
Time of correction

A mistake in STEAM is a fundamental moment: all mistakes teach something and from them we can learn and improve together. The error must be corrected in a positive way without any penalty (reprimand, negative judgement, etc.) The correction involves the whole group in searching for the best solutions and explaining the reasons (cooperative learning - collective intelligence).

NARRATION (STEP 1) - 5 min

The educator will read the story. During the narration the map will be projected on a screen and kids will be encouraged to participate.

CODING ON SCRATCH (STEP 2) - THROUGHOUT THE LESSON

During the lesson children will do block programming on Scratch. All activities will be led by the educator.

INTRODUCTION /MAKING MASKS - 10 min

After a brief introduction by the educator, the students' task is to create animal masks to empathize with them and try to see the world from their point of view.

ACTIVITY 1 /COMPLETING ID CARD - 10 min

The students' task is to complete the ID cards, started during lesson 2, with information about habitat and food. Kids will also watch a video.

ACTIVITY 2 /PUZZLE - 10 min

The educator will give the students some information on how to stop poaching and then the children will play a puzzle on Scratch.

ACTIVITY 3 /CREATING NEW ID CARD - 15 min

The students' task is to create at least 3 more complete identity cards, choosing from the six animals encountered during this third phase of the project.

Step 1

The educator reads carefully the story to the children encouraging them to participate.

This part of the story is set in the jungle. Here the children will meet the poacher and other endangered animals.

As they walked, they saw a large green area in front of them. The students felt hope and ran to reach the place.

Ranger: «This is the natural forest. If everyone is so responsible, we can have more of these areas all over the world and the animals can live peacefully in their habitat. But now we need to be more aware. The poacher who trapped the animals before should be here... Look for footprints and talk to all the animals you see to find out whether they have seen our missing animals or not!»

The students split into groups and looked for different paths. They saw many animals and talked to them. The animals were so kind, even though some of them were a little scared.

Ranger: «Most of them are endangered animals; there are not so many of them in the wild! It is important to take care of all of them.»

«I heard a gunshot!» shouted a student.

«Look, here are the footprints!» Another student shouted.

Ranger: «Follow me, quickly! We have to save the animals.»

They ran and ran... they could hear the animals screaming until they saw the poacher. Three animals, scared and injured, were standing in front of him.

Ranger: «STOP, don't kill them!», he shouted to the poacher.
Poacher: «It's none of your business. Go away, buddy.»

«It's our business», the students shouted.

The poacher was shocked. He turned around and saw many students standing behind the Ranger.

«They are our future!»

«If you kill them, no one will ever see them again.»

«If you catch them, they will get hurt and suffer.»

«If you...»; the students, one by one, explained to the poacher why he should stop poaching. They told all the information they had learned about their journey.

They came closer and closer until they were right between the animals and the poacher.

«We don't allow you to kill them. They are a part of our existence and have the right to live as we did. Will you kill us too for your purposes?»

The poacher dropped his gun to the ground and began to cry.
«You are like my daughters and sons... how can I shoot you? I didn't see this action from that point of view. Ah... I'm so sorry... I'm so sorry...»

Ranger: «It's okay now. We know you don't know exactly what you're doing and we understand that you regret it now. Come! The animals are injured. Please help us bring them back to the National Park.»

Step 2

The educator helps children to carry out the block programming code on Scratch.

During this lesson the class led by the educator will use block programming on Scratch following the steps explained in the third chapter of the dedicated additional pamphlet called **MAT5. Coding literacy for the lessons**. The tasks to complete are listed below.

INTRODUCTION

In this phase, the educator warns the students of the existence of poachers and other dangers for animals in free natural places.

The students' task will be the creation of animal masks using scissors and ready-made templates that can be downloaded online.

Task: making masks

Location: jungle

Mission: increasing the sense of responsibility and empathy

The third lesson begins with the educator introducing students to the concept of natural forests and ecosystems, explaining how these environments are crucial for wildlife survival. The students will learn that stopping poaching not only saves individual animals but also allows them to reclaim their natural habitats, where they play essential roles in maintaining the balance of ecosystems. This discussion will emphasize how protecting animals is directly linked to the health of forests and natural environments.

Following the discussion, the educator will guide the students in a creative activity where they make masks depicting various animal faces. This hands-on task will allow students to connect personally with their chosen animal, fostering a deeper understanding of the creatures they are learning about.

Once the masks are complete, each student will improvise a dialogue, role-playing as their chosen animal. Through this exercise, they will express what the animal might feel or experience due to poaching or habitat loss, showing their understanding of the issues discussed. This role-playing will not only demonstrate their knowledge but also their emotional connection and empathy toward animals.

This activity will help students recognize that they can empathize with animals and start seeing the world from their perspective. By stepping into the "shoes" of the animals, students will gain a more profound sense of responsibility and compassion for wildlife, reinforcing the idea that they can be advocates for animal protection and conservation.

ACTIVITY 1

In this phase, students will meet three endangered animals: the montivipera latifii, the Siberian crane, and the Steppe wolf.

The students' task is to complete the identity cards, started in lesson 2.

Then they will have to scan the QR code and watch a video to learn more about the extinct

For this first activity, the children, guided by the educator, will have to complete the ID cards started during the previous lesson. Specifically, they will have to insert detailed information about the food and habitat of the animals involved.

After meeting the three endangered species, portrayed on the map, children will have the opportunity to watch a video on YouTube called **Endangered and Extinct Animals | Video for Kids | Rare Extinct Animals Video** of 2018.

and endangered animals.

Task: complete the ID cards and watch the video

Duration movie: 00:03:47

Location: jungle

Mission: increase the sense of responsibility and empathy

It shows in an extremely clear way how, due to both natural phenomena and human activity, some species have become extinct, while others are in serious danger of extinction.



Press the button to watch the video

ACTIVITY 2

This is the phase in which the students meet the poacher and the first animal to be saved, an onager (Persian hemione). The ranger will provide the students with some information on how to stop poaching.

The task of the students, divided into groups of 4, is to create scenes on A4 sheets of paper focused on poachers and/or ecosystems that they have learned about in previous lessons. Each group will cut their sheet into 12 pieces; they will give the pieces to another group that will have the task of recomposing the puzzle.

Task: do the puzzle

Location: jungle

Mission: learn about the ecosystem, reviewing all the information learned

The educator will initiate a discussion with the children, focusing on the different ways poaching can be stopped. The conversation will explore various strategies, both local and global, that aim to protect wildlife from illegal hunting and trafficking. These methods may include:

1. Stricter Laws and Enforcement: The educator will explain how stronger laws and better enforcement by governments can help reduce poaching by punishing offenders and protecting endangered species.

2. Conservation Programs: The discussion will cover how wildlife reserves, national parks, and protected areas create safe spaces for animals to live and thrive without the threat of poaching.

3. Community Education and Awareness: Students will learn about the importance of educating communities near wildlife habitats, helping people understand the value of animals and how protecting them can benefit local ecosystems and economies.

4. Reducing Consumer Demand: The educator will explain how consumer choices play a critical role in poaching, and how reducing the demand for products made from animals—such as ivory, fur, or exotic pets—can directly help in stopping poaching.

5. Support for NGOs and Anti-Poaching Organizations: The educator will highlight the role of non-governmental organizations (NGOs) that work on the ground to combat poaching, raise awareness, and rehabilitate rescued animals.

Through this discussion, students will explore practical and achievable solutions, learning that stopping poaching requires a collective effort from governments, communities, and individuals around the world. This will empower them to think about how they can contribute, whether by raising awareness, making sustainable choices, or supporting conservation efforts

Immediately after, the children, divided into groups of 4, will have to create and subsequently compose puzzles that will have as their theme poaching and the ecosystems learned about in previous lessons.

○ ACTIVITY 3

Here the students meet the deer and the Caspian tiger, also chased by the poacher.

The task of the students is to create at least 3 more complete identity cards, choosing among the animals encountered during this third phase of the project.

Task: create complete ID cards

Location: jungle

Mission: increase awareness and empathy

In the final part of the lesson, the educator will provide the children with detailed information about two additional animal species: the deer and the Caspian tiger. The educator will explain the characteristics, habitats, and challenges these animals face, with a focus on the Caspian tiger, a species now extinct due to poaching and habitat destruction, and the deer, which continues to be threatened in some regions.

After this introduction, the students will be tasked with creating three new identity cards. These identity cards will focus on three of the six animals discussed during this third lesson (including the Caspian tiger and deer).

This activity encourages students to consolidate what they've learned by summarizing key information about the animals, helping them further develop their research and critical thinking skills. By creating identity cards, students will engage with the material in a creative way, strengthening their understanding of the importance of wildlife conservation and the role each species plays in its ecosystem.

NATURAL PARK



WE CAN SAVE THE ANIMALS,
WE CAN SAVE THE WORLD!



4

LESSON

This section of the map is dedicated to the fourth lesson.
On a graphic level it presents all the elements useful for narration and related activities.



Pedagogical objectives

- Understand that poaching is a global crisis affecting ecosystems worldwide. The students will explore the international efforts, agreements, and initiatives that have been implemented to combat poaching. This will broaden their understanding of how countries and organizations collaborate to protect wildlife across borders;
- Discover the various perspectives and approaches toward eliminating poaching, from strict law enforcement and policy reforms to education and community-based conservation efforts. Children will also learn how cultural, economic, and social factors influence these attitudes in different regions of the world;
- Develop a deeper awareness of the role of people as global citizens, understanding that everyone's choices and actions can contribute to the solution. Kids will be encouraged to think critically about their consumption habits, environmental footprints, and how they can be part of the global movement to protect wildlife and the planet;
- Recognize the vital role that NGOs (Non-Governmental Organizations) play in wildlife conservation and anti-poaching efforts. Through this, students will see how teamwork and collective action can lead to more effective and sustainable conservation outcomes.

Necessary aspects

The story and its activities require:

- an educator who will actively participate during the lesson;
- a display on which to screen the map during and after reading the story and to view the videos proposed for some activities;
- a computer/tablet with which children can carry out part of the activities and programming on Scratch (a free programming environment, with a graphical programming language);
- paper, pencils, scissors and glue.

Methodology

ATTENTION:
Time of correction

A mistake in STEAM is a fundamental moment: all mistakes teach something and from them we can learn and improve together. The error must be corrected in a positive way without any penalty (reprimand, negative judgement, etc.) The correction involves the whole group in searching for the best solutions and explaining the reasons (cooperative learning - collective intelligence).

NARRATION (STEP 1) - 5 min

The educator will read the story. During the narration the map will be projected on a screen and kids will be encouraged to participate.

CODING ON SCRATCH (STEP 2) - THROUGHOUT THE LESSON

During the lesson children will do block programming on Scratch. All activities will be led by the educator.

INTRODUCTION /DISCUSSION - 10 min

The educator will instruct the children on the rules to be respected in natural parks, reading a final part of the story.

ACTIVITY 1 /BUILD A DIORAMA - 15min

The students' task is to build a diorama with the drawings made in previous lessons. Kids will also watch a video.

ACTIVITY 2 /MATCHING GAME - 10 min

Children will have to play a matching game on Scratch which consists of matching the correct landscape name to the picture shown.

ACTIVITY 3 /MAKE A POSTER - 20 min

In this last phase of the project, the children, divided into groups, will have to create a poster against poaching, also using the material created in the previous lessons.

Step 1

The educator reads carefully the story to the children encouraging them to participate.

This last part of the story is set in the Natural Park. Here children will be welcomed as true heroes.

The group gathered and helped the animals walk through the jungle. In the meantime, they talked to the poacher and explained to him why poaching must be eliminated.

They reached a large guarded area. «Thank you for enlightening me with your information. I know that many other poachers also did not know about these consequences. But I will tell them and do my best to stop poaching,» said the former poacher.

He left and the students entered the natural park with the animals and the Ranger.

«Welcome!», many people were standing right at the entrance and were so happy. «You saved the animals! You are our heroes!»

Some people came, taking the animals to heal them. A woman came up and said, «Welcome to the National Park in the area. We are so honored to have you here. You were so brave and did a great job. They told us that you stopped the poacher just by talking to him!»

A man came up and said, «The world needs more brave and determined children like you. You saved the animals to save the world!»

The curators of the Park then explained to the children that some organizations are dedicated to saving the animal world and that they can join them or even create their own!

«It's a matter of your will, not your age,» Ranger repeated.

The students became so happy and proud of themselves. «We know that it's all our responsibility! I will do my best to save the animals!», shouted one student.

«Yes, I will too,» said another.

«I will save the world,» said one.

Immediately after a few seconds, everyone shouted so happily, «WE CAN SAVE THE ANIMALS, WE CAN SAVE THE WORLD!»

Step 2

The educator helps children to carry out the block programming code on Scratch.

During this lesson the class led by the educator will use block programming on Scratch following the steps explained in the fourth chapter of the dedicated additional pamphlet called **MAT5. Coding literacy for the lessons**. The tasks to complete are listed below.

INTRODUCTION

The educator will read a further section of the story in order to list in a more engaging way some of the rules to be respected in natural parks.

At the end the educator will ask the children engaging questions to check their understanding.

Task: listen and understand

Location: natural park

Mission: learn about the natural parks and raise awareness

The educator will read the following and final part of the story.

The students spoke with the ranger after arriving at the National Park. Here they were rewarded with flower seeds for their heroic deeds. The ranger introduced the park to the students and taught them how to make any place safe. The group of students gathered around the Ranger, who was still wearing his signature wide-brimmed hat and green jacket with the national park badge.

«Welcome to Blue Mountains National Park!» he began with a smile. «Today we will explore this beautiful natural environment together and learn how to keep it safe for everyone!»

The students, armed with notebooks and pencils, were eager to begin their adventure. The ranger led them along a path shaded by tall pines and oaks, while explaining the history of the park and the variety of flora and fauna that lived there.

«First of all» he began, stopping in a clearing, «it is essential to know how to behave when visiting a national park. One of the most important principles is to respect nature. **Do not pick flowers or plants and do not disturb the animals.** This is their habitat and we must be respectful guests.»

One of the students raised his hand. «And how can we make every place we visit safe?»

«Good question!» replied the Ranger. «There are some simple rules to follow. First, **always stay on the marked trails.** This not only protects you from potential dangers, but also the surrounding environment. Second, **never leave any trash behind.** Carry a bag to collect the trash and be sure to dispose of it in the appropriate containers when you return.»

He then paused to make sure everyone understood and then continued, «Third, **do not light fires** except in designated areas. Fires can be devastate the forest and endanger the lives of many creatures. And finally, if you see an animal, **observe it from a distance and do not try to approach or feed it.** This is important for both your safety and the safety of the animals.»

The students nodded, taking note of everything. The ranger led them to a lookout point, where they could see the entire valley below.

«Do you see how beautiful it is?» he said. «If we follow these simple rules, we can ensure that it stays that way for future generations!»

At the end of the day, as the sun set behind the mountains, the students said goodbye to their friend, promising to practice everything they had learned. The Ranger watched them go, satisfied that he had instilled in them a love and respect for nature.

ACTIVITY 1

In this phase, students will meet other endangered animals such as the panda, the red squirrel and the platypus.

The educator will summarize some of the concepts covered during the previous lessons, focusing on the topic of extinct and endangered animals. The students, who will be involved in the discussion, will then have the task of collecting the paper material produced for the previous activities and will draw inspiration to create a diorama, a real showcase

The students' task will be to build a diorama using the drawings made in the previous lessons. They can also watch a video to learn more about how to protect endangered species.

Task: create dioramas and watch the video

Duration movie: 00:07:33

Location: natural park

Misson: increase the sense of responsibility and empathy

in which elements belonging to the plant or animal kingdom are presented in a scale reconstruction of the natural environment.

While the children are busy making the diorama, the educator can decide to show a video on YouTube called ***Extinct and Endangered Animals for Kids | What we can do to protect endangered species*** from 2022. The video shows in a simple way the difference between extinct and endangered animals, emphasizing how it is possible to help their category, by carrying out some specific actions, including the protection and safeguarding of their habitat.



Press the button to watch the video

ACTIVITY 2

The educator now introduces the new game to be completed on Scratch: associate the images of landscapes with the correct name. If necessary, the educator will list the characteristics of each landscape.

Task: connect the names to the drawings of the landscapes

Location: natural park

Misson: knowledge

The second activity will challenge students to associate the correct names with various landscapes displayed on the screen. These landscapes will include diverse environments such as mountains, hills, plains, seas, deserts, jungles, forests, lakes, and savannahs. As each image appears, students will need to correctly identify the landscape type, fostering their understanding of different ecosystems and how animals adapt to live in these environments.

This activity not only reinforces geographical knowledge but also helps students connect each landscape to the species that inhabit them, deepening their appreciation of wildlife and natural habitats.

ACTIVITY 3

This is the final stage: returning the animals to their places. The last task of the students is to make a poster.

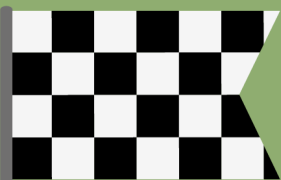
Task: make posters

Location: natural park

Misson: increase the sense of responsibility and empathy

The educator will explain to the children the importance of developing a deeper awareness of the role of people as global citizens, understanding that everyone's choices and actions can contribute to the solution.

In order to raise awareness among their peers to stop animal poaching, the children will have to make a poster. This task will be done in groups of four and it will be necessary to use the material created in the various lessons (masks, paintings, origami, information, identity card).



PARTNERS



Main partners



ITALY

The **CISL Scuola** (**Confederazione Italiana Sindacati Lavoratori - Scuola**) is the union of the staff of primary and nursery schools, secondary schools and vocational training of the CISL. It was founded in 1997 by the union of SINASCEL (National Union Elementary School) and SISM (Italian Union of Middle School).



SAPIENZA
UNIVERSITÀ DI ROMA

ITALY

Sapienza University of Rome, (Department of Planning, Design, Technology of Architecture). Sapienza was founded by Pope Boniface VIII in 1303. It's one of the oldest universities in the world and the second largest University in EU, with 11 faculties, 63 departments, 111.000 students and more than 4.700 professors.

All partners



ITALY

Pixel is an education and training institution based in Florence (Italy). Pixel was founded in 1999. Pixel's mission is to promote an innovative approach to education, training and culture, this is done mostly by trying to exploit the best potential of ICT for education and training.



ROMANIA

EuroEd Primary School includes a Kindergarten and a primary school. Both are accredited by the Romanian Ministry of Education. It promotes the EU dimension of education and it also encourages multiculturalism and multilingualism by providing education to children of different nationalities or ethnic groups.



PORTUGAL

The **Agrupamento de Escolas Miguel Torga** is a school located in Bragança, Portugal, an inland city of the country. The school consists of three buildings, two for preschool and elementary school and one for secondary and high school. There are 88 teachers, 2 psychologists and also a speech therapist.



SPAIN

Escienciac is an SME based in Zaragoza established in 2006 as a spin-off of the University of Zaragoza. **Escienciac Eventos Científicos S.L.** is dedicated to the management and organization of science dissemination projects. The company offers both consulting services and the design of educational programs.



BULGARIA

Zinev Art Technologies Ltd. is a company developing, implementing and managing European projects and providing consultations in the spheres of culture, art, Internet-based activities and education, VET, e-learning and school education development, as well as regional development.

