



DESCRIPTION

In this lesson students will examine how perceptions of animals are shaped by many things in our environment such as: media, advertisements, friends, family, teachers, coaches, and even our own experiences. They will also find that the perceptions we have can shape the way we act.



OBJECTIVE:

Learners will-
examine some factors that influence animal populations.

SETTING THE STAGE:

Ask students to name any environmental problems they can recall.

Ask students to hypothesize what could be causing environmental problems.

Ask if they can name any animals that could be affected by the listed problems.

Save lists for later use.

CUB-LEVEL ACTIVITY:

Divide class into two teams.

Choose an animal, but do not let students know which animal it is.

Allow one of the teams to ask a question regarding the animal you have chosen. (Use any method to decide which team goes first). After the group asks its question, give them no more than 30 seconds to guess which animal you are thinking of.

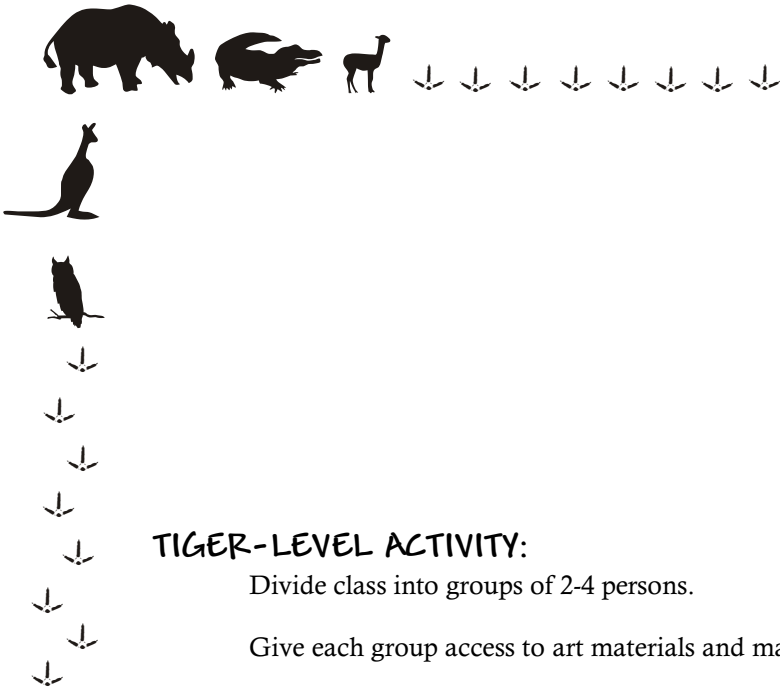
Follow this same process with both teams until one of them guesses your animal.

Discuss how people think about/feel about the animal. Where do those views come from? (t.v.? parents? friends?)



CLASSROOM ACTIVITY





LESSON #5: HOW DO YOU VIEW?

TIGER-LEVEL ACTIVITY:

Divide class into groups of 2-4 persons.

Give each group access to art materials and magazines.

Let students find 5-10 pictures or drawings of animals used in advertisements.

Have students glue their pictures onto poster board.

Have each group give an oral or written explanation about what each animal is meant to represent in the ad and how that representation may affect that animal or its native environment.

CLOSURE:

Rewrite lists from Setting the Stage.

Ask students to hypothesize solutions for the environmental problems.

Encourage students to look at their own habits and decide if they could change to fit their own solutions.

MATERIALS:

CUB: None

TIGER: Magazines, scissors, glue, poster board



CLASSROOM ACTIVITY

