

Conservation Badge

Georgia Standards of Excellence:

- **S3L2.** Obtain, evaluate, and communicate information about the effects of pollution (air, land, and water) and humans on the environment.
 - **b.** Explore, research, and communicate solutions, such as conservation of resources and recycling of materials, to protect plants and animals.

Next Generation Science Standards:

- **K-ESS3-3.** Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

Learning Objective:

- Students will research conservation efforts of organizations toward specific animals.
- Students will study and choose to implement methods of conservation that they can do themselves.



Essential Question:

- What can students and organizations do to both conserve and protect the animals like the ones being cared for at Georgia Aquarium?

Key Vocabulary:

- Conservation
- Preservation
- Human Impact

Materials:

- Badge templates
- Construction paper (class set)
- Scissors
- Markers, colored pencils, crayons, 2B pencils
- Computer access for research

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Background Information:

- Human impacts can have both negative effects and positive effects that help rehabilitate animals and their environments through conservation and preservation.
- Conservation- is the practice of using a resource in a limited fashion with restrictions and guidelines in order to maintain that resource for future generations.
 - Example: The American plains bison used to have numbers in the millions, but over hunting drove the species near extinction in early colonial American history. Today, America has conservation policies in place to help the numbers grow back. Bison are still utilized for commercial goods, but now the quantity available and location for use is limited by policy and regulation. Currently, the species is near threatened on the ICUN Red List, a big improvement from before, but they still have a long way to go to reach historic numbers.
- Preservation- is very closely related to conservation, but it puts restrictions on using or developing a space entirely to protect it as is for future generations.
 - Example: The United States National Parks protect entire areas from humans using them for resources. Yellowstone National Park is open for visitors and campers, but all commercial use of resources is prohibited. Founded in 1916, the National Parks Service helps preserve land, history and culture all across the country.
- There are small things that can be done at home to make a positive impact on the environment. Refuse, reduce, reuse and recycle products whenever possible. Participate in local conservation and volunteer efforts and policies!

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Activity Instructions:

- Define “conservation” and “preservation”. Discuss the difference and importance of both terms to protect the environment.
- Have students select either a specific animal species, an organization that works toward conservation efforts or both. Teachers can limit the selection as needed.
- Students will then research the selected topic, here are some suggested resources for their research.

Animal

Organization

Follow the link below and scroll down to the “Species We Focus On” section.

- <https://www.georgiaaquarium.org/research-and-conservation-overview/>

Or follow this link for a full list of animals at Georgia Aquarium.

- <https://www.georgiaaquarium.org/animal-guide/>

These are partners of Georgia Aquarium as well as one of our programs (Teachers may choose to add any others they see fit and are encouraged to include ones for local environmental efforts):

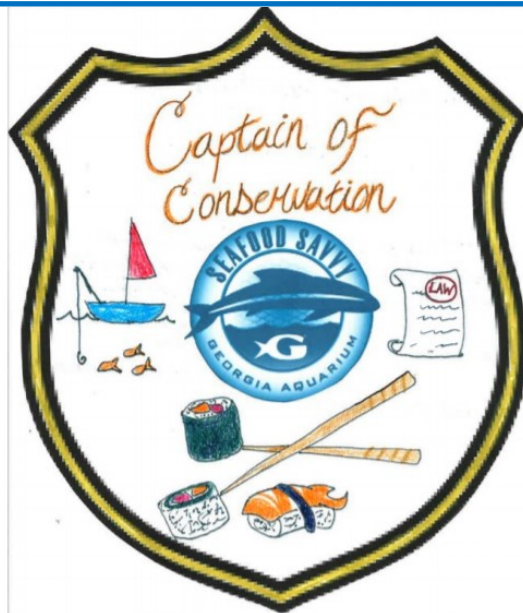
- <https://www.4ocean.com/pages/our-impact>
- <https://www.georgiaaquarium.org/seafood-savvy/>
- <https://www.coralrestoration.org/about>

- From their research, students will need to be able to answer these questions:
 1. What animal/organization did you choose?
 2. Where does it live/operate?
 3. How does it help the ecosystem?
 4. (Animal) How is the animal at risk? (Organization) What is the problem?
 5. What is being done to help the animal/problem?
 6. What can people do to help?

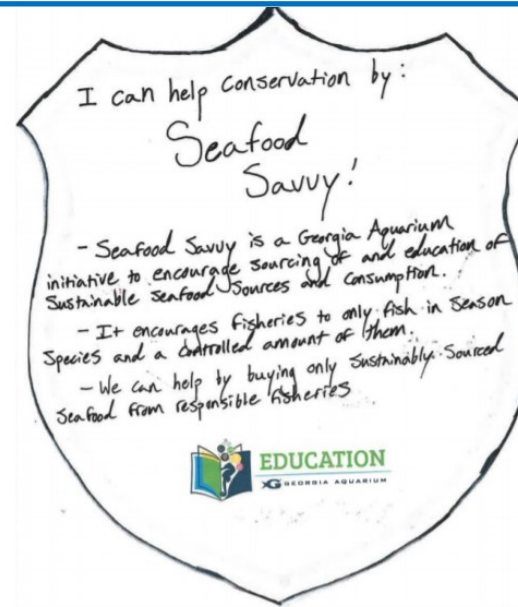
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Activity Instructions:

- After students have collected the information needed from their research, pass out a badge template to each student.
- Have them cut out their template.
- On the front of the badge draw a picture of the selected animal or organization and write their name at the top.
- On the back of the badge, write the answers found for the research questions.
- Extra: Watch the “Deep Sea Learning video, episode 20: [Conservation and Preservation](#)” for a discussion about American alligator protection efforts and a visual aid and explanation about the badge activity.



FRONT



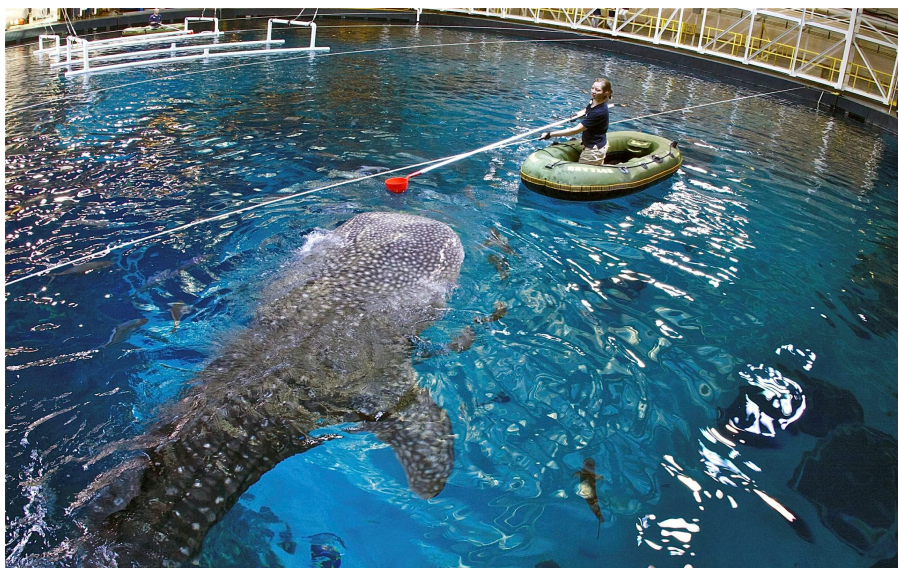
BACK

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Evaluate:

Have students share their badges with the class.

- What was an interesting thing that they learned about their animal/organization?
- What was being done to help?
- What can they do to help their local environments?



References:

"Preservation." National Geographic Society, April 9, 2019. <https://www.nationalgeographic.org/encyclopedia/preservation/>.

"What We Do (U.S. National Park Service)." National Parks Service. U.S. Department of the Interior. Accessed August 11, 2020. <https://www.nps.gov/aboutus/index.htm>.

National Geographic Society. "Conservation." National Geographic Society, June 5, 2019. <https://www.nationalgeographic.org/encyclopedia/conservation/>.

"American Conservation in the Twentieth Century--MA Conservation, A Discover Our Shared Heritage Travel Itinerary." National Parks Service. U.S. Department of the Interior. Accessed August 11, 2020. https://www.nps.gov/nr/travel/massachusetts_conservation/American_Conservation_in_the_Twentieth_Century.html.

