

INTRODUCTION

TO THE PROGRAMME



CONSERVATION EDUCATION
ALBATROSSES AND PETRELS



Background to the programme

Global populations of **albatrosses and petrels** - migratory seabirds - are rapidly declining, mostly driven by bycatch in commercial fisheries, climate change, and accidental introduction of invasive alien species to their breeding habitats (1). Marine plastic pollution is also an emerging, potential threat to their populations. These **human drivers** of decline mean changing our behaviours is an essential part of the solution (2). This can be achieved through **conservation education**, which aims to increase knowledge and awareness of, and care for, the natural world, and providing the necessary skills to do so (3). The global, **transboundary migration** of albatrosses and petrels means **international cooperation** is required for their conservation. Under the Agreement on the Conservation of Albatrosses and Petrels (**ACAP**), the 13 Parties implement the Action Plan through legislation and conservation practices. One focus area of the Action Plan is Education and Public Awareness (4) – therefore, conservation education for these seabirds should be effective on an **international scale**.

Educating adults in relevant industries is essential and there is impressive ongoing work in this (e.g., the Albatross Task Force (see (5))). However, educating children, as our **future generations**, on the importance of and threats to species is also vital for long-term biodiversity conservation (3). Countries have varying educational priorities and methods, meaning international conservation education programmes are currently few and far between. This resource seeks to address this gap by providing primary school educators, in **seven** different countries (*see below*), with an educational programme that **aligns with, and enriches, their national curriculum**, using albatrosses and petrels as an important and topical case study for conservation.

Who is this programme for?

This conservation education programme was designed for use by primary school educators in **Australia, New Zealand, South Africa, England, Scotland, Wales** and **Northern Ireland**. These countries were chosen as they are four of the Parties to ACAP (England, Scotland, Wales and Northern Ireland form a singular party as the United Kingdom). It was created to **align with the national curricula** for the following grades of primary education, which roughly coincide with ages 9-11:

- Australia: **Year 5, Year 6**
- New Zealand: **Level 3**
- South Africa: **Grade 5, Grade 6**
- England: **Year 5, Year 6**
- Scotland: **Second Level**
- Wales: **Progression Step 3**
- Northern Ireland: **Key Stage 2**

The programme integrates a number of curriculum subjects for each country. It mostly aligns with topics in **science**, and therefore we recommend its use in **science lessons**. It also includes opportunities to develop mathematics and literacy (or English) skills, which are cross-curriculum competencies or skills for each country. Elements of social sciences, life skills and citizenship, performative and visual arts, and design and technology are also included. Precise **curriculum connections** for each country are stated in the overview of each Lesson.

N.B. At the time of writing (2023), the new Curriculum for Wales (2022) does not divide its subjects into discrete modules, so curriculum connections are provided for subjects only.

Goals of the programme

This programme has six main goals:

- **SUPPORT ACADEMIC STANDARDS** of each country as far as possible, aligning with curriculum topics and cross-curriculum values.
- **TEACHER CAPACITY**: provide educators with sufficient resources to be able to effectively teach these lessons. As much as possible, enable them to deliver the lessons with comfort, passion, charisma and showing a high level of knowledge surrounding the subject.
- **INCREASE KNOWLEDGE AND AWARENESS** of students about threatened wildlife, focusing on albatrosses and petrels, their importance for us and the world, the threats they are facing and how these threats can be reduced.
- **ATTITUDES**: by increasing knowledge and awareness and using affective messaging, the programme aims to elicit wonder, excitement, interest, and empathy towards wildlife, focusing on albatrosses and petrels.
- **SKILLS**: provide students with the skills to become responsible, caring global citizens who are able to protect the natural world.
- **EMPOWERMENT AND SELF-EFFICACY**: provide students with the knowledge and skills to believe they can become responsible global citizens who can make a difference in protecting the natural world.



How to use this resource

This resource provides the following materials for **four** separate Lessons:

- **LESSON PLAN**, including:
 - **Overviews** of curriculum connections, keywords, additional resources and time needed. Each Lesson requires a maximum of **60 minutes** (without extensions - see below), but time needed will vary between students, so a range is provided.
 - **Step-by-step guidance** for each Lesson, including which presentation slides to use per step. The Lessons include elements of teaching, discussion, games, and group research activities with opportunities for creating, presenting and performing. The research activities provide opportunities for students to practice mathematic skills, and research skills using secondary sources, including the Fact File (see below) and, if possible, the Internet.
 - At least one optional **extension activity** and **homework** per Lesson. Extensions can be used in longer sessions, or if the educator chooses to spread one Lesson over multiple sessions. Homework worksheets are provided in the student workbooks (see below), and answers are provided in the Lesson Plans document.
 - **Lesson 1 should be completed before Lessons 2-4.** Educators can choose to complete any number of Lessons 2-4. However, we recommend teaching them in order as some of the material builds on each other over the Lessons.
- **PRESENTATION**, coinciding with the Lesson Plans.
- **FACT FILE**, providing information on the **topics** of each Lesson to guide the educator, **definitions** of keywords and other important vocabulary, and **species profiles** for 16 of the ACAP-listed albatross and petrel species that can be used as case studies in the Lessons (see below). The students will need to consult the Fact File for research and some homework activities.
- **WORKBOOKS** for students, to be printed (see below for printing instructions). These include space to complete specific activities during the Lessons, which are specified in the Lesson Plans, each **homework** activity, and space to write and draw for research activities.
- **PEAK BEAKS** game printout for Lesson 1 (see below for printing instructions).

For the research activities, lists of **species case studies** are provided. These are chosen either because they are species that breed or migrate in national territories of your country, or because they are at risk from the threat of focus for that activity. When a country is given in brackets - e.g., *Prince Edward Islands (South Africa)* - this implies this is part of that country's mainland or overseas territories.

N.B. Falkland Islands (Malvinas) and South Georgia (Islas Georgias del Sur)* are written as such throughout this resource for the following reason: *A dispute exists between the Governments of Argentina and the United Kingdom of Great Britain and Northern Ireland concerning sovereignty over the Falkland Islands (Islas Malvinas), South Georgia and the South Sandwich Islands (Islas Georgias del Sur y Islas Sandwich del Sur) and the surrounding maritime areas.*

Resources needed: Each Lesson requires different resources. We have sought to make this programme as accessible as possible, so all materials needed for games and activities are the printables provided in this resource, or are standard classroom materials. Additional resources are detailed in the overview of each Lesson and extension activity. *All Lessons* require:

- **Presentations** (provided) - the presentation number is associated with the Lesson number (i.e., *Lesson 1 = Presentation 1*)
- **Whiteboard or chalkboard** - for class discussions
- **Interactive whiteboard, projector or computer** - to display presentations
- **Workbooks** (printable - provided)

Keywords: Each overview provides keywords or terms to that Lesson. Definitions of these terms are provided in the *Fact File*, alongside some additional useful definitions (page 11).

References: All references for information and pictures used in this programme are provided in the **References** document.

Printing instructions

Only two elements of this programme require printing - the Peak Beaks cards and student workbooks. The educator may also choose to print the Fact File for students to use to complete research activities and homeworks, if the students do not have access to computers or tablets on which to access the document. The *Lesson Plans* document does not need to be printed.

- **Workbooks** - Print each page of the A5 document double-sided on a landscape A4 page of white paper - i.e., two A5 pages side by side on each A4 page. Fold the printed pages and connect them in a booklet format, following the provided page numbers.
- **Peak Beaks cards** - Print each page of the A4 document single-sided on a landscape A4 page of white card or paper. Laminate if preferred. Cut out the individual cards. If you play in multiple groups, print one deck per group.
- **Fact Files** (optional) - Print each page of the A4 document double-sided on a portrait A4 page of white paper. Connect the pages in a booklet format, following the provided page numbers.
- **Lesson Plan** (optional) - (same as Fact files)