

LESSON PLAN

Activity Title: Module 1 – Lesson 6 Wild Animals in Captivity

Space Needed: Classroom

Time Required: One hour for group research, one hour to prepare debate points, conduct the debate, and follow-up with time for rebuttals and discussion.

Audience: Indicate which grade levels : 3rd-8th

Materials Needed: Articles from www.hsus.org : “Wild Animals: Should They Be Kept As Pets?”; “Reptiles as Pets: Hazardous to Your Health – And Theirs”; “Siegfried and Roy Incident Underscores the Dangers of Exotic Pets”; Pencils; paper; dictionary.

Outcomes:

- Self-Worth Career Physical Health Mental Health
 Intellectual Civic and Social Responsibility

 Spirituality and Self-Awareness Belonging and Membership

Opportunities:

- Exploration, Practice, & Reflection
 Expression & Creativity
 Group Membership
 Contribution & Service

Subject Area :

- Literacy Social Studies Character Science
 Recreation Creative Arts Technology Health / Nutrition

Skill / Concept Objective:

To utilize the debate process to study the pros and cons of keeping wild animals as pets.

Vocabulary Targeted:

Wild, Debate, other vocabulary that comes up through the research phase of the debate process.

Activity Description:

Ask students to find the word “wild” in the dictionary. Read the definition aloud and discuss as a class. Ask students what a “wild animal” is. List examples. Tell the students that they are going to have a debate. Ask the students to find the word “debate” in their dictionaries. Discuss the definition. The debate topic will be “Wild Animals Should Not Be Kept as Pets”. Divide the class into “For” and “Against” teams. Introduce the students to the rules of debate (included in this lesson plan). Read the three articles to the students. Discuss as a group. Give each of the two debate teams a copy of the articles for use as they prepare their debate. Allow one hour for reading the articles and discussion. In debate teams, ask the students to prepare their debate points, and to find evidence to support their points. Conduct the debates, rebuttals, and discussions. Ask students to vote on which side of the issue they are on after hearing the debates.

How will the impact of this lesson be measured?

The impact of this lesson will be measured through the quality of the debate process, the rebuttals, and the discussion of the issue. The teacher should observe individual student participation and the quality of that participation.