

Zoos and species: A role play for interdisciplinary teaching

Research

Teaching phase/ time	Course of instructions	Materials	Arrangement
<p>Entry/problem orientation (approx. 30-35 min)</p>	<p>The teacher shows a part of an Interview with the primatologist Jane Goodall to the learning group (UC Davis 2008). In this discussion, central arguments <i>for</i> keeping zoo animals are addressed, but also critical objections are brought up:</p> <p>Key arguments for the zoo:</p> <ul style="list-style-type: none"> • Zoos as educational institutions • Provide public relations for the sake of species protection • Captive breeding of the threatened species • Research into reasons for endorsement (e.g. frogs) • Biodiversity protection through cooperation with population in the countries of origin of the zoo animals • Modernization of enclosures to keep animals occupied or to imitate natural habitats <p>Problems of zoo animals husbandry:</p> <ul style="list-style-type: none"> • Behavioral abnormalities due to inappropriate husbandry • Economic expenditure of species-appropriate husbandry • Animals whose species-appropriate husbandry requires a lot of space (dolphins, elephants) • Bad zoos give problematic view of animals <p>Learners are then asked to summarize Goodall's key messages while addressing the aspects mentioned above. The class discussion can be supported by scheme M1 on the learning platform. The tasks already have elements included to promote their multilingual learning experience. The teacher can always adapt those tasks, although it is recommended to motivate learners for language diversity and thus the multilingual emergence of the topic area, also in explaining the surplus of knowing content across languages. After exchanging the most important arguments, the learners are asked to comment on the theses. First, some learners are given the opportunity to express their views on Goodall's arguments. Then, all learners are asked to answer the question whether they think keeping animals in zoos is legitimate for themselves. Possibly, each student writes down an own answer. Also here, multilingual problem-solving should be at the core.</p>	<p>Projector and PC with internet access, video with Jane Goodall</p> <p>Scheme M1</p>	<p>Plenary</p>

**Development phase:
Preparation and
research
(90 min)**

Learners are then presented with the following thought experiment:
In 2030, an initiative of several animal rights organizations advocates the keeping of zoo animals to be significantly restricted or abolished altogether. Higher mammals, reptiles, birds and fish should disappear from zoos and be released into the wild. A UN meeting assembles a panel of experts to debate this proposal: The "Blue Planet Conference". The following actors are involved:

- Biologists (pro und contra zoo)
- Politicians (pro und contra zoo)
- Animal rights activists (contra zoo)
- Species Conservationist (pro zoo)

This division results in a total of six expert groups. The learners are assigned to one of these sub-groups randomly. In addition, a further group of independents is formed, who will later be responsible for leading the discussion. The learners should become proficient to use at least German and English within this simulation. Subgroups are now given the task of preparing the discussion. They can use a guideline (M2) for this part. In the collection of materials T6 you can find multilingual material enabling deeper elaboration.

Once the groups have been assembled, they can work on the research until the end of the lesson. If necessary, the further preparation of the discussion can be postponed to the following lesson and/or assigned as homework.

Guideline (M2),
PCs with internet
access

Plenary

Small groups

Discussion and reflection

Teaching phase/ time	Course of instructions	Materials	Arrangement
Elaboration II: Panel discussion (20-30 min)	Each group will appoint an expert to take part in the panel discussion. The discussion will be chaired by a person from the independent group. S*he can use the material of the previous step as scaffold. The teacher tries not to intervene during the debate but pays close attention to the form and content of the discussion. When the experts have discussed for about 20 minutes, the individual groups can consult each other again. Each group is allowed to ask three questions to one of the experts.		Panel discussion and plenary
	When all groups have asked their questions, the whole "Blue Planet Conference" (the whole learning group) votes on the dispersal question. The students must decide whether they want to support or deny the initiative to restrict the keeping of zoo animals. I.e., the experts vote on whether they want to give a corresponding recommendation to the UN. Alternatively, the conference can reject the initiative and formulate a compromise.		Small groups
			Plenary



