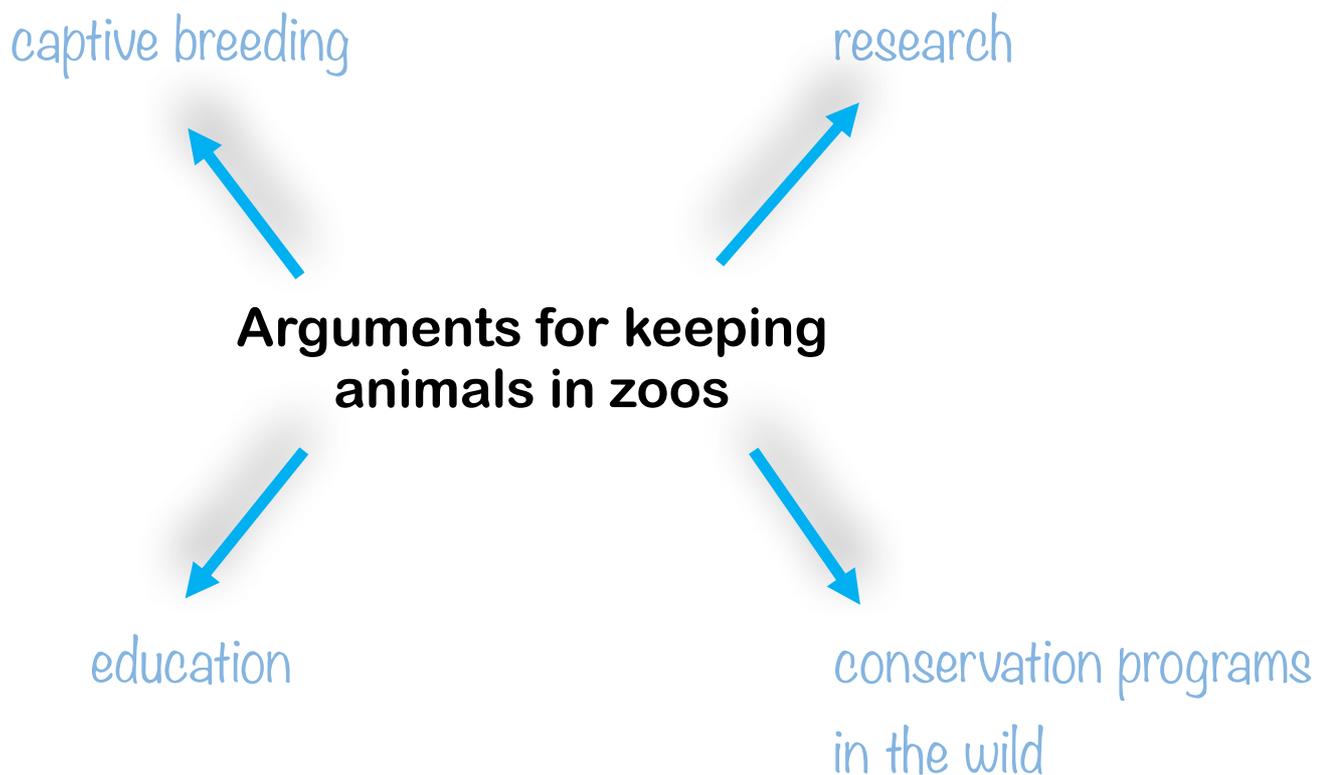


Subject area VI

Teaching concept: Digital mind-map /
entry-level variant (M1)

1. Watch the linked video. Thereafter, summarize Jane Goodalls' main arguments in English, and discuss the main implications in English.
2. Develop a mind-map that graphically displays the interviewee's main arguments in German and English. Use the given scheme as a starting point. Contributing further languages you might know is a plus.
3. Each of you should individually comment on the question whether keeping animals in zoos is legitimate. You have the choice to use German, English or even any other language. If you decide for the latter, prepare a short summary in German or English for your peers and explain similarities and differences between the languages.



Subject area VI

Teaching concept: Digital mind-map /
entry-level variant (M1)

behavioral problems of
captive animals

animals whose species-
appropriate keeping requires
much space

Problems of zoo animal husbandry

high costs of species-
appropriate keeping

bad zoos deliver false ideas
about animals





THE BLUE PLANET CONFERENCE

Group 1: Biologists

The United Nations needs your advice during the discussion about the future of zoo animal husbandry. You have been appointed as zoo advocate to the expert commission of the "Blue Planet Conference", and your expertise as a biologist is needed. You will have the opportunity to participate in a panel of bioscientists who support modern zoo animal husbandry.

Together, you are supposed to develop a strategy for a panel discussion with zoo skeptics. After the debate, you will vote together on whether to recommend a global restriction of zoo animal husbandry to the UN.

Task

Form seven groups and use this information as guidance to prepare a panel discussion that could be held either in German or English. (You need to develop strategies that prepare you to switch languages if necessary.) The discussion should be held with seven students (one representative for each group). Your teacher decides whether it will be held entirely in either German or English, partly in German or English, or in mixed-language roles with individual code-switching. In the end, you will vote on whether zoo keeping in the world needs legal restrictions.

Use sourcebook T6 to find out about the pros and cons of keeping animals in zoos and develop a discussion strategy:

- A. Summarize the main arguments for keeping animals in zoological gardens.
- B. Research the arguments of the opposing side and develop viable counter-arguments.

As a biologist, your expert knowledge is high in demand. The focus of your preparation should therefore be in the field of biological sciences. You can use the following guiding questions as support:

- Do breeding programs in zoological gardens make sense?
- Do zoological gardens make a meaningful contribution to the conservation of habitats in the wild?
- Are zoological gardens important for biological research?





THE BLUE PLANET CONFERENCE

Group 2: Biologists

The United Nations need your advice during the discussion about the future of zoo animal husbandry. You have been appointed as zoo sceptic to the expert commission of the "Blue Planet Conference", and your expertise as a biologist is needed. You will have the opportunity to participate in a panel of bioscientists who oppose modern zoo animal husbandry.

Together, you are supposed to develop a strategy for a panel discussion with zoo advocates. After the debate, you will vote together on whether to recommend a global restriction of zoo animal husbandry to the UN.

Task

Form seven groups and use this information as guidance to prepare a panel discussion that could be held either in German or English. (You need to develop strategies that prepare you to switch languages if necessary.) The discussion should be held with seven students (one representative for each group). Your teacher decides whether it will be held entirely in either German or English, partly in German or English, or in mixed-language roles with individual code-switching. In the end, you will vote on whether zoo keeping in the world needs legal restrictions.

Use sourcebook T6 to find out about the pros and cons of keeping animals in zoos and develop a discussion strategy:

- A. Summarize the main arguments for keeping animals in zoological gardens.
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As a biologist, your expert knowledge is high in demand. The focus of your preparation should therefore be in the field of biological sciences. You can use the following guiding questions as support:

- Do breeding programs in zoological gardens make sense?
- Do zoological gardens make a meaningful contribution to the conservation of habitats in the wild?
- Are zoological gardens important for biological research?



THE BLUE PLANET CONFERENCE

Group 3: Environmental politicians

The United Nations needs your advice during the discussion about the future of zoo animal husbandry. You have been appointed as zoo advocate to the expert commission of the "Blue Planet Conference", and your expertise as a politician is needed. You will have the opportunity to participate in a panel of environmental politicians who support modern zoo animal husbandry.

Together, you are supposed to develop a strategy for a panel discussion with zoo skeptics. After the debate, you will vote together on whether to recommend a global restriction of zoo animal husbandry to the UN.

Task

Form seven groups and use this information as guidance to prepare a panel discussion that could be held either in German or English. (You need to develop strategies that prepare you to switch languages if necessary.) The discussion should be held with seven students (one representative for each group). Your teacher decides whether it will be held entirely in either German or English, partly in German or English, or in mixed-language roles with individual code-switching. In the end, you will vote on whether zoo keeping in the world needs legal restrictions.

Use sourcebook T6 to find out about the pros and cons of keeping animals in zoos and develop a discussion strategy:

- A. Summarize the main arguments for keeping animals in zoological gardens.
- B. Research the arguments of the opposing side and develop viable counter-arguments.

As an environmental politician, your expert knowledge is high in demand. Therefore, the focus of your preparation should be in the political field. You can use the following guiding questions as support:

- Does the keeping of zoo animals play a role in national and international environmental policy?
- What are the political rules for keeping, breeding and trading zoo animals?





THE BLUE PLANET CONFERENCE

Group 4: Environmental politicians from a country of the Global South

The United Nations need your advice during the discussion about the future of zoo animal husbandry. You have been appointed as zoo sceptic to the expert commission of the "Blue Planet Conference", and your expertise as a politician is needed. You will have the opportunity to participate in a panel of politicians who oppose modern zoo animal husbandry.

Together, you are supposed to develop a strategy for a panel discussion with zoo advocates. After the debate, you will vote together on whether to recommend a global restriction of zoo animal husbandry to the UN.

Task

Form seven groups and use this information as guidance to prepare a panel discussion that could be held either in German or English. (You need to develop strategies that prepare you to switch languages if necessary.) The discussion should be held with seven students (one representative for each group). Your teacher decides whether it will be held entirely in either German or English, partly in German or English, or in mixed-language roles with individual code-switching. In the end, you will vote on whether zoo keeping in the world needs legal restrictions.

Use sourcebook T6 to find out about the pros and cons of keeping animals in zoos and develop a discussion strategy:

- A. Summarize the main arguments for keeping animals in zoological gardens.
- B. Research the arguments of the opposing side and develop viable counter-arguments.

As an environmental politician of the Global South, your expert knowledge is high in demand. The focus of your preparation should therefore be in the political field. You can use the following guiding questions as support:

- Does the keeping of zoo animals play a role in national and international environmental policy?
- What are the political rules for keeping, breeding and trading zoo animals?
- Did zoological gardens profit during colonialism?



THE BLUE PLANET CONFERENCE

Groupe 5: Conservationist

The United Nations need your advice during the discussion about the future of zoo animal husbandry. You have been appointed as zoo advocate to the expert commission of the "Blue Planet Conference", and your expertise as a conservationist is needed. You will have the opportunity to participate in a panel of activists who support modern zoo animal husbandry.

Together, you are supposed to develop a strategy for a panel discussion with zoo skeptics. After the debate, you will vote together on whether to recommend a global restriction of zoo animal husbandry to the UN.

Task

Form seven groups and use this information as guidance to prepare a panel discussion that could be held either in German or English. (You need to develop strategies that prepare you to switch languages if necessary.) The discussion should be held with seven students (one representative for each group). Your teacher decides whether it will be held entirely in either German or English, partly in German or English, or in mixed-language roles with individual code-switching. In the end, you will vote on whether zoo keeping in the world needs legal restrictions.

Use sourcebook T6 to find out about the pros and cons of keeping animals in zoos and develop a discussion strategy:

- A. Summarize the main arguments for keeping animals in zoological gardens.
- B. Research the arguments of the opposing side and develop viable counter-arguments.

As a species protection activist, your expert knowledge is high in demand. The focus of your preparation should therefore be in this area. You can use the following guiding questions as support:

- Are the breeding programs of zoological gardens useful?
- Are there species whose survival depends on the existence of zoological gardens?
- Do zoological gardens make a meaningful contribution to the conservation of habitats in the wild?
- Is there a conflict between species protection and animal welfare in zoo animal husbandry? And if so, why should the protection of species be given priority in case of doubt?

THE BLUE PLANET CONFERENCE

Group 6: Animal rights activists

The United Nations need your advice in the discussion about the future of zoo animal husbandry. You have been appointed as zoo sceptic to the expert commission of the "Blue Planet Conference". Your expertise is as an animal rights activist is needed. You will have the opportunity to participate in a panel of activists who are critical of modern zoo animal husbandry.

Together, you are to develop a debate strategy for a panel discussion with zoo advocates. After the debate, you will vote together on whether to recommend a global restriction on zoo animal husbandry to the UN.

Task

Form seven groups and use this information as guidance to prepare a panel discussion that could be held either in German or English. (You need to develop strategies that prepare you to switch languages if necessary.) The discussion should be held with seven students (one representative for each group). Your teacher decides whether it will be held entirely in either German or English, partly in German or English, or in mixed-language roles with individual code-switching. In the end, you will vote on whether zoo keeping in the world needs legal restrictions.

Use sourcebook T6 to find out about the pros and cons of keeping animals in zoos and develop a discussion strategy:

- A. Summarize the main arguments for keeping animals in zoological gardens.
- B. Research the arguments of the opposing side and develop viable counter-arguments.

As an animal protection activist, your expert knowledge is high in demand. The focus of your preparation should therefore be in this area. You can use the following guiding questions as support:

- Is there a conflict between species protection and animal welfare in zoo animal husbandry?
- And if so, why should animal welfare be given priority in cases of doubt?



THE BLUE PLANET CONFERENCE

Group 7: Independent participants

The United Nations need your advice in the discussion on the future of zoo animal husbandry. You have been appointed to the expert-commission of the "Blue Planet Conference" as mediator: You will have the opportunity to participate in an independent panel.

Together, you will be asked to develop a debate strategy for leading a panel discussion with zoo-critics and zoo-supporters. After the debate, the experts will jointly vote on whether to recommend to the UN a global restriction of zoo keeping.

Task

Form seven groups and use this information as guidance to prepare a panel discussion that could be held either in German or English. (You need to develop strategies that prepare you to switch languages if necessary.) The discussion should be held with seven students (one representative for each group). Your teacher decides whether it will be held entirely in either German or English, partly in German or English, or in mixed-language roles with individual code-switching. In the end, you will vote on whether zoo keeping in the world needs legal restrictions.

Use sourcebook T6 to find out about the pros and cons of keeping animals in zoos and develop a discussion strategy:

- A. Summarize the main arguments for keeping animals in zoological gardens.
- B. Research the arguments of the opposing side and develop viable counter-arguments.

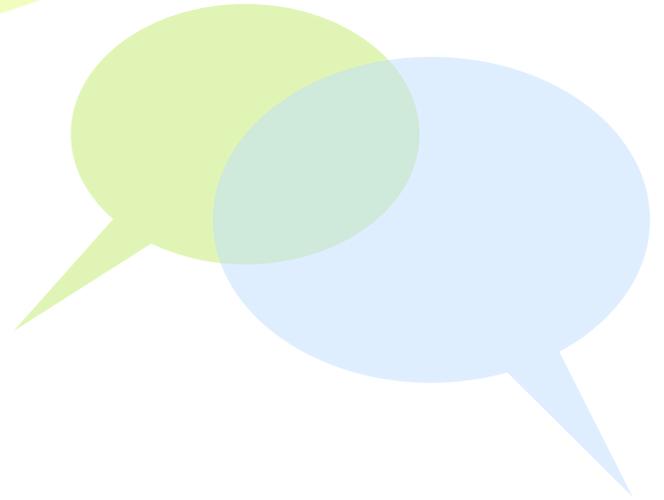
As an independent expert, your expert knowledge is high in demand. You should therefore prepare yourself to conduct the interview in a balanced manner. You can use the following guiding questions as support:

- What are the main arguments of both parties?
- In what order should these arguments be addressed?
- What rules of conversation need to be established to ensure a fair exchange?



Final reflection

Discuss the proceedings of the discussion in small groups, in accordance with the given guiding questions. Your group decides on the language. Return in the plenary but each of the groups stay in the languages you used before. Should you have decided to use a language other than German or English, have someone to translate and mediate the spoken content.



Content Assessment:

- Have all relevant aspects of the topic been addressed?
- Have the main arguments been mentioned?
- Have the interests and motives of all actors involved become apparent?
- Were ambivalences and contradictions made clear?

A large, light blue rectangular area with horizontal lines, resembling a sheet of paper held in place by two pieces of yellow tape at the top corners. This area is intended for students to write their reflections.



Final reflection

Formal assessment:

- What happened during the conference?
- What did the students individually learn?
- How was the emotional experience?
- Was the discussion conducted in an appropriate manner?
- Did the experts argue based on facts?
- Was the speech balanced adequately between different participants?
- Did the experts credibly represent their roles?
- What should be done differently during a similar simulation?

A large, light blue rectangular area with horizontal blue lines, resembling a sheet of lined paper. It is held in place by two pieces of yellow tape at the top corners.

Final reflection

During this teaching concept, the students debate about the future of zoo animal husbandry. In this handout, the arguments of the represented perspectives are presented. On this basis, the teacher can assess the research performance and the course of the discussion.

Note: The following explanations are not exhaustive. Only the most important aspects are mentioned. The arguments have been assigned to individual actors in each case. However, it is by no means impossible that overlaps may arise in the course of the research.



Biologists:

- Zoological gardens breed species whose existence is acutely threatened. If necessary, the "reserve populations" of zoos can be released into the wild when the reasons for endangerment have been eliminated - e.g. amphibians that are in danger worldwide due to the spread of a fungal infection (Niekisch [2021](#): 32f; Conde [2011](#): 1390f.).
- Zoos support species conservation in the regions where the zoo animals are native. They support corresponding projects with monetary means or by temporarily sending expert staff (Niekisch [2021](#): 33f.).
- Zoological gardens offer biologists a wide range of research opportunities. The spectrum of possible research subjects is broad - from behavioural biology and genetics to zoo education. The findings of such studies also help in the development of effective conservation strategies (Niekisch [2021](#): 34, cf. [Goethe](#)-Universität. Opel-Zoo Foundation).
- Scientifically managed zoos care for the welfare of the animals. Conversely, animals are not "free" in the wild - their range of movement is limited by predators, diseases, food availability and other factors. When they do migrate, it often has to do with climatic changes or the search for food. Such migrations are not necessary in the zoo, because the animals are cared for there in the best possible way (Niekisch [2020](#)).



Biologists (contra Zoo):

- Zoos breed not only endangered species but also animals not under threat at all. This illustrates that the corresponding programs primarily serve to breed new zoo animals (Sommer [2021](#): 36f.).
- The conservation of a species is not at all possible by breeding a mere zoo population. Rather, it is necessary to maintain intact communities in the wild (i.e. complex populations with biotic and abiotic environmental factors) (Sommer [2021](#): 38).
- The conservation programs in the wild are funded with relatively little money. (Sommer [2021](#): 36f.).
- For some species, reintroduction of animals raised in captivity is almost impossible. It has been shown that the chances of survival of predators raised in the care of humans in the wild are extremely low. The animals lack the ability to hunt. They are also accustomed to humans and therefore not sufficiently shy. They also appear to be more susceptible to disease (Owen [2008](#)).
- Zoos that are not organized in organizations (like VdZ) don't necessarily participate in species conservation programs and research projects (Sommer [2021](#): 35f.; Niekisch [2020](#)).



Environmental politicians (pro zoo):

- The global protection of biodiversity is an important goal under international law; various conservation agreements oblige politicians to take action (United Nations 1992; Europäische Kommission [2020](#)). The breeding and release of endangered species by zoological gardens is a sensible and necessary strategy to meet this requirement.
- The global trade in endangered species is regulated by the CITES convention. This convention guides the trade of zoo animals in responsible ways and ensures that it does not endanger the populations of threatened species ([BMUV 2020](#)). Zoos can also support the implementation of CITES (CITES [2021](#)).
- Zoos perform valuable public relations work and sensitise civil society to the importance of biodiversity conservation ([EAZA: Education](#)); this promotes the acceptance of environmental policy measures in this country.
- Zoos help people to recover, that's why they are of high public value (Niekisch [2020](#)).
- Zoos promote regional projects for the protection of local biodiversity. They are therefore an important player in environmental protection, alongside state institutions and nature conservation associations ([Zoo Krefeld.:Schutzprojekte](#)).
- It is true that some zoos have colonial roots. But it is absolutely possible to work through this past without closing the zoos. The zoo of Berlin, for example, reminds of colonialism with an exhibition (Beinert [2020](#)).



Environmental politicians from a country of the Global South:

- If one considers the speed of global biodiversity loss, it becomes clear that keeping animals in zoos cannot represent a sufficient conservation strategy. After all, zoo animal husbandry alone cannot stop this decline (Sommer [2021](#): 36ff.).
- Despite the CITES agreement, there is a global trade in primates that enter zoos or circuses illegally. Zoos which are not organized in associations are therefore causing harm to wild populations (Ehrenberg [2021](#)).
- The protection of species in the regions of origin of the zoo animals is sometimes perceived as neo-colonial paternalism. It is criticized that the prevailing conservation narrative would state that the "original wilderness" of Africa could only be protected by Europeans or Americans. The sustainable livelihoods of the indigenous population would systematically be lost sight of (Evans [2017](#)).
- Zoos are also criticized as Western-dominated institutions. It is claimed that the display of exotic animals in Western cities would contribute to maintaining or renewing a "colonial gaze" (Lukasik [2016](#)).



Conservationist

- The global biodiversity crisis is a drastic challenge that requires diverse strategies of action. Zoos make an important contribution to species conservation - on the one hand through the targeted breeding of endangered species, and on the other hand by supporting conservation programmes in the wild (see above). Several species would already be extinct if zoos did not exist - e.g. the California condor, the European bison or the Oryx antelope (Niekisch [2021](#): 31-34.; Conde [2011](#): 1390f.).
- In many cases, there is no contradiction between species protection and animal welfare. Keeping animals in zoos is not animal cruelty per se. Modern zoos pay attention to a species-appropriate design of the enclosures. The animals are specifically entertained (so-called "enrichment") - e.g. by play equipment, by a targeted hiding of food, by dressage programs or by keeping different species in one and the same enclosure ([VdZ: Enrichment](#)).
- If there is a contradiction between species protection and animal welfare, it is legitimate to give priority to species protection. An example is the case of the giraffe "Marius", which had to be killed at Copenhagen Zoo. The animal was too closely related to the other females. Therefore, it was unsuitable for the breeding program. To avoid inbreeding, it had to be prevented from mating ([Eriksen/Kennedy 2014](#)).



Animal rights activists

- It is completely unethical to give priority to the protection of species over the protection of animals. Every animal has a right to be treated with respect. It is wrong to objectify an animal for the "good" of the population. More than 27.000 people had signed against the killing of the giraffe "Marius"; this shows that numerous people think so ([Eriksen/Kennedy 2014](#)).
- Lengthy prison terms are the highest penalties of our legal system – but we inflict such infringement on animals with the greatest of our ease (Sommer [2021](#): 38).
- Zoo animals can develop abnormal behavior, so-called stereotypes, in captivity (Wagner/Görzel [2019](#)).
- It is misleading to say that zoos perform valuable educational and public relations work. Encounters with caged animals tend to dull visitors (especially children). It is conveyed that the captivity of wild animals is "normal" (Sommer [2021](#): 35f.).

The theses in the solution re not an expression of the author's opinion. They summarize foreign positions cursory.

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