

**Roger Williams Park Zoo
Field Trip Guide
For Teachers and Chaperones**



Look at what's inside!

**Teacher Checklist
Chaperone Checklist
Map
Classroom Pre-visit Activities
Classroom Post-visit Activities
Fieldtrip Activities**

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Dear Teacher:

We are looking forward to your visit to Roger Williams Park Zoo. Please help us by completing this short checklist prior to your visit.

Arrange for an adequate number of chaperones

All group visitors under 18 years of age must be supervised AT ALL TIMES throughout the Zoo by an adult (non student) chaperone(s).

- Special needs (all ages) 1 adult/5 students
- Preschool – Grade 2 1 adult/5 students
- Grades 3–12 1 adult/10 students

Use the map to plan your visit

Mark significant locations, meeting times, and walking routes before you copy the map for your chaperones.

Make copies of the chaperone checklist, Fieldtrip activities sheet, and map

- Make sure each chaperone has a copy of each item.
- Discuss the activities with the chaperones before you leave school.
- Ask chaperones to review the materials thoroughly during the bus ride.

Once at the Zoo

To help expedite your entry into the Zoo, we ask ONLY the group leader check in with the cashier. On the day of attendance, the cashier will need an exact count of the number of adults and children in the group. Once the group is checked in and payment is received, the entire group may then enter the Zoo. This will eliminate unnecessary long lines. Reminder: Please have the confirmation sheets, form of payment, and EXACT guest count ready before entering the admission line.

Plan where to have lunch

Bag lunches may be brought into the Zoo. Because picnic space is limited inside the Zoo, many groups choose to enjoy the park's beautiful 435 acres instead. Groups may re-enter the Zoo as long as they show their receipt or ticket stub to a main-gate staff member on the same day. All groups are responsible for the storage and transportation of bag lunches and coolers. The Zoo does not have locker facilities.

Dear Chaperone:

Thank you for supervising students on a fieldtrip to Roger Williams Park Zoo. Please follow the directions on this page to ensure a safe and enjoyable visit.

Your most important duty is to keep your students with you at all times.

Before the trip, ask the teacher to ...

- Clarify the educational goals of the trip.
- Explain the behavioral expectations for the students.
- Discuss the activities you will lead at the Zoo.
- Provide you with a copy of the Fieldtrip Activities sheet and map.

During the bus ride to the Zoo, review this Chaperone Checklist, the Field trip Activities sheet, and the map. Please review the Chaperone Guidelines the teacher received before your visit.

Make a list of the names of the students in your group**Review the following rules with your group:**

- Stay with assigned group
- Stay on the paths
- Walk instead of run
- Pick up all your trash
- Respect the animals by being quiet
- Keep your hands, body, and objects away from animal enclosures
- DON'T feed the animals
- DON'T pick plants or flowers
- Also review the Zoo Don'ts (and a "DO") which can be found in the packet sent to the teacher by the Zoo

Please note: Groups that do not respect Zoo rules will be escorted from Zoo grounds by our security staff. Shoplifting or writing graffiti will be prosecuted.

Use the Fieldtrip Activities to keep students involved

- Lead the activities as you guide students around the Zoo.
- Encourage the students to ask questions and then look for their own answers by observing, collecting evidence, making guesses, and forming opinions.

Roger Williams Park Zoo
PROVIDENCE, RI

A 37-acre living classroom

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MAP KEY

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Conservation Grades 5-6

Introduction- The theme of this self-guided experience is conservation. During this self-guided tour students will learn about and observe animals that have been impacted by humans, other organisms, or environmental factors. Students will make connections demonstrating how their daily lives affect animals. Students will learn how precious our natural world is and will learn what the Zoo is doing to protect it.

Objectives:

- Students will be able to identify and understand the Association of Zoos and Aquariums' Species Survival Plan
- Students will be able to identify what zoos are doing to help protect threatened and endangered animals
- Students will be able to research and cite evidence reporting on possible causes for the extinction of an animal or plant
- Students will be able to define reproduction in terms of being essential for the continuation of a species.

GSE Alignment:

- **LS1 (5-6)- 3b**
- **LS3 (5-6) -9b**

Teacher Background Information

“If we want children to flourish, to become truly empowered, then let us allow them to love the earth before we ask them to save it” –David Sobel

A critical part of our mission here at the Zoo is to provide age appropriate environmental programming for school children. The importance of conservation becomes more apparent day by day. The effect of our use of the planet’s natural resources and the footprint we leave has a direct correlation to the quality of life for other species and therefore can impact species endangerment. By introducing these concepts to this age group we set the stage for future understanding.

Species Survival Plan® Program

What is the mission of the Species Survival Plan Program?

The mission of the Association of Zoos and Aquariums’ Species Survival Plan Program is to help ensure the survival of selected wildlife species.

The mission is implemented using a combination of the following strategies:

- Organization of scientifically-controlled managed breeding programs for selected wildlife as a hedge against extinction
- Cooperation with other institutions and agencies to ensure integrated conservation strategies
- Increased public awareness of wildlife conservation issues, including development and implementation of education strategies at AZA-member institutions and in the field
- Conducting basic and applied research to contribute to our knowledge of various species
- Training wildlife and zoo professionals
- Developing and testing various technologies relevant to field conservation
- Reintroduction of wildlife bred in zoos and aquariums into restored or secure habitat as appropriate and necessary.

What is an SSP?

The Species Survival Plan program began in 1981 as a cooperative population management and conservation program for selected species in zoos and aquariums in North America. Each SSP manages the breeding of a species in order to maintain a healthy and self-sustaining population that is both genetically diverse and demographically stable.

Beyond this, SSPs participate in a variety of other cooperative conservation activities, such as research, public education, reintroduction and field projects. Currently, 107 SSPs covering 161 individual species are administered by the Association of Zoos and Aquariums, whose membership includes accredited zoos and aquariums throughout North America.

How are species selected?

A species must satisfy a number of criteria to be selected for an SSP. Most SSP species are endangered or threatened in the wild, and have the interest of qualified professionals with time to dedicate toward their conservation. Also, SSP species are often "flagship species," well-known animals which arouse strong feelings in the public for their preservation and the protection of their habitat. Examples of "flagship species" include the giant panda, California condor, and lowland gorilla.

New SSPs are approved by the appropriate AZA Taxon Advisory Group (TAG), which manages conservation programs for related groups of species (apes, raptors, freshwater fish, etc.) or by the AZA Wildlife Conservation and Management Committee (WCMC).

How are SSPs administered?

Each SSP has a qualified species coordinator who is responsible for managing day-to-day activities. Management committees composed of elected experts assist the coordinator with the conservation efforts for the particular species, including population management, research, education, and reintroduction. In addition, each institution holding an SSP animal has a representative who attends SSP meetings and coordinates relevant SSP activities at their institution.

The overall program is administered by the AZA Conservation and Science Department in Silver Spring, MD, in consultation with the WCMC. Non-member institutions may participate in SSPs, but must adhere to AZA's Code of Professional Ethics and have appropriate facilities and expertise to care for the animals.

What is an SSP Master Plan?

An SSP master plan outlines the goals for the population. It designs the "family tree" of a particular managed population in order to achieve maximum genetic diversity and demographic stability. Breeding and other management recommendations are made for each animal with consideration given to the logistics and feasibility of transfers between institutions, as well as maintenance of natural social groupings. Often, master plans include recommendations not to breed animals, so as to avoid having the population outgrow the available holding space.

What is a studbook?

Studbooks are fundamental to the successful operation of SSPs, as each contains the vital records of an entire managed population of a species, including births, deaths, transfers and family lineage.

With appropriate analysis, a studbook enables the species coordinator and management group to develop a master plan containing sound breeding recommendations based on genetics, demographics and the species' biology. Data for each studbook is compiled and constantly updated by a studbook keeper who has knowledge of the species and time to assist in its conservation.

What is a husbandry manual?

SSPs also develop husbandry manuals that set guidelines based on the best current scientific knowledge of animal care. With standardized practices, it is easier to detect potential health and husbandry problems. In addition, because the guidelines provide consistency among participating institutions, it is also easier to transfer animals between institutions when necessary.

What are reintroductions?

Several SSPs include reintroduction projects, although reintroduction of animals to the wild is not the goal of every SSP. For native species, SSPs are often linked to U.S. Fish and Wildlife Service Endangered Species Recovery Plans.

While managed breeding for reintroduction is not a panacea for the endangered species problem, it is sometimes the only option for reestablishing healthy wild populations. Reintroduction projects have been successful in returning certain species to their natural places in the ecosystem. Several species, such as black-footed ferrets, California condors, and red wolves, have been brought back from the brink of extinction through successful managed breeding programs.

SSPs for which reintroduction is not appropriate have a positive impact on assisting the wild population through fund-raising to support field projects and habitat protection, development of new technologies, public and professional education programs, and basic and applied research.

Introducing the Topic/Pre-visit Activity

1. As an introduction to the activity write the words *Threatened*, *Endangered* and *Extinct* on the board. Ask the students if they have ever heard these words before.
2. Brainstorm with the students about the definitions. Write the students' definitions on the board.
3. Have the students view the [Endangered Species Power Point](#). While viewing the Power Point have the students fill out the [Endangered Species Worksheet](#).
4. Next have the students complete the [Can Captive Breeding Save a Species? lesson](#).
5. Next explain to the students that they will be taking a fieldtrip to Roger Williams Park Zoo. Tell the students while they are at the Zoo they will be researching how animal populations are doing in the wild and which animals at the Zoo are part of the Species Survival Plan.
6. Then show the students the [SSP graphic](#) and the [conservation meter graphic](#). Tell the students that while they are at the Zoo they will be going on an SSP scavenger hunt. They will be looking for animals that are in the Species Survival Plan and they will be looking at how the animals in the Zoo are doing in the wild. Pass around the graphics so that students can become familiar with them.

At the Zoo Activity

1. The morning of your zoo visit, again show the students the SSP graphic and the conservation meter graphic. Tell the students that while they are at the Zoo they will be going on an SSP scavenger hunt. They will be looking for animals that are in the Species Survival Plan and they will be looking at how the animals in the Zoo are doing in the wild. Inform the students that each animal has a graphic or sign that will show how that animal is doing in the wild. They are going to be able to find all the information they need on that sign.
2. Hand out the At the Zoo Sheets to all the students.
3. Read the directions out loud to the group reiterating what you want them to complete while at the Zoo.

Post-visit Activity

Once back at school have each student choose an animal off the endangered species list (a list of endangered animal species can be found at:

http://ecos.fws.gov/tess_public/SpeciesReport.do?dsource=animals)

Students should compile their findings into two- to three-page reports that address the following questions:

1. What is the scientific name of this animal?
2. Where does the animal live? (continent/region)
3. What is its habitat? (desert, rainforest, ocean, etc.)
4. What does it eat?
5. How does it gather food?
6. What danger does this animal face?
7. What is causing this species to become threatened?
8. What is being done to protect these animals?
9. Is your animal part of the Species Survival Plan? If so answer questions 10-12
10. What are the difficulties with breeding these animals in captivity and with maintaining their populations in the wild?
11. Do you think this Species Survival Plan has been successful so far? Why or why not?
12. How might each of these Species Survival Plans help the overall biodiversity of the regions where these animals naturally live?
13. If your animal is not part of the Species Survival Plan, is there another organization helping this species (or these animals)? If so what is it? How is it working?
14. Why should we care if this species becomes extinct?
15. What can you and your friends do to help protect the species?

Math Extension:

Once students return back to the school use the information they have found to graph the number of animals in the Zoo collection that are included in the SSP and/or have certain statuses in the wild.

Science Journal Activity:

After students have viewed the Power Point, completed the At the Zoo worksheet and completed a report about an endangered animal, ask them to write in their science journal about their feeling on endangered animals. Allow students to answer the following questions in any format they choose (writing, poetry, drawing etc.).

- a. How did you feel when you heard about endangered species?
- b. What are people doing about these problems?
- c. Do you think enough is being done to help protect endangered species?
- d. What would you do to protect them?
- e. Do you think you can help? If so how?

Vocabulary

Biodiversity- The number of different species in a given habitat

Captive breeding- The process of breeding rare or endangered species in human controlled environments with restricted settings, such as wildlife preserves, zoos and other conservation facilities; sometimes the process includes the release of individual organisms to the wild, when there is sufficient natural habitat to support new individuals or when the threat to the species in the wild is lessened.

Critically endangered- The category for populations at highest risk of extinction

Endangered- In danger of extinction in the foreseeable future

Degradation- The negative impact on habitat and ecosystem size or quality resulting from human disturbances or land use changes commonly associated with urban or agricultural development

Endangered- In danger of extinction in the foreseeable future.

Extinct- No longer in existence; lost or especially having died out leaving no living representatives

Fragmentation- The process where a continuous habitat, such as forest, shrub land, or grassland, is subdivided into a number of separate components. It is a dynamic process, resulting in a changing pattern of habitats in the landscape through time

Habitat destruction- Is a process of land use change in which one type of habitat is removed and replaced with another type. In the process of land-use change, plants and animals which previously used the site are displaced or destroyed, reducing biodiversity

Species Survival Plan- Program developed by the Association of Zoos and Aquariums to help ensure the survival of selected species in zoos and aquariums

Threatened- Describes a species of animal that is not endangered but may become so in the near future

Vulnerable- When a species faces a high risk of extinction in the wild in the medium-term future

Helpful Websites

- a. American Zoo and Aquarium Association <http://www.aza.org/>
- b. Captive-Breeding and Reintroduction <http://www.ags.uci.edu/~mbarrows/>
- c. Bagheera Classroom http://www.bagheera.com/inthewild/class_classroom.htm
- d. National Wildlife Federation <http://www.nwf.org/>
- e. Roger Williams Park Zoo
<http://www.rogerwilliamsparkzoo.org/conservation/ssp.cfm>
- f. US Fish and Wildlife <http://www.fws.gov/>
- g. My Report Links <http://www.myreportlinks.com/search.cfm>

Helpful Books

The African Elephant	by John Albert Torres	ISBN-13: 978-0-7660-5174-4	ISBN-10: 0-7660-5174-9
The American Alligator	by Henry M. Holden	ISBN-13: 978-0-7660-5117-1	ISBN-10: 0-7660-5117-X
The Bald Eagle	by Cheryl L. DeFries	ISBN-13: 978-0-7660-5057-0	ISBN-10: 0-7660-5057-2
The Blue Whale	by Chris Reiter	ISBN-13: 978-0-7660-5055-6	ISBN-10: 0-7660-5055-6
The Cheetah	by Lisa Harkrader	ISBN-13: 978-0-7660-5065-5	ISBN-10: 0-7660-5065-3
The Galápagos Penguin	by Kim A. O'Connell	ISBN-13: 978-0-7660-5063-1	ISBN-10: 0-7660-5063-7
The Giant Panda	by Carl R. Green	ISBN-13: 978-0-7660-5061-7	ISBN-10: 0-7660-5061-0
The Gopher Tortoise	by Donald Schueler	ISBN-13: 978-0-7660-5053-2	ISBN-10: 0-7660-5053-X
The Gorilla	by Carl R. Green	ISBN-13: 978-0-7660-5060-0	ISBN-10: 0-7660-5060-2
The Gray Wolf	by Chris Reiter	ISBN-13: 978-0-7660-	ISBN-10: 0-7660-5056-4

		5056-3	
The Grizzly Bear	by Lisa Harkrader	ISBN-13: 978-0-7660-5066-2	ISBN-10: 0-7660-5066-1
The Koala	by Carl R. Green	ISBN-13: 978-0-7660-5058-7	ISBN-10: 0-7660-5058-0
The Manatee	by John Albert Torres	ISBN-13: 978-0-7660-5173-7	ISBN-10: 0-7660-5173-0
The Orangutan	by Lisa Harkrader	ISBN-13: 978-0-7660-5068-6	ISBN-10: 0-7660-5068-8
The Otter	by Alison Imbriaco	ISBN-13: 978-0-7660-5067-9	ISBN-10: 0-7660-5067-X
The Rhino	by Jan M. Czech	ISBN-13: 978-0-7660-5062-4	ISBN-10: 0-7660-5062-9
The Tiger	by Carl R. Green	ISBN-13: 978-0-7660-5059-4	ISBN-10: 0-7660-5059-9
The Wallaby	by Kim A. O'Connell	ISBN-13: 978-0-7660-5064-8	ISBN-10: 0-7660-5064-5
The Woodland Caribou	by Amy Graham and William Haslam	ISBN-13: 978-0-7660-5054-9	ISBN-10: 0-7660-5054-8
The American Crocodile: Help Save This Endangered Species!	by Glenn Scherer & Marty Fletcher	ISBN-13: 978-1-59845-041-5	ISBN-10: 1-59845-041-7
The Bighorn Sheep: Help Save This Endangered Species!	by Stephen Feinstein	ISBN-13: 978-1-59845-042-2	ISBN-10: 1-59845-042-5
The California Condor: Help Save This Endangered Species!	by Alison Imbriaco	ISBN-13: 978-1-59845-043-9	ISBN-10: 1-59845-043-3
The Chimpanzee: Help Save This Endangered Species!	by Stephen Feinstein	ISBN-13: 978-1-59845-039-2	ISBN-10: 1-59845-039-5
The Florida Panther: Help Save This Endangered Species!	by Marty Fletcher & Glenn Scherer	ISBN-13: 978-1-59845-034-7	ISBN-10: 1-59845-034-4
The Giant Panda: Help Save This Endangered Species!	by Alison Imbriaco	ISBN-13: 978-1-59845-037-8	ISBN-10: 1-59845-037-9
The Green Sea Turtle: Help Save This Endangered Species!	by Marty Fletcher & Glenn Scherer	ISBN-13: 978-1-59845-033-0	ISBN-10: 1-59845-033-6
The Humpback Whale: Help Save This Endangered Species!	by Deborah Kops	ISBN-13: 978-1-59845-036-1	ISBN-10: 1-59845-036-0
The Jaguar: Help Save	by Stephen	ISBN-13: 978-1-59845-	ISBN-10: 1-59845-065-4

This Endangered Species!	Feinstein	065-1	
The Mountain Gorilla: Help Save This Endangered Species!	by Alison Imbriaco	ISBN-13: 978-1-59845-035-4	ISBN-10: 1-59845-035-2
The Red Wolf: Help Save This Endangered Species!	by Alison Imbriaco	ISBN-13: 978-1-59845-038-5	ISBN-10: 1-59845-038-7
The Snow Leopard: Help Save This Endangered Species!	by Glenn Scherer & Marty Fletcher	ISBN-13: 978-1-59845-040-8	ISBN-10: 1-59845-040-9
The Sperm Whale: Help Save This Endangered Species!	by Alison Imbriaco	ISBN-13: 978-1-59845-071-2	ISBN-10: 1-59845-071-9
The Whooping Crane: Help Save This Endangered Species!	by Alison Imbriaco	ISBN-13: 978-1-59845-032-3	ISBN-10: 1-59845-032-8

Name: _____

Date: _____

Pre-visit Endangered Species Worksheet

1. An animal species is considered vulnerable when it is:
 - a. gone forever
 - b. likely to become endangered soon
 - c. doing well in the wild
 - d. facing a risk of total destruction

2. Which of the following are ways an animal can become extinct:
 - a. Competition with other species
 - b. Disease
 - c. Habitat loss
 - d. Unregulated or illegal killing or collection
 - e. All the above

3. True or false. Extinction is the disappearance of an entire species brought about by natural or unnatural means.
 - a. True
 - b. False

4. True or false. Humans have no impact on animals becoming extinct.
 - a. True
 - b. False

5. Which of the following is not one of the three categories an endangered animal can be grouped in?
 - a. Vulnerable
 - b. Endangered
 - c. Extinct
 - d. Critically endangered

6. Which of the following is not an endangered animal?
 - a. Matschie's tree kangaroo
 - b. Black and white ruffed lemur
 - c. Red wolf
 - d. Masai giraffe

7. The program the American Zoological Association developed to help endangered species is called:
 - a. Species Sustaining Plan
 - b. Species Survival Plan
 - c. Society for Sustaining Species
 - d. Society for Species Survival

8. True or false. There is a type of computer dating service for animals in zoos and aquariums.
- a. True
 - b. False
9. It is estimated that the total number of species in danger is:
- a. 20,000
 - b. 2,000
 - c. 200
 - d. 200,000
10. True or false. You can help prevent endangered animals from becoming extinct.
- a. True
 - b. False

Name: _____

Date: _____

Pre-visit Endangered Species Answer Sheet

1. An animal species is considered vulnerable when it is:
 - b. gone forever
 - c. likely to become endangered soon
 - d. doing well in the wild
 - e. facing a risk of total destruction

2. Which of the following are ways an animal can become extinct:
 - a. Competition with other species
 - b. Disease
 - c. Habitat loss
 - d. Unregulated or illegal killing or collection
 - e. All the above

3. True or false. Extinction is the disappearance of an entire species brought about by natural or unnatural means.
 - a. True
 - b. False

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 - b. False

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 - c. Society for Sustaining Species
 - d. Society for Species Survival

8. True or false. There is a type of computer dating service for animals in zoos and aquariums.

- a. True b. False

9. It is estimated that the total number of species in danger is:

- a. 20,000
b. 2,000
c. 200
d. 200,000

10. True or false. You can help prevent endangered animals from becoming extinct.

- a. True b. False

Can Captive Breeding Save Species? Pre-visit Lesson

Overview:

When studying endangered and threatened species, students should become familiar with programs that strive to preserve biodiversity, such as captive-breeding programs and Species Survival Plans adopted by zoos, aquariums, and other institutions. This lesson asks students to research and assess these programs.

Materials Required:

- Computer with Internet access

Objectives:

Students will

- discuss their feelings about zoos;
- discuss the reasons why some species are threatened with extinction;
- research and answer questions about captive-breeding programs and Species Survival Plans

Procedure:

1. Discuss as a class how students feel about zoos. Do they think zoos serve important purposes, or are they opposed to zoos? There will probably be a variety of opinions in the class, but try to keep the discussion time to under ten minutes.
2. Ask students to state some of the human-induced causes of extinction, and list their responses on the board. Have them think back to the endangered species Power Point.
3. Inform students that many zoos are involved in captive-breeding programs that try to breed endangered or threatened animals to be reintroduced into their natural habitats. Have any students heard about these programs before today? If so, ask them to describe some of the things they already know about them. Have students, either individually or in groups, use the Internet or print materials to research basic information about captive-breeding programs and Species Survival Plans. As they conduct their research, they should answer the questions below. The following Web sites will be helpful:
 - a. American Zoo and Aquarium Association <http://www.aza.org/>
 - b. Captive-Breeding and Reintroduction <http://www.ags.uci.edu/~mbarrows/>
 - c. Bagheera Classroom http://www.bagheera.com/inthewild/class_classroom.htm
 - d. National Wildlife Federation <http://www.nwf.org/>

Have students answer the following questions:

- What is a captive-breeding program, and what are the goals of this type of program?
- What is a Species Survival Plan, and what are the goals of this type of program?
- How can captive-breeding programs and Species Survival Plans contribute to biodiversity and the health of ecosystems?
- What are some difficulties with captive breeding?
- What are the arguments against captive breeding programs?
- In which situations are artificial habitats beneficial? In which situations might they be harmful?

Discuss students' responses to the above questions.

At Zoo Activity Sheet

Name: _____

Date: _____

Directions: While visiting the Zoo exhibits, keep a tally of how each animal species is doing in the wild.

Extinct in the Wild

Critically Endangered

Endangered

Vulnerable

Low Risk

Pick one animal from each of the above categories and fill out the following information. Using the conservation meter, color in the bar graph to signal the animal species' conservation level in the wild.

<p>1. Animal Name: _____</p> <p>Area of Zoo: _____</p> <p>Number of animals in the exhibit: _____</p> <p>Is there a baby in the exhibit? YES NO</p> <p>SSP Animal: YES NO</p> <p>Reason for Status:</p>	<div style="border: 1px solid black; height: 100%; width: 100%; position: relative;"> <div style="position: absolute; top: 0; width: 100%;"><i>Extinct</i></div> <div style="position: absolute; top: 10%; width: 100%;"><i>Extinct in the Wild</i></div> <div style="position: absolute; top: 20%; width: 100%;"><i>Critically Endangered</i></div> <div style="position: absolute; top: 30%; width: 100%;"><i>Endangered</i></div> <div style="position: absolute; top: 40%; width: 100%;"><i>Vulnerable</i></div> <div style="position: absolute; top: 50%; width: 100%;"><i>Lower Risk</i></div> </div>
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<p>2. Animal Name: _____</p> <p>Area of Zoo: _____</p> <p>Number of animals in the exhibit: _____</p> <p>Is there a baby in the exhibit? YES NO</p> <p>SSP Animal: YES NO</p> <p>Reason for Status:</p>	<div style="border: 1px solid black; height: 100%; width: 100%; position: relative;"> <div style="position: absolute; top: 0; width: 100%;"><i>Extinct</i></div> <div style="position: absolute; top: 10%; width: 100%;"><i>Extinct in the Wild</i></div> <div style="position: absolute; top: 20%; width: 100%;"><i>Critically Endangered</i></div> <div style="position: absolute; top: 30%; width: 100%;"><i>Endangered</i></div> <div style="position: absolute; top: 40%; width: 100%;"><i>Vulnerable</i></div> <div style="position: absolute; top: 50%; width: 100%;"><i>Lower Risk</i></div> </div>
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3. Animal Name: _____
 Area of Zoo: _____
 Number of animals in the exhibit: _____

Is there a baby in the exhibit? YES NO

SSP Animal: YES NO

Reason for Status:

Extinct
Extinct in the Wild
Critically Endangered
Endangered
Vulnerable
Lower Risk

4. Animal Name: _____
 Area of Zoo: _____

Number of animals in the exhibit: _____

Is there a baby in the exhibit? YES NO

SSP Animal: YES NO

Reason for Status:

Extinct
Extinct in the Wild
Critically Endangered
Endangered
Vulnerable
Lower Risk

5. Animal Name: _____
 Area of Zoo: _____

Number of animals in the exhibit: _____

Is there a baby in the exhibit? YES NO

SSP Animal: YES NO

Reason for Status:

Extinct
Extinct in the Wild
Critically Endangered
Endangered
Vulnerable
Lower Risk

Conservation Meter



Species Survival Plan Graphic

