



MINNESOTA ZOO™
Changing how you see the world

Survivor Don't Vote Me Off! Post Visit Activity

MN Graduation Standards supported:

Grade 7
Stand IV.C The student will understand that within ecosystems, complex interactions exist between organisms and the physical environment.

Grade 8; Grade 9-12
Strand III.A The student will investigate the impact humans have on the environment.

Vocabulary:

Endangered
Niche
Species
Threatened

Introduction:

Our lives are constantly being influenced by advertising or marketing. Individuals, corporations, charitable organizations, etc. are competing for our attention and our dollars. Many times, what we choose to spend our money on and/or spend our time pursuing, is influenced by the advertising and promotional programs surrounding us. Much of this advertising is an attempt to convince us of what we “need” and what we should “value”.

In this assignment, students will use marketing concepts to develop a plan to promote and convince the public to respond to an endangered species that they select.

Objectives:

At the end of this lesson, the students will:

1. Research an endangered or threatened animal
2. Create and develop a marketing plan on their selected animal to create an emotional stir in the public.

Procedure:

1. Have your students visit the Minnesota Zoo's website to select one of the animals that are either threatened or endangered.
<http://mnzoo.org/conservation/National/Endangered/index.asp>
2. Once an animal is selected, they are to thoroughly research it. The research should make them an “expert” in the following areas:
 - a. History of animal (*geographic range, ecological niche, what roles it plays in the environment in which it lives, human involvement or interaction with it over time, etc.*)
 - b. What makes this animal so unique or interesting to you and consequently to your target audience?

Links:

Minnesota Zoo website
<http://mnzoo.org/conservation/National/Endangered/index.asp>

Assoc. of Zoos and
Aquariums website
<http://www.aza.org/ConScience/ConScienceSSPList/#B>

Procedure Continued:

- c. What is the current population status of the animal?
 - d. What are the circumstances contributing to your animal's endangered or threatened status?
 - e. What practical things can be done to save this animal group?
 - f. How are zoos and other conservation organizations involved in saving the animal?
 - g. Why do we need to help? Why is this species it worth saving?
3. Next have students determine their target audience. (*What group of people (elementary students, high school students, adults, etc.) are they trying to reach with their message?*)
 4. Now the students need to define their message. How will they go about convincing people of the need to preserve and restore (*if possible*) their animal?
 5. Next, what do they want people to know about the animal and what steps should they take to save it?
 6. Finally, how will they deliver their information? (*This is where your creativity comes into play!*) The students can choose from the following list or come up with a unique idea on their own:
 - Newspaper/magazine ads
 - Television/video/internet commercials
 - Radio commercials
 - Bumper stickers
 - Billboard displays
 - Leaflets/pamphlets
 - Direct mailings
 - Buttons/balloons
 - Other ideas ???

The American Zoo and Aquarium Association website (see links section) contains information on many of the animals which may be researched by your students. Also, their website will give information on sponsoring zoos for animals on their list. There are some other activities under conservation on the teacher forum of the Minnesota Zoo website which will familiarize students with the American Zoo and Aquarium Association and the SSP (species survival plan) designation.

This activity can be done without actually visiting the Minnesota Zoo, however, if students do make a trip to the zoo they could include information from their observations of the animal they are researching off of the list of endangered and threatened animals at the Minnesota Zoo.