



## Understanding the Rewilding of Cape Cod Educator Guide

### Unit 3: Changes in Wildlife and the Community

#### Day 1 – Introducing Stakeholder Groups/ Individuals

##### Warm Up (5 minutes) (Slide 3)

Students are to pick up the brainstorm worksheet upon arrival to class and begin writing answers to the question, “Who has been effected by the changes in wildlife?”

##### Discussion (10-12 minutes) (Slide 3)

Have an initial conversation with the class to review their notes. Begin a visual list of groups, individuals, organizations, government agencies, etc. that the students call out.

- Use a whiteboard and then photograph the list or type the list so it can be shared with students at the end of class. (Can do this in Google Classroom as well!)
- Keep the focus on WHO, don't dive into the how they are affected yet

Note: Be open to students identifying unexpected groups. The more stakeholder groups the better! The facilitator guide includes a PDF with a list of stakeholder groups and individuals you can use to help assign or suggest as students get further along.

##### Video (10 minutes) (Slide 4)

Watch the video and have students use the worksheet to identify further stakeholder groups/ individuals.

The video will help to transition to the how

##### Class Discussion (30 minutes) (Slides 5 & 6)

Small Group Work (15-20 minutes): Have students work in small groups and follow the worksheet to choose three stakeholder groups or individuals and start outlining:

- How that group is affected
- When they became affected

Have students choose 1-2 stakeholders from the video, but at least one from the class list as well (this will help them think and process what they have learned further to come up with the how)

Full Class (10 minutes): Have students come together and ask each group to share at least one of the groups they identified, their how, and the when.

### Prepare Homework (Slide 7)

Each individual student needs to select a stakeholder or stakeholder group to take on the identify of.

- Once they identify the role they want to take, they then need to search for a resource to begin to tell them more about how that individual or group is affected by changes in wildlife on Cape Cod.
  - o (I.e. newspaper article, tv interview, website for organization with views on topic, etc.)

Have students use their in-class worksheet to draft ideas and select an individual or stakeholder group. Once they have their decision, use a Google Form or other class survey app to have students submit their selection to you digitally.

- Have students submit digitally will allow you to easily and sort where you might have duplicates. You can use the master list of individuals to help give students various identities, allowing them to work in the same stakeholder group, or a similar one.
  - o You want diversity, so depending on class size, you might need to have students choose a first choice and second choice of a stakeholder group, to better distribute who will be taking on the role of who.

## Day 2 – Begin Research

### Warm Up (5 minutes) (Slide 8)

As students come in, have them partner with a peer and explain the role they are taking on and how they were affected by the changes in wildlife.

### Introduce the Project (15-20 minutes) (Slide 9)

Share with the students how after the fatal shark attack in Wellfleet in 2018, the Town of Wellfleet hosted a community forum. An event where community members (from the town, as well groups from outside of town) could come and speak about how the changes in wildlife had had an effect on them.

Share the video clip of the community forum and explain the roles of individuals. (Slide 10)

- **Moderator** – someone who ensures the discussion moves forward, will redirect individuals if they got off topic or speak out of turn.
- **Timekeeper** – you don't see this in the example video, but often at community forums, individuals are limited to 2-3 minutes of speaking at a time. There can also be rules to have individuals only speak once to prevent the forum from becoming a debate.
- **Panel** – For the event in Wellfleet, there was a panel to listen and answer questions about what had been taking place in terms of research, public safety initiatives, and first responder protocols.

- Having a panel can be a great way to bring in outside experts, or colleagues in the school to give students an audience.
  - For this exercise, a panel isn't needed, and you want students to refrain from relying on using their time to ask questions

### (Slide 11)

Explain to the students, that when they come to class on day X, they will be coming and participating in the community forum. They will need to take on the role of their chosen stakeholder and speak as if they are them.

- Review the rubric so students gain an understanding of how they will be graded

Students need to conduct research to understand the ins and out of how their stakeholder has been affected and should be prepared to frame an argument of how changes in wildlife have had a direct impact on them.

- It is important to note, this forum is purely for students to share, arguments should show their understanding that a change has taken place, and that change has resulted in x, y, and/or z.
- The forum IS NOT where solutions should be shared or offered

Share research aid for students to start answering questions and begin collecting facts.

### **Begin Background Research**

Share with students how they can use the remainder of class to begin their research.

Modification Plan:

For students who can't speak in front of the class...

- A letter to the town manager to be read aloud

### **Day 3 – In Class Research**

Teacher Checking in with students, ensuring sources obtained are reliable, arguments being prepared are valid.

### **Exit Ticket**

Identify two sources the student will be using to build their arguments.

### **Day 4 – In Class Research**

Teacher Checking in with students, ensuring sources obtained are reliable, arguments being prepared are valid.

### **Exit Ticket**

Identify Role, one sentence sharing how they are affected (Allows educator to know students are on track or not)

- This could be done digitally using Google Classroom poll, or by submitting their graphic organizer.

### Day 5 – Community Forum

Use the rubric for grading students on their individual statements and ideas. Depending on class size, the forum might require 2 class periods to provide all students with enough time to speak.