Wildlife Crime
Extended Teacher Support Materials and Activities

The activities provide pupils with opportunities to achieve Key Stage 2 learning outcomes from the PSE Framework for 7 to 19 year olds in Wales.

<table>
<thead>
<tr>
<th>ASB Follow-up activity</th>
<th>Links with the PSE Framework for 7 to 19 year olds in Wales</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Skills</strong></td>
</tr>
<tr>
<td>1. What is wildlife crime?</td>
<td>• express their views and ideas confidently through a range of appropriate methods</td>
</tr>
<tr>
<td>2. Think, Pair, Share.</td>
<td>• form personal opinions and make informed decisions</td>
</tr>
<tr>
<td></td>
<td>• listen carefully, question and respond to others</td>
</tr>
<tr>
<td></td>
<td>• contribute to class discussions and take part in debates.</td>
</tr>
<tr>
<td>3. The killing in the woods</td>
<td>• identify links between cause and effect</td>
</tr>
<tr>
<td></td>
<td>• distinguish between ‘facts’, beliefs and opinions</td>
</tr>
<tr>
<td></td>
<td>• form personal opinions and make informed decisions</td>
</tr>
<tr>
<td></td>
<td>• listen carefully, question and respond to others</td>
</tr>
</tbody>
</table>
The teacher information (resource 0.a) provides background information on the topic and the wildlife power point provides stimuli pictures if required (resource 0.b.) These resources provide follow-up learning activities that will enable open discussion of anti-social behaviour in relation to wildlife crime.

Activity 1: What is wildlife crime?

Purpose: To establish pupils' prior knowledge before starting a topic on wildlife crime.

Ask the pupils to define 'crime'. Record suggestions and agree a class definition.

A definition is provided below:

*A crime is committed if a person fails to act in accordance with the law*

Now ask the pupils to think of examples of and to define 'wildlife crime'. Again record suggestions and agree a class definition. A definition is provided below:

*Harming, disturbing, buying or selling wild animals or plants that are protected by law*

In small groups, ask the pupils to prepare a topic map about wildlife crime showing examples of wildlife crime, what they already know and what they would like to find out. (resource 1a.)

Alternatively, the pupils could use a KWL grid (Know - Want to Know - Learned) to record their present level of knowledge about wildlife crime and what gaps may exist in that knowledge, to structure progress in their learning and to analyse what new information has been learned after research (resource 1b).

Activity 2: Think, Pair, Share

Purpose: To explore the moral and ethical decisions involved in keeping wild animals as pets

Show the class a photograph of a barn owl (resource 2a.) and/or read about or show a DVD clip of Harry Potter with his snowy owl Hedwig. (For example, The Philosopher's Stone, Pages 62-63; The Chamber of Secrets; Chapter one; Page 1; The Prisoner of Azkaban; Chapter 1 (Owl Post); pages 10-11) While living with the Dursleys, Hedwig was locked in her cage for months at a time to prevent Harry from sending messages to his "freaky little friends."


Pose the following question to the whole class:

*Should wild animals be bought and kept as pets?*
Ask the pupils to consider the benefits/disadvantages of keeping wild animals/birds such as owls as pets.

Give the pupils time to think individually.

Then ask them to find a partner to form a pair. Give the pupils time to discuss their opinions and ideas with their partner.

Ask each pair to share their views with another pair.

Plenary

Clarify the law about buying and keeping wild animals/birds such as owls as pets and explain the potential consequences i.e. by keeping Hedwig Harry Potter would be breaking the law (the Wildlife & Countryside Act) and might receive a £5,000 maximum fine and even six months imprisonment.

Background

It is only legal to buy and sell barn owls that have been born and bred in captivity. Barn owls in the wild are fully protected by the law (under the Wildlife & Countryside Act of 1981). To qualify for sale, barn owls must wear a ring on their leg which proves they have been born and bred in captivity.

Extension

Ask the pupils to make a Mind Map to summarise the information they have discussed during the activity. (resource 2b)

Activity 3: The Killing in the Woods

Aim: To enable the learners to work in groups to solve a wildlife crime mystery.

Purpose

Mysteries develop thinking skills, improve the quality of pupils’ discussions and explanations and promote speaking and listening. They require pupils to

- problem-solve
- give opinions and support them with reasons
- make connections between their ideas and those of others

Prepare 1 set of the 26 mystery statements per group (resource 3.a.)

Activity:

Explain to the class that the task is a mystery. The challenge is to solve the puzzle of ‘The Killing in the Woods’ and that the mystery statements contain information to help the groups decide what has happened.
Arrange the class into small mixed ability groups (of 3-5). Ask the groups to spend a short time considering the best way to tackle the task.

Give out the mystery statements (resource 3a, random statements) to the each group of pupils. Ask the pupils to take it in turns to read the statements and then sort them into a logical order.

Give 10 minutes for the groups to consider the information and come up with possible answers. Listen to the group discussions and help groups if necessary by asking prompt questions. Try not to tell pupils the answers! (resource 3b, teacher’s answer sheet)

Explain that the groups will be asked to offer their solution to the class in a few minutes. Explain the importance of showing their reasoning with phrases like ‘...and that means that...', or ‘that shows that...' or 'we think that because...' etc. Allow time for groups to plan what they will say.

Ask one or two groups for their solutions and the reasons behind their decision. Encourage other groups to add ideas/alternative solutions.

**Plenary:**
1. Recap the wildlife crime/legal aspects of the mystery.
2. Key messages: If you think you have found poisoned bait or a victim of a poisoning, do not touch, warn others to stay away, note the exact location and details of any evidence, and cover the items if possible.
3. Explain how to report a wildlife crime (see below).

The activity should be followed by a short debriefing session in which the learning involved in the mystery can be made explicit. This encourages reflection, and evaluation of the ways the mystery was solved leads pupils towards awareness of their own thinking (metacognition).

**Extension:** literacy-related activity: writing for information
Ask the pupils to write a headline and short news article for the local newspaper setting out the main points from the wildlife mystery activity.

**How you can help**
If you witness a suspected wildlife crime in action call 999 immediately and ask for the police. For all other enquiries call your local Police control room.

**For your own safety, do not approach suspects yourself or touch anything at the scene.**
If possible give information on:
- What is happening / has happened?
• The exact location (a map reference or local landmark can be useful)
• The date and time of the incident
• Is any physical evidence of the crime available? e.g. dead bird, suspected poison bait, illegal trap etc.
• Who is involved (e.g. number of people, clothing worn, tools being carried or any dogs)
• The make, colour and registration number of any vehicle
• If it is safe to do so, take photos which may be used as evidence and remember to ask the police for an incident reference number

Many police forces have special wildlife crime officers. Their details may be shown on the force website or you can ring your local police station using the non-emergency number and ask to speak to the wildlife crime officer.

Background information
During 2010 the RSPB received 128 confirmed reports of poisoning incidents, including 69 confirmed incidents of abuse involving the poisoning of at least 129 individual birds or animals. It is believed that these published figures represent only a fraction of the actual number of incidents, as many remain undetected and unreported, particularly those that occur in private and remote areas.

Websites

RSPB
A Law section which explains how wild birds and their eggs and nests are protected by the law and statistics about wild bird crime.

http://www.rspb.org.uk/advice/law/

Badger Trust
Information about watching badgers safely.

http://www.badgertrust.org.uk/Content/Home.asp

Bat Conservation Trust
Information including a 'Bats and the Law' section which explains potential criminal offences.

www.bats.org.uk

RSPCA
A range of materials with a focus on animal welfare/cruelty.