



**BIODIVERSITY:
PLANTS AND ANIMALS**

PROTECT THE TURTLES!

LESSON 1

SUBJECT	English
AGE / CYCLE	12-15+
OBJECTIVES	<ol style="list-style-type: none"> 1. Describe places and things. 2. Extract information from texts to answer questions. 3. Express social responsibility in actions.
ESTIMATED TIME	40 minutes
MATERIALS	<i>Video, Annex 1 powerpoint, Annex 2 teacher's guide</i>
ESSENTIAL QUESTION OR SCENARIO	<i>What are rainforests and what happens if they disappear?</i>
LEVEL - UNIT	6 th Grade, Unit 4
KEY WORDS	Sea turtle, endangered, hatchling, poacher, conservation, peninsula
TYPES	PPT, Video

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EVALUATION GOALS

Students will be able to:

- 1 Identify the main ideas in a video.
- 2 Identify threats to sea turtles and steps they can take to protect them.
- 3 Read graphs and get information from them.

DEVELOPMENT

1 WARM UP

15 mins.

Ask students what they know about rainforests. What lives in the rainforest? Have they ever visited a rainforest? Why are rainforests important?

Video

To continue the conversation, use the following video to have students discuss conservation efforts in Costa Rica. Play the video twice making sure to follow the instructions for each viewing provided below.

<https://www.youtube.com/watch?v=IsCiLi5wc8>

First Viewing

Tell students to get the main ideas from the video, then think-pair-share: think about what they saw, share it with a partner, then share it with the class.

Second Viewing

Write the questions below on the board prior to the second viewing. Tell students they will watch the video again and need to look for the answers to the questions written on the board, they will then think-pair-share again. Watch a third time if necessary.

1. How did Rebecca's life change after she went to the Osa peninsula? *She planned to stay 6 months but she has stayed 15 years.*
2. Why was her family angry at her? *She didn't agree with their hunting traditions.*
3. Why is the Osa so important to the world? *Endemic species of plants and animals.*
4. What is Rebecca's new dream? *To do research.*
5. Describe Rebecca. What do you think of her and her life?
6. What animals did you see in the video? *Toucan, butterfly, hummingbird, monkey, sloth, leaf-cutter ants, grasshopper, spider, red-capped Manakin, coati, peccary, frog*



2

25 mins.

Follow the teacher's guide and show students the power point presentation, Sea Turtles of the Osa Peninsula.

Questions and Answers

Slide 2 Find your class's location on the map, and then the Osa peninsula. If you are outside Costa Rica, find your location on a larger map, then Costa Rica, and then the Osa.

Slide 3 Rebecca said she lived and worked near Drake Bay (Bahia Drake), in the Corcovado National Forest.

Slide 4-5 Ask students to compare and contrast the three kinds of turtles.

Slide 6 Ask students, what does conservation mean? The protection of natural things to preserve them. Ask them if they know any other forms of the word: conserve (v) conservationist (n). What does it mean to "conserve energy?"

Slide 7 What is the difference between vulnerable, endangered, and critically endangered? What about extinct?

Extinct (EX) – No known living individuals.

Critically endangered (CR) – Extremely high risk of extinction in the wild.

Endangered (EN) – High risk of extinction in the wild.

Vulnerable (VU) – High risk of endangerment in the wild

Before you show slide 8, ask students: What are the biggest dangers to sea turtles?

Slide 8 Do they know of other dangers? (pollution, coastal development, climate change, fishing)

Slide 9 Teach students how to read this graph.

What year is the graph reporting on? 2016

The bottom line is about the months of the year. What does the right side measure? Number of nesting activities.

What is represented by the 3 different colored lines? Species of turtles.

Which kind of turtle visits Piro Beach the most? Olive Ridley turtles.

Which kind the least? Hawksbill turtles.

When do hawksbill turtles visit the beach? August, September, October

What months are there the most Olive Ridley turtles? August, September, October.

The least? January, February, May.

What months do green turtles visit Piro beach? November through April.

Make 2 sentences from this information with the class and write on the board. Put students in pairs and ask them to make 2 sentences together, then share with the class.

Slide 10 What does it mean to "prevent poaching?" To keep people from taking turtles and their eggs.

Slide 11

1. Ask students what a hatchling is. Eggs hatch, so baby turtles are called hatchlings.
2. Ask students to look at the graph and make a sentence about its information to share with the class. For example: The number of hatchlings have increased between 2014 and 2016. The number of hatchlings increased from 14000 to 15000 in 2015. The number of hatchlings increased to more than 17000 in 2016.
3. Based on this graph, has the Osa Conservation group been successful at protecting sea turtles? Yes.

Slide 12 Get ideas from students.

Slide 13 Ask students who have seen a sea turtle to share with the class.