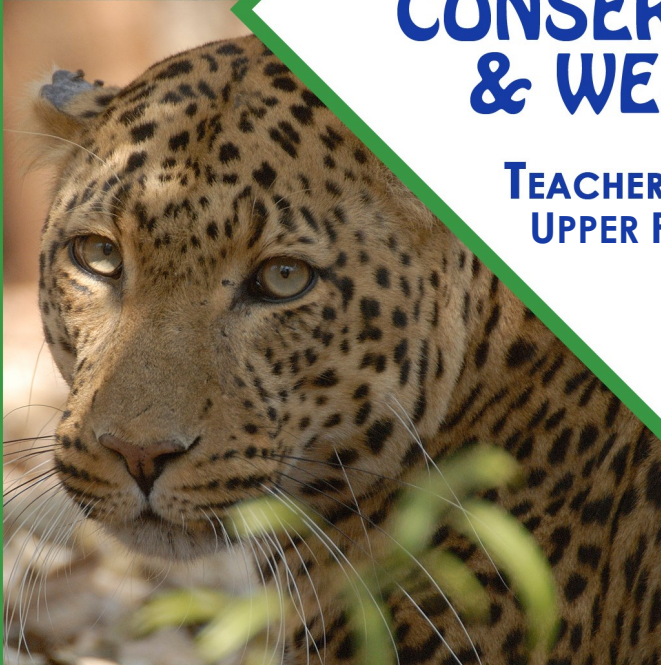




Eco-Schools
Malawi

WILDLIFE CONSERVATION & WELFARE

TEACHER'S GUIDE
UPPER PRIMARY



CONTENTS

	PAGE
A NOTE TO TEACHERS	1
- How to use this guide	
MODULE OVERVIEW.	2
- Concepts, curriculum links & areas of development	
- Learning objectives	
UNIT 1: ANIMALS IN THEIR ENVIRONMENT	3
UNIT 2: WILDLIFE OF MALAWI	4
UNIT 3: WELFARE & CONSERVATION	6
UNIT 4: THREATS TO WILDLIFE.	7
UNIT 5: LEARNING FROM ACTION.	10
BACKGROUND TO ECOSCHOOLS MALAWI	13

ACKNOWLEDGEMENTS

We would like to thank all partners who provided support in the development of these resources including the Ministry of Education, Science and Technology through the Department of Inspectorate, Department of Parks & Wildlife and the Environmental Affairs Department.

Development funding was provided by the Taiwan Forestry Bureau, the Tusk Trust and DANIDA through the Danish Outdoor Council.

Publisher: Lilongwe Wildlife Trust

First edition: 2013

Editor: Jonathan Vaughan, Lilongwe Wildlife Trust,

Writers: Nellie Chipwanyanya, Jennifer Tembo, Forgive Kanyoza (Lilongwe Wildlife Trust) & Ibrahim Mitole (Wildlife & Environment Society of Malawi).

Designer: Kate Moore, Lilongwe Wildlife Trust.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form or by any means, electronic, manual, photocopying, recording or otherwise, without prior written permission of the publishers.



"In the end we will conserve only what we love. We will love only what we understand. We will understand only what we are taught." Baba Dhiom

"All around the world we are seeing the negative impacts of our increasingly unsustainable living practices - deforestation leads to floods, droughts and crop failure; pollution causes loss of biodiversity and sicknesses like cancer. The importance of ensuring environmental sustainability is becoming more important every day, a challenge recognized as one of the eight Millennium Development Goals (MDG). Closer to home the Malawi Growth and Development Strategies also identified the need of incorporating environmental issues in the school curriculum.

EcoSchools Malawi does just this and is a vital step forward in giving our children the knowledge and skills to make a difference. Congratulations to all those partners who have managed to bring this worthwhile scheme to fruition. I hope that you, as teachers, take great pride in bringing it to life in your school and inspiring your learners to put these important concepts into action. I also hope to see your name on the list of those who receive an EcoSchool Award at the end of the year.

We all have a part to play in protecting our natural heritage for the benefit of both people and the environment, so let's work together to make our world a better place."

Signed,

Mr Leonard Sefu, Director, Department of Parks & Wildlife

HOW TO USE THIS GUIDE

Each teacher's guide has been written especially to help you lead your learners on a journey, to explore environmental issues, develop skills, encourage positive attitudes and empower children to take action. These materials are not meant to be prescriptive, rather we hope that you see these as **supplementary materials** to help you develop your own interactive lesson plans, adapting to the resources available and making the themes relevant to the lives of your learners.

When developing your lesson plans, you are encouraged to use the **IVAC approach** as we have done throughout this guide. IVAC is 'action-oriented teaching' which facilitates **INVESTIGATION** of the issues developing their **VISIONS** and taking **ACTION** to facilitate **CHANGE**:

INVESTIGATION (I): Provide a learning platform that encourages children to investigate the topic at hand and discuss ideas together. Why is it important to us? How was it in former times? How has it changed?

VISION (V): What alternatives can we imagine? What is it like in other places? What do we prefer and why?

ACTION (A): Help children to formulate their own action plan on how to act on their knowledge. What actions bring us closer to our vision? What are the possible actions? What actions will we carry out?

CHANGE (C): Provide the means for learners to implement their desired action, make a positive change and monitor the benefits in their own lives as well as their schools and communities.

For each unit we have provided background reading to help you direct classroom investigation and supplemented this with suggested discussion topics and activities. Finally, we have made some micro-project suggestions that will help to translate their new found knowledge into action and change. You can also read more about EcoSchools accreditation scheme on the inside back cover of this guide. **We wish you the best of luck!**

MODULE OVERVIEW

Key concepts	Wildlife, welfare, conservation, environment.
Subject areas	Social and environmental studies. Science.
Grades	Senior primary & secondary
National Curriculum link	Students learn about animals that are found in their homes and the wild, why they should be respected and why welfare is important.
IB Curriculum link	Students are informed about and become concerned about the quality of local and global environment in which animals live.

~ LEARNING OBJECTIVES ~

UNIT 1: ANIMALS IN THEIR ENVIRONMENT

Learn about the difference between domestic and wild animals and how wild animals have adapted to their different habitats and how these differ widely around the world.

UNIT 2: ANIMALS IN MALAWI

Learn about and become inspired by Malawi's natural heritage and the special wild animals that live here.

UNIT 3: WELFARE & CONSERVATION

Learn about the concepts of the welfare of individual wild animals and the conservation of species and why they are both important considerations.

UNIT 4: THREATS TO WILD ANIMALS

Learn about the impact of human activity on the survival of wild animals in Malawi and how we can make a positive difference.

UNIT 5: LEARNING FROM ACTION

Feel empowered to take action to protect animals, both wild and domestic.

~ SUCCESS CRITERIA ~

For each unit we suggest that you develop a set of quiz questions for the class to assess their understanding of the topic. You can also set your own success criteria based on the activities you choose as part of your lesson.



UNIT 1: ANIMALS IN THEIR ENVIRONMENT

~ COMPARING DOMESTIC & WILD ANIMALS ~

DOMESTIC ANIMALS



Any animal that depends on a human for food, water and shelter, e.g. chickens, goats and dogs.

WILD ANIMALS



Have evolved behaviours and adaptations to suit their natural environment that helps them to survive.

~ DIFFERENT ENVIRONMENTS WHERE WILD ANIMALS LIVE ~

Environment the complex range of external physical conditions in which organisms (animals, plants etc) live.

Habitat The natural home or environment of an animal, plant, or other organism, or a particular type of environment regarded as a home for organisms.

Examples of habitats include mountains, forests, lakes and rivers, grasslands and deserts. Within these habitats you also have differences in temperature and rainfall, creating many different combinations of physical conditions.

Wild animals have **adapted** to live in many different habitats. Examples of adaptation include thickness of fur (for temperature), shape of a bird's beak (for feeding), size of eyes (for seeing in the light or dark), and colour of skin/fur (for camouflage).

~ GLOBAL PERSPECTIVE: LIVING IN THE ARCTIC ~

Imagine living in a place where there is always ice and snow and where temperatures dropping as low as -50°C (water freezes to ice at 0°C so this is a lot colder than ice!). This is what it is like to live at the top of the world in The Arctic. Polar bears are the biggest land carnivore in the world and they have adapted to survive in the Arctic.

- ◆ White fur helps polar bears to blend in with the snow and ice.
- ◆ A layer of fat under their skin plus very thick fur helps them to keep warm.
- ◆ Wide large paws helps a polar bear to walk in the snow.

...LET'S INVESTIGATE...

Ask learners class to imagine what it would be like for them to live in the Arctic. How they would feel if they were a polar bear in Malawi? Do they think they would survive? Why do they think this? Get them to think of other animals and adaptations they have made to live in their environment.



UNIT 2: WILDLIFE IN MALAWI

~ MALAWI'S SPECIAL WILDLIFE ~

There are many species of wild animals that are only found in Africa. People from all over the world come especially to Malawi to spot our amazing wildlife. Here are some examples and interesting facts about them...

LET'S INVESTIGATE

Ask learners to discuss some of their favourite wild animals and what is special about them. You can also help to inspire them about the magic of wildlife with some of these fun facts.

LIONS

- ◆ A lion's roar can be heard up to 8km away.
- ◆ There are only 16,000 lions left in the whole of Africa vs 400,000 in 1950. Only 30 wild lions are left in Malawi - that's around half a million people for every lion.

ELEPHANTS

- ◆ Elephants are the largest land-living mammal in the world.
- ◆ They can get sunburnt so they cover themselves in sand or mud.
- ◆ They use their feet to listen and can pick up sub-sonic rumblings made by other elephants through vibrations in the ground.

HIPPO

- ◆ Hippos can easily outrun a human.
- ◆ They can hold their breath for 5 minutes underwater.
- ◆ They eat about 68 kg of grass every night, that's the same weight as 68 bags of sugar.

LEOPARD

- ◆ Leopards can drag kill into a tree to protect it from lions and hyenas. They can do this with prey up to 3 times their own body weight.
- ◆ A leopard has spots to help it camouflage and helps it blend in with trees and grass. This is an example of evolutionary adaptation.

PYTHON

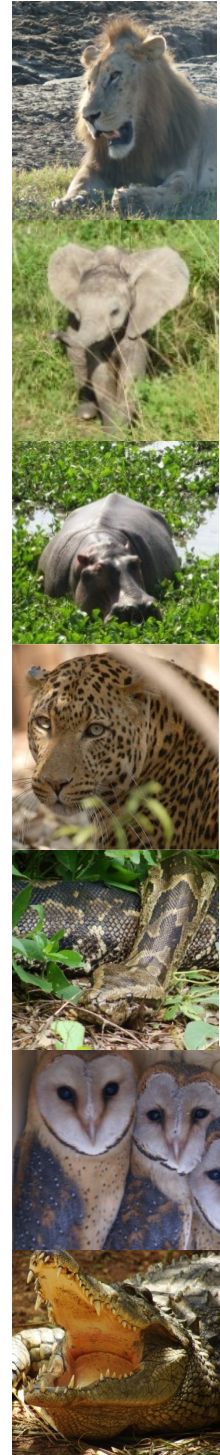
- ◆ Pythons generally feed once or twice a month but can go up to a year without eating after a very big meal.
- ◆ The biggest python in the world is the Reticulated Python and measures up to 10 metres, around 2.5 times the length of a car.

OWLS

- ◆ Owls have three eyelids: one for blinking, one for sleeping and one for keeping the eyes clean and healthy.
- ◆ In Malawi owls are associated with witchcraft and bad luck. However they are seen as symbols of wisdom and helpfulness in Europe and India.

CROCODILE

- ◆ Crocodiles have by far the strongest bite in the world, five times stronger than a hyena. However the muscles to open their jaws are not so powerful and a reasonably strong man can hold the jaws shut with their bare hands.



~ WILDLIFE ALL AROUND US ~

As few as fifty years ago these famous African animals used to be found living wild all over Malawi. In the present day they are mostly found in National Parks like Liwonde or Kasungu. Still, evidence of more common wildlife, like monkeys, birds and lizards, can be seen all around us. This is investigated in more depth in the biodiversity module.

LOCAL STORY: THE LION & THE MOUSE

A Lion was sleeping peacefully when he was woken by something running up and down his back and over his face. Pretending to be still asleep, the Lion slowly opened one eye and saw that it was a little mouse. With lightening speed the Lion reached out and caught the little mouse in one of his large paws. He dangled it by its tail and roared, "I'm the King of Majete! You'll pay with your life for showing me such disrespect". The Lion held the little mouse over his huge open jaws and prepared to swallow it. "Please, please don't eat me, Mr King of Majete, Sir," squeaked the mouse. "If you forgive me this time and let me go I'll never, never forget it." "I may be able to do you a good turn in the future to repay your kindness," it squeaked. "You, do me a favour!" roared the Lion with laughter. "That is the funniest thing I've ever heard". Still laughing, the Lion put the mouse down on the ground and said, "You've made me laugh so much I can't eat you now. Go on, off you go before I change my mind." The little mouse scurried away as fast as its little legs could go.

Not long after this the Lion was caught in a trap by some hunters. They tied him to a tree with rope while they went to get their wagon. The little mouse was nearby and came when he heard the mighty Lion's roar for help. The mouse gnawed the rope with his sharp teeth and set the Lion free. "I know you didn't believe me, but I told you I could help you one day," squeaked the little mouse. "Even a little mouse like me can help someone big and strong as you." "Thank you my little friend. I won't forget that lesson," said the Lion as he ran away before the hunters returned.

...ACTIVITY TIME...

Ask children to think about their favourite wild animal or animals in Malawi and write a story or a poem about them and why they are so special.

...ACTIVITY TIME...

The Habitat Game helps learners to understand which animals live in which habitat.

- ◆ Find a large area and prepare signs on which names of different habitats are written (e.g. lake, grassland). Spread these out around your on trees or walls.
- ◆ The children begin in the centre of the space and the leader will call out names of animals one by one.
- ◆ The children then have to run to the sign which says the name of the habitat in which the animal lives. For example, if the leader says 'Chambo' the children must run to the 'Lake'. The last child to reach the correct habitat is out, and the game continues until there is only one child left, who is the winner.
- ◆ The game can also be adapted for 'tame' and 'wild' animals e.g. children run to the tame sign when the leader calls 'dog'.

UNIT 3: WELFARE & CONSERVATION

~ WHAT IS WELFARE? ~

Animal welfare refers to how an animal is coping with the conditions in which it lives. An animal is in a good state of welfare if it enjoys the following five freedoms:

FREEDOM FROM HUNGER & THIRST by having ready access to fresh water and a diet to maintain full health and vigour.

FREEDOM FROM DISCOMFORT by providing an appropriate environment including shelter and a comfortable resting area.

FREEDOM FROM PAIN, INJURY OR DISEASE by prevention or rapid diagnosis and treatment.

FREEDOM TO EXPRESS NORMAL BEHAVIOUR by providing sufficient space, proper facilities and company of the animal's own kind.

FREEDOM FROM FEAR & DISTRESS by ensuring conditions and treatment which avoid mental suffering.

Remember the difference between wild animals and domestic animals. Domestic animals rely on humans for food, water and shelter and therefore also for welfare. Wild animals have adapted to live in the wild and should not be kept captive in people's homes or gardens and therefore should not rely on us for their welfare. Sadly, there are many instances where wild animal welfare is compromised by humans. The story about Joe the monkey provides an example of this.

LET'S INVESTIGATE

Ask learners to discuss some of the practices that they have seen and alternatives that could improve their welfare. E.g. chickens hung upside down on bicycles could be kept in baskets. Goats on short tethers could be given longer tethers and provided with shelter and water.



~ WHAT IS CONSERVATION? ~

Animals and plants have evolved over millions of years to live and thrive in their natural environments. Over time these habitats change naturally. But as human populations have grown and spread, we have changed much of the natural world faster than most species can adapt.

As a result some animals have become **endangered** and can thereafter become **extinct** if we do not act. For example, lions used to live across Malawi but now there are only 30 wild lions left. It is very possible that soon there will be no wild lions left in Malawi, meaning that lions will become **extinct** in this country.

Many people now feel there is a need to limit the use of natural resources, such as water and trees, and protect the remaining plants, animals and wild places so they can continue to live and evolve naturally. This is known as **conservation**. There is a lot we can do to help conserve and protect species of wild animals to stop them from becoming endangered or extinct.

This topic can be explored in greater detail in the biodiversity module.

UNIT 4: THREATS TO WILD ANIMALS IN MALAWI

There are many human activities that have an impact on both wild animal welfare and the conservation of whole species. Here we investigate a few key issues impacting wildlife in Malawi and how we can take positive action.

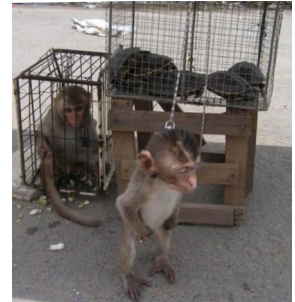


TO WILD ANIMALS AS PETS

The wildlife pet trade most often involves baby animals that have been taken away from their mother, who has either been scared away on purpose or killed for bushmeat.

Wild animals do not make good pets:

- ◆ Baby wild animals may look cute but soon grow up into adults with wild instincts. They cannot be trained to do tricks. Infants may imitate human actions but older animals can become dangerous as pets.
- ◆ Many wild animals, especially monkeys and baboons, carry diseases that can be transferred to humans and vice versa.
- ◆ Wild animals need to socialize with their own kind. They are happier when they live in their natural home.



Dogs make good pets.
Monkeys do not.



HOW YOU CAN HELP

Never buy or keep a wild animal as a pet. Report any wildlife trader or captive wild animal to Lilongwe Wildlife Centre or Dep't of Parks & Wildlife. They will be able to rescue the animal and help it back to the wild where it belongs.

~ LOCAL STORY: THE LIFE OF A LITTLE MONKEY CALLED JOE~

One day a young monkey called Joe was playing with his family and friends in the woods looking for tasty insects to eat. All of a sudden he heard all the other monkeys screaming 'Run! Run!' but before he knew what was happening he was caught in a net and a big man tied a rope around his middle and ran away with him. That was the last time he ever saw his family and friends. The man took him to the road side and sat down. There was no food or water. The little monkey tried to escape and call for his mum but the rope was too tight.



Eventually some people in a passing car stopped and gave the man some money. They took Joe home and at first tried to feed him with nsima and leaves but he didn't like it. Then they gave him some banana which was better but he missed all the other food he had been eating in the woods. The children tried to make him do tricks and jump around but Joe was scared. At night they put him in a box to sleep.

As he grew into a bigger monkey, he got stronger and one day scratched one of the children when they were trying to play with them. After that the humans put him in a cage. They lost interest in him and sometimes forgot to feed him or give him water. They didn't clean the cage out either so he was always dirty. Worst of all every day Joe had nothing to do but sit thinking about his family and what they might be doing and wishing that he could be free again.

...LET'S INVESTIGATE...

Ask learners to imagine what it is like to be Joe, away from his family and locked up in a cage or tied to a tree. What could have been done to prevent this? If they came across a captive wild animal what could they do to help?



TO HABITAT DESTRUCTION

Habitat loss is the greatest threat facing the diversity of life on this planet today. Half of the world's original forests have been lost and Malawi itself has the 5th highest rate of deforestation in the world - here an area the size of a football pitch is lost every ten minutes. Trees are cut down for firewood, construction materials, clearing areas for building houses or growing crops like maize or tobacco.

Animals need homes and these are the habitats, like forests and wetlands, that are destroyed by humans. Once gone they have nowhere to go and no food to eat. You will also learn more about other effects of habitat destruction in the deforestation module.

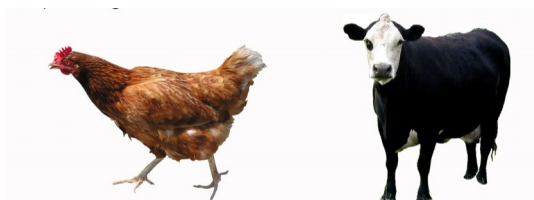
HOW YOU CAN HELP

Use alternative fuels like fuel briquettes rather than firewood. If you have to use wood, reduce the amount and use eco-stoves instead of open fires. Plant trees. Think before you cut down trees or clear vegetation. Protect habitats where wildlife lives in your area. Never buy charcoal.



TO BUSHMEAT

Bushmeat is the general name given to any meat that comes from hunting wild animals in the forest. When there were more animals and less people it had a small impact. But now the balance has tipped and there are many more people and fewer wild animals. As a result many wild animals are being over-hunted and some species have become endangered. Illegal hunting is known as poaching.



Chickens, cows, pigs and sheep are domesticated animals that are bred for their meat and animal products like milk.

HOW YOU CAN HELP

Never buy bushmeat from the market or in a restaurant. Instead eat meat from domesticated animals such as chicken, beef, pork and lamb. Report any incidences of bushmeat trade to Lilongwe Wildlife Centre.

!KNOW THE LAW!

It is illegal to catch, kill, sell or buy wild animals (or any parts thereof) without a license. Offenders can be fined and go to prison.



TO WILDLIFE TRADE

Illegal wildlife trade includes live pets, hunting trophies, fashion accessories and gifts, ingredients for traditional medicines and wild meat for human consumption.

The methods of poaching used such as trapping, poisoning and shooting are cruel and inflict suffering. International wildlife trade is also the second largest illegal trade in the world. It is a serious conservation problem and as a result some species are threatened with extinction. In 2012 over 30,000 elephants were poached for their ivory tusks. It is predicted that rhinos will be extinct by 2020 if they continue to be poached for their horns at the current rate.



HOW YOU CAN HELP

Wildlife trade is driven by consumer demand. Never buy wild. This includes everything from ivory products to jewellery made out of porcupine quills. Report any suspicious sales to the Dep't of National Parks & Wildlife.

...ACTIVITY TIME...

This hunting debate is designed to illustrate the importance of sustainable hunting practices. Please note that this activity is suited to more advanced learners.

Half the group represents the hunting community. The other half of the group represents the conservation community. Each group is given half an hour to prepare a speech. Each group must elect a spokesperson to present their views to the opposing organization.

Statement: Eating bushmeat has been part of our tradition and is a source of protein. In the past people would only hunt enough to feed their family and friends but now some people hunt to sell which has formed the trade. Over-hunting is not only damaging primate populations but the communities who rely on their natural habitat for sources of food, medicine and livelihood.

Hunters please put forward your arguments as to why it has to persist and conservationists as to why we should conserve our wildlife.

After each group has put forward their ideas, they can ask the opposing side questions. As a closing statement it is important that the children realize these are 'real life' dilemmas where we need to reach a viable solution before it is too late for Africa's wildlife and forests.

The 'take home message' is that behavior which benefits individuals may harm the environment such that the rest of us cannot survive in the long term, and that 'societies must attempt to balance conservation of resources against economic success if they hope for a permanent or definite settlement of their environment'. This can be summarized as 'SAVE SOME, USE SOME, PUT SOME BACK!'

UNIT 5: LEARNING FROM ACTION

1. STUDENT FIELD TRIP

There are a number of national parks and protected reserves that you can visit which provide the opportunity to see wild animals in their environment and be inspired by their country's natural heritage. All the reserves suggested here have guides who are experienced with school groups and will be happy to help discuss your chosen topic. Schools are advised to book ahead to guarantee a guide and discounted school rates.

LILONGWE WILDLIFE CENTRE is the country's only wildlife sanctuary and has over 200 rescued wild animals including lion, leopard, monkeys, baboons, crocodiles and antelope. Guided sanctuary tours are supplemented by classes on all of the modules in this Eco-Schools series, all of which is delivered by an experienced education team. There is also a playground and trails running along the river for self guided walks. Find LWC in the heart of the capital city between Old Town and City Centre on Kenyatta Road. Call 088 44 88 999, email info@llwc.org or go to www.lilongwewildlife.org.



KUTI WILDLIFE RESERVE has a great variety of habitats like wetlands, woodland and savannah and the reserve is home to all sorts of wildlife including zebra, giraffe and sable. It is possible to drive around if you have your own vehicle, or take a walk on one of the trails. Kuti is located 4km outside Salima and is accessible in all but heavy rains with saloon car or bus. For bookings email info@kuti-malawi.org or call 0997 334683.

MALAWI NATIONAL PARKS are open for visits from school groups and offer a fantastic opportunity to see all sorts of animals like antelope, elephants and hippo. All parks offer game drives and river safaris are also available at Liwonde. For Liwonde & Kasungu call National Parks on 01770 218. For Majete call 0999 521 741.



2. WILDLIFE AROUND US: BIRD FEEDERS

In the winter, birds often need extra food for fuel and warmth. Make a bird feeder and birds will be grateful for the extra food. Children will also become more aware of the wild animals around them. Here's how you can make one:

- ◆ Make a bird feeder in form of a cone and fill it with birdseed and hang it on a tree. This can be made from a used bottle or cardboard. Make some holes on the sides so birds can eat through them.
- ◆ Be sure to hang the feeders high on the tree so other animals do not get the birds' food.
- ◆ Make a "Bird Notebook" by observing the traffic to the feeders.
- ◆ Students may want to note the time, weather, types and numbers of visitors for several days.
- ◆ Illustrations will add to the "Bird Notebook."
- ◆ Graphs of the data observed can be made to further enhance learning.

3. MICRO PROJECT: RESTORING HABITATS

As part of your work towards Eco Schools accreditation, you are recommended to undertake a micro-project that helps children to learn through action and see the impact of the change they have implemented.

One such example is the 'Green & Clean' micro-project which tackles a number of issues brought up in both this and other modules. Elements include:

- ◆ **Afforestation:** learners plant 1-2000 trees in a woodlot which they manage themselves.
- ◆ **Fuel briquettes:** learners work with the local fuel briquette cooperative to learn how to make and use briquettes.
- ◆ **Use of eco stoves:** these stoves help to reduce fuel-wood usage and were also used with fuel briquettes
- ◆ **Community clean up:** learners take responsibility for picking up litter and set a good example to other community members.

This helps children to learn about restoration and protection of habitats for the benefit of people and wildlife as well as how income can be generated from sustainable livelihoods projects. It also links to other Eco-Schools topics of waste, deforestation & climate change.

You can find out more about how to run a similar project in your school in the micro-project supplement which is supplied as part of this series. If you would like further advice please email education@lwc.org, call 0211 951819 or write to Lilongwe Wildlife Trust, PO Box 2140, Lilongwe.



...ACTIVITY TIME...

This game aims to illustrate the effect of hunting and how, when there were only a few hunters killing animals in the forest, there were plenty of animals. When lots of people become hunters, the animals are being driven to extinction.

One volunteer is a hunter and the other children are the animals of the forest. Give the animals two lines drawn in the ground that they hide behind safely from the hunter with the space in between the lines being where they can be caught. The hunter has to catch the animals as they try to get safely from behind one line to the other. As the animals are caught they become hunters, they have to join hands with the other hunters and work together to catch the other animals. The game reaches its conclusion when there are only hunters and no animals left.

Possible areas of discussion: What did the areas where the animals were safe represent? What happened to the animals as the numbers of hunters increased? Did it seem to become easier to catch the animals the more hunters there were?

~ EXAMPLE QUIZ QUESTIONS ~

One way to evaluate the understanding of a particular topic is to come up with some quiz questions based on what has been discussed. Here are some example quiz questions for this module, the answers for which can all be found in this teacher's guide.

1. What is the difference between a domestic and wild animal?
2. Name 3 domestic animals that are bred for their meat.
3. Name 5 big wild mammals that live in Malawi's national parks but are not commonly found in other parts of Malawi.
4. Name 3 national parks in Malawi.
5. Name two ways in which polar bears have adapted to their environment.
6. Which is the largest living land mammal in the world?
7. Why do leopards have spots?
8. What are the five freedoms of animal welfare?
9. What is conservation?
10. What does it mean if an animal is extinct?
11. Why shouldn't monkeys be kept as pets?
12. How can we, as individuals, help protect habitats where wild animals live?
13. What does the law say if you are caught buying, selling or killing wild animals, or any wildlife parts?
14. Name two animals that are threatened with extinction because of the international wildlife trade.



MORE ON ECO SCHOOLS MALAWI

HISTORY

Eco-Schools is an international award programme introduced by the Foundation for Environmental Education that operates in more than 46 countries around the world including South Africa and the UK. Set up in 1994, the purpose was to involve young people in finding solutions to environmental and sustainable development challenges at the local level. The programme encourages whole-school improvement through positive environmental change and curriculum-based learning. Teachers, learners, community members and various partner organisations can work together and are given the opportunity to improve the environment of the school and also that of the community.

ECO-SCHOOLS MALAWI

The Eco-Schools programme was adapted for Malawi and launched here in 2012. Through this programme learners will increase their awareness and understanding of key environmental issues and will be encouraged to develop a passion for and ownership of their country's natural heritage. This is achieved through participation in classes and workshops on key environmental themes as well as practical micro-projects that help students to learn through action. Schools are encouraged to explore the following themes, for which these teacher's guides provide a framework:

- ◆ Wildlife welfare & conservation
- ◆ Nature & biodiversity
- ◆ Forests & deforestation
- ◆ Water
- ◆ Soil & sustainable agriculture
- ◆ Waste management
- ◆ Climate change
- ◆ The environment & human health

These topics are linked closely to those of both the IB & National Curriculums, so enhancing overall learning for those pupils involved.

BENEFITS OF JOINING ECO-SCHOOLS MALAWI

- ◆ Enhances the curriculum: Eco-Schools provides great ways of introducing environmental topics linking in with the National Curriculum and, in doing so, it helps to develop a creative learning environment for all pupils involved.
- ◆ Links to the community: The Eco-Schools programme is designed to involve as many people as possible, both inside and outside school, to raise their awareness of environmental issues and to improve the community spirit of an area, helping everyone to become involved in the decision-making of their local area.
- ◆ Improves school environment: Students are encouraged to take responsibility for their environment around them, and you are likely to see the results in many ways, from less litter through to tree planting and vegetable gardens as part of the micro-projects.
- ◆ Recognition & publicity: Schools are assessed on a number of criteria each year and they can work towards bronze, silver and gold accreditation. Gaining this accreditation is an important achievement which will undoubtedly attract attention within the school and in the wider community.

WHO CAN JOIN?

The scheme is initially being introduced in a select number of schools in Lilongwe and Salima who will work closely with the key Eco-School partner organisations, WESM & Lilongwe Wildlife Trust, with a view to roll out the programme nationwide in 2014/15. However any school can apply to join the scheme. The programme will be run by a select eco-committee within the school which we recommend should include around 30 learners, a teacher and at least one other community member representative. There are also opportunities for whole school involvement through activities like assembly presentations.

HOW TO FIND OUT MORE

This series of teacher's guides are supplemented with a handbook which provides more details how the scheme works. You can also contact education@llwc.org for more information.



BROUGHT TO YOU BY

