

Migration Nations

GRADE LEVEL: middle school

DURATION: one 30-40 minute class period

OBJECTIVES

After this activity, students will be able to:

- Identify the location of the Pacific Rim
- Conclude that decisions affecting migratory species can be complex, as multiple nations and stakeholders are involved

MATERIALS

- Labels or nametags for each student

PROCEDURE

1. Explain to the students that they will be conducting an international meeting to determine ways that the entire Pacific Rim can work together to remove threats to migratory species. Either ask students to make a list of some of the threats to migratory species or have a list prepared for the students in advance.

2. Select a responsible student to play the role of 'president' for the assembly to lead the meeting. Assign each of the remaining students another role to play, such as:
 - Japanese Commercial Fisherman
 - Australian Wastewater Facility
 - Alaskan Cruise Ship Operator
 - President of an International Airline
 - Canadian Waterfowl Hunter
 - Chinese Professor researching migratory species
 - Philippine Fruit Farmer
 - U.S. Construction Company
 - Chilean National Park
 - Chinese Factory
 - New Zealand Bird Watcher
 - U.S. Logging Company
 - Russian National Park
 - Peruvian Eco-Travel Company
 - Panama Ship & Barge Company
 - Mexican Farmer
 - Costa Rica Hotel & Restaurant Owner
 - Canadian Paper Company
 - Canadian Fishery

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The migratory species of the Pacific Rim do not recognize political boundaries, but decisions made by the multiple nations along the route affect the overall health of these species.

Using role play, students will begin to recognize the complexity that multiple stakeholders create when addressing the threats that are posed to migratory species.

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3. Explain that the 'president' will maintain order by calling on students who wish to speak. The 'president' will begin by reading one of the threats from the list compiled in Procedure Step 1, and allow students a few minutes to speak about their opinion.
4. Students can call for a 'resolution' during the discussion, if they feel they can propose a clear solution to solve the threat. The group can then vote (based on their character's opinion) to pass or fail the resolution.
5. Continue addressing threats and then follow with a large group discussion about how complex solutions might be, as there are many vested interests, particularly when working on a more global scale.

EXTENSION

1. Ask students to research threats to migratory species in advance of the lesson.
2. Ask students to research stakeholders along the Pacific Rim and create their own characters prior to the lesson.
3. Have students document observations from this lesson and share with another classroom via social media.