Into the Outdoors

BECOMING LOCAVORES

Developed by: Rachel Konkle

In This Activity ...

Students will research, discuss, and develop a documentary video about the locavore lifestyle. Their videos will consider the diet, behaviors, and values of locavores to engage students in lifestyle choices that create healthy minds, bodies, and families.

Educational Partners

Into the Outdoors

GRADE LEVELS
High School - Grades 9-12

CONTENT AREA
Life Science, Food Science,
Nutrition, Wildlife Biology
Natural Resources Management

UNIT THEME
Life Science

TOPIC
Hunting, Organic Food, Diets, Health,
Hunting Ethics, Conservation,
Hunter Safety

TIME REQUIRED
Three, 45-minute sessions

OVERVIEW

Hunting is a popular outdoor recreation that has become a part of the locavore movement that is sweeping across the country. A **locavore** is a person whose diet consists of foods and natural resources that come from their local area – such as wildlife! By actively harvesting and including locally-sourced wild game meat in their diet, hunters are able to build healthy minds, bodies, and families.

In today's industrial world, most people obtain their meats from the grocery store. These meats come from farms that usually raise their domesticated livestock on corn and soy. In doing so, grocery meats are usually fatty and higher in calories than grass-fed meats. Moreover, packaged grocery meats are usually processed and injected with preservatives, additives, and chemicals that extend their "shelf-life". Although these foods appear fresh and tasty for long durations, many studies have found these chemicals can cause cancer and severe allergic reactions. As a result, health experts suggest that people today should reduce the amount of packaged foods they consume and instead eat lean, organic, fresh meats and poultry.

For people wanting to live a healthier lifestyle, hunting is a great solution. Wild game meat is as lean, organic and fresh as it gets! Rather than being raised on soy and corn, wildlife actively forage for various foods across the landscape. This means wild game meat is lean and loaded with proteins and essential nutrients that help our bodies and organs function. They also are high in Omega 3s, which have been found to lower the risks of heart disease, arthritis, and depression. Hunting also gives families and hunters healthy exercise, time to de-stress, and intimate connections with nature. Living as a hunter locavore is also sustainable. This outdoor recreation teaches people to take only what they need and the value in conserving wildlife resources for the future. In fact, the money that hunters spend when purchasing licenses and hunting gear funds wildlife and habitat conservation programs. However, hunting requires the use of firearms and archery

equipment that can be dangerous if used without experience or guidance from safety professionals. People interested in beginning a locavore lifestyle must take and pass a hunter safety education course, which teaches people how to be responsible and ethical, skilled in firearm safety, and to follow hunting laws and regulations.

In this lesson activity, students will assume the role of "natural history videographers", and research, interview hunters, and produce a documentary video that explore the diets, behaviors, and values of the locavore lifestyle. The students will then present their documentary videos to the class, who will judge the videos on accuracy, creativity, and impact.

ENDURING UNDERSTANDING:
Students will understand that hunting is a lifestyle that offers various health advantages and growth in responsible and ethical behaviors. Students will also understand the various pathways and resources that people may use to become a locavore hunter..

CONTENT OBJECTIVES:
Students will evaluate the diets, habits, and values of locavores to develop a documentary video of this lifestyle. Students will also explore hunter safety to understand the rules and values to this lifestyle. Students will discuss and debate the rewards of becoming locavores for families and non-hunters.
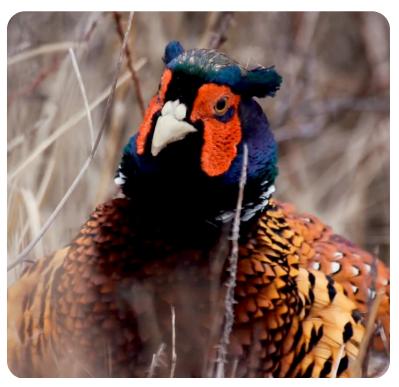
LEARNER OUTCOMES:
Students will use the classroom video, online research, and personal interviews to decode the locavore lifestyle and responsible hunting practices. Students will use their research and record their interviews to develop a locavore documentary to share with the class. The students will then debate the creativity and accuracy of their videos in a "screening".

PROCESS OBJECTIVES:
Students will work in small and large groups to process new information and use evidence to come to conclusions.

MATERIALS NEEDED: (for each group, for each student)

* Access to computers and the Internet
* *Becoming Locavores* video and background information at: http://intotheoutdoors.org/topics/becoming-locavores/
* Pre-lesson Worksheet with questions to fill in while watching the video
* Student Worksheet for each group
* Camera Equipment
* Projector

Educational Partners

High School

PROCEDURES

Session 1:

Before watching the **Becoming Locavores** classroom video or reading the website background information, ask students what they already know about locavores and have them compare it to other "-vores" they know of (carnivore, omnivore, etc.). Then ask the students to brainstorm how people can collect and consume locally-sourced foods today. Lead a short discussion on the benefits to living this kind of lifestyle.

Have students download, or print and distribute the **Pre-Lesson Student Worksheet** (copy contained on the web link). Instruct students to fill in the worksheet while watching the video. Go over the questions with the students before viewing so they know what to look and listen for.

After watching the video, review and discuss the answers to the worksheet questions as a class. **Next, divide the whole class into small groups of five students.** Then have students download and print, or hand out to each student a Student Worksheet (copy contained on the web link). Ask them to review the details and assignments of the worksheet in preparation for Session 2.

Session 2: Team Research and Video Development

In their assigned groups, have students perform online research from links provided and from other sources they discover. The worksheets give instructions and research options that will guide students in their information gathering. Then, have the small groups discuss and produce a 3 to 5-minute video about the locavore lifestyle. Inform students they must interview a hunter who identifies with the locavore lifestyle. Teacher may assist students in connecting with hunters by contacting local hunting and shooting clubs, state wildlife agencies, hunt for food programs, and hunter safety programs in the area. Encourage students to use their imaginations when producing their videos by including hunting photos from the interviewee, music, text, and narrations. Inform each group that they will present their documentary video to the class. Their presentations should be supported by factual research and interviews, and must include media such as video, images, audio, and text.

NOTE 1: Communicate with students that they should not film, handle, or be near firearms during this project unless with a certified hunter safety instructor. Firearms are dangerous and should always be treated as if loaded.

NOTE 2: If your school does not have video or camera resources, have the students translate their research and interviews into a PowerPoint slideshow instead! They can include video or audio clips from their interviews with the hunters. They may also add visuals such as photographs provided by the hunter, artwork, clipart, or their own paintings or drawings. They can also include text, transitions, and audio into the slideshow like a movie.

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Session 3: Group Presentations and Class Debate

Have each group present their documentary via projector to the class. The groups' videos and presentations must include supporting research. They may also present their reasoning for story plot/scenes with supporting research. Limit each group to six-minute presentations.

After all the groups have presented, let the class openly debate the accuracy and creativity of the videos. Then have the class vote on who should win the "Best Picture" award with their movie critique slip.

Conclude the session by discussing the overall rewards to living a locavore lifestyle and the resources people may use to begin their journey into becoming a locavore. The teacher may help interested students distribute their documentaries or presentations to their state wildlife agency offices or local hunting clubs.

ASSESSMENT

- Students will be informally assessed based on their participation within their groups and during class presentations and discussions.

- Teachers could collect the Pre-Lesson Student Worksheets and formally assess the discussion notes students took during the video to check for completion.

- Students can be assessed on meeting the formal learning objectives based on how thoroughly students completed their group worksheets and videos.

- Students can be evaluated on their presentations during Session 3.

EXTENSION ACTIVITIES

Challenge students who are interested in becoming locavores to enroll in a hunter safety program. Have the students document their journey to becoming a locavore through videos/photographs and a personal journal. Require students to share their journey to the class by producing another documentary or a personal blog.

Students create a "plan of action" for themselves on how they can become locavores. Their plan of actions must include the positive effects they would experience, the types of wild game they would like to incorporate in their diet, how to take hunter safety, what firearm safety rules they would have to practice, what rules and regulations they would have to follow, and what code of ethics they must use during their hunt.

RESOURCES FOR TEACHERS & STUDENT RESEARCH

- https://www.nwtf.org/hunt/article/the-locavore
- https://www.nrahlf.org/articles/2017/7/17/locavore-movement-attracting-healthy-new-hunters/
- https://www.nssf.org/you-may-be-surprised-to-know-6-health-benefits-of-eating-venison-infographic/
- https://www.hunter-ed.com/national/studyGuide/201099/
- https://www.fs.usda.gov/visit/know-before-you-go/hunting
- https://www.ncwildlife.org/Portals/0/Hunting/Documents/Benefits%20of%20Hunting-Hunting%20Matters!.pdf

STANDARDS

The following **National Common Core Standards** can be met teaching:

BECOMING LOCAVORES

Grades 9-10:

CCSS.ELA-LITERACY.RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-LITERACY.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CCSS.ELA-LITERACY.RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
CCSS.ELA-LITERACY.W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-LITERACY.W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CCSS.ELA-LITERACY.W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CCSS.ELA-LITERACY.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CCSS.ELA-LITERACY.W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-LITERACY.W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CCSS.ELA-LITERACY.W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-LITERACY.SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
CCSS.ELA-LITERACY.SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
CCSS.ELA-LITERACY.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
CCSS.ELA-LITERACY.SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
CCSS.ELA-LITERACY.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CCSS.ELA-LITERACY.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-LITERACY.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-LITERACY.L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CCSS.ELA-LITERACY.L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-LITERACY.L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-LITERACY.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CCSS.ELA-LITERACY.RST.9-10.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
CCSS.ELA-LITERACY.RST.9-10.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
CCSS.ELA-LITERACY.RST.9-10.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
CCSS.ELA-LITERACY.RST.9-10.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

CCSS.ELA-LITERACY.RST.9-10.7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
CCSS.ELA-LITERACY.RST.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
CCSS.ELA-LITERACY.RST.9-10.9	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
CCSS.ELA-LITERACY.RST.9-10.10	By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.
CCSS.ELA-LITERACY.WHST.9-10.1	Write arguments focused on discipline-specific content.
CCSS.ELA-LITERACY.WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
CCSS.ELA-LITERACY.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.WHST.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CCSS.ELA-LITERACY.WHST.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CCSS.ELA-LITERACY.WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-LITERACY.WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CCSS.ELA-LITERACY.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grades 11-12:

CCSS.ELA-LITERACY.RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CCSS.ELA-LITERACY.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CCSS.ELA-LITERACY.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CCSS.ELA-LITERACY.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-LITERACY.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CCSS.ELA-LITERACY.W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CCSS.ELA-LITERACY.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
CCSS.ELA-LITERACY.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-LITERACY.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CCSS.ELA-LITERACY.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-LITERACY.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
CCSS.ELA-LITERACY.SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
CCSS.ELA-LITERACY.SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
CCSS.ELA-LITERACY.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
CCSS.ELA-LITERACY.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
CCSS.ELA-LITERACY.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-LITERACY.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-LITERACY.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CCSS.ELA-LITERACY.L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-LITERACY.L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-LITERACY.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCSS.ELA-LITERACY.RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
CCSS.ELA-LITERACY.RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
CCSS.ELA-LITERACY.RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
CCSS.ELA-LITERACY.RST.11-12.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
CCSS.ELA-LITERACY.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
CCSS.ELA-LITERACY.RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
CCSS.ELA-LITERACY.RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
CCSS.ELA-LITERACY.RST.11-12.10	By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.
CCSS.ELA-LITERACY.WHST.11-12.1	Write arguments focused on discipline-specific content.
CCSS.ELA-LITERACY.WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
CCSS.ELA-LITERACY.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.WHST.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CCSS.ELA-LITERACY.WHST.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
CCSS.ELA-LITERACY.WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-LITERACY.WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose,and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CCSS.ELA-LITERACY.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.WHST.11-12.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Next Generation Science Standards for ...

BECOMING LOCAVORES

HS-LS2-6. Evaluate claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. [Clarification Statement: Examples of changes in ecosystem conditions could include modest biological or physical changes, such as moderate hunting or a seasonal flood; and extreme changes, such as volcanic eruption or sea level rise.]

HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.* [Clarification Statement: Examples of human activities can include urbanization, building dams, and dissemination of invasive species.]

HS-LS4-6. Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.* [Clarification Statement: Emphasis is on testing solutions for a proposed problem related to threatened or endangered species, or to genetic variation of organisms for multiple species.]

Educational Partners

High School