

## About The Campaign

The planet is our home — a home we share with nearly 7.7 billion people. Each day, our actions have an impact on our environment and the future of our planet. As the population continues to increase, more and more pressure is being put on our environment.

The Conservation Campaign Challenge encourages students in Kentucky and southern Indiana to research local and global environmental issues, identifying a need they are most interested in to use as a basis for a conservation project. You and your students will be asked to create and implement a plan of action that will build awareness of this issue within your school and/or community.

All Kentucky and Southern Indiana students, grades K–12, will be invited to submit a Conservation Campaign Challenge project. Schools will be encouraged to submit multiple projects; however, they will be limited to one submission per grade level (or a maximum of 120 students per submission).

This year we are integrating this Challenge into the Zoo's Party for the Planet. This year marks the Zoo's 30th year of celebrating the Earth since our first celebration in 1990.

## Connections

**PBL (Project-Based Learning):** Turn your project into your PBL! All the components for a successful, meaningful and innovative PBL experience for you and your students are embedded within the Conservation Campaign Challenge. We encourage you to explore the driving question: *How can we take care of the environment and inspire others to help?*

**Backpack of Success Skills:** Over the course of your Conservation Challenge Campaign, your students may consider adding this project to their Backpack of Success Skills. Globally and Culturally Competent Citizen would be an excellent fit as they design and implement an actionable solution to their campaign.

**NGSS:** The connections to NGSS will vary depending on which grade and standard you plan to focus on.

However, we are confident that this project will support and enhance your science instruction. Your students will be asked to define a relevant environmental conservation issue, collect and display data that supports their research, apply scientific ideas and principles, and implement a plan of action that will build awareness!

## Find Your Environmental Conservation Issue

### Questions to consider:

1. What is the issue?
2. Why is it important?
3. Who does it affect?
4. What causes the issue?
5. How can we learn more about the issue?
6. How can we share what we've learned about this issue?
7. How can we spread awareness about it?
8. How can we influence others to care about this issue?

## Required Components

1. **Crafting Your Message:** The "message" is the simple, straightforward, persuasive and positive information you want to convey. A good message is heard, believed, remembered and repeated. *Example: "conserve water, conserve life."*
2. **Advocate and Raising Awareness:** Rally your community (school, city, neighborhood, etc.) to make change and take action. *Examples: petitions, movie nights, taking pledges, distributing flyers, etc.*
3. **Supporting Materials:** Design and develop materials that can support your cause in a variety of settings. *Examples: brochures, door hangers, flyers, yard signs, videos, hashtags, etc.*
4. **Public Presentation:** Public presentations are a great way to start introducing your campaign. *Examples: posters, signage, t-shirts, banners, etc.*

## Suggested Timeline

### December 2019

Identify your issue. Craft your message. Advocate and raise awareness.

### January 2020

Develop supporting materials

### February 2020

Public presentation

### March 2020

Collect and organize your documentation. Submit your Conservation Campaign Challenge to the Zoo

## Who Can participate?

All Kentucky and southern Indiana students grades K–12th are welcome to submit a Conservation Campaign Challenge! **Please limit ONE submission per grade level at each participating school.**

## Submission Deadline & Scoring Rubric

When submitting your project, we encourage as much documentation as possible so that we are able to follow each stage of development. Photographs, videos, posters, models, timelines, hashtags and other creative ways to record your progress are all accepted!

**Completed projects need to be submitted no later than March 9, 2020.** Schools will be notified if selected by March 23, 2020

If your project is selected, the entire grade level represented (maximum of 120 students) will be invited to join us free of charge on Friday, April 24, 2020 for Endangered Species Day! This date will be closed to general field trips, allowing you and your students to have an exceptional experience while learning about the importance of protecting endangered species and everyday actions that can help protect them.

Please take a moment to review the provided scoring rubric found on the following pages. The expectations differ slightly between K-5 and 6-12.

## Endangered Species Day

### Friday, April 24, 2020

Your students will experience the Zoo like never before! This day will be closed to general field trips giving your students a more personalized experience.

We are excited to celebrate your students and their efforts! Take your time visiting each conservation station and listening to guest speakers share their conservation journeys and challenges.

Gates will open at 8:30 a.m. on Endangered Species Day

## Important Dates

### November 25 – December 13, 2019

Invitation to participate in the Conservation Campaign Challenge. To enter please email, [mckenzie.gollar@louisvilleky.gov](mailto:mckenzie.gollar@louisvilleky.gov). Provide your name, school's name and grade level. We will be emailing you January 7-10, 2020 to confirm your participation.

### January 7 – 10, 2020

Confirm your participation.

### November 2019 – March 2020

Document the progress of your Conservation Campaign Challenge.

### March 9, 2020 — DEADLINE

Submit your completed projects, along with evidence of each component.

### March 16 – 23, 2020

Winning schools will be notified to join us on Friday, April 24, 2020 for Endangered Species Day.

### April 10, 2020

Field Trip Reservation Forms due. All selected schools will be able to bring up to 120 students from the participating school for FREE. Each school will also be asked to bring the required chaperones free of charge (1:10 students). Located at the bottom of the reservation form teachers will need to add in the Notes section, Conservation Campaign Winner.

### Friday April 24, 2020

Endangered Species Day



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AQUARIUMS



The Louisville Zoo is the state Zoo of Kentucky and a not-for-profit organization accredited by the Association of Zoos & Aquariums.

## RUBRIC FOR SECONDARY STUDENTS

Grades 6 – 12

	BEGINNER	DEVELOPING	ACCOMPLISHED
<b>Crafting Your Message</b>	A beginner entry will demonstrate what a message is, but the message is not simple, clear or concise.	A developing entry will need to establish a better understanding of what it takes to create a positive and persuasive message in which you want to be heard and remembered throughout the community.	An accomplished entry will effectively demonstrate a message that is persuasive and provides comprehensive information that will be heard, believed, and remembered throughout the community.
<b>Supporting Materials</b>	A beginner entry will have put some thought into designing the material to support the cause, but the supporting material does not correlate with the cause.	A developing entry will have displayed some effort in designing material, but it does not support the cause.	An accomplished entry will have designed material that can support the message and the cause in a variety of settings.
<b>Advocating and Raising Awareness</b>	A beginner entry will have implemented an idea to rally the message throughout the community, but the event did not take place or have a positive purpose in the community.	A developing entry will have displayed some efforts to inform the community's attitudes, beliefs, and behaviors, but the need for the community action was lacking.	An accomplished entry will have effectively informed the community's attitudes, behaviors and beliefs in regard to the message.
<b>Public Presentation</b>	A beginner entry will have brainstormed ideas into creating a public presentation, but the vision for the public presentation was not brought out.	A developing entry will have displayed some effort in creating a visual to make the project come together, but it does not correlate or support the cause in a way that makes sense.	An accomplished entry will have created a visual display to make their project come together as a whole. The public presentation will make the whole project come together.

# RUBRIC FOR PRIMARY STUDENTS

Grades K – 5

	BEGINNER	DEVELOPING	ACCOMPLISHED
<b>Crafting Your Message</b>	The student or students' audience does not know what the purpose of the campaign is.	The student or students' message is stating the problem, but the message is not simple.	The student or students' message clearly states the problem and the solution.  The student or students' message is simple and easy to understand for a specific audience.
<b>Supporting Materials</b>	The student or students include less than two (2) pieces of research evidence to support their message.	The student or students include two (2) pieces of research evidence to support their message.	The student or students develop and design materials to help support their message.  The student or students include three (3) or more quality research sources.
<b>Advocating and Raising Awareness</b>	The student or students' argument does not show passion.	The student or students' message shows effort to influence a community's attitude to want to change, but the audience doesn't actually go through with the change.	The student or students influence a community's attitude, behavior, and beliefs.  The student or students have the intention to influence the audience in a positive way.
<b>Public Presentation</b>	The student or students' public presentation is unrelated to topic.	The student or students' public presentation is presented, but the problem or solution is lacking.	The student or students get the message out to the public through speeches, t-shirts, rallies, or events, etc.  The student or students' problem and solution are clearly stated in the presentation.