**Multicultural Perspectives in Human-Wildlife Conflict**

**Sequence of Activities:**

**Icebreaker:**

We will use Flipgrid to allow students to introduce themselves and can provide a few suggested prompts or questions to answer, such as to describe their place of birth, family background or number of siblings, their favorite food or pastime activity, and their interests as it relates to the field of conservation.

We will also use Padlet or Jamboard to design an informal icebreaker such as a map displaying where each student would love to travel, or to list favorite hobbies, movies, or foods. This will take place during the first week they are brought together.

Joint VE Faculty (Drs Adams and Adhola) will provide a guest lecture to their respective VE students, including an introduction of their professional background and teaching, and a brief lecture on a topic of choosing that may help to lay the foundation for the Module collaboration.

**Engagement:**

Students will be partnered or paired and asked to conduct informal interviews with one another, and can choose from a list of questions related to their cultural background, life experience, personal interests, career goals, and/or issues related to conservation. They will be responsible for setting up their interviews and managing their respective time zones, and can use tools like WhatsApp, email, and/or Zoom to coordinate the discussion.

US students will be provided with a short paragraph written in Swahili, to translate. They can choose to submit their translation in writing or via Flipgrid to their VE Kenyan partner. The Kenyan student partner will provide feedback on their translation skills. This can be classified as an icebreaker activity, but because students will be paired for this exercise I have classified it as an engagement activity that can be folded into the questionnaires.

**Collaboration:**

Module Focus: Kipeto Wind Farm Case Study in Kenya

Kipeto staff conservationists will provide a guest lecture--either synchronous live zoom presentation and Q&A with recording released to all students that cannot attend; or an asynchronous recorded lecture we make available to all students.

Provide background materials on the project

Assign students into small groups representing the stakeholder positions (ie community members, development/management, and conservationists or the specific endangered species involved)

Groups will be comprised of a pairing of UF and UoN students, so that each group is diverse in perspective

Students will research their topics and create a position paper based on their stakeholder role, outlining their needs, priorities, and defining their potential areas of conflict, and will present to the class (online submission of paper and/or virtual presentation)

We will then have students work towards identifying potential solutions or resolutions to the identified issues of conflict, and implement a management strategy or areas where concessions can be made

**Reflection:**

Module Focus will use grading rubrics for student position papers & presentations or mind mapping to identify areas of conflict and resolution

Reflection discussions will be submitted by US students at the end of the collaboration. A video Flipgrid can be submitted in addition to a written reflection.