

Topic: Wildlife Restoration & Trophic Dynamics

Seminar Leads: Amita D., Mak M.

Pre-seminar: Place labeled baskets with notecards on a side table (see where it might feel the most comfortable when we are in the classroom).

1) Summary of Articles (est. 10 minutes) -Amita

- a) Barker, K. J., Xu, W., Van Scoyoc, A., Serota, M. W., Moravek, J. A., Shawler, A. L., Ryan, R. E., & Middleton, A. D. (2022). Toward a new framework for restoring lost wildlife migrations. *Conservation Letters*, 15(2), e12850.
<https://doi.org/10.1111/conl.12850>
- b) Kimmerer, R. W. (2013). *Braiding sweetgrass* (First edition.). Milkweed Editions.
- c) Leopold, A. (2020). *A sand county almanac*. Oxford University Press.
- d) Middleton, A. D., Morrison, T. A., Fortin, J. K., Robbins, C. T., Proffitt, K. M., White, P. J., McWhirter, D. E., Koel, T. M., Brimeyer, D. G., Fairbanks, W. S., & Kauffman, M. J. (2013). Grizzly bear predation links the loss of native trout to the demography of migratory elk in Yellowstone. *Proceedings of the Royal Society B: Biological Sciences*, 280(1762), 20130870.
<https://doi.org/10.1098/rspb.2013.0870>

2) Problem-solving activity (est. 30 minutes) -Mak (Mak/Amita wander around groups)

- a) Go through activity instructions using the Google Slides presentation
- b) Break class up into groups of 3-4 (depending on the number of people present). Group them based on who's already sitting near each other—for ease
- c) Have groups go to the baskets and pick a scenario card from each of the three categories—Disturbance, Ecosystem, Solutions/Recommendations
- d) Have groups work on stories for 20 minutes
- e) Bring groups back together and share stories for 10 minutes

3) Discussion Questions (est. 15 minutes) - Joint

- a) 1 critical-thinking question from each article

4) END!!