



SPECIFIC CONTENTS

- The different social realities and points of view that clash in the conservation of the lynx.
- The impact of the media on society.
- The ability to critically analyse information.

SKILLS

- Competence in linguistic communication. Students must interact orally and in writing in a coherent and appropriate way.
- Competence in mathematics and science, technology and engineering. Competence in science involves understanding and explaining the natural and social environment, using observation, among other methodologies, to ask questions and draw conclusions based on evidence.
- Digital competence. Students will use digital technologies for learning in a safe, sustainable, critical and responsible manner.
- Personal, social and learning to learn competence. The proposed activities encourage students to manage time and information effectively, collaborating with others in a constructive manner.
- Citizenship competence. This helps students to show an active commitment to sustainability, in line with the Sustainable Development Goals set out in the 2030 Agenda.
- Entrepreneurial competence. Students are encouraged to train their minds to analyse and evaluate their environment, and to create and rethink ideas using imagination, creativity, strategic thinking and ethical, critical and constructive reflection.

OBJECTIVES

- Detect dubious, biased or outright false claims.
- Learn to verify information using verified sources.
- Reflect on the different interests surrounding the conservation of protected species and how this is reflected in the media.

GENERAL CONSIDERATIONS

This fact sheet can be used as an introduction to the conservation of the species, as a starting point for an educational project focusing on the lynx and its conservation, and as a basis for key questions that students should ask themselves in order to understand the real situation of the species.

DEVELOPMENT

Activity 1. Reading and analysis of a newspaper article.

In the materials section, there is a link to an article published in the digital edition of El Diario on 2 March 2025, which discusses the rejection faced in three areas of our country regarding the reintroduction of the species, based on polarised opinions and the spread of incomplete and erroneous information. We suggest reading the article comprehensively with the students, resolving any questions that may arise during the reading.

To complement this reading, collaborative fact-checking can be carried out using AI, so that students can verify statements in the article with verified sources. To do this, students will choose a controversial statement from the article and use AI to ask questions about it, for example: *Is it true that the reintroduction of the lynx negatively affects local farmers? What real impact does the Iberian lynx have on other species?* The AI will provide data and sources that must be checked against a scientific sources.

Activity 2. Questions to answer.

Below are four questions to reflect on the content of the article, for which multiple response formats can be defined.

Question 1: Explain, with justification, whether you agree with the article's headline '*The lynx is the new wolf: the hostile environment of hunters and farmers paralyzes three plans to reintroduce the feline*'. If you disagree, suggest an alternative headline.

Question 2: The article presents several arguments against the reintroduction of the lynx, all of which are erroneous. Choose one of them and refute it critically. You can consult the training materials and the booklet, as well as the LIFE Lynxconnect project website for more information on which to base your argument.

Question 3: The article closes with the statement: '*At the end of October, the Regional Government finally ruled out reintroducing the feline in Zamora until, they said, "there is social consensus"*'. In your opinion, what action(s) could help to achieve this social consensus?

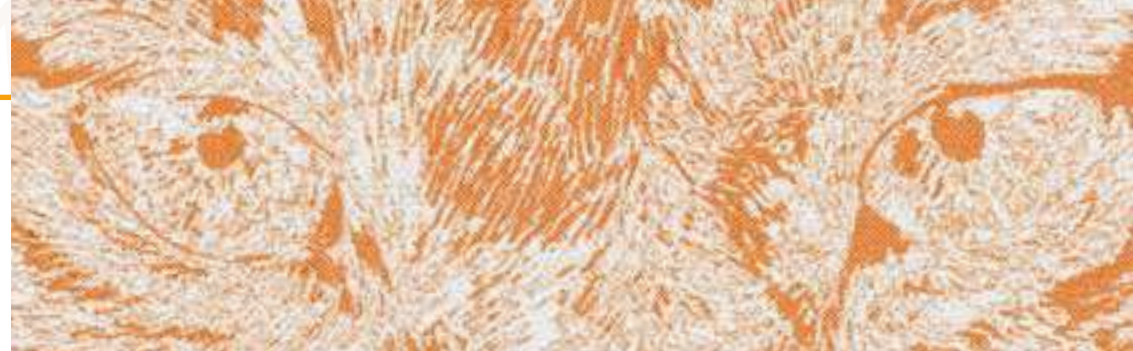
Question 4: If you were involved in the management and conservation of the species, what measures would you take to encourage the general public to take a critical and informed view of the conservation of the Iberian lynx?

Activity 3. True or false: analysis with AI.

This activity will enable students to detect dubious, biased or outright false statements. To do this, the article will be divided into key fragments (e.g. statements such as '*...the reintroduction of the lynx would be fatal...*'). These fragments will be copied into a generative AI, such as ChatGPT, and asked: *Is this statement true, false or misleading? Why?* They will then write down the AI's response and add their own conclusion, evaluating the reliability of the argument.

MATERIALS

- Link to press article activity 1: https://www.eldiario.es/sociedad/lince-nuevo-lobo-ambiente-hostil-cazadores-agricultores-paraliza-tres-planos-reintroduccion-felino_1_12093794.html



FURTHER INFORMATION

- Bibliography on lynxes: <https://lifelynxconnect.eu/bibliografia/>
- The conservation history of the Iberian lynx: <https://www.youtube.com/@lifelynxconnect>
- News about lynx: <https://lifelynxconnect.eu/noticias/>

ADDITIONAL ACTIVITIES

There are endangered species recovery centres in all regions covered by the LIFE Lynxconnect project. These types of facilities usually offer guided tours detailing their work, the species they care for, etc., which can provide a new, much more scientific perspective on the activities carried out.





SPECIFIC CONTENTS

- To examine the situation of the species in the Iberian Peninsula, its evolution and the future of its conservation.
- To learn about the different roles involved in lynx conservation and seek points of consensus between them.
- To critically weigh up the pros and cons of reintroducing the lynx to its original territories, using reliable sources of information.

OBJECTIVES

- Analyse different points of view regarding lynx management.
- Help students develop a critical perspective on the importance of the species and the role of humans in its conservation.

GENERAL CONSIDERATIONS

In this activity and all those that use AI, it is interesting to follow and even collaboratively develop a basic guide on how to use generative AI ethically, with recommendations such as the following:

- Use AI as a support tool, not as a substitute for your thinking.
- Verify the information with other sources.
- Do not copy without understanding: reflect before using what has been generated.
- Give credit if you use an idea generated by AI.
- Use respectful and responsible language.
- Remember: AI has no real emotions or opinions.

DEVELOPMENT

Activity 1. If the lynx could talk...

This activity aims to provide an initial introduction to the species, using creative dynamics and AI tools. Students will interview the lynx using ChatGPT or another conversational AI. To do this, we will ask the AI to put itself in the place of a lynx and we will ask different questions: *What is happening to the species on the Iberian Peninsula? How does an Iberian lynx live? Why are you endangered?*

We will ask the AI to generate a first-person creative biography of the lynx, and the results could be used to create short narrative texts or animated videos in which the lynx talks about its situation.

SKILLS

- Competence in linguistic communication. Students must interact orally and in writing in a coherent and appropriate way.
- Competence in mathematics and science, technology and engineering. Competence in science involves understanding and explaining the natural and social environment, using observation, among other methodologies, to ask questions and draw conclusions based on evidence.
- Digital competence. Students will use digital technologies for learning in a safe, sustainable, critical and responsible manner.
- Personal, social and learning to learn competence. The proposed activities encourage students to manage time and information effectively, collaborating with others in a constructive manner.
- Citizenship competence. This helps students to show an active commitment to sustainability, in line with the Sustainable Development Goals set out in the 2030 Agenda.
- Entrepreneurial competence. Students are encouraged to train their minds to analyse and evaluate their environment, and to create and rethink ideas using imagination, creativity, strategic thinking and ethical, critical and constructive reflection.

Activity 2. Conflict map.

This activity focuses on identifying and analysing the different roles involved in the management and conservation of the lynx. The first step will be to jointly identify the different stakeholders related to the species. After that, we will divide the group into teams: scientists, hunters, livestock farmers, farmers, environmentalists, politicians, public authorities, SEPRONA, rural inhabitants, etc. The students will be divided into groups and each group will research and construct the point of view of their character, using AI to generate arguments for and against the conservation and presence of the lynx according to their role.

A visual map of the conflicts of interest can be generated digitally using Canva, Miro or Genially, including links to sources, videos, statements, etc.

Activity 3. The great debate.

The groups represent their characters in a round table or simulated debate, using AI-generated avatars or simply defending their role orally. To help them, they can use the character sheet and debate guide provided in the additional materials. As a final product, a video of the debate can be made, either recorded or performed live with visual support.

Activity 4. Critical evaluation and final reflection.

To conclude, students will reflect on what they have learned. By comparing positions, writing a formal letter, opinion piece, etc., the main conclusions of the debate will be gathered, encouraging students' critical thinking. The final reflection template provided in the materials can be used as a guide.

MATERIALS

- Character sheet (Annex I).
- Discussion guide (Annex I).
- Final reflection template (Annex I).



FURTHER INFORMATION

- LIFE Lynxconnect Project: <https://lifelynxconnect.eu/>
- News about lynx: <https://lifelynxconnect.eu/noticias/>
- Wildbook AI. Platform that uses AI to identify endangered animals through image recognition: <https://www.wildme.org/wildbook.html>
- UNESCO – “AI and the Future of Education” (2021). Integrating AI into learning while continuing to foster critical judgement: <https://unesdoc.unesco.org/ark:/48223/pf0000377071>

ADDITIONAL ACTIVITIES

One suggested activity to expand and involve the entire school would be to design an awareness campaign aimed at the entire educational community. This could include designing posts for social media, digital posters, or short videos (reels).



Coordinator beneficiary:



Asociación de Beneficiarios

Asociación de Beneficiarios



FOTEX

ICNF

ICNF

ICNF

ICNF

ICNF

ICNF

ICNF



SPECIFIC CONTENTS

- The threats that have hindered the recovery of the species in the Iberian Peninsula.
- The emergence and growing importance of new threats to the species.

SKILLS

- Competence in linguistic communication. Students must interact orally and in writing in a coherent and appropriate way.
- Competence in mathematics and science, technology and engineering. Competence in science involves understanding and explaining the natural and social environment, using observation, among other methodologies, to ask questions and draw conclusions based on evidence.
- Digital competence. Students will use digital technologies for learning in a safe, sustainable, critical and responsible manner.
- Personal, social and learning to learn competence. The proposed activities encourage students to manage time and information effectively, collaborating with others in a constructive manner.
- Citizenship competence. This helps students to show an active commitment to sustainability, in line with the Sustainable Development Goals set out in the 2030 Agenda.
- Entrepreneurial competence. Students are encouraged to train their minds to analyse and evaluate their environment, and to create and rethink ideas using imagination, creativity, strategic thinking and ethical, critical and constructive reflection.

OBJECTIVES

- Identify current and emerging threats that may hinder the recovery of the species.
- Present citizen training and information as suitable tools to contribute to the conservation of the Iberian lynx.
- Identify fake news and debunk it with scientific evidence.
- Express informed opinions on threats to the species.

GENERAL CONSIDERATIONS

These activities aim to further our understanding of the threats affecting the species, so it is recommended that information be gathered beforehand on situations leading to the decline of lynx populations and those negatively affecting their expansion.

DEVELOPMENT

Activity 1. Critical reading: The danger of domestic animals.

The starting point for this activity is the article *“El control de perros errantes y gatos asilvestrados dejará de autorizarse a partir del 29 de septiembre”*, published on 13 April 2023 in the digital edition of the ABC newspaper. We suggest a critical reading of the article, identifying the following issues individually or in groups:

- The main statements in the text.
- The sources cited and their credibility.
- Possible biases or implicit points of view.

With these points clear, a debate can be organised in which a position in favour of controlling feral species is pitted against a position against such control, which prioritises animal welfare, and an intermediate position that seeks balanced solutions.

Activity 2. Hunting down hoaxes about the lynx.

Students will be presented with a series of real or invented headlines, for example: *‘A lynx sneaks into a nursery school playground’*; *‘Lynxes bring disease to rural areas’* or *‘Genetically modified lynxes released to control rabbits’*.

Students will try to critically assess whether these headlines are true and identify signs that indicate that it may be fake news. They can also use AI to help them determine whether the statements are true or false and to find scientific sources that contradict that idea.

Finally, as a final product, they can create ‘Hoax alerts’, which are fact sheets that include the refutation, the reliable sources consulted and a simple explanation. Tools such as Maldita.es, Newtral or Google’s own search engine can be used to check the veracity of the headlines.

Activity 3. Argumentative essay.

In this activity, students are asked to write a short essay on the following topics:

- Controlling feral cats is necessary to protect the Iberian lynx.
- Misinformation is an ecological threat of the 21st century.
- The conservation of the Iberian lynx will only be possible if there is social consensus.

The essays will have the following structure:

- Introduction: presentation of the topic.
- Argumentation: 2-3 arguments supported by data.
- Counterargument.
- Conclusion.

Activity 4. Critical analysis of news items.

Students will be given three news items about the lynx with different approaches (alarmist, political, technical), and will then answer the following questions:

- What is the approach of each news item?
- What type of language is used?
- What interests or ideologies may be behind it?
- Is it supported by scientific sources? Which ones?

Finally, students will reflect on how this affects the public perception of the lynx.

MATERIALS

- Link to press article activity 1: <https://www.abc.es/deportes/caza/control-perros-errantes-gatos-asilvestrados-dejara-autorizarse-20230413133046-nts.html>
- Link to press articles activity 4:
 - » <https://elpais.com/clima-y-medio-ambiente/2025-05-22/el-lince-alcanza-los-2400-ejemplares-en-2024-un-19-mas-que-el-ano-anterior.html>
 - » <https://es.euronews.com/green/2025/05/07/salvado-de-la-extincion-el-lince-iberico-se-enfrenta-ahora-a-un-futuro-incierto-en-espana>
 - » <https://www.wwf.es/?67540%2Fxito-de-conservacion-el-lince-iberico-baja-de-categoria-de-amenaza-de-en-peligro-a-vulnerable=&utm>

FURTHER INFORMATION

- National Geographic article: We have a problem with cats that no one wants to talk about: https://www.nationalgeographic.com/es/mundo-animales/gatos-libertad-suponen-problema-que-nadie-quiere-hablar_20318#twitter
- Artemisán Foundation study on the presence of wild cats in Natura 2000 network areas and its consequences: <https://fundacionartemisan.com/gatos-problema-fauna-silvestre-colonias/>

ADDITIONAL ACTIVITIES

Some ideas to take these activities further:

- Reflection journal (individual): 'What have I learned today about how the media influences species conservation?'
- Opinion piece (individual or group): write a short text taking a critical look at a threat to the lynx.
- Headline comparison: gather several real news headlines and analyse them solely in terms of the language they use.



CHARACTER SHEET

CHARACTER NAME:

GROUP OR ROLE: (ecologist, hunter, politician, scientist, rural inhabitant, etc.)

OPINION ON THE CONSERVATION OF THE IBERIAN LYNX:

MAIN ARGUMENTS:

WHAT DO YOU PROPOSE TO DO ABOUT THE LYNX?

Sources or inspiration used (AI, websites, articles, etc.):

DISCUSSION GUIDE

NAME OF PARTICIPANT:

ROLE PLAYED:

KEY ARGUMENTS YOU WILL DEFEND:

1. _____
2. _____
3. _____

QUESTIONS YOU COULD ASK OTHER CHARACTERS:

1. _____
2. _____
3. _____

HOW WOULD YOU RESPOND IF YOUR POSITION IS CRITICISED?

1. _____
2. _____
3. _____



lynxconnect





lynxconnect



FINAL REFLECTION TEMPLATE

NAME OF PARTICIPANT:

WHAT HAVE YOU LEARNED ABOUT THE CONFLICT SURROUNDING THE IBERIAN LYNX?

WHAT IS YOUR POSITION AND WHY?

WHAT AI TOOLS HAVE YOU USED AND HOW DID THEY HELP YOU?

WHAT WOULD YOU IMPROVE ABOUT THE PROJECT?