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'Make it a jungle out there'
Endangered species resource for 11- to 16-year-olds

Resource Overview and Curriculum Links

Introductory Assembly – the assembly material is suitable for use with tutor groups and provides a general introduction to the concept of endangered species, causes and prevention with discussion points for reflection and development. By exploring why humans are not an endangered species this activity also helps you to introduce the work of the Muscular Dystrophy Campaign.

'The dark side of endangered species' – This activity looks at using art and design to develop cultural understanding. By exploring the issues that have led to the vast reduction in numbers of many beautiful animals, students will begin to see a different side to the creatures we admire in zoos and on film, to see everyday pests and the competition for life shared by everyday people on the other side of the world. 'Top tips' focuses on conveying emotion through art media. Students could accompany their artwork with emotional prose or poetry written from the perspective of those who live alongside endangered species.

Links:

Art & Design

England: 1.1, 1.3, 2.1d, 2.2

NI: Art & Design; Objective 2 (Key elements: Cultural Understanding & Education for sustainable development)

Scotland: Expressive Arts; Art & Design; Using Materials, techniques, skills and media; Expressing ideas, feelings, thoughts and solutions

Wales: 1.1, 2.2, 2.3,

English

England: 1.1, 1.2, 1.3, 2.2, 2.3, 4.3

NI: Language and Literacy: English with Media Education; Objectives 1, 2 and 3 (key elements: Cultural Understanding & Education for sustainable development)

Scotland: Functional Writing; Punctuation and Structure

Wales: Writing 1.5, 2.5, 2.6, 3.1

‘Turtles - past, present and future’ – This activity uses historical enquiry to look at the change and continuity within and across periods of history within the context of a sea turtle. As the history of the sea turtle spans the last 150 million years this activity can be delivered within any chosen historical period of study. Students are tasked with researching numbers and information (where available) about turtles during the period of focus. Supported by an historical enquiry frame, students look at changes over time bearing in mind that those turtles which live long into maturity can span a whole century or more. Key questions direct students to explore the speed and impact of changes on land compared to that on/in the sea during the given time period. Students can create an interactive wall display and timeline to reflect their historical enquiry.

Links:

History

England: 1.1, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3

Ni: Environment and Society; History; Objective 2 Ethical Awareness, Objective 3 Economic Awareness

Scotland: Environmental Studies; Society, Science and Technology; Social Subjects; People in the Past; People and Place; People in Society

Wales: 1.1, 1.2, 2, 4, 5

‘Sustainable development’ – This activity challenges students to use research and debate to address the plight of an endangered species. Alongside this topic students look at pursuing sustainable development that enables all people to satisfy their basic needs and enjoy a better quality of life, without transferring problems to people in other parts of the world or compromising the quality of life of future generations. This activity engages students with a real life problem - to think of how we can address the issues, largely manmade, faced by endangered species without compromising the needs of the people who share those parts of the world where wildlife risks extinction. The personal research and enquiry will take students on a journey of discovery using of a variety of information sources to support their ideas and extend their thinking and reasoning as to why these creatures are endangered and what they could do to help. Ideas are presented back to the class and debated ‘Moral Maze’ style to develop students’ debating and reasoning skills.

Links:

Citizenship

England: 1.1, 1.2, 2.1, 2.2, 2.3

Ni: Learning for Life and Work; Local and Global Citizenship; Human Rights and Social Responsibility; Democracy and Active Participation

Scotland: Personal and Social development; Independence and inter-dependence; Natural World & Conservation

Wales: Personal and Social Education: Moral Aspect, Learning Aspect & Environmental Aspect

English

England: 2.1, 2.2, 3.1a, 4.1d

Ni: Language and Literacy: English with Media Education; Objectives 1, 2 and 3 (key elements: Cultural Understanding & Education for sustainable development)

Scotland: Scotland: Listening for Information; Instructions and Directions, Conveying Information, Instructions and Directions; Reading for Information

Wales: Oracy 1.1, 1.2, 2.1, 2.2, 2.3, 2.5, 2.11; Reading 1.6, 1.7, 2.10, 2.11, 2.12

ICT

England: 1.1, 2.1, 2.3

Ni: Implicit strand (Communicating and Handling Information)

Scotland: Using the technology, creating and presenting, searching and researching, communicating and collaborating

Wales: 1. Communicating and Handling Information

'I'm endangered get me out of here!' - A geographical enquiry activity that challenges students to find alternative homes for those animals endangered through habitat loss. Using the animal fact files and other information sources, students will use the geographical enquiry frame to support their search for their chosen animal's alternative home with a comparable climate and habitat, not forgetting food and water sources sufficient to sustain the animals in their new environment. Following the presentation of their 'I'm endangered, get me out of here' action plans, students debate the pros and cons of their suggestions and consider why this activity of shipping endangered species from one country to another may not work in practice.

Links:**Geography**

England: 1.1a, 1.2, 1.6a, 1.6b, 2.1, 3, 4

Ni: Environment and Society; Geography; Objectives 2 and 3 (key elements: Cultural Understanding & Education for sustainable development)

Scotland: Environmental Studies; Society, Science and Technology; Science; Living things and Processes of Life: Interaction of living things with their environment; Technology; Technological capability

Wales: 1.1, 1.2, 1.3, 1.9, 1.10, 2.1, 3.3, 3.4, 3.8

English

England: 2.1, 2.2, 3.1a, 4.1d

Ni: Language and Literacy: English with Media Education; Objectives 1, 2 and 3 (key elements: Cultural Understanding & Education for sustainable development)

Scotland: Listening for Information; Instructions and Directions, Conveying Information, Instructions and Directions; Reading for Information

Wales: Oracy 1.1, 1.2, 2.1, 2.2, 2.3, 2.5, 2.11; Reading 1.6, 1.7, 2.10, 2.11, 2.12

ICT

England: 1.1, 2.1, 2.3

Ni: Implicit strand (Communicating and Handling Information)

Scotland: Using the technology, creating and presenting, searching and

researching, communicating and collaborating
Wales: 1. Communicating and Handling Information