

I'm Endangered Get Me Out of Here!

Introduction

Geographical enquiry is a process which involves the active participation of the learner. 'I'm endangered get me out of here!', challenges students to investigate the sustainability of a selected endangered species by finding out about the topography of their natural habitats; weather, climate, population, terrain, earth processes, water sources etc. with a view to relocating the species to a more sustainable area. Once students have discovered the sort of place they need, the enquiry challenges them to apply what they know or have learned about places in the world to present a feasible action plan to relocate their endangered species.

Development

In groups, using the Geographical Enquiry sheet as a framework for asking geographical questions and selecting and collecting data about the natural habitat of the chosen endangered species, students can compile a criteria list for their species' new home, against which to search the globe for an alternative location.

Students can use the animal factsheets together with atlases, globes, photographs, satellite images, news articles and other available geographical information systems which support their enquiry.

Group activity

Supported by the evidence of their geographical enquiry, student groups present their 'I'm endangered get me out of here!' case back to the rest of the class. For each case presented students could reflect upon:

- the pros and cons of moving the endangered species
- possible impact on existing native population in new location
- impact on current habitat of species loss
- secondary effects on environment or human population of either country

If time allows discuss the feasibility of action plans in practice, with reference to legal obligations and possible opposition from the countries involved and their governing bodies.

Plenary

This activity uses the problem of species becoming endangered to engage students' curiosity and initiate learning through the development of a personal project that demonstrates their geographical enquiry ability. Students should be given opportunity to evaluate the performance of themselves and others, considering:

- how well they worked as a group

- something they found particularly difficult
- something they did well
- the overall coherence of their evidence and its presentation/justification.

At the end of the session you may wish to conduct an opinion poll on the worthiest and/or best case for endangered species relocation.

Geographical Enquiry: I'm Endangered Get Me Out of Here!

Once you have selected an endangered species on which to focus there are seven key questions to get you started on your enquiry into its habitat and sustainability needs, with a view to finding a new location to promote your species survival:

We recommend that the questions below could be dotted around the rest of the sheet 'mind map style' with a central box for students to write the name and current location of their endangered species.

1. 'What is the animal's natural habitat like?'
2. 'Why is this place like it is?'
3. 'What factors make this place ideal for your endangered species to live?'
4. 'How is this place changing?'
5. 'What factors are threatening your species' existence?'
6. 'How is this place similar to/different from other places in the world?'
7. 'What key criteria would a new place need to sustain your endangered species?'