

# Young Pavement Artists Competition 2010



## Flora and fauna forever

### Introduction

Geographical enquiry is a process that involves the active participation of the learner. 'Flora and fauna forever', challenges students to investigate the development of a selected animal or plant species. Start 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 an area where they would not have been prey to environmental conditions that affect their ability to survive and reproduce. 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 animal and plant species to avoid further evolutionary change.

### Development

In groups, use the Geographical Enquiry sheet as a framework for asking geographical questions and selecting and collecting data about the natural habitat of the chosen 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 Muscular Dystrophy Campaign and National Geographic Kids factsheets together with atlases, globes, photographs, satellite images, news articles and other relevant geographical information systems which support their enquiry.

### Group activity

Supported by the evidence of their geographical enquiry, student groups present their 'Flora and fauna forever' case back to the rest of the class. For each case presented students could reflect upon:

- the pros and cons of moving the 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 evolutionary development and change of an animal or plant species to engage students' curiosity and initiate learning through the development of

a personal project. 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 animal or plant species relocation.

## **Geographical Enquiry: Flora and fauna forever**

Once you have selected an animal or plant 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 chosen animal or plant species.*

1. What is the animal or plant's natural habitat like now?
2. Why is this place like it is?
3. What factors make this place ideal for your animal or plant species to live?
4. How is this place changing and how has it changed?
5. What factors contributed to your animal or plants species evolution?
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 species to ensure it survives in its current evolutionary form?