

# Species loss

Why are we losing Biodiversity?

## "Finding out"

Learners investigate habitat destruction and species extinction

**Grading:** Y Y

**Time:** 2

**Place:** Inside/Outside

**Group size:** Small groups

### Activity Outcomes:

Learners are able to:

- gather and prepare information from a variety of sources
- communicate findings and conclusions
- communicate possible plan of action

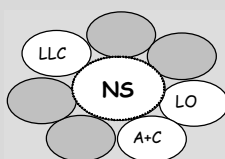
### Assessment:

- Facilitator evaluates projects using a checklist or rubric
- Add to portfolio

### Skills:

- Work co-operatively
- Record findings
- Creating action plans

### Learning Area links



## Background

Humans and animals all have basic survival needs such as food, water and shelter. Plant species also share many of these needs.

Human beings, however, have emotional wants which are not essential for survival. These wants are causing great stress threatening the survival of plants and animals.

At least one species disappears from the surface of the Earth every day. The principal cause of species becoming endangered is the destruction of the habitat. Did you know that a single tree in a rain forest can be home to more than 1 000 different species?

## Activity Guidelines

**Needed:** camera, films, charts, paper, pens

- Learners in small groups or pairs identify an endangered species and create a plan to save it.
- The project should contain some of the following:
  - The animal or plant species
  - Background information
  - The reasons for decline
  - Its natural habitat
  - Any successful conservation projects
  - Why it is important to save this species
  - Your own action plan - ideas to save the species
  - Poetry: write a poem
  - Stories
  - Traditional tales, folklore customs associated with the species
  - Photographs using various resources

**Taking photos**

- Make sure no part of animal, plant or person touches edge of picture.
- Try to leave more space in front of subject.
- Photograph on same level as subject.
- Focus on subject's eye, if camera's focus is adjustable.
- Make sure the subject is facing the camera.
- Make sure that lines - ground, water, horizons - are level

**Have fun taking photos!!**

**Variations:****Debate**

Organise a debate in your class about a current housing development issue in your area. Let half the class debate in favour of developing the land and the other half against it. Those in favour of development should be able to cite some of the potential social and economic benefits of the proposed projects and those opposed should cite some of the projects' potential environmental consequences, especially its potential effect on biodiversity.

↳ Can the two sides agree on a compromise?



See Teacher Guide 1 p 6 and 2, p 8

**Interview****Interview:**

Compile a list of questions.  
Choose your partner - neighbour, classmate, family member.  
Contact person by letter, telephone and introduce yourself and discuss the topic.  
Express your thanks after the interview; you could even hand over a little present.  
Results of different interviews could be displayed on a placard in the classroom.

Ask pairs of learners to write an interview between a journalist for an ecological journal and an animal or plant whose habitat has become smaller and smaller because of development. The interview could include questions such as:

- ↳ "What are your special habitat needs?"
- ↳ "Why are you leaving home?"
- ↳ "How has your life changed because of development?"
- ↳ "Where do you think the travels will take you?"
- ↳ "How could people have reduced the damage this development has caused?"

On completion, students can share their interviews by playing the roles of journalists and species being interviewed.

**Endangered species**

Adopt one endangered species and introduce it to the school e.g. design a flyer or poster, compose a song or poem.

