2022

DOS AND DODO-N'TS (HUMANS AND EXTINCTION)

Nicholas William Wood

Lesson One (1hr)

- What is Extinction?
- What animals are extinct now?
- What were they like?
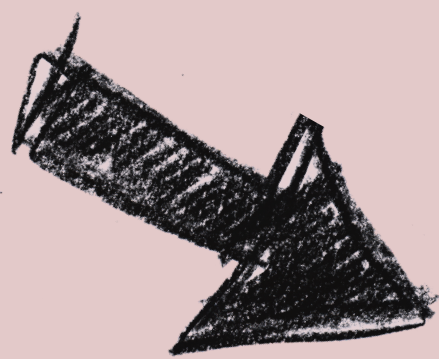- Why did they go extinct?
- Were humans involved in the process?

Students will define extinction and talk about the human impact on any examples they find. Discussion based work will get students to speak about the impact humans have had on some animals and are still doing so.

Despite animals having perfect adaptations for their environment, they can still be endangered by humans, why is this?
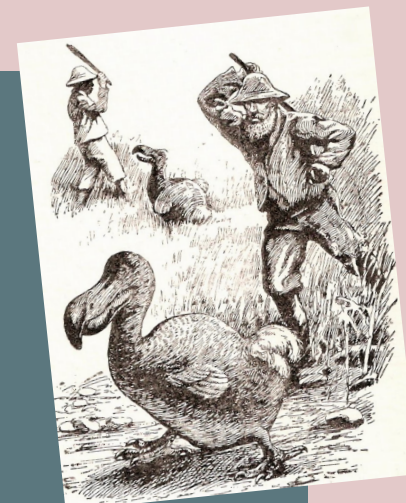
What are some things we should do and not do in order to prevent further extinctions.

SCN 4-01a, SCN 2-01a, SOC 4-10a, SCN 3-01a
(Science)

Lesson Two (1hr)

- Look at the history of the dodo
- What was it's environment.
- Why was it the way that it was?
- How did it's adaptations fail to protect it?
- What happened to it when humans arrived?

Students will look at the history of a famous extinct animal, the dodo. They will look at what we know about its ecology and its adaptations to its environment. They will look at its habitat, environment and the geography of where it lived. When humans first came to the island, they had a destructive effect on the animal and its habitat.

SCN 2-01a, SOC 3-01a, SOC 4-10a, SOC 3-08a
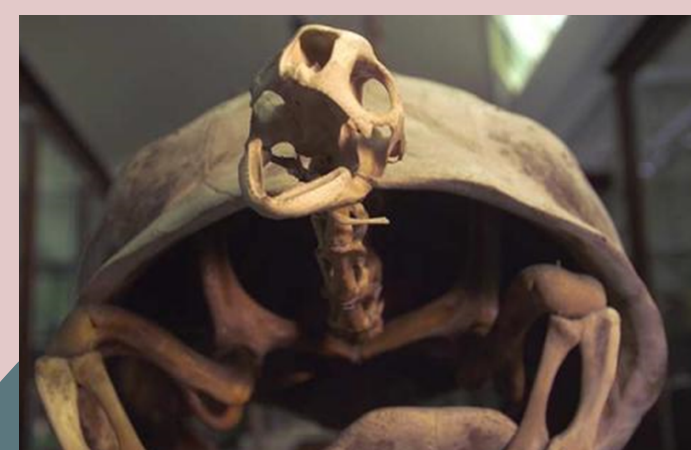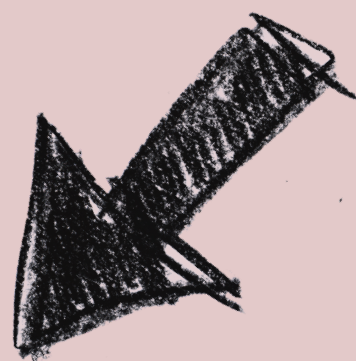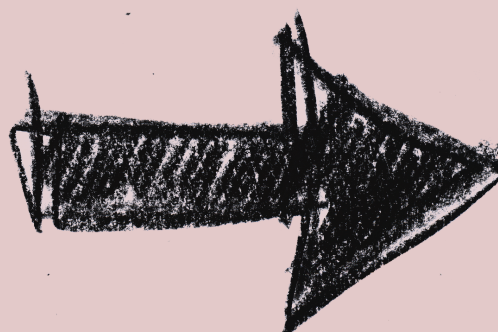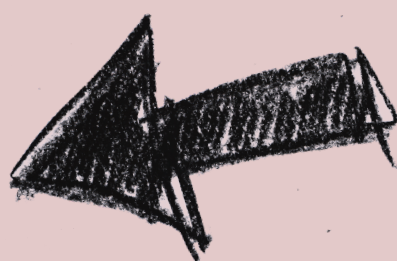(Biology, History, Geography)

Lesson Three (1hr)

- Look into another extinct animal that takes your interest.
- Why did it go extinct?
- Do you think humans had a hand in this?
- Make a presentation for the rest of the class, sharing info about this animal and how and why it went extinct.

Students will apply the information about extinction from the previous lessons, as well as the discussion on adaptation and habitat but now apply them to an animal of their choosing in groups. Students can be prompted if having a difficult time choosing the anima. They will produce a presentation about this animal for the other students in their class or group. Special attention should be paid to the adaptations of the animal for their environment, and then why these were not protective against what caused their extinction.

SOC 3-01a, SCN 4-01a, SCN 2-01a, SCN 3-01a, EXA 3-03a, LIT 3-02a, LIT 3-06a / LIT 4-06a, EXA 3-01a, HWB 3-24a, ENG 3-03a
(Biology, History, Presentation, Geography)

Visit the University of Edinburgh's natural history collection. How many endangered/extinct animals are there?

Think about the endangered animals today, one day they may be skeletons in a museum with no living members. How would you feel about losing these animals?

Lesson Four (2hrs)

- What is an endangered animals and what are the levels of danger?
- Choose an Endangered animal.
- Tell us about it and why it is close to extinction.
- Create a model environment that would be suitable for your species, why is it suitable - how do you think humans can have a hand in creating or maintaining this environment.

Now students will move their focus to look at animals that are facing extinction today. Thinking about all of the causes for the extinction of the previously discussed animals - what do you think are some issues facing this animal. Think about how these animals could be protected and what interventions could be started today. In groups crate a model of a park/ space that would be suitable for this species. If humans were to find a way to create space and systems to support this species how would it look. For example if your species was a Tiger, create an enviornment perfect for a tiger - how much space does an adult tiger usually need to roam, what do they eat, what landscape is ideal for them. What can people locally to your 'park' do to support the animal, is there any way they can reduce their possible negative side effects. The model can be made of anything, students are encouraged to go otuside and find materials. If the animal lives in savvannah, find some yellow/green plants to simulate the grasslands etc.

EXA 3-03a, EXA 4-05a, HWB 3-14a, HWB 3-23a, HWB 3-24a, SCN 3-01a, TCH 3-10a
(Biology, Design and Technology, Small Outdoor Element)