



# The Do's & Dodo-n'ts

A STEM lesson on Biodiversity, Endangered Species and Extinct Species.

# Concept

The lesson is designed to be a Biology lesson on biodiversity & the impact that humans can have on it through the lens of one of the best known extinct species.

It connects to other disciplines such as History, Geography, Art & Design and Literacy.

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 3-01a, 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 3-01a, SOC 3-01a, SOC 4-10a, SOC 3-01a (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 the 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 animal. 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 3-01a, SCN 3-01a, EXA 3-01a, LIT 3-01a, LIT 3-01a / LIT 4-01a, EXA 3-01a, HWB 3-04a, ENG 3-03a (Biology, History, Presentation, Geography)

### Lesson Four (1hr)

- What is an endangered animal 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 create 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 environment 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 outside and find materials. If the animal lives in savannah, find some yellow/green plants to simulate the grasslands etc.

EXA 3-01a, EXA 4-01a, HWB 3-04a, HWB 3-01a, HWB 3-04a, SCN 3-01a, TCH 3-10a (Biology, Design and Technology, Small Outdoor Element)

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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)



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



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SOC 3-01a, SCN 4-01a, SCN 3-01a, SCN 3-01a, EXA 3-01a, LIT 3-01a, LIT 3-01a / LIT 4-01a, EXA 3-01a, HWB 3-04a, 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, our 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 animal and what are the levels of danger?
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EXA 3-01a, EXA 4-01a, HWB 3-04a, HWB 3-01a, HWB 3-04a, SCN 3-01a, TCH 3-10a  
(Biology, Design and Technology, Small Outdoor Element)



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



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What are some things we should do and not do in order to prevent further extinctions?

SCN 4-0a, SCN 3-0a, SOC 4-10a, SCN 3-0a  
(Science)



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SCN 3-0a, SOC 3-0a, SOC 4-10a, SOC 3-0a  
(Biology, History, Geography)



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SOC 3-0a, SCN 4-0a, SCN 3-0a, SCN 3-0a, EXA 3-03a, LIT 3-02a, LIT 3-06a / LIT 4-06a, EXA 3-0a, 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, are they any that are extinct in a museum with no living members. How would you feel about living these animals?

## Lesson Four (2hrs)

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- Choose an Endangered animal.
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EXA 3-03a, EXA 4-03a, HWB 3-14a, HWB 3-25a, HWB 3-24a, SCN 3-0a, TCH 3-10a  
(Biology, Design and Technology, Small Outdoor Element)



## 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 animal. 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.

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(Biology, History, Presentation, Geography)

2022

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

Nicholas William Wood

2022

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

Nicholas William Wood

**Lesson One (3hr)**

- Look at the history of the dodo.
- What was it's environment?
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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 3-01a, SOC 3-01a, SOC 4-10a, SOC 3-08a  
(Biology, History, Geography)

**Lesson Two (3hr)**

- 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 the 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 animal. 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 3-01a, SCN 3-01a, EXA 3-03a, LIT 3-02a, LIT 3-06a / LIT 4-06a, EXA 3-01a, HWB 3-04a, ENG 3-03a  
(Biology, History, Presentation, Geography)

**Lesson Three (3hr)**

- What is an endangered animal and what are the levels of danger?
- Choose an Endangered animal.
- Tell us about it and why it is close to extinction.
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EXA 3-03a, EXA 4-03a, HWB 3-04a, HWB 3-03a, HWB 3-04a, SCN 3-01a, TCH 3-10a  
(Biology, Design and Technology, Small Outdoor Element)


**Lesson Four (3hr)**

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?

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2022

### DOS AND DODONTS (HUMANS AND EXTINCTION)

Nicholas William Ward

**Lesson One (1hr)**

- What is extinction?
- What animals are extinct?
- What are the causes of extinction?
- What animals are still in danger?

Students will learn why we should care about the extinction of animals and how we can help. They will also learn about the different levels of endangerment and how we can help.

**Lesson Two (1hr)**

- What are the causes of extinction?
- What are the different levels of endangerment?
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Students will look at the history of a chosen extinct animal. They will look at the reasons why it became extinct and how we can help. They will also learn about the different levels of endangerment and how we can help.

**Lesson Three (1hr)**

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Students will look at the history of a chosen extinct animal. They will look at the reasons why it became extinct and how we can help. They will also learn about the different levels of endangerment and how we can help.

## 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.

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 (Biology, Design and Technology, Small Outdoor Element)