ENDANGERED IN LLŶN NATIONAL LANDSCAPE

SUPPORT MATERIALS

If you need further support on specific aspects of outdoor learning these materials can enhance the engaging experiences you are providing. They can support you as you design, plan and implement your curriculum. Outdoor learning is a great way to develop learners' integral skills (creativity and innovation, critical thinking and problem-solving, personal effectiveness, planning and organising). You will want to focus on why learning matters and ensure you are meeting your learners' needs.
These materials show a path that could be taken through the activity. This is not meant to be prescriptive. You should adapt your approach depending on your learners' needs and interests and your local area.

OVERVIEW

Learners consider what endangered means before looking at an example of an organism that became extinct. They explore birds on Bardsey Island who could become endangered, choosing one of these birds to find out more about so they can make a 'fact card' for younger learners. Learners read about birds commonly found in Llŷn National Landscape and choose one to research. They look into the habitat of their chosen bird and reflect on how this habitat might change due to external influences. Learners write a social media post to tell others about how best to protect the bird and its habitat.

CURRICULUM FOR WALES

Areas explored:

- Expressive Arts
- Health and Well-being
- Humanities
- Languages, Literacy and Communication
- Science and Technology

Activity also incorporates aspects of cross-curricular skills outlined in the LNF and DCF.

RESOURCES

Internet enabled device and internet access.
Access to Find out what every symbol means on an OS Explorer map - OS GetOutside.
Means of identifying and recording details of a bird's habitat, e.g. identification keys (local plants and animals), smart phones or tablets.

DOING THE ACTIVITY

- Most tasks require learners to work in pairs or groups.
- Encourage learners to share their ideas, and through open questioning, explain and justify their ideas when possible. Focus questions have been suggested to guide learners through the tasks.
- Some tasks might be more effective if pairs or groups of learners have access to an internet enabled device.
- When taking learners outdoors, it is essential that the Countryside Code is adhered to and any relevant risk assessments have been carried out with risks mitigated.

TASK 1

WHAT DOES ENDANGERED MEAN?

Explain to learners that in this task they will consider what endangered means before looking at an example of an organism that became extinct.

Screens 3-4

Ask small groups of learners to make a list of synonyms for 'endangered' and type them in the box, then compare their synonyms with the ones shown on screen.

Screen 5

Ask learners to discuss the question posed in pairs and to type their reasons in the box.

Focus question

- How do you think an organism becomes endangered? List as many reasons as you can.

Screen 6

Explain to learners that you would like them to think more about their reasons for endangerment by discussing the questions posed.

Focus questions

- Which of your ideas would endanger:
  - plants
  - animals
  - plants and animals?

Screens 7-8

Ask pairs of learners to interrogate the image using the question starters to pose good questions. Then share their questions in a group and discuss possible answers to the questions.

Screen 9

The screen gives information about the great auk. Ask learners to discuss the question posed.

Focus questions

- Why do you think the great auk became extinct? Give as many reasons as you can.

Screen 10

Show the video: The Tragic End of the Great Auk (nearly 5 and a half minutes). Ask learners to discuss the questions posed.

Focus questions

- Why did the great auk become extinct?
- How did the great auk's breeding behaviour put it at risk?
- Why might a mini-ice age have put the great auk at risk?
- How does the way in which the last pair of great auks were killed make you feel? Why?
- What should have been done to conserve great auks? How would this have helped?

Screen 11

Invite learners to write a Tweet/X about their thoughts about how the great auk became extinct. They only have 280 characters.

TASK 2

WHICH BIRDS ARE AT RISK OF BECOMING ENDANGERED ON BARDSEY ISLAND IN LLŶN NATIONAL LANDSCAPE?

Explain to learners that in this task they will explore birds on Bardsey Island in Llŷn National Landscape who could become endangered. They will choose one of these birds to find out more about so they can make a 'fact card' for younger learners.

Screen 3

Ask learners to read the information on screen about Bardsey Island.

Screen 4

Explain to learners that there are many factors that could endanger plants and animals on Bardsey Island. Then, to discuss the questions posed.

Focus questions

- How do you think the birds on Bardsey Island could become endangered by:
  - climate change (higher temperatures, flooding, etc.)
  - hunting and stealing eggs
  - farming practices
  - people's use of pesticides?
- Bardsey Island is too small for modern farming practices. Why do you think this is an advantage for birds?

Screen 5

Show the video: Around 600 million birds lost in 40 years, RSPB study finds (about 4 and a half minutes). Then, to discuss the questions posed.

Focus questions

- What are the main risks to bird populations mentioned in the video?
- What other risks are there? How is each one a risk?

Screen 6

Invite learners to access the report: Birds of Conservation Concern Wales.

Explain that there are 60 species on the Red List (birds that are declining and need our help) with 91 on the Amber List and 69 on the Green List.

Then, ask learners to compare the birds on the Amber list with those found on Bardsey Island on this webpage: Bardsey Island bird checklist.

Invite learners to choose one of the birds on the Amber list that is found on Bardsey Island so that they can find out about this bird's life.

Screens 7-8

Inform learners that they are going to use their research findings to make a 'fact card' about the bird for younger learners. Ask them to use the QuADS grid on the next screen to plan and carry out their research.

Screen 9

Before they make their fact card, ask learners to discuss the questions posed.

Focus questions

- Which are the most interesting facts that you found out? Why?
- How can you show these facts clearly?
- How might you change your language for younger learners? How might this help them?
- What image(s) will you use? Why?

Then, to make their fact card.

Screen 10

Ask learners to share their card with younger learners – asking them to give feedback on:

- how clearly the facts are described
- how interesting they found the facts.

TASK 3

HOW CAN WE PROTECT BIRDS IN LLŶN NATIONAL LANDSCAPE?

Explain to learners that they are going to read about birds commonly found in Llŷn National Landscape and choose one to research. They will look into the habitat of their chosen bird and reflect on how this habitat might change due to external influences. Learners will write a social media post to tell others about how best to protect the bird and its habitat.

Screen 3

Ask learners to read the information on screen about birds commonly found in Llŷn National Landscape. With their partner, ask them to choose one of the birds and research to help answer the questions posed.

Focus questions

- What does the bird look like?
- Where does the bird live?
- Where does the bird nest?
- What does the bird eat?
- Where does the bird get its food from?
- What predators does the bird have?
- What other risks are there to the bird's life?

Screen 4

Inform learners that they are going to go out into Llŷn National Landscape to find the habitat of the bird they studied.

Invite them to look at the OS map of Llŷn National Landscape and find the bird's habitat. Then, to discuss the question posed.

Focus question

- From the information on the map, how would you describe the habitat?

Screen 5

Explain to learners that when they go to the bird's habitat, they will need to take photographs and make notes about their observations. This should include:

- types and species of plants
- type of land, e.g. wooded, moor, grassland, etc.
- food and water sources for the bird
- topography of land, e.g. relief, natural, artificial features such as roads, land boundaries, farms and buildings.

Ask learners to discuss the questions posed.

Focus questions

- What equipment do you need to take with you? Why?

Screen 6

Take learners outside to record details of their bird's habitat.

Screen 7

Invite learners to review their knowledge about their chosen bird and the information they have found out about the bird's habitat. Then, to discuss the questions posed.

Focus questions

- How could your bird's habitat be affected by:
  - climate change (higher temperatures, flooding, etc.)
  - farming practices
  - people's use of pesticides?
- What could you do to protect your bird's habitat? How would each of these ideas help your bird to survive?

Finally, ask learners to draw a mind map to show their ideas.

Screen 8

Tell learners they are going to produce a social media post to tell others about how they can help protect their chosen bird and its habitat. Ask them to review their mind map to help their discussions about the questions posed.

Focus questions

- What are the key pieces of information? Why do you think that?
- What could you leave out? Why?
- How will you present this information in your post? Why?
- How will you interest and engage the reader?
- What images will you include? Why?
- Would these images be free? How do you know? Would they have a copyright? What makes you think that?
- How will you monitor the impact of your post?

Screen 9

Invite learners to write and publish their social media post. Then, to monitor reactions to the post.

Screen 10

Ask learners to reflect on the task using the sentence starters on screen.