„Endangered Species and Wildlife Protection"

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Lesson Plan and Evaluation

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I. BACKGROUND INFORMATION

1. Level: intermediate
2. Class: 12-25 students aged 16 – 18
3. Time: 45 min.
4. Subject: "*Endangered Species and Wildlife Protection*"
5. Objectives: to revise and extend students' knowledge on the topic using integrated language skills
6. Material preparation:
   - A monolingual dictionary
   - A dictionary with FT of proper names
   - An endangered species summary sheet (one copy for each student) – app. 1
   - Case histories (one case for each group) – app. 2
   - A map of the world
   - Sheets of blank paper, markers, magnetic stickers
   - Photos of animals, transparencies, an overhead
   - A CD-player, a song on a CD
7. Forms of work:
   - Brainstorm
   - Individual work
   - Group work
   - Exchanging information between groups

8. Anticipated difficulties:

Problem	*Solution*
▪ Pronouncing proper names of species and places	▪ Provide the class with at least one dictionary with FT of proper names
▪ Reading large numbers and their measures	▪ Pre-teach on a previous lesson
▪ Students may not be understood by classmates	▪ Assign students with clear pronunciation to present their case

II. Lesson Procedure

T=teacher **S**=student **Ss**=students

	PROCEDURE	**AIM**	TIME / INTERAC.
1	**Introduction** ▪ **T** greets and checks the register ▪ **T** writes the subject on the blackboard ▪ **T** informs Ss about revising character of the lesson		1 min/ **T-Ss**
2	**Warm-up Activity** ▪ **T** writes the phrase "endangered species" on the blackboard and asks **Ss** what they think the phrase means ▪ **Ss** give answers ▪ **T** writes key words around the main phrase ▪ **Ss** group key words into reasons, results,	▪ To stimulate **Ss**' interest in the topic ▪ To activate **Ss**' background knowledge ▪ To revise vocabulary that **Ss** will need to complete the lesson successfully	5 min/ **T-Ss** **S -T**

	conservation etc. ▪ **Ss** may add more words to groups		
3	**Activity 1** ▪ **T** distributes the endangered species summary sheets, one for each **S** ▪ **T** divides Ss into six groups (of 2-4 **Ss**) and gives one case of history to each group (for larger groups **T** may supply several copies of the same case) ▪ **T** explain to **Ss** that they are to work together in groups, using the information in their case story to fill in the required information about their assigned species, they are to write information in form of brief notes ▪ **Ss** work in groups, reading the case histories and making notes in the appropriate boxes on the endangered species summary sheet	▪ To have **Ss** explore some of the reasons why plant ant animal species become endangered ▪ To practise reading and note-taking ▪ To give **Ss** the opportunity to use key vocabulary and concepts associated with the theme	8 min/ **T –S** **S_1 – S_2** **S_2 –S_1** ...
4	**Activity 2** ▪ Groups take turns giving summary reports to the class. They locate the range on the map marking it with the coloured sticker ▪ As **Ss** listen, the attempt to complete their charts with the information being reported ▪ **T** encourages **Ss** to ask for repetition and clarification if necessary	▪ To allow **Ss** to practice speaking ▪ To allow **Ss** to practice meaningful listening ▪ To practice note-taking ▪ To allow **Ss** to ask questions if any information gap appears	13 min/ **S_1 –S_2** **S_4 –S_5** ….
5	**Activity 3** ▪ **T** tells **Ss** to put their case stories away and explains that they are going to have a class discussion and they should use notes they have made on the summary sheet to answer the questions ▪ **T** conducts a class discussion concentrated on the following questions: - *What animals are the big threat to kagus?* - *Which species are endangered because of overcollecting* - *What is the main reason that Asian elephants are in trouble?* - *What species are endangered because of habitat destruction?* *Etc.* ▪ **T** suggests to form the conclusion after the discussion: - *What is the most often survival threat?* - *Is it natural or people-related?* - *Whose duty is to save species?*	▪ To provide **Ss** with the opportunities to use English in a meaningful way ▪ To reinforce the concepts and vocabulary associated with the theme ▪ To allow **Ss** to report information discussed earlier with other classmates	7 min/ **T –Ss** **S –Ss**
6	**Activity 4** ▪ **T** returns to the "mind map" on the blackboard, points at the key word "Conservation" and ask **Ss** to suggest any ways of protecting species	▪ To activate **Ss**' knowledge on conservation ▪ To raise **Ss**' awareness of the problem ▪ To provide **Ss** with the	10 min/ **T –Ss** **Ss –Ss** **S_1- S_2** **S_4 – S_5**

	▪ **T** puts the logo of WWF (panda) on the wall and asks what the **Ss** associate it with ▪ **Ss** give names of international organizations whose aim is conservation ▪ **T** tells **Ss** in groups to prepare their banners for the ecological demonstration ▪ Each group prepares a slogan and writes it on a big stripe of paper ▪ **Ss** shout out their "program" and form "a demonstration" .**Ss** carry banners along the classroom to the blackboard and fix them with magnetic stickers ▪ The song "*What a wonderful World*" is played in the background	opportunity to present their own program and to show that they care	**....**
7	**Homework** ▪ What animals, plants or fish are endangered in your country? ▪ What caused each one to become endangered?	▪ To transfer acquired knowledge into the local community	

III. LESSON EVALUATION

The methodological concept of the lesson was focused on dealing with a mixed- ability class. During my lesson the following strategies were used:

- **Student self awareness –**
  # in "*warm-up activity*" each student was to give at least two words associated with the topic
- **Work grouping-**
  # in *Activity 1* – mixed-level groups were suggested so as each group could have an opportunity to accomplish the task with the similar result
  # in *Activity 4* – peer - cooperation was introduced, as there was one " product of a group (a banner)
- **Range of task –**
  # in *Activity 2* – the presentation of the summary was performed by the stronger, as the level of presentation decided about the comprehension by the other classmates; The weaker students would get a chance to present the result of group work by marking the range on the map
- **Student nomination** –
  # in *Activity 3* - concrete students were appointed during the class discussion, after the question had been asked; It was the teacher's (my) decision who to appoint.

Appendix 1

Endangered species summary sheet

	DESCRIPTION	HABITAT	RANGE	POPULATION	SURVIVAL THREATS
ASIAN ELEPHANT					
BLACK LACE CACTUS					
KAGU					
MANUS ISLAND TREE SNAIL					
LEATHERBACK SEA TURTLE					
KARNER BLUE BUTTERLY					

Appendix 2 - Case histories

Asian Elephant

Asian elephant used to love in the forests from Iraq to southern China. Since these forests were cut down to make room for farms and villages, the elephants have been confined to small, hilly regions where they have little contact with humans. These tiny areas of land cannot supply enough food for elephants. An adult elephant eats about 150 kg of grasses, leaves, and other vegetation each day. When forests were larger, Asian elephants migrated with the seasons. In this way, they found fresh food supplies.

The plants and trees could also regenerate after the elephants left.

Today there is nowhere for elephants to go. Experts say that the Asian elephant population is about 55,000, living on a habitat of about 30,400 sq km. In contrast to this, the African elephant population is about 10 times this size and lives on almost 4.8 sq km of available habitat.

Black Lace Cactus

This colourful plant is a favourite of collectors around the world. It is a tiny plant ? only 15 cm tall. It grows alone in small groups in desert areas near file coast of southern Texas in the United States. It is called "black lace" because the pattern of spines on each stem looks like lace.

One reason black lace cactus is endangered is that its habitat has been destroyed. In areas where the land has been cleared to plant grass for cattle, the cactus has disappeared. Another problem is overcollecting. The plant's large pink and purple flowers are pretty so many people dig up the plants and take them home for their private collections. Other people dig them up and sell them.

Kagu

Many birds sing or whistle. Others - such as many birds and many parrots - talk. The kagu is a bird that barks! These barking birds live in the forest of New Caledonia, an island 1.450 km east of Australia.

Kagus are big birds. They are 50 to 60 cm long and weigh about 1 kg. Their loud barking voice is becoming rare because only about 650 kagus are alive today.

One problem for kagus is the animals that people have brought to New Caledonia. These dogs, pigs, cats or rots eat kagus or their eggs. Another problem is hunting. Some people kill kagus. For their meat. The biggest problem for kagus is the loss of habitat. The forest of New Caledonia have been cleared for mining and agriculture, leaving only a few small valleys where the kagus can live.

Tree Snail

Manus Island, North of New Guinea, is covered with rain forest. The Marius Island tree snail, a small animal with a bright green shell, lives in the tops of the trees in this forest.

Overcollecting has been a serious problem for these small animals. Many people like to collect the shells of the tree snails because of their beautiful colour. The 4 cm long shell are often used for jewellery. Another big problem for these snails is the loss of the forests where they live. Loggers are cutting down more and more trees of the Marius Island rain forest.

Little is known about the habits of this little animal. If the logging and collecting continue soon there will be no tree mails to study.

Leather Back Sea Turtle

Picture a turtle that is 1.8 m long and weighs 636 kg! That's the size of a large leatherback sea turtle, the largest turtle on earth. It is called "leatherback" because its shell is covered with a leathery, skin.

Leatherbacks live in the warm waters of the Atlantic, Indian and Pacific Oceans. Males spend all their time at sea, and females come on the land only when it is time to lay their eggs.

Loss of nesting habitats is a serious problem for leatherbacks. Females build their nests on remote sandy areas along the coast. Became many coasts are being made into beaches, leatherbacks often cannot find a safe place to lay their eggs. Other problems are fishing and hunting. Leatherbacks get caught in fishing nets, and in some parts of Asia they are hunted for food and oil. Only about 100.000 females are alive today. It is hard to know the number of males since they never come ashore.

Karner Blue Butterfly

With a wingspan of about 2.5 cm, Karner blue butterflies are among the smallest of all butterflies. They are also among the rarest. They are found in mid-western and north eastern United States.

Many people like to collect Karner blue butterflies because they are so beautiful. However, because, numbers of Karner blue butterflies are so low, the collection of even a few can seriously harm their population.

An even bigger problem for these butterflies is habitat loss. The only known food of the Karner blue butterfly is a wild lupine, a small blue flowering plant. Wild lupine grows best in sandy soils, in areas that are occasionally cleared by wildfires. Land development and lack of wildfire have reduced the growth of this plant Without wild lupine, Karner blue butterflies cannot exist.