

WHERE HAVE THEY GONE?

Grade Level:
Intermediate to Secondary

Subject:
Science, Social Studies

Duration:
45 Minutes

Location:
Classroom

Vocabulary:
Organism, Population,
Endangered, Extinct

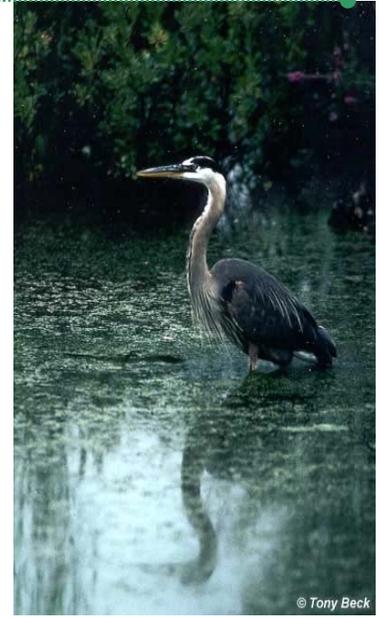
Materials:

Blackline Master - "What's
Happening Here?" (page 3)

Learning Outcomes:

It is expected that students will be able to:

- discuss some of the problems that wild animals and plants face from humans,
- list examples of how personal feelings and beliefs can affect situations involving wild organisms, and
- make decisions about a value-related plant/animal issue.



Hints: Does visiting a park or wilderness camping have an impact on the environment? Why or why not? What about whale watching or scuba diving?

Method

Students will analyze a hypothetical situation relating to habitat destruction in the British Columbia marine environment using a pencil and paper activity.

Background



British Columbia is home many endangered plant and animal species. The Pacific coastal topography makes British Columbia distinctive to the rest of Canada. Many governmental and non-profit organizations work to prevent the extinction of endangered plants and animals by preserving their habitat. Man and our related activities are considered the major cause of habitat destruction to our environment.

Students need to become aware of man's influence on BC's unique environment. Students will come to understand the delicate balance between the use of natural resources and the conservation of critical species.

Suggested Procedure

1. Divide the class into groups of 2 - 3 students.

Distribute one copy of the blackline master to each group of students.

2. Ask each group to analyze the situation described, and answer the questions on the blackline master.

Evaluation

Discuss each group's findings with the rest of the class. What populations are most affected by this development? Least affected? How do you know? Would you expect any organisms to become extinct as



a result of this development? Which ones? Why do you think they might? Humans interfere with organisms and populations of plants and animals in order to improve their own lives. What guidelines would you recommend when it comes to using the environment?

This activity was adapted by [FORED BC](#) from the Everglades National Park classroom activities.

WHAT'S HAPPENING HERE?

TEAM MEMBERS: _____

SITUATION:

An eco-tourist hotel resort is being proposed for an open, natural space along the coastline. This is located inside a Provincial Marine Park. How do you think this will affect the natural environment?



QUESTIONS:

1. What are some of the direct consequences of the development?



To animals? _____

To plants? _____

To humans? _____

To the environment? _____

2. What alternative courses of action might be considered?



3. Humans are curious about the coastal environment. They enjoy visiting the parks. What alternatives to this project could be considered?

4. For each alternative, describe some consequences of the action you are considering.

