

Teacher Notes

1. Lesson Outline

During their voyages around Antarctica both Dame Ellen MacArthur and the crew of *HMS Endurance* frequently encounter albatrosses. These magnificent birds are masters of gliding on the air currents above the oceans and can remain aloft for months on end without having to land.

Of the 22 known albatross species, 19 are now threatened with extinction.

In this lesson pupils are asked to work in groups to research the reasons why albatrosses are endangered and to design a campaign to help save the albatrosses.

This lesson can be taught on a stand alone basis or would make a good follow up to *Lesson 12 - Albatross Diary* and/or *Lesson 13 - Dance Like An Albatross*.

If you have previously covered these lessons with your class you may want to introduce this lesson with a recap rather than following the introduction included in this lesson plan.

2. Learning Objectives

By the end of the lesson, pupils should be able to:

- Work effectively within a small group/team.
- Discuss within a group/team.
- Communicate effectively with others.
- Understand how human activities in the environment can put pressure on animals and other organisms.
- Appreciate that changing public opinion on environmental issues can have a positive impact.

3. Age Group

Years 4, 5 and 6.

4. Timing

This lesson should take approximately two hours to complete.

5. Curriculum Links

England (National Curriculum)

Key Stage 2 Science

- Sc2: 5a - e

Key Stage 2 Citizenship

- *Developing confidence and responsibility and making the most of their abilities:* 1a,c
- *Preparing to play an active role as citizens:* 2a, h, k
- *Breadth of opportunities:* 5a, c, d, e, g

England (QCA Schemes of Work)

Science

- Unit 4B: Habitats

Citizenship

- Unit 3: Animals and us
- Unit 11 - In the media - what's the news?

Scotland (5-14 National Guidelines)

Environmental Studies: Science

- Interaction of living things with their environment: Level A,B,C

Wales

Key Stage 2 Science

- Life Processes and Living Things: 4.1, 4.2

Northern Ireland

Key Stage 2 Science and Technology

- Living Things: Animals and Plants a - d, f

6. Keywords

The following is a list of keywords that will be used in this lesson:

- *campaign* - an ongoing series of events aimed at producing a particular effect
- *deadline* - the date and time by which you must have completed your work and submitted it.
- *proof read* - reading through a piece of written work before it is published to check for spelling mistakes etc.

7. Equipment & Materials

Teacher Resources

- A large globe and/or world map.
- Pictures of Dame Ellen MacArthur *HMS Endurance* from the Resource Gallery either printed out or displaying on the class whiteboard.
- Albatross pictures from the Resource Gallery either printed out or for displaying on the class whiteboard.

This lesson is supported with a resource sheet which guides pupils through the process of creating a publicity campaign to help save the albatross. The campaign can be executed in a number of different ways depending on the resources you may have available. The list below shows a number of possibilities and the resources you might require for each one:

Poster campaign

- Large sheets of good quality poster paper
- Paints and colouring pens
- Glue, scissors and old magazines
- A copy of *Resource Sheet 14.1 - Designing a good poster*

'TV' advert

- Digital video camera and access to editing software and a PC
- Props such as clothes etc
- A copy of *Resource Sheet 14.2 - Making your own TV advert*

A podcast

- Digital sound recording equipment
- A means of making the podcast available on the school website
- A copy of *Resource Sheet 14.3 - Making your own podcast*

A school assembly

- Will depend entirely on the format of the assembly
- A copy of *Resource Sheet 14.4 - Planning a school assembly*

An article for the school newsletter or newspaper

- Access to a PC with a word processing package
- A copy of *Resource Sheet 14.5 - Writing an article for your school newsletter*

A fundraising event

- Will depend entirely on the format of the event
- No resource sheet is provided for this option as there are a huge amount of possibilities here, most of which will require close teacher supervision and a great deal of co-ordination across the school

8. Lesson Structure

Introduction

- I. Explain the role of *HMS Endurance*. You may want to use some of the images included in the Resource Gallery on this website to help illustrate this part of the lesson. You may also want to use a globe or map to show pupils where Antarctica is in relation to the UK. Explain also who Dame Ellen MacArthur is and that she has spent a lot of time sailing the oceans around Antarctica during her racing. Explain that her racing yachts are very different in design and purpose to *HMS Endurance*.
- II. Ask pupils to spend one minute in pairs writing down as many different animals as possible that they think that Dame Ellen MacArthur and the crew of *HMS Endurance* might see during a trip to the Antarctic.
- III. Show pupils an image of an albatross from the Resource Gallery and ask them if they know what it is.
 - Explain that albatrosses are among the world's largest flying birds. An adult wandering albatross can have a wingspan of over 3 metres and live for more than 60 years. You could ask pupils to measure out a length of 3 metres on the floor so that pupils can then compare this to their own height. You may also wish to show pupils pictures of other birds and animals to compare.
 - Explain that albatrosses are being endangered by human activities; such as long line fishing and scientists estimate that over 100 000 birds are being killed each year. Because albatrosses are very long lived it takes them a long time to reproduce and they simply cannot breed fast enough to replace these losses.

As a result 19 out of 22 albatross species are endangered and unless urgent action is taken several may have completely disappeared in the next few decades.

Main Activities

- I. Ask pupils how many of them knew that albatrosses were endangered before this lesson. The chances are it won't be many, if any. Explain to pupils that the only way to save the albatross is to let as many people as possible know about the dangers they face.

- III. Pupils can work in groups of 3 or 4 to think about ways in which they might be able to do something to save the albatrosses. In order to do this they will need to follow a number of steps:
1. Do some research about albatrosses, find out about their lifecycles, diet etc.
 2. Find out what the threats to albatrosses are. Why are they becoming endangered?
 3. Think about how they might raise awareness of the plight of the albatross who they are going to target, how they are going to target them and what they are going to say.
- Depending on the resources and time that you have available you may wish to either assign each group a particular type of campaign or you may want all groups to work on the same type of campaign. Alternatively the whole class could work together on one project, such as producing a school assembly.

Conclusion

- Ask each group to contribute one or two key points for the closing part of the lesson. These will need to cover what they have found out about the albatross as a bird, the threats it now faces and what might be done to save the albatross.

9. Differentiation

- Adapt discussion sessions to suit ability and age group.
- Provide extra support during group activities for those pupils who require it.

10. Extension Work

- Pupils could continue their campaigning work by setting up their own extra-curricular group, with teacher support.

11. Risk assessment

Some safety advice is included in this lesson plan, however, it is the responsibility of the supervising teacher to carry out all risk assessments with regard to this activity and to make sure that any such risk assessment complies with the requirements of the particular institution in which it is being conducted.

12. Find Out More

Teachers

www.visitandlearn.co.uk and www.royalnavy.mod.uk

Lots of information about HMS Endurance and its work in Antarctica.

www.ellenmacarthur.com/

Find out what Dame Ellen MacArthur has been up to recently.

www.antarctica.ac.uk/about_antarctica/wildlife/birds/albatross.php

An outline of the problems facing the albatross.

www.savethealbatross.net/

Lots of information about albatrosses and the problems that human activities are causing them.

<http://en.wikipedia.org/wiki/Albatross>

Detailed information about the albatross lifecycle and taxonomy.

www.rspb.org.uk/supporting/campaigns/albatross/support.asp

Details of how to support the RSPB *Save the Albatross* campaign

www.youtube.com/watch?v=MBm3oqMnWyo&NR=1

Just one of many dancing albatross clips on You Tube.

www.arkive.org/species/GES/birds/Phoebastria_albatrus/Phoebastria_albatrus_09.html?movietype=rpMed

A good quality clip of an albatross dance.

Pupils

www.ellenmacarthur.com/

Find out what Dame Ellen MacArthur has been up to recently.

www.antarctica.ac.uk/about_antarctica/wildlife/birds/albatross.php

An outline of the problems facing the albatross.

www.savethealbatross.net/

Lots of information about albatrosses and the problems that human activities are causing them.

www.kcc.org.nz/birds/albatross.asp

Interesting albatross factsheet on a childrens' conservation website.

Take a look around you. Wherever you are, the chances are that you will be able to see some kind of poster.

Posters are everywhere. They are a great way to pass on information.

But what makes a good poster?

Following the steps below will help you to design a good poster.

1. In the box below, write down in one sentence why you want to make a poster.

.....

.....

2. In the box below, write down who you want to read your poster.

.....

.....

3. There are so many posters around you need to think of a way to make yours stand out. To do this you might want to use bright colours, an unusual design or a large title.

Think about who you want to read your poster and what might grab their attention.

Write some ideas in the box below.

.....

.....

.....

4. How much writing are you going to put on your poster?

Think about where you plan to put your poster and who you want to read it. Will they have time to stop and read lots of writing or will they need to be able to read what it says as they walk past?

Write your answer in the box below.

.....

5. Write out the text for your poster in the boxes below.

Heading - this needs to be **big** and to grab people's attention

.....

Sub-heading - this needs to be **quite big** and to give people a bit more information

.....

Main text - write this out on a separate sheet as there won't be room here. This still needs to be big enough to be read from a bit of a distance but this is where your more detailed information is.

6. Sketch your poster out and decide where all the text will go.

Once you are happy with the layout, start adding the colours etc.

7. When your poster is finished, find a good place to put it up.

We all watch TV at some point during the day and the chances are we will all see some TV adverts.

Most of the time the advert break during our favourite TV show is the time when we go and make a cup of tea or nip off to the loo.

Occasionally though there are adverts which really grab our attention and we might even talk about them to our friends.

The steps below will help you to make your own TV advert.

1. In the box below write down the best TV advert you have seen this year and try to explain why it was the best.

The best TV advert I have seen this year is...

.....
It was the best because...
.....
.....

2. In the box below, write down in one sentence what your TV advert is going to be about.

.....
.....

3. In the box below, write down who you want to watch your TV advert.

.....
.....

4. There are so many TV adverts around that you need to think of a way to make yours stand out.

Think about adverts that you can remember and what makes you remember them.

Write your ideas in the box below.

5. You will now need to plan out your advert.

Remember an advert should only last about 30 to 45 seconds or so. It should have:

- An introduction that grabs peoples' attention (about 5 seconds)
- A central part where you get your message across (about 15 seconds)
- An ending where people find out what you want them to do and where they can find out more information (about 10 seconds)

On a separate sheet of paper make a rough plan of what is going to happen in your advert. Try to think about how long each section of your advert will last when you do this.

6. Decide if you are going to film your advert in one go or are you going to film sections separately and then edit them together?

Rehearse your advert and don't forget to rehearse where the camera will need to go in each scene.

7. If you have time you might want to show a rough version of your advert to a few of your friends to see what they think. They might have ideas about how you can improve it before you show it to a bigger audience.

8. Show your advert. Ask your teacher if it might be possible for you to show your advert to the whole school in an assembly or even put it on your school website.

Podcasts are computer files which usually contain audio. They can be downloaded from websites and played on MP3 players. Many radio shows are now available as podcasts.

Making a podcast is simple. All you need is a programme on your computer which will allow you to record sound as an MP3 file.

Some programmes will also allow you to edit your files and add sound effects etc.

Following the steps below will help you to make your own podcast.

1. If you can, have a listen to a few podcasts. The BBC produces lots of different types of podcasts. Visit their podcast website at <http://www.bbc.co.uk/radio/podcasts/directory/> for an idea of the different things you can do with a podcast.

2. In the box below, write down in one sentence what your podcast is going to be about.

.....

.....

3. In the box below, write down who you want to listen to your podcast.

.....

.....

4. You will now need to plan out your podcast. It should have:

- An introduction that grabs peoples' attention
- A central part where you get your message across
- An ending where people find out what you want them to do and where they can find out more information

On a separate sheet of paper make a rough plan of what is going to happen in your podcast. Try to think about how long each section will last when you do this.

5. Decide if you are going to record your podcast in one go or are you going to record sections separately and then edit them together?

6. Rehearse your podcast.

When you are happy with the podcast, record it.

7. If you have time you might want to play a rough version of your podcast to a few of your friends to see what they think.

They might have ideas about how you can improve it before you make it available to a bigger audience.

8. Make your podcast available.

It might be possible for you to put it on your school website. Otherwise you may be able to e-mail it to people you know.

School assemblies are ideal for getting information out to a whole year group or even the whole school.

Following the steps below will give you some ideas about how you can plan a school assembly.

1. Make sure you know what date and time your assembly is going to be held on.

Write the date and time in this box.

.....

2. How much time have you been allowed?

.....

3. In the box below, write down in one sentence what your assembly is going to be about.

.....

4. Think about which assemblies in the past have really stuck in your mind.

How will you make your assembly one that everyone will remember? Write your ideas in the box below.

.....

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.....

5. You will now need to plan out your assembly.

To keep people's attention your assembly should have:

- An introduction that grabs peoples' attention
- A central part where you get your message across
- An ending where people find out what you want them to do and where they can find out more information

On a separate sheet of paper make a rough plan of what is going to happen in your assembly. Try to think about how long each section will last when you do this.

6. Make a more detailed plan for your assembly and then rehearse it.

7. If you have time you might want to show a rough version of your assembly to a few of your friends to see what they think.

They might have ideas about how you can improve it before you show it to a bigger audience.

8. Perform your assembly.

Good luck!

Writing an article for your school newspaper, is a great way of letting people know about important issues.

Following the steps below will help you to write a good article.

1. In the box below, write down in one sentence what your article is going to be about.

.....

.....

2. How much space will you have for your article?

You will need to decide how many words you can fit into this space. Write down how many words you need to write in the box below.

.....

Remember to make sure that your text is large enough for people to read it!

3. Plan out your article according to the sections below:
- Heading - this needs to be short and catchy to grab people's attention.
 - Sub-heading - this can be a sentence or two which quickly outlines what is going to be in the article.
 - Main text - this is where the more detailed information is.
 - Ending - this is where you round things up and let people know what you might want them to do or where they can find out more information
4. Get someone to *proof read* your article. They will help you to find any spelling mistakes and might be able to suggest ways to improve it before it is printed.
5. Make sure your article reaches the editor before the *deadline*!