## ALL LIVING THINGS

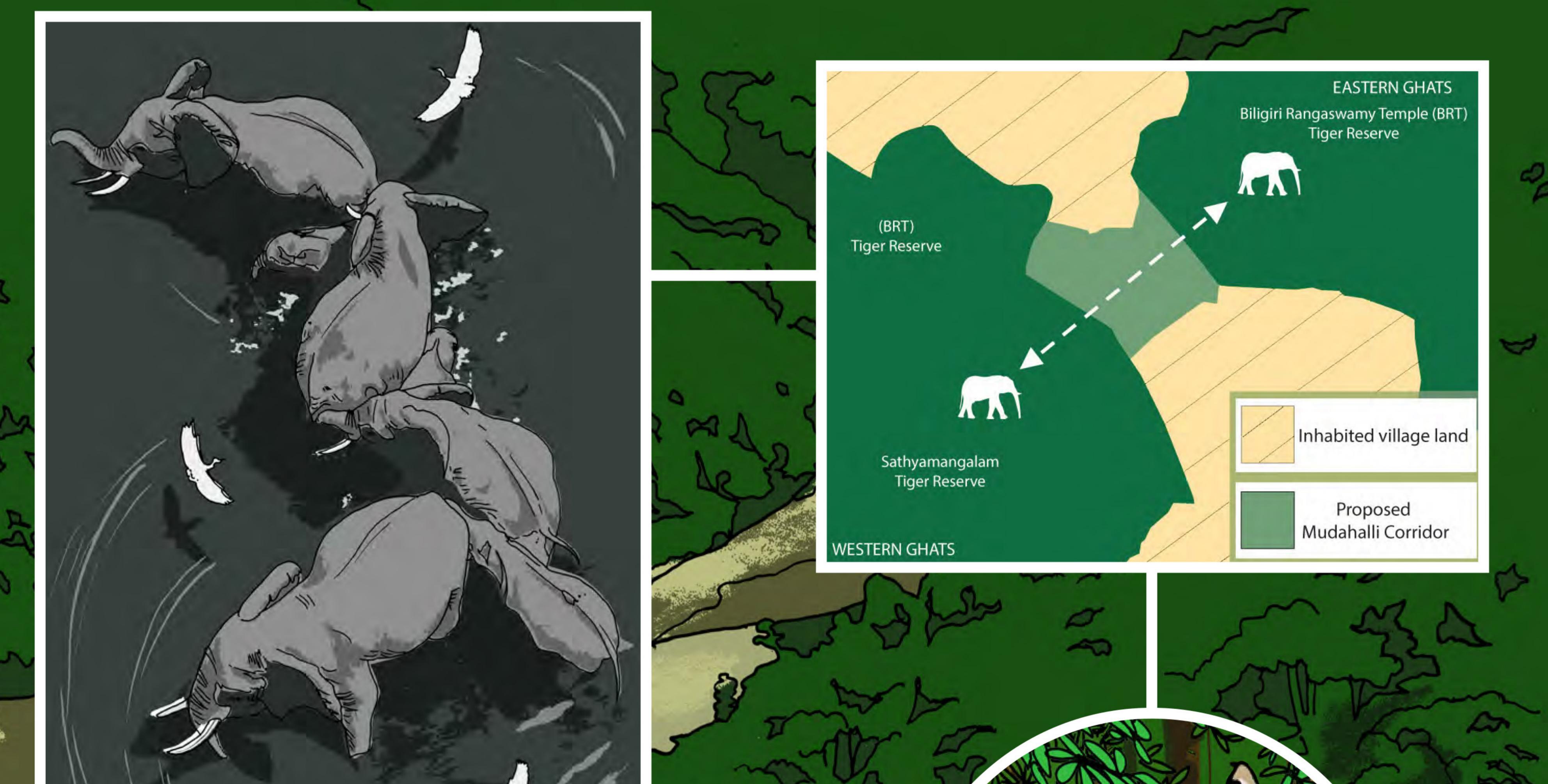
In any one habitat there are many different species, including big mammals such as tigers and bears, all the way to the smallest insects.

In one part of India, conflict arose between animals and their human neighbours, as elephants were damaging the crops that supported local people. To address this, World Land Trust helped to purchase and protect land connecting two already protected areas to create a wildlife corridor.

World Land Trust's conservation partners were also able to help the local people, who were provided with better houses and better facilities without damaging their livelihoods.

With Indian Elephants being a very much loved, well-known species, their survival was very important. However, protecting this species meant smaller creatures down to tiny frogs and insects all benefited thanks to this nature highway.

The land that now connects these two areas allows movement of Indian Elephants and Bengal Tigers from both areas. When a whole area has this vital protection, the best thing is that all the species in the area are protected too.





## ALLUVINGTHINGS

## KEY STAGE 1

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Take photographs or draw what is found, label them and produce a booklet in class.
- Create charts showing the difference between common tree types.
- Leave an area to become wild and see the changes in allowing the wild space to grow.
- "Garden Diary" project record what students see in gardens or open spaces, over a week/month. This data can be shown on graphs and then discuss how it can be interpreted.
- Create bug hotels, butterfly gardens or bird-drinking baths using recycled materials, and log the number of visits from different species.
- Collect mini-beasts belonging to different classification groups and records details from close observations.
- Create games to match up animal types to what type of habitat or animal group it belongs to.
- If possible, use the school grounds to look at the animal signs and discuss what could have left it.
- Create a food chain game or mobile to link in learning about habitats.

## KEYSTAGE 2

- Identify and name a variety of plants and animals in their habitats, including micro-habitats. Use classification keys to assign them to groups.
- Identify and study plants/animals in a habitat, and how that habitat can change. Group vertebrates (fish, amphibians, reptiles, birds and mammals) and then invertebrates (for example, snails, slugs, worms, spiders and insects). Consider researching into a chosen species, or group of species, and make into an ID guide.
- Where possible, it would be best to visit areas to see plants and animals in person, or you could create an elephant corridor in class. This can be done by using students as part of the communities, as animals such as elephants and tigers, and as the land, or by creating a model. Encourage class participation by allocating an animal to each student create a class map to identify where the species are located. Also, consider writing a short story.
- Create a "Really Wild show" program for students to role-play and show what they have learnt.

