

BIODIVERSITY HOSPITAL

Who is it for? 11-14 year olds

How long will it take? Either 1 double lesson; or 2 single, one-hour lessons (with homework activity).

Learning outcomes: Students will learn the importance of biodiversity and species conservation, the fine balance of the ecosystem and how to measure competing priorities.

What do you need?

Teacher resources:	Student resources:	Other resources:
<ul style="list-style-type: none"> - Teachers' notes - Staff training quiz questions - Exploring www.arkive.org ppt. file - The Patient Board ppt. file 	<ul style="list-style-type: none"> - Patient charts (1 per group of 5) - Medical teams worksheet (1 per group of 5) - Staff training worksheets & flashcards (1 per 5 specialisms) - Diagnosis sheets (1 full set per group of 5) - Treatment plan sheets (1 per group of 5) 	<ul style="list-style-type: none"> - Internet access (unless setting the research as a homework activity) - Sticky labels to create name badges - Pens and paper to take notes - Blu-tack

What is it all about? Students work in 'medical teams' to devise a 'treatment plan' (conservation measure) for their 'patient' (an endangered species). There are 5 stages:

1. **Forming medical teams** – each student plays the role of a doctor (or police officer) with a specialist research area i.e. Dr Conservation Measures, Dr Habitat Loss, Dr Food Supply, Dr Predator Prey and Officer Foul Play. Each team is allocated a 'patient chart' for an endangered species.
2. **Staff training** – students leave their medical teams to join their counterparts at designated training zones around the room (e.g. all the Officer Foul Plays meet at the Foul Play Training Centre). They each read out a staff training card to the rest of the training group. Trainees then answer questions posed by the teacher, in order to 'qualify' and return to their medical teams.
3. **Diagnosing your patient** – Students use the ARKive website (www.arkive.org) to fill in 'diagnosis sheets' before discussing the various threats to their patient with the rest of their medical team. (If you are running the activity as two consecutive single lessons, you could set this stage as a homework activity).
4. **Putting together a treatment plan** – Students work in their groups to devise a 'treatment' (or conservation measure) for their patient.
5. **Allocating beds** – Each medical team presents their treatment plans to the rest of the class. The teacher then leads the class in a facilitated discussion about balancing the priorities of conserving different species. They will position their patients on the 'Patient Board', allocating them to hospital departments ranging from Intensive Care (for the most critical) through to Outpatients Clinic (for those requiring less urgent treatment).

Supported by:

