

Migration Suitcase

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Migration occurs for a variety of reasons, and a single species may have many reasons for migrating. Species may be trying to take advantage of:

- a changing food source
- traveling seasonally to a climate more suitable (warmer/cooler, wetter/drier, etc.)
- relocating to avoid seasonally-active predators
- a suitable breeding location that provides vulnerable offspring with food and safety

Students throughout the Pacific Rim have made positive impacts on the migratory species that pass through their area. Students have improved the health of their local wetlands by monitoring wetland health, hands-on rehabilitation of wetlands, and working to change their community habits and regulations.

Learning about service projects that other students have participated in for the benefit of migratory species, students will begin to learn about the key elements that compose a successful service project.

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GRADE LEVEL: middle school

DURATION: one 30-40 minute class period

OBJECTIVES

After this activity, students will be able to:

- List reasons why species might migrate
- List some of the key elements that are common to successful service projects

MATERIALS

- Copies of a news article for small groups of students, each group with a unique article (print from the internet, and focus on a variety Pacific Rim locations)

PROCEDURE

1. Begin by asking students what sorts of things they pack when they go on a camping trip or vacation. Make a comparison between the way that people travel (by bringing all of their personal items with them) and the way that animals migrate (traveling to the locations that will provide them with their needs).
2. Explain to the students that service projects can help to remove some of the threats to the resources that these migratory species need along their migration path. The students will be taking a closer look at some service projects that have been initiated in locations along the Pacific Rim and identifying key elements that make the projects successful. Through the course of the lesson, they will identify how each service project addresses their needs.
3. Divide the students into small groups (approximately 3-5 students per group) and give each group copies of a news article that describes a service project that has been done to help migrating species along the Pacific Rim. Ask the students to read through the article carefully.

4. Instruct the groups to spend some time discussing the article and answer the following questions:
 - What needs does the service project address for the migrating species? (You may want leave this question as an open discussion, or provide them with categories such as food, breeding location, climate, safety)
 - Was the project successful and why?
 - Who initiated the project and who else was involved?
5. Ask the groups to present to the larger group, with the instructor leading a discussion to help students realize that youth can have an active role in aiding migratory species, and to help recognize some of the elements that help make a project successful.

EXTENSION

1. Ask students to use the internet to find an article about a service learning project for migratory species that is of interest to them prior to the lesson.
2. Provide students with an opportunity to interact with another classroom that has successfully worked on service project, either via social media, pen pals, or a video conference.
3. Have students document observations from this lesson and share with another classroom via social media.