

Overview

Learners will study the Aye-Aye, the largest nocturnal primate in the world and an animal which is only to be found in Madagascar, as a context for the suggested challenges. With a focus on social studies, learners will explore the Aye-Aye as a stimulus to develop their understanding of Madagascar and its environment. Aspects of Madagascar's Aye-Aye population could be contrasted to extinct species from Scotland, such as the grey wolf.

Learners can express their curiosity about the Aye-Aye and its existence by considering what they see, thinking about the Aye-Aye's daily existence as an endangered species, and wondering how it manages to survive in Madagascar. They can then work in groups to research information gathered on the Aye-Aye. Learners could look into the threats to the Aye-Aye's continued existence, specifically those of hunting and superstition. Further information can be found by considering the French text and working out its meaning in groups. The English text is available to help learners evaluate how much information they have understood.

These learning experiences offer opportunities for links with modern languages, technologies and sciences.



Social Studies experiences and outcomes explored

I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way.

SOC 2-08a

I can consider the advantages and disadvantages of a proposed land use development and discuss the impact this may have on the community.

SOC 2-08b

Other curriculum areas explored:

I work on my own and with others to understand and discuss simple texts in the language I am learning. I can share simple facts about features of life in some of the countries where the language I am learning is spoken.

MLAN 2-09a

Throughout all my learning, I can use search facilities of electronic sources to access and retrieve information, recognising the importance this has in my place of learning, at home and in the workplace.

TCH 2-03b

I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction.

SCN 2-01a

Responsibility of all:

I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. LIT 2-20a

Themes across learning:

Global Citizenship
Creativity
Sustainability

Overview of learning

Possible prior experiences

Use the image of the Aye-Aye to complete the *I see, I think, I wonder* activities.

Learners could take part in a web quest and answer key questions on the Aye-Aye, for example:

- What does the Aye-Aye's diet consist of?
- How does the Aye-Aye locate its food?
- Why are Aye-Ayes only to be found in Madagascar?
- What are the main threats to the Aye-Aye's continued existence?

Challenges

A day in the life of an Aye-Aye Cartoon

Learners could create a cartoon strip about the Aye-Aye, explaining its habitat and how it survives within it; specifically of interest to learners might be the way that the Aye-Aye is able to locate its food. Learners could create this using paper or through animation software. Research and comparison could be made between the Aye-Aye and other animals indigenous to Madagascar.

News report

Due to deforestation and superstition in Madagascar, Aye-Ayes are threatened with extinction. Learners could research the causes and effects of deforestation and explore how it affects both humans and animals around the world. Learners could also explore the superstitious beliefs surrounding the Aye-Aye. Learners could work in groups to create a news script and take on different roles i.e. cameraman, reporter, sound technician etc.

Webpage

Learners could research the Aye-Aye and compare and contrast it to indigenous Scottish animals of their choosing. This BBC webpage could help them with initial research: <http://www.bbc.co.uk/nature/life/Aye-aye> . The class could make a [Glow Wiki](#) on the topic of Aye-Ayes; groups of learners could research a different Scottish animal and record their findings on a section of the Wiki.

<http://animals.nationalgeographic.com/animals/mammals/aye-aye/>

<http://www.bristolzoo.org.uk/aye-aye>

<http://www.bbc.co.uk/nature/life/Aye-aye>

Possible evidence

Research notes
Discussion
Cartoon

Performance
Photographs/ video of performance
Written script

Glow wiki
Discussion
Photographs