

KBIP 2013-2014

Endangered Species



**Working in collaboration
in Elementary School
Quebec-Mexico**

Several classes of Quebec and Mexico are working in partnership to discuss about animals in danger of extinction. Following a meeting between Via teachers at the beginning of the school year, teams were formed and meaningful planning meetings were held.



Teams of teachers were created during this session (see Table 1). Then, teachers were contacted by email to arrange a planning meeting by team and then discuss the details and steps to follow, and the dates for the first presentation videoconference between students.

Teachers' partnership	
Joannie Vézina	Patricia Berrones
Sonia Rancourt	Lulu Trejo
Hélène Dufour	
Julie Turcotte	Ana Laura Rodríguez
Manon Bruneau	
Valérie L. Roy	Patricia Berrones
Josée Allard	Loy Trejo

Table 1



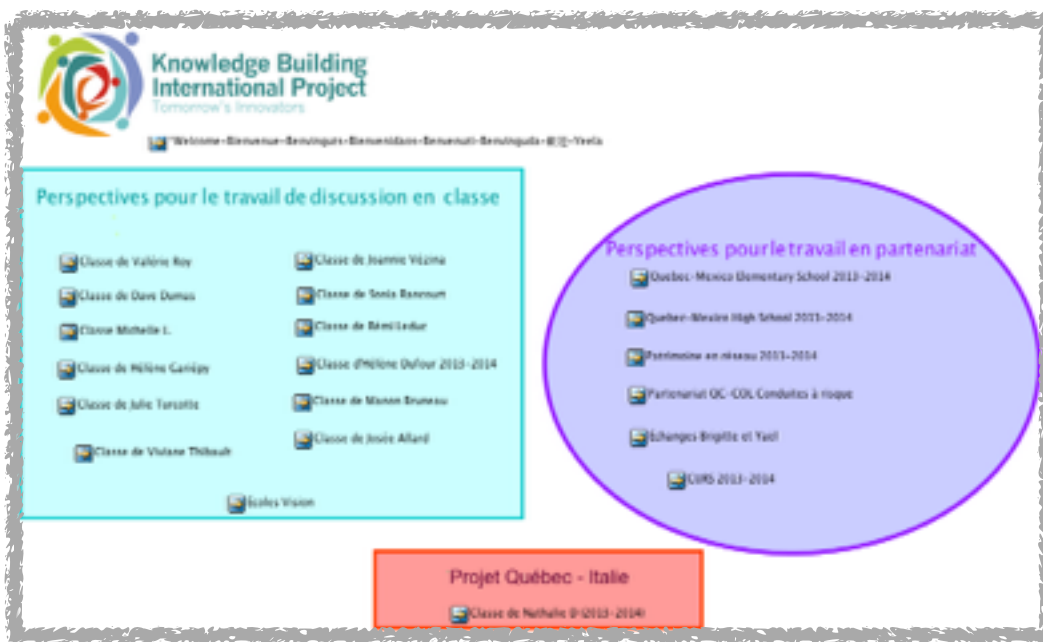
Students' videoconferences

Classes met in turn by videoconference. Students could then discuss general aspects of their countries. Students presented themselves and they discussed then several issues concerning their culture and habits in school, such as schedules, activities during recess, holidays and of course the cold and snow!



Working on KF

Two types of opportunities have been created in the knowledge base Knowledge Forum KBIP. A first for the discussion of students in their native language, so they get used to the tool and begin to building theories about endangered animals in their territory and begin asking questions on the same subject in the Mexican territory.



🗨️ J'ai besoin de comprendre L'environnement semble être un sujet très important pour la protection d'espèces animales. Chez-vous quelles espèces sont menacées? 🗨️

🗨️ MyTheory Le caribou des bois est en péril, car les chevreuils et les wapitis prennent toute la place. Nous avons trois autres raisons, car les loups et les ours les mangent et il a de la chasse et aussi le caribou recule vers le Nord. 🗨️

Quelle est la cause qui revient le plus souvent? Que pourront nous faire pour y remédier?

Then, students used the partnership's views to exchange their ideas and experiences with students from Mexico and to meet the authentic problem concerned.

I need to understand What can we do to help animals in danger of extinction?








Following the exchange of teachers co-planning, they expressed the desire to "raise above" creating a synthesis contribution of discussions between the two classes. This "raising above" allowed the progress of students' ideas by targeting certain endangered species that were most mentioned in the written contributions between classes. To do so, students went to read contributions along with their teacher in order to identify ideas that could be developed, deepened. In addition to the synthesis of ideas, new issues have arisen, they have been submitted to another class during the videoconference.


From this expérience, students will keep contributing in order to develop their research, this time from questions emerging from their our discoveries.



■ There are lots of more animals in danger of extinction and we have to begin working and making campaigns so all these animals live a long life.



 We have learned that the panda is an endangered specie. This animal is in this situation because people hunt it for its fur. Stop cutting the bamboo is also a solution to this problem. Why do they cut the bamboo?

 We have learned that many **spieces** are endangered such as the **panda**, the **tiger**, the **turtle**, the **lynx**, the **caribou**, the **blue whale**, the **polar bear** and so many more.

Many elements are leading these animals to be in this disastrous situation. We have came to the conclusions that, most of the time it is the result of excessive or illegal hunting.

We have found that parts of the animal are used to make various items. The fur is often used to make clothes (the **panda**, the **tiger**, the **lynx**). Sometimes, the fat is kept for cosmetic products (the **blue whale**). The tusks (the **elephant**) and the shells (the **turtle**)are also used to make various objects.

We need to take measures to reduce the amount of **endangered animals**. Some students proposed legislation. Having wildlife keeper to protect animals or arresting people who hunt illegally. Others suggested to alert the general public of the animals' situation (campaign, petitions).

 Mots-clés caribou, panda, tiger, turtle, lynx, blue whale, polar bear, elephant, endangered animals, spieces