

# Corridor Game

## Background

The purpose of this activity is to use role play to focus on the impact of fragmentation of the rainforest. Land clearing and loss of habitat can result in large declines in population numbers.

## You will need

Two plastic jugs (one full of water), three plastic milk bottles with about a dozen stones in each to be rattled to indicate a food source, ropes or hoses to form the boundaries of corridors, lengths of cardboard to form exclusion fencing, ten blindfolds.

## Procedure

1. Select a role play area of about 3 metres x 3 metres. Out of a class of 30 students select eight students who will take the role of animals. Blindfold them. Four other students become the killing agents who patrol the corridors looking for food. The remaining students stand on the boundaries of the role play area to contain the blindfolded wildlife species.
2. Introduce the watering place. One student standing in the containment line is selected to be the watering place and is given two jugs of water. The watering place is heard by the eight wildlife species when water is poured from one jug into another. Another student is selected to be the food source. Food is signalled by shaking the milk bottles.
3. Begin the game by getting the wildlife students to move from water to food. When this is successful introduce the sheltering place (home) by four students humming at various points along the boundary.
4. Introduce a corridor made by two parallel ropes, hoses or chalk marks about 50 cm apart. Students then move from food, water or shelter positions. When the wild species can predict where the corridor is situated (even though they are blindfolded), introduce the four killing agents. Inform the students that if the corridor was a road the killing agents might be vehicles moving at speed or predators that hunt along the cleared corridor. If the corridor was cleared for services such as a power line or pipeline supplying water, then the killing agents might be an owl or dingo at night or a raptor during the day.
5. The killing agents walk along the corridor at a safe walking pace and tag a wildlife species if they are within reach. The "dead" wildlife species leave the role play area.
6. Trial the role play using water, food and shelter positions and the killing agents patrolling the corridor.

7. Stop the role play to debrief the eight wildlife species out of role. The debriefing may be structured around these questions:

- How confident were you to find the food, water and shelter before the corridor was placed in the scene?
- How did you feel when you came to the corridor knowing that you needed to cross to get to food, water and shelter?
- What strategies did you use to combat being wiped out by the killing agents?

8. Change roles and introduce another corridor crossing the previously placed corridor. Introduce an additional three killing agents to the second corridor. When half the wildlife species are gone stop the activity.

9. Introduce lengths of cardboard to represent an exclusion barrier to the wildlife. This may be around two shelter positions or the watering place. Trial this scene for a short time without use of killing agents.

10. Debrief the wildlife students out of role. Refer to questions in Step 6 and add these questions:

- How did you feel when you couldn't find the shelter?
- How easy was it to share shelter with other wildlife species?
- Did you feel overcrowded, angry, frustrated or anxious while dealing with the cramped conditions?

11. Students make a list of native rainforest animals they know are often seen as road kill: mammals, birds, insects, reptiles. Make a list of animals made vulnerable by cleared corridors. Underline predatory animals and circle animals which are prey to others.