

Biodiversity protection - rescue initiatives



envi.stromzivota.sk



ENVI-MOBILE: Integration of mobile learning into environmental education fostering local communities' development

2014-1-SK01-KA200-000481
ERAZMUS+ Programme

Project is co-financed by European Union,
Programme Erasmus+.

Activity No. 1

Part of the lesson: EVOCATION

The aim of the activity: Evocation on the topic of Biodiversity.

STEP 1.

Brief description of the activity:

Brainstorming about the endangered species around the world. Teacher tells the students to think about the topic and write the list of all the different endangered species around the world that they already know.

Instruction (what you need to tell the students):

Write a list of endangered animals, that you've already heard about.

STEP 2.

Brief description of the activity:

Viewing the answers on the board. Teacher asks one volunteer student to write the collected answers on the board, divided into three columns: Most endangered species in the world, most endangered species in their country, most endangered species in their local areas.

Instruction (what you need to tell the students):

What do you think are the most endangered animal species locally? And in your country? In the world? List them in the three columns.

Tools for the activity (everything you need to take to the classroom): Paper and pencil, board (white or the blackboard)

Estimated time (max. 40 min.): 10 minutes

Activity No. 2

Part of the lesson: **APPRECIATION**

The aim of the activity: To help students understand the importance of biodiversity and to structure the gained knowledge about endangered species.

STEP 1.

Brief description of the activity:

Students will structure their knowledge about endangered species.

Instruction (what you need to tell the students):

Read the information about endangered species (Annex 1). Make a table on your notebook or use a new sheet of paper. See the sample table below and write in the columns what you know about the most endangered species in the world, in your country and in your local area. You have 10 minutes for it. Work on your own.

STEP 2.

Brief description of the activity:

Students will summarise what they want to learn, in addition to the information already written in the 1st column.

Instruction (what you need to tell the students):

What do you want to know about how to preserve biodiversity? What impacts different species? Is it worth to protect them? Or is it better to lose them? What could happen if we lose species? Write your ideas down into the second column of the table.

STEP 3.

Brief description of the activity:

Students summarise what they learnt.

Instruction (what you need to tell the students):

Find the answers to your questions in the document and write it into third column.

STEP 4.

Brief description of the activity:

The teacher writes the questions into the table on the board and summarise it together with the students.

Tools for the activity (everything you need to take to the classroom): Pen and paper, stopwatch, board, information printed for each student about endangered species, table K-W-L to be filled for each student (Annex 1)

Estimated time (max. 40 min.): 30 minutes

Activity No. 3

Part of the lesson: REFLECTION

The aim of the activity: Reflection activity to make students think with empathy.

STEP 1.

Brief description of the activity:

Teacher provides the students with the text and they have to read it and finish the incomplete sentences.

Instruction (what you need to tell the students):

Read the text from Annex 1 and answer the questions. Complete the sentences in Annex 2.

Tools for the activity (everything you need to take to the classroom): Pen and paper, stopwatch, board, information printed for each student (Annex 1, 2)

Estimated time (max. 40 min.): 15 minutes

Activity No. 4

Part of the lesson: REFLECTION

The aim of the activity: Awareness about the importance of nature protection.

STEP 1.

Brief description of the activity:

Teacher prepares a relaxing atmosphere in the classroom in order to motivate students to the listening and watching of this video.

Students are going to watch the video „NATURE IS SPEAKING“ <https://www.youtube.com/watch?v=WmVLcj-XXnM&list=PL5WqtuU6JrnXjsG04WUpJuSVmlDcEgEYb>

Instruction (what you need to tell the students):

Now you'll watch the video „NATURE IS SPEAKING“.

In the video, Nature is talking to us and we must pay attention to the words and think about what she wants to tell us.

Tools for the activity (everything you need to take to the classroom): TV, video projector, Internet

Estimated time (max. 40 min.): 5 minutes

Activity No. 5

Part of the lesson: REFLECTION

The aim of the activity: Create consciousness among students about the ways we treat nature.

STEP 1.

Brief description of the activity:

Each student will write an individual letter to Nature apologizing for the loss of biodiversity caused by humans.

Instruction (what you need to tell the students):

In each letter please describe how each of us can be friendlier towards nature. What are we going to do in order to repair the damages caused by the people?

Tools for the activity (everything you need to take to the classroom): Pen and paper

Estimated time (max. 40 min.): 25 minutes

Notes: You can collect the letters at the end of the lesson and deliver them back to the students in 3-5 months time. Then let the students read their own letters "from the past" and discuss, whether they fulfilled any of tasks or follow their own ideas, how to live...

Annex 1

It is estimated that there are between 5 and 15 million species of plants, animals, and micro-organisms existing on the Earth today, of which only about 1.5 million have been described and named. The estimated total includes about 400,000 plant species, between 4 and 8 million insects, and about 50,000 vertebrate species (of which about 10,000 are birds and 4,000 are mammals).

Today, about 23% (1,130 species) of mammals and 12% (1,194 species) of birds are considered endangered by IUCN (International Union for Conservation of Nature, <http://www.iucn.org>)

Global biodiversity is being lost much faster than natural extinction due to the changes in the land use, the ongoing growth of human populations and unsustainable consumer lifestyles, increasing production of waste and pollutants, unsustainable use of natural resources, invasive alien species, climate change and pollution, urban development, international conflicts, etc.

Between 10 most endangered species of the fauna worldwide stands out the Tiger (*Panthera tigris*). Recent studies indicate that there are only about 3.200 tigers left in their natural habitat. The tigers occupy less than 7 % of the original territory, which has decreased by 40 % during the last 10 years. The intensive deforestation and the excessive hunt can foster the extinction, as it already happened with the tiger of Java and of Bali. The tigers are hunted because some parts of their bodies are used for the traditional Chinese medicine, while their skins are highly quoted on the market. Additionally, the increase of the sea level, due to the climate change, endangers the habitat of swamps and subsequently the key population of the tigers of India and Bangladesh.

The great mountain ape (*Gorilla beringei beringei*) is another specie in critical danger of extinction, with only 720 individuals left in their natural habitat. More than 200 mountain gorillas live in the National Park Virunga, located in the East of the Democratic Republic of the Congo, in the border with Rwanda and Uganda.

The war conflicts in the areas near to the park have increased the hunt and loss of the gorillas' habitat. Thanks to the conservation efforts during the last 12 years in Virunga, the population of gorillas has increased in 14 %, as well as 12 % in the Bwindi, in Uganda, which is considered the second home of these gorillas. The protection of this species means economic revenue for the country. The fee charged to visit the gorillas is 900 dollars per person with the two attempts of watching.

Table for my notes:

What do I know?	What do I want to know?	What did I learn?

Annex 2

Complete the sentences.

If I lived in a country with war conflicts, my population would feel ...
If any part of my body was used as aphrodisiacs and people would chase me to kill me to get them, I would feel . . . and my population would probably ...
If I've been living here long ago before the humans beings, using the modern approach of exhausting the planet just as people do, in unsustainable way ... what do you think, what would have happened to our planet already long time ago? ...
If I am protected by the law but my habitats are threatened by the wars or economies, what will happen soon?
If I suffer from acute food scarcity, having nothing to eat, what will happen to me?
In order not to get animal species endangered in my country, I will personally ...
It is important to protect biodiversity, because ...

NOTES