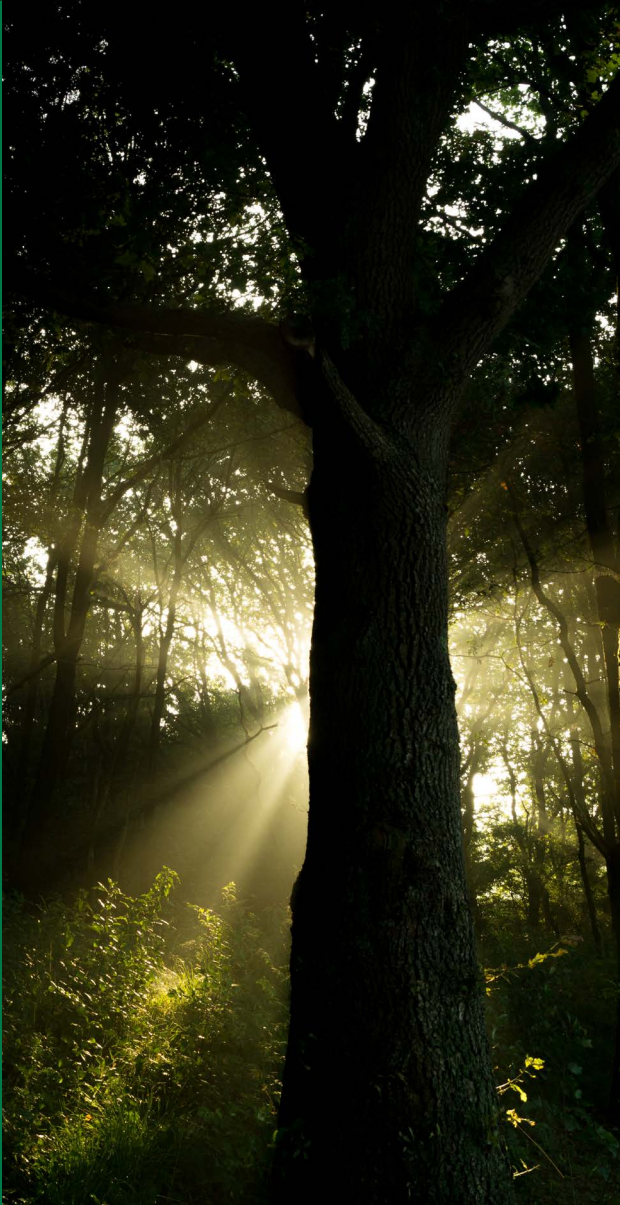


# Economic and social value of Biodiversity



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

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## Activity No. 1

**The aim of the activity:** To find out what pupils know about the social and economic value of animal species

### Step 1

Brief description of the activity:

We start with researching of what pupils know about protected animals. We ask short questions and briefly discuss (1 min max.), than pupils work in pairs.

Their task is to write down the name of one animal, that is, according to their opinion, protected, describing the reasons why it is protected, and what can be the price for the fine if killing this animal. While pupils work, teacher prepares table on the board:

Animal	Reason for protection	Social value	Economic value
...			

Instruction (what you need to tell the students):

Think about following questions and answer them:

- What does the term „protected animal“ mean?
- What is the difference between the social and economic value of the animal?

Work in pairs. Your task is to write down the name of one animal that you think is protected in our country. Also, think about the reason why is it protected. What do you think, what is the social and economic value of this animal? What would be the price for this animal?

Write your opinions down in a prepared table.

### Step 2

Brief description of the activity:

After 3 minutes we let pupils name the animals they wrote down, while one pupil from each pair comes to write it on a board. Others, who had the same animal, add their own information. Teacher has prepared the list of protected animals with the price for their killing (economic value) and compares the estimations of the pupils with the real numbers. (Annex 1)

Instruction (what you need to tell the students):

Present your statements.

**Tools for the activity (everything you need to take to the classroom):** Pen, paper, board/ flipchart, chalks/markers, table with listed protected animals and their economic value (Annex 1)

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

Part of the lesson:  
**EVOCATION**

## Activity No. 2

**The aim of the activity:** Understanding of different approaches of the same situation and on social and economic value of animals.

### Step 1

Brief description of the activity:

Role-play on economic and social value of animals (Annex 2). We divide pupils into 5 groups, each group receives description of concrete personality type, with the task of presenting their opinions and solutions to concrete problem on a local town council meeting. After the work assignment, pupils work in the group and propose the solutions to the questions:

- How would you solve concrete situation from the point of concrete person?
- Is the price for the wolf that the breeder has to pay, adequate and should he pay it?

After about 5 minutes we ask the representative of each group to present the opinion.

Instruction (what you need to tell the students):

You are going to work in groups. Choose a card with characteristics of a concrete person, whose opinions you are going to present. In the group decide on the arguments that this person is going to present on the local town council meeting. Your task is to come up with the solution of the situation from the perspective of a person your group is representing (see the description on the card).

Situation: During the weekend the pack of wolves savaged 5 sheep from the sheep herd of the private farmer. The farmer shot one wolf. The social value of the killed wolf is 2000 EUR, as stated by the law. The farmer has to pay the fine of this price. On the local town council there will be a discussion where following people will participate: farmer, whose sheep were killed, representative of hunters, activist from an NGO focused on protecting of wild animals, one inhabitant of the town, where the incident happened and the mayor of the town.

Your task is to find the solution in the group and answer these questions:

- How would you solve concrete situation from the point of concrete person?
- Is the price for the wolf that the breeder has to pay, adequate and should he pay it?

## Part of the lesson: APPRECIATION

## Activity No. 2

### Step 2

Brief description of the activity:

Simulation of the local town council meeting.

Teacher once again reads the description of the situation:

During the weekend the pack of wolves savaged 5 sheep from the sheep herd of the private farmer. The farmer shot one wolf. The social value of the killed wolf is 2000 EUR, as stated by the law. The farmer has to pay the fine of this price. On the local town council there will be a discussion where following people will participate: farmer, whose sheep were killed, representative of hunters, activist from an NGO focused on protecting of wild animals, one inhabitant of the town, where the incident happened and the mayor of the town.

Your task is to present your ideas on behalf of the person you represent and persuade the others why you are right. When all the people on the meeting present their opinion, they have to vote and make a final decision on what to do with the remaining pack of wolves.

Remark: It most likely won't be possible to solve the situation. Teacher doesn't interfere in the discussion – only moderates, or eventually can comment and enhance it through asking questions as a journalist – in the case if the discussion stops. Discussion is followed by the reflection.

Instruction (what you need to tell the students):

Present your opinions to the other members of the town council meeting.

After the discussion: Decide together, how to solve this situation. The mayor of the town takes the final decision.

**Tools for the activity (everything you need to take to the classroom):** Cards from the worksheet for each group + for the teacher (Annex 1).

**Estimated time (max. 40 min.):** 20 minutes

**Notes:** During the Step 1 teacher prepares the space for the discussion – 5 chairs for the discussion participants.

**The aim of the activity:** Pupils will realize the value of animals, and also the possibility of differences of opinions of people on this issue. They will also realize that opinions on the same subject may vary.

### Step 1

Brief description of the activity:

Discuss about what happened in the town and the difference between the social and economic value of the animals. Discuss whether the price of dead wild animal is sufficient.

Instruction (what you need to tell the students):

Think:

- What is the difference between the social and economic value of the concrete animal?
- Is the price for killing the protected animal sufficient? If not, how high it should be?
- What other approach would you propose to solve the problem of the loss of protected animals?
- If you were the person whose opinion you presented, how would you react?

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

SOURCE: ENVI-MOBILE / [envi.stromzivota.sk](http://envi.stromzivota.sk)

## Part of the lesson: APPRECIATION

## Activity No. 3

## Part of the lesson: REFLECTION

## Annex 1

Name of the animal in your language	Latin name	Social value in EUR / animal/ Slovakia
<b>Odonata</b>		
Dark whiteface	Leucorrhinia albifrons	230,-
<b>Lepidoptera</b>		
Mountain Apollo	Parnassius apollo	460,-
<b>Amphibia</b>		
Tree frog	Hyla arborea	230,-
<b>Reptilia</b>		
Aesculapian snake	Elaphe longissima	690,-
Pond turtle	Emys orbicularis	1.840,-
<b>Mammalia</b>		
Wood bison	Bison bonasus	4.610,-
Beaver	Castor fiber	1.380,-
River otter	Lutra lutra	1.840,-
Eurasian lynx	Lynx lynx	3.690,-
Tatra marmot	Marmota marmota latirostris	4.610,-
Tatra chamois	Rupicapra rupicapra tatrica	6.910,-
Brown bear	Ursus arctos	3.690,-

Source: Vyhláška MŽP SR č. 24/ 2003 Z.Z., Annex 6, net: <https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2003/24/20150101#prilohy>

## Annex 2

### **Hunter**

- Wolves already several times savaged the deer
  - He is interested in hunting trophy
  - He considers important to have control over the animals in his region and be the only one who regulates the numbers of concrete animals
- 

### **The owner of the sheep farm**

- Pack of wolves tow times savaged several sheep, when they taught their brood hunting
  - From time to time one sheep disappears and he thinks it is because of the wolves
  - His costs for protecting the sheepfold increase due to its constant maintenance
- 

### **Civic activist**

- Wolves are close to his heart, knowing their nature really well he/she feels the need of protecting them
  - Is persuaded that wolves kill only when hungry
- 

### **Mayor of the town**

- Must solve conflicts between the citizens in the town, when on the one side there are civic activists and the regular citizens of the town and on the other side there are hunters and sheep farmers
- 

### **Citizen of the town**

- Is glad, that there is a pack of wolves living in the nearby forest, regulating the number of rodents, that would otherwise destroy the harvest
- Realizes the importance of the wolf in the animal population, because the wolf hunts for the weak and sick animals
- The cases when wolves savage the sheep are very occasional, and happen only in the sheds that are not protected well
- During the past 100 years there was no evidence of the attack of people by wolves, even if people met the wolves in the forest, they always run away far of the people ...



# NOTES