

Unique species – endemics and relicts



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Activity No. 1

Part of the lesson: EVOCATION

The aim of the activity: Getting to know the terms „endemics“ and „relicts“.

Step 1

Brief description of the activity:

Teacher prepares the pictures of endemics and relicts, inhabiting concrete area, known to children. Teacher divides children into the groups of 3 – 4 and provides each group with the set of pictures without clear marking. One set represents endemics and the other relicts. Let children recognize the relationships between the pictures of each set.

Instruction (what you need to tell the students):

Work in the groups. I will provide you with two sets of pictures. Your task is to recognize and find the relationships between the pictures of each set. Do not mix the pictures yet.

Step 2

Brief description of the activity:

Teacher asks children to explain the relationships among the different pictures of each set. If they are unable to answer, help them with telling one set represents endemics and the other relicts and ask children to recognize what set is what.

Instruction (what you need to tell the students):

What did you find out? If you are unable to answer, I can help you with information that one set represents endemics and the other relicts. Have you ever about these terms? Try to find out, what group represents what and what do these terms mean.

Step 3

Brief description of the activity:

Discussion follows. It is important that by the end of this activity children are able to briefly describe what is endemic and what is relict. Find out what species on the pictures do children know.

Instruction (what you need to tell the students):

Define what is endemic and what is relict. Write down your definitions in the group. Share your ideas with your classmates. By the way, can you recognize any of the species on the pictures? If yes, what is their name and where do they live?

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

2 sets of pictures for each group prepared in advance (photos of endemics and relicts living in concrete area/country or world – known, that could be familiar to children – see notes below for inspiration), pen and paper, blackboard, chalk/or flipchart with markers

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

Notes: Before the lesson, teacher learns the terms endemics and relicts (e.g. see wikipedia).

Examples of endemics and relicts should be adjusted to the age of children, eg.:

ENDEMICS: *Pulsatilla slavica*, *Crocus discolor* G. Reuss, *Rupicapra rupicapra tatrica*, *Pseudogaurotina excellens*, *Lemuroidea* from Madagascar,

RELICTS: *Adonis vernalis*, *Pinus cembra*, *Gentiana clusii*, *Cotinus coggygia*

Activity No. 2

The aim of the activity: Recognition of selected endemics and relicts and the need to protect them.

Step 1

Brief description of the activity:

Teacher chooses one endemic and one relict from the previous activities for each group. The task of the groups is to search for information about this particular species and their protection – why they are protected in particular area and why they are unique. Provide the map of selected country to each group to draw the habitats of selected species.

Instruction (what you need to tell the students):

Work in groups. Find the information about concrete two species, about their habitats, reasons of protection and uniqueness. Use available literature or internet. Draw the habitats of these particular species into the map.

Step 2

Brief description of the activity:

Teacher asks 2 representatives of each group to present their conclusions – each presents different species.

Instruction (what you need to tell the students):

Present your group conclusions to your classmates.

Step 3

Brief description of the activity:

Short discussion follows. Teacher prepares for this step before the lesson.

Instruction (what you need to tell the students):

Do you know any other endemics or relicts in the world? Which of them do you know and where do they live? Why they live in their particular habitats?

Do you know a nearby location where there are some endemics or relicts? Can you name them? Why do they live in their particular area?

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

national maps of relevant country for each group, big map projected on the wall, literature about endemics and relicts (articles from internet), or computer for each group with internet connection

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

Notes: Teacher should prepare for STEP 3 in advance; in the case children won't have any knowledge about the endemics or relicts to help them with activity.

Part of the lesson:
APPRECIATION

Activity No. 3

Part of the lesson: REFLECTION

The aim of the activity: To realize the uniqueness of endemics and relicts and the need of protecting them.

Step 1

Brief description of the activity:

Through unfinished sentences teacher focuses on children's realizing that some ecosystems can be very fragile. After about 4 minutes children are asked to present their opinions.

Instruction (what you need to tell the students):

Individually finish the sentences:

I think that endemics should be protected, because ...

Relicts deserve our attention, too, because ...

If conditions of the habitats of concrete endemics or relicts change, than ...

I would like to protect existing endemics and relicts for the future, because ...

(after a while) Share your ideas with your classmates.

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

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

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