

Natural heritage



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

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Activity No. 1

Part of the lesson: EVOCATION

The aim of the activity: To introduce the students with the issue of natural heritage - an introduction to the topic.

STEP 1.

Brief description of the activity:

Teacher at the previous lesson assigned the students research task - to find out natural protected sites that were located in their region, local area. Lesson starts with the evocation - writing down the findings of students on the board, asking them more questions about the topic.

Instruction (what you need to tell the students):

What natural heritage sites can you find in our neighbourhood? Have you ever been to one of these sites of natural heritage? What is "the natural heritage"? What does the term mean?

Tools for the activity (everything you need to take to the classroom): Flipchart paper, markers, blackboard, chalk

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

Notes: The teacher writes down on the blackboard or flipchart paper the findings of students.

Activity No. 2

The aim of the activity: Increase the students' interest in the topic, using the images.

STEP 1.

Brief description of the activity:

Prepare coloured pictures of the natural world & national heritage sites of your choice so that each pair of students have one picture pre-cut into smaller pieces, put in an envelope. Students in pairs assemble puzzle of their picture - natural monument, about which they will learn more after they put the picture together. Each pair receives a short brief description of the concrete site when their picture is complete. After introducing their sites to their fellow students, they pin the site name on the world map. Discussion at the end, about the locations in the world that sites are located in. You can use pictures of international or national natural heritage.

Instruction (what you need to tell the students):

Assemble your picture properly, find out the name of the site and then explore description of the site. Can you locate and tag your picture of the site on the world map?

STEP 2.

Brief description of the activity:

Focus on national natural heritage. Based on the previous activity, choose only natural world heritage sites located in your country. A brief discussion with students about natural heritage underpinned on the world map.

Instruction (what you need to tell the students):

Think about and try to answer the following questions:

- Do you know the difference between natural and cultural monument?
- Which natural sites in your country belong to the world heritage?
- Do you know these sites? Have you ever visited any of them?

Locate concrete sites on your national map.

Tools for the activity (everything you need to take to the classroom): colourful pictures of natural sites cut in pieces, envelopes, cards with a description of the sites, tag & piece of paper with the name of the site, World map, national map, stickers for marking the places (use such that will not damage the map :))

Estimated time (max. 40 min.): 12 minutes

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Part of the lesson: APPRECIATION

Activity No. 3

The aim of the activity: Deepening the knowledge of the natural heritage.

STEP 1.

Brief description of the activity:

Familiarize students with the local natural sites. Support of local/regional identity. Divide the students into groups of 4 - 5 members. Each group will have to list three natural sites in their region that they would like to include in the national and/or world heritage. The list shall be approved by all members of the group. Students should provide brief explanation of each choice and justification.

Instruction (what you need to tell the students):

The task of each group is to propose a list of three natural sites in our region that you would like to include in the national and world heritage. Your decisions in the group must be unanimous. You have to explain and justify your choice. Briefly describe the site or draw it.

STEP 2.

Brief description of the activity:

Application of knowledge into practice. Together with students, suggest and plan a trip in your region, an excursion to a local park, forest reserve, caves, the mineral springs - visiting natural sites proposed by students in the previous activity, exploring regional/local biodiversity, ecosystems.

After the excursion/field trip, invite parents or grandparents to the class and present them the findings. Try to compare the situation in the region from the time of their youth and nowadays.

Instruction (what you need to tell the students):

Plan a route to visit natural sites that you listed. Draw the plan into the map.

Tools for the activity (everything you need to take to the classroom): flipchart, flipchart paper, pen, crayons, markers - relevant set for each group, blackboard, chalk, map of the region for each group

Estimated time (max. 40 min.): 18 minutes

Notes: Students can complete the task in STEP 1 individually at home and create a promotional leaflet or there is the possibility to modify this theme and extend it to two lessons, when pupils with the help of music with nature motifs individually create promotional posters with their proposal for natural locality in the region in the form of collage, drawing, painting, etc. Students can do an exhibition of their works in the school premises.

Part of the lesson: APPRECIATION

Activity No. 4

The aim of the activity: Fixing the newly acquired knowledge and findings, assessment of the importance of the natural heritage in the region. Recognition of the importance of the protection of our natural heritage.

STEP 1.

Brief description of the activity:

“Creating the Net” Game: Students stand in a circle, the teacher (representing a human) is in the middle. Each student is provided a piece of paper with the name of the concrete natural heritage site, putting it down on the floor so that everyone can read the paper. Teacher holds a twine ball, passing it to one of the students, asking him/her to wrap the twine around the waist and pass the twine ball to any other student in the circle, representing concrete natural site, explaining his/her choice. Gradually, all the students are interconnected with the twine. If teacher changes the place from the middle of the circle, getting closer to concrete student, the tension of the wine arises and it becomes unpleasant to other students, pulling them. Also, if two students would want to change their position, or bend down on their knees, the twine net would be hard to manage and would make feel others uncomfortable. Net can even be destroyed, if there is no cooperation in the circle. Instead of teacher, also a volunteer student can stand in the middle. The importance of this game is showing the interdependence of the efforts in protection of heritage sites and its value for people.

Instruction (what you need to tell the students):

Stand in a circle. Each of you choose a piece of paper and put it on the floor in front of yourself, so that everyone can read it. I will pass you a ball of twine and you pass it to someone opposite, but first you wrap it around your waist. You justify why you chose a concrete person/site.

After the net is ready, some of the students will be asked to pull, step back, knee down etc., to experience the tension..

How did you feel when you were pulling? How did you feel when you fell out of the circle? What did you find out through this activity? What did you realize in terms of protecting our common natural heritage?

Tools for the activity (everything you need to take to the classroom): Ball of twine, cards with names of locations

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

Notes: Teachers leads the discussion and asks the questions aiming at repeating the knowledge, recognizing the need of cooperation and interlinking of people and natural heritage, and the must of united approaches in its protection.

Part of the lesson: APPRECIATION

Activity No. 5

Part of the lesson: REFLECTION

The aim of the activity: Recognition of the importance of natural heritage protection.

STEP 1.

Brief description of the activity:

Discuss with the students about the local natural heritage sites and the need of their protection.

Instruction (what you need to tell the students):

Think about and answer:

- Why do we need to protect our natural heritage?
- Is the protection of natural heritage somehow associated with the problems of environmental pollution - air, water, soil and also change of the natural environment? If yes, how?
- Do you know that also in our area there are endangered plants and animal species?
- What do you think - why is it important to preserve our natural heritage for future generations?

Tools for the activity (everything you need to take to the classroom): The outputs from previous activities

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

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