

Scenario Script_P4S04Y1

1st teaching period

1st Activity: Reading the news

Time: 1 h

Type of activity: Engagement

Class organisation: Individually, pairs and group class

Actions/Tasks: Read a text, answer some questions and sharing with the rest of the class

2nd teaching period

1st Activity: Components of the ecosystem

Time: 30'

Type of activity: Exploration

Class organisation: in pairs, group-sharing

Actions/Tasks: Observe some pictures and answer some questions, about the elements included in the images

2nd Activity: The limits of the ecosystem

Time: 30'

Type of activity: Exploration

Class organisation: Individually, group-sharing

Actions/Tasks: Interpret a graph and analyse the concepts involved.

3rd teaching period

1st Activity: the functions in the ecosystem

Time: 30'

Type of activity: Explanation

Class organisation: individually and pairs with teacher explanations

Actions/Tasks: Explanation of concepts about the ecological niche

2nd Activity: The structure of the ecosystem (I)

Time: 30'

Type of activity: Exploration

Class organisation: Group-class and individually

Actions/Tasks: Starting from some images students have to deduce the idea of trophic chain

4th teaching period

1st Activity: the structure of the ecosystem (II)

Time: 30'

Type of activity: Explanation

Class organisation: individually with teacher explanations

Actions/Tasks: Explanation of concepts about the flux of matter and energy in the ecosystem, including supporting exercises and graph interpretation.

2nd Activity: OPTIONAL: research about the foodweb in which the Iberian lynx is involved.

Time: free – at home

Type of activity: Research

Class organisation: Group/pairs/individually

Actions/Tasks: Do a research in order to draw a food web in which the Iberian lynx is involved

3rd Activity: Putting some order

Time: 30'

Type of activity: Evaluation

Class organisation: Group-class and individually

Actions/Tasks: Elaboration of a conceptual map with the concepts explained at class

5th teaching period

1st Activity: Is natural wildlife engaged?

Time: 1h'

Type of activity: Elaborate

Class organisation: pairs with teacher support

Actions/Tasks: Starting from a text about causes for lynx population decreasing, students have to analyse these causes and explore a couple of international programs involved to protect wildlife: IUCN's red list and Natura2000 network

6th teaching period

1st Activity: Project: Investigate about Nature2000 network

Time: 1h'

Type of activity: Elaborate

Class organisation: pairs

Actions/Tasks: Students have to research about one site included in the Nature2000 Network, and upload this information in a Padlet to share it with other students, both from their class and the partners of include project.

Suggestions for future development and expansion of the scenario

The scenario introduces the basic concepts about ecosystems and wants to show the efforts that international institutions are making in order to protect the environment. The European Union has put a lot of efforts in this subject, as Habitat and Bird Directives show.

The interesting point is to connect students works across the project, since Natura2000 sites are present across the continent.

This scenario can be expanded by introducing the concepts of the cycles of matter, like carbon or nitrogen cycle, consider the human impacts on them and, again, look for the common strategies that are held by the European agents.

Differentiation

Europeanity is clearly remarked in this scenario, since most of initiatives for biodiversity are highly promoted by the European Union, and therefore, are shared by all the partners of INCLUDE project