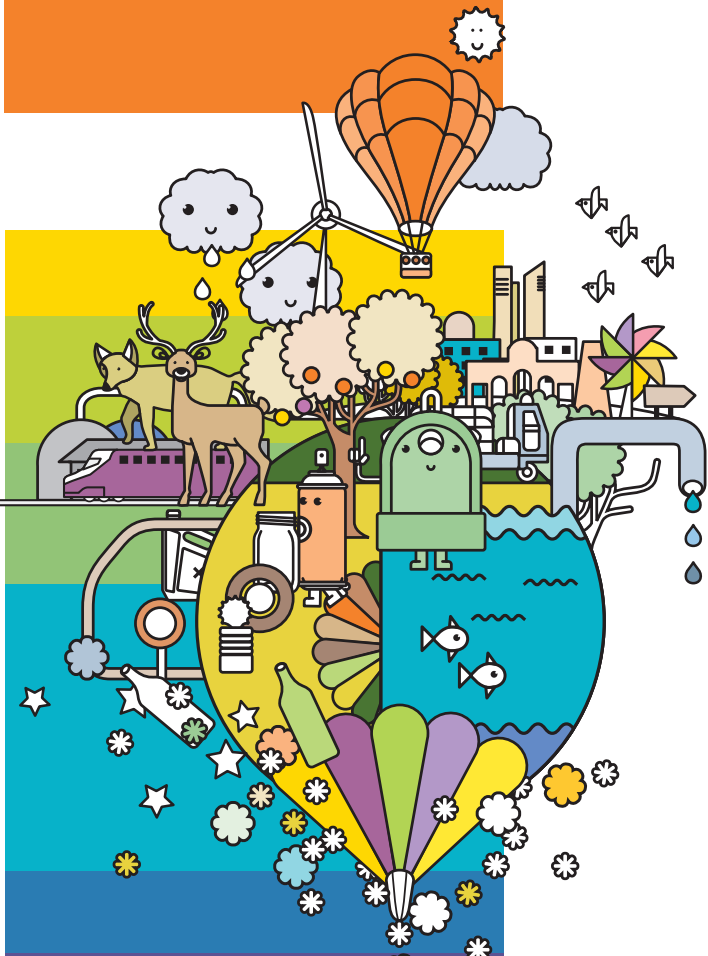


## EXOTIC INVASIVE SPECIES

# DISCOVERING THE INVADER

TERCER CICLO DE EDUCACIÓN PRIMARIA



PÁGINA

1

## JUSTIFICATION

In this session we will get to know some of the singularities of introduced species, which are a serious problem in our region or country. It is important to do the previous activity: **What is an invasive exotic species?** for participants to know the concepts to be used and to discover some of the invasive species that have arrived in the Community of Madrid, and their impact on our environment.

## OBJETIVES

- Find out what exotic invasive species are and the most important invaders in our country and our region.
- Understand the effects an exotic invasive species can have on ecosystems.
- Promote the understanding of environmental, economic and health problems caused by exotic invasive species.
- Divulge and raise awareness about the impact on our biodiversity and our society.

## CONTENTS

- How do exotic invasive species affect biodiversity?
- Ways of entry of exotic invasive species.
- Principal exotic invasive species in the Community of Madrid.
- Impacts and problems caused by exotic invasive species

## MATERIALS

- Power Point presentation
- Species and relationships role-cards

## ACTIVITY

After a lively initial presentation we will go over and reinforce the main concepts used in the previous activity: native species, original species, introduced species, exotic species and invasive species.

Using a Power Point presentation, we will illustrate the problem of introduced species in general. The methodology will be participative and dynamic, showing pictures of some species of the Community of Madrid. Participants will have to decide if these native or exotic species and, in that case, if they are invasive species. Once the different species have been identified, the effects of the introduction of invasive species on ecosystems will be explained.

Later, we will play a **guessing-game** to apply the learned concepts. Each student will be given a role-card at random, and may play one of the following roles:

- An exotic invasive species.
- A native species being displaced.
- The impact of the exotic invasive species.
- The origin and introduction of exotic species.

The teacher will ask the different exotic species to come on stage (that is, the students with these kinds of role-cards). These students-exotic species will read the text on their card, written as a guessing-game, to the rest of the class.

The game will go on to identify the relation of each invasive species with the other displaced species, their impact and their origin.

Once all the relations have been identified, there will be a final debate and reflection activity, enlivened by questions and considerations, such as:

- What was the problem that most caught your attention?
- What relation between invasive and displaced species didn't you know?
- What was the species that most caught your attention?
- What creative alternatives can you think of to minimise or control the entry of exotic species?
- What is our responsibility as individuals? and as families?

45 to 60 min

DURATION

# WHAT IS AN EXOTIC INVASIVE SPECIES?

## JUSTIFICATION

This activity consists of an initial research task to identify key concepts related to exotic invasive species. In this way, students will be able to understand and participate in a more dynamic way in the subsequent activities directed by teachers.

## MATERIALS

- Paper and pencil
- Dictionary
- Internet connection:  
([www.wwf.es/especiesexoticas](http://www.wwf.es/especiesexoticas); [www.rae.es](http://www.rae.es))

## DURACIÓN



De 45 a 60 min

## CONTENTS

- Definition of concepts:
  - Native species
  - Original species
  - Introduced species
  - Exotic species
  - Invasive species
- Differences between these concepts.
- Invasive species in the Community of Madrid.
- Impact of their introduction into ecosystems.

## OBJECTIVES

- Learn to search for and interpret information from various sources.
- Understand and differentiate the various concepts.
- Recognise and differentiate some exotic invasive species.
- Divulge among teachers and students the Adena-WWF program for Exotic Invasive Species for schools.

## ACTIVITY

The teacher will ask students individually or in pairs to do a research project. They will require dictionaries, computers with Internet connection are also recommended.

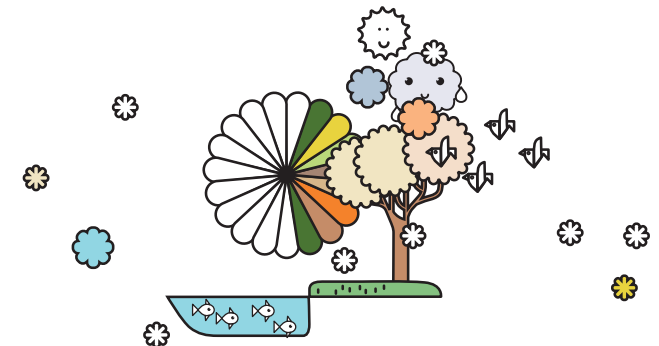
The work will consist in searching for the following concepts:

- Differences between original and introduced species in an ecosystem
- Native species and examples of these in the Community of Madrid
- Non-native species and examples of these in the Community of Madrid
- Exotic species
- Exotic invasive species and examples of these in the Community of Madrid

To conclude the research project, we recommend that this information is collected on an A3 or A4 sheet of paper, with accompanying photos or drawings to illustrate each concept.

The students will present their work, in class (or at least to the teacher) prior to the first session with the team of teachers.

To complement this activity, WWF- Adena has created a learning guide for Exotic Species for schools ([www.wwf.es/especiesexoticas](http://www.wwf.es/especiesexoticas)) that can also be downloaded at the program page at: [www.educambientalmadrid.com](http://www.educambientalmadrid.com)



# THE RESPONSIBLE CARER

## JUSTIFICATION

This activity of the Environmental Education Program is focussed on responsible actions related to pets, including issues about the purchase of exotic pets (and their impact on biodiversity), and family responsibilities in taking care of domestic animals, whatever their origin.

## CONTENTS

- Exotic invasive species that were pets.
- Illegal trade in animals and its consequences.
- Proper care of pets.
- Responsible choice of a pet.

## MATERIALS

- Point cards (with ideas, facts, curiosities, etc.)
- Mural with the figure of "Restituto Ponsable"
- Coloured Post-it notes
- Question cards

## DURATION



45 to 60 min

## OBJETIVES

- To raise awareness about the exotic species market.
- To promote values of responsibility related to the care of pets.
- To identify alternatives to having an exotic pet.
- To favour group work and reflection on various alternatives in caring for pets.

## ACTIVITY

The session begins with a presentation focussed on pets and their responsible care.

After this introduction, we will present the **CONTEST: "I CARE for my pet"**.

The class will be divided into 4 teams participating in the contest. Through a series of questions and tests we will reinforce the material worked on in previous sessions and the initial presentation, as well as the prior knowledge of the students about the responsible care of pets and the issue of exotic species

To encourage more dynamism ion the contest and to dig deeper into certain issues, the questions/contest will be structured as follows:

- **"The fastest finger"**. This round consists of responding correctly to a series of questions. There will be one question to each team per round. If the answer is wrong, the next team will have the possibility to answer. When a correct answer is given the team receives a "RESPONSIBLIPOINT".

- **"Think what to do"**. A situation is presented requiring group discussion and reflection to come up with a solution to the situation. After a few minutes of discussion, a representative of each team will explain the solution they decided on. The teacher will decide which answer is most complete and the team will receive two "RESPONSIBLIPOINTS".

- **"Everyone on stage"**. Through a theatre skit, each member of a team will represent to the others a situation related to the responsible care of pets. Just as in the first round, there will be a possibility for the next team to answer if the team to which the skit is presented does not answer correctly. The team giving the correct answer will receive two "RESPONSIBLIPOINTS".

**NOTE:** The "RESPONSIBLIPOINTS" are cards that, in addition to points, include ideas, advice, facts and anecdotes about the issue of exotic pets and the responsible care of animals. These will help the group in the conclusion of the session.

The group dynamic will be used to introduce a final exercise for reflection with a **"portrait of a responsible carer"**. We present "Restituto Ponsable" (known by his friends as Res Ponsable), our perfect carer. This imaginary figure (drawn on paper and fixed to the wall) will be placed in a visible spot in the classroom and close to the animators of the activities. When the teacher asks a question, such as *"Should we take pets to the veterinarian?"* The class will respond and the team with the RESPONSIBLIPOINT will expand on the answer: *"We should take pets to the veterinarian not only for vaccinations but also when they are sick or when it is time for a check-up"*.

In this way, teams win RESPONSIBLIPOINTS and the characteristics and qualities that best describe the figure of "Restituto Ponsable" are identified.

Thus, the session will provide work for group reflection and synthesis on a continuous basis for as long as the teacher considers necessary.

