

Lesson 1 plan : Native and non-native

<p>Subject This lesson can form part of an English or Science lesson with curriculum links for both subjects. All experiences and outcomes are identified below.</p>		
<p>Phase 2-7 This lesson plan can be adapted for use with any Primary age phase. Designed for teachers to pick and choose activities suitable for their children and adapt activities for different abilities.</p>		
<p>Learning Intention:</p> <ul style="list-style-type: none"> To understand why Orkney is so important for wildlife. To know what wildlife is in Orkney and which ones belong here – introducing the words native and non-native. To explore ways to find out what wildlife is in Orkney. 		<p>Success criteria</p> <ul style="list-style-type: none"> I can name (insert desired number) animals that live in Orkney I can define the words native and non-native I can identify which animals are native and non-native to Orkney I can use different techniques to research about Orkney animals.
<p>Key words Native, non-native, Orkney, invasive, animal names.</p>		
Timings	Lesson structure	Resources
Video 2 mins	<p>Starter Watch RSPB video about Orkneys iconic native wildlife and why we are protecting it.</p>	Orkney's Iconic Native Wildlife video
Discussion 5 mins	Discuss what you have learnt from the video. What does native and non-native mean? Which of the animals have you seen in Orkney?	Native & non-native teacher guidance notes
30 mins (8 mins on each table)	<p>Main – carousel of activities</p> <p>Task 1: Who am I? Play Resource 1: Who am I? game based on native wildlife. Two different versions depending on ability. Version 1: Matching statements to the image of the animal Version 2: Advanced level. Each child is given an animal (animal unknown to them) to ask yes/no questions about it to work out what they are.</p> <p>Task 2: Native or non-native Use Resource 2: Where do I belong? Put out maps of Orkney and the world and the cards of animal that live on Orkney and cards of animals that live in the rest of the world. Can they put the animals that live in Orkney onto the map of Orkney and the ones that don't live on Orkney onto the map of the world? Can they sort the Orkney animals into native and non-native using the statement on the back of the Orkney animal cards?</p> <p>Task 3: Monitoring Watch video of RSPB camera trap footage. Laptops and tablets out to use to research ways to monitor and track animals. Suggested website links: https://ypte.org.uk/factsheets/wildlife-id/footprints-mammals#section https://www.rspb.org.uk/fun-and-learning/for-families/family-wild-challenge/activities/tracks-and-signs/ https://www.woodlandtrust.org.uk/blog/2020/02/animal-tracks-id-kids/</p>	<p>Resource 1: Who am I? Version 1</p> <ul style="list-style-type: none"> Individual facts Version 1 and 2 Images of animals <p>Resource 2: Where do I belong?</p> <ul style="list-style-type: none"> Laptops and tablet. RSPB camera trap footage Website links Post it notes

	<p>Children to write on post it notes all their ideas for tracking and monitoring animals in an area and place on large A3 paper in middle of the table.</p> <p>(Extension task for another lesson - take children's ideas and use one to put a tracking system in your school ground – for idea of how to create an animal tracker visit https://www.rspb.org.uk/fun-and-learning/for-families/big-wild-sleepout/make-an-animal-tracker/)</p> <p>Task 4: Tracking Learn how to identify animals from tracks and signs they leave behind. (Optional - watch this 5 minute video about tracking - https://www.youtube.com/watch?v=Xz02S-CizAU) .</p> <p>Use Resource 3: Tracking sheet to help identify the different track images on the table from Resource 4: Tracking Identification. This activity could lead onto a tracking activity in your school grounds, to find out what animals are visiting your school. Included in invasive species lesson plan.</p> <p>Task 3 and 4 activities lead into activities in invasive species lesson plan.</p>	<ul style="list-style-type: none"> • Website links • Resource 3: Tracking • Resource 4: Tracking Identification
5 mins	<p>Plenary</p> <p>Play Resource 5: Quiz.</p> <p>If moving onto invasive species, suggest children go away and research stoats before next lesson.</p>	<ul style="list-style-type: none"> • Resource 5 - Quiz

**Link to Curriculum for Excellence
Experience and Outcome**

Sciences

Planet Earth – Biodiversity and interdependence

- **SCN 1-01a** I can distinguish between living and non-living things. I can sort living things into groups and explain my decision
- **SCN 2-01a** I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction.

Topical science

- **SCN 1-20a** I have contributed to discussions of current scientific news items to help develop my awareness of science
- **SCN 2-20a** I can report and comment on current scientific news items to develop my knowledge and understanding of topical science

Literacy and English

Listening and talking – Finding and using information

- **LIT 1-04a** As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose.
- **LIT 2-04a** As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes.

Listening and talking – Understanding, analysing and evaluating

- **LIT 1-07a** I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions.
- **LIT 1-08a** To help me develop an informed view, I am learning to recognise the difference between fact and opinion.
- **LIT 2-07a** I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own.
- **LIT 2-08a** To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are.

Reading - Finding and using information

- **LIT 1-15a** I am learning to make notes under given headings and use them to understand information, explore ideas and problems and create new texts.

- **LIT 2-15a** I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate.
- **LIT 2-18a** To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being influenced, and have assessed how useful and believable my sources are.

Health and Wellbeing

Mental, emotional, social and physical wellbeing - Social wellbeing

- **HWB 012a, HWB 1013a, HWB 2-13a, HWB 3-13a** Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community

Social studies

People, place and environment

- **SOC 0-08a** I explore and appreciate the wonder of nature within different environments and have played a part in caring for the environment.
- **SOC 1-08a** I can consider ways of looking after my school or community and can encourage others to care for their environment
- **SOC 2-08a** I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally responsible way