

Threats to Biodiversity

December 12, 2002

OBJECTIVES

- ❖ Students become part of story describing threats to biodiversity
- ❖ Students observe threats to biodiversity in or near Waipa
- ❖ Students describe observed threat(s) in words or pictures
- ❖ Students label pictures as either threats or non-threats and color in pictures
- ❖ Students use new knowledge and imagination to create their own threat to biodiversity then describe it
- ❖ Students devise action plans to deal with biodiversity threats

SKILLS

Active Listening

Observation
Compare &
Contrast

Critical Thinking
Creativity

Reflective Analysis

Knowledge and Values Developed

- ❖ Appreciation for influence of threats on biodiversity
- ❖ Understanding responsibility of humans towards their surroundings
- ❖ How animals, plants and humans interact
- ❖ They can be part of solution

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Activity 1

Picture Book Journey

Students will actively participate in a picture book journey through Hawaii's natural history. The storyteller will engage students by asking them questions based on presented images. Students will also be asked to take on the roles of volcanoes, animals, plants and early settlers to Hawaii.

After experiencing Hawaii's natural history in story, students will be led on a field trip through Waipa. The focus of the field trip will be to have students observe threats to biodiversity. An emphasis will be placed on invasive plants.

Step 1: Students are led on a field trip through Waipa

Step 2: Students encounter various threats to biodiversity, particularly invasive plants.

Step 3: Students are asked to observe and experience an invasive plant using a multi-sensory approach.

Step 4: Students write or draw pictures to describe the plant they are experiencing

Kanuikapono

Activity 1

Name_____

Use this page for your description of an invasive plant

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Activity 2

Botanical Illustration

In the first part of Activity 2 students will trace outlines of leaves, flowers, stem or whole plants. The plant(s) selected will be invasive species found in Waipa. Students will add color and decoration. The next page may be used for the botanical illustration.

After students have finished their botanical illustration of an invasive plant, the science partner will lecture on effects of invasive species to native plants. Illustrations of threats such as rats, goats, pigs and invasive plants will be incorporated into the lecture.



Activity 2

Name_____

Botanical Illustration

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Activity 3

Identifying Threats To Biodiversity

In part one of Activity 3 students will be given a series of drawings and asked to label each as a threat or non-threat to biodiversity. Students may draw a smiling face next to those images they perceive as not being threats to biodiversity and a frowning face next to those images they perceive as being threats to biodiversity. After labeling each item they may color in the drawings they prefer.

Creating A Threat To Biodiversity

For part two of Activity 3 students will have an opportunity to create their own threat to biodiversity. They may wish to describe this threat using illustrations, words, chants or dance. The teacher-scientist partners will ask each student to explain their creation.



Activity 3

Name_____

Identifying Threats To Biodiversity

Activity 3

Name_____

Create A Threat To Biodiversity

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Activity 4

Name_____

Action Plan

Students are posed with a question: "If you could do something to help native plants and animals against some threats discussed so far, what would you do?" They are then asked to illustrate themselves in action. The space below may be used for their illustration.

Presenting Action Plan to Others

Once students have completed part one of Activity 4 they are asked to share their action plans with the group.