

Lesson Plan for Pacific Invasive Ant Toolkit Lesson 5 – What we can do to help

Prior Skills and Knowledge:

- Understand where the top five invasive ant pests come from and how they arrive in the country.
- How does biosecurity find ants and what we can do as a community to help?
- Understand how different people work together to stop the invasive ants from entering the country.
- Explain the importance of each of the roles.

Instructional Objectives:

At the end of the lesson, students will able to:

- Learn about social-responsibility and play a part in spreading awareness via a poster-design.
- Use the skills of self-management, responsible decision-making and problem-solving and exhibit the values of care, respect and social-awareness.

Resource Preparation Guide		
Item no.	Description	Remarks
1.	Computer, Projector, Powepoint slides.	For showing of powerpoint slides / Slides to be printed out – 1 copy per 3 students if computer/projector not available
2.	Board or Paper and markers	To use for recording student – teacher interactions during brain storming.
3.	A3 / A4 Paper, Drawing, Colouring materials and sticky tape.	For poster design and putting up the completed students' work.
4.	Annex 1 – Appreciation Stars	Print 1 set per student. Students to cut out the stars for an activity.
5.	Assignments 1a, 1b and 2	Extension activity for consolidation of learning.

Est Time	Learning and Development	Resources
10 mins	<p><u>Tuning in</u></p> <p>Slide 1: Teacher to introduce the lesson and the lesson outcomes for the day.</p> <p>Slide 2: Teacher to recall with the class what they have learnt so far:</p> <ul style="list-style-type: none"> - The top five invasive ant pests and the problems they cause to our people, our agriculture and our natural environment. 	Computer, Project, Slides

	<ul style="list-style-type: none"> - What are the top five invasive ant pests, the problems they cause people, agriculture and the natural environment? - Learn about the life cycle and structure of their colony. - Understand where the top five invasive ant pests come from and how these ant pests arrive in the country. - Performed an experiment to find out what attracts these ants and how we can use the information collected. - How different people work together to stop the invasive ants from entering the country and how important each of these roles are. - Putting ourselves in others' shoes and seeing from another's perspective. - The role of biosecurity and what we can do as a community to help. 	
20 mins	<p><u>Development 1</u></p> <p>Slide 3 - 4: Teacher shares that:</p> <p>It is also important that everyone play an active role in biosecurity. If the community knows what to look for, they can report any new or problem ants they encounter. Posters are a great way to let the community know what you are looking for and who to call if they find it.</p> <p>We will now design a poster with the following purpose:</p> <ul style="list-style-type: none"> • 1) Design a poster to let your community know about the ant. Or • 2) Design a poster to let tourists know about ants they might be bringing in. <p>Slide 5: Teacher to ask the question(s):</p> <ul style="list-style-type: none"> • Who are your intended audience? • What do you think are some important information you want to include? • How can you make your poster attractive? <p>Allow the students 5 minutes to brain-storm in pairs or groups. After 5 minutes, teachers to invite groups to share their responses.</p> <p>Teacher to share the information that can be included in the posters:</p> <ol style="list-style-type: none"> 1) What the ant is called? 2) How big is the ant? 3) A drawing of the ant. 	Computer, Project, Slides, Board/Paper and markers

	<p>4) Where this came from? 5) Where it might be hiding? 6) How do we detect the ant? 7) How do we stop the ants? 8) Who to call if one is detected?</p> <p>Note: Teacher may make use of the Board or paper and markers to record the responses of the students.</p>	
30 mins	<p><u>Development 2</u></p> <p>Slide 6: Teacher to allow the students time to design the poster. Teacher to facilitate by moving around the students and offering advice. Students who are quick in their design can choose to design both posters.</p>	Computer, Project, Slides, Board, Paper and markers
25 mins	<p><u>Activity: Gallery Walk</u></p> <p>Slide 7: Teacher shares the next activity: Gallery walk</p> <ul style="list-style-type: none"> • Students to put up the posters around the classroom as instructed as by the teacher. • Teacher will next give out the appreciation star (Annex 1) <p>Slide 8: Teacher shares that:</p> <ul style="list-style-type: none"> • Each of the students will be given a set of 6 appreciation stars. • Students to cut them out and write words of appreciation on them. • Students will be given some time to walk around the class to view the posters and give a star to their friends' work. <p>Teacher to allow the students time to view the posters and put up the appreciation stars.</p> <p>Note: Teacher may prepare own appreciation stars to give to students who have low/no stars from their peers. More information about gallery walk: http://www.theteachertoolkit.com/index.php/tool/gallery-walk</p>	Tape, Blu-tack, Posters, colouring materials and appreciation stars.
5 min	<p><u>Conclusion</u></p> <p>Slide 9: Teacher to recap the lesson key points:</p> <ul style="list-style-type: none"> • Recall the information we have learnt for the past 4 lessons. • Used what we have learnt to create Awareness posters. • Shared our posters with our friends in class. 	Computer, Project, Slides

	<ul style="list-style-type: none"> Appreciated our friends and thanked them for helping to create awareness. <p><u>Extension:</u></p> <p>Posters: Teacher can decide to keep the posters within the classroom, place them around the school or work with the community to have them displayed around the village.</p> <p>Assignments: Teacher may choose to get the students to complete the assignments as a consolidation of their learning and as a form of assessment for learning of their attainment of knowledge about the subject.</p>	
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Adapted from:

http://piat.org.nz/uploads/PIAT_content/pdfs/learning_teaching/Invasive%20Ants%20Lesson%20plan%20new%202.pdf