



PROTECTING GLOBAL BIODIVERSITY CAMPAIGN

#GAIA2030 #GenerationRestoration

GAIA 20:30 Biodiversity Sub-Goals:

1. Preserving existing and creating new forests or natural areas, e.g., school gardens, parks, green neighbourhoods, etc.;
2. Promoting sustainable management of the coastal zone;
3. Combatting pollinator and insect loss;
4. Raising awareness of and supporting actions to remove invasive alien species.

1. AUTHOR DETAILS

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e. Programmes the school is participating in (Eco-Schools/LEAF/YRE/other)	Eco-Schools
f. Would you like to receive monthly updates through our Newsletter? Yes/No	Yes
g. Submission date (dd/mm/yyyy)	2022-02-04

2. THE LESSON PLAN

- A. Theme – Rare and endangered species of the organisms in Drausgiris reserve
- B. Introduction – In the lesson students, having arrived in Drausgiris Nature Reserve, were introduced with the main stage of environmental protection – find out which species are endangered. They were told about the meaning of the Red Book of Lithuania, as well as the meaning of the protected territories being established. Having shortly introduced the rules of Drausgiris Nature Reserve and the species of organisms protected in it, maps for orientation were distributed, according to which, being accompanied by the staff of the park, the students had to find protected species.
- C. Age Group – Age group that it is suitable for 13 to 14
- D. Objectives or Learning Outcomes – To get acquainted with the rare and endangered species of the organisms in Drausgiris Nature reserve. Having acquainted with the rules of Drausgiris Nature Reserve and endangered species in it, using a map for orientation, the participants will find and them and will distinguish them from other species, they will perform an integrated practical – creative task “The Smart Four”.
- E. Time required to deliver the lesson plan – 2 hours
- F. Remote preparation - Maps for orientation, the cards and envelopes of the tasks, mobile telephones, sheet of paper A2 size, felt-tip pens.
- G. Planning considerations - In my opinion, the task was not very easy, as any human activity is forbidden in the nature reserve; they had to be accompanied by the staff of the park. However, the territory chosen was meaningful, since namely there one can see, perceive and discover what is in reality. The methods chosen were suitable. It is better to produce models instead of pictures for simulation. The map has also to be improved. Tasks shall be extended for sustainability, as well as interactive presentation inside shall be prepared (in case of unfavourable weather conditions).
- H. Resources Required to deliver the lesson plan – Appendix 1 The map of Drausgiris Nature Reserve, 1 appendix 1) “A map for orientation”, 2 appendix 1) task “Recognize me, Please”, 2 appendix 2) Forbidding sign, 3 appendix 1) envelopes for creative – practical task “The Smart Four”, 3 appendix 2) Creative task
- I. Activity – Since it is not always possible to find indicated live objects in nature, simulations were prepared (the pictures of organisms). The students had to take photos of them, as any activity is forbidden in the reserve. Having arrived at the indicated

location with collected information, the students performed the task “Recognize me, Please” (they had to distinguish the protected species from all the presented). Having divided in 4 teams and having chosen envelopes with the titles “The Red Book”, “Reserve”, “Preserve”, “National Park”, they performed an integrated practical – creative task “The Smart Four”. In each envelope there were the people of different professions who had to prepare presentation on endangered species according to their attitude and having agreed, present it to the staff of the park.

- J. Evaluation and Assessment – In each envelope there were the people of different professions who had to prepare presentation on endangered species according to their attitude and having agreed, present it to the staff of the park. The latter had to decide whether to “buy” that lesson from us or not. That was the evaluation of our job.
- K. Dissemination – https://www.lmnsc.lt/pamoka_gamtoje_archyvas/
<https://graziskiai.vilkaviskis.lm.lt/dokumentai/gimnazija/gamtosauga/2019-10-10%20Pamoka%20gamtoje:%20svajokime%20drauge!.pdf>
<https://graziskiai.vilkaviskis.lm.lt/musu-gimnazija/gamtosaugine-veikla>
- L. Follow-up activity - The map has also to be improved. Tasks shall be extended for sustainability, as well as interactive presentation inside shall be prepared (in case of unfavourable weather conditions).
- M. Adaptations for students with learning difficulties – The students had to take photos of them, as any activity is forbidden in the reserve.
- N. Extension for gifted students – were introduced with the main stage of environmental protection – find out which species are endangered.
- O. Background information for teachers - The methods chosen were suitable. It is better to produce models instead of pictures for simulation. Appendix 1 The map of Drausgiris Nature Reserve, 1 appendix 1) “A map for orientation”, 2 appendix 1) task “Recognize me, Please”, 2 appendix 2) Forbidding sign, 3 appendix 1) envelopes for creative – practical task “The Smart Four”, 3 appendix 2) Creative task
<https://graziskiai.vilkaviskis.lm.lt/musu-gimnazija/gamtosaugine-veikla>
- P. References –
https://am.lrv.lt/uploads/am/documents/files/Raudonoji%20knyga/Raudonoji_knyga_2021_WEB.pdf <https://vistyti.lt/gamtos-vertybes-2/>