

## ART X INVASIVE SPECIES

<b>Age Range:</b>	4th-6th Grades (Ages 10-12)		
<b>Subject:</b>	DramaTheater	Lessons: 1	United in Biodiversity - <b>Invasive Species</b>
<b>Topic:</b>	Exploring Invasive Species through Mantle of the Expert		
<b>Lessons focus and goals:</b>	<p><b>Focus:</b> Promoting pupils' understanding on invasive species characteristics, recognising their impact on native ecosystems, and comprehending the urgency of addressing these issues.</p> <p>Expressing ideas and collaboration through non-formal exchanges and performances to develop pupils' imagination and critical thinking.</p> <p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>● Introduce children to the concept of invasive species in an engaging and interactive way.</li> <li>● Use theatre play to promote understanding of the impact of invasive species on ecosystems.</li> </ul>		
<b>Learning objectives:</b>	<p><i>Students will be enabled to:</i></p> <ul style="list-style-type: none"> <li>● Understand how invasive species are a threat to the environment</li> <li>● Use mantle of the expert to creatively develop and present solutions to the issue of invasive species</li> </ul>		
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Small props or costumes, including hat or scarf for the teacher</li> <li>- A designated space for the theatre activity</li> <li>- Selection of resources on invasive species and its impact on biodiversity</li> </ul>		
<b>Differentiation</b>	<ul style="list-style-type: none"> <li>-Students are put into mixed ability groups</li> <li>-Questioning</li> <li>-Instructions are kept simple and repeated where necessary</li> </ul>		

<b>Structure and activities</b>	<p><b>Introduction</b> (20 minutes):</p> <p><b><u>Creating the fictional lens</u></b></p> <p><b><u>Discussion:</u></b> Using the technique mantle of the expert (an introduction to the technique can be found <a href="#">here</a>), the teacher greets the students in-role as an expert in the field of biodiversity. Speak to the students as if they are aspiring scientists who are looking to join the biodiversity department at the</p>
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country's top university. The team of aspiring scientists who come up with the best solution to the problem will be hired by the university. In-role, start with a discussion on invasive species, defining the concept and discussing its impact on biodiversity. A local example can be used to make this more relevant to the students. ([This list](#) provides examples for a selection of European countries)

Online resources:

[How do invasive species affect biodiversity and how can they be controlled?](#)

[Invasive Species Ireland](#)

[Invasive Species Report](#)

Visuals: Remaining in-role use visuals or videos to illustrate how invasive species disrupts ecosystems and wildlife habitats.

[The threat of invasive species - Jennifer Klos](#)

**Group Task** (30 minutes):

Remaining in-role divide students into mixed ability groups. Explain that each group must work together to come up with a solution to the issue of invasive species. They must prepare themselves to present this solution to the rest of the group. Remind them that the best group will be chosen based on their understanding of the issue, creativity, and presentation skills.

They should focus their research on a particular region or species to remain focussed.

In-role, the teacher can go around to each group supporting their understanding of the topic and using questioning to develop their ability to problem-solve.

**Presentation of Ideas** (20 minutes):

Each group presents their solution to the class. The other students and the teacher have the opportunity to ask questions to the group to challenge their solution and further develop their ability to problem-solve creatively. Once all the groups have presented, the teacher chooses the winning group. They can present however they like, e.g. using a PowerPoint, posters, or storytelling to explain their solution. Allow them to think outside of the box about how to present their ideas.

**Reflection** (15 minutes):

The teacher removes the item they were wearing to signify they were in-role.

Each student writes down one thing that they have learned in the session and these comments will be discussed with the group.

	As students and teacher again the class discuss what they have learned about invasive species through this exercise. They reflect on the process of mantle of the expert outlining what they found worked well and what they found challenging.
Digital tools	<ul style="list-style-type: none"> <li>- <a href="#">Insect Invaders Interactive Tool</a></li> <li>- Canva for designing slides for the presentation</li> </ul>

## Assessment based on the presentation of their work.

	Initiating	Developing	Excelling
<b>Description of performance</b>	<p><b>LO 1:</b> The student demonstrates some understanding of the threats invasive species pose to the environment. Their ability to critically think and problem-solving skills are showing signs of improvement.</p> <p><b>LO 2:</b> The student is beginning to use the mantle of the expert to develop solutions to the issue of invasive species. They are showing initial efforts in creative thinking and presentation but need further guidance to fully articulate and present their solutions effectively.</p>	<p><b>LO 1:</b> The student is making good progress in understanding how invasive species threaten the environment. They demonstrate the ability to analyse ecological data and critically assess the impacts of invasive species. Their critical thinking and problem-solving skills are evident in their ability to assess impacts and develop management strategies.</p> <p><b>LO 2:</b> The student effectively uses the mantle of the expert to develop and present creative solutions to the issue of invasive species. They demonstrate solid understanding and are able to articulate their ideas clearly and persuasively, showing good problem-solving skills and creativity.</p>	<p><b>LO 1:</b> The student is excelling in their understanding of how invasive species threaten the environment. They demonstrate exceptional ability in analysing ecological data and critically assessing the impacts of invasive species. Their advanced critical thinking and problem-solving skills are evident in their innovative approaches to developing effective management strategies. The student shows a deep commitment to environmental conservation and contributing valuable insights to the field.</p> <p><b>LO 2:</b> The student excels in using the mantle of the expert to develop and present innovative solutions to the issue of invasive species. Their presentations are exceptionally creative and well-structured, demonstrating a deep understanding and ability to inspire and engage others with their expert-level insights and solutions.</p>