

Lesson Plan for Pacific Invasive Ant Toolkit Lesson 4 – Stop the Ants!

(45mins)

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?
- What attracts an ant?
- Use the skills of self-management, responsible decision-making and problem-solving, exhibit the values of care, respect and social-awareness and show curiosity by asking questions.

Instructional Objectives:

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

- Understand how different people work together to stop the invasive ants from entering the country.
- Explain the importance of each of the roles.
- Put themselves in another person’s shoes and see from their perspective.

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.	Annex 1 – Graphic Organiser	For use during student group discussions.
4.	Colouring materials and Paper	For drawing and colouring.

Est Time	Learning and Development	Resources
5 mins	<p><u>Tuning in</u></p> <p>Slide 1 - 2: Teacher to introduce the lesson and the lesson outcomes for the day.</p> <p>Slide 3: Teacher to recall with the class:</p> <ul style="list-style-type: none"> - Where the top 5 invasive ants come from. - How do biosecurity and the community help to spot the ants? - What are the foods that attract the ants? 	Computer, Project, Slides

20 mins	<p><u>Development 1</u></p> <p>Slide 4: Teacher to ask the question(s):</p> <ul style="list-style-type: none"> - How do you think you could stop the invasive ants from getting into the country? - Do all countries have invasive ants? - What sorts of things do ants travel on? These are the things we should check especially carefully - How do we make travellers aware that they might be carrying invasive ants into the country? - How can we detect ants that have been overlooked? <p>Slide 5 and 6: Teacher shares the activity for the day:</p> <ul style="list-style-type: none"> • We are going to role-play different roles today. • These roles are important because they all play a part in helping to keep the invasive ants from entering our country. • You will be role-playing one or more of the following roles: <ul style="list-style-type: none"> ➤ Sailor on a cargo ship ➤ Biosecurity Officer at Airport ➤ Member of a village ➤ A child playing in the park <p>Slide 7: Teacher describes the task in detail:</p> <ul style="list-style-type: none"> • Work together in groups of 4 (Or any number to be decided by the teacher). • Discuss the different roles and what they do. • Share what you have learnt about how each role plays a part in stopping the ants. • Make a list of ways each role does to stop invasive ants getting into the country. • Record the ways in the graphic organiser provided. • Draw and colour a scene depicting the role in action. (Extension activity – if time permits) • Teacher to show Slide 8 during the discussion. <p><i>Note: Teacher may facilitate the activity by spending some time with each group during the discussion to help direct the inquiry and assist with questions. Teacher may make use of the Board or paper and markers to record the responses of the students.</i></p>	Computer, Project, Slides, Annex 1 – Graphic organiser, Board/Paper and markers
15 mins	<p><u>Development 2</u></p> <p>Slide 9 and 10: Teacher to facilitate the class sharing:</p>	Computer, Project, Slides, Board/Paper and markers

	<ul style="list-style-type: none"> • Assign each group a role to be shared. If there are more than 4 groups, you can assign the same role twice. • Inform the students they have 5 mins to share their assigned role. There will be a 2 mins discussion at the end of each sharing. • During the discussion, the students can add on to their own list and/or share additional information with the class. • Teacher may use slides 11-14 for the different roles while the students share. <p>Teacher <i>Note: Teacher may make use of the Board or paper and markers to record the responses of the students.</i></p>	
5 min	<p><u>Conclusion</u></p> <p>Slide 15: Teacher to recap the lesson key points:</p> <ul style="list-style-type: none"> • In a real-world context, what are the different roles that stop the invasive ants from entering the country? • What do they have to do and why are these role important? • How does it feel to be learning and seeing from another's perspective? Are you more empathetic towards them now? Why or why not? <p><i>Note: Teacher may make use of the Board or paper and markers to record the responses of the students.</i></p>	Computer, Project, Slides

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Adapted from:

http://piat.org.nz/uploads/PIAT_content/pdfs/learning_teaching/Invasive%20Ants%20Lesson%20plan%20new%20202.pdf