

## Workshop 2 - Coastal biodiversity and coexistence with wildlife

<b>Activity title or topic</b>	Coastal biodiversity (coexistence with wildlife and IAS)	<b>Duration</b>	1 hour (can be done over 2 half-periods)
<b>Age</b>	7-12 years old	<b>Number of participants</b>	Up to 25 students
<b>Location</b>	In class	<b>Corresponding pages from the comic book</b>	11-15
<b>Presentation content</b>	Theory on what biodiversity is and why it is important in our lives. Interactive group games to assimilate the concepts.	<b>Materials required</b>	Powerpoint presentation available in the practical guide 1 biodiversity notebook/student 8 species cards (can be printed large)
<b>Part 1 : Introduction to biodiversity</b>  <b>Duration ≈ 10 min</b>	<p>To introduce the subject, we want to explain to the students that the workshop is about biodiversity, but also about the link between human activities and nature. You can ask students what they know about biodiversity, and then give a definition.</p> <p>Next, it's essential to define a few terms that will come up frequently during the presentation, such as native species, invasive alien species and aquatic invasive species (IAS and AIS). You can refer to pages 12 and 15 of the comic book to illustrate these concepts.</p> <p>Slides 5 to 7 show images of coastal environments with different levels of biodiversity. Students can be asked to comment on the differences between the images. To help them understand the</p>		

## Workshop 2 - Coastal biodiversity and coexistence with wildlife

importance of biodiversity, we then explain the benefits of a biodiversity-rich environment for the environment and for humans.

### Part 2: Coexistence with flora and fauna

Duration ≈ 15 min

Ask students **what activities they do when they go to the beach or on the water**. When a student names an activity, ask **who in the class also does that activity at the beach**. You can write the children's answers on the board, along with the number of people doing the activity, so you can refer to them in your explanations.

Once you've collected a good list of activities, focus on the importance of the coastal environment in our lives. In particular, recall the services that diverse ecosystems provide to humans, and the importance of protecting biodiversity. You can then draw a parallel with the flora and fauna that also benefit from the coastal environment, and the importance of sharing this environment with them so that everyone can enjoy it. You can also refer to page 5 of the comic strip, where we see Bob enjoying the food on the shore, or page 11, where we see Bob and Milo looking for a place to rest and eat.

Then, using slides 8-13, discuss with students the main issues of some human activities for animals in the coastal environment. Refer to pages 12 and 13 of the comic book, asking students **what can be done to share the coastal environment with wildlife**. After getting the students' ideas, summarize the solutions. If there's still time, you can do some role-playing by asking students **what would be the best behavior to take to help animals in an X situation** (use the list of activities written on the board in Part 1 to create scenarios in which children can recognize themselves).

## Workshop 2 - Coastal biodiversity and coexistence with wildlife

### Part 3 : Biodiversity scavenger hunt!

Duration ≈ 35 min

You can start with a reminder of what an invasive alien species is and why it affects biodiversity. Explain the instructions using the visual support. This activity is based on the idea developed on pages 11 and 12 of the comic book, where the characters take on the role of sheriffs trying to stop the spread of the common reed.

There will be 8 stations with cards featuring species that can be found on the water's edge scattered around the classroom. The teacher can divide the children into teams to help each other, or let them play the game individually (for third-grade students).

Each team or student will receive a small biodiversity notebook (to be printed out using the pdf link in the practical guide). The notebook is in the form of log sheets to be completed for each species described. Each station features a species to be noted in the notebook. A sketch should be made to describe the species. Particular features of the species should be noted, as well as its habitat type. By reading the ecology of the species at the station, they must deduce whether it allows for good biodiversity. In all, there are three invasive species to recognize. To do this, we tick off in our notebook whether or not the species described contributes to biodiversity. If the students don't have enough time to fill in the 8 station cards, one possibility would be to display only 5 IAS stations and one intruder station (non-invasive species), the aim of which would be to find out which species is the intruder.

We go back over the answers to the activity and talk more about the different IAS. Real specimens can be shown to demonstrate what they look like (photos, do not transport live species). Make a link with the solutions put in place by the characters on pages 12 and 15 of the comic book.

## Workshop 2 - Coastal biodiversity and coexistence with wildlife

### Conclusion

Duration ≈ 5 min

**You are now biodiversity experts!** You have a mission to help protect it. We can do a little reminder of good behavior. Ask them what they liked best, what they'll remember, something that surprised them, etc. Invite students to share their new knowledge with family and friends. You can also point out that the best way to make others aware of environmental issues is often to "lead by example" by adopting the right behaviours ourselves. In this way, we encourage others around us to do the same.