

# HOW CAN WE DEAL WITH INVASIONS ON ANGLESEY?

## SUPPORT MATERIALS

If you need further support on specific aspects of outdoor learning these materials can enhance the engaging experiences you are providing. They can support you as you design, plan and implement your curriculum. Outdoor learning is a great way to develop learners' integral skills (creativity and innovation, critical thinking and problem-solving, personal effectiveness, planning and organising). You will want to focus on why learning matters and ensure you are meeting your learners' needs.

These materials show a path that could be taken through the activity. This is not meant to be prescriptive. You should adapt your approach depending on your learners' needs and interests and your local area.

### OVERVIEW

Learners explore the term 'invasion' before finding out about invasive species in the UK. They research one of the species given and present their findings to the class. Learners look at ways in which non-native species invade and some ways of dealing with invasions. They study cane toads as biological control before using AI to write a poem about these creatures. Learners look at how organisms become invasive species and consider non-native invasive species in Wales. They look for evidence of squirrels in the local area before preparing one side of a class debate – red or grey squirrels – to consider what should be done on Anglesey.

### CURRICULUM FOR WALES

#### Areas explored:

- Health and Well-being
- Humanities
- Languages, Literacy and Communication
- Science and Technology

Activity also incorporates aspects of cross-curricular skills outlined in the LNF and DCF.

## RESOURCES



Internet enabled device and internet access.  
Means of recording evidence of squirrel life, e.g. smart phones, tablets, cameras, etc.  
Gloves for looking for evidence of squirrel life.

## DOING THE ACTIVITY



- Most tasks require learners to work in pairs or groups.
- Encourage learners to share their ideas, and through open questioning, explain and justify their ideas when possible. Focus questions have been suggested to guide learners through the tasks.
- When taking learners outdoors, it is essential that the [Countryside Code](#) is adhered to and any relevant risk assessments have been carried out with risks mitigated.

### TASK 1

## WHAT IS AN INVASION?

Explain to learners that this task should help them to understand about non-native invasive species.

### Screen 3

This screen gives different definitions of the term 'invasion'. Ask learners to consider the definitions to decide who they agree/disagree with and why.

### Screen 4

Ask learners to discuss and give their own definition of 'invasion' and type it in the box.

### Screen 5

Ask learners to consider the definitions of 'invasion' from the Cambridge Dictionary. Then, to discuss the questions posed.



### Focus questions

- How similar is your definition to these ones?
- How are these definitions different to your definition?
- How could you amend your definition to improve it?

### Screen 6

Explain to learners that in nature, we have 'invasions' from species that are not natural in their own environment. We call these species 'non-native'.

Most non-native species are harmless but around 10-15% become invasive and cause problems for native species. Ask them to discuss the question posed.

### Focus questions

- What types of problems might non-native species cause for native species? List as many ideas as you can.

### Screen 7

This screen gives a list of invasive species in the UK. Inform learners they are going to find out about one of these invasive species and present their findings to the class in a one-minute presentation.

### Screen 8

Ask learners to use the QuADS grid to plan and organise their research.

### Screen 9

Here are some questions for learners to discuss about organising their presentation.

### Focus questions

- How will you present the information you have gathered? Why?
- How could you use ICT in your presentation? Why use it like this?
- Where will you look for good quality images to include? Why? Would these images be free? How do you know? Would they have a copyright? What makes you think that?
- Have you gathered enough information to present some of it mathematically? Why do you think that?
- How will you make sure your presentation is only one minute long?

### Screen 10

Invite learners to present their findings about a non-native invasive species.

## Screen 11

The final screen in this task offers learners a chance to use one or more of the sentence starters provided to reflect on the task - I understood the issue better when...; One thing that needs to change here is...; One of the key causes of the issue is...; A good way to find out more about this could be...; Our research has made me realise...; After my online research, I now understand...; I've seen something like this before when...; One thing I still don't understand is...; Our issue is really about....

## TASK 2

### HOW DO NON-NATIVE SPECIES INVADE?

Explain to learners that this task will support their understanding of how non-native species invade and some ways of dealing with invasions.

#### Screen 3

Ask learners to listen to the audio clip by pressing play. Then, to discuss the questions posed.

#### Focus questions

- What can you hear?
- What do think is making these sounds? Why?
- Where could this be? Why do you think that?

#### Screen 4

This screen gives information about cane toads (the sounds on the previous screen). It describes how they were introduced to Australia from Hawaii in 1935. At the time, grey-backed cane beetles were destroying sugar cane plantations. People hoped the toads would act as a biological control and eat the beetles.

#### Screen 5

Invite learner to read the poem about cane toads and ask for their thoughts.

## Screen 6

Invite learners to read the poem about cane toads again and discuss the questions posed.

### Focus questions

- How does the poem make you feel about cane toads? How does the poem do this?
- What are the good features of the poem? Why are these good features?
- Is there anything in the poem that you don't think is good? What is it? Why?
- What could you change to improve the poem? Why would that improve it?

## Screen 7

Inform learners that they are going to use Chat GPT to help them to write a poem about cane toads. Before they start, ask them to discuss the questions posed.

### Focus questions

- What are the most important words or terms you want your poem to include? Why?
- How are you going to ensure Chat GPT uses these words or terms?
- What characteristics of poetry will you ask Chat GPT to use? Why use these?
- What other instructions will you give Chat GPT? Why?

## Screen 8

Invite learners to use Chat GPT to write their poem. Then, to review the completed poem and try reading it aloud. Ask them to consider the questions posed.

### Focus questions

- How can we improve the poem? Why might this improve it?

Then, ask learners to redraft their poem to improve it.

## Screen 9

Explain to learners that cane toads were introduced into Australia for biological control. It was thought that they would have had a positive effect by eating the beetles which were destroying sugar cane crops. Ask them to discuss the questions posed.



### Focus questions

- Why was it a mistake to use cane toads for biological control?
- What should have been done before the cane toads were introduced? List as many things as you can.
- Using your list, how might doing each of these things have made people make different decisions?
- Would you have advised Australia to introduce cane toads? Why?

### Screen 10

Inform learners that there are many other invasive non-native species that have been used for biological control.

Ask them to research on the internet to find out about two other examples of biological control. One that was successful and one that wasn't successful. Then, for each example, to write a brief paragraph to describe:

- why biological control was used
- what happened when the species was introduced.

Finally, they can share their research findings with the class.

### Screen 11

Explain to learners that humans using species for biological control is only one way that invasive species are introduced to a new environment. Ask them to try the quiz to match each invasive species with the way it got into a new environment in the UK. You could remind learners of the presentations about these species in Task 1.

### Screen 12

Show the video: [Let's tackle invasive species in Wales!](#). Ask learners to discuss the questions posed.

#### Focus questions

- Why are invasive species a risk to biodiversity?
- What could you do to help tackle invasive species in Wales? How would this help?
- What else do you want to find out about invasive species in Wales? How could you do this?

### Screen 13

Ask learners to access [Cofnod - North Wales Environmental Information Service](#) – to see how to report invasive species in Wales. Then, to discuss the questions posed.

### Focus questions

- How could this service be useful in monitoring invasive species?
- Which invasive species are listed here that you don't know anything about? How could you find out more?
- What could you do to help report invasive species on Anglesey?

## TASK 3

### INVASIVE SPECIES ON ANGLESEY

Explain to learners that this task will explore squirrels, both red and grey, and their place (or not) on Anglesey.

#### Screen 3

This screen gives a list of facts about squirrels.

#### Screen 4

The facts about squirrels are given here again. Ask learners to discuss the questions posed.

#### Focus questions

- Looking at the 'Facts about squirrels', what might you see that tells you a squirrel lives in the area? List as many ideas as you can.
- Where will you look for evidence of squirrels? Why there?

#### Screen 5

Take learners outside to look for evidence of squirrel life.

#### Screen 6

Invite learners to discuss the questions posed.

#### Focus questions

- What did you find that showed you definite evidence of squirrel life?
- Where was the evidence? Why do you think squirrels live there?
- What evidence did you find that might have been from squirrels? What other animal could have provided this evidence? Why?

### Screen 7

This screen introduces the red squirrel as one of the most endangered native mammals in the UK.

### Screen 8

This screen introduces the grey squirrel, which were brought to the UK in the 1800s by the Victorians.

### Screen 9

Explain to learners that each group is going to take on the role of either the red squirrel or the grey squirrel and as a class make decisions as to the fate of each species on Anglesey.

Inform them that they will need to research to find out more about their squirrel species so that they can put forward a strong argument.

### Screen 10

Inform learners that their group will need to find out...

- what your squirrel species eats and where it lives
- how your squirrel has an impact on the other species
- how squirrel numbers are currently monitored and controlled.

Then, ask them to discuss the questions posed.

#### Focus questions

- Who is going to do what in your group? Why?
- Are you going to work in pairs or threes or individually? Why?
- How are you going to record what you find out? Why do it this way?
- How are you going to share your findings with others? Could this be done digitally? If so, how?

### Screen 11

Explain to learners that there are many people who have invested much time and money in conserving red squirrels on Anglesey. Conversely, there are others who strongly believe that grey squirrels have the right to survive on the island.





Therefore, they will need to consider:

*Before researching think about...*

- What search terms could you use? Which are the best? Why?
- What type of sites will be the best to use, why?

*When assessing information/data think about...*

- Could the information/data be biased? Why do you think that?
- How reliable do you think the information/data is? How could you find out?

### **Screen 12**

Ask learners to carry out their research and prepare to have the class debate:

- What should the fate of red and grey squirrels be on Anglesey?

### **Screen 13**

Hold the class debate.

### **Screen 14**

Invite learners to start at the base of the triangle and think about the ways they worked: individually, groups, online, paired work. Then, to consider the strategies they used from: reading, researching, drawing, reviewing prior work, classifying, discussing, making prototypes, using models, using examples, making lists. They can also suggest other strategies used. Finally, ask learners to consider which strategies worked the best. This latter information will be useful for similar future activities.