

Endangered Animals

Age



7-9 y.o.

Campaign



Endangered Animals

Time



4 hours

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| Topic | Endangered Animal |
| Summary | The Endangered animals campaign includes 28 images of animals including photos, drawings, prints. The species represented are monkeys, rhinoceroses, elephants, bears, felines, all of which are supposed to belong to endangered species. The animals are represented in their environment or in zoos or stuffed or their skeleton is presented or out of context when it is about drawing |
| Educational objectives | <ul style="list-style-type: none"> ● Learning to use several functions of the computer ● Learning to have a critical sense ● Learning vocabulary ● Learning to describe an image accurately ● Increasing knowledge on Natural sciences ● Becoming aware of the decline of biodiversity ● Learning how to use a teaching platform |
| Materials | <ul style="list-style-type: none"> ● Computer ● Picture of the elements that have to be describe |
| How to implement the activity | <p>Description</p> <p>Pre-session: Visit to the Museo de las Ciencias of Barcelona and lessons on the different species and subspecies of the animals</p> <p>Step 1: Tagging using Crowd School as an educational support to study a science theme: animals. This theme is consistent with the science curriculum for children in this age group: naming species and sub-species and describe it.</p> <p>During this first step students work together in groups of 6 under the guidance of a teacher. We have not opened multiple profiles on Crowd school. We all work on the same profile, the teacher's profile. These sessions lead to a lot of discussion among the students and with the teachers.</p> <p>They had at least 3 sessions on this step.</p> <p>Step 2: Tagging using Crowd School as an evaluation tool</p> <p>During the second stage the students had to work independently in groups of 1 or 2 at a time. The objective of this new approach is to make the child</p> |



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| | <p>autonomous in his learning. By multiplying the moments of connection of the pupils to the images we increase their interference with the technical vocabulary of description of the animals proposed by the platform. We also trust them on their ability to describe by themselves in the personal description part</p> <p>This second step has given rise to many sessions. The computer was at their disposal and as soon as they had a free moment, they could complete the campaign</p> |
| <p>Suggestions</p> | <p>Heterogeneous support</p> <p>The proposed images are very heterogeneous: photos taken in nature, recent drawings, or old engravings, ... Beyond the subject, particularly interesting for children of this age group, this heterogeneity of support helped us to enter into more complex reflections with the children. But at the same time this heterogeneity did not make the approach of the theme (animals) very synthetic. It has made it more complex.</p> <p>Pupils' autonomy</p> <p>The autonomy allowed in step 2 was particularly appreciated by the students. As soon as they had 5 minutes to spare, they resumed their session on Crowd School to continue the descriptions.</p> <p>Selection of images</p> <p>The images were chosen about 1.5 years ago and it is obvious that this choice is not always relevant to the time spent and the profile of the students. The number of images is also too high (e.g.: 3 images of turtles when only one would have been enough).</p> |
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