



pLatform for INnovation in Natural science onlineE education

Didactic Unit (DU)/Lesson plan

Mimicry In The Marine Environment

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OVERALL DESCRIPTION

Sections	Description
1. Topic/DU Title	MIMICRY IN THE MARINE ENVIRONMENT
2. Brief description of the DU	After watching the presentation of Mimicry in the Aquatic world, students learn how to research information and take part in laboratories and games to understand how mimicry works and to put it into practise
3. Beneficiaries	Pupils age from 8 to 11
4. Total hours	3 weeks: 14 hours
5. Situation problem / reality or authentic task	Make pupil learn about mimicry in the Aquatic World and show them how mimicry is used both by hunters and by preys.
6. Aim/s	Learn about mimicry in the sea world. Reproduce the techniques of mimicry in the classroom. The use of geometry in optical illusion.
7. Subjects	Sciences, art, PE, L1, L2
8. Expected results	Exposition of mimicry artworks

WORKPLAN

Phase/Title/ Lessons	Brief description	Subjects	Objectives	Knowledge and Competences	Educational strategy	Tools and resources	Setting*	Evaluation and assessment	Duration
Mimicry	The teacher shows a video on mimicry to the class. After having watched the video, students, divided in small groups, share information and questions	Science, L1	Understanding mimicry in the aquatic world, its uses, forms, functions and species that use mimicry to hunt or survive threats.	Comprehension of video and audio explanations	Interactive video / audio lesson for small groups.	Video LINNEO project Mimicry in the marine environment	Classroom Whiteboard or Smart Board	Students divided in small group prepare some questions for other groups Teacher observe and takes notes about the social skills and sciences skills	2 hours
Guess what fish we are!	Group work. Pupils are divided into small groups to create an identikit of ONE form of mimicry, with different types of fish for each mimetic group. Each group receives a form of mimicry	Science, L2	Learning how to work in groups, to complete individual work as part of a team with common objectives Understanding mimicry in the aquatic world, its uses, forms, functions and species that use	Differences between types of mimicry, Learning to collaborate. How to take notes from a video presentation.	Interactive lesson. Group work	Video LINNEO project Mimicry in the marine environment Cards with types of mimicry Worksheet to create identikits.	Classroom	“Guess who” game. Teachers evaluate pupils’ ability to accurately describe an animal in L2	2 hours initial creation time. 2 hours Q/A session for game play.

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	unknown to the other groups, to research and define. After watching the presentation on aquatic mimicry for a second time, they create an identikit of the type of mimicry and the animals which use it. Finally, the groups play to 'Guess who'. Each group provide hints to classmates who must guess the type of mimicry they studied		mimicry to hunt or survive threats.			Worksheet to create a questionnaire for the other groups.			

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Art class and Body Painting laboratory.	In the groups from the previous phase, students reproduce an image of a coral reef on a roll of plain wallpaper. Then choose a position on the artwork to blend in their own hands. Class teacher records the progress of the work as it progresses and students have their hands photographed above the imagery.	Science, art	Understanding mimicry in the context of hunting or hiding Using art to reproduce the effects of mimicry in the sea world.	Knowing how to use the correct artistic technique to recreate mimicry	Working in groups and individually to create a product of a coral reef and how it is used in mimicry.	Rolls of plain wallpaper Different types of paint for different surfaces including paint adaptable for body art Link of images of different types of Coral Reef. Photographic cameras	Classroom or Art Laboratory	Teachers evaluate the ability of creating with tempera correct colours for mimicry.	6 hours

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Hide and Seek game	Each student receives a colour connected to a fish. In each colour coordinated area of the gym the students are either to be hunted or are safe from capture. When the teacher says “go” the predators try to capture/eat as many prey as possible. The prey are only safe in their designated area. On the Teacher’s signal groups or individuals change colours and roles.	Science, PE	Physical activity to emphasise where mimicry is used to the advantage of predators or prey. Each group must develop its strategy through shared opinion.	How to discuss, listen and agree in groups through shared dialogue.	Facilitate group dialogue and Teamwork. Respect for rules	Coloured slips of paper, small for players and large for safe areas.	Gym or playground	Authentic assessment	2 hours

*Setting: organisation of classroom space (physical and virtual) functional to the activity, provision of resources (technological and others), management of resources.