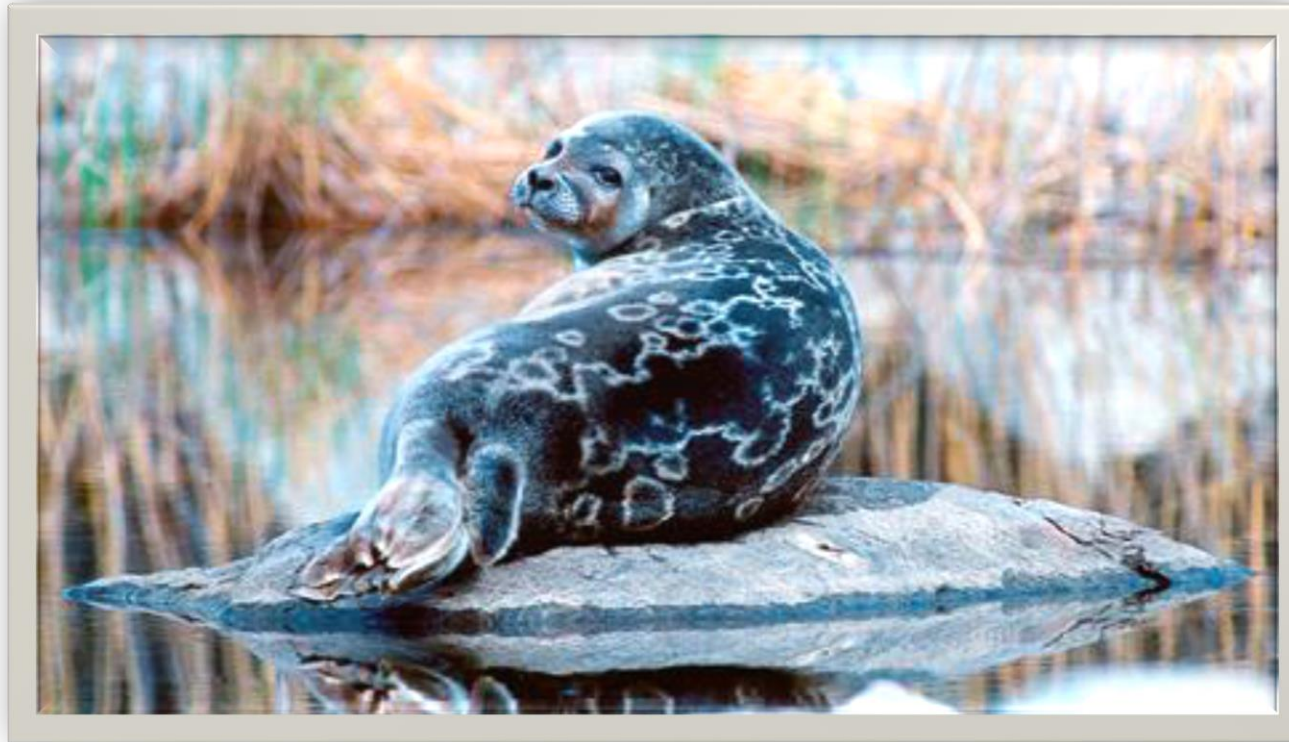


Saimaa ringed seal



Storyline outline: Saimaa ringed seal

Project for the story method about endangered Saimaa ringed seal, their distinctive feature, habitat and enemies

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Storyline Outline:

Material:

In the column marked materials, there is a list of materials to be used in the project for this story method. There are other materials needed in the classroom which are not mentioned in this column. Here is a list of items which are useful to have.

1. Paper: Scetchpaper, writing paper, both thin and thick coloured paper, decorative paper such as giftwraps, silkpaper, shiny paper etc.
2. Material: All kinds of cloth, thick and thin, plain and multicoloured.
3. Colours: crayons, markers, coloured pencils and poster paints.
4. Writing equipment: pens, pencils, rubber and sharpener
5. Yarn of different sort in different colour.
6. Blue tac
7. Scissor, glue and a ruler
8. It would be handy for the teacher to collect all kinds of materials to use in boxes. Children can bring things from home, which would otherwise be discarded, to add the collection; any recyclable material.

Things to consider:

The storyline mentions a measuring standard or the scale of the seal sizes when they are drawn. Different sizes of cartons can be used to compare the scales.

Resources:

Various webpages including Google pictures.

Age group:

The storyline for grey seal is intended for pupils from the age of 11-13. (5-6 Grade)

Workbook:

Suggestion of tasks to be included in the workbook along with the project work

1. Information about Lake Saimaa as a habitat, Saimaa ringed seal
2. A list of types of seals
3. Discuss and compare seals.
4. Stories about Saimaa ringed seal

5. Drawings and pictures of different types of seals
6. Ready norppabook is full of information about seal

Suggestions of tasks to include in the project:

- Create seals in art or craft classes, build, sew or shape from snow or clay or..
- How to protect endangered species

- In this storyframe shortening for Saimaa ringed seal is seal

Storyline Outline:

Storyline	Key Questions	Pupils work/activities	Class organization	Materials	Outcome
1.Seals	<p>What do you think seals look like?</p> <p>What do saimaa ringed seal look like?</p>	<p>a. Draw a picture of a grey seal (A3)</p> <p>b. Tell about the seal</p>	<p>Individual work</p> <p>Individual work</p>	<p>Paper (A3)</p> <p>Readymade picture of a seal</p>	<p>Ideas about what seals look like</p> <p>Practise in retelling.</p>
2.Seal species and their distinctive features.	<p>What seal species do you know?</p> <p>What are seals distinctive features?</p> <p>What do you think greys seals eat?</p> <p>Where do you think greys seals live?</p> <p>What are their babies/offspring like?</p>	<p>a. Brainstorming</p> <p>b. Search in books and on the internet.</p> <p>c. Search in books and on the internet.</p>	<p>The whole class.</p> <p>Small groups.</p> <p>Small groups.</p>	<p>Flip board</p> <p>Books and access to the internet.</p> <p>Big carton</p> <p>Paper, colours and a suitable scale.</p> <p>Books and the internet</p>	<p>Ideas about seal species..</p> <p>More information.</p> <p>Knowledge about seals</p> <p>Pictures of seals on the wall.</p> <p>Information on the wall.</p> <p>Practise in talking in front of the class and listening.</p>

Storyline	Key Questions	Pupils work/activities	Class organization	Materials	Outcome
3. Seals in nature (Pupils watch a documentary about seals in nature, visitor(seal specialist))	What do you think about seals life? Enemies, what they need to survive... What do you want to ask specialist?	a. Watch the film b. Brainstorming Listen and ask questions from specialist	The whole class.	A videos about seals	Practise in noticing and listening information about seals .

Storyline	Key Questions	Pupils work/activities	Class organization	Materials	Outcome
<p>4. Saimaa ringed seal /size.</p> <p>(Alongside this chapter, it would be ideal to go through the metric system and tonn, kilo, gram. Measure the things in your environment in proportions and compare in relation to the size of human being or....)</p>	<p>How big and heavy do you think it is?</p> <p>Where would you search for information about the size and weight of grey seal</p>	<p>a.Brainstorming</p> <p>b.Brainstorming.</p> <p>c. Collect information from books and the internet.</p> <p>d. Present the information in various ways</p> <p>e. Pupils create a grey seal on the wall in it's natural size and build it about chicken wire, wallpaper paste, paper, paints...</p>	<p>The whole class</p> <p>The whole class</p> <p>The whole class</p> <p>pair work / small groups</p> <p>The whole class</p>	<p>Flipboard</p> <p>Flipboard</p> <p>Books and access to the internet.</p> <p>Different paper and colour.</p> <p>Various paper, colours, scissors, glue, chicken wire, wallpaper paste etc.</p>	<p>Ideas about the size and weight of grey seals. Information</p> <p>Ideas about the size and weight Practise in retelling</p>

Storyline	Key Questions	Pupils work/activities	Class organization	Materials	Outcome
<p>5. Fishermen families</p>	<p>Where the families are living?</p> <p>What kind of person is your member of family?</p> <p>Hobbies?</p>	<p>a. Create your family</p> <p>b. Write personal information: Name, age, profession.</p> <p>c. Tell about your character and post information on the wall.</p>	<p>Group work</p> <p>Individual work.</p> <p>Individual work.</p>	<p>Various paper, colours, scissors, glue etc. Paper</p> <p>A readymade person with information.</p>	<p>Families</p> <p>Information about families</p> <p>Practise in telling and listening.</p>
<p>6. Lake Saimaa/ environment</p>	<p>Where is Lake Saimaa?</p> <p>How big is it?</p> <p>What kind is Lake Saimaa?</p> <p>What kind on animals, fish live in Lake Saimaa or near it?</p>	<p>a. Find information from maps, internet and books.</p> <p>b. Create the environment on the wall.</p> <p>c. Put information on the wall and norppabook.</p> <p>d. Create animals, fish.. on the wall</p>	<p>Individual work</p> <p>Whole class</p> <p>Group work and individual work</p>	<p>Books, internet,maps</p> <p>Various paper, colours, scissors, glue etc. Paper</p> <p>Norppabook</p>	<p>Information about Lake Saimaa</p> <p>Environment on the wall</p> <p>Information on the wall and in norppabook.</p>

Storyline	Key Questions	Pupils work/activities	Class organization	Materials	Outcome
<p>7. Seal stucked in fishermans net (Teacher prepares the scene; letter to families about seals stucked in the nets)</p>	<p>What happened, why the seal is stucked?</p> <p>What the families are thinking?</p> <p>How the problem can be solved?</p>	<p>a. Brainstorming/discussions in groups.</p> <p>b. Brainstorming/discussions in groups.</p> <p>c. Groups try to find information from the internet. They try to discuss in village meeting what to do.</p> <p>d. Families make a contract about limiting fishing in the area.</p> <p>d. Put the contract to the wall</p>	<p>Small groups.</p> <p>Small groups</p> <p>Groups and teacher.</p> <p>Groups/ the whole classa</p>	<p>Sketch paper/blackboard..</p> <p>Sketch paper/blackboard</p> <p>Paper</p> <p>Paper/computer</p>	<p>Ideas about</p> <p>Ideas about</p> <p>Information.</p> <p>The contract</p> <p>Practise in discussing in meeting</p>
<p>8. Breathing/oxygen</p>	<p>What do you think all living creatures need to survive?</p>	<p>a. Brainstorming</p> <p>b. Discuss how living creatures breathe such as fish with gills and men with lungs. Seals having lung although they live in the lakes or seas.</p>	<p>The whole class.</p> <p>The class and the teacher.</p>	<p>Flip board</p> <p>Appropriate material to learn about the topic.</p>	<p>Ideas</p> <p>Knowledge of how different living organisms breathe.</p>
<p>9. Enemies</p>	<p>What enemies do you think seals have? What do you think can happen to seals?</p> <p>What kind on enemies human beings are to seals?</p> <p>What else is harmful for seals (building houses near the lake)</p>	<p>a. Brainstorming</p> <p>b. Another village meeting. How to limit building near the lake? Families write letter to politicians.</p>	<p>The whole class.</p> <p>Families</p>	<p>Flip board</p> <p>Paper/computers</p>	<p>Ideas about natural enemies and the dangers in their environment.</p> <p>How to write a letter to a newspaper or to politician</p>

Storyline	Key Questions	Pupils work/activities	Class organization	Materials	Outcome
10. Information to parents	What do you want to tell to parents?	Brainstorming and discussion.	The whole class and teacher (parents).	Ready made wall	Information on the wall. Practise in telling.
10. Evaluation	<p>What do you think you learned from the project?</p> <p>What did you find the most fun to do?</p> <p>If other kids are doing this project later what would you like to change?.</p>	<p>a. Brainstorming and discussion.</p> <p>b. Pupils or teacher write down results. Depends on pupils' capacity and situation.</p> <p>c. Teacher writes down notes of observation for work in the next class on the project..</p>	<p>The whole class.</p> <p>The whole class and teacher.</p> <p>Teacher</p>	<p>Flipboard</p> <p>Flipboard</p>	<p>Ideas about pupils' experience of the work on the project. What worked well and what could be improved or done differently.</p>