

Where the Locals Hang Out

Post-Program Activity

Grades 9-12



Objective: Students will describe the impacts that nonnative species have on the environment.

Sunshine State Standards:

- **SC.912.L.17.6** Compare and contrast the relationships among organisms, including predation, parasitism, competition, commensalism, and mutualism.
- **SC.912.L.17.8** Recognize the consequences of the losses of biodiversity due to catastrophic events, climate changes, human activity, and the introduction of invasive, non-native species.
- **SS.912.C.2.10** Monitor current public issues in Florida.
- **LA.910.5.2.2** The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations).
- **LA.1112.5.2.3** The student will use research and visual aids to deliver oral presentations that inform, persuade, or entertain, and evaluates ones own and others oral presentations according to designed rubric criteria.

Overview: Students use a poster and/or brochure to inform others about Florida's invasive species.

Background: Please visit the [Florida Fish and Wildlife Conservation Commission's Nonnative Species Page](#), the [University of Florida's Invasive Species Page](#), and [Don't Let It Loose!](#) for information about Florida's nonnative and invasive species.

Materials:

- Internet/library access
- Paper or posterboard and markers
- Computer and printer (optional)

Procedure:

- Discuss with the class what nonnative and invasive species are and what kinds of problems they can cause in Florida. Explain to students that many people unknowingly contribute to the spread of invasive species and are often unaware of their effects until it is too late to stop them.
- Put students into small groups and assign each group an invasive species in Florida. Allow them time to research their animal.
- Have each group design a poster and/or brochure to help raise awareness about the animal they researched. The poster/brochure should include information about identifying the species, why the species is considered invasive, how the species was introduced and what people can do to help keep it from becoming more widespread.
- Have each group present their information to the rest of the class. If possible, display the posters/brochures around the school or in the community.