**COURSE SCENARIO**

***Interdisciplinary Approaches to Nature in Urban Setting***

**CLASS 8**

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| **TOPIC** | Green cities, nature in city: Urban Forestry and Biodiversity 2 |
| **LEARNING CONTENT - DETAILED CHARACTERISTICS** | This lecture will explore the significance of biodiversity in cities, including its ecological, cultural, and aesthetic value. By addressing the challenges of maintaining biodiversity in densely populated urban areas, we aim to understand the strategies and approaches that urban planners and communities can adopt to promote coexistence between humans and diverse ecosystems. |
| **KEY WORDS** | *Biodiversity, urban environments, ecological value, cultural value, urban planning.* |
| **SUGGESTED TOOLS** | Computer with internet connection and Microsoft Office or similar. |
| **TIPS / METHODOLOGICAL REMARKS****(If applicable)** | During the class, students are encouraged to think critically by prompting discussions on the complexities of balancing urban development with biodiversity preservation. |
| **IMPLEMENTATION OF THE CLASSES**  | **STEP 1** | Introduction of the concept of urban biodiversity and its significance in urban ecosystems.Brainstorming and discussion of the diverse range of species and habitats that can thrive in urban areas. |
| **STEP 2** | Presenting the ecological benefits of urban biodiversity, such as pollination, pest control, and air purification.Discussion with students about the cultural and aesthetic value of diverse urban landscapes, fostering connections with nature. |
| **STEP 3** | Lecturer discusses the challenges faced by urban biodiversity due to factors like habitat loss, pollution, and invasive species and the impact of urbanization on natural habitats and its consequences for local ecosystems. |
| **STEP 4** | In a collaborative discussion class explore strategies for maintaining biodiversity in densely populated urban areas, including green infrastructure, urban parks, and wildlife corridors. |
| **STEP 5** | Students are encouraged to discuss the role of community engagement and citizen science in biodiversity monitoring and conservation and noting and reflecting cases of successfully implemented biodiversity conservation initiatives.Assignment for next class is presented (Work Card 5) |

**ADDITIONAL MATERIAL 5 WORK CARD (**Biodiversity in Urban setting assignments**)**

Students have to choose one of two assignments and prepare individual cases to discuss in class next time:

**Assignment 1: Urban Biodiversity Scavenger Hunt**

To encourage students to explore and document urban biodiversity in their local surroundings.

1. Explore your neighborhood, a local park, or any green space.

2. Identify and document at least 5 different types of plants, insects, or animals.

3. Take clear photos and note down their names (if known) or distinctive features.

4. Create a short presentation or collage showcasing your findings.

5. Reflect on the diversity you observed and any challenges to biodiversity in the area.

Submit your presentation or collage along with a brief reflection (150-200 words) about the experience and the importance of urban biodiversity.

You will be evaluated based on the variety and accuracy of your observations, the quality of your presentation or collage, and the thoughtfulness of your reflection.

**Assignment 2: Mini Urban Biodiversity Study**

To engage students in a small-scale biodiversity study and data collection.

1. Select a specific location in your city, such as a park, street corner, or school courtyard.

2. Observe and record all visible plants, insects, and animals within a defined area (e.g., 1 square meter).

3. Note down the species' names (if known) and their approximate numbers.

4. Research the identified species to learn more about their ecological roles and significance.

5. Compile your observations into a short report with a clear layout and labeled diagrams.

Submit your biodiversity study report along with any sketches or photos taken during the observation.

Your report will be evaluated based on the accuracy and thoroughness of your observations, the quality of your research, the organization of your report, and your understanding of the ecological context of the observed species.