

Island Explorers: Mapping the Habitats of the Philippines

Lesson Overview

Subject: Science / Biology

Target Age: 9 years old (Grade 4 level)

Duration: 60 minutes

Learning Objectives: By the end of this lesson, learners will be able to:

- Define the terms *terrestrial*, *aquatic*, and *aerial*.
- Identify at least three animals and three plants native to the Philippines.
- Create a visual diagram or drawing that correctly classifies these organisms based on their habitats.

Materials Needed

- Large sheet of paper (poster board or butcher paper)
- Crayons, colored pencils, or markers
- "Philippine Species Flashcards" (Learner can help create these using small scraps of paper)
- Scissors and glue (if doing a collage)
- Access to a book or internet for images of Philippine wildlife (optional)

1. Introduction: The Mystery Habitat (10 Minutes)

The Hook: Ask the learner: "If you were a Tarsier (a tiny primate with giant eyes), why wouldn't you want to live at the bottom of the ocean?" Wait for their response—it's usually funny and gets them thinking about biological needs.

The Concept: Explain that every living thing has a "home" where it gets what it needs to survive. In the Philippines—a country with over 7,000 islands—we have three main types of "homes" or habitats:

- **Terrestrial:** Land-dwellers. They have legs for walking or roots that go deep into the soil.
- **Aquatic:** Water-dwellers. They have fins for swimming or leaves that float.
- **Aerial:** Air-dwellers. These are creatures that spend much of their time flying or plants that grow high up without touching the ground.

2. Body: I Do, We Do, You Do (35 Minutes)

I Do: The Expert Tour

The instructor introduces three "Philippine Superstars" and explains their classification:

- **The Narra Tree (Terrestrial):** The national tree. It stands tall on land with strong roots.
- **The Butanding / Whale Shark (Aquatic):** Found in Donsol. It breathes underwater and swims through the sea.
- **The Philippine Eagle (Aerial):** The "King of Birds." It uses the air to hunt and travel between mountain peaks.

We Do: The Sorting Challenge

Together, look at a list of Philippine life. For each one, the learner must shout "Land!", "Water!", or "Air!" while the instructor provides a fun fact:

- **Tamaraw:** (Land) A small, fierce buffalo found only in Mindoro.
- **Waling-waling Orchid:** (Air/Aerial) Known as the Queen of Philippine Flowers; it often grows on tree trunks high above the ground!
- **Bangus (Milkfish):** (Water) The national fish that loves to swim in lagoons.
- **Sampaguita:** (Land) A sweet-smelling shrub with white flowers.
- **Seaweed / Lato:** (Water) Grapes of the sea!

You Do: The Island Habitat Map

The Task: The learner will create a "Three-World Diagram."

1. Divide the large paper into three zones: Bottom (Deep Blue Water), Middle (Green Land/Islands), Top (Sky/Clouds).
2. Draw at least two animals and two plants for each zone using the species discussed.
3. **The Rule:** Each organism must be drawn *doing something* in its habitat (e.g., the eagle flying, the fish swimming).
4. Label each section: Terrestrial, Aquatic, and Aerial.

3. Conclusion: The Gallery Walk & Recap (15 Minutes)

Recap: Ask the learner to "act out" one animal from each category. Can they move like a terrestrial Tamaraw? Can they glide like an aerial Eagle? Can they wiggle like an aquatic Bangus?

Success Criteria Check:

- Is the diagram divided into three clear sections?
- Are there at least 6 organisms total (2 per habitat)?
- Are the labels "Terrestrial," "Aquatic," and "Aerial" spelled and placed correctly?

Reflection: Ask: "Which habitat in the Philippines do you think is the most crowded? Why?" (This connects to the idea of biodiversity and conservation).

Differentiation & Adaptability

For Struggling Learners: Provide pre-printed images of the animals and plants. The learner's job is to glue them into the correct zones of the diagram rather than drawing from scratch.

For Advanced Learners: Introduce *Semi-Aquatic* or *Amphibious* categories. Challenge them to place a **Mangrove tree** or a **Philippine Crocodile** on the "border" of two habitats and explain why they

belong in both.

For Groups/Classrooms: Create one massive "Floor Map" of the Philippines using masking tape. Students can place their drawings on the "map" in the correct geographical regions (e.g., Tarsiers in Bohol, Eagles in Mindanao).

Assessment

Formative: Observation during the "Shout it out" sorting challenge to ensure the learner understands the categories.

Summative: The completed Island Habitat Map serves as the final assessment. Grade based on the accuracy of classification and the inclusion of both plants and animals.