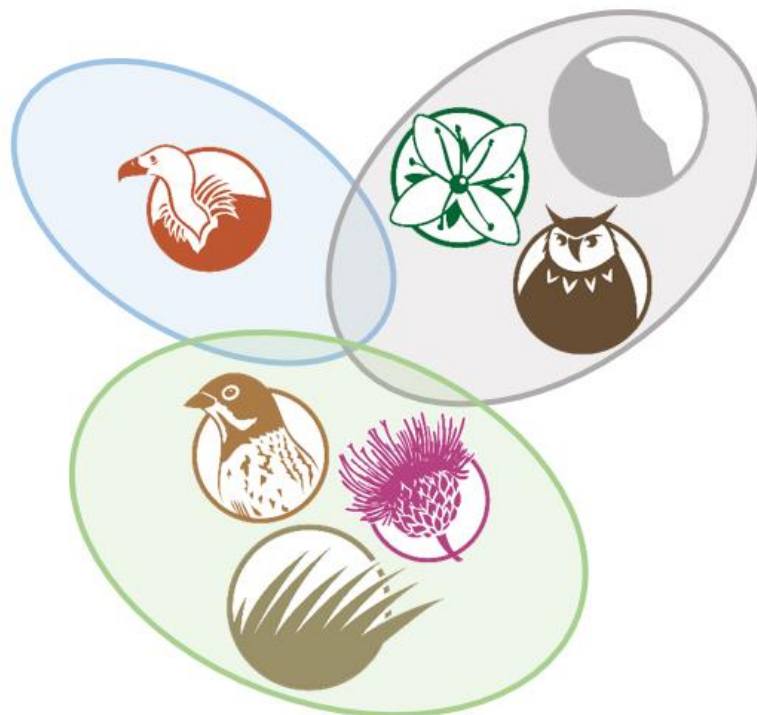


# LIKE

Living  
on the  
Karst  
Edge



## Educational program

# NATURE 2000

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Ana Barešić, PhD

# Griffon Vulture

## (4<sup>th</sup> workshop)



griffon vulture  
(*Gyps fulvus*)

### Basic topic:

*In the second half of the 20<sup>th</sup> century there was a rapid extinction of griffon vultures in our region. The reasons are numerous, but they are caused by human (in)activity. The largest impact on the extinction are abandoning traditional cattle breeding, disturbances in the nesting areas and poisoning caused by eating poisonous baits.*

### Key information to be transferred:

- ✓ endangered due to human (in)activities
- ✓ nests in the area of Kvarner and central Dalmatia (NP Paklenica)

### Topic introduction:

*Conversation/discussion questions* (example! – we always adapt the questions to the situation and the group!):

- ? Do you know what a griffon vulture is?
- ? Have you ever seen it? Can you describe what it looks like (*have a photograph and encourage students to observe and describe*)?
- ? Do you see them often? Why not? Why are there so few of them?
- ? Where does it eat? What does it eat?

### **The course of the workshop (recommendation):**

Preschool age (3 - 6 years) and children with special needs (total duration 45 - 60 minutes):

Activitys	Short description:	Approximate duration (recommendation):
Introduction	The workshop starts with an introduction during which all participants introduce themselves. During the introduction they state their favourite plant, animal or place in nature.	10 minutes
Topic introduction (presentation and conversation/discussion questions)	The presenter then introduces the topic (title and short description) and starts a conversation with the participants in order to assess their level of knowledge and further course of the workshop. The duration of this part depends on the group. Then he/she presents the topic in more detail through the presentation and conversation. <i>Conversation/discussion questions</i> (above).	10 - 15 minutes
Game (nest-egg)	The participants will play the game „Save the griffon vulture!“ in which they will try to save as many griffon	10 - 20 minutes

„Save the griffon vulture!“	vulture eggs as they can by carefully returning them into the nest. For this game we will divide the participants into two groups, and each will have their own nest and eggs which need to be saved.	
<b>Revision</b> (tic-tac-toe)	We will revise the topic with the tic-tac-toe game, in which we will use the griffon vulture and windmills as elements for playing instead of crosses and noughts. (The duration depends on the course of the workshop.)	10 minutes
<b>Assessment</b>	Brief conversation about the workshop, feedback from the participants and, at the end, cleaning up the space and used items.	5 minutes
<b>Total duration</b>		<b>45 – 60 minutes</b>

Primary school age (1<sup>st</sup> – 8<sup>th</sup> grade) (total duration up to 90 minutes):

Activity	Short description:	Approximate duration (recommendation):
<b>Introduction</b>	The workshop starts with the introduction during which all participants introduce themselves, they receive tags on which they write down their names and which they attach to their clothes.	10 minutes
<b>Topic introduction</b> (presentation and conversation/discussion questions)	The workshop starts with the introduction during which all participants introduce themselves, they receive tags on which they write down their names and which they attach to their clothes. Then he/she presents the topic in more detail through the presentation and conversation. <i>Conversation/discussion questions</i> (see the example above – <b>we always adapt the questions to the situation and the group!</b> ).	20 – 30 minutes
<b>Game</b> (senses – sight) „Mmm...Look, something smells nice!“	The participants will explore senses through a game. In the first part we will try to spot the differences and similarities on given sheets with sheep and griffon vultures.	15 – 20 minutes
<b>Game</b> (senses – smell) „Mmm...Look, something smells nice!“	The participants will explore senses through a game, focusing on the sense of smell. We will divide the participants into groups of 4 – 5 persons and ask them to sit down in a circle. Next, one by one they receive cards with different scents, and each group writes down on the given sheet which scent that is, or if they do not know, whether they like it or not.	20 minutes
<b>Assessment</b>	Final comments and the end of the workshop, brief conversation about the workshop, feedback from the participants and, at the end, cleaning up the space and used items.	10 minutes
<b>Total duration</b>		<b>75 – 90 minutes</b>

*Game/activity description:*1. **“Rescue griffon vulture!”**

The griffon vulture is our largest bird. By its nature, it is a vulture, which means it feeds with dead animals. In Croatia it only nests on several locations, and it has become endangered because its food source is disappearing (dead cattle), or because the birds get poisoned while eating poisoned carcasses. In addition, they also die because they fall out the nest, collide with windmills, etc.

**Terms:** griffon vulture, vultures

**Material:** ping pong balls, cardboard box, plastic spoons

**Brief:**

Divide the participants into two groups. Each participant tries to carry the egg in a spoon and place it in the nest (a cardboard box represents the nest). The game objective is to save all the eggs, i.e. to cause as little damage to the eggs as possible during the rescue mission. The group work develops cooperation during the game, as well as love and understanding for nature.

2. **“Mmm... look, look, something smells nice!”**

We perceive the world through our senses – sight, hearing, touch, taste and smell. Animals in particular rely on the world of senses and use them in a much larger scope than people, and their survival usually very often depends on the senses, i.e. many animals live, for instance, in complete darkness and rely on the senses such as smell and touch, and they have atrophied eyes because they have no use of the sense of sight in such an environment. In these activities we will partially explore two out of five senses: sight and smell. We will try to understand the importance of senses in wildlife, especially sight on which the griffon vulture relies in order to find food and smell because vultures have the most developed smell out of all birds.

**Terms:** senses

**Material:** spot the difference sheet, word search, scented cards with various scents (essential oils and various scents, e.g. lavender, mint, almond oil, olive oil, etc.), task sheet

**Procedure:**

In the first part we give the participants the sheets with differences and certain time to spot them. After that we hand them out the word search they will also have to complete within a certain time. Next, we remind them of the importance of sight for the griffon vulture and that this is the sense it uses to find food.

In the second part we prepare five scented cards. We put 1 – 3 drops of each scent (e.g. mint, lavender, almond oil, olive oil, water, i.e. we leave one paper unscented). We divide the participants into groups of 4 – 5 persons. We give 1 sheet to each group (or each participant, depending on the group). Then we give the first scented card to each group. We instruct them to take it slowly up to their nose and smell the given card after which they have to guess the scent together. If they cannot figure it out, let them write whether they like it or not, and what it reminds them of. Then they return the first scented card, and we repeat everything with the rest of the cards. After they have smelt all the scented cards, we check together which scents were involved, whether they know them or not.

## Final words

Dear all,

we hope that this educational program will help you design workshops or activities related to the protection of nature, and that it will serve as a tool to learn more about the species that have been studied as part of the LIKE project. It is conceived as a starting place where you can get basic insights about these species, the difficulties we face in protecting them as well as the habitats they inhabit, but it also provides us with knowledge on how to help them. We hope that it will be the starting point for developing your own educational activities and transferring these insights to future generations. If you have any additional questions or comments regarding the program itself, please direct them to [ana.baresic@gmail.com](mailto:ana.baresic@gmail.com), thank you.

Good luck with the workshops 😊!