

**Aims:**

Reinforce the definitions of the terms “non-native” (alien) and “native” and introduce some plant and animal examples of each.

You will need:

- The [power-point presentation](#) ready to play on a big screen

Instructions:

Discuss: Have a quick re-cap of what the terms **Native**, **Non-native** and **Alien** mean.

- Split the class into teams and get each team to sit together.
- Designate one wall of the classroom to be “native” and the opposite wall to be “non-native” (alien).
- Show a picture of an animal or plant on the screen (just start the power-point) – each team must decide if they think it is native or non-native.
 - To vote, one pupil from each team goes to stand by the wall they think is the correct answer.
- You will then reveal the name of the creature (click on the power-point) – the teams can at this point change their minds and ask their voter to move if they wish.
- Click on the power-point again to reveal the answer.
 - If the team got it correct straight away (and didn’t move their voter) they score 2 points
 - If they got it correct, but only by moving their voter when they learnt the name, they score 1 point
- If it is a non-native species, the teams can win a bonus point by guessing what year it was first recorded growing/living in the wild in Great Britain. Click the power-point to reveal the year.

(You can score this at your discretion; either award a point to the nearest answer or any team within the correct decade/century a point, as the years of introduction can vary tremendously!)
- Work your way through all the pictures and tally up the scores!

Handy notes:

“**Native**” – belonging to an area, has always occurred here (in Great Britain this generally means that it was present at the end of last ice age).

“**Non-Native**” or “**Alien**” – introduced by human activity to an area in which they do not naturally occur.

You may also come across the term “**Naturalised**” – this is sometimes used for species that have been here so long that they are considered by some people to now be a part of our native wildlife.

Do more:

Make a timeline and plot the dates when various invasive species were introduced. Was there a peak time for species introductions? Discuss why that might be the case.