



Asian hornet

COMMUNICATION





7. Communication and reflection

Information for the teacher

When students delve into a socially relevant theme such as the Asian hornet, it is valuable not only to let them gain knowledge, but also to give them space to share and process that knowledge. In this final phase of the project, communication, collaboration and self-reflection are central.

By presenting their results, for example about what they discovered, how they built a trap or why pollinators are important, students learn to convey complex information to others in a simple way. This strengthens their self-confidence and stimulates their commitment.

Reflection helps to reflect on the learning process:

- What have I learned?
- What did I like or find difficult?
- What would I do differently next time?

This step also fits within the attainment targets on citizenship, environmental education and communication skills, and is an opportunity to involve school, parents or local partners. A closing moment makes it clear that their efforts really matter.

LEARNING OBJECTIVES

- Communication – Presenting information to the public
- Reflection – Learning about your own learning process





Activity



variable

Synopsis

This lesson is a completion of the project. Students show what they have learned to others and look back. They present their work, analyze their role and receive recognition.

Supplies

- Poster / presentation / info stand
- Results graphs / observations
- Certificate "Junior Hornet Specialist"

Lesson flow

1. Reflection

- Give each student a chance to briefly share what they learned during the project.
- Use guiding questions to structure the conversation:
 - *What did you like?*
 - *What did you find difficult?*
 - *What would you do differently next time?*
- Open up the conversation to values and attitude:
 - *Did you think it was important to take care of nature? Why or why not?*
 - *Why do you find it (not) interesting/useful/nice to study nature?*
 - *Now that you've learned all this about the Asian hornet, what do you think you'll do if you come across one in your garden or in a park?*
 - *What would you like to share with others (other classes, parents, ...) now that you have learned and done so much about the Asian hornet?*

2. Preparation of a presentation

- As a class, discuss what the students want to show: their observations, traps, graphs, or other discoveries about the Asian hornet.
- Divide the roles: who tells what? For example: groups can each present a part or prepare a short presentation together.
- Have them think about how they can present their information clearly and understandably, for example with the help of posters, photos or a PowerPoint.

3. Giving a presentation

- Organize a presentation moment: this can be for parents, other classes, city councilors, beekeepers or farmers.
- Encourage students to engage with the audience.
- Provide a safe, positive atmosphere where they gain confidence.
- Let the audience ask questions to encourage interaction.

4. Presentation of the certificate

- Conclude by issuing a "Junior hornet observer" certificate to all participants.
- Explain that this is a recognition of their commitment and contribution to the project and scientific research.





Annex

**JUNIOR
HORNET SPECIALIST**

_____ pupil _____

*has participated in the training on the Asian hornet
and has learned how to recognize this invasive species,
report it and protect pollinators.*

_____ date _____ _____ teacher _____

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