

LESSON PLAN & ACTIVITY IDEAS



Grade Level: Intermediate

1. Have students create a **poster or collage** showing an endangered species in its natural habitat. Ask them to include all the elements of survival for their species and to show water and food sources, shelter, and possible threats.
2. Start a **school newspaper** to tell others about biodiversity and endangered species in Canada. Have students investigate issues thoroughly and remind them to stick to facts and cite sources. Include illustrations. Post and/or distribute to other classes.
3. Tell students they will be **“adopting”** an endangered species native to Canada. Use **worksheets** provided for a research project. Have them find out how they can help conserve their chosen species. Refer to enclosed Spirit Bear information as an example or visit <http://www.spiritbearyouth.org/> to learn about one 14-year-old youth’s quest to preserve a habitat for the rare, endangered white bear.
4. Have students write a **poem** using the name of an endangered species (poetry worksheet page 15) or issue pertaining to biodiversity. Example: Owl

Out at night
Who, who
Living in the trees



5. Have students write a **“Day in the Life” story** from the point of view of an endangered species. Include thoughts, feelings and emotions as the animal meets its needs of food, shelter, water and experiences threats from human and other sources.
6. Students will be learning reasons to protect the biodiversity of the environment. Have students choose one reason and create a **collage or poster**, which illustrates this reason. Students will research examples to demonstrate their point.

7. Simulate a **community hearing** and involve students in a decision-making process, which corresponds to a possible real life situation. Present students with a dilemma involving



a community and proposed road construction which will cut through a wetland. This wetland area is currently utilized by migratory waterfowl, including an endangered species, bird hunting and fish spawning. Meeting participants will include the highway engineer, a local merchant, city councillor, Chamber of Commerce representative, naturalist, hunter and fisher, landowner, trapper, biologist and developer. Have students take the viewpoints of each of these various interests. Can they reach a consensus through discussion?

8. Students will draw a **three part mural** of their community: **Past/Present/Future**. Include plants and animals and use the mural to illustrate the changes from the past to the present. Have students project what they think will happen if wildlife is not protected. Will it disappear, will it adapt and how will people adapt to the changes?



9. Have students write a **persuasive article** with the purpose of convincing others of their viewpoints relating to biodiversity and endangered species in Canada. Have them include both facts and opinions and to use examples to back up their statements. Use the Worksheet entitled **Persuasive Writing** and the **Facts/Opinions** (enclosed) sheets to sort out ideas. Students may want to submit their articles to a youth magazine (such as Youthink www.youthink.ca) or Letters to Editor or Student page in the Vancouver Sun or Province.

Endangered Species in Canada - Persuasive Writing

You are an author and you want to write an article to convince people to think the way you do. Pick an issue related to endangered species in Canada. Write an article that shows your point of view. Include both facts and opinions and include a picture. You may need a separate sheet of paper.



The title of my article: _____

caption _____



Adopt an Endangered Species



The animal I would like to adopt is: _____

Write four questions you would like to answer about your animal:

1. _____
2. _____
3. _____
4. _____

What are three possible sources of information?

1. _____
2. _____
3. _____

Write notes from your research.



What was the most interesting fact you learned about your animal?

My Adopted Endangered Species

My adopted endangered species is: _____

The approximate number of the species left in Canada is: _____

This is what they look like: _____

Their habitat is: _____

Describe the habitat of this animal:

On the back of the back of this paper, draw a picture of your animal in its habitat (or paste a collage).



Explain your animal's favourite foods. Who are its' prey? Who are its predators?

What's the main reason your animal is Endangered in Canada or elsewhere?

Here is how we can help:

