**GN Department of Environment**

Environment Week Lesson Plan 1

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| **Date**: Monday, June 04th, 2018 | **Grades**: 4-6 |
| **Title**: **Wildlife is Everywhere!** **Time: 45min – 1hr** |  |

**Curriculum Expectations**

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| ***Inuit Qaujimajatuqangit Strands*** | **Alberta Curriculum** |
| *Iqqaqaukkaringniq** *Uukturarniq (experimentation)*
* *Qaujimajumaniq (curiosity)*
 | **Social Studies 5.1: Physical Geography of Canada****General Outcome:*** Students will demonstrate an understanding and appreciation of how the physical geography and natural resources of Canada affect the quality of life of all Canadians

**Specific Outcomes**:5.1.1 – Students will appreciate the variety and abundance of natural resources in Canada |

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| **Objectives** |

By the end of the lesson, students will be able to:

1. State that humans and wildlife share environments
2. Generalize that wildlife is present in areas all over the earth
3. Learn that human activities are causing a decline in wild animals

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| **Assessment** |

* Informal observation
* KWL chart

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| **Materials** |

* Wildlife Detective Activity Sheet
* KWL Chart
* Pencils
* Pictures or PowerPoint slides showing local wildlife

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| **Introduction – 5-10 minutes**  |

**Animal Charades**

***\*Tell students that you will be playing animal charades.***

**Explain** – 1 volunteer goes up to the front of the class and mimics an animal. The rest of the students have to guess what animal that is. Be the first volunteer, have students guess then ask a student to do the next turn. Students choose their own Nunavut Animal to mimic. Do 5 or 6 times.

**Explanation**

**SAY** – Good job everyone! Those were some great animal impressions! So people often think that wildlife only as large animals like polar bears, walruses and muskox. But wildlife includes all animals that have not been domesticated by people.

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| **Wildlife Detectives Activity - ~30 minutes**  |

**ASK** – Does anybody know the difference between a domesticated animal and wild animal?

(get students to respond)

**SAY** – Domesticated animals are those that have been tamed, made captive or bred for special reasons, like farm animals and pets. Wild animals are the rest. Wildlife includes the big animals that we see in Nunavut, like the polar bears or caribou, but it also includes the smallest organisms, ones that can only be seen through a microscope! Wildlife occurs in a huge variety of forms and colours. And wildlife can be found all around us. Even when we think we can see or hear no animals at all- they exist somewhere around us, isn’t that cool? There are even ten\s of thousands of life forms on our skin, in our hair and inside our bodies! In fact, each of us would die if all the organisms that inhabit our bodies were to disappear. So, we are never really alone in an environment. Some form of wildlife is near us.

The main idea of this lesson is to make us understand that humans and wildlife SHARE environments.

What is an environment? Well, it’s the surroundings, or area in which we live. It includes all living and non-living things in the area.

Today we’re going to put on our detective hats and look for evidence of wildlife around us, around our environment.

***\*put students into groups of 4 by numbering them 1 to 4\****

**SAY -** First we’re going to start by looking around the classroom for any signs of wildlife. Remember, wildlife is not all big, some wildlife is tiny. Can you find any signs of wildlife in the classroom?

**\*Have students look around for signs of spider webs, flies, bugs.**

***\*Ask a student to hand out ‘signs of wildlife’ worksheet.***

**SAY** - In a moment we will be going outside with our teams to look for signs of wildlife around the school. \**Point to the* *Wildlife is Everywhere – Wildlife Detectives* worksheet. When we look for evidence of wildlife there can be direct evidence, such like seeing an actual animal, or indirect evidence, such as animal tracks, animal droppings, feathers or fur.

***\*Go through one example with the students.***

**SAY** – Ok, let’s all go outside in our teams and spend 15 minutes looking for some evidence of wildlife around \_\_\_\_\_\_\_\_\_\_\_\_ school!

***\*Help facilitate by walking around to the different groups and assisting if necessary. After 15 minutes, direct students back to the classroom.\****

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| **Discussion** |

**ASK** – Can you nominate one spokesperson from each group to share what evidence you found of wildlife? We are going to go around to each group and share what we found. If you are the spokesperson, you’ll say what evidence you found, such as rabbit tracks, for example, and say whether that was direct or indirect evidence.

*Have each group share one answer*

*\*When all students have shared,* ***ASK –*** Do you think that sharing our environment with wildlife can cause problems? Why or why not?

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| **End of lesson** |

*Hand out K.W.L. chart. Have students write name on the top, fill it out and hand it back to you.*