

Species At Risk Research Project

Grade 7 – Science and Technology



Lesson Details

Grade Level:	7	Curriculum Links:	Science and Technology	Time Needed:	3 hours
Learning Goal	To conduct research about an Ontario reptile species considered to be at risk according to the Ontario Endangered Species Act. To then create a group presentation based on their research and present it to the class.				
Success Criteria	By the end of this lesson, students will have researched an Ontario reptile that is considered to be at risk and created a presentation illustrating their findings.				
Specific Expectations	<p><i>Understanding Life Systems: Interactions in the Environment</i></p> <ul style="list-style-type: none"> Analyze the costs and benefits of selected strategies for protecting the environment; Use scientific inquiry/research skills to investigate occurrences that affect the balance within a local ecosystem; Use appropriate science and technology vocabulary, including: sustainability, biotic, ecosystem, community, population, and producer, in oral and written communication; Demonstrate an understanding of an ecosystem as a system of interactions between living organisms and their environment; Explain why an ecosystem is limited in the number of living things that it can support; Describe ways in which human activities and technologies alter balances and interactions in the environment. 				
Materials Needed	Worksheet (attached), Computer, Internet Access, Pencil.				

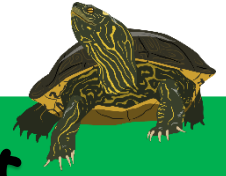
Lesson Description

Overview	In a group, students will be assigned an Ontario reptile that has been classified as at risk. They will then present their research to the class.
Activity	<ol style="list-style-type: none"> Begin by introducing what an “at risk” species is and discuss the Endangered Species Act of Ontario. Next, split the class into small groups and assign each group an Ontario reptile to research (E.g. Spotted Turtle, Wood Turtle, Blanding’s Turtle, Northern Map Turtle, Five-Lined Skink, etc.). Distribute the attached worksheets and give the students time on a computer to begin their research and to prepare their presentation. Once everything is complete, the students should present their findings to the class.
Background Information	A species to be considered at risk is one that has been evaluated by the Committee on the Status of Species at Risk in Ontario (COSSARO) and falls under their classifying rules. In 2007, Ontario enacted the Endangered Species Act. The purposes of this act are thus: (1) to identify species at risk based on the best available scientific information, including information obtained from community knowledge and aboriginal traditional knowledge, (2) to protect species that are at risk and their habitats, and to promote the recovery of species that are at risk, (3) to promote stewardship activities to assist in the protection and recovery of species that are at risk. There are several categories within these

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	<p>systems: special concern (some interaction the organism has may put it at risk), threatened (an interaction the organism has is putting it at risk), endangered (at risk of becoming extirpated or extinct), extirpated (completely gone from one area/province) and extinct (gone forever). Many of Ontario's reptiles are currently on this list; some are threatened such as the Blanding's Turtle while others are endangered such as the Wood Turtle. As Ontario citizens, it is our responsibility to help protect the plants and animals on this list to ensure they do not become extinct or extirpated. One way to do this is through education and research.</p>
Blacklist Masters	<ul style="list-style-type: none"> • Worksheet (attached) • Video Link(s): How You Can Help Ontario Turtles and Threats to Ontario Turtles • For more information, please visit https://www.turtleguardians.com/why-saving-turtles-is-important/ • For more information, please visit https://www.ontario.ca/laws/statute/07e06#BK3
Place-Based Learning	<p>Students will research their local wildlife in order to understand their needs and threats against them. Students are encouraged to visit a local wildlife centre to learn more as part of their research.</p>
Inquiry-Based Learning	<p>Using Guided Inquiry, the students will work in groups to conduct research and present their findings.</p> <p>Ask the students:</p> <ul style="list-style-type: none"> • What is a species at risk? • What is the Endangered Species Act? • What factors contribute to the demise of a species? • What can be done to help the species at risk to prevent extinction?
Turtle Stories	<p>Visit a local wildlife centre to learn more about how you can get involved to help save the species at risk in Ontario. Students are encouraged to share their experiences, pictures, and presentations on the Turtle Stories website, found here: https://www.turtlestories.ca/</p>
Turtle Guardian Program Links	<p>After completing Level 2 (Wetland Watchers) of the Turtle Guardian Program, students can move onto Level 3 (Conservation). In this level the students learn how to design their own conservation project with the help from staff or support from their school. For more information, please visit https://www.turtleguardians.com/what-is-a-turtle-guardian/</p>

My Notes



Species At Risk Research Project

Group Members: _____

Assigned Species: _____

Use the computer to research the following questions about your assigned species. Then create a presentation with your information to be shared with the class.

Does the species name have meaning or a story behind it? _____

What factors are contributing to the demise of this species? _____

What habitat requirements does this species have? _____

Where do you find this species? What is its range? _____

What can we do to help the species and prevent it from being extinct? _____

What are three facts about this species that you discovered while researching it?

1. _____

2. _____

3. _____