



Community Science

Urban Wildlife

Lesson 2: How to identify a species

Duration: 50 mins - 1 hour

Location: Indoors

Overview

In this lesson students will:

Explore the impacts of climate change on humans, wildlife and biodiversity. Learn what makes urban wildlife special and understand new ways to identify them. Students will be introduced to field guides and participate in activities to challenge their observation and identification skills using biofacts and technology.

Learning objectives

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

- Understand the impacts of climate change and explore the unintended consequences of human activities
- Define biodiversity
- Understand characteristics used to identify local urban wildlife (introduction to identifying birds, mammals, insects, flowers)
- Understand the purpose of field guides and practice utilizing them to identify birds and other animals
- Use QR codes and iPads to obtain information about biofacts

Curriculum links

Grade: 7

Subject and Unit: Science, Interactions and Ecosystems

- analyze an ecosystem to identify biotic and abiotic components, and describe interactions among these components;
- identify intended and unintended consequences of human activities within local and global environments (e.g., changes resulting from habitat loss, pest control or from introduction of new species; changes leading to species extinction)



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Equipment required

- PowerPoint called "Lesson 2 how to id a species (grade 7 UW)"
- Biofact QR Code Activity instructions
- 7 iPads/tablets
- 7-9 biofacts and QR codes
- 7 digital microscopes
- Laminated student observation sheets
- Erasable markers
- Computer with Wi-Fi
- Projector



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Lesson plan

Time	Activity	Equipment needed
3-5 mins	Impacts of Climate Change and Introduction to Biodiversity (slide 2-3) <ul style="list-style-type: none">• Discuss the impacts of climate on humans, the environment and how they overlap addressing (slide 2)• Addressing the unintended and intended consequences of human activities (slide 2)• Introduction to biodiversity (slide 3)	<ul style="list-style-type: none">• Computer with Wi-Fi• Projector
2 mins	How is urban wildlife special? (slide 4) <ul style="list-style-type: none">- Ask students what they believe urban wildlife means- Go through the slide notes as a guide	<ul style="list-style-type: none">• Computer with Wi-Fi• Projector
8 mins	Identifying Urban Wildlife (slides 5-8) <ul style="list-style-type: none">- Ask students what types of characteristics they would use to identify the pictured organisms- Briefly review the different ways we identify birds, mammals, plants, and insects- Go through the slide notes as a guide	<ul style="list-style-type: none">• Computer with Wi-Fi• Projector
3 mins	What do we use to identify urban wildlife? (slide 9) <ul style="list-style-type: none">- Introduce field guides- Go through the slide notes as a guide	<ul style="list-style-type: none">• Computer with Wi-Fi• Projector• Field Guides
30-40 mins	Biofact Blitz Activity (slides 10-12) <ul style="list-style-type: none">- Review slide 10 for the biofact rules- Set up classroom for activity and review slide 11 for the activity instructions for the students (refer to the Biofact Blitz Activity Instructions)	<ul style="list-style-type: none">• Computer with Wi-Fi• Projector• Field guides (at least one per station)



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	<ul style="list-style-type: none">- Allow each group to see at least a few biofacts and fill out the observation sheets for them- End the session with the Biofact Blitz Debrief on slide 12	<ul style="list-style-type: none">• 7 iPads/tablets (one per station)• 7 biofacts (one per station)• Digital microscopes (refer to Biofact Blitz Activity Instructions for instructions of use)• 7 laminated observation worksheets (one per station)
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