



# 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, as well as the impacts of humans on our ecosystems. 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
- Identify an example of dependencies among species linking their survival
- 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: 9

Subject and Unit: Science, Biological Diversity

- observe variation in living things, and describe examples of variation among species and within species;
- investigate and interpret dependencies among species that link the survival of one species to the survival of others;
- Identify impacts of human action on species survival and variation within species, and analyze related issues for personal and public decision making



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#### Equipment required

- PowerPoint called "Lesson 2 how to id a species (grade 9 UW)"
- Biofact QR Code Activity instructions
- 7 iPads/tablets
- 7 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"><li>- Discuss the impacts of climate on humans, the environment and how they overlap addressing, addressing the unintended and intended consequences of human activities (slide 2)</li><li>- Introduction to biodiversity (slide 3)</li></ul>	<ul style="list-style-type: none"><li>• Computer with Wi-Fi</li><li>• Projector</li></ul>
6-8 mins	Impacts of Human Activities (slide 4-5) <ul style="list-style-type: none"><li>- Discussing the impacts of humans on species survival and biodiversity (slide 4)</li><li>- Review an example (slide 5)</li></ul>	<ul style="list-style-type: none"><li>• Computer with Wi-Fi</li><li>• Projector</li></ul>
2 mins	How is urban wildlife special? (slide 6) <ul style="list-style-type: none"><li>- Ask students what they believe urban wildlife means</li><li>- Go through the slide notes as a guide</li></ul>	<ul style="list-style-type: none"><li>• Computer with Wi-Fi</li><li>• Projector</li></ul>
8 mins	Identifying Urban Wildlife (slides 7-10) <ul style="list-style-type: none"><li>- Ask students what types of characteristics they would use to identify the pictured organisms</li><li>- Briefly review the different ways we identify birds, mammals, plants, and insects</li><li>- Go through the slide notes as a guide</li></ul>	<ul style="list-style-type: none"><li>• Computer with Wi-Fi</li><li>• Projector</li></ul>
3 mins	What do we use to identify urban wildlife? (slide 11) <ul style="list-style-type: none"><li>- Introduce field guides</li><li>- Go through the slide notes as a guide</li></ul>	<ul style="list-style-type: none"><li>• Computer with Wi-Fi</li><li>• Projector</li><li>• Field Guides</li></ul>
30-35 mins	Biofact Blitz Activity (slides 12-14)	<ul style="list-style-type: none"><li>• Computer with Wi-Fi</li></ul>



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	<ul style="list-style-type: none"><li>- Review slide 12 for the biofact rules</li><li>- Set up classroom for activity and review slide 13 for the activity instructions for the students (refer to the Biofact Blitz Activity Instructions)</li><li>- Allow each group to see at least a few biofacts and fill out the observation sheets for them</li><li>- End the session with the Biofact Blitz Debrief on slide 14</li></ul>	<ul style="list-style-type: none"><li>• Projector</li><li>• Field guides (at least one per station)</li><li>• 7 iPads/tablets (one per station)</li><li>• 7 biofacts (one per station)</li><li>• Digital microscopes (refer to Biofact Blitz Activity Instructions for instructions of use)</li><li>• 7 laminated observation worksheets (one per station)</li></ul>
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