

Summary:

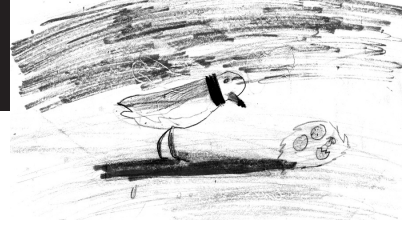
Students create a "postcard" of a species and learn about the 16 Species-at-Risk protected provincially.

Learning Objective:

Students will:

1. be introduced to the 16 species listed as "at risk" in NB
2. learn about the geographic range of these species.
3. consider some of the reasons for why species in NB are designated "at risk".
4. discuss what is being done to help endangered species in NB.

Postcard Province



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Activity 5

Materials: Map of New Brunswick, single copies of Fact Sheets for students, Bristol board to make the postcards, scissors, rulers and colored pencils/markers

Location: Indoors

Time required: 2-3 classes

Background Information:



A species-at-risk is a species of animal or plant that is at risk of disappearing or becoming extinct in the near future. Extinctions are a normal part of evolution, but scientists estimate that the current rate of extinction is 1,000 times greater than the rates only a few hundred years ago. In the province of New Brunswick there are 16 species at risk that are protected under the New Brunswick Endangered Species Act. Many more are threatened or are species of special concern. Some of these other species that are recognized by COSEWIC as endangered, threatened, or of special concern are listed in Appendix 4.

This activity takes an interactive look at the 16 NB species-at-risk. Eight of these are plants and the other 8 are animals. A primary component of this activity is to introduce the individual species and the kit Fact Sheets to students.

Activity: (Students will work individually or in groups of two)

1. Put up the NB Tourism map provided with this kit on the classroom wall.
2. Find a creative way to assign one species to each student (or pair). For example, each of the species names could be written on pieces of paper and then drawn out of a hat to assign the species.
3. Give each student a Fact Sheet on the selected species-at-risk. Explain why certain species are at risk and why. Students may need some help to understand details contained in the fact sheets. Review what is learned by asking students what a species-at-risk is.
4. After reading the Fact Sheet, students should design a "postcard", consisting of a drawing or other representation of this species, as well as a description of the



Curriculum Links:

Describe current investigations into local or regional habitat issues.

Describe how personal actions help conserve habitats.

Relate habitat loss to the endangerment or extinction of plants and animals.

species. The front of the postcard, for example, could have the illustration and the back of the card could list the species description and a few other significant points. Students are asked to write in their own words, choosing the facts that they think are most interesting. Some of the main points to include on the postcard are:

<i>Name of species</i>	<i>Status (ex. endangered, extinct)</i>
<i>Species group (ex. birds, plants)</i>	<i>Threats: why is this species at risk?</i>
<i>Habitat: where does this species live?</i>	
<i>What can be done to help protect this species?</i>	

Sample facts to include in a postcard:

Name of Species: Piping Plover **Species Group:** Bird **Status:** Endangered in NB
Threats: Why is this species at risk?
 People and pets disturb the birds, as well as harming their nests.
Habitat: Where does this species live? Sandy beaches on the east coast of NB
Action: What can we do to help protect this species?
 Educate people about the Piping Plover. Find people who will protect the Piping Plover.

5. Once the "postcard" is finished, students can indicate where the species is found in NB by making species icons and gluing them to the New Brunswick map. Alternatively a piece of string can run from each postcard to where the species is found on the map. the postcard will need to lie flat and stick to a surface. The geographic distribution of the species is indicated on each fact sheet.



Frontside
Illustration



Back side
Facts

6. Discussion

Where does the species you worked on call home?

What are the main reasons for these species being "at risk"?

What are some of the things being done to help protect endangered species?

Variations:

1. Students could present their species to the class, using the information on their "postcard".

2. Once the "postcards" are complete, the teacher could lead a game of "Who Am I?" using the fact sheet information as clues. For example, the clues for a Piping Plover might be:

- I am a small creature
- I live on beaches
- I eat beetles, and marine worms
- I have a short orange-yellow bill

3. The teacher could contact a local group that is concerned about species-at-risk and ask if it would support the class as a postcard mailing destination. If the postcard is sent through Canada Post, cardboard backing will be required. Check the contacts and resources section of the kit, as a starting point.



Photo: Piper Project

Photo: Richard
kuzminski

