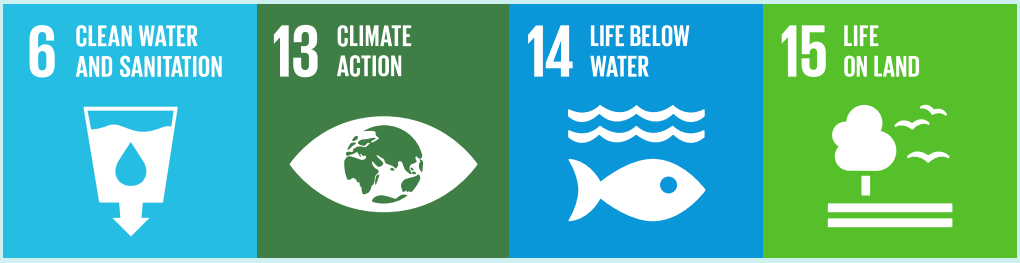
The Centre for Global Education

World Habitat Day

Educators Guide
Ages 6-12



CGE CENTRE FOR GLOBAL EDUCATION

OCEAN WISE

green LEARNING

TakingITGlobal INSPIRE INFORM INVOLVE

Introduction

The Centre for Global Education develops and delivers virtual collaborative learning projects that engage and empower children as global citizens, by connecting them to the people, places, and issues they are learning about in their classrooms.

cgeducation.org

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THE CENTRE FOR GLOBAL EDUCATION

Live Event Information

We would like to extend a warm welcome to the **World Habitat Day** video conference!

The event will take place:

Oct. 7, 2024 at 12:30 ET

[Click here for your local time]

It is a 45-min interactive session hosted on zoom. Students will have opportunities to ask our hosts questions and share their thoughts with learners from around the world.

Join Zoom Meeting

This event is possible through a partnership between the Centre for Global Education, Ocean Wise, GreenLearning, and TakingITGlobal.

We have created an OPTIONAL activity sheet for your students to work on during our live event. They will have the opportunity to shair their creations live on camera at the end of our event!

View Activity Sheet

If you are unable to make it to the live event, please access our YouTube Livestream to watch a recording of the session at **any time.**

Watch Youtube Live

About This Educators Guide

Prepare for Live Event

In order to make the live events as interactive as possible, we ask that all participants prepare questions or comments related to the content of the Educators Guide.

Age Range

Our activities are created with **an elementary** age range in focus. However; you know your learners best, so feel free to engage in whatever material fits your students' current level and topic of focus. Activities are created at an easier learning level but presented with optional extensions for higher learners.

Classroom Activities

All of the learning activities in this document are designed to be completed in your classroom prior to the live event. Most activities will require a device with access to the internet and will take approximately 45 minutes to complete. The classroom activities are optional, but are provided to help enrich your students' engagement with the live event session.

Learning Objectives

The objectives of these activities is to educate students on the importance of biodiversity and provide them with actions they can take to support their natural habitat.

Activity 1 - What is Biodiversity?

Ages: 13 - 18	Time: 45 min

Big Ideas:

Biological Diversity - the variety of living things in a given place. Biodiversity is important to the health of the world's ecosystems

Goals:

- Students will discover the importance of biodiversity for a healthy planet
- Students will examine how they are personally affected by biodiversity
- Students will express what biodiversity means to them

Procedure:

1. Begin by watching the introduction video: Why is biodiversity important - with Sir David Attenborough | The Royal Society (5:39)

2. Individually, give students 2 minutes to brainstorm the following question:
How does biodiversity benefit your life?
Answers may include food pollination, providing oxygen, fighting climate change, supporting food chains, etc.

3. Have students get into groups of 3-4 to share their answers.

4. After each group has discussed, have one student from each group share their most important answer.

5. Provide each group with a large paper and have them write the word "Biodiversity" in the centre. Have students draw what they covered in the discussion to show what the importance of biodiversity means to them. Students can add their ideas in words or images.

Extension: Research

As a class or in groups have students research the plants and animals that make up their local habitat. They can show their learning by adding all names of organisms to a large paper shared by the class. Remind students to include, mammals, fish, birds, trees, mushrooms, and even insects!

Activity 2 - Exploring Your Habitat

EDIAR Activity

Ages: 13 - 18	Time: 45 min

Goals:

- Students will explore their surrounding habitat to make connections with the living things around them
- Students will reflect on their potential impacts on organisms around them

Procedure:

1. You can begin by watching the intro video: Why restoring Indigenous land rights is good for the planet | Lindsey Schneider (9:51)

2. Students will now get outside for a nature walk! Before leaving provide a brief overview of safety rules for the walk, such as not touching plants or animals without permission and not disturbing their habitat.

3. Provide each student with paper and a writing utensil, and if available, give each student a magnifying glass.

4. Lead the students to the outdoor space chosen for the nature walk. Encourage them to explore, observe, and collect information about the plants and animals they find. Instruct students to draw or write down their observations, including size, colour, habitat, and any interesting features.

5. Have students reflect on the following questions by first thinking individually, then sharing in a small group.
   - What are some actions you can take inside and outside your home that could have a negative impact on the living things around you?
   - What are some actions you can take inside and outside your home that could have a positive impact on the living things around you?

Extension: Impact Reflection

Have students reflect on their environmental impacts by writing or recording an answer to the questions above. They should summarize their response by sharing one or more actions they will take to support their environment.

Activity 3 - Organisms at Risk

Ages: 13 - 18	Time: 45 min

Big Ideas:

Conservation Status - how likely an organism is to become extinct in the near future. Factors taken into account include the number of individuals remaining, the increase or decrease in the population over time, breeding success rates, and known threats.

Goals:

- Students will understand what classifies a species as endangered
- Students will research endangered species in their home ecosystems
- Students will present their findings to the class

Procedure:

1. Begin by watching the introductory Video: Endangered Animals! | SciShow Kids (4:18)

2. Students will choose an endangered species to research This can be completed individually or in small groups. For younger students, the activity can be completed as a whole class with the teacher. The following links can be a good starting point for selecting a species in your home area:
Canada
North America
Latin America
Africa
Europe
Asia
Australia

3. During their research, students can complete the Endangered Species Worksheet attached to summarise what they have learned.

Extension: Presentation

Students will prepare and present to the class their learning by sharing what they have added to their worksheets. Presentations can be concluded with 2-3 questions from the class and/or teacher.

Activity 4 - Art4Biodiversity

Ages: 13 - 18	Time: 45 min

Goals:

- Students will create an original art piece on the topic of biodiversity

Procedure:

1. Show previous artwork samples - created by children - on the Art4Action Virtual Gallery, or print select pieces from the gallery to pass out to students.

2. In groups, have students start by talking about the following questions:
   - What do you see in this piece of art?
   - Why do you think the artist made it?
   - How does it make you feel?

3. Encourage your students to share their ideas about what biodiversity means in your community. Keywords from the discussion should be added to the whiteboard so students can see them during their art creation.

4. In small groups, have students talk about their plan and develop a rough draft. Depending on the grade level, feedback could include:
   - What message are they trying to share? How do you know from the creation?
   - Why is this message important to them? Why is it important to their community?
   - How does this creation challenge people to think about climate change?

5. Upload a picture of student-created art to our Art4Action gallery. Students can upload on their own or teachers can use the 'bulk upload' function to submit multiple pieces at once. You can also email all your art to our Online Learning Coordinator rebecca@cgeducation.org who can submit it on your behalf.

Extension:

Students are encouraged to submit art in 2 or MORE forms!

Resources

Why is biodiversity so important? - Kim Preshoff (4:18)

Why is biodiversity important? (1:17)

Book an Aquaclass | Education - Ocean Wise

Seaforestation Team | Seaforestation - Ocean Wise

Biodiversity | American Museum of Natural History

Biodiversity | Brittanica Kids

Biodiversity Works for Wildlife | Canadian Wildlife Federation

Biodiversity For Kids: Backyard Activities to Promote Biodiversity | Nature Canada

We would love your feedback on this Educators Guide.
Please send any questions, comments to rebecca@cgeducation.org

And don't forget to subscribe to our newsletter
and follow us online at www.cgeducation.org - Thank you!

A proud component of:
Waves of Change
Bringing together and empowering youth to turn the tide on climate change.
Many ripples make a wave!
CGE THE CENTRE FOR GLOBAL EDUCATION
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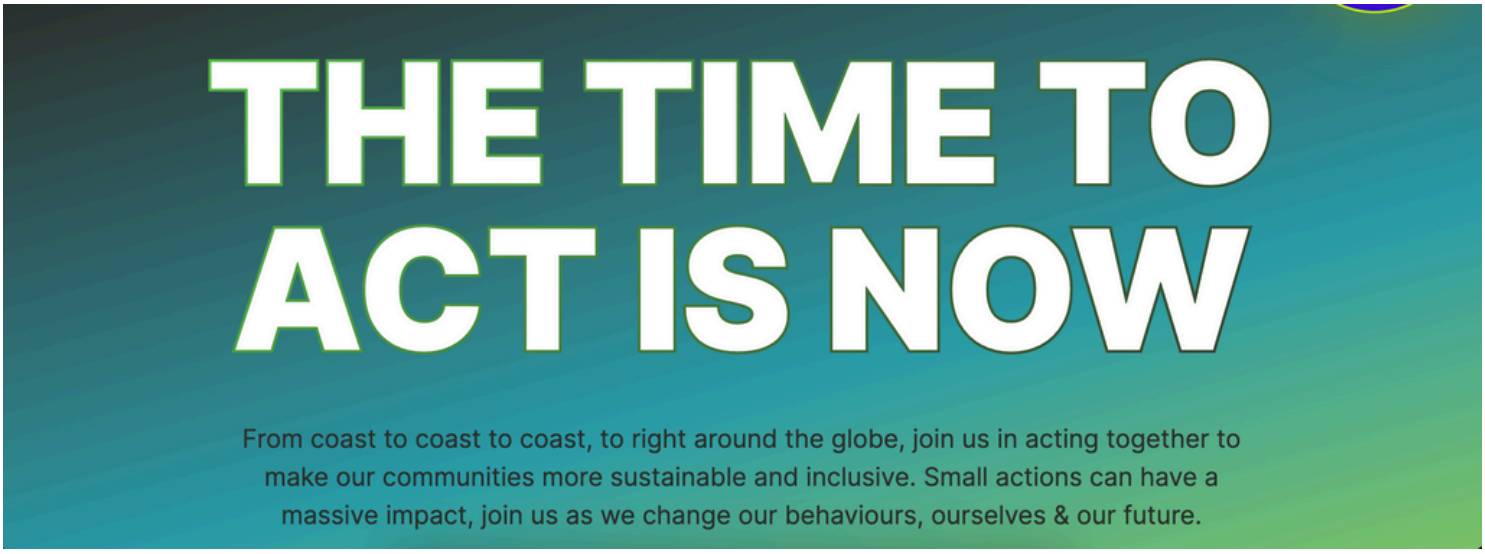
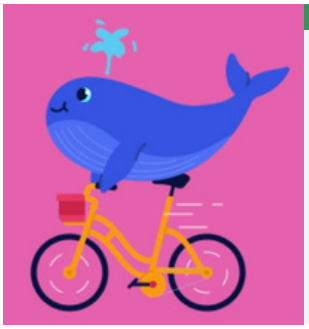
OCEAN WISE
Canada This project was undertaken with the financial support of the Government of Canada. Ce projet a été réalisé avec l'appui financier du gouvernement du Canada.

Commit2Act



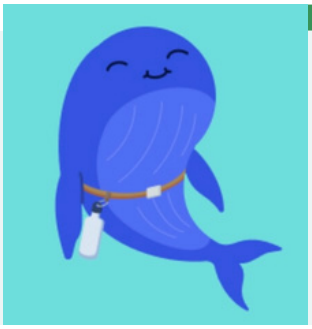
Log Action - Plant Based

Animal agriculture is responsible for up to 18% of global greenhouse gas emissions, more than the entire transportation sector combined - FAO



Log Action - Sustainable Transport

Taking public transportation reduces CO2 emissions by 45% - UCLA



Log Action - Avoiding Single Use Plastic

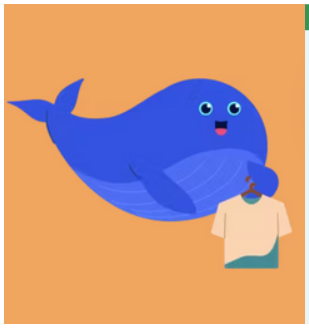
Approximately 8 million tons of plastic waste enter the oceans every year - National Geographic

Log Action - Wash in Cold

The average household releases 533 million microfibers into the water system per year just by doing laundry.

Log Action - Plant a Garden or Tree

Planting one tree can cost as little as 10 cents and be done in 15 seconds10 cents and be done in 15 seconds.



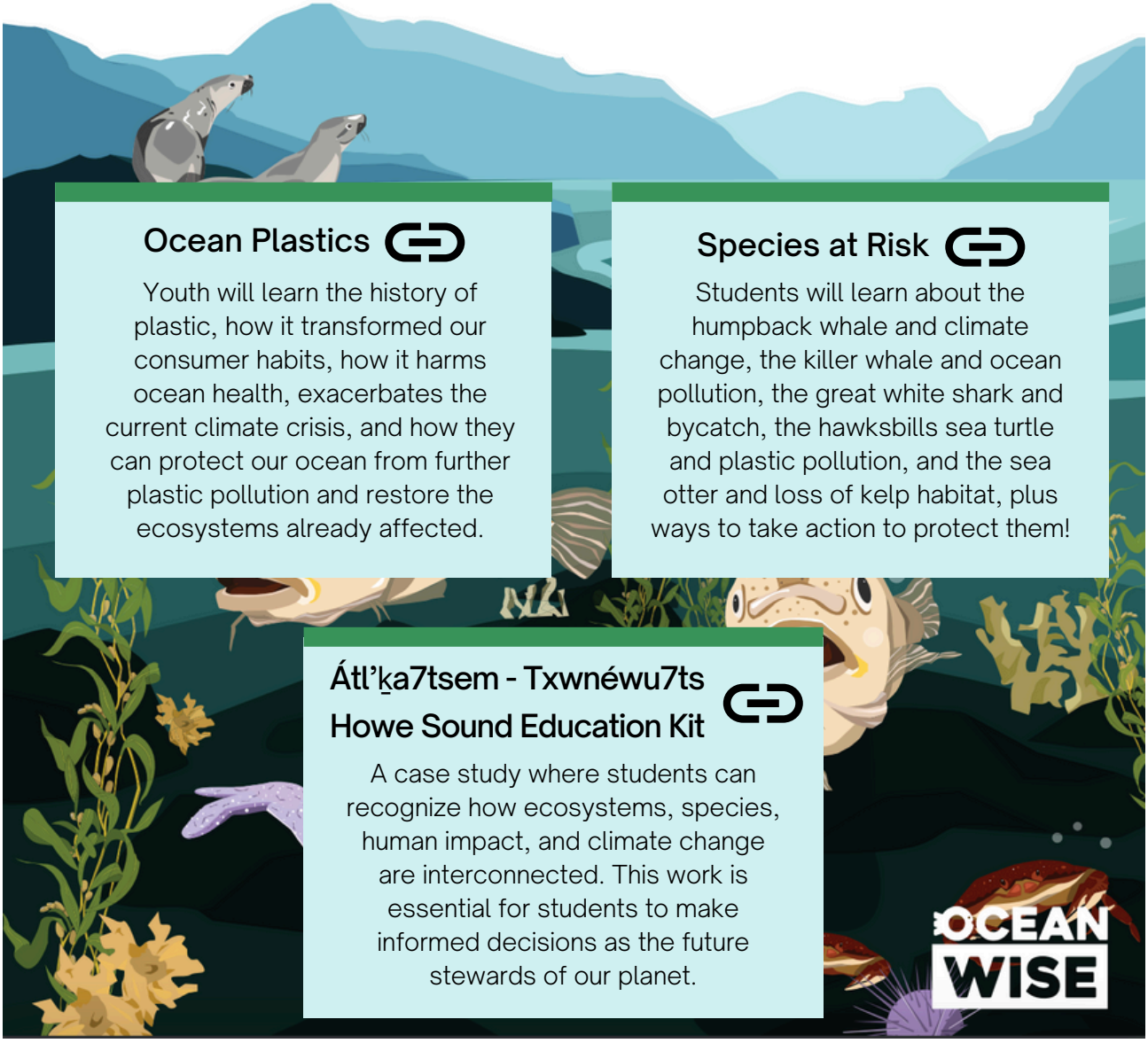
Log Action - Avoiding Fast Fashion

We discard 92 million tons of clothes-related waste each year! That's a garbage truck every SECOND!

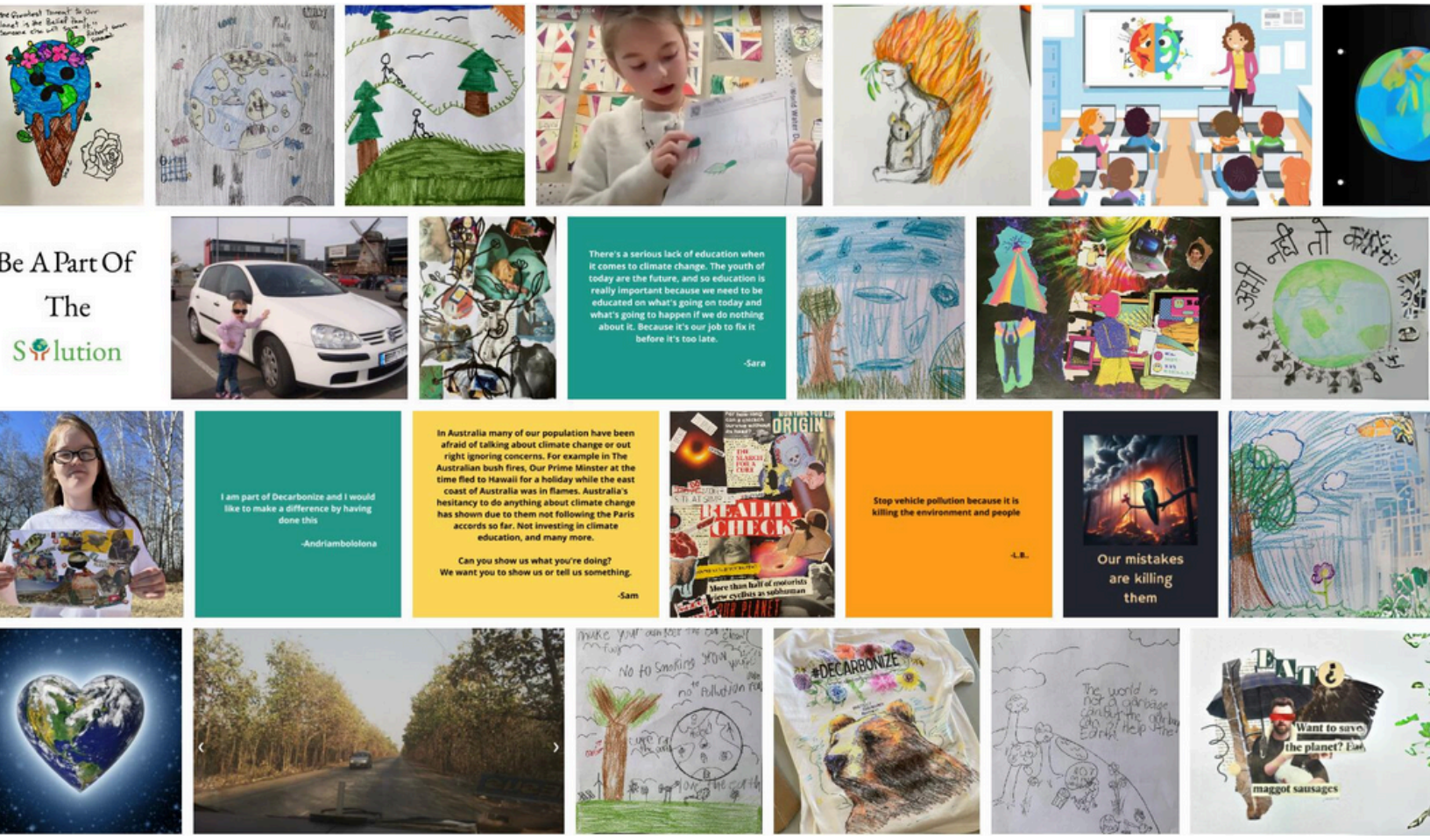
Ocean Wise Education Kits

How did we become so reliant on plastic? Why does overfishing impact Great white sharks? What is a marine protected area? And how can I make a difference?

Our partners at Ocean Wise have launched new education kits which delve into these questions! The free bilingual kits for Grades 3-12 cover topics including ocean plastic pollution, marine species at risk and the threats they face, and a case study of Átl'ḵa7tsem/Howe Sound in British Columbia to illustrate eco-system interactions. The kits are designed to support educators in addressing ocean threats, climate change, and conservation in their classrooms and include curriculum links. **Click on the Education kits below to access them.**



eCards



eCards is a tool for students in grades 4-12. With educator support, younger grades can also successfully use this tool. eCards empowers youth to act for the climate by learning about environmental issues, creating informed messages, and acting on them.

By sending an eCard to a decision maker, learners express what they have learned through their research and what matters most to them. Through art and writing, eCards supports environmental education and advocates for people to take meaningful, collective action.

Begin Your eCard

green LEARNING

Curriculum Connections

Alberta

Science

1.11 Describe some common living things, and identify needs of those living things

2.5 Describe some properties of water and other liquids, and recognize the importance of water to living and nonliving things

3.11 Identify requirements for animal care

4.5 Recognize that human activity can lead to the production of wastes, and identify alternatives for the responsible use and disposal of materials

5.8 Observe, describe and interpret weather phenomena; and relate weather to the heating and cooling of Earth's surface
5.9 Investigate relationships between weather phenomena and human activity

6.10 Describe characteristics of trees and the interaction of trees with other living things in the local environment

7.A.1 Investigate and describe relationships between humans and their environments, and identify related issues and scientific questions
7.A.2 Trace and interpret the flow of energy and materials within an ecosystem
7.A.4 Describe the relationships among knowledge, decisions and actions in maintaining life-supporting environments
7.B.1 Investigate plant uses; and identify links among needs, technologies, products and impacts
7.B.3 Analyze plant environments, and identify impacts of specific factors and controls
7.E.1 Describe and demonstrate methods used in the scientific study of Earth and in observing and interpreting its component materials
7.E.3 Investigate and interpret evidence of major changes in landforms and the rock layers that underlie them

8.E.1 Describe the distribution and characteristics of water in local and global environments, and identify the significance of water supply and quality to the needs of humans and other living things
8.E.2 Investigate and interpret linkages among landforms, water and climate
8.E.3 Analyze factors affecting productivity and species distribution in marine and freshwater environments
8.E.4 Analyze human impacts on aquatic systems; and identify the roles of science and technology in addressing related questions, problems and issues

Endangered Species Worksheet

The organism I have chosen is a(n) _____(plant/ animal)

Conservation Status (circle one)

Extinct (EX) **Extinct in the wild (EW)** **Critically Endangered (CR)**

Endangered (EN) **Vulnerable (VU)** **Near Threatened (NT)**

Conservation Dependent (CD) **Least concern (LC)**

Name of organism: _____

Draw a picture of your organism in it's natural habitat!

What are the main reasons that your chosen species is endangered?
(What challenges is it facing?)

_____

_____

_____

_____

_____

Art4Biodiversity

Title of Your Artwork:_____

Name:_____

Age:____ Country:_____