

2.7 How Do We Impact Animals?

Story Extension for This Lesson:

In the story, Sam and Alex accidentally hurt a plant by stepping on it. Without meaning to, people often have both positive and negative impacts on plants and animals in nature. In this activity, students will help Sam and Alex to understand some of these impacts that people can have on animals.

Grade: 2

Strand: Growth and Changes in Animals

Big Ideas:

- Humans need to protect animals and the places where they live. (Overall expectations 1, 2 and 3)

Overall Expectations:

1. assess ways in which animals have an impact on society and the environment, and ways in which humans have an impact upon animals and the places where they live

Specific Expectations:

1.2 identify positive and negative impacts that different kinds of human activity have on animals and where they live (e.g., actions of animal lovers and groups that protect animals and their rights, the homeowner who wants a nice lawn, people who visit zoos and wildlife parks, pet owners), form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced

2.7 use appropriate science and technology vocabulary, including life cycle, migration, adaptation, body coverings, and classify, in oral and written communication

2.8 use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes

Inquiry Skills:

Evaluating, Reporting

Instructions:

Part 1:

Have students think about their local schoolyard or natural area (if there is one nearby). List a few ways that people in the area can help the natural area and, in turn, help the animals that live there (e.g. don't cut down trees, don't litter, allow natural grasses and plants to grow).

Part 2:

Give students a double-sided copy of the 'Forest' image in the story. On one side of the page, have students list all of the positive things that humans can do to help animals and nature. On the other side, have them list some of the negative things people do that can impact animals and nature.

Part 3:

You can encourage students to research ways to help nature or animals with many easily accessible videos that are available.

- Sample search: <https://www.google.ca/search?q=video%3A+ways+to+help+nature&aq=chrome..69i57j69i58.3830j0j7&sourceid=chrome&ie=UTF-8>

Once their initial brainstorming is completed, encourage students to research more ways to help nature. This would also be an excellent opportunity to ask questions or advice from a VROC Expert or a local conservation authority.

Materials List:

- tablets or laptops for research

Connections:

Language/Information Technology:
Research skills

Assessment Strategy:

After this activity is complete, have students do a simple journal entry in which they list three ways humans can help protect animals. An oral assessment could also be done for those students requiring accommodations.

Handouts:

How Humans Can Help Nature

Ways that We Can Help Animals and Nature

In the space around this picture, list as many ways as you can think of that humans can help keep animals and nature healthy. You may need to do some research or interviews to help get ideas.

