



## Species at Risk Challenge

Species at Risk looks at preventing wildlife species in Canada from disappearing, to provide for the recovery of wildlife species that are extirpated (no longer exists in the wild in Canada), endangered, or threatened as a result of human activity, and to manage species of special concern to prevent them from becoming endangered or threatened.

The goal of this challenge is to introduce the girls to learning about species at risk, conservation and programs available to help protect wildlife.

**To earn this challenge:** Everyone needs to complete **Challenge 1**; and

**Sparks** – Complete **two** additional challenges

**Brownies** – Complete **four** additional challenges

**Guides** – Complete **five** additional challenges

**Pathfinders/Rangers** – Can complete **either**:

- Complete additional **six** challenges; or
- Plan a conservation event for your district or for a younger branch to participate in, with a guest speaker(s), and a minimum of 3 activity stations.

### Everyone completes this challenge:

1. Learn about one species at risk in your province/territory:
  - What category of at risk is it listed at provincially/territorially? (Each province/territory has a provincial/territorial Act related to species at risk.)
  - What category of at risk is it listed federally?
  - Is this species at risk in any other provinces/territories?
  - Why is this species at risk?
    - Given the causes, what could we do to help mitigate the cause(s) of this species being at risk?

### Additional challenges to choose from:

2. Learn what the “at risk” designation terms mean: Extinct, Extirpated, Endangered, Threatened, Special Concern, Data Deficient.
3. Play a game that demonstrates an issue that affects species at risk (e.g. habitat loss and threats to habitat, food availability, the need for adequate space, etc.)
4. Choose a habitat that a species at risk in your area needs to survive - learn about what makes that habitat unique and visit it. Invite a biologist, conservation officer, naturalist or person with related career to talk about their job and species at risk.
5. Watch a movie or read a book with a focus on conservation. Discuss as a group what you learned from the movie or book. (ie. Lorax – Dr. Seuss movie)
6. Learn about the species at risk act for your province/territory and the federal Species at Risk Act; compare them – find 4 similarities and 2 differences.

7. Learn about the federal species at risk listing process: how does a species become listed as a species at risk in Canada?
8. Learn about your provincial/territorial species at risk listing process: how does a species become listed as a species at risk in your province/territory?
9. Learn about a species that is (or was) at risk where there is a successful recovery story for that species. e.g. Peregrine Falcon, Whooping Crane?
10. Sharing information is an important part of conservation of species at risk. Design an advertising or awareness campaign aimed at youth your age about species at risk.
11. Implement the advertising and awareness campaign designed in Challenge 9.
12. Make a craft related to species at risk that involves recycled, reused or repurposed supplies.
13. Select a wide-ranging species at risk that can move (examples of federally listed species: Woodland Caribou, Beluga Whale, Northern Myotis (bat), Swift Fox, Canada Warbler, Short-eared Owl) and a small-ranging species at risk that cannot easily move (examples of federally listed species: Tiny Cryptantha, Small-flowered Sand-verbena, Mackenzie Hairgrass, Porsild's Bryum, Banff Springs Snail). Compare them in terms of what threats to the species, or challenges for conservation are the same between both species? What are the differences?
14. Learn how Canada is making its commitment under the United Nations Convention of Biological Diversity a reality?
15. Learn about how you and your local community can help with Species at Risk in your community.

## **Program Tie-ins – All Branches:**

### Connect and Question

Local Communities

Canadian Communities

World Stage

### Take Action

Your Action

## **Resources:**

1. NWT Species at Risk - <http://www.nwt-species-at-risk.ca>
2. Government of Canada - <https://www.ec.gc.ca/alef-ewe/default.asp?lang=en&n=ED2FFC37-1>
3. Alberta Government – Species at Risk - <http://esrd.alberta.ca/fish-wildlife/species-at-risk/>
4. Alberta Wilderness Association - <https://albertawilderness.ca/issues/wildlife/species-at-risk/>
5. Species at Risk Public Registry – [https://www.registrelep-sararegistry.gc.ca/sar/index/default\\_e.cfm](https://www.registrelep-sararegistry.gc.ca/sar/index/default_e.cfm)
6. Yukon Species at Risk - <http://www.env.gov.yk.ca/animals-habitat/speciesrisk.php>
7. Committee on the Status of Endangered Wildlife in Canada – [http://www.cosewic.gc.ca/eng/sct6/index\\_e.cfm](http://www.cosewic.gc.ca/eng/sct6/index_e.cfm)
8. David Suzuki Foundation – <http://www.davidsuzuki.org>
9. Canadian Wildlife Federation - <http://www.cwf-fcf.org/en/>

## **Search Keywords:**

Species at Risk in Canada

Species at Risk

Canadian Wildlife Federation

David Suzuki Foundation

# SPECIES AT RISK – SPARKS AND BROWNIES

## LEADER'S OUTLINE

### WHAT YOU NEED:

- Crayons, pencil crayons
- Scissors
- Black permanent marker
- glue

#### 1. LEARN THE 'AT RISK' DESIGNATIONS AND WHAT 'EXTINCT' MEANS

- Each girl gets a triangle sheet and 1 bag of gummy bears
- Place 6 gummy bears in bottom space (not labeled)
- Threatened: put 4 gummy bears
- Endangered: put 2 gummy bears
- Extinct: 0 gummy bears

#### 2. LEARN ABOUT A SPECIES THAT WAS AT RISK WHERE THERE IS A SUCCESSFUL RECOVERY STORY

SWIFT FOX – A GOOD NEWS STORY, THE SWIFT FOX WAS ENDANGERED AND BECAUSE OF CAREFUL MANAGEMENT IS NOW BACK TO THREATENED

- Color the swift fox picture
- Connect the dots to draw a swift fox
- Glue Swift Fox information on the back of 1 of the pictures and read
- Google "Swift Fox dot to dot" & "Swift Fox colouring page"

#### 3. PLAY A GAME THAT DEMONSTRATES AN ISSUE THAT AFFECTS SPECIES GAME – OH DEER!

- This teaches the girls that if there is not enough food, water or shelter, then the animals are not able to survive
- Instructions included
- Play as long as girls are having fun!

#### 4. LEARN WHAT SPECIES ARE ENDANGERED

Endangered Species Bingo (cards can be found when googled)

- 1 bingo card per girl + 1 bag of candies (bingo markers)
- Take names of endangered species out of baggie one at a time, calling out name
- Girls mark animal picture on their card with candy marker
- Complete a horizontal or vertical row to win
- Play as many rounds as you have time for

#### 5. MAKE A CRAFT RELATED TO A SPECIES AT RISK

Polar Bear Finger Puppet

- Many ideas if you google "Polar Bear Finger Puppet"

#### 6. Give each girl a Species at Risk badge! Well done!

## **SPECIES AT RISK – GUIDES, PATHFINDERS, RANGERS**

### **LEADER'S OUTLINE**

#### **WHAT YOU NEED:**

- Pencils
- Scissors
- Craft glue

#### **1. LEARN THE 'AT RISK' DESIGNATIONS AND WHAT 'EXTINCT' MEANS**

- Each girl gets a triangle sheet and 1 bag of gummy bears
- Place 6 gummy bears in bottom space (not labeled)
- Threatened: put 4 gummy bears
- Endangered: put 2 gummy bears
- Extinct: 0 gummy bears
- DISCUSS: What happens when a species become extinct?

#### **2. LEARN WHAT SPECIES ARE ENDANGERED**

- Do Endangered Species in North America word search (can be found when googled)

#### **3. PLAY A GAME THAT DEMONSTRATES AS ISSUE THAT AFFECTS SPECIES GAME – OH DEER!**

- This teaches the girls that if there is not enough food, water or shelter, then the animals are not able to survive
- Instructions included
- Play as long as girls are having fun!
- DISCUSS: Have girls work in small groups to answer response questions

#### **4. LEARN WHAT SPECIES ARE ENDANGERED**

Endangered Species Bingo (cards can be found when googled)

- 1 bingo card per girl + 1 bag of candies (bingo markers)
- Take names of endangered species out of baggie one at a time, calling out name
- Girls mark animal picture on their card with candy marker
- Complete a horizontal or vertical row to win
- Play as many rounds as you have time for

#### **5. LEARN ABOUT A SPECIES THAT WA AT RISK WHERE THERE IS A SUCCESSFUL RECOVERY STORY MAKE A CRAFT RELATED TO A SPECIES AT RISK**

Swift Fox craft: the swift fox was endangered and because of careful management is now back to be threatened

- Google "Swift Fox craft" to find ideas

#### **6. Give each girl a Species at Risk badge! Well done!**

## Oh Deer! Game Directions

1. Mark two parallel lines on the ground 10 to 20 yards apart. Ask students to count off in fours. The ones become the “deer” and line up behind one line *with their backs* to the other students. The other students become habitat components necessary to survive (food, water, and shelter) and line up behind the other line *with their backs* to the “deer”.
2. Explain that the deer need to find food, water, and shelter in order to survive in their environment. If they do not then they will die.
3. In this activity when the “deer” is looking for food, it should clamp its hands over its stomach. When a “deer” is looking for water, it should put its hand over its mouth. When a “deer” is looking for shelter, it holds its hands together over its head.
4. A “deer” can choose to look for any one of its needs during each round of the activity. **Emphasize that the “deer” cannot change what it is looking for during a round. It can only change what is looking for at the beginning of each round.**
5. The other students are the food, water, and shelter. Students get to choose what they want to be at the beginning of the round. They show their choice in the same way as the “deer” have. Emphasize to these students that they cannot change what component they are during a round. They can only change at the beginning of each round.
6. The teacher should begin the first round by asking all students to make their signs—hand over stomach, mouth, or head. **Emphasize that students should choose one of these symbols before turning around to face the other group.**
7. When the students are ready tell them to “GO!”. At this time each “deer” and each “habitat component” turns to face the opposite group continuing to hold their sign clearly.
8. When the “deer” see the “habitat component” that matches what they need, they are to run to it. Each “deer” must hold the sign of what it is looking for until getting to the matching “habitat component.”
9. Once the “deer” find their correct component they should take it back to their line, and the “habitat component” becomes a “deer”. Any “deer” who fails to find its “habitat component” dies becomes a “habitat component” on the other side and becomes available as food, water, or shelter to the “deer” who are still alive.
10. “Habitat components” not taken by a “deer” continue to be “habitat components”.
11. The activity should consist of 12-15 rounds. The teacher records the number of “deer” at the beginning of the activity and at the end of each round so that students can graph the results in the classroom.

Oh Deer Game Directions adapted from [Project Wild Teacher’s Guide](#)

(See lesson activity materials list)

Name \_\_\_\_\_ Date \_\_\_\_\_

### Graph Scoring Rubric

Criteria	3 points	2 points	1 point	0 points
Title of the Graph	Graph title is clear, concise, and appropriate. <input style="float: right;" type="checkbox"/>	Graph title is appropriate, but could be stated more clearly. <input style="float: right;" type="checkbox"/>	Graph title is not appropriate and is illogical. <input style="float: right;" type="checkbox"/>	No Graph title is given. <input style="float: right;" type="checkbox"/>
Axes Labels	Both axes are labeled correctly. <input style="float: right;" type="checkbox"/>	One axis is labeled correctly. <input style="float: right;" type="checkbox"/>	Both axes are labeled incorrectly. <input style="float: right;" type="checkbox"/>	Neither axis is labeled. <input style="float: right;" type="checkbox"/>
Use of Scales	All labeling of scales is correct. <input style="float: right;" type="checkbox"/>	Partial labeling of scales is correct. <input style="float: right;" type="checkbox"/>	Labeling of scales is incorrect. <input style="float: right;" type="checkbox"/>	No scale is used. <input style="float: right;" type="checkbox"/>
Data Graphed	All data is graphed correctly and completely. <input style="float: right;" type="checkbox"/>	Partially graphs data correctly. <input style="float: right;" type="checkbox"/>	Attempts but graphs data incorrectly. <input style="float: right;" type="checkbox"/>	Data not graphed. <input style="float: right;" type="checkbox"/>

Total Possible Points = 12 points

A = 12/12 or 100%

B = 11/12 or 92%

C = 10/12 or 83%

D = 9/12 or 75%

Do Over = 8/12 or less

Graph Rubric created by Candace Parker, 1999

Updated by Program Committee – April 2019

## Oh Deer Student Response Sheet

1. Name three essential components of habitat (things animals need to survive).
  - A.
  - B.
  - C.
2. Tell what caused the increase of “deer” during the activity you participated in.
3. Tell what caused the decrease of “deer” during the activity you participated in.
4. Explain why wildlife populations never stay the same but are continuously changing just as happened in the activity.

### Total Possible Points and Scores:

A = 6/6 correct

B = 5/6 correct

C = 4/6 correct

D = 3/6 correct

F = less than 3 correct

Oh Deer Student Response Sheet created by Candace Parker, 1999