

Love Wildlife

WILDLIFE-AT-RISK: BIRDS-EYE VIEWS

LESSON #4 FOR GRADES 6-8

The following offers one of five lesson plans that pair with the five-part **Wildlife-at-Risk** video series by Sandy Pines Wildlife Centre.

Use the accompanying **Wildlife-at-Risk: Birds-Eye Views Workbook for Lesson #4** to complete the lesson.

Ontario Curriculum Links

Grade 6 Science Understanding Life Systems

Specific Expectations: 1.1, 2.1, 2.5, 3.5

Grade 6 Social Studies Heritage and Identity & People and Environments

Specific Expectations: A1.2, A2.5, A3.1, B1.2, B2.2, B2.4, B3.3

Grade 7 Science Understanding Life Systems

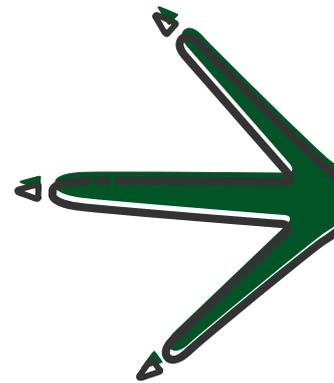
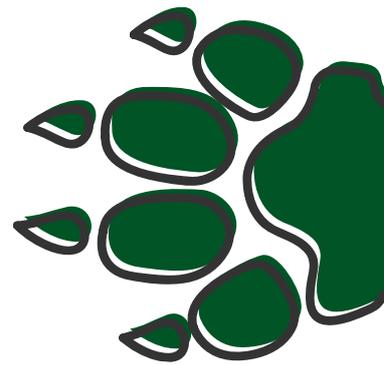
Specific Expectations: 2.1, 3.8, 3.9

Grade 7 Geography Physical Patterns in a Changing World

Specific Expectations: A1.2, A2.1, A2.2, A2.5, A3.2

Grade 8 Geography Global Settlement

Specific Expectations: A3.3, A3.5, A3.6



LESSON 4

BIRDS-EYE VIEWS

SHARE 25 MINUTES

Watch **Wildlife-at-Risk Episode 4: Birds-Eye Views** by Sandy Pines Wildlife Centre on YouTube.

CHALLENGES IN OUR HANDS

Ask students to recall from Episode 4 of the Wildlife-at-Risk video series the reasons why birds are often admitted to Sandy Pines Wildlife Centre. List these challenges where students can see them. Then ask the class to share challenges they are facing in their own lives right now (if they feel comfortable sharing). List these as well.

Ask students what feelings come up when they think about their challenge. What is their hope? Share with students that although the challenges we face differ, both humans and wildlife experience suffering like pain, stress, and illness and we both want to overcome those challenges so we can feel at ease in our lives.

Gather students in a circle, with their chairs and/or bodies facing outward - away from the group. Invite students to take a three deep breaths and slowly read the following:

Think of one challenge in your life right now. Not a huge challenge, but a small challenge that is causing you stress or making you unhappy in some way. If you are not experiencing any challenges, recall a time when you were.

Hold out one palm. Imagine you are holding this challenge in the palm of your hand. Examine this challenge in front of you. Look at it from all perspectives - underneath, from the side, and from the top. What do you see? Lower your hand.

Think of a supportive person who could look at your challenge from a different perspective. Maybe a friend, a therapist, or a family member. Hold out your other hand. Imagine this person is examining your challenge. What do they see? What do they say? Lower your hand.

Invite students to take two deep breaths and turn inward to face one another. Ask if any students wish to share whether something has changed in the way they see or feel about their challenge after seeing it from another perspective.



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Remote Learning Adaptation: In a virtual classroom, students may wish to turn off their cameras for privacy during the exercise.

CONNECT 80 MINUTES

MATERIALS NEEDED: PHOTOS OF STUDENTS AS YOUNGER CHILDREN, BLANK PAPER, DRAWING UTENSILS, TAPE

Hearing multiple perspectives can help us see a bigger picture and make better decisions that support our own wellness and the wellbeing of others, including species-at-risk of extinction.

MULTIPLE VIEWS OF A MOMENT IN TIME

Have students bring in a photo of themselves as a younger child. With the prompts on **Page 2** of their **Workbook**, invite students to describe their photo from multiple perspectives. Using blank paper and drawing utensils, invite students to draw their photo from a different perspective of their choice. Tape the drawing on the back of the photo.

Have students look at the gallery of images from the class; first at the photo and then at the drawing. After several minutes, ask students to choose a photo (not their own) and share a new piece of information they learned about the scene after seeing it from a different perspective. Ask students to share what other perspective they would have wanted to learn from in order to see a bigger picture.

Remote Learning Adaptation: In a virtual classroom, offer students 1-2 minutes each to show their photo and drawing side-by-side on camera. Select a couple of classmates to share new information and the other perspective they wanted after each presentation.

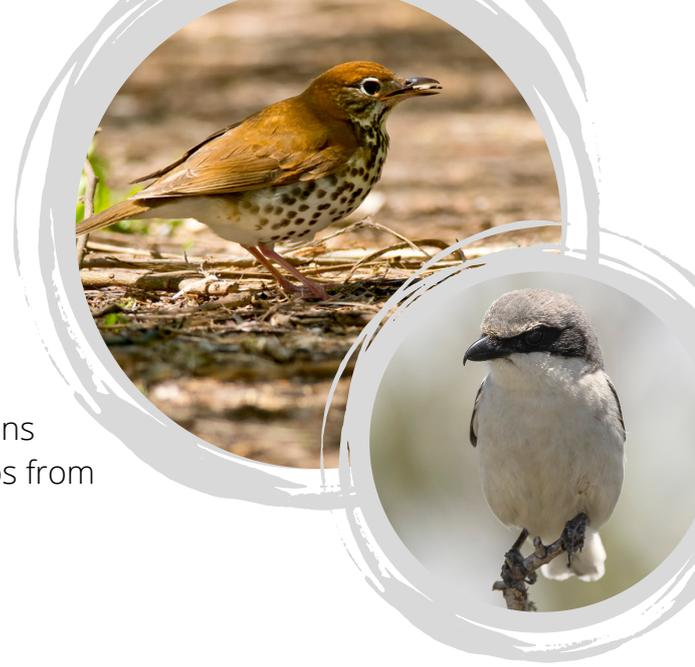
MULTIPLE VIEWS OF A BIRD-AT-RISK

Have students rewatch the Bald Eagle segment in Episode 4 of the Wildlife-at-Risk video series. Using the prompts on **Page 3** of their **Workbook**, invite students to describe the video from multiple perspectives. Rewatch the video as needed.

Next, have students rewatch the Loggerhead Shrike segment in Episode 4 of the Wildlife-at-Risk video series. Using the prompts on **Page 4** of their **Workbook**, invite students to describe the video from multiple perspectives. Rewatch the video as needed.

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Ask students if they would make different decisions about the care of the birds after seeing the videos from multiple perspectives.

NURTURE KINSHIP 50 MINUTES

MATERIALS NEEDED: DEVICE WITH INTERNET, PROJECTOR

Hundreds of years ago, European settlers brought scientific ways of knowing to Turtle Island. This type of knowledge is highly valued in species conservation, however; this approach can be harmful to wildlife when decisions to protect a species are made from a single - scientific - perspective. This approach also harms people, specifically Indigenous people, when their detailed and accurate knowledge of a species is dismissed because it was not gathered using the scientific method.

WAYS OF KNOWING

Show students the video on YouTube called **The Breath of the Bear: Indigenous Ways of Knowing by Professor of Ojibwe Anton Treuer.**

As they watch the video, ask students to fill in the blanks on **Page 5** of their **Workbook**. Based on this information alone, do students know when bear cubs are born? Ask students if they - or Nancy Jones - needed scientific knowledge to answer the question of when bear cubs are born. Reiterate that there are different types of knowledge and different perspectives that can contribute to answering a question.

INDIGENOUS KNOWLEDGE IN CONSERVATION

Invite students to read the quotes about Indigenous-led conservation from various media on **Page 6** of their **Workbook**.

Based on these quotes, ask students why creating a 'pristine' park to help protect a species-at-risk can be harmful to the species and to Indigenous communities.

Ask students why they think it is important to have Indigenous knowledge stand alongside - and even in front of - scientific knowledge when it comes to species conservation projects. Ask students why it is important to have Indigenous-*led* conservation projects.

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Show students the YouTube video called **Eagles and Eagle Feathers by the Nishnawbe-Gamik Friendship Centre.**

Ask students if researchers had strong, respectful relationships to the species they studied, how might the treatment of the species *and* treatment of the people who have cared (and continue to care) for the species change during research?

RECOVERING A SPECIES

Have students look at the Bald Eagle and Loggerhead Shrike recovery plans from the Ontario Government on **Pages 7-9** of their **Workbook**.

After reading excerpts from each plan, ask students the following: Is Indigenous knowledge included in the plan? Is Indigenous knowledge valued in the plan? If Indigenous knowledge were valued as highly as scientific knowledge, how might the outcome be different for the species and for the people who live where the species lives?

Ask students if they were a researcher working on Bald Eagle and Loggerhead Shrike recovery, how would they change the current plans to honour Indigenous knowledge and the Indigenous peoples who have shared their knowledge.

Students will then revise the recovery plans in a way that honours Indigenous peoples and knowledge. Encourage them to reorder priorities or edit any steps/approaches they wish on **Pages 7-9** of their **Workbook**. **Pages 10-11** of their **Workbook** are available for additional suggestions they wish to make.

Once revisions are complete, encourage students to send their suggestions to the Ontario government. A contact form is available at the bottom of the Government of Ontario's Species-at-Risk webpage.

Ministry of the Environment, Conservation and Parks

The Ministry of the Environment, Conservation and Parks works to protect and sustain the quality of Ontario's air, land, and water. We also coordinate Ontario's actions on climate change in the name of healthier communities, ecological protection and economic prosperity.

Contact us

Topics

- Arts and culture
- Business and economy
- COVID-19
- Driving and roads
- Education and training
- Government

Ministry of the Environment,
Conservation and Parks, n.d.

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LOVE WILDLIFE 250+ MINUTES

MATERIALS NEEDED: PAINT SUPPLIES, PAPER, DEVICES WITH INTERNET

CONSERVATION PLANNING WORKSHOP

Tell students that they have been invited to present at an upcoming (fictional) species conservation planning workshop. For the presentation, students will:

1. Choose a bird-at-risk
2. Recommend a project leader in the community
3. Consider a challenge the bird is facing from multiple perspectives
4. Paint challenges for this species
5. Paint changes to help this species
6. Present their findings

Part 1 - Choose a Bird-at-Risk

Place students into groups of 4-5 (or offer self selection). Have students look at the data from birds-at-risk admitted to Sandy Pines Wildlife Centre, located on **Pages 12-15** of their **Workbook**. Groups will choose a bird.*

***Note:** Groups are welcome to choose a different bird-at-risk if none of the species listed are found in their region.

Part 2 - Identifying an Indigenous Project Leader

Ask students whose land they are on? Who knows this species? Who has a respectful relationship with this species? Students will then research nearby Indigenous communities and identify one person who they believe should lead this project. They will note their name and explain why they would excel as a leader on **Page 16** of their **Workbook**.

Part 3 - Challenges from Multiple Perspectives

Ask students to review the data from Sandy Pines Wildlife Centre and note any challenges the bird is facing on **Page 16** of their **Workbook**. Then take students outside into the schoolyard or neighbourhood. Students will follow the prompts on **Page 17** of their **Workbook** to look at challenges for birds and other beings from multiple perspectives.

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Part 4 - Painting Challenges from Multiple Perspectives

Each student in the group will pick a different perspective to focus on. Possible options are a person, soil, water, a wild animal, the bird-at-risk, a tree, and the sky. Students will then paint a picture of the challenge their being is facing, from that being's perspective.

Learning about the challenges species-at-risk - and the natural world as a whole - face can bring up feelings of sadness, anxiety, and helplessness. This is a good time to check in with students and offer a chance for them to acknowledge and take care of their feelings. Consider gently guiding them through the following exercise:

Close your eyes if it feels safe and comfortable to do so and take three deep breaths.

Bring your attention to whatever you may be feeling about the challenges birds, other wildlife, and even people are facing in your community. Silently say hello to this feeling.

This feeling has come to visit your home; your body. Welcome them in. There is no need to send them away right now.

Look at this feeling - this guest - with curiosity. What do they look like? Do you recognize this feeling? Where do they sit in your body?

Recall a moment that brought you joy this week and share this happy moment with the feeling. Smile to the feeling as you tell your story.

Thank the feeling for listening, thank them for visiting and wish this feeling well.

Now bring your attention back to the room and gently open your eyes. Take two deep breaths and look around, noticing the walls, the floor, and the people around you.

Note: You may wish to post the name of the school counsellor or contact information for other student wellness support somewhere in the classroom, should students feel overwhelmed by the suffering that is present in the world.

Part 5 - Painting Changes for Birds-at-Risk

Students will take their original painting and make a change that would help the bird-at-risk. They might add something or they might remove something by painting over it.

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Groups will then take the paintings and put them all together on a large sheet of art paper/board to create a 'bigger picture'.

Part 6 - Presenting Findings

Students will now prepare a 6-8-minute presentation for the fictional species conservation planning workshop, which they will present to the class. In the presentation, students will share:

- Which bird they chose.
- Who they think should lead the bird-at-risk conservation project and why.*
- The 'bigger picture', highlighting the many beings who are connected to the bird-at-risk and the challenges they are facing together.
- The changes they believe will help the bird-at-risk.

After presenting to the class, students many wish to share their findings with the school community by posting their 'bigger pictures' in a place where students outside the classroom will see them. They may even wish to reach out to a local art gallery to have their artwork displayed, so the local community can learn more about a bird-at-risk that shares their home.

***Note:** Have students reach out to the person they have named and ask their permission to include their name in the project.

Remote Learning Adaptations: Students may complete this project independently. In Part 4, students will pick a minimum of three beings to paint if they are working independently and use those paintings for the subsequent activities.

REFLECT 15 MINUTES

Invite students to answer the reflection questions on **Page 19** of the **Workbook**.



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Lesson Sources

Multiple Views of a Bird-at-Risk

Selby, D. (1995). *earthkind: A teacher's handbook on Humane Education* (pp. 282). Trentham Books Limited.

Painting Challenges from Multiple Perspectives

Baraz, J. & Lilyanna, M. (2016). *Awakening Joy for Kids* (pp. 94-113). Parallax Press.

Ways of Knowing

Treuer, A. (2021, April 11). *The Breath of the Bear: Indigenous Ways of Knowing* [Video]. YouTube. <https://www.youtube.com/watch?v=U35rgHliUYA>

Indigenous Knowledge in Conservation

Nishnawbe-Gamik Friendship Centre. (2020, June 2020). *Eagles and Eagle Feathers* [Video]. YouTube. <https://www.youtube.com/watch?v=rbdDHWvoc-Y>

Recovering a Species

Ministry of the Environment, Conservation and Parks. (n.d.). *Species at risk in Ontario*. Government of Ontario. <https://www.ontario.ca/page/species-risk-ontario>

Credit

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This project was made possible in part by an award from the National Geographic Society's COVID-19 Remote Learning Emergency Fund for Educators, along with funding from TD Friends of the Environment Foundation and Trailhead Kingston.



**TD Friends of the
Environment Foundation**

TRAILHEAD
KINGSTON

Sandy Pines Wildlife Centre is a registered charity that rehabilitates sick, injured, and orphaned wildlife in southeastern Ontario. We are located on the traditional lands of the Anishinaabek and Haudenosaunee.

If you are in conflict with wildlife or find a wild animal who may need care, please call us for advice at 613-354-0264 or contact your nearest wildlife hospital.

Donate at sandypineswildlife.org to support our work.

