

## **People and Environments: Canada's Interactions with the Global Community**

Expectation 1.3

Explain why some environmental issues are of international importance and require the participation of other regions of the world, along with that of Canada if they are to be effectively addressed.

Environmental Issue: Invasive Species (I.S.)

Research and list the invasive species that are affecting the Mud Lake Conservation Area.

(B2.1, 2.2)

Chose an invasive species found in Mud Lake? Develop guiding questions i.e., Where did the I.S. originate? When did I.S. arrive in local area? How did the I.S. arrive and spread? Etc.

Research how government organizations (N.C.C., Environment Canada, etc.) and N.G.O.'s have been involved. Compare and contrast responses and effectiveness. How has Canada interacted with other nations regarding I.S.?

(2.3)

Mapping project - Map the spread of the I.S. in local area, as well as province and/or country.

Map the area presently affected by the I.S.

Research the attempts to tackle the problem of the I.S. in different jurisdictions, and their success or failures. What is being done in local area? Opportunity for involvement?

Media Literacy Connection

How can citizens and government be convinced of the necessity to get involved. Students can create public service announcements to create awareness and involvement.

(brochure, poster, radio or video ad, song, short story, etc.)

### Literacy Connection

Students can create an oral account of what life was like before the invasive species had its effect.

Activities	Resources
<p>Chose an invasive species found in Mud Lake? Develop guiding questions i.e., Where did the I.S. originate? When did I.S. arrive in local area? How did the I.S. arrive and spread? Etc.</p>	<p>Eastern Ontario Model Forest - <a href="http://www.eomf.on.ca/index.php?option=com_k2&amp;view=item&amp;id=314:invasive-species&amp;Itemid=341">http://www.eomf.on.ca/index.php?option=com_k2&amp;view=item&amp;id=314:invasive-species&amp;Itemid=341</a></p> <p><a href="http://www.invadingspecies.com/resources/distribution-maps/">http://www.invadingspecies.com/resources/distribution-maps/</a></p>
<p>Research how government organizations (N.C.C., Environment Canada, etc.) and N.G.O.'s have been involved. Compare and contrast responses and effectiveness.</p> <p>How has Canada interacted with other nations regarding I.S.?</p>	<p>Ontario - <a href="https://www.ontario.ca/document/invasive-species-strategic-plan-2012">https://www.ontario.ca/document/invasive-species-strategic-plan-2012</a></p> <p>N.C.C. - <a href="http://www.ncc-ccn.gc.ca/planning/environmental-strategy">http://www.ncc-ccn.gc.ca/planning/environmental-strategy</a></p> <p>Federal - <a href="http://www.ec.gc.ca/eee-ias/default.asp?lang=En&amp;n=1a81b051-1">http://www.ec.gc.ca/eee-ias/default.asp?lang=En&amp;n=1a81b051-1</a></p>
<p>Mapping project - Map the spread of the I.S. in local area, as well as province and/or country.</p> <p>Map the area presently affected by the I.S.</p>	<p><a href="http://www.invadingspecies.com/resources/distribution-maps/">http://www.invadingspecies.com/resources/distribution-maps/</a></p>
<p>Research the attempts to tackle the problem of the I.S. in different jurisdictions, and their success or failures. What is being done in local area? Opportunity for involvement?</p>	<p>See above links</p>

<p>How can citizens and government be convinced of the necessity to get involved. Students can create public service announcements to create awareness and involvement. (brochure, poster, radio or video ad, song, short story, etc.)</p>	
<p>Students can create an oral account of what life was like before the invasive species had its effect.</p>	<p>Lesson Plan for Oral Story telling - <a href="https://www.pbslearningmedia.org/resource/echo07.lan.stories.lporaltrad/storytelling-oral-traditions/#.WQH__pArLrc">https://www.pbslearningmedia.org/resource/echo07.lan.stories.lporaltrad/storytelling-oral-traditions/#.WQH__pArLrc</a></p>