

# Forest Bird Walk

## Age/Grade Range

- Grade 7-12

## Group Size

- Individual or small group activity

## Time

- Set-up: 30 minutes
- Activity: 1-2 hrs

## Materials

- Devices with access to internet
- [Blank Species at Risk ID cards](#)

## Set-Up

1. Prepare an example presentation by choosing a species at risk and researching it to answer some basic information about it, with a picture of the animal.
2. Think ahead of time about some of the ways you and your students can help species at risk so that you can discuss them at the end.

## Activity Directions

1. Introduce the class to NWT Species at Risk. Explain the terms: Special Concern? Threatened? Endangered? These terms can be confusing.

Discuss the different levels of classification for species at risk in Canada. Scientists classify a species as at risk for a variety of reasons. The United States listed the rusty blackbird as a “vulnerable” species, which is similar to a designation of “special concern” here in Canada. This glossary defines terms used in the NWT: [nwt-species-at-risk.ca/content/glossary](http://nwt-species-at-risk.ca/content/glossary)



NWT SCIENCE FOCUS

## Topics

- Ecology and Animals

## Objective

- Learn about NWT Species at Risk.
- Work on important research and presentation skills.
- Discover some of the reasons why species become endangered, and brainstorm ways we can help species at risk.



Here is a diagram to help you out:

Species at Risk Status	Risk
Extinct	Too Late
Extirpated	High
Threatened	
Special Concern	
Not at Risk	Low

- The next portion of the activity can be done individually or in small groups. Each group will bring an NWT Species at Risk to “show and tell.” You can give a demonstration of what’s expected by choosing a species and researching it beforehand, then presenting it to the class as an example. This activity will help students understand that many species are at risk in the NWT for a lot of the same reasons (climate change, human development, etc.). Students will work on research and presentation skills, and this can be simplified or shortened for younger grade levels.
- Each student chooses an endangered animal or species at risk (can be limited to an NWT species or leave it open) to research and present to the class. Have each youth choose a different species. Keep it simple, have them answer the *Who, What, When, Where, and Why* for their species of choice. They can either draw a picture or bring in a photo of the animal.
  - Who* is the species that you researched?
  - What* does it look like? Sound like? What does it eat?
  - When* does it sleep? When did it come to the NWT? Does it migrate or hibernate? When was it listed as a Species at Risk?
  - Where* does it live in the NWT? What is its habitat? Where else does it live?
  - Why* is this species considered a Species at Risk?
- You can provide the youth with websites to get them started in their research. For NWT species, use [nwtspeciesatrisk.ca/SpeciesAtRisk](http://nwtspeciesatrisk.ca/SpeciesAtRisk).
- Have them give short presentations on what they found.
- Discuss the “*How can we help this species?*” together as a class. Here are a few examples:
  - Plant a bee-friendly garden.
  - Take the time to learn about the species at risk in your area. Spread the word about how important they are in our ecosystem.
  - Avoid disturbing birds or their nests.
  - Protect the boreal forest, so it can continue to provide shelter and food to species at risk.
  - Reduce your waste and energy consumption. Take steps to fight against climate change!
  - Be a citizen scientist! Report sightings of species at risk to [wildlifeOBS@gov.nt.ca](mailto:wildlifeOBS@gov.nt.ca).

