

Calgary Captured K-3 Program

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Calgary Captured Messages

1. Calgary's urban parks are sources of biodiversity
2. Identifying which species live and move around Calgary
3. Learning how those species move to gain a better understanding of their needs
4. Establishing coexistence with wildlife (i.e. reducing human wildlife conflict)

Protectors of the Land Training Course

Part 1: Learn the ways of the land

Part 2: Know the animals and how they move

Part 3: Learn the threats

Relevant Curriculum Topics

- K Social Studies: caring for the environment, rules in community
- K Science: five senses, similarities/differences in living things, the importance of protecting the environment, colours/patterns/textures in the environment, wildlife habitats, sounds in the environment
- Grade 1 Social Studies: what communities you belong to, responsibilities/actions/decisions in those communities, caring for the natural environment
- Grade 1 Science: seasonal changes of plants/animals, our five senses and animal senses, how are living things valued, how do living things adapt, requirements of animals to maintain life, how animals depend on plants and how plants depend on animals
- Grade 2 Social Studies: importance of collaboration and living in harmony, how community has changed over time
- Grade 2 Science: small crawling and flying animals, roles in the food chain, small animal adaptations, how animals are helpful or harmful to humans and the environment
- Grade 3 Social Studies: environmental concerns that Canada and communities around the world share, how can individuals/groups contribute to positive change in the world
- Grade 3 Science: hearing in humans vs hearing in animals (dogs, bats), role of sound in communication, requirements of animal care, different animal habitats and need for habitat preservation, animal adaptations, environmental conditions that may threaten animal survival

Relevant Curriculum Words

- Kindergarten: respect, environment, group

- Grade 1: cooperation, responsibility
- Grade 2: urban

*** students should complete worksheet activities AFTER presentation, unless tons of time***

Introduction

Welcome class, introduce self, introduce program topic, land acknowledgement

Part 1: The Land

- Introduction to weaselhead park + uses of the park
- Brief intro to weaselhead ecosystems/habitats (forest, grassland, river, etc.)
- How the land changes during the seasons
- **Activity:** Land Trivia

Part 2: The Animals

- How do we know which animals are using the park? PHOTO EVIDENCE
 - Explain what the Calgary Captured project is
 - Go through wildlife cam photos, identify animals, talk about their sensory abilities, adaptations, how they move through the park, and how they utilize their habitat
 - **Activity:** play animal bingo while we go through the wildlife cam photos
- After photos: why is it important to have parks in urban areas? For wildlife!
 - Not all of the photos were taken in the Weaselhead. They were taken throughout parks in the city of Calgary, like Nose Hill, Fish Creek, Ralph Klein, Weaselhead, etc.
 - Define urban/ urban parks
 - The Calgary Captured project shows us that we have WILD NEIGHBOURS! We may not think of wildlife when we think of our neighbours, but these photos show us that we have wild animals that share space with us in the city of Calgary
 - **Activity:** write a story/poem/song that tells the story about one of the animals we saw in the photos... it doesn't have to be real! Share (some) students stories, if time...

Part 3: The Threats

- Parks are land that is set aside to protect the plants and animals (define environment). Urban parks are important because it is the home of all of the animals we just saw photos of, and it is important for them to have space for their habitat (forest, etc) within the busy, bustling city
- We have rules in parks to make sure that the wildlife (and their habitat) don't get harmed. What are some things we are not allowed to do inside the park? What happens if people do those things JUST OUTSIDE of the park?
- Ring Road and its impacts

- Habitat loss
- Noise pollution (grade 3)
- Wildlife movement
- **Activity:** add to/change your story/poem/song; how you think your animal may be impacted by these threats?
- Humans/the way we think about our wild animal neighbours can impact how we treat them!
Are you afraid of any animals?
 - If we are afraid of animals we probably won't do a good job at protecting them or being good neighbours to them. Our own fear is a threat.
 - Bears, bats (and their benefits), bobcat vs house cat size comparison, coyote vs dog comparison = these animals are not scary, they just need space
 - They aren't cute, cuddly PETS either... they need space! Habitat that is not being taken over by roads, humans, and off-leash dogs...

Conclusion

- Are we being good neighbours to the wildlife in Calgary? How can we be better?
 - Ways we are not being good neighbours = building roads beside parks (restate impacts of RR), thinking negatively of these animals/ thinking they are aggressive (fear)
 - Ways we can be better = giving animals their space (habitat), making RR a better road, learning more about these animals, and speaking up for them
 - **Activity:** Draw your own protector of the land badge. You've completed the training course!