

Nature Trivia – Slideshow 1



Instructions- Click on your mouse to advance questions and answers

What is the national tree of Canada?



The Maple Tree

In 1966, the Maple tree was officially recognized as a National emblem. The Sugar Maple tree leaf is the center piece of the National Flag of Canada and has become the most prominent Canadian symbol nationally and internationally.

What animal has the official status as a symbol or emblem of Canada?



Beaver

The Beaver was chosen and named as the official National symbol of Canada on March 24, 1975. Our history of the fur trade was an important reason in choosing the beaver as an official emblem of Canada.

What is Canada's national bird?



The Gray Jay

The Gray Jay was declared as Canada's national bird in November, 2016. The Gray Jay is also called: The Canada Jay and the Whiskey Jack. The Gray Jay can be found in every province and territory of Canada.

What is Québec's provincial bird?



The Snowy Owl

The Snowy Owl was chosen by Québec as it's provincial bird in 1987. Snowy owls will eat a variety of food including lemmings, Arctic hares, mice, ducks and seabirds. Like all owls they swallow small prey whole. Their feet are covered with feathers, like fluffy slippers. This provides extra insulation for the cold Arctic climate.

What ocean(s) surrounds Canada?



**Canada is surrounded by 3 oceans:
The Pacific, Atlantic and Arctic oceans.**



Canada has the world's longest coastline and has one of the largest ocean bodies of any country in the world. The world's oceans produce more than half of the oxygen that sustains life on Earth.

What is the largest living animal in the world?



The Blue Whale

Blue Whales can grow up to 30 meters long. It is the largest animal known to have ever existed. They mostly eat krill and copepods which are tiny shrimp like animals. They eat approximately 40 million krill per day which is 3600 kilograms per day. Blue Whales are found in every ocean in the world except the Arctic Ocean.

What is the largest carnivore in the world that lives on land?



The Polar Bear

Polar bears live in countries that ring the Arctic Circle: Canada, Russia, the United States (in Alaska), Greenland and Norway. However, 75% of the Polar Bear population live in Canada. The polar bear's primary food source is seals. Polar bears live between 15 to 20 years.

What is the fastest bird in the world?



The Peregrine Falcon

These falcons can reach speeds of up to 380 kilometers per hour while diving. They catch their prey by diving into them in mid-flight. They can stun their prey, or knock them out by the sudden impact.

What living thing migrates over the winter in Mexico, travelling up to 4000 kilometers to reach its final destination?

The Monarch Butterfly



The Monarch butterfly cannot survive the cold winters of Canada, so they migrate each autumn to escape the cold weather. Each fall, millions of monarch butterflies leave their summer breeding grounds in Canada and undertake a great journey of up to 4000 kilometers to their wintering grounds in Mexico.

What is another name for the Aurora Borealis?



The Northern Lights

Northern Lights are created when particles of atoms that are released from the Sun reach the Earth's atmosphere, and become charged or burn up. Once charged with this high energy at the Earth's atmosphere, the atoms can light up the sky with beautiful colors of green, white and red.

THE
END

Nature Trivia – Slide show 2



Instructions- Click on your mouse to advance questions and answers

What is Quebec's provincial flower?



Blue Flag Iris



The blue flag iris flower is also known as northern blue flag, wild iris, fleur-de-lis, and water flag.

How do bees help flowers and plants?



Bees pollinate flowers and plants. This is helpful because then more plants, flowers, seeds, nuts and fruit can grow.

What animal is round and fuzzy, has a bushy tail with dark rings and a black mask of fur that covers their eye area?



Raccoon

Raccoons are omnivores and found all over Canada. As omnivores, raccoons eat plants and other animals. Plants include cherries, apples, acorns, berries, fruits, nuts, corn and more. When it comes to animals, raccoons eat frogs, fish, crayfish, insects, small mammals and bird eggs.

What insect has an alias name called “Mosquito Hawk”?

Dragon Fly



They fly like helicopters hunting for mosquitos and black flies flying up to speeds of 30 km/hour.

Dragon flies are known to be great at catching and eating mosquitos.

Is this plant safe to touch ?

Yes or No?



No, this plant is not safe to touch. It is Poison Ivy. Poison Ivy can cause a red, itchy rash that occurs in patches. These rashes can appear in various places on the body and may even develop into small blisters.

Can porcupines shoot their quills at predators?

Yes or No?



No, porcupines cannot shoot quills at predators as some people might think, but the quills do detach easily when touched by an animal.

Can chipmunks swim?



Yes, Chipmunks can swim, but their dog paddle stroke means they are slow swimmers.

Are lady bugs in Canada helpful or harmful to humans?



Ladybugs are helpful insects to humans. Ladybugs are considered as a helpful insect to humans because they eat many bugs that are known to eat plants and destroy fruits and vegetables.

Do turtles lay their eggs in the water or on land?



Turtles lay their eggs on land. Turtles are reptiles, like snakes and lizards and all of them lay their eggs on land.

Why do fire flies flicker their lights at night?



Fire flies flash their light at night to communicate with other fire flies and attract a mate.

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Blowing Up Your World

An activity focusing on individual responsibility for the environment

by Jean Harding

Subject areas: science, social studies

Key concepts: carrying capacity, personal responsibility

Location: indoors

Time: 50 minutes

Materials: 1 balloon, pencils, paper, and safety glasses

The Blowing Up Your World activity illustrates that an individual's everyday decisions and behavior affect the environment. It can be used or adapted as a quick introduction to a variety of environmental topics, or as an opener for discussions of personal responsibility for protecting the planet's resources. It also can be used to demonstrate the concept of carrying capacity and our potential to exceed the Earth's limits.

This activity can be very moving — I have had students cry. Therefore, it is important during the activity that you release air from the balloon for good environmental behavior and, at the end, explain that the balloon is only a model. It is highly unlikely that our collective behavior could blow up the world.

Procedure:

1. Select one student to put on the safety glasses, stand in front of the class, and blow up the balloon to its ordinary full-blown size. Ask the student not to tie a knot in the balloon but to hold it closed with his/her fingers.
2. Tell the class that the balloon represents the Earth. Students should note that it is already tight with the environmental stress that their parents and grandparents have put on it. The planet we all depend on for survival is in danger of being stretched beyond its limit by our growing population's over-consumption of resources and pollution of the air, soil, and water. We need to see how good a job the students as individuals are doing.
3. Ask each of the questions below. With each response to a question, count the number of hands up and

the number of hands down. For every three to five students whose behavior damages the environment, ask the student with the balloon to blow one big breath of air into the balloon. For every three to five students whose behavior is good for the environment, ask the student to let some air out of the balloon.

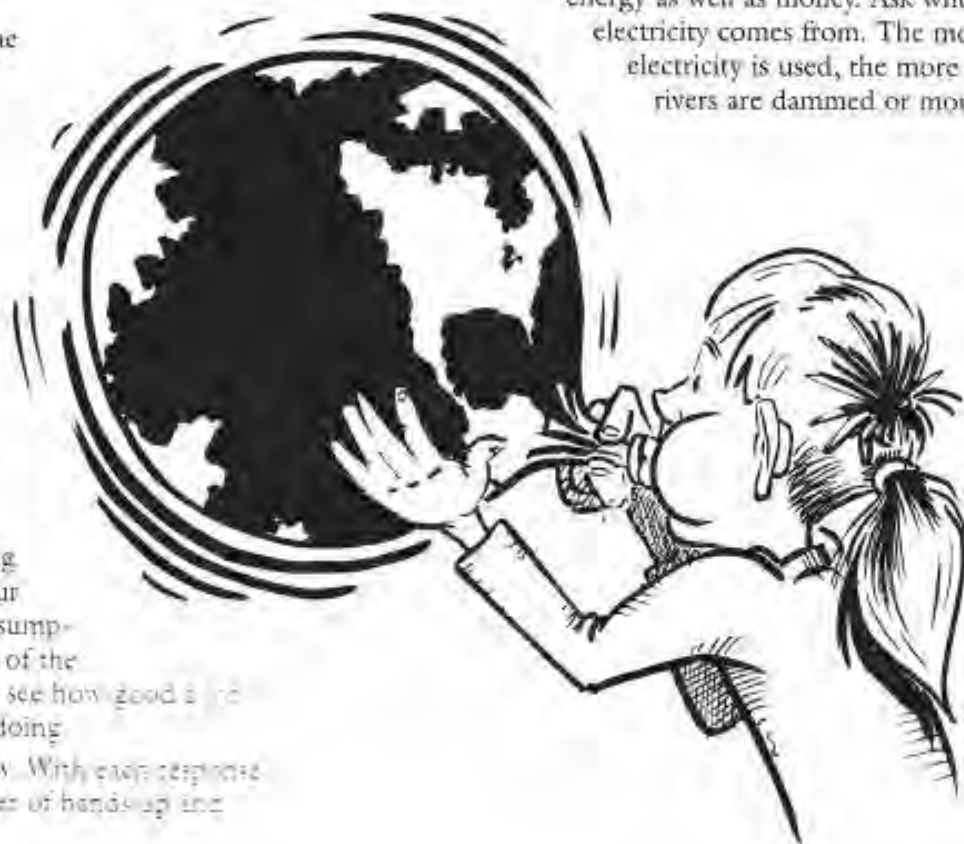
4. With each question, ask students to record their points, if any, on paper. Points are in brackets after each question.

Note: Suggest that students listen carefully to each question before deciding whether to raise their hands. To discourage students from repeatedly raising their hands in order to blow up the balloon, a hands-up response sometimes indicates good environmental behavior and sometimes bad.

Questions and discussion: These are sample questions; feel free to change them, add more questions, or have students make up some questions themselves.

1. *How many of you leave your bedroom light on when you are not in the room? (Hands down get 2 points.)*

Discussion: Turning off lights saves energy as well as money. Ask where electricity comes from. The more electricity is used, the more rivers are dammed or more



fossil fuel is burned, causing air pollution and increased levels of carbon dioxide in the atmosphere. Explain and discuss the greenhouse effect.

2. *How many of you walked, cycled, or took public transport to get to school today, instead of coming by private automobile? (Hands up get 3 points.)*

Discussion: Our reliance on cars that burn fossil fuels is one of the major causes of increased levels of carbon dioxide in the atmosphere and is the primary cause of urban smog.

3. *How many of you, when you drink a soft drink, throw the container into the garbage? (Hands down get 3 points.)*

Discussion: Throwing away containers of any kind wastes energy and resources and adds to our waste problem. Many towns are running out of landfill space. Ask if a landfill site is a good use for land.

4. *How many of you eat potatoes grown in your own family's garden or by local farmers instead of mass-produced, canned, or frozen potatoes? (Hands up get 4 points.)*

Discussion: The average potato plant grown on a large farm has been sprayed up to ten times with different pesticides. Some pesticides are linked with cancer. Transportation also adds to pollution and packaging creates waste problems.

5. *How many of you use a hairdryer or other energy-consuming convenience appliance, especially in the morning? (Hands down get 2 points.)*

Discussion: Hairdryers use a lot of energy. In the morning, so much demand is put on our electricity grids that power companies often have to construct more power plants just to meet the peak morning demand. Students could wash their hair at a different time and let it dry naturally.

6. *How many of you, when you go to a store, get a bag for your purchases, even if you have only one or two small items to carry? (Hands down get 3 points.)*

Discussion: Making paper and plastic bags uses energy and resources. The bags add to our litter and waste problems, and plastic is not biodegradable. Recycling is not the best answer because collecting and recycling materials requires energy. Instead, carry a reusable cloth bag or a knapsack with you.

7. *How many of you carry your lunch to school in a lunch box or reusable container? (Hands up get 3 points.)*

Discussion: See the discussion on question 6, above.

8. *How many of you eat take-out or cafeteria food that is served in foam or plastic containers? (Hands down get 10 points.)*

Discussion: Polystyrene and other plastic containers are made from petrochemicals, do not decompose in landfills, and release toxic gases when they are burned in incinerators.

9. *How many of you use cloth towels instead of paper towels to clean up a mess? (Hands up get 2 points.)*

Discussion: Paper comes from trees. The more of it we use, the more trees are cut down. Ask why it is important to conserve our forests.

10. *How many of you have belongings that you do not use or need? (Hands down get 2 points.)*

Discussion: Before you purchase something, think carefully about whether you need it or are likely to use it for a long time. Shopping wisely and reducing our consumption are the first lines of defence in protecting the environment.

11. *Is your sewage treated before it flows into a lake or the ocean? (Hands up get 6 points; 0 points to those who don't know.)*

Discussion: Raw sewage running into a body of water pollutes it. Water is one of our most valuable resources, yet many towns still do not have waste treatment facilities. When we dump raw sewage, we are using lakes, rivers, and oceans as our toilets. Think of this the next time you drink a glass of water, milk, or pop: less than one percent of the world's water is drinkable and it is constantly being recycled. Every glass of water contains at least two molecules of water that at one time were part of someone else's body!

Scoring: Have students add up their scores, and then tell them how they did.

- | | |
|--------------|---|
| 31–40 points | Very good: you're living an environment-friendly lifestyle! |
| 21–30 points | Good: you're starting to save the world. |
| 11–20 points | Lots of room for improvement. |
| 1–10 points | You're exiled to the town dump! |

Wrap-up: Did your balloon blow up? Point out to students that Earth is very resilient and will survive. It is *Homo sapiens* and other species that we endanger by damaging our environment. Discuss with the class what each of them can do personally to protect the environment. Ask students to choose one behavior for which they did not receive points to change within a given amount of time.

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Blindfold Nature Games- Part 3



Objectives-

- To make connections to important ecological concepts such as diversity (Diversity: differences in living things allow for the success of all life)
- To provide experiential learning for the students and a teachable moment on leadership, compassion, and empathy
- To engage and develop skills of the learner with: cooperative learning, observation, problem solving, engaging the senses, tuning into nature, and knowledge of local flora and fauna
- To open the eyes of the learner to the natural environment; especially heightened adaptations of the senses

Materials- Blindfolds, scarfs, rope, string, stick

“Greet- a- Tree”

Method-

- 1- Choose a quiet safe location with minimal safety hazards and a variety of trees to study.
- 2- Explain that no two trees are alike. Just like people, trees have similarities but they are all different in some ways (size, shape, age, bark texture, leaves, needles, branches, etc.).
- 3- Take some time to compare and teach the differences in bark texture, girth, trunk configuration, height, and structure of limbs and branches.
- 4- Have students greet some trees and learn to become familiar with their differences by gently touching various characteristics of the different species.
- 5- Explain that they need to get to know the different types of trees and their features as best they can because they will be asked to find them again later.
- 6- Organize the students in groups of two.
- 7- Have one person be the leader and the other will wear a blindfold (or simply close their eyes).
- 8- Be sure to remind the students to act as kind and responsible leaders when guiding their partner to a tree. Remind them they will be exchanging positions and that they will want to do unto their partner as they would have them do unto them.
- 9- Explain that being safe is a priority and they should be responsible leaders by avoiding all unnecessary obstacles.
- 10- Students could hold on to an aide such as a rope, string or stick which could assist both the leader and their partner.
- 11- Once the blindfolded students have had some time to greet the tree and touch different characteristics, they are then led back to the place from where they started.
- 12- The blindfolds are removed and the students are asked to find and greet their tree again.
- 13- The students can have 3 guesses to locate their tree. Have their partners give assistance if needed by using “getting warmer” or “getting colder” for directional clues.
- 14- Play this game several times letting different players take on the leader/blind roles.

Rules:

- No running, only walking is permitted
- Avoid steep hills or ditches
- Avoid dangerous obstacles such as large rocks and logs
- The student leader and their partner could use a prop such as a rope, string or stick to hold to

Variations

- Change the area of play with different trees
- Have student leaders take their partners to greet two different trees
- Have the student leaders give directional clues without using an aide (rope/string/stick)

Conclusion

Following this activity take time to discuss the other aspects involved such as compassion, the qualities of a kind and responsible leader, empathy, being blind and relying on others' for support, have students share their feelings or lessons learned from being a leader and being blind, using other senses such as touch and hearing sounds to find their tree, orientation of their surroundings, the terrain under foot, as well as other objects and clues in the area.

In closing, discuss the long list of benefits trees have for other living things on Earth: give Oxygen, reduce Carbon Dioxide, filter the air, grow food, seeds, nuts, fruits, greens, make homes for other living things (birds, mammals, insects, etc.), create many different kinds of habitats, protect the ground from erosion, give shelter from rain, snow, sun, wind, provide many resources such as medicine, wood, paper, lumber, sugar, syrup, etc.