



Invasive Investigators

Class or Group Activity &
Group or Independent Handout



Lesson Name: Sneaky Stowaways

Outcome: Students will be able to describe how their personal actions help conserve PEI's natural resources by exploring an important behavioural program that protects PEI's forests.

Preparations:

- If you have a smart board in your class prepare the "1A.4 River Picture" to display on the screen. If you do not have a smart board, you can divide groups up in two and give each group a copy.
- Print "biosecurity matching handouts", work in groups of 3-5 to complete it.

- Ask students what their favourite animals are and if they know what kinds of areas that their favourite animal lives in. Lead a discussion on one of your favorite animals, the River Otter. The river otter lives on PEI today but it once had disappeared from here. Its important to keep river otter populations stable because they are a native species to PEI, which means they have lived here thousands of years. Over these thousands of years they have grown to be good neighbours to other native animals. The otter uses PEI rivers to hunt for fish, escape quickly predators and they also make their dens in the riverbank. It is important to keep our rivers healthy for many reasons, we hope the river otters do well now that they are back in PEI.
- Introduce the topic of invasive alien species. Has anyone heard of it? Talk about how sometimes animals, insects, disease or plants are brought in from outside of PEI, possibly brought from other parts of Canada or even from across the ocean. New species sometimes make friendly neighbours with our native ones, but sometimes a new species spreads out of control and steal food and space from our native species. Invasive species can take over important habitats like our rivers! Watch this Hinterland Who's Who video on invasive species with your class: [Invasive Alien Species in 60 Seconds](#).
- Put "1A.4 River Picture" on the display (or pass it out in smaller groups).
- Ask students if they use natural areas like any of these people? Encourage this as a group discussion if students are broken up.

- Ask students if they are familiar with the term “Biosecurity”. It is actions we can take to prevent the spread of harmful living things, like invasive plants, or disease.
 - Invasive alien plants spread by seed and can travel on our boots or clothing to new areas. Its important to brush our boots or pants off if they are covered in seeds—this is a good example of a biosecurity action we can all do when we are in nature. We do this to prevent seeds from travelling to new places because they could be an invasive species.
- Pass out the “1A.2 Match the Biosecurity Action—Handout” to small groups. Have these groups discuss what actions might apply to the numbers on the river picture.
- When students are done matching the action to the river picture, have them match the biosecurity action to a invasive plant letter on the backside of the handout.
- Go through them as a class when finished. The “1A.3 Match the Biosecurity Action—Handout” will help you lead a discussion; however, an action could be applied to a pictures in multiple ways.

Build on this lesson with a creative project.

Ask your Alien Detectives to “Secure the Scene”.

1. Have students choose an outdoor activity and task them with designing a **biosecurity poster** related to it.
2. The poster should have a clear message and be eye catching.
3. Think about where you would put it if it was being installed?
4. If possible display posters in classroom.

Students will need paper and coloring tools.

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