

Activity: “Wanted” Invasive Species Poster

As adapted from Invasive Species Council of BC

Time Frame: 20-40 minutes

Grade: 9

Class size: 10-30+

Courses: Applied

Academic

Alternate (main stream/ life skills, etc.)

Setting:

Classroom or area with work areas for illustrating

Objectives:

Students study an invasive plant or species and design a creative “Wanted” poster for the plant or species

Materials:

- Poster Paper
- Felt Pens/Pencil Crayons, paints
- Field guide to invasive species: *Invasive species fact cards*
- Exemplar of “Wanted: Dead or Alive Poster” to be displayed on board during activity instructions*

Curriculum Links

Overall Expectations

Grade 9 Academic/ Grade 9 Applied

Biology

B1. Assess the impact of human activities on the sustainability of terrestrial and/or aquatic ecosystems, and evaluate the effectiveness of courses of action intended to remedy or mitigate negative impacts;

B2. Investigate factors related to human activity that affect terrestrial and aquatic ecosystems, and explain how they affect the sustainability of these ecosystems;

B3. Demonstrate an understanding of the dynamic nature of ecosystems, particularly in terms of ecological balance and the impact of human activity on the sustainability of terrestrial and aquatic ecosystems.

Grade 9 Visual Arts

A2.2 apply elements and principles of design to create art works that communicate ideas and information (e.g., an informational public service poster on a social issue such as bullying or protecting the environment)

Specific Expectations

Grade 9 Biology- Academic

B 1.1 assess, on the basis of research the impact of a factor related to human activity (e.g., urban sprawl, introduction of invasive species, overhunting/overfishing) that threatens the sustainability of a terrestrial or aquatic ecosystem

B 2.1 use appropriate terminology related to sustainable ecosystems, including , but not limited to: *bioaccumulation, biosphere, diversity, ecosystem, equilibrium, sustainability, sustainable use, protection, and watershed*

Grade 9 Biology- Applied

B 1.1 analyse, on the basis of research, how a human activity (e.g., urban sprawl, use of pesticides and fertilizers, creation of pollution, human interaction with wildlife) threatens the sustainability of a terrestrial or aquatic ecosystem

B 2.1 use appropriate terminology related to sustainable ecosystems and human activity including, but not limited to: *biodiversity, biotic, ecosystem, equilibrium, species diversity, sustainability, and watershed*

B 3.2 describe the interdependence of the components within a terrestrial and an aquatic ecosystem, and explain how the components of both systems work together to ensure the sustainability of a larger ecosystem

B 3.4 identify the major limiting factors of ecosystems (e.g., nutrients, space, water, predators), and explain how these factors are related to the carrying capacity of an ecosystem (e.g., how an increase in the moose population in an ecosystem affects the wolf population in the same ecosystem)

Visual Arts- Academic/ Applied

A 1.1 use a variety of strategies, individually and/or collaboratively, to generate ideas and to develop plans for the creation of art works

A 1.2 use exploration/ experimentation, reflection, and revision when producing a variety of art works in each of the following areas: drawing, sculpture, painting and printmaking (e.g., *explore a variety of materials and/or techniques; reflect on the input of peers; refine their art work on the basis of useful feedback*)

A 2.2 apply elements and principles of design, and principles of design to create art works that communicate ideas and information (e.g., *an informational public service poster on a social issue such as bullying or protecting the environment*)

Procedure

1. Discuss the difference between native, introduced and invasive plants as a group. Then have each student select an invasive plant from your region and make a “Wanted: Dead or Alive” Poster about it.
2. On the poster, have students include examples of how the four main distinguishing features of invasive plants or species are represented: *Plants for example: they are usually prolific seed producers (many produce thousands of seeds); their seeds spread easily and effectively; they establish and spread quickly ; they lack natural predators and diseases that generally keep their population under control in their native locations*
3. Also have students include on their poster: the plant or species common and Latin name (“known as”). The common name is the name that the plant or species is usually called by, while the Latin name is its scientific name (genus species). For example, purple loosestrife is known as *Lythrum salicaria*.
4. The poster should also include:
 - Species characteristics (colour, shape, size, etc.)
 - “Crimes committed” (impacts it has on the ecosystem)
 - “Last seen” (where it is found)
 - An illustration of the plant or species.

Encourage students to add as much humour as they’d like to their poster!

** Alternate: modified version of this activity- students can use the invading species cards as provided for inspiration of continued research in order to complete their Wanted posters **