

Focus:

Examine western and Aboriginal worldviews on “living and non-living things” in wetlands ecosystems while recognizing that all plants and animals have an important role in a wetlands community as they interact with one another.

Curriculum Connection:



5.10-2 Understand that a wetland ecosystem involves interactions between living and non-living things, both in and around the water

5.10-5 Understand and appreciate that all animals and plants, not just the large ones, have an important role in a wetland community

Teacher Preparation:

Preview “My Rubber Boots” DVD or online video (www.sacredrelationship.ca/videos), review and photocopy student worksheet, review answer key.

Materials and Resources Required:

-  » DVD/Online Video: “My Rubber Boots”
-  » “Welcome to the Wetlands” worksheet and answer key

Launch:

Distribute the “My Rubber Boots” worksheet and briefly review the worksheet as a class. Encourage students to record some of the information on their worksheets while they are viewing the video.



Watch “My Rubber Boots” with the class. Give students time to complete their worksheets (individually or in pairs) once the video has finished playing.

Key Learnings:

- » In an Aboriginal worldview all components in nature are considered living things
- » In the Aboriginal worldview all elements of our surroundings and everything on Mother Earth has a spirit and contributes to our lives. Everything is related
- » There is interaction between organisms in, on, above and around wetlands
- » Wetlands serve important purposes for water storage, wildlife habitat and supporting plant life
- » Wetlands in Alberta are in need of protection policy

Activate:

Discuss answers as a class.

Guide the students to discuss the difference in how Suzanne, a western scientist, describes and interacts with the wetlands compared to Roy, an Aboriginal scientist. The discussion will lead to the understanding that western scientists identify and describe living as organisms containing cells while non-living things do not. While Aboriginal people see all aspects of nature as living.

Connect:

In pairs, have students share their own views on how they would discriminate between living and non-living things in a wetland ecosystem.

Challenge students to discuss the concept of living and non-living things with family and friends after school to understand a broad range of personal worldviews.



DID YOU KNOW :

DR. SUZANNE BAYLEY HAS WORKED AS A SCIENTIST TO RECLAIM WETLANDS ALL OVER ALBERTA, ESPECIALLY IN THE OIL SANDS IN NORTHERN ALBERTA.

SHE LOVES BEING IN RUBBER BOOTS AND RESTORING WETLANDS IN OUR PROVINCE!

My Rubber Boots Worksheet

NAME: _____

1. What plant and animal life do you observe or hear Suzanne talk about while watching the film?

In the water	Near the water	On top of the water	Above the water

2. What does Suzanne say is a really important part of the wetland?

3. What does Suzanne say is on the plants that she pulls out of the wetlands? What does she tell the little boy about why they are black?

4. What are the 3 benefits (or purposes) of wetlands that Suzanne talks about?

5. Is there a wetlands policy in Alberta to protect the wetlands?

6. What percentage of the wetlands in southern Alberta has already been lost?

My Rubber Boots Worksheet

Answer key

1. What plant and animal life do you observe or hear Suzanne talk about while watching the film?

In the water	Near the water	On top of the water	Above the water
Grass Plant Frogs Duck weed Algae	Bird in a tree	Insects Ducks	Geese

2. What does Suzanne say is a really important part of the wetland?

The bottom of the wetland.

3. What does Suzanne say is on the plants that she pulls out of the wetlands? What does she tell the little boy about why they are black?

There are chemicals on the plants which has turned them black. The chemicals are rotting the plants.

4. What are the 3 benefits (or purposes) of wetlands that Suzanne talks about?

- Water storage (the water level in the wetlands can rise several metres and it will not flood anything in the area)
- Wildlife habitat (gives ducks, moose, geese, frogs, beavers, muskrat, a home)
- Contains thousands of microbes and bacteria that take up the nutrients and helps the plans

5. Is there a wetlands policy in Alberta to protect the wetlands?

No. There is no means of protecting wetlands in Alberta which Suzanne indicates is a disgrace to a wealthy and prosperous country. Wetlands can be destroyed by people at will.

6. What percentage of the wetlands in southern Alberta has already been lost?

70%