



Teacher Resource

Protecting Native Wildlife

Focus Questions

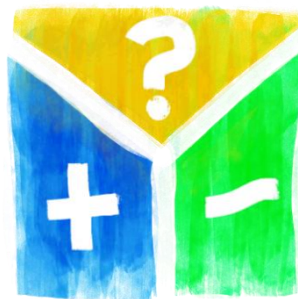
Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

1. Briefly summarise the BTN story.
2. What is the meaning of endemic species?
3. How many species are known to be threatened in Australia?
 - a. 170
 - b. 1,700
 - c. 17,000
4. What are some threats to native animals in Australia?
5. How can we help protect Australian animals? Give an example.

Activity: Note taking

Students will practise their note-taking skills while watching the BTN Protecting Native Wildlife story. After watching the story, ask students to reflect on and organise the information into three categories. What information in the story was...?

- Positive
- Negative or
- Interesting



Activity: Class Discussion

Discuss the BTN story as a class. Ask students what they know about threats to native species and how we can protect them. Use the following questions as a guide:

- What are some threats to native species?
- Why is it important to protect native species?
- What is the zoo in the BTN story doing to protect animals?
- What questions do you have about the story?



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KEY LEARNING

Students will learn more about the importance of preserving and protecting native wildlife.

CURRICULUM

Science – Year 4

Living things have life cycles.

Living things, including plants and animals, depend on each other and the environment to survive.

Science – Year 5

Living things have structural features and adaptations that help them to survive in their environment.

Scientific knowledge is used to inform personal and community decisions.

Science – Year 6

The growth and survival of living things are affected by the physical conditions of their environment.

Glossary

Students will brainstorm a list of key words that relate to the BTN Protecting Native Wildlife story. Here are some words to get them started.

SPECIES	THREATENED	ENDEMIC
ENDANGERED	CONSERVATION	NATIVE

Activity: Research Project

Discuss the information raised in the BTN Protecting Native Wildlife story. What questions were raised in the discussion and what are the gaps in students' knowledge? The following KWLH organiser provides students with a framework to explore their knowledge on this topic.

What do I <u>k</u> now?	What do I <u>w</u> ant to know?	What have I <u>l</u> earnt?	<u>H</u> ow will I find out?

Students will develop their own question/s to research about protecting native wildlife and threatened species. Students will collect and record information from a wide variety of sources. Students may develop their own question for inquiry or select one of the questions below.

- What are some threats to native species?
- Why is it important to protect and conserve living things?
- What is biodiversity and why is it important?
- What is causing species loss? Explore issues such as habitat loss, introduced species, pollution, population growth and overharvesting/hunting.
- What happens when an animal becomes extinct? If one species in the food chain becomes extinct, how would it affect the rest of the chain? Choose an endangered species and explore its role in the food chain.
- How are animal populations measured? Think of all the reasons why finding and counting animal species might be hard. Investigate what citizen science projects are happening to help count animal populations.
- Who do you think should be responsible for addressing the problem of species loss? List some of the responsibilities of individuals, communities and the government.
- Which species have become extinct in modern times? Choose a species to investigate in depth.

Activity: Species profile

Students will choose an endangered species to learn more about and create a profile. Use the [Threatened Australians](#) website to find a species to research in more detail.

Research

Students will research the following and then share their research findings with the class or create a display in the classroom. Students can use the Animal Profile at the end of this activity.

- Illustration or photo
- Name (common and scientific name)
- Conservation status – why is this animal facing extinction in this area?
- Appearance
- Adaptations
- Habitat
- Threats
- Unique features



Share

- Share and compare your findings with your classmates.
- Present your research in an interesting way.
- Think of ways to raise awareness about threatened species in your area.

Action

- What steps can you take to help threatened species?
- Email your local MP to voice your concern. Find out what is being done to protect the species.
- Become a citizen scientist!

Useful Websites

- [Which threatened species are found near me?](#) – Threatened Australians
- [Can this app for Australia's biodiversity 'crisis' on the election agenda?](#) – ABC News
- [Atlas of Living Australia](#)
- [Threatened and Endangered Species stories](#) – BTN
- [Goldilocks Bird](#) – BTN

ANIMAL PROFILE

Scientific Name

APPEARANCE

Common Name

ADAPTATIONS

Unique Features or Interesting Facts

HABITAT

THREATS