



Teacher Resource

Fantastic Forests

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. Where in Australia does Yindali live?
2. Which rainforest does she live near?
3. Yindali is the Guugu Yalanji word for...
4. Why is the Daintree important to the Kuku Yalanji people?
5. The Daintree Rainforest is the oldest rainforest in the world. True or false?
6. The rainforest is home to heaps of different plants and animals. Give an example of one.
7. What is Yindali's favourite thing about living near the Daintree?
8. Why are forests important to people around the world?
9. What impact does cutting down forests have on the environment?
10. What can people do to protect forests?

Activity: Class Discussion

Before watching the BTN Fantastic Forests story facilitate a class discussion, using the following questions to get the discussion started...

- How would you describe a forest? Can you think of a simple definition?
- What does a forest look like?
- Where can you find forests?
- What or who depends on forests?
- What do you know about the Daintree Rainforest? Brainstorm and record your thoughts as a class.
- What do you want to learn about forests?

After watching the BTN story hold a class discussion. Use a mind map to record your student's responses.



EPISODE 5

2nd March 2021

KEY LEARNING

Students will investigate the importance of forests and explore what makes the Daintree Rainforest unique.

CURRICULUM

Science – Year 3

Science knowledge helps people to understand the effect of their actions.

Science – Year 4

Living things 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 solve problems and inform personal and community decisions.

Science – Year 6

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

Science – Years 5 & 6

With guidance, pose clarifying questions and make predictions about scientific investigations.

Science – Year 7

Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge.

Activity: Glossary

Students will brainstorm a list of key words that relate to the BTN Fantastic Forests story. Students will then use the words to write their own sentences about the topic. Students may want to use pictures and diagrams to illustrate the meaning and create their own glossary. Here are some words to get you started.

ECOSYSTEM	CLIMATE	RAINFOREST
SPECIES	CONSERVATION	HABITAT
BIODIVERSITY	CANOPY	BIOME

Inquiry Questions

After watching and discussing the BTN Fantastic Forests story, what questions do students have and what are the gaps in their knowledge? The following KWLH organiser provides students with a framework to explore their knowledge on this topic and consider what they would like to know and learn.

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

Students will develop their own question/s for inquiry, collecting and recording information from a wide variety of sources. Students may develop their own question for inquiry or select one of the questions below.

- What is a forest? List some of the main characteristics? Think of adjectives to describe the forest environment.
- Australia's forests are categorised into different categories. Choose one forest type to explore in more detail. What are the characteristics of that type of forest?
- What is the difference between a eucalypt forest and a rainforest? Compare and contrast.
- Why are rainforests important? Think about the social, cultural, economic and ecological importance of rainforests.
- What can be done to protect forests? Identify some of the threats to forests and then suggest some ways that people can help protect our forests.
- Who are the traditional owners of the Daintree Rainforest? Explore how the Daintree has provided Aboriginal people with spirituality, identity, social order, shelter, food and medicine.
- What makes the Daintree Rainforest unique?
- How can individuals make a difference and help protect our forests?
- Where is the Daintree Rainforest? Find on a map. What is the size of the rainforest? How old is the rainforest? How does it compare to other rainforests around the world? Compare the geography and climate (including rainfall, cyclones, mountains).

Activity – Cassowary habitat

This literacy activity demonstrates students active listening and interpreting skills. Students will listen to a description of a Southern cassowary's habitat and create a simple black and white artwork illustrating its habitat. Teachers will use the following as a guide for this activity.

- Find a description of a [Southern cassowary's](#) habitat to read aloud to your students. Alternatively, choose another animal that can be found only in the tropical rainforests of north-east Queensland. Visit the [Westland Info](#) website to explore a range of animals that live in the Daintree.
- Read the description of the Southern cassowary habitat aloud to your class as a whole, reading the description 2 or 3 times.
- Students will take notes and write down key words as they listen.
- Students will illustrate the habitat using only a black felt—tip pen (0.4 or 0.6) on a piece of A4 art paper. Students will include as much detail as they can. Label the animal using its English and Indigenous names.
- Display the student's artwork in a school exhibition.
- We would love to see your students' artwork! Send your artwork to us at btn@abc.net.au
- Challenge students by asking them to recreate the habitat as a diorama or a virtual reality experience using Minecraft.



Activity: Species profile

Students will choose one animal that lives in the Daintree Rainforest and create a profile about the animal. For example:

- [Southern cassowary](#)
- [Forest Kingfisher](#)
- [Tree kangaroo](#)
- [Northern bettong](#)
- [Kuranda tree frog](#)
- [Ulysses butterfly](#)

Refer to this list for a range of [native animals of Daintree National Park](#). Students will research the following and then share their research findings with the class or create a display in the classroom.

- Biological illustration or photo
- Name (common and scientific name)
- What is its indigenous name?
- Classification (class, family, genus)
- Description
- Habitat
- Conservation status
- Threats

Activity: Australian Animal Competition

For World Wildlife Day (3 March), encourage students to [choose a native animal](#) and write about its significance. It could be a night-time pollinator like a fruit bat, a quirky looking monotreme or the herbivorous koala! ABC competition closes: 12 March 2021, 5pm (AEDT). [Enter now.](#)



Activity: Choose a project

Individually or in small groups, students will choose one of the following projects to work on and then present their findings to the class.

Bush tucker species

Choose a bush tucker plant that can be found in the Daintree Rainforest. What is the plant's Indigenous name? How is the plant used? What does it look like (shape, size, colour, special features)?

Model

Create a 3D model of an animal that lives in the Daintree Rainforest. Make the model using materials found around your school or home. Display your model in the classroom.

True or false?

Find out as much as you can about forests. Create a true or false quiz and test your classmates. Alternatively, create a word find or crossword about forests.

World Wildlife Day

Think of a way that your class or school can get involved and celebrate World Wildlife Day. Find an expert to talk at your school.

Useful Websites

- [Australia's Forests](#) – Dept of Agriculture, Water and the Environment
- [Forest Habitat](#) – WWF
- [Rainforest glossary](#) – Wet Tropics Management Authority
- [Rainforest Aboriginal People](#) – Wet Tropics Management Authority
- [World Wildlife Day](#) – ABC Education
- [Amazon Fires](#) – BTN
- [World Wildlife Day](#) – UN