



Teacher Resource

Snake Season

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. Which state has had an increase in snake bites recently?
2. Cassie says there are more snakes around this year because...
3. What should you do if you see a snake?
4. What are some common mistakes people make around snakes?
5. Name three facts you learnt watching the BTN story.

Activity: Class Discussion

Students will discuss the BTN Snake Season story in pairs and then share their thoughts with the class.

- What do you **THINK** about what you saw in this video?
- What does this video make you **WONDER**?
- What did you **LEARN** watching the the story?
- Think of three questions you would like to ask about snakes.



Discuss the BTN Snake Season story as a class using the following questions to guide discussion:

- When are you more likely to see snakes around, in warmer or cooler weather conditions?
- How many snake species are there in Australia?
- What should you do if you see a snake?
- What are the common mistakes people make around snakes?
- What should you do if you are bitten by a snake?

EPISODE 4

25 February 2025

KEY LEARNING

Students will learn about snakes and how to keep safe around them. Students will learn how snakes are represented in different cultures around the world.

CURRICULUM

Science – Year 4

Living things depend on each other and the environment to survive.

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

Science – Year 5

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

Science – Year 6

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

Science – Year 6

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

Science – Year 7

Classification helps organise the diverse group of organisms.

Geography – Year 5

The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places.

The environmental and human influences on the location and characteristics of a place and the management of spaces within them.

Activity: Snake Profile

Students will research and write a profile about a snake species found in Australia. Students can use the animal profile worksheet at the end of this activity to record their findings. Encourage students to use a range of sources to find their information.

Research

Students will research the species and create a profile. Students can use the Animal Profile at the end of this activity.

- Illustration or photo
- Scientific and common name
- Classification (class, family, genus)
- Appearance
- Habitat
- Where is it found?
- Feeding and diet
- Behaviours and adaptations
- Predators
- Conservation status
- Interesting facts
- Safety – guidelines to stay safe around snakes and first aid treatment.



Further Activity

- **Model** – Create a 3D model of the species using recycled materials. Display your model in your school.
- **True or false?** – Investigate the classification of the species. Create a quiz (true or false, multiple choice, fill in the blank) and test your classmates.
- **Children's book or comic** – Write and illustrate either a children's book or comic which tells the story of the species. Include another species in your story which shares the same family or genus.
- **Geography** – Where in the world does the species live? Show the species distribution on a map using shading.
- **Citizen Science** – Are there any citizen science projects that helps us better understand the species? Investigate.
- **Art** – Create a drawing that represents a snake from a Dreaming story.
- **Guidelines** – Create an informative poster which educates others about how to stay safe around snakes.



Activity: Different Cultures

Start this activity by asking your students “What do you know about snakes in different cultures around the world?”. Discuss as a whole class or in small group and then share and record your students’ ideas. Discuss how snakes are represented in different cultures (for example in Lunar New Year celebrations, Indigenous Dreaming stories or different religions).

Explain that in Indigenous Australian cultures, snakes have special significance and often appear in Dreaming stories, for example the Rainbow Serpent. Students will conduct their own research into the Rainbow Serpent and its importance in Indigenous cultures.

Watch this [ClickView video](#) to learn more about the story of the Rainbow Serpent in Indigenous cultures.

- What features of the land is the Rainbow Serpent most commonly associated with?
- What else did the Rainbow Serpent create?
- There are many places in Australia that have Dreaming stories about the Rainbow Serpent related to their creation. Name one location.
- What is the Indigenous name for Rainbow Serpent in this location?



First Nations Stories: The Rainbow Serpent (Source: [ClickView](#))

Watch this [ClickView video](#) to learn about the story of Uluru’s markings.

- What landform does the Kuniya and Liru story take place on? Find on a map.
- What type of snake is a Kuniya and a Liru?
- How did the snake interact with the environment in the Dreaming story?
- What do the actions of the snake in the story symbolise? (e.g., creation, transformation, danger, wisdom)



First Nations Spirituality: The Story of Uluru's Markings (Source: [ClickView](#))

Indigenous language

The Rainbow Serpent is known by different names in different Aboriginal cultures. Find the name for Rainbow Serpent in different Indigenous languages and record in the table below. Find the name for Rainbow Serpent in the Indigenous language where you live. Use a map of Australia to highlight the area.

Indigenous language	Name for Rainbow Serpent
<i>Kuninjku language (Arnhem Land)</i>	<i>Ngalyod</i>
<i>Noongar language (Southwest corner of WA)</i>	<i>Wagyl</i>

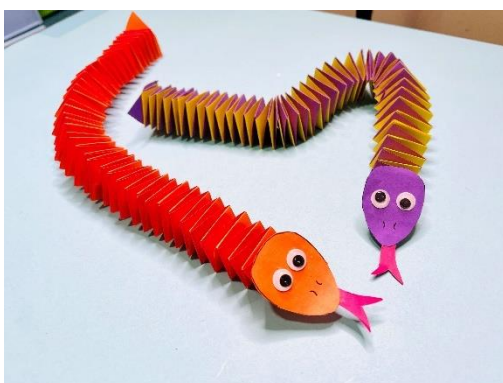
Activity: Year of the Snake

This Lunar New Year celebrates the zodiac animal the snake. Students will respond to one or more of the following and then create a poster, or art/craft celebrating the Year of the Snake.

- Complete this sentence. In Chinese culture the snake symbolises....
- People born in the Year of the Snake are said to be...
- Name four traits that are associated with the zodiac animal the snake.
- Like all zodiac animals the snake has both positive and negative connotations. Use a T-chart to record your findings.
- What is the Chinese symbol for snake?
- How do you say snake in Chinese Mandarin?

How were the 12 animals chosen and why are they in a particular order? In the Chinese zodiac, the snake is the sixth animal in the cycle of 12 animals. Legend has it that the jade emperor had a race to determine the 12 zodiac animals and their order. Find out how the snake crossed the river. You can learn more about the Chinese Zodiac stories [here](#).

Students will create and display a piece of art or craft celebrating the Year of The Snake in their classroom. They can create a poster to celebrate Lunar New Year 2025 with a focus on the snake, make an accordion snake or a make a model snake puppet.



Make a DIY snake for Lunar New Year
(Source: [YouTube BBC Blue Peter](#))

Useful Websites

- [What to do if you see a snake](#) – BTN Newsbreak
- [Snake Season](#) – BTN
- [Dangerous Animals](#) – BTN
- [The importance of snakes](#) – QLD Government Environment
- [Awesome 8: Super Snakes](#) – National Geographic Kids
- [Bites and Stings: First Aid](#) – Better Health
- [Snakes](#) – NSW Environment and Heritage
- [Reptiles](#) – Australian Museum
- [Wildlife Encounters](#) – NSW National Parks and Wildlife Service
- [Lunar New Year 2025: Everything you need to know about the Year of the Snake](#) – BBC Bitesize

ANIMAL PROFILE

Scientific
Name

APPEARANCE

Common Name

ADAPTATIONS

Unique Features
or Interesting Facts

HABITAT

THREATS