

Teacher Resource

Extinction Report

Focus Questions

1. Discuss the *Extinction Report* story as a class and record the main points of the discussion.
2. A recent UN report says that there are _____ plant and animal species being threatened with extinction. Complete this sentence.
3. What is a mass extinction?
4. How many mass extinctions has the planet had?
5. About how long does each mass extinction last?
6. Choose a mass extinction explained in the BTN story and give two facts about it.
7. What is the geological term for the time we live in now?
8. How is human activity impacting on the rate of extinction?
9. What did the report suggest are solutions to the problem?
10. What questions do you have after watching the BTN story?

Activity

What do you see, think and wonder?

After watching the BTN *Extinction Report* story, students will respond to the following questions:

- What did you SEE in this video?
- What do you THINK about what you saw in this video?
- What did you LEARN from this story?
- What was SURPRISING about this story?
- What QUESTIONS do you have about this story?

Activity

Glossary

Students will develop a glossary of words and terms that relate to the BTN *Extinction Report* story. Below are some words to get them started. Students will add words and meanings to their glossary as they come across unfamiliar words throughout their research.

| | | |
|--------------|---------------------|--------------------|
| Biodiversity | Pollution | Extinction |
| Conservation | Threats to survival | Endangered species |
| Habitat | Population growth | Introduced species |

Key Learning

Students will investigate what mass extinction is and what is causing species loss

Curriculum

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 7

Classification helps organise the diverse group of organisms.

Interactions between organisms, including the effects of human activities can be represented by food chains and food webs.

Activity

Species Extinction Research

Define: What do I want to know?

Key questions to research

Students can choose one or more of the following questions or come up with their own:

- What is causing species loss? Explore issues such as habitat loss, introduced species, pollution, population growth and overharvesting/hunting.
- What is a mass extinction? How is it different from the extinction of a single species, or even several different species?
- Which species have become extinct in modern times?
- What are the connections between human activities and species extinctions?
- What is biodiversity and why is it important?
- 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.
- Who do you think should be responsible for addressing the problem? List some of the responsibilities of individuals, communities and the government. Think of ways you can make a difference at home and at school.
- What are the periods of mass extinction on earth? Choose one to research in depth; their causes and their impacts.

Locate: Where do I find the information?

What resources will help answer my questions? (Internet, people, resource centre, organisations, print). Discuss with students what a reliable source is.

Select: What information is important for the investigation?

Students may need support to sort through and select relevant information.

Organise: How do I make sense of the information?

Students can organise their research by creating main headings from their questions. Write each heading on a separate piece of paper. Record the information found for each question.

Present: How do we let others know about this information?

Each group needs to discuss then decide on the best way to present the information. Possibilities could include:

- A 'Did You Know' Facts sheet
- Infographic
- Oral presentation
- [Prezi](#) presentation
- Create an infographic using [Canva](#)

Evaluate: What have we learnt?

Each group reflects on what they have learnt about species extinction during their investigation. Students will reflect on their learning and respond to the following.

- What I learned...
- What I found surprising...

Activity

Endangered species profile


Students will research and write an endangered species profile. Students can use the *Endangered species profile* worksheet at the end of this activity to record their findings. Encourage students to use a range of sources to find their information. The following websites may help students choose a species to profile.

[WWF Species Profile](#)

[Red List of Threatened Species](#)

Students will research the following for their profile:

- Common and scientific name
- Appearance - what are some of their physical characteristics?
- Habitat - where do they live? Describe their habitat.
- Conservation status
- Threats to species
- Interesting features or facts



Endangered Species Profile

COMMON NAME:
SCIENTIFIC NAME:
APPEARANCE:
HEIGHT:
WEIGHT:
POPULATION:

THREATS TO SPECIES:

CONSERVATION STATUS (highlight):

| | | | | | | |
|---------------|-----------------|------------|------------|-----------------------|---------------------|---------|
| Least concern | Near threatened | Vulnerable | Endangered | Critically endangered | Extinct in the wild | Extinct |
| LC | NT | VU | EN | CR | EW | EX |

HABITAT:

INTERESTING FEATURES OR FACTS:

Illustration/photo

Activity

BTN Extinction Stories

[BTN Animal Extinction](#)

1. How many mammals have become extinct in Australia since the arrival of Europeans?
2. How could climate change affect some animal species?
3. Why do you think it can cost a lot of money to save endangered species?
4. What are some of the reasons that animals can be important?
5. Why does Corey say we should keep the “creepy crawlies”?
6. Think of an example of an animal that’s important to other animals.
7. What do you think the scientist meant when he described some animals as “zombie species”?
8. Give some reasons for trying to preserve critically endangered species.
9. Do you think the government should put more money into saving some species than others? Give reasons for your answer.



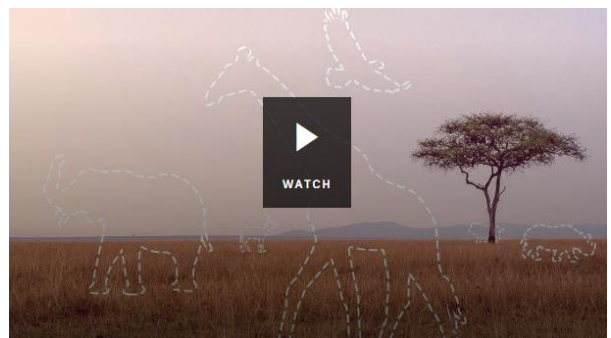
BTN Insect Extinction

1. In pairs, discuss the *Insect Extinction* story and record the main points of the discussion.
2. How many different insect species are there in the world?
3. A study has found that over the past decade the world's insect populations have reduced by...
4. Why are our insect populations declining? Give one reason.
5. What do you call someone who studies insects?
6. Why are insects so important to our ecosystem? Give an example of one of their important roles.
7. What would happen if insects were removed from the food web?
8. How can people help care for insects?



BTN WWF Living Planet Report

1. Why are scientists calling the period since the mid-1900s The Great Acceleration?
2. What is happening to biodiversity?
3. Biodiversity includes...
 - a. Plants
 - b. Animals
 - c. Bacteria
 - d. All of the above
4. What percentage of the planet's animals have been lost over the last 40 years?
5. What do humans depend on healthy ecosystems for?
6. What does the report say we need to do to help the situation?



Useful Websites

ABC News – One million species at risk of extinction, UN report warns, and we are mostly to blame

<https://www.abc.net.au/news/2019-05-06/biggest-global-assessment-of-biodiversity-sounds-dire-warnings/11082940>

CBBC Newsround – One million species face extinction, says UN

<https://www.bbc.co.uk/newsround/48041537>

BTN – Insect Extinction

<http://www.abc.net.au/btn/classroom/insect-extinction/10811500>

BTN - Animal Extinction

<https://www.abc.net.au/btn/classroom/animal-extinction/10528592>

BTN – WWF Living Planet Report

<https://www.abc.net.au/btn/classroom/wwf-living-planet-report/10611702>

WWF - Species Directory

<https://www.worldwildlife.org/species/directory>

The IUCN Red List - Threatened Species

<https://www.iucnredlist.org/>

Endangered Species Profile

COMMON NAME:

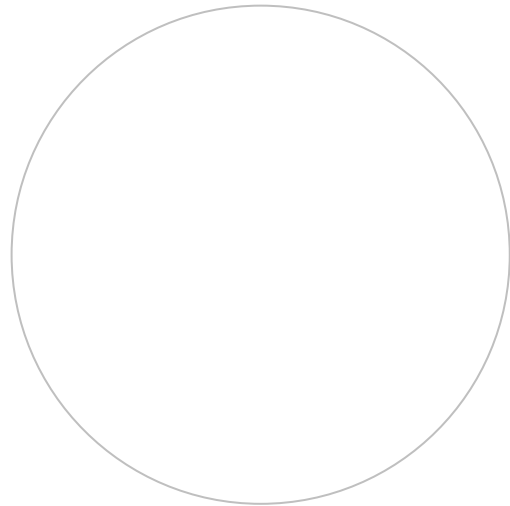
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HEIGHT:

WEIGHT:

POPULATION:



Illustration/photo

THREATS TO SPECIES:

CONSERVATION STATUS (highlight):

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