



Teacher Resource

Rewilding Zebra Sharks

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. What is rewilding?
2. What contributed to the decline of zebra sharks in Indonesia?
3. How might the rewilding of zebra sharks help the marine ecosystem?
4. Give examples of other animals that have been rewilded.
5. What did you learn watching this story?

Activity: Note taking

Students will practise their note-taking skills while watching the BTN Rewilding Zebra Sharks 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 rewilding animals. Use the following questions as a guide:

- What is rewilding? Come up with a class definition.
- Why are zebra sharks being reintroduced in Indonesia?
- How are zebra sharks being rewilded?
- Give some examples of other animals that have been rewilded.
- What questions do you have about the story?



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KEY LEARNING

Students will learn more about what rewilding is and the benefits of reintroducing species into an ecosystem.

CURRICULUM

Science – Year 4

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

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

Science – Year 5

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

Science – Year 5 & 6

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 – Year 7

Scientific knowledge has changed peoples' understanding of the world and is refined as new evidence becomes available.

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

Activity: Glossary

Students develop a glossary of words about rewilding endangered species. Below are some words to get you started. Add words and meanings to your glossary as you come across unfamiliar words.

ENDANGERED	REWILDING	ECOSYSTEM
BIODIVERSITY	REINTRODUCED	HABITAT

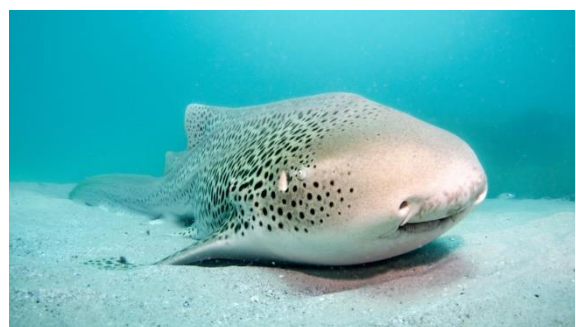
Activity: Research

Discuss the information raised in the BTN Rewilding Zebra Sharks 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>know</u> ?	What do I <u>want</u> to know?	What have I <u>learnt</u> ?	<u>How</u> will I find out?

Students will develop their own question/s to research or choose one or more of the questions below.

- Why is it important to bring back native species to an ecosystem?
- Choose a rewilding success story to explore in more detail. Why was the species reintroduced?
- Can you think of a native species that could benefit from a rewilding project in your area? How might it help the environment?
- What are some potential challenges or risks involved in reintroducing a native species to an area?
- 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.



Activity: Species profile

Students will investigate the zebra shark or choose another endangered species to learn more about and create a profile.

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
- Appearance
- Adaptations
- Habitat – where would you find the species?
- Threats
- Unique features



Activity: Biodiversity in your local environment

Students will work together to help introduce a native animal species into their school yard. Ask them to consider the following:

- What kind of animals could you reintroduce into your school yard? For example, birds, bees, frogs, butterflies. Research the species native to your local area. Contact a ranger at a park near your school or the local council to learn more about the local species.
- Do you have the right type of habitat in your school yard for the native animal species to survive? Describe the climate and identify the plants in your school yard.
- What are some threats to the species that are caused by humans? How can you reduce these threats in your school yard?
- What materials and tools will you need to build the habitat or introduce new species to your area? Consider writing a guide or procedure manual.
- Build the habitat as a class and present the habitat to your school community. Teach students in other classes about the new habitat and involve them in caring for the new habitat.
- Prepare a map of the habitat which highlights key features. Include information labels in the habitat (for example, QR codes) for other students to learn more about the habitat and the biodiversity of your school yard. Include scientific information about the species.

Useful Websites

- [Zebra Shark](#) – Australian Museum
- [Zebra shark](#) – Marine Conservation
- [How a Sydney aquarium is helping endangered zebra sharks bounce back in Indonesia](#) – ABC News
- [ReShark and SEA LIFE Sydney's breeding program for endangered zebra sharks](#) – Sea Life Sydney

ANIMAL PROFILE

Scientific
Name

APPEARANCE

Common Name

ADAPTATIONS

Unique Features
or Interesting Facts

HABITAT

THREATS