Teacher Resource

Episode 31
3rd November 2020

Dangerous Animals

Focus Questions

1. Before watching the BTN story list as many Australian dangerous animals as you can.
2. How many species of snakes are there in Australia?
3. What is an interesting fact about the red belled black snake?
4. What do tiger snakes look like?
5. Complete the following sentence. Tiger snakes are considered the fourth most _____ snake in the world.
6. How can kids stay safe around wildlife this summer? Give one tip.
7. What is the treatment for someone that has been bitten by a snake?
8. What should you do if you find a snake in your house or backyard?
9. Where in Australia can box jellyfish be found?
10. What are the two types of crocodiles that can be found in Australia?

Activity

Pre-viewing questions

Before watching the BTN *Dangerous Animals* story students, as a class, will respond to the following...

- What dangerous animals can be found in Australia? Make a list.
- Which animal is the deadliest?
- Have you ever encountered a dangerous animal? Where did you see it and what did it look like?
- What first aid do you know if someone is attacked by a dangerous animal?
- What do you want to learn about dangerous animals?

Activity

Glossary

Students will brainstorm a list of key words that relate to Australian animals. The glossary will help inform students while working through the activities in this resource. Students can 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.

Classification	Habitat	Behaviour
Species	Taxonomy	Native

Key Learning

Students will learn more about Australia's dangerous animals. Students will explore safety tips for encounters with Australian wildlife.

Curriculum

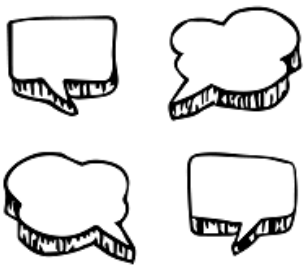
Science – Year 4
Living things have life cycles.

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.

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.



Activity

Inquiry Questions

After watching and discussing the BTN *Dangerous Animals* 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.

What do I know?	***What do I want to know?***	***What have I learnt?***	***How will I find out?***

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.

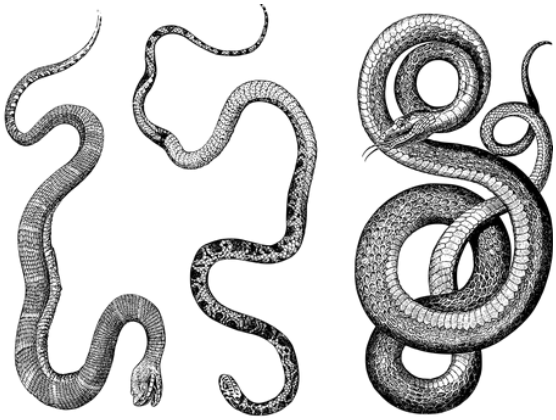
- Why do so many dangerous animals live in Australia?
- What do you think is the deadliest animal in Australia? Make a list of the top 10 deadly animals in Australia and rate them from the deadliest to the least deadly.
- Choose a dangerous Australian animal to explore in more detail. Where are they in the food chain? Draw a diagram showing what animal feeds on what. Use illustrations or photos to demonstrate this food chain. On your diagram use words like predator, consumer, producer, decomposer, carnivore, herbivore, transfer of energy.
- What is the difference between a bee and wasp? What is the difference between an Eastern brown snake and a Western brown snake? Explore the taxonomy of two animals, and categorise the information you find using the classification system.

Activity

Animal factsheets

Students will learn more about Australia's dangerous animals, how to stay safe and what the first aid treatment is if you are attacked by the animal. Students will choose a species to research in more detail and create a factsheet of them. Students can use the following headings to help guide their research:

- Illustration or photo
- Common name
- Scientific name
- Classification (class, family, genus)
- Appearance
- Where can it be found?
- How deadly is the animal (rating & description)?
- How can you stay safe and avoid the animal?
- Symptoms if someone has been attacked
- First aid treatment



Geography

As a class, draw a map of Australia and use it to plot where Australia's dangerous animals can be found.

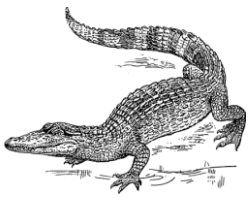
Activity

Who Am I!

Play this who am I guessing game with your students to get them thinking about Australian animals and their classification properties. This game can be played with 2-6 players. To make the game write down the names of dangerous Australian animals on individual pieces of card (about the size of playing cards). You will need pieces of elastic to make head bands for each player to put around the top of their head.
How to play the game:

1. Place the cards face down on a table.
2. Each player will choose 1 card and tuck it into their headband (No peeking. However, the other players can see yours).
3. Take it in turns to guess what animal is written on your card. You can only ask 'yes' or 'no' questions. When asking questions players can use the classification properties or more specific properties, for example its colour, size, where it lives and how it moves, to help identify the animal.
4. When you have enough specific information, you may try to guess the animal's identity.
5. The first player to guess their animal wins.

Saltwater Crocodile



Brown Snake

Box jelly fish

Activity

Taxonomy

Students will explore the classification system used to identify animals. Teachers will explain that every animal can be identified using the classification system. As a class, look at the seven levels which make up the classification system. Look at each level and an example animal (one of the animals featured in the BTN *Dangerous Animals* story).

1. Kingdom
2. Phylum
3. Class
4. Order
5. Family
6. Genus
7. Species

Students will then explore the taxonomy of two or more animals and classify them into categories. Students will use a chart to categorise the taxonomic information they find.

Name	Phylum	Class	Order	Family	Genus	Species

Once completing their taxonomic research, students will respond to the following:

- Analyse the different names used to classify the animal. Do you notice anything interesting?
- How are the animals similar or different?
- Do you notice any patterns in the information?
- Compare your findings with your classmates.

Challenge – Create a new dangerous animal

Students will imagine they are biologists and create a new species! Students will draw the animal and classify it according to the principles of classification.

- Name the species
- Draw what it looks like (you may want to draw a scientific illustration or draw the animal in its natural habitat). Label important features.
- List the animal's classification
- What are its characteristics?
- What makes it dangerous? How does it help the animal to survive?

Activity

Biological Illustration

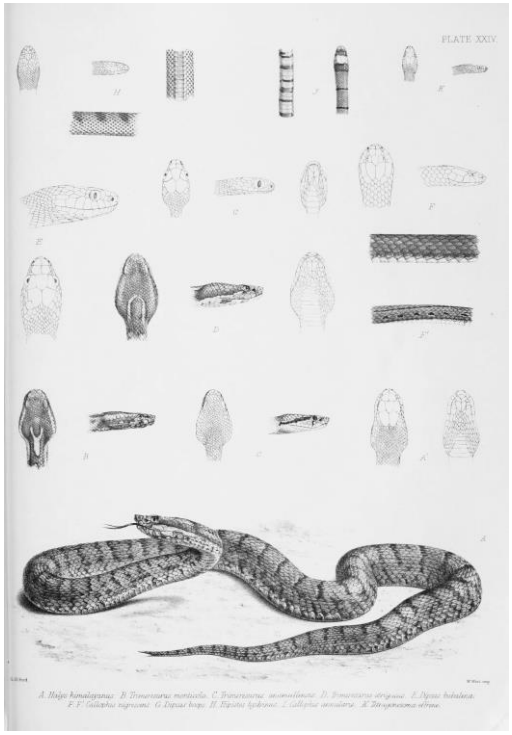
Students will create their own biological illustration of a dangerous Australian animal. This activity encourages students to develop their observation skills and reinforce their understanding of biological concepts.

Explain to students that in their illustration they need to draw what they see (using photographs/videos they find in books and on the internet). Students will need to think about size, shape, texture and patterns; and include as much detail as possible.

Teachers may want to show examples of scientific drawings or begin this exercise by asking their students to collect a plant specimen (for example, a leaf or flower) from the school yard to practise scientific drawing.

Students can use the following as a guide as they create their scientific drawing:

- Find photographs and/or videos of the animal to observe. What key structures and anatomy will you focus on in your drawings?
- Draw the animal to scale (include a ratio on the drawing).
- Include its scientific and common name.
- Add labels – to show size, color and texture.



For more information about scientific drawing in the classroom, visit this website Sketching for observation. Consider sending your students' drawings into your local museum to display as an exhibition.

Useful Websites

Dangerous Animals – Australian Museum
https://australian.museum/learn/animals/dangerous-animals/

Wildlife Encounters – NSW National Parks & Wildlife
https://www.nationalparks.nsw.gov.au/safety/wildlife-encounters#watch-your-step

What are QLD's most dangerous creatures? – QLD Health
https://www.health.qld.gov.au/news-events/news/dangerous-creatures-animals-queensland-treatment-attack-prevention-spiders-snakes-sharks-bite-sting-poison

Staying Safe around Wildlife – Dept Environment and Science
https://environment.des.qld.gov.au/wildlife/animals/living-with/staying-safe

Bites and Stings First – BetterHealth
https://www.betterhealth.vic.gov.au/health/healthyliving/bites-and-stings-first-aid

Be Crocwise – Northern Territory Government
https://becrocwise.nt.gov.au/about-crocodiles/saltwater-crocodiles