



Teacher Resource

Bandicoot Tracking

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. The Southern Brown bandicoot is an endangered species. True or false?
2. How are they tracking the bandicoots at Coromandel Valley Primary School? Use words or pictures to explain.
3. Bandicoots are nocturnal. What does that mean?
4. What sort of habitats do bandicoots like? Why?
5. Why are bandicoots known as ecosystem engineers?

Activity: What do you see, think and wonder?

Students will watch the BTN Bandicoot Tracking story, then 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 QUESTIONS do you have?

Activity: Class Discussion

After watching the BTN story, hold a class discussion using the following discussion starters.

- Describe a bandicoot. What are some of their physical features?
- About how many species of bandicoots are there in Australia?
- Bandicoots are nocturnal. What does that mean?
- What do bandicoots eat?
- How are they tracking the bandicoots at the school in the BTN story?
- Why are they tracking them?
- Why are bandicoots important to the ecosystem?



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KEY LEARNING

Students will develop a deeper understanding of bandicoots and create a profile of the marsupial.

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.

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.

Scientific knowledge is used to solve problems and inform personal and community decisions.

Activity: Glossary

Students will brainstorm a list of key words that relate to the BTN Bandicoot Tracking story. Here are some words to get them started.

MARSUPIAL	ENDANGERED	TRACKING
NOCTURNAL	THREATENED	OMNIVORES

Activity: Bandicoot Profile

Students will research and write a profile of a species of bandicoot. They can choose the species featured in the BTN story, the Southern Brown Bandicoot, or choose another species. 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 and create a profile of a species of bandicoot. Students can use the Animal Profile at the end of this activity to record their findings.

- Illustration or photo
- Scientific and common name
- Appearance
- Habitat
- Feeding and diet
- Behaviours and adaptations
- Conservation status
- Threats
- Importance to the ecosystem



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.

Bandicoots and the ecosystem

Research the important role bandicoots play in the ecosystem. Present your research in an interesting way.

Draw a bandicoot

Draw a labelled diagram of a bandicoot including physical features such as their long pointed snouts and short legs.

Quiz

Create a true or false quiz to test your classmate's knowledge about bandicoots.

Did you know?

Using the information in the BTN story and your own research, create a *Did You Know* fact sheet about a species of bandicoot. Publish using [Canva](#)

Activity: Bandicoot Bodyguards

Watch the [Bandicoot bodyguards](#) story and respond to the following questions:

- What was the main point of the video?
- Which species of bandicoots are featured in the video?
- How do the Maremma's protect the bandicoots?
- Why are the Maremma's given both sheep and bandicoots to protect?
- What is the conservation status of the Eastern Barred bandicoot?
 - Threatened
 - Endangered
 - Critically endangered
- What was surprising about the information in this video?



Activity: Bandicoots Quiz

1. Which species of bandicoot was featured in the BTN story?

- A. Southern brown
- B. Long nosed
- C. Eastern Barred

2. Approximately how many species of bandicoots are there in Australia?

- A. 10
- B. 20
- C. 30

3. Bandicoots are...

- A. Herbivores
- B. Carnivores
- C. Omnivores

4. What are students at Coromandel Valley Primary School using to track bandicoots?

- A. Radio transmitters
- B. Thermal cameras
- C. Motion sensor cameras

5. A young bandicoot is called a...

- A. Pup
- B. Joey
- C. Cub

6. Bandicoots are known as...

- A. Ecosystem warriors
- B. Ecosystem engineers
- C. Environmental engineers

Quiz Answers: 1A, 2B, 3C, 4C, 5B, 6B

Useful Websites

- [Bandicoots](#) – NSW Environment and Heritage
- [Long-nosed Bandicoot](#) – Australian Museum
- [Eastern Barred Bandicoot](#) – Melbourne Museum
- [Southern Brown Bandicoot](#) – Australian Museum
- [Southern Brown Bandicoot](#) – Department for Environment and Water
- [Southern Brown Bandicoot](#) – Parks Victoria

ANIMAL PROFILE

Scientific Name

APPEARANCE

Common Name

ADAPTATIONS

Unique Features or Interesting Facts

HABITAT

THREATS