



Teacher Resource

Moa De-extinction

Focus Questions

Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

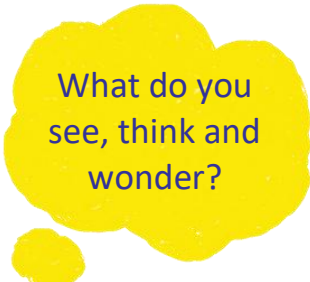
1. Fill in the gaps. The moa lived in _____ and became extinct about _____ years ago.
2. What did the moa look like? Describe its physical features.
3. What are scientists at a US bio-tec company doing to bring the moa back from extinction?
4. What other species is the company trying to bring back from extinction? Name two.
5. Why do some people think de-extinction is not a good idea?

Activity: Class Discussion

What do you see, think and wonder?

After watching the BTN Moa De-extinction 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?




What do you see, think and wonder?

Activity: Q&A

Are you curious about extinct animals? Students will make a list of questions they have about the BTN story and the extinction of the moa. Students will use the internet to find answers to their questions and share their findings with the class.



How did the moa become extinct?



Why do we study extinct animals?

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KEY LEARNING

Students will learn about the moa and understand the importance of studying extinct animals.

CURRICULUM

Science – Year 4

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

Science - Years 5 & 6

Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions.

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.

Activity: Glossary

Students will brainstorm a list of key words that relate to the BTN Moa De-extinction story. Here are some words to get them started.

DE-EXTINCTION	BIOLOGIST	SPECIES
FLIGHTLESS	ENDANGERED	OVERHUNTING

Ask students to write what they think is the meaning of each word (including unfamiliar words). They will swap definitions with a partner and ask them to add to or change the definition. Check these against the dictionary definition.

Further activities for students:

- Students will add to their glossary by downloading the transcript for the BTN Moa De-extinction story and highlight all the words that relate to the topic.
- The word moa is actually a Māori word. What does it mean?
- Use as many of the following words to write a summary about the moa: extinct, flightless, New Zealand, herbivore, DNA and species.

Activity: Research project

Discuss the information raised in the BTN Moa De-extinction 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>k</u> now?	What do I <u>w</u> ant to know?	What have I <u>l</u> earnt?	<u>H</u> ow will I find out?

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

- Why did the moa become extinct?
- What is the closest living animal to the moa? What are the similarities?
- How was the New Zealand environment suited to the moa?
- Can we bring the moa back from extinction? Explain.
- What impact did people have on the moa?
- What can we learn from the extinction of the moa?
- Why is it important to learn about extinct animals?

Activity: Back from Extinction

Did you know it is estimated that 99.9% of all species that have ever existed on Earth are now extinct. As a class, students will brainstorm and make a list of all the animals they can think of that are extinct.

Students will use their imagination and scientific thinking to bring the moa back from extinction. Students will investigate the similarities between the moa (extinct) and the emu (living animal) and/or the tinamou (living animal). Alternatively, they may want to choose another extinct animal that they would be excited about to see back in real life.

Students will:

- Research the basic facts about the moa and create a quick factsheet which includes the following information: common and scientific name, where it lived, what it looked like, when it went extinct, why it became extinct.
- Compare the moa to other species that are living today to discover which would be better suited to help bring the moa back to life. Which of these two living species has the most similarities to the moa? Compare what they look like, and their classification. Use the table below to record the information you find.

Information	Moa (extinct species)	Emu (living species)	Tinamou (living species)
Scientific name			
Scientific classification Order: Family:			
Flight ability			
Body shape			
Feathers			
Diet			
Habitat			
Behaviour			

If you were to bring the moa back from extinction using DNA from one of its closest living relatives, what would it look like? Using their previous research students will imagine what the moa would look like if it was brought back from extinction. Use the following as a guide for this activity:

- Illustrate the species using only a black felt-tip pen on a piece of A4 art paper – include as much detail as you can. You may want to draw a scientific illustration or draw the animal in its natural habitat. Label important features.
- Create a 3D model of your new species using upcycled materials.
- Turn your artwork into a museum style exhibit poster.

BTN would love to see your students' artwork! Send your artwork to us at btn@abc.net.au

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.

Short story

Write a short story or diary entry from the perspective of the moa just before they became extinct.

Class debate

Should we try to bring extinct animals back? Investigate the pros and cons and have a mini class debate.

Quiz

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

Did you know?

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

Useful Websites

- [Return of the Moa](#) – BTN Newsbreak
- [Back from Extinction](#) – BTN
- [Australia's Extinct Animals](#) – Australian Museum
- [Extinction Over Time](#) – Smithsonian National Museum of Natural History