

# Understanding some of our creatures

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**Number of lessons:** One

**Year level(s):** Year 7/8

**Australian Curriculum content descriptions:**

## Technologies

Use project management processes when working individually and collaboratively to coordinate production of designed solutions (ACTDEP039)

## Science

Processing and analysing data and information. Construct and use a range of representations, including graphs, keys and models to represent and analyse patterns or relationships in data using digital technologies as appropriate (AC SIS129).

## Context

Students will have the opportunity to learn about animals that have been impacted by the change land usage in the south west of Western Australia. Through this, they will also learn about conservations status levels, appreciate the importance of the red list, and develop and understanding as to if or not conservation programmes are in place that assist the species under study.

Summarise data, from students' own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions based on evidence (AC SIS130)

## Earth and Space Sciences

Some of Earth's resources are renewable, including water that cycles through the environment, but others are non-renewable (AC SSU116)

[http://docs.acara.edu.au/resources/Content\\_for\\_Year\\_7\\_-\\_Learning\\_area\\_content\\_descriptions.pdf](http://docs.acara.edu.au/resources/Content_for_Year_7_-_Learning_area_content_descriptions.pdf)

**Achievement standard:**

## Materials and equipment

### Work with a partner

- Usage of digital devices (laptop or iPad to search information)
- Materials to make posters (A3 paper, textas, colourful paper, etc.)

## Safety Advice

Scissors - count out and count back in.

# Lesson outline

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## Objectives

- Research an organism that has suffered from loss of habitat
- Work collaboratively with a partner to produce an interesting and informative poster to display to class

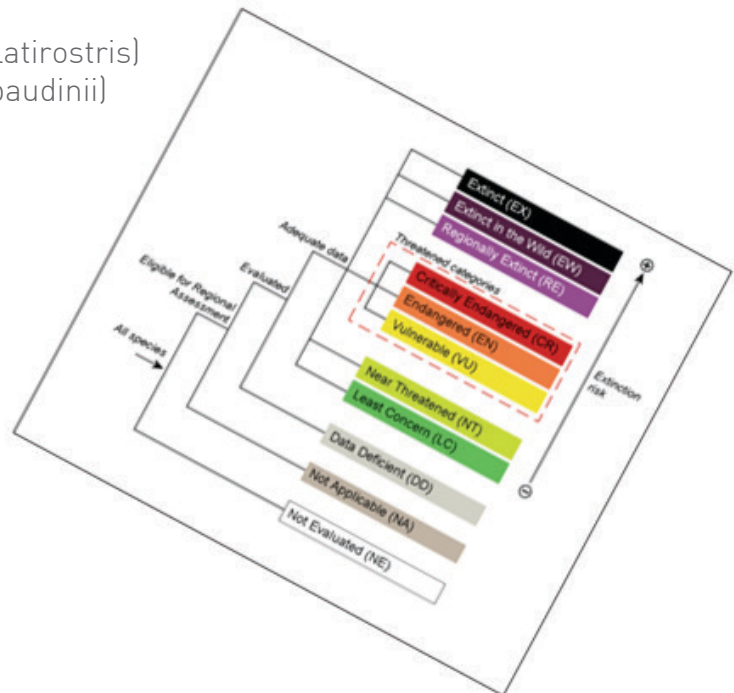
## Introduction (5min)

- Review content of lesson 3 - (Land - A Vital Resource)
- Explain that students will have the opportunity to learn more about impacted species.

## Core (43 minutes)

Student pair will choose a creature that has suffered from population decline from 'the hat'. See list of options below (and list of useful links at end):

- Short Billed Black Cockatoo (*Zanda latirostris*)
- Long Billed Black Cockatoo (*Zanda baudinii*)
- Groundparrot
- Malleefowl
- Noisy Scrub-bird
- Western Bristlebird
- Bilby
- Mala
- Black Footed Tree Rat
- Boodie
- Gilbert's Potoroo
- Rufous Hare Wallaby (Mala)
- Western Quoll
- Western Ringtail Possum
- Woylie
- Hairy Marron
- Margaret River Burrowing Crayfish



- Dunsborough Burrowing Crayfish
- Sunset Frog
- White Bellied Frog

Student pair create A3 poster

Include:

- An image of the creature.
- A map of the species former and current range (colour coded, with a key).
- Red list ranking (see below).
- Number of mature individuals remaining in the wild.
- Threats.
- Preferred habitat.
- If, or not, there are successful conservation programmes in place to maintain or re-build populations.



**Conclusion (2 min)**

Review content of lesson. Discuss what has been learnt from mapping activity and about biodiversity. Ask if changing land use may impact biodiversity

**Resources**

**Useful links:**

- <https://www.iucnredlist.org/species/22703776/93936298>
- [http://www.environment.gov.au/cgi-bin/sprat/public/publicthreatenedlist.pl#mammals\\_critically\\_endangered](http://www.environment.gov.au/cgi-bin/sprat/public/publicthreatenedlist.pl#mammals_critically_endangered)
- <https://www.dpaw.wa.gov.au/plants-and-animals/threatened-species-and-communities>