



DISCOVERY SESSION: 3-6 GUARDIANS OF THE ENDANGERED

Lesson overview

Students investigate the idea that not all animals and environments are thriving and that our daily actions make us guardians for all animals.

Lesson objectives

Students will be able to:

- Identify unsustainable human activities that threaten wildlife
- Discuss how threats to wildlife can affect the growth and survival of all living things
- Identify ways in which humans can create a positive impact on wildlife and environments

Animals

- Python*
- Koala*
- Lizard*
- Rainbow lorikeet*
- Freshwater turtle*
- Frog*

* Specific species are subject to availability and may be substituted if necessary

Lesson summary

Lone Pine's Wildlife Education Officer welcomes the group and introduces the concept of endangered species extinction

The Wildlife Education Officer divides the students into smaller groups and hands out 'danger zone' bags. Each bag has clues that point to one threatening process facing Australian animals. Each group is challenged to figure out their particular 'danger zone' threat and work together to think of at least one action we can take to counteract the threat.

Once the Wildlife Education Officer is confident each group has reached a conclusion, the groups are asked to share their findings. The group presenting calls on everyone to think about adopting their chosen action to combat their specific threat.

After each group shares their findings, students are rewarded by meeting a Lone Pine species that represents wildlife* facing each threat explored during the session.

As new Guardians of the Endangered, students are challenged to explore the Sanctuary and find threatened species living at Lone Pine. Students are asked to investigate threats to each animal and discuss the root cause of each threat and whether or not their new positive actions can assist in the survival of these species.

* Specific species are subject to availability and may be substituted if necessary.

Curriculum links

Science Understanding	
Biological	<ul style="list-style-type: none"> • Living things can be grouped on the basis of observable features and can be distinguished from non-living things (3) • Living things have life cycles (4) • Living things, including plants and animals, depend on each other and the environment to survive (4) • Living things have structural features and adaptations that help them to survive in their environment (5) • The growth and survival of living things are affected by the physical conditions of their environment (6)
Earth & space	<ul style="list-style-type: none"> • Earth's surface changes over time as a result of natural processes and human activity (4)
Science as a Human Endeavour	
Nature & development of science	<ul style="list-style-type: none"> • Science involves making predictions and describing patterns and relationships (3, 4) • Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena (5, 6)
Use & influence of science	<ul style="list-style-type: none"> • Science knowledge helps people to understand the effect of their actions (3, 4) • Science understandings, discoveries and inventions are used to solve problems that directly affect people's lives (5, 6) • Scientific knowledge is used to inform personal and community decisions (5, 6)
Science Enquiry Skills	
Questioning & predicting	<ul style="list-style-type: none"> • With guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledge (3, 4) • With guidance, pose questions to clarify practical problems or inform a scientific investigation, and predict what the findings of an investigation might be (5, 6)
Processing & analysing data & information	<ul style="list-style-type: none"> • Compare data with predictions and use as evidence in developing explanations (5, 6)
Other areas of the curriculum (e.g. English) are covered in the classroom resource section of the Discovery Session Guide for Guardians of the Endangered (Years 3-6)	

Suggestions for Follow-up & Evaluation

Post-visit classroom activities: Your Discovery Session Guide is packed full of amazing ideas to assist your exploration into science and wildlife. All activities are linked to the Australian Curriculum and the VAK Model of Learning.

We need your help! Lone Pine Koala Sanctuary is always investigating ways to improve and develop the support we offer to classroom teachers. Whether is Learning Experiences, resources, ease of booking excursions or something else entirely, we would love to hear from you!