



DISCOVERY SESSION: 7-10 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"> • Interactions between organisms can be described in terms of food chains and food webs; human activity can affect these interactions (7) • Multi-cellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment (9) • Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems (9)
Earth & space	<ul style="list-style-type: none"> • Some of Earth's resources are renewable, but others are non-renewable (7)
Science as a Human Endeavour	
Nature & development of science	<ul style="list-style-type: none"> • Scientific knowledge changes as new evidence becomes available, and some scientific discoveries have significantly changes people's understanding of the world (7, 8) • Science knowledge can develop through collaboration and connecting ideas across the disciplines of science (7, 8) • Scientific understanding, including models and theories, are contestable and are refined over time through a process of review by the scientific community (9, 10) • Advances in scientific understanding often rely on developments in technology and technological advances are often linked to scientific discoveries (9, 10)
Use & influence of science	<ul style="list-style-type: none"> • Science and technology contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations (7, 8) • Science understanding influences the development of practices in areas of human activity such as industry, agriculture and marine and terrestrial resource management (7, 8) • People use understanding and skills from across the disciplines of science in their occupations (7, 8) • People can use scientific knowledge to evaluate whether they should accept claims, explanations or predictions (9, 10) • The values and needs of contemporary society can influence the focus of scientific research (9, 10)
Science Enquiry Skills	
Questioning & predicting	<ul style="list-style-type: none"> • Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge (7, 8)
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 7-10)	

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!