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# Endangered Animals



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# Teachers' Notes

The **Activities for Young Learners** series is designed to be used in a number of ways:

1. As a learning centre for the library or general classroom;
2. As a library resource package;
3. As a general activity resource package for a number of themes.

## Endangered Animals – A Rationale For Study

Despite the efforts of a range of conservation programs, several native Australian animal species are still classified as critically endangered at a national level. While there are extensive education programs in place, many students are usually unaware of some of the lesser-known native species struggling for survival.

This book is designed to educate students to the plight of critically endangered, endangered and threatened species. It draws attention to well-known species such as tigers, whales and giant panda bears, but also focuses on less recognised animals that are in a similar predicament, such as the tuatara, Gilbert's potoroo, the Humboldt penguin and the ponderous manatee.

Other aims include clarifying the terms and status of endangered species as well as providing reasons for endangerment, which often vary among species. Students are also informed of what they can do to help certain species through a range of practical and simple strategies.

There is a heavy emphasis placed on exploring the issues that threaten animal survival and students are given opportunities to examine conservation programs that are currently in place. The activities lend themselves to extension activities which are ideal in the lead-up to National Threatened Species Day.

## Updating of Internet References

It is now common knowledge that Internet sites disappear from time to time or move to new locations. While all of the sites included in this package were accessible at the time of publication, it is anticipated that many sites will move, modify their layout or disappear from the WWW completely.

Ready-Ed Publications endeavours to check all sites on a regular basis and replaces any sites that have moved. In addition, attempts are made to locate missing sites that have relocated to another address. All website references in this series are clearly linked on our website from the home page. Click on "Ready-Ed Kids Book Links" and then follow the link for the **Activities for Young Learners** series. The direct address for this series is:

► [www.readyed.com.au/urls/AYL/index.htm](http://www.readyed.com.au/urls/AYL/index.htm)

Once at the above webpage, students will need to click on the book they are using (e.g. **Endangered Animals**) and the page number and title. By using this online index page, students do not have to laboriously type in any URLs, greatly reducing the margin for error when trying to locate sites that have long and complicated addresses. The website indexes are clearly set out and easy for students to navigate.

Should a broken link or a link that appears to have modified its layout be discovered, then please email [fixlink@readyed.com.au](mailto:fixlink@readyed.com.au) with clear details of the topic and page number. Please note that ALL links that appear in each of the five resource books are included on the above site and are clearly labelled.

# Teachers' Notes

## About the Activities

The books in this series contain tasks that are divided into two types of activities:

**ACTIVITY:** These general activity pages require the use of the associated **Wonders of the Rainforest** resource book. The pages have been divided into three sections:

- 1. Just the Facts:** This section allows for quick information retrieval. There is no further research required, and students should be able to gather the information that they need straight from the resource book. Completing this section will provide students with a basic understanding of the concept being explored. Questions are literal and relevant to the topic.
- 2. Creative Corner:** This section requires students to apply their imagination and draw on analytical skills to find responses to the questions posed, based on what they have read. The answers are not in the text and in many cases there will be no right or wrong answers. The objective of these activities is to get students thinking. Sometimes students might be asked to discuss something with a partner. Sometime the questions might involve using another sheet of paper for writing. Children should be encouraged to share their thoughts where possible. These tasks also lend themselves to small group work where students are often more confident in sharing information.
- 3. Think About It:** This section extends on what the children have read in the resource book and thought about in the Creative Corner section. The tasks are usually an opportunity for students to be creative and to put themselves into another role, (e.g. endangered animal, animal conservationist). Many of these activities can be done as homework or can be completed in spare time.

**CYBER CHALLENGE:** These activities require an Internet connection. The sites are easily accessible by first going through the Ready-Ed website ([www.readyed.com.au/urls/AYL](http://www.readyed.com.au/urls/AYL)) and onto the index page for the **Endangered Animals** link. Bookmark this page for ease of use.

Students should be given ample opportunity to explore the website before starting the activity. Most tasks will require basic research skills and students should be proficient in navigating websites. The activities have a varied format and students will find they may have to complete tables using information at the site or they may have to write about something that the site focuses on (e.g. a species of plant or animal). Sometimes the site is used merely as a springboard for ideas for the student.

## Curriculum Links

The activities in this series explore high interest themes across core subject areas such as Society and Environment, Technology, Science and English. The themes provide a backdrop for creative thinking strategies and different learning styles.

A table containing relevant learning outcomes is included on page 4. This information allows teachers to measure students' learning according to the subject area and particular strand. It is up to the teacher to see exactly how this fits into their local curriculum documents. All information in this book has been matched to the National Curriculum Framework.

## Assessment

Detailed notes and assessment proformas have been included at the end of the activities. (See page 50 - 54.)

# Teachers' Notes

## Promoting Creative Thinking

The following creative thinking strategies are used in this book:

### Forced Analogies

- ❑ The idea is to compare the problem with something else that has little or nothing in common, and gaining new insights as a result.
- ❑ Thinking about the effects of a highly unlikely situation.

### Lateral Thinking

- ❑ Looking at the problem in a different way, e.g. Aunty Annie is sitting knitting and three year old Jacob is upsetting her by playing with the wool. One parent suggests putting Jacob into the playpen. The other parent suggests it might be a better idea to put Annie in the playpen to protect her from Jacob.

### Applied Imagination

- ❑ Use of prompting questions to elicit new ideas.
- ❑ How could I adapt this? Modify, magnify, minimise, reverse, substitute, rearrange, combine and so on. The line of questioning needs to be specific to the topic.

### Problem Reversal

- ❑ State the problem in reverse. Change a positive statement into a negative one.
- ❑ Try to define what something is NOT.
- ❑ Figure out what everybody else is not doing.
- ❑ Change the direction or location of your perspective.
- ❑ Flip-flop results – think about achieving the opposite of what you want to achieve, e.g. “I want to increase my fitness. But how could I decrease my fitness?” Think about decreasing sales, failing a test, etc.
- ❑ Turn defeat into victory or victory into defeat, e.g. if I was stranded on the moon after a space shuttle problem, what good would come out of it? I might end up travelling through a worm-hole to another dimension.

If I failed a maths test, what good would come out of it? I might focus on doing twice as well in my spelling test. Or I might start going to homework classes and meet new friends, and so on.

### Brainstorms

- ❑ Brainstorms, particularly when done with a partner or small group, are an excellent method for exploring creative thinking. They can also lead on to mind-mapping®. Tony Buzan ([www.buzan.com.au](http://www.buzan.com.au)) pioneered the concept in 1970. The technique is an effective method of note-taking and useful for the generation of ideas by associations. Basically, the student starts in the centre of the page with the main idea, and works outward in all directions, producing a growing and organised structure composed of key words and key images, similar to a brainstorm but with more meaning. It can be done with students of all ages.

Mind-maps can use imagery, colour and direction to illustrate a concept. Emotions and feelings about the particular theme can be given as well.

For more information on mind-mapping, check out this website:

[www.mind-mapping.co.uk/mind-maps-examples.htm](http://www.mind-mapping.co.uk/mind-maps-examples.htm)

## Other Titles in this Series:

•Cool Antarctica •Oceans Alive •World Cultures •Wonders of the Rainforest

Read

Read about Threats to Survival in the Endangered Animals resource book to help you complete the following.

### ► Just The Facts

A habitat is the place in which an animal lives.

**Find out what is happening to some of the animal habitats on our planet.**

1. Why have some animals' forest habitats been destroyed?

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2. List an example of changes that can damage a habitat.

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3. What are some things that can happen to marine habitats?

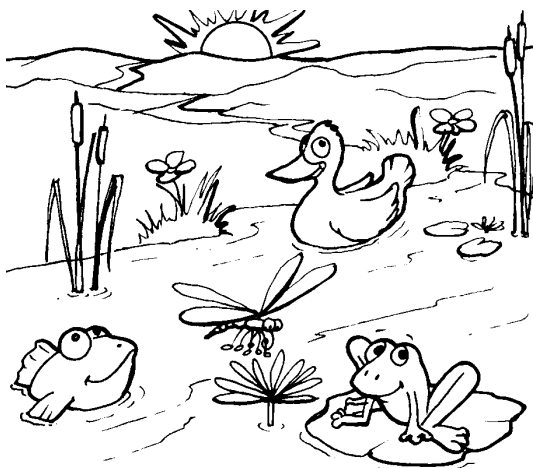
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### ► Creative Corner

Imagine a world where there are no animals – except for people. Think about how different your life would be. Write down everything that would change. Examples would be:

- *Couldn't take the dog for a walk.*
- *Couldn't drink milk or eat eggs for breakfast.*

### ► Think About It: Clean Waterways



Our rivers, lakes and oceans are sometimes polluted by factories when their run off enters the waterways.

**TASK:** What are some things that factories could do to make sure that they do not pollute the environment? On the back of this sheet, brainstorm some ideas with a friend and then share these with the class.

# Introduced Species

Activity

Read

Read about **Threats to Survival** in the Endangered Animals resource book to help you complete the following.

## ▶ Just The Facts

1. What do we call a species that has come here from another part of the world? i \_\_\_\_\_
2. What do we call the species that have always been here?  
n \_\_\_\_\_
3. Name two introduced species that were brought here with the early settlers. • \_\_\_\_\_  
• \_\_\_\_\_
4. For what reasons were these animals brought here?  
\_\_\_\_\_  
\_\_\_\_\_

## ▶ Creative Corner

Many of the introduced species have caused a lot of damage to our environment and they have also hunted the native species.

- *Imagine if the only animals here today were native animals. How different would our country be?*

**List some ways that these animals have been both helpful and unhelpful. Give examples of animals if you can.**

| Helpful   | Unhelpful   |
|---|---|
| Horses have been used as transport for early explorers. | Foxes have killed many native animals such as the numbat. |

## ▶ Think About It: My Favourite Animal

**TASK:** What is your favourite animal species. Why? Make sure you write whether it is a native species or an introduced species.



# Malayan Sun Bear

Activity

Read

Read the Malayan Sun Bear pages in the Endangered Animals resource book to help you complete the following.

## ► Just The Facts

1. Where does the Malayan sun bear live?

\_\_\_\_\_

2. What does it eat? \_\_\_\_\_

3. List two threats to the survival of this bear.

- \_\_\_\_\_
- \_\_\_\_\_

## ► Creative Corner

Bears have special adaptations that suit the forest habitat. Could this bear survive in the environment that you live in? Give reasons for your answer.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## ► Think About It: Bear Face

The Malayan sun bear is the smallest of the world's bear species. It is known for the golden fur on its nose.

**TASK:** Make up a funny story in the space below about how the bear got its golden nose.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_