

Primary School Lesson Plan – (Western Riverina Birds)

Curriculum links Science, Technology, HSIE, Geography and Living World



Introduction to session outline

Grab attention

Do we need to look after animals on the planet?

Links

Put your hand up if you have an animal at home.

Outcomes

You will be able to:

- Welcome to Country or Acknowledgement of Country – 5mins
- Explain what a Threatened Species means – 5mins
- Give one example of a Threatened Species in the World, Australia and 3 locally in our region – 10mins
- Describe 2 features of each of the birds, (Malleefowl, Bittern, Plains-wanderer) – 10mins
- Define the word habitat – 5mins
- Discuss the difference between the beaks and feet of the different birds and how that relates to the habitat they live – 5mins
- Name two feral pests that have an impact on Threatened Species – 5mins
- Name the people who are helping Threatened Species – 5mins
- Discuss why it is important to involve artists in the environmental space to spread the message of Threatened species – 5mins
- Name 3 actions First Nations People take to protect the environment – 20mins
- Draw two symbols on a piece of paper and label it to show your understanding of artwork painted by Michael Lyons – 5mins
- Take part in the game Guess who to show your understanding of the features of the three Threatened Species discussed – 10mins.
- If time permits read one of the bird books. Bird Book Resources

Structure

Use photos/models/discussions/art and games to learn about Threatened Species

Stimulation

Knowing you and the people in your school are citizen scientists and can help with Threatened Species is pretty cool.



Topic	Key Points	Trainer Activity	Learner Activity	Resources & Equipment
Welcome to Country or Acknowledgement of Country Time 5 Minutes	Engage local Elders in your journey.		Students listen and respond.	
Explain what a Threatened Species means Time 5 Minutes	<p>What is a threatened species? A species is considered threatened if:</p> <ul style="list-style-type: none">• there is a reduction in its population size.• it has a restricted geographical distribution, or• there are few mature individuals. <p>A species may be listed under the NSW Biodiversity Conservation Act 2016 as:</p> <ul style="list-style-type: none">• vulnerable• endangered• critically endangered, or• presumed extinct. <p>Threatened biodiversity profile search NSW Environment, Energy and Science</p>	<p>Trainer to explain why animals become threatened.</p> <p>Reduction in size of the population – Gorillas</p> <p>Geographical Distribution – Koalas have their tree knocked down.</p> <p>Few mature individuals Rhinos</p>	<p>Gorillas Get the student to tell you What the animals are? Do they live in Australia? Are there many of them left in the world?</p> <p>Koalas What happens if we knock the trees down? Where do the Koalas go? Are they going to be threatened?</p> <p>Few individuals If there are not many, are they going to be able to have families and increase in number?</p>	<p>Photos: Gorillas Koalas Rhinos</p>



Topic	Key Points	Trainer Activity	Learner Activity	Resources & Equipment
Give one example of a Threatened Species in the World, Australia and 3 locally in our region. Time 10 Minutes	World – elephants Australia – Koalas Locally – (Bittern, Malleefowl, Plains-wanderer.) Photos of those not threatened. Magpie Galahs Click here – to find animals in your NSW Region.	Trainer to give examples of Threatened Species Photos of: Elephants Gorillas Rhinos Koalas Bittern Malleefowl Plains-wanderer Maps of the world, Australia, Local.	Turn photos up and decide which Group they fit into. Are they Threatened in the world, in Australia or locally?	Photos: Elephants Gorillas Rhinos Koalas Bittern Malleefowl Plains-wanderer Magpie Galahs Maps of the world, Australia, Local.
Describe 5 features of each of the birds while looking at the photos, (Malleefowl, Bittern, Plains-wanderer) Time 10 Minutes	1. Mallee Fowl 2. Bittern 3. Plains-wanderer	Show the photos to the students and get them to look at – Size, Beaks, Feathers, Feet, Legs, Eyes, Habitat, Behaviour, Sound, and Food.	Each student is to look at the photo/model of the bird and describe one of the features of the bird.	Large photo of the bird Large photo of the habitat. Model of the Bittern Labels of the bird. Fact Sheet-Plains-wanderer Fact Sheet-Malleefowl Fact Sheet-Australasian Bittern



Topic	Key Points	Trainer Activity	Learner Activity	Resources & Equipment
Define the word habitat. Time 5 Minutes	<p>A habitat is a place where an organism makes its home. A habitat meets all the environmental conditions an organism needs to survive. For an animal, that means everything it needs to find and gather food, select a mate, and successfully reproduce. Like your home.</p>	Ask the question "What is a habitat?."	<p>Student to list the characteristics of a habitat.</p> <p>Once the habitats have been described the students will match a habitat with the bird.</p>	<p>Large photo of the bird</p> <p>Large photo of the habitat.</p>
Discuss the difference between the beaks and feet of the different birds and how that relates to the habitat they are in. Time 5 Minutes	<p>What do they need their feet for:</p> <p>Malleefowl: need their big feet for scraping up the litter on their nests. Food (Eats insects, flower, fruit and seed. No water. Enough moisture in food).</p> <p>Bittern: need nice big feet to walk in the mud and trample down the reeds to make their nest. Need a big beak to catch the frogs and the shrimp.</p> <p>Plains-wanderer: Need to move around in the grass quickly to eat seeds and insects they feed on. Need open grassland to move around in. Not too thick.</p>	<p>Trainer to discuss each bird and one feature that distinguishes it from the rest of the birds and do a demonstration of that action or sound.</p> <p>Bittern: stands in the rushes or rice and extends its neck.</p> <p>Malleefowl: Scratches out the leaves of its nest to regulate the temperature of the nest.</p> <p>Plains-wanderer: Lives in native grassland that typically occurs on hard red-brown soil.</p>	<p>Students to act out the behaviour of the birds.</p>	<p>Photos of the birds</p> <p>Teachers are to be provided with a resource for students to complete on their favourite of the three Threatened Species.</p>



Topic	Key Points	Trainer Activity	Learner Activity	Resources & Equipment
Name two feral pests that have an impact on the Threatened Species. Time 5 Minutes	<ul style="list-style-type: none">• Foxes• Cats• Pigs	Show photos of foxes, pigs and cats.	Ask the kids what the feral animals are likely to do that will interfere with the Threatened species.	Photos of Pigs, Cats and Foxes
Name the people who are helping the Threatened Species. Time 5 Minutes	<ul style="list-style-type: none">• First Nations People• Farmers• Researchers• School• Citizen Scientists• Landcare and government partners like Riverina Local Land Services	Meet the people.	Ask the students who they think helps the birds.	Photos of people and what they do.

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<p>Discuss why it is important to involve artists in the environmental space to spread the message of Threatened species.</p> <p>Time 5 Minutes</p>	<ul style="list-style-type: none"> Artists are creative and educate the general public with their work. Artists see the beauty in the environment and reproduce work in many different ways. Artists share their work and show others how the work was done. They often use natural fibres and look closely at the environment. 	<p>Trainer to show some of the works that were done by Uncle Michael Lyons.</p>	<p>Students will listen to the trainer and look at some of the artworks that were done by Artists across the region.</p>	<p>Examples of the artwork that have been done across the region. Michael Lyon's artwork</p>
<p>Name 3 actions First Nations People take to protect the environment.</p> <p>Time 20 Minutes</p>				
<p>Draw symbols on a piece of paper and label it to show your understanding of artwork painted by Michael Lyons</p> <p>Time 10 Minutes</p>	<p>Students use their knowledge from Uncle Michael to draw a few of the items from his painting. Interpreting it the way they would like to.</p>	<p>Trainer provides instruction on the activity for the students.</p>	<p>Students draw objects they see on the painting and label it. This drawing can be painted at another time in class with the same colours that Uncle Michael discussed in his drawing.</p>	<p>Paper and pencil for each of the students.</p>



Topic	Key Points	Trainer Activity	Learner Activity	Resources & Equipment
Take part in the game 'Guess Who' to show your understanding of the features of the three Threatened Species discussed. Time 10 Minutes	Students are able to articulate the features of the three birds they have been learning about to ask questions and decide the name of the bird.	Trainer to explain the game to the students and give a demonstration as to how the game will work.	Students will be able to ask questions specifically about each of the birds to decide which bird their partner is thinking of.	Sheet with the names of the birds and the special features, habitats and behavioural habits the bird displays.
If time permits read the Malleefowl book/Plains-wanderer or Bittern storybook. Time 5 Minutes	Students listen to the story of the Malleefowl to provide a summary of their behaviour.	Read the story.	Students listen and act out the actions of the Malleefowl where possible.	Books: Malleefowl the incubator bird by Pauline Reilly. Illustrated by Will Rolland. On the Trail of the Plains-wanderer by Rohan Cleave. Australasian Bittern Bernie and the Bunyip Bird by Ann-Maree Thompson.

Conclusion of the training session

Outcomes:

You will know how to:

1. Listen to a Welcome to Country or Acknowledgement of Country
2. Explain what Threatened Species means.
3. Give an example of a Threatened Species
4. Describe 2 features of a Threatened Species bird
5. Define the word habitat
6. Name the people who are helping Threatened Species
7. Discuss why it is important to involve artists in the environmental spaces
8. Name 3 actions first nations people take to protect the environment
9. Draw symbols of Indigenous art
10. Construct questions about Threatened Species
11. Mime the actions of an endangered bird.

Feedback

Let the students know how they went with their understanding of Threatened Species.

Future

We need to understand the habitat and the behaviour of Threatened Species in order to work out ways we can assist them to survive better in the environment and keep them safe for future generations in the same way that we need to keep ourselves and our communities safe.

