

# Endangered Wildlife

## Cross-curricular lesson ideas



Below you will find curriculum-linked lesson ideas and student activity sheets to extend students' learning from the Endangered Wildlife unit of work. The education resource materials have been designed for a national audience and are suitable for middle to upper primary students.

**Please note:** To complete some of these lessons, students will need access to fact sheets and the video in the 'Facts for students' and 'Extra resources' sections of the For Teachers for students website ([www.forteachersforstudents.com.au](http://www.forteachersforstudents.com.au)).

### English

- Students to create a big book for younger students with photos, drawings and facts about one or more Endangered or Critically Endangered animal
- Students to research the meaning of the words 'threatened', 'endangered' and 'extinct' and write what they mean in their own words.
- Students to research the difference between using the word 'endangered' in a general sense and 'Endangered' as a classification of threatened wildlife under IUCN guidelines.
- Students choose two Endangered or Critically Endangered animals and compare them using the **'Venn diagram'** activity sheet.
- Students to construct a short narrative about:
  - being the last remaining animal of an endangered species
  - an endangered animal who escapes the clutches of a poacher
  - how an endangered animal feels about the humans who are destroying its habitat.
- Students to construct a persuasive text about the importance of preserving all wildlife.
- Students to create an 'endangered species' word wall using the **'Animal alphabet grid'** activity sheet. Students to expand on this activity by adding the definition of each word.
- In pairs or groups, students to create a mock TV news report, using digital technologies, to report on an issue surrounding an endangered species (e.g. an interview with a 'wildlife conservationist' or a report on a successful breeding program).
- Students to create a poster or pamphlet to raise awareness about an endangered species of their choice.
- Students to read the fact sheets (in the 'Facts for students' section) and watch the Endangered Wildlife video (in the 'Extra resources' section), then answer the questions on the **'Endangered wildlife comprehension'** activity sheet .



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### Mathematics

- Students to research the change in population over the last ten years of an endangered species of their choice and plot the numbers on a graph.
- Students to test their coordinate plotting skills by completing the **'Orange-bellied Parrot coordinate drawing'** activity sheet.
- Students to test their equation-solving abilities to complete the **'Endangered wildlife hidden creature'** activity sheet.

### Science

- As a class, brainstorm the many reasons that lead to animals becoming Endangered or Extinct.
- As a class, go on an excursion to a zoo. Visit a threatened species. Ask a staff member what (if any) conservation programs the zoo is involved in.
- Students to visit the IUCN Red List website [www.iucnredlist.org](http://www.iucnredlist.org) to learn more about animal conservation.
- Students to construct a model of an ideal environment/habitat for an endangered species, using natural and organic materials. Students to explain the features of their model. Alternatively, students could draw a diagram of their ideal habitat.
- Students to play a game of 'What animal am I?' using the **'Animal clue'** cards. They can then choose some other animals and create clue cards for them. Students can play this game with classmates, or with younger students in a 'buddy class'. **Hint:** The animals on the cards are the ones featured in the fact sheets in the 'Facts for students' section.
- Students to research the impact of climate change on an endangered species of their choice.
- Students to research the environmental impact of an endangered species becoming extinct (e.g. what does it mean for the food chain and ecological systems?).

### Humanities and Social Sciences (History, Geography, Civics and Citizenship, Economics and Business)

- Students to research the effect of European colonisation on Australia's mammal species.
- Students to research the environmental laws and regulations in place to help protect threatened or endangered species. Do you think these laws are fair? Do they go far enough? What changes, if any, would you make to these laws to ensure all species are protected?



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- Students to brainstorm what they know, want to know and have learnt about wildlife conservation programs using the **‘Helping endangered wildlife KWL chart’** activity sheet.
- Students to select an Endangered or Critically Endangered animal and make a 3D model of it and its habitat.
- Students to create a poster or video commercial outlining what sustainable actions the community can take to help preserve endangered species (e.g. recycling, using water sparingly, not hunting, respecting wetlands etc.).

### The Arts (Dance, Drama, Media Arts, Music, Visual Arts)

- In groups of 3-4, students to create a short play about a day in the life of an endangered species.

### Technologies (Design and Technologies, Digital Technologies)

- Students to create a slideshow using photos of threatened (including those classified as Vulnerable, Endangered and Critically Endangered) and/or extinct animals. Students to use music to add impact to their presentation.
- Students to research how technology is being utilised to help endangered species. This could include habitat protection and regeneration projects, tracking and counting technologies etc.

### Health and Physical Education

- Students to consider all the factors that influence our own health and wellbeing. Do we share any of these with the animal kingdom? What are they?

