
## Support notes

This resource is one of the Aim to Sustain resources for Stage 3 and Stage 4 students.

*Help a habitat* is cross-curricular and is underpinned by the following key environmental understandings:

* the interrelated nature of processes in the natural environment
* sustainable management of the Earth’s resources, and
* the interrelationships between human activities and natural systems.

Download the DET Environmental Education Policy for Schools and implementation documents [here](https://education.nsw.gov.au/policy-library/policies/environmental-education-policy-for-schools).

Access [Teaching for sustainability](https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-across-the-curriculum/sustainability) on the NSW DET Curriculum Support website.

In *Help a habitat* students will:

* view and respond to videos on how changes to habitat affect animal and plant biodiversity
* identify and explore different ways in which human activity threatens habitat
* name the issues threatening the habitat of Sumatran tigers and orangutans
* conduct and save an internet search on threats to frog habitats
* examine factors affecting koala habitat and compare the views of different people and organisations involved
* research an endangered animal and prepare a presentation persuading others to protect the animal’s habitat
* plan and write an argument to support an opinion
* present an argument on audio to share with teachers and other students.

Students could use a [checklist for evaluating resources](qukchlist_res_lib_inf.docx) from School Libraries and Information Literacy, [this summary](evaluating_websites.docx) with more links, or if appropriate, you could use this as an opportunity to [explicitly teach](https://www.commonsense.org/education/lesson-plans/evaluating-websites) evaluation of website and online information.

Discuss with students the image showing Australian animals and earthmoving equipment. How does this image position you as the viewer?

How has the illustrator placed the machinery? Why? How are the animals represented?

The students can all access their own copy of the image and place thought bubbles, or you might do that as a class.

When you have looked at threats to the habitat of koalas in Activity 2, you may wish to revisit the image in relation to the Koala Foundation slogan ‘No tree, no me’.

After completing *Help a habitat*, have students revisit the image and the text they added in speech or thought bubbles. Have them consider any changes they would make in light of their learning.

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|  | Who or what is threatening animal habitats? [The Idaho PBS video on habitat](https://www.pbslearningmedia.org/resource/idptv11.sci.life.eco.d4khab/habitat)videois from the US Public Broadcasting Service (PBS) site (also on YouTube) and introduces the basic features of a habitat. This [CalAcademy video](https://www.calacademy.org/explore-science/ecosystems-and-ecological-networks) discusses some of the benefits of biodiversity, and [this one](https://www.calacademy.org/explore-science/human-activities-that-threaten-biodiversity) examines the impacts of humans on our planet and the consequences for sustainability.Both CalAcademy videos can be downloaded earlier if internet access is difficult.The slideshow ‘[Humans and habitats](https://docs.google.com/presentation/d/16SvCyDj6XHtqDT3HQqIGJb_eUxDDW99y_KPFN3j61dw/view)’ uses a cartoon of an environment (click [here](https://docs.google.com/presentation/d/16SvCyDj6XHtqDT3HQqIGJb_eUxDDW99y_KPFN3j61dw/copy) to make a copy for yourself). It allows students to look closely at ways human activity can change habitats. Have students respond to the suggested questions. Read the ‘[One Green Planet](http://www.onegreenplanet.org/environment/how-palm-oil-impacts-the-sumatran-tiger/)’ article about palm oil and the Sumatran tiger. Videos are available at <http://vimeo.com/6744803> and <http://www.zoo.org.au/palmoil>Talk about the purpose of the video. Who is the audience it targets? Complete [Worksheet 1](file:///C%3A%5CUsers%5CNick%5CAppData%5CRoaming%5CMicrosoft%5CWord%5CWorksheet_habitat_1.docx) highlighting the issues explored using Word.Deforestation for palm oil will be examined in more detail in the resource *Forests forever*. |

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|  | How are habitats being affected? Begin by discussing keystone species – frogs are important for a few different reasons.This [youtube video](https://www.youtube.com/embed/IpBaNvsaz-0?start=370&end=1013&version=3) is part of a longer documentary about this topic. Students are then asked to look up a list of endangered amphibians in NSW and collate information about one of the species to share with the class.You might want to sign your class up to the [FrogID](https://www.frogid.net.au/schools) project. Students can install the app on their phone, which can be used to identify and log frog calls.The [koala video](http://www.abc.net.au/btn/story/s4682056.htm) is on the ABC website.Questions about the video are provided on a [worksheet](file:///C%3A%5CUsers%5CNick%5CAppData%5CRoaming%5CMicrosoft%5CWord%5CWorksheet_habitat_2.doc).Students could respond to the slogan *No tree ...no me* in a one-minute impromptu speech or by creating a graphic response.After watching the ABC *Behind the news* (BTN) [video](http://www.abc.net.au/btn/story/s2744194.htm) clip about the Australian threatened species committee, have students suggest reasons why opinions about the status of koalas differs. Have students take a point of view and support it, in writing, visually or orally. You could set up a class blog at [BlogEd](https://detwww.det.nsw.edu.au/it/learnsyssupport/bloged/index.htm) (NSW DET access required) for student posts. The information about koala habitats will be relevant in Activity 4 when students consider and discuss the statement: ‘People are only interested in saving cute and cuddly species.’ |

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|  | Which animals are endangered?Students are asked to answer several questions about both Bengal tigers and cassowaries – two examples of keystone species. This will require some independent research.1. If you wish your students to concentrate on the Australian section of the World Wildlife Fund when selecting an endangered or vulnerable species to research, direct them to <http://wwf.org.au/about> and select ‘Species’ from the left navigation menu.
2. Find more information on the Australian Dept of Environment site on [Threatened species](http://www.environment.gov.au/biodiversity/threatened/species.html) or the [NSW government Environment](http://www.environment.nsw.gov.au/threatenedspecies/) website.
3. This [ABC Education resource](http://education.abc.net.au/home#!/media/116819/creating-persuasive-texts) on creating persuasive texts could be adapted for stage 3 students.
4. See hints on attracting wildlife to [your garden](http://www.abc.net.au/news/2018-02-15/how-to-attract-wildlife-to-your-backyard/9450114). Students could each choose one action and report to the group or class on the result.
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|  | What can be done to protect habitats?1. In [Who lives here](https://www.scootle.edu.au/ec/resolve/view/L24?accContentId=)? (Flash content) students can explore a habitat in Northern Australia for clues about the animals living there. They need to gather information and present a report to a scientist on which native and feral animals are present, so that ways to protect the native animals and habitat can be devised. If part of the NSW DET network, search for resource L24 to download the resource directly from Scootle for use without internet access.
2. The [aquatic reserve](http://www.abc.net.au/catalyst/stories/2830467.htm) in the video is from the ABC’s Catalyst program and features the Blue Groper in a marine reserve in Sydney’s east. Find more [videos](http://www.abc.net.au/catalyst/vodcast/default.htm) to download on plant and animal habitats and human impact to share with students.
3. This [animation](https://www.calacademy.org/explore-science/conservation-and-the-race-to-save-biodiversity) from CalAcademy talks about different conservation strategies that might be used.
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### Useful links

[Bloom’s Taxonomy](http://www.techlearning.com/article/8670) in the digital age – an article.