

# GEOGRAPHY - UNIT OF WORK

Stage 3: Geography, integrated with English and Creative Arts

GE3-1, GE3-2, GE3-4, EN3-2A, EN3-3A, EN3-5B, VAS3.2, VAS3.4

## SCHOOLS FOR THE WILD-TARONGA'S LEGACY SPECIES

### UNIT OUTLINE

**UNIT DURATION:** 10 weeks

**TIME ALLOCATION:** Geography 1.5 hrs per week, English 2 hrs per week, Visual Arts 1 hr per fortnight

**GEOGRAPHICAL ISSUE:** How can endangered species be saved?

**CHALLENGE:** To advocate for an endangered species and to take action to help protect its future.

**CONTENT:** Factors That Shape Places

Students investigate how people change the natural environment in Australia and other places around the world. They also explore how the environment influences the human characteristics of places. Students examine ways people influence the characteristics of places, including the management of spaces.

#### KEY INQUIRY QUESTIONS:

1. How do people and environments influence one another?
2. What effects do environmental changes have on people and the environment?
3. What actions can people take to protect living things impacted by environmental changes?



# UNIT DESCRIPTION

## OVERVIEW

This unit uses a project-based learning approach which enables students to explore the real world challenge of conserving endangered species. Students will be empowered to take action within their communities, which significantly contributes to the conservation of locally threatened species.

Students research endangered species and investigate how people change the natural environment. They examine current conservation strategies and identify actions they can undertake.

Students use persuasive language devices in a class-developed persuasive social marketing campaign to promote action for one of the Taronga legacy species. This knowledge is then incorporated into a project of their own, created in small groups. This small group campaign has the opportunity to be selected for presentation at the 'Kids Teaching Kids' (KTK) event.

Students design and create an artwork that symbolises the threats facing their chosen animal and visually display these challenges to the viewer.

## LEARNING SEQUENCES

This unit comprises the following nine learning sequences that are completed throughout a ten week unit of work:

- Learning Sequence 1 (LS1) – Introduction to the issues
- Learning Sequence 2 (LS2) – Persuasive Texts
- Learning Sequence 3 (LS3) – Persuasive Artworks
- Learning Sequence 4 (LS4) – Class Community Awareness Campaign
- Learning Sequence 5 (LS5) – Sumatra an Island of Indonesia
- Learning Sequence 6 (LS6) – Australian Places
- Learning Sequence 7 (LS7) – Australia's Changing Environment
- Learning Sequence 8 (LS8) – Group Research and Advocacy Project
- Learning Sequence 9 (LS9) – Presentation



# KEY TARONGA ZOO COMPONENTS

## TARONGA'S TEN LEGACY SPECIES

As part of Taronga's Centenary Celebration in 2016, Taronga Zoo launched a wildlife conservation legacy campaign. Taronga dedicated an increased level of commitment to five Australian and five Sumatran species for at least ten years. These threatened species are the focus of this unit.

## TARONGA ZOO FIELD TRIP & 'MEET AN EXPERT' TALK

This experiential fieldtrip to Taronga Zoo provides students with an engaging authentic learning opportunity. Students witness many of the endangered species they are studying, helping to forge genuine connections to these animals. They will develop deeper understandings of the plight facing endangered animals through the numerous Taronga Zoo campaigns on display. These campaigns also provide real world examples to inform their own campaigns. The opportunity to hear directly from a conservation expert through the 'Meet an Expert' talk will inspire the students and further enrich the authenticity and importance of their learning and the campaigns they create.

## KIDS TEACHING KIDS EVENT

The unit of work will culminate in a Kids Teaching Kids (KTK) event conducted via Video Conference. Each participating school selects up to two exemplary student projects to present at the event. The event provides students with the opportunity to showcase their campaigns to a broader audience and engage with students from other schools.

## ADDITIONAL RESOURCES PROVIDED BY TARONGA

Endangered species PowerPoint for unit introduction

Fact Files for each of the 10 Taronga Legacy Species

Tailor made Google My Map, highlighting key locations for the fieldtrip and showcasing how My Maps can be used to create a digital journal

Instructions on using Google My Maps to support students creating a personal digital journal of their fieldtrip



## FOR MORE INFORMATION AND HOW TO BOOK VISIT

<https://taronga.org.au/education/sydney/school-programs/excursions/events-for-schools/schools-for-the-wild>

# TERM PLANNER

Week	Geography	Geography – Campaigns	English	Visual Arts
1	<b>Introductory PowerPoint</b> (LS1) Develop questions for inquiry (LS1)	Animal selection, develop inquiry questions (LS4)	Conservation campaign websites – analyse persuasive techniques (LS2)	Digital animal art - manipulate animal images (LS3)
2	Classify threats to endangered species, impacts, actions (LS4) Mapping Indonesia (LS5) Animals of Sumatra (LS5)	Research – threats and impacts, 'audit' school products, surveys (LS4) Understand – threats, impacts, conservation (LS4)	Animal advocacy – persuasive communication -analyse endangered species texts (LS2) Connect-understand-act model (LS2)	Animal artwork – design (LS3) Artwork panel decoration and construction (LS3)
3	People of Indonesia (LS5) Sumatran environmental changes (LS5) Consequences chart (LS5)	Class campaign – plan (LS4) Class campaign – write pitch (LS4)	Jointly construct persuasive texts to incorporate in class campaign (LS4)	
4	Animals and their environments (LS6) Australia's climate zones (LS6)			
5	Australia's land uses (LS6) Inferring cause and effect (LS6)	Form groups, select endangered animal, formulate inquiry questions (LS8) <b>Zoo fieldtrip (LS8)*</b>		
6	Aboriginal Land Management (LS7)	Group projects (LS8) <b>Zoo fieldtrip (LS8)*</b>		Animal photography – building empathy (LS3)
7	Current environmental changes (LS7)	Group projects (LS8) <b>Zoo fieldtrip (LS8)*</b>	Influencing readers - compare news stories on environmental changes (LS2)	My endangered species animal logo design (LS3)
8	Positive environmental change (LS7) Summary table - animals, threats, impacts, actions (LS8)	Group projects (LS8)	Groups construct persuasive presentation as part of group project (LS8)	
9	Schools vote on which action will be implemented across based on the most persuasive campaign  Reflection and evaluation of campaigns	<b>Presentation at school Endangered Species Day (LS 8)</b>  Select two Group projects for KTK VC	Reflect on persuasive devices used by presenters at Endangered Species Day	View installations, photographs, discuss at school as art appreciation
10	<b>Kids Teaching Kids</b> (LS9)	Group project presentations (LS8)		

\* Zoo fieldtrip will occur in either week 5, 6 or 7



# SYLLABUS LINKS

## GEOGRAPHY OUTCOMES

**GE3-1** Describes the diverse features and characteristics of places and environments

**GE3-2** Explains interactions and connections between people, places and environments

**GE3-4** Acquires, processes and communicates geographical information using geographical tools for inquiry

### Factors that change environments

- Investigate the ways that people change the natural environment in Australia and another country, for example: (ACHGK026, ACHGK027)
  - examination of how people, including Aboriginal and Torres Strait Islander Peoples, have influenced each country's environmental characteristics

### Environments shapes places

- Investigate how the natural environment influences people and places, for example: (ACHGK028)
  - discussion of how climate influences the distribution of where people live **M GS**
  - comparison of how landforms influence where and how people live in Australia and another country **M VR**

## GEOGRAPHICAL INQUIRY SKILLS

### Acquiring geographical information

Students develop geographical questions to investigate and plan an inquiry (ACHGS033, ACHGS040).

Collect and record relevant geographical data and information, using ethical protocols, from primary data and secondary information sources, for example, by observing, by interviewing, conducting surveys, or using maps, visual representations, statistical sources and reports, the media or the internet (ACHGS034, ACHGS041).

### Processing geographical information

Represent data in different forms, for example, plans, graphs, tables, sketches and diagrams (ACHGS035, ACHGS042).

## GEOGRAPHICAL CONCEPTS

Environment  
Interconnection  
Sustainability  
Scale

## GEOGRAPHICAL TOOLS

Maps - M  
Fieldwork - F  
Graphs and Statistics - GS  
Spatial Technologies - ST  
Visual Representations - VR

# SYLLABUS LINKS

## ENGLISH OUTCOMES

### OUTCOMES

EN3-2A composes, edits and presents well-structured and coherent texts

EN3-3A uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies

EN3-5B discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts

### CONTENT

#### Students:

#### Engage personally with texts

- experiment and use aspects of composing that enhance learning and enjoyment
- develop and apply contextual knowledge
- explore and analyse the effectiveness of informative and persuasive devices in texts
- understand and use the key elements of planning, composing, reviewing and publishing in order to meet the increasing demands of topic, audience and language
- understand and apply knowledge of language forms and features
- plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1704, ACELY1714)
- Respond to and compose texts
- compose imaginative and informative texts that show evidence of developed ideas
- compose texts that include sustained and effective use of persuasive devices, eg texts dealing with environmental issues
- present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609)

# SYLLABUS LINKS

## CREATIVE ARTS

### Visual Arts

VAS3.2 Makes artworks for different audiences assembling materials in a variety of ways.

VAS3.4 Communicates about the ways in which subject matter is represented in artworks.

### Visual arts focus area –persuasive contexts, audience intent

#### Making

VAS3.2 Makes artworks for different audiences, assembling materials in a variety of ways.

- examines a range of concepts and their relationships to selected forms and experiments with such things as the expressive use of colour in painting or drawing, the abstract and/or monumental qualities of sculpture, the sequencing of events in a video, digital work or cartoon, the use of found objects and other objects in an installation or sculptural work
- recognises how an audience has an influence on the kinds of works they make, and seeks to clarify the purpose of their works, and suggests alternatives about how they may proceed
  - discusses the conditions and requirements of artworks that are made for particular purposes, sites or events and how those conditions and requirements can affect how they might go about their own artmaking.

#### Appreciating

VAS3.4 Communicates about the ways in which subject matter is represented in artworks.


- identifies and describes the properties of different forms, materials and techniques in artworks and comments on how these are employed in the representation of subject matter
- discusses the artist's intention and/or the use of styles and techniques in selected works and considers the possible meanings of these works
- suggests how subject matter can mean different things in artworks and seeks to explain meanings by developing reasoned accounts that take into account such things as the artist, work, world and audience
- considers a range of artworks and their subject matter including paintings, drawings, photographs, video and digital works, sculptures, installations and buildings, prints and posters, digital animations, ceramic and fibre works

## SCHOOLS FOR THE WILD - LESSON SEQUENCE WEEK 1

SYLLABUS CONTENT	ACTIVITIES
<p><b>Geography</b></p> <p>Factors that change environments ACHGK026, ACHGK027</p> <p><b>Geographical concepts</b></p> <p>Environment, Interconnection, Sustainability</p> <p><b>Geographical inquiry skills</b> ACHGS033, ACHGS040</p> <p><b>Geographical tools</b> Fieldwork Visual representations</p>	<p><b>Introduction (LS 1)</b></p> <p>Introduce the ten Legacy Species (Taronga PowerPoint available).</p> <p>Generate geographical questions for inquiry that will help develop answers for the issue: How can endangered species be saved? Some examples include:</p> <ul style="list-style-type: none"> <li>• Where do the endangered species live in the wild?</li> <li>• What are the characteristics of those places?</li> <li>• How are people changing the environment in those places?</li> <li>• Who gains and who loses as a result of the environmental changes?</li> <li>• What is being done to move towards a sustainable future in those places?</li> </ul>
<p><b>English</b></p> <p>Reading and Viewing</p> <p>Understand and apply knowledge of language forms and features (ACELY1711)</p> <p><b>Geographical concepts</b></p> <p>Environment Interconnection</p>	<p><b>Conservation Campaign Websites (LS 2)</b></p> <p>As a class, view the Taronga Zoo Conservation website pages as a text <a href="https://taronga.org.au/conservation#wildlife-conservation">https://taronga.org.au/conservation#wildlife-conservation</a>.</p> <p>Analyse how text structures and language features work together to meet the purpose of a text. Discuss the effect of the multimedia elements. Identify and discuss the persuasive devices used, eg style of images, language features, design, colours, call to action.</p> <p>In pairs, students view, analyse and compare another wildlife conservation agency’s website to Taronga Zoo’s, eg. WWF <a href="http://www.worldwildlife.org/initiatives/wildlife-conservation">http://www.worldwildlife.org/initiatives/wildlife-conservation</a> Greenpeace – Protecting Forests <a href="http://www.greenpeace.org/usa/forests/">http://www.greenpeace.org/usa/forests/</a></p> <p>Discuss similarities and differences between the sites. List the persuasive devices used. Discuss emotive responses to the sites.</p>



## SCHOOLS FOR THE WILD - LESSON SEQUENCE WEEK 1

SYLLABUS CONTENT	ACTIVITIES
<p><b>Geography</b></p> <p>Factors that change environments ACHGK026, ACHGK027</p>	<p><b>Class Campaign – Animal Selection (LS 4)</b></p> <p>Discuss the challenge for wildlife conservation agencies in choosing which species to promote. Are they playing God in saving some and not others? (Playing God SMH 6-10-14 <a href="http://www.smh.com.au/national/playing-god-20140905-3ezcf.html">http://www.smh.com.au/national/playing-god-20140905-3ezcf.html</a> or a shorter version <a href="http://www.smh.com.au/environment/animals/playing-god-with-australias-threatened-species-20140905-10csow.html">http://www.smh.com.au/environment/animals/playing-god-with-australias-threatened-species-20140905-10csow.html</a> or multimedia version And Then There Were None SMH multimedia <a href="http://www.smh.com.au/multimedia/triage/">http://www.smh.com.au/multimedia/triage/</a>)</p> <p>As a class, use a decision-making strategy to select one of the Taronga Legacy Species for ‘adoption’ for a class community awareness campaign that encourages local action.</p> <p>Taronga Legacy Species: Sumatran Tiger, Sun Bear, Asian Elephant, Sumatran Rhinoceros, Pangolin, Greater Bilby, Marine Turtle, Regent Honeyeater, Southern Corroboree Frog, Platypus.</p> <p><b>Class Campaign - Inquiry Questions</b></p> <p>Develop questions to investigate, eg,</p> <ul style="list-style-type: none"> <li>• What are the specific threats to the animal?</li> <li>• What is the impact of the threats?</li> <li>• What conservation actions can help save the animal?</li> </ul> 
<p><b>Creative Arts</b></p> <p>Visual Arts VAS3.4 Appreciating</p>	<p><b>Digital Animal Art (LS 3)</b></p> <p>View images of Vivid Sydney <a href="http://www.vividsydney.com">http://www.vividsydney.com</a>. Discuss the style and colours used. Discuss the audience intent and the impact of colours and emotive responses. Identify those that evoke empathy and compassion.</p> <p>Discuss ways the Vivid event (or any local community event) could be used to help raise awareness of threatened species.</p> <p>Using an image of one of the Taronga Legacy Species (from the Taronga website), students experiment with colour, pop art filters and effects to manipulate the image using a photo editing program or app (eg. Adobe Photoshop Elements, Camera+, Paper Camera). They create four different versions of their images.</p>


## SCHOOLS FOR THE WILD - LESSON SEQUENCE WEEK 2

SYLLABUS CONTENT	ACTIVITIES
<p><b>English</b> Reading and Viewing</p> <p>Understand and apply knowledge of language forms and features (ACELY1708)</p> <p><b>Geographical concepts</b></p> <p>Environment Interconnection Scale Sustainability</p>	<p><b>Animal Advocacy – Persuasive Communication (LS 2)</b></p> <p>View the ABC Splash video Why are Sumatran tigers under threat? <a href="http://splash.abc.net.au/home#!/media/85624/sumatran-tigers-and-paper-mills">http://splash.abc.net.au/home#!/media/85624/sumatran-tigers-and-paper-mills</a></p> <p>Read Taronga Zoo’s Rhino Appeal page <a href="https://taronga.org.au/support-us/support-appeal/rhino-appeal">https://taronga.org.au/support-us/support-appeal/rhino-appeal</a>.</p> <p>Read the mock webpage Roar for the Snow Leopard <a href="http://www.qcaa.qld.edu.au/downloads/p_10/naplan_lit_sample_snowleopard.pdf">http://www.qcaa.qld.edu.au/downloads/p_10/naplan_lit_sample_snowleopard.pdf</a></p> <p>Compare the three texts and the different approaches to the subject matter. Discuss the impact of first-person and third-person narration.</p> <p>Analyse the persuasive purposes and devices used in these texts. As a guide, an analysis is provided in the link for the Snow Leopard text. (Further resource: Thinking About the Features of a Persuasive Text <a href="http://e4ac.edu.au/units/year-5/sequence08.html">http://e4ac.edu.au/units/year-5/sequence08.html</a>)</p> <p><b>Social Marketing – Connect, Understand, Act</b></p> <p>Briefly explain this model and its use in encouraging social and behaviour change. Using the persuasive texts above, identify the components which:</p> <ul style="list-style-type: none"> <li>Connect the animal and issue to the reader/viewer</li> <li>Build understanding of the issues</li> <li>Encourage and motivate action for the animal and its environment</li> </ul>
<p><b>Geography</b></p> <p>Factors that change environments ACHGK026, ACHGK027</p> <p><b>Geographical concepts</b></p> <p>Environment, Interconnection Sustainability</p> <p><b>Geographical inquiry skills</b></p> <p>Acquiring geographical information ACHGS034, ACHGS041</p> <p><b>Geographical tools</b></p> <p>Maps, Spatial technologies</p>	<p><b>Mapping Indonesia (LS 5)</b></p> <p>View the WWF Borneo and Sumatra webpage for a snapshot of the landscape, animals and people of Sumatra <a href="http://www.worldwildlife.org/places/borneo-and-sumatra">http://www.worldwildlife.org/places/borneo-and-sumatra</a>.</p> <p>Locate Indonesia on the Google Earth or Google Maps website. Note its location in relation to Australia. Locate the island of Sumatra. View the terrain of Sumatra in the satellite imagery. Highlight the island of Sumatra on a map of Indonesia.</p> <p><b>Animals of Sumatra (optional)</b></p> <p>Using a Sumatran forest background, students create a collage of forest animals of Sumatra including Sumatran Tiger, Sun Bear, Asian Elephant, Sumatran Rhinoceros, Pangolin. Use a collage app such as PicCollage.</p>

## SCHOOLS FOR THE WILD - LESSON SEQUENCE WEEK 2

SYLLABUS CONTENT	ACTIVITIES
<p><b>Geography</b></p> <p>Factors that change environments</p> <p>ACHGK026, ACHGK027</p>	<p><b>Class Campaign – Research (LS 4)</b></p> <p>As a class, guided by the inquiry questions, research specific threats to the animal and its environment. Research and list current conservation strategies and actions.</p> <p>Conduct an ‘audit’ of current products and practices in the school that potentially contribute to threats to the animal, eg audit of products in canteen for palm oil, labelling on copy paper packaging.</p> <p>If time, survey class members and other students about their knowledge on the threats facing the animal as well as potential actions they would be prepared to take.</p>
<p><b>Geography</b></p> <p>Factors that change environments</p> <p>ACHGK026, ACHGK027</p> <p><b>Geographical concepts</b></p> <p>Environment Interconnection Sustainability</p> <p><b>Geographical inquiry skills</b></p> <p>Processing geographical information ACHGS035, ACHGS042 ACGS037, ACGS044</p> <p><b>Geographical tools</b></p> <p>Visual representations</p>	<p><b>Class Campaign – Understand (LS 4)</b></p> <p>Analyse the impacts of the threats to the environment, animal and local people. Create a cause and effect table summarising the threats and impacts.</p> <p>Discuss and evaluate current conservation strategies.</p> <p>Create a flow chart to illustrate how conservation strategies help conserve the animal and environment. Include effects on humans.</p> <div data-bbox="1249 1026 2000 1465" data-label="Image"> </div>


## SCHOOLS FOR THE WILD - LESSON SEQUENCE WEEK 2

SYLLABUS CONTENT	ACTIVITIES
<p><b>Creative Arts</b> Visual Arts VAS3.3 Making VAS3.4 Appreciating</p> <p><b>Geographical concepts</b> Interconnection Sustainability</p>	<p><b>Animal Lantern Artwork (LS 3)</b> Images of animal used by artists and wildlife conservation organisations, including Indonesian art. Discuss the messages represented by the logos and artworks. Examples: <a href="http://leilajeffreys.com/works/">http://leilajeffreys.com/works/</a> <a href="https://shop.davidshepherd.org/art?page=1">https://shop.davidshepherd.org/art?page=1</a></p> <p>Aha! Popping Animal Prints of Claudia Elsner <a href="http://petslady.com/articles/aha_popping_animal_prints_claudia_elsner_60241">http://petslady.com/articles/aha_popping_animal_prints_claudia_elsner_60241</a></p> <p>Using bold colours and imagery, in Vivid Sydney style, students create an artwork that symbolises or represents their animal and its conservation challenges. The imagery should be simple, strong with solid colours.</p> <p><b>Decoration and Construction</b> Students copy their stylised animal design onto a pre made campaign display item of choice. Eg billboard, canvas, green screen</p> 

## SCHOOLS FOR THE WILD - LESSON SEQUENCE WEEK 3

SYLLABUS CONTENT	ACTIVITIES
<p><b>Geography</b> Factors that change environments ACHGK026, ACHGK027</p>	<p><b>People of Indonesia (LS 5)</b> The Different Faces of Indonesia ABC Splash video <a href="http://splash.abc.net.au/home#!/media/1003834/the-different-faces-of-indonesia">http://splash.abc.net.au/home#!/media/1003834/the-different-faces-of-indonesia</a>  Research and list the changes the people of Sumatra have made to their island in the past and present, eg vegetation clearing, agriculture, farming, forest plantations, mining, urban development, drainage, irrigation. Discuss the reasons for change. Create a visual collage of environmental changes.</p>
<p><b>Geography</b> Factors that change environments ACHGK026, ACHGK027</p> <p><b>Geographical concepts</b> Environment Interconnection Sustainability</p> <p><b>Geographical inquiry skills</b> Processing geographical information ACHGS035, ACHGS042 interpret geographical data ACHGS037, ACHGS044</p> <p><b>Geographical tools</b> Maps Graphs and statistics Spatial technologies Visual representations</p>	<p><b>Sumatran Environmental Changes (LS 5)</b> Use the mapping tools Eyes on the Forest (<a href="http://maps.eyesontheforest.or.id">http://maps.eyesontheforest.or.id</a>) and Global Forest Change (<a href="https://earthenginepartners.appspot.com/science-2013-global-forest">https://earthenginepartners.appspot.com/science-2013-global-forest</a>) to investigate forest loss in Sumatra and the changes to wildlife ranges.  Compare the natural forest cover between 1985 and 2014. Graph the area of lost forest cover using data from the websites.  Investigate the causes of deforestation: Deforestation Drivers – Raiu land cover change 1990 to 2012  State interrelationships between natural forests, palm oil plantations, pulp mill plantations and wildlife ranges.  Evaluate the usefulness of the mapping tool in understanding environmental changes.</p> <p><b>Consequences Chart</b> Watch the Guardian video ‘The Sumatran rainforest will mostly disappear within 20 years’ (26 May 2013) <a href="http://www.theguardian.com/world/2013/may/26/sumatra-borneo-deforestation-tigers-palm-oil">http://www.theguardian.com/world/2013/may/26/sumatra-borneo-deforestation-tigers-palm-oil</a>  Discuss the interrelationships between major human issues such as increasing wealth and development and environmental degradation and the loss of animal species.  Use images and text to create a consequences chart showing the cause and effect of one environmental change in Sumatra. Explain the impact of the change on people, animals and the environment.</p>


## SCHOOLS FOR THE WILD - LESSON SEQUENCE WEEK 3

SYLLABUS CONTENT	ACTIVITIES
<p data-bbox="181 300 271 328"><b>English</b></p> <p data-bbox="181 370 483 399">Writing and representing</p> <p data-bbox="181 440 584 539">Understand and apply knowledge of language forms and features (ACELY1704, ACELY1714)</p> <p data-bbox="181 580 456 609"><b>Geographical concepts</b></p> <p data-bbox="181 619 342 647">Environment</p> <p data-bbox="181 657 376 686">Interconnection</p> <p data-bbox="181 695 344 724">Sustainability</p> <p data-bbox="181 766 495 794"><b>Geographical inquiry skills</b></p> <p data-bbox="181 804 528 903">Communicating geographical information ACHGS039, ACHGS046</p> <p data-bbox="181 944 407 973"><b>Geographical tools</b></p> <p data-bbox="181 983 450 1011">Visual representations</p>	<p data-bbox="629 300 981 328"><b>Class Campaign – Plan (LS 4)</b></p> <p data-bbox="629 338 2063 437">Propose actions that school students could undertake to help conserve the animal. Determine the most feasible actions. Brainstorm ideas on how the actions could be promoted to the school and strategies to raise community awareness. Agree on a class campaign strategy and plan the steps needed to create it.</p> <p data-bbox="629 478 1010 507"><b>Class Campaign – Write a Pitch</b></p> <p data-bbox="629 517 1536 545">Once planned, jointly construct a persuasive text that pitches the campaign.</p>  <p data-bbox="819 783 1711 1382">A close-up photograph of two elephants in a natural setting. The elephant on the left is slightly behind the one on the right. They are facing each other and touching their trunks. The elephant on the right has a small, yellowish tusk. The background is blurred, showing green foliage and a white structure.</p>

## SCHOOLS FOR THE WILD - LESSON SEQUENCE WEEK 4


SYLLABUS CONTENT	ACTIVITIES
<p><b>Geography</b></p> <p>Environments shape places ACHGK028</p> <p><b>Geographical concepts</b></p> <p>Environment Interconnection Sustainability</p> <p><b>Geographical inquiry skills</b></p> <p>Acquiring geographical information ACHGS034, ACHGS041</p> <p>Processing geographical information ACHGS036, ACHGS043</p> <p><b>Geographical tools</b></p> <p>Maps Spatial technologies Visual representations</p>	<p><b>Animals and their Environments (LS 6)</b></p> <p>View images of the Australian Legacy Species and their environments: Bilby (desert/arid), Sea Turtle (marine), Regent Honeyeater (eucalypt forest), Corroboree Frog (alpine) and Platypus (river).</p> <p>On a line map of Australia, show the distribution of each of the 5 Australian Legacy Species.</p> <p><b>Australia's Climate Zones</b></p> <p>View a satellite image of Australia (Google Maps) and a map of Australia's major climate zones</p> <p>Climate map: <a href="http://www.bom.gov.au/iwk/climate_zones/map_2.shtml">http://www.bom.gov.au/iwk/climate_zones/map_2.shtml</a></p> <p>Explain the characteristics of the climate zones. Discuss relationships between the landforms in the satellite imagery and the climate map.</p> <p>Students create a table summarising the temperature, seasons, vegetation and land use in Australia's temperate and tropical zones.</p> <p>Reference: <a href="http://www.australia.gov.au/about-australia/australian-story/austn-weather-and-the-seasons">http://www.australia.gov.au/about-australia/australian-story/austn-weather-and-the-seasons</a></p> <div data-bbox="1339 976 1998 1423" data-label="Image"> </div> <p style="text-align: right; font-size: small;">Photographer: Dean Ingwersen</p>

## SCHOOLS FOR THE WILD - LESSON SEQUENCE WEEK 5


SYLLABUS CONTENT	ACTIVITIES
<p><b>Geography</b></p> <p>Environments shape places</p> <p>ACHGK028</p>	<p><b>Australia's Land Uses (LS 6)</b></p> <p>View a land use map of Australia and compare it to the climate map. Land use map: <a href="http://www.agriculture.gov.au/abares/aclump/PublishingImages/Land-use-Aus2005-06-lrg.jpg">http://www.agriculture.gov.au/abares/aclump/PublishingImages/Land-use-Aus2005-06-lrg.jpg</a> Students plot the major climate zones and the distribution of the Australian Legacy Species onto a land use map of Australia.</p> <p><b>Inferring Cause and Effect</b></p> <p>Using the map overlays, for each of the five Australian animals, students identify and explain cause and effect relationships between land use, environmental characteristics of climatic zones and potential impacts on the animals. Eg 'The Regent Honeyeater lives in eucalypt forests on the east coast in the temperate zone. The mild temperatures mean most of Australia's population lives there. As the human population expands more forests will be cut down for urban development. This reduces the habitat of the bird.'</p>
<p><b>Geography</b></p> <p>Factors that change environments ACHGK026, ACHGK027</p> <p><b>Geographical concepts</b></p> <p>Environment Interconnection Sustainability</p> <p><b>Geographical inquiry skills</b></p> <p>Acquiring geographical information Processing geographical information Communicating geographical information</p> <p><b>Geographical tools</b></p> <p>Visual representations</p>	<p><b>My Taronga Legacy Species– Group Project (LS 8)</b></p> <p>Students work in groups of three to conduct an inquiry into their choice of one of the Taronga Legacy Species: Sumatran Tiger, Sun Bear, Asian Elephant, Sumatran Rhinoceros, Pangolin, Greater Bilby, Sea Turtle, Regent Honeyeater, Southern Corroboree Frog, Platypus.</p> <p>Students use the geographical inquiry process, to research the animal and its environment, process information regarding its threats, impacts and conservation efforts and communicate their findings through a persuasive information product that promotes community action.</p> <p><b>Research Action Plan</b></p> <ol style="list-style-type: none"> <li>1. Develop inquiry questions, eg <ul style="list-style-type: none"> <li>• What are the specific threats to the animal?</li> <li>• What is the impact of the threats?</li> <li>• What conservation actions can help save the animal?</li> </ul> </li> </ol> <p><b>Taronga Zoo Fieldwork Trip – School to book in Week 5, 6 or 7</b></p> 



## SCHOOLS FOR THE WILD - LESSON SEQUENCE WEEK 6

SYLLABUS CONTENT	ACTIVITIES
<p><b>Geography</b> Factors that change environments ACHGK026, ACHGK027</p> <p><b>Geographical concepts</b> Environment, Interconnection, Sustainability</p> <p><b>Geographical inquiry skills</b> Processing geographical information ACHGS035, ACHGS042</p>	<p><b>Aboriginal Land Management (LS 7)</b> Explain that humans have managed Australian environments for thousands of years. View the video on Aboriginal use of fire in the tropical savannah <a href="https://www.youtube.com/watch?v=AXG_2JSW0FA">https://www.youtube.com/watch?v=AXG_2JSW0FA</a></p> <p>List environmental changes highlighted in the video.</p> 
<p><b>Geography</b> Factors that change environments ACHGK026, ACHGK027</p> <p><b>Geographical concepts</b> Environment, Interconnection, Sustainability</p>	<p><b>My Taronga Legacy Species– Group Project (LS 8)</b> Research and collect information and data</p> <ul style="list-style-type: none"> <li>• Describe and provide images of the preferred habitat of the animal.</li> <li>• Plot on a map the current distribution of the animal.</li> <li>• List the characteristics of the environment in which it lives.</li> <li>• Explain the animal’s role in the environment.</li> <li>• Describe human land use.</li> <li>• Record information about Taronga Zoo’s actions in helping conserve the animal</li> </ul> <p>Useful websites: ARKive: <a href="http://www.arkive.org/">http://www.arkive.org/</a> The IUCN Redlist of threatened species: <a href="http://www.iucnredlist.org/">http://www.iucnredlist.org/</a> OEH Threatened Species: <a href="http://www.environment.nsw.gov.au/topics/animals-and-plants/threatened-species">http://www.environment.nsw.gov.au/topics/animals-and-plants/threatened-species</a></p>
<p><b>Creative Arts - Visual Arts</b> VAS3.3 – Making</p> <p><b>Geographical concepts</b> Sustainability</p> <p><b>Geographical inquiry skills</b> Acquiring geographical information Processing geographical information Communicating geographical information</p> <p><b>Geographical tools</b></p>	<p><b>Animal Photography (LS 3)</b> View and compare images of animals on wildlife conservation websites. Discuss similarities and differences. Analyse the images as visual literacy texts. Identify elements that evoke empathy, compassion and other emotions. Select one animal image and crop or reposition it to feature on a mock web page or advertising poster to promote its conservation.</p> <p><b>Taronga Zoo Fieldwork Trip – School to book in Week 5, 6 or 7</b></p>

## SCHOOLS FOR THE WILD - LESSON SEQUENCE WEEK 7

SYLLABUS CONTENT	ACTIVITIES
<p><b>Geography</b></p> <p>Factors that change environments ACHGK026, ACHGK027</p> <p><b>Geographical concepts</b> Environment, Interconnection, Sustainability</p> <p><b>Geographical inquiry skills</b> Processing geographical information ACHGS035, ACHGS042</p>	<p><b>Current Australian Environmental Changes (LS 7)</b></p> <p>Read a current local news item reporting on environment changes, eg vegetation clearance, urban development, drainage, irrigation, farming, forest plantations, mining.</p> <p>Resource: <a href="http://www.abc.net.au/environment/?type=blog">http://www.abc.net.au/environment/?type=blog</a></p> <p>Discuss the reasons for the changes, eg economic development, population growth.</p> <p>Create a flow diagram to explain the impacts of one current change to an environment nearby or familiar to the students.</p>
<p><b>Geography</b></p> <p>Factors that change environments ACHGK026, ACHGK027</p> <p><b>Geographical concepts</b> Environment, Interconnection, Sustainability</p> <p><b>Geographical inquiry skills</b> Acquiring geographical information Processing geographical information Communicating geographical information</p>	<p><b>Continue My Taronga Legacy Species– Group Project (LS 8)</b></p> <p>Analyse the information</p> <ul style="list-style-type: none"> <li>• Explain environmental changes and human actions that impact the survival of the animal.</li> <li>• Identify the impacts of environmental changes and human actions.</li> <li>• Investigate if actions in your school are potentially contributing to the animal’s threats, eg palm oil in canteen products, brand of copy paper, playground litter.</li> </ul> <p><b>Evaluate and draw conclusions</b></p> <ul style="list-style-type: none"> <li>• Examine current conservation strategies for the animal.</li> <li>• Analyse challenges and dilemmas in conserving the animal.</li> <li>• Infer possible futures for the animal and show these as a consequences chart</li> </ul> <p>Useful website: The IUCN Redlist of threatened species: <a href="http://www.iucnredlist.org/">http://www.iucnredlist.org/</a></p> 


## SCHOOLS FOR THE WILD - LESSON SEQUENCE WEEK 7

SYLLABUS CONTENT	ACTIVITIES
<p><b>English</b> Responding and composing Understand and apply knowledge of language forms and features (ACELY1801)</p> <p><b>Geographical concepts</b> Environment, Interconnection, Sustainability</p>	<p><b>Influencing Readers (LS 2)</b></p> <p>Compare two news stories reporting on the same environmental change, eg mining, urban development, transport infrastructure, land clearing. Analyse and compare the strategies the authors use to influence the readers. Create a comparison table of the strategies, similarities and differences. Resources: ABC - <a href="http://www.abc.net.au/environment/?type=blog">http://www.abc.net.au/environment/?type=blog</a> SMH - <a href="http://www.smh.com.au/environment">http://www.smh.com.au/environment</a></p>
<p><b>Creative Arts - Visual Arts</b> VAS3.3 – Making</p> <p><b>Geographical concepts</b></p> <p>Sustainability</p>	<p><b>My Taronga Legacy Species Logo Design (optional) (LS 3)</b></p> <p>View logos of wildlife conservation organisations. Students create a logo for their Taronga Legacy Species. The logo should represent the animal and a hopeful future. The logo could be included on students' group project information products.</p> <div data-bbox="1487 906 2007 1305" data-label="Image"> </div> <p><i>Taronga Zoo Fieldwork Trip – School to book in Week 5, 6 or 7</i></p>


## SCHOOLS FOR THE WILD - LESSON SEQUENCE WEEK 8

SYLLABUS CONTENT	ACTIVITIES
<p><b>Geography</b></p> <p>Factors that change environments ACHGK026, ACHGK027</p> <p><b>Geographical concepts</b></p> <p>Environment, Interconnection, Sustainability</p> <p><b>Geographical inquiry skills</b></p> <p>Processing geographical information ACHGS035, ACHGS042</p>	<p><b>Positive Environmental Change (LS 7)</b></p> <p>Find and evaluate an environmental change that has positive impacts on the environment, wildlife and people, eg revegetation, bilby fence, constructed wetlands. There may be examples within the school grounds or local area.</p> <p>Create a labelled plan or sketch of the area. Explain the causes and effects.</p> <p><b>My Taronga Legacy Species - Summary Table (LS8)</b></p> <p>Students complete a table for their animal recording its main threats, impacts, conservation strategies and potential local conservation actions.</p>
<p><b>Geography</b></p> <p>Factors that change environments ACHGK026, ACHGK027</p> <p><b>English</b></p> <p>Writing and representing Respond to and compose texts</p>	<p><b>My Taronga Legacy Species – Group Project (LS 8)</b></p> <p>Students brainstorm actions people in the school and community can take that will contribute to their animal’s conservation. The group decides on the most effective action to create a campaign that raises awareness and promotes the implementation of that action to the school and community. The students draw on what they have learnt from the class campaign to ensure their campaigns are informative, persuasive and that they:</p> <ul style="list-style-type: none"> <li>• Connect the audience to the animal</li> <li>• Build understanding of the animal and its plight</li> <li>• Persuade the audience to act for the animal</li> </ul> <p>In creating their campaigns, students should:</p> <ul style="list-style-type: none"> <li>• Use appropriate facts to develop an effective argument</li> <li>• Use persuasive devices, including images, to convince the audience</li> <li>• Use cohesive devices to link ideas effectively.</li> </ul> <p><b>My Taronga Legacy Species – Produce the Campaign (LS 8)</b></p> <p>Students campaign products may include</p> <p>Make – a sculpture, poster, mural, mosaic</p> <p>Play – a documentary, advertisement, movie, animation, interview, digital presentation</p> <p>Perform – a song, dance, play</p>

## SCHOOLS FOR THE WILD - LESSON SEQUENCE WEEK 9

SYLLABUS CONTENT	ACTIVITIES
<p data-bbox="168 288 264 320">English</p> <p data-bbox="168 331 548 400">Writing and representing Respond to and compose texts</p> <p data-bbox="168 639 481 671"><i>*Assessment opportunity</i></p> <p data-bbox="168 699 571 767">Students assess each others presentations guided by a rubric.</p>	<p data-bbox="616 288 996 320"><b>Endangered Species Day (LS 8)</b></p> <p data-bbox="616 347 1870 379">Host an Endangered Species Day where students present their campaigns to the school and community.</p> <p data-bbox="616 391 2072 422">Groups could set up stalls to present their campaign products and display the artwork they have created during the unit.</p> <p data-bbox="616 434 2072 502">The school and community evaluate the campaigns and decide which campaign is the most persuasive and the one to be implemented across the school and shared at the Kids Teaching Kids Event.</p> <p data-bbox="616 529 1556 561">Schools can selected two campaigns to share for the Kids Teaching Kids Event.</p> <p data-bbox="616 639 2049 671">Students could also fundraise for one nominated Taronga Legacy Species. Eg, dress as an animal and donate a gold coin.</p> 

## SCHOOLS FOR THE WILD - LESSON SEQUENCE WEEK 10

SYLLABUS CONTENT	ACTIVITIES
<p><b>English</b> Writing and representing Understand and apply knowledge of language forms and features (ACELY1704, ACELY1714)</p> <p><b>Geographical concepts</b> Environment Interconnection Sustainability</p> <p><b>Geographical inquiry skills</b> Communicating geographical information ACHGS039, ACHGS046</p> <p><b>Geographical tools</b> Visual representations</p>	<p><b>Kids Teaching Kids Event (LS 9)</b> Each school attending the KTK video Conference will have the opportunity to share the two selected campaigns with Taronga Zoo staff and students from other participating schools.</p> <p>Presentation should explain the action that was undertaken by students, schools or the community to raise awareness and the action that contributed towards the conservation of their Taronga Legacy Species. This is great chance to share the school's achievements and any goals reached.</p> <p><b>Become a Taronga Wild School and Upload Your Campaign</b> Classes can register to be a Taronga Wild School and post their campaign on the Taronga's Wild Schools webpage. Go to <a href="http://www.wildschools.taronga.org.au">www.wildschools.taronga.org.au</a></p>  <p>The image shows a sea turtle swimming in clear blue water. A small, white, rectangular tracking device is attached to the top of its shell. The turtle's head is visible, and it appears to be moving towards the viewer. The background is a deep blue, suggesting an underwater environment.</p>

## SCHOOLS FOR THE WILD - FIELD TRIP

### TARONGA ZOO FIELDWORK TRIP - SCHOOL TO BOOK IN WEEK 5, 6 OR 7

During this experiential fieldtrip students will undertake a self-guided trail through the zoo, build geographical understandings and research their chosen Legacy Species, informing their group based campaigns.

Students will have the opportunity to:

- Observe animal habitats
- Use and develop mapping skills
- Collect and record information for their group project
- Identify the use of persuasive devices and signage throughout the zoo
- Learn about the various conservation campaigns and conservation efforts undertaken by Taronga
- Use photography to record recreated habitats, animals, conservation signage and evidence of breeding programs and other zoo conservation efforts
- Hear from an expert about programs and strategies which help protect endangered species during the “Meet an Expert” talk

In order for students to get the most out of the fieldtrip to the Taronga Zoo, we recommend classes focus on a particular inquiry question on the day. For example: What is Taronga Zoo doing to help conserve endangered species?

NB. The Sumatran Tiger, pangolin, marine turtle and Sumatran Rhinoceros are not currently on exhibit or in the Zoo’s collection.



# RESOURCES

## Legacy Species - Sumatran animals

Sumatran Tiger – Why are Sumatran Tigers under threat? ABC Splash video <http://splash.abc.net.au/home#!/media/85624/sumatran-tigers-and-paper-mills>

Sumatran Tiger (Taronga Zoo) - <https://taronga.org.au/animal/sumatran-tiger>, Breeding program <https://taronga.org.au/animals-conservation/breeding-programs/global-breeding-programs/sumatran-tiger-breeding-program>

Sun Bear (Taronga Zoo) - <https://taronga.org.au/animal/sun-bear>

Asian Elephant (Taronga Zoo) - <https://taronga.org.au/animal/asian-elephant>, Breeding program <https://taronga.org.au/animals-conservation/breeding-programs/global-breeding-programs/asian-elephant-breeding-program>

Sumatran Rhinoceros - <http://animals.nationalgeographic.com/animals/mammals/sumatran-rhinoceros/>

Pangolin – <http://savepangolins.org/what-is-a-pangolin/>

## Legacy Species - Australian animals

Greater Bilby (Taronga Zoo) – <https://taronga.org.au/animal/greater-bilby>

Sea Turtle – <http://www.worldwildlife.org/species/sea-turtle>

Regent Honeyeater (Taronga Zoo) - <https://taronga.org.au/animal/regent-honeyeater>, Breeding program <https://taronga.org.au/animals-conservation/conservation-action/conservation-partnerships/regent-honeyeater-breeding>

Platypus (Taronga Zoo) - <https://taronga.org.au/animal/platypus>, Conservation partnership <https://taronga.org.au/animals-conservation/conservation-action/conservation-partnerships/platypus-australia>

Corroboree Frog (Taronga Zoo) - <https://taronga.org.au/animal/corroboree-frog>, Breeding program <https://taronga.org.au/animals/breeding-programs/australian-breeding-programs/corroboree-frog-breeding-program>

Southern Corroboree Frog Release – ABC Splash video <http://splash.abc.net.au/home#!/media/1834421/southern-corroboree-frog-release>

## Other resources:

Animal images <http://www.abc.net.au/tv/wildlifeatthetoo/gallery/>

Life at the Zoo series – <http://www.abc.net.au/tv/wildlifeatthetoo/episodes/s02ep01.htm>

Global Forest Change - <https://earthenginepartners.appspot.com/science-2013-global-forest>