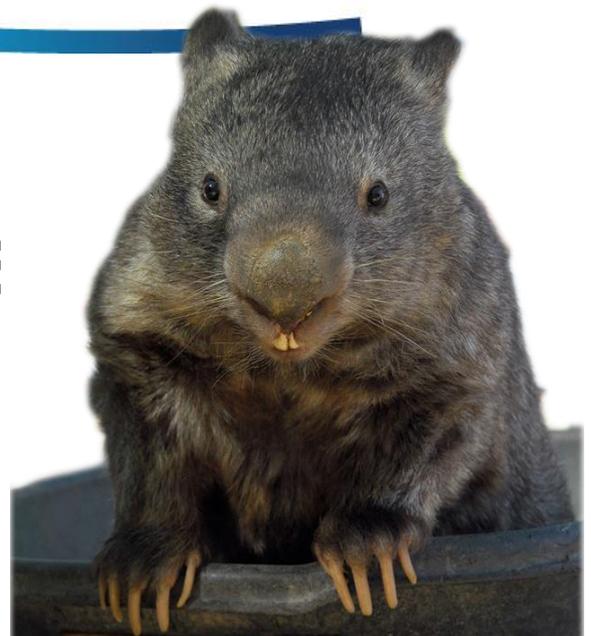




BALLARAT
WILDLIFE
P A R K

**EDUCATIONAL
RESOURCE PACKAGE**



Acknowledgements

This body of work has been compiled as a portion of a Team Enterprise project which formed an essential part of our learning in this, our final year of studying a Bachelor of Education (Primary) at Federation University, Mount Helen campus.

We would like to acknowledge the assistance of the following in allowing these educational resources to be produced:

- Greg Parker, Sue and staff at the Ballarat Wildlife Park for allowing us full access to the Park and for your time and tolerance. To Hanna Geeson for her work in compiling information on *Endangered Species*.
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- Wayne Hines from Virtual Bean Web Design for converting our documents into a useable format for the Ballarat Wildlife Park website
- Bonnie Chew and Bryon Powell for allowing us to commence negotiations with the Waddawarung community to enable us to bring teaching and learning about Aboriginal and Torres Strait Islander Histories and Cultures into the Ballarat Wildlife Park and subsequently into the school communities visiting the Park.

We would also like to gratefully acknowledge those organisations and individuals for generously creating and sharing their engaging resources on the internet for all to access and now for us to make others aware of their existence. Acknowledgements have been made throughout this document whilst others merely linked to avoid breach of copyright.

It is our intention to extend this resource to incorporate further collaborative learning experiences in which teachers and students work together to learn about compelling issues concerning the environment and Australia's wildlife, propose solutions to real problems, and take action. Watch this space for more on Challenge Based Learning!

*Compiled as part of a Team Enterprise project May 2015 by
Kerrie Demunk, Casey Douglas, Jessica Sutton and Katelyn Sutton
Year 4 Bachelor of Education Pre-service teachers at Federation University, Mt. Helen campus*



Note

The document has been modified from the original as of September 2016

These modifications reflect changes to the Ballarat Wildlife Park since the release of the original document. The overall content, and teaching structure of the document remains the same.

Edited by: Johanna Geeson – Ballarat Wildlife Park

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Get your students out of the classroom...

AND INTO THE WILD!

by booking an educational experience and tour today

Set upon 32 acres of woodland is a collection of Australian native animals and reptiles which have been chosen for their educational and conservation potential. The reptile collection alone is one of the largest private collections in Australia featuring around four hundred individual animals of both native and exotic origins.

The Ballarat Wildlife & Reptile Park:

- Provides a unique hands on experience with Kangaroos, a Koala, Wombat and even a snake when requested.
- Private tours of 1hr - bookings essential.
- 1 teacher free of charge per 10 children.
- Bushman's Hut available for hire.
- Kangaroo Food can be purchased to feed the free roaming Kangaroos and Emus.
- Cafe and Gift Shop.
- 5 minutes from Sovereign Hill.
- Please provide a school purchase order for easy invoicing.
- Complete the booking form (reverse) and fax today.



Ballarat Wildlife & Reptile Park - 250 Fussell Street Ballarat
Phone: 613 5333 5933 Email: info@wildlifepark.com.au
Facsimile: 613 5333 4025 Web: www.wildlifepark.com.au

Wildlife Conservation



Contact Details

Phone: (03) 5333 5933
Fax: (03) 5333 4025
International Phone: 0011 613 5333 5933
Email: info@wildlifepark.com.au

Or visit us at:

250 Fussell Street
Ballarat East, 3350
Victoria



General Information

The Ballarat Wildlife Park is a privately owned business run by the Parker family and their team.

The Ballarat Wildlife Park offers a comfortable walk around the facility, with the chance to get up close and personal to some of Australia's most famous native animals.

With over 100 kangaroos roaming free around the Park, there is the opportunity to experience hand feeding these amazing animals. There is also the chance to interact with koalas, wombats, and a variety of reptiles ranging from snakes to lizards and even a giant tortoise.

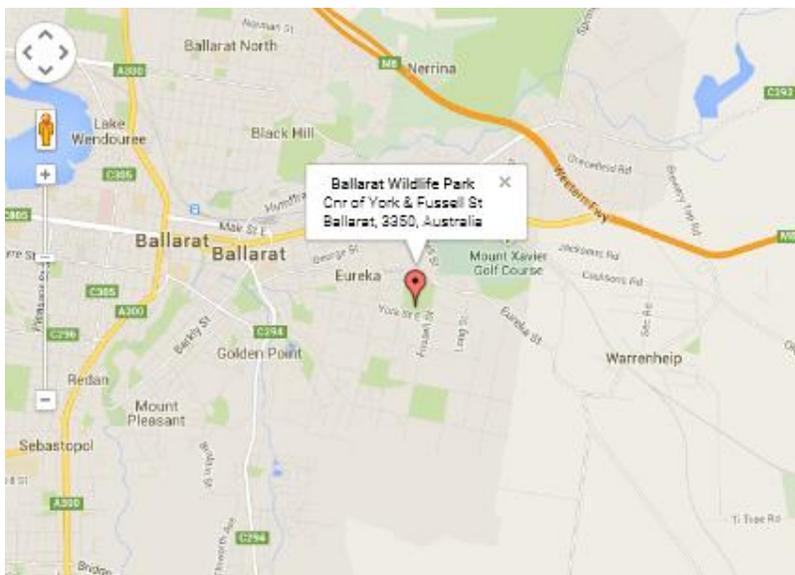
Lunch can be enjoyed in the Parks' lovely outdoor areas surrounded by the kangaroos.

Opening Hours:

Monday - Sunday 9:00am - 5:00pm
(Closed Christmas Day)

Where are we?

The Ballarat Wildlife Park is located at 250 Fussell Street, Ballarat East.





Booking Form

Name of School: _____

Proposed date of Visit and time: _____ Contact Person: _____

Contact Phone: _____ Contact Mobile whilst in Ballarat: _____

Fax: _____ Email: _____

Postal Address (for invoicing purposes): _____

Free guided Tour - min 20 people (please tick one): Tour: No Tour:

Time of Tour: _____ Duration of tour (if applicable): _____

Number of students: _____ Year level: _____

1 Free of charge teacher per 10 students visiting: Number of paying teachers @19.50 each: _____

We would like to hire the Bushman's Hut for \$50 (please tick one): Yes: No:

What are the main areas of learning you would like students to focus on during your visit?

If using the invoice payment option, please ensure you bring an official school purchase order with you on the day.

Domestic Group Admission rates January 1st - December 31st 2016

Adults/ Teachers: **\$19.50 (Teachers are free for a ration of 1:10)**

Students Aged 5 – 15 Years: \$12.00

Concession/Students Year 11 & 12: \$16.50

Additional Adults: \$19.50

All prices include GST.

Please Note: Minimum of 20 paying people to receive group rates

Payment Method (please tick one): CHEQUE INVOICE CASH

Any special requirements we may need to know about: _____

Ballarat Wildlife Park - Internal Office Use Only

Booking Confirmation (booking not confirmed until signed by a Ballarat Wildlife Park member)

Date: _____ Authorized by (signature): _____

Booking Number: _____ by name: _____



Pre-visit Information for Teachers

Preparing for your visit:

Items for students:

- packed lunch or snack
- water bottle
- sun hat & sunscreen or wet weather gear
- comfortable shoes
- appropriate clothing

Items for teachers:

- first aid kit
- camera
- purchase order if paying on invoice

On Arrival

Student's bags and belongings are normally stored on the bus but provision can sometimes be made for storage

Lunch

The Bushman's Hut is available for hire for \$50

Rubbish

Adequate provision for waste disposal is provided at the Park

Weather

Students are immersed in the unique outdoor experience of the Ballarat Wildlife Park so please be prepared for the weather conditions anticipated for the day. Students need to be dressed appropriately for outdoor activities. Sun hats and sunscreen are recommended during warm weather conditions

Payment

We operate on an invoice system and each school is required to bring a purchase order on the day of their visit. This can be adjusted to reflect numbers of students attending if different to original booking. An invoice will be raised following the visit and can be paid using direct deposit or cheque

Cancellations

Cancellation is required at least 24 hours prior to scheduled visit

First Aid

It is essential that the visiting school have up to date student medical information and are advised to carry a complete First Aid Kit. It is the responsibility of the school and accompanying teachers to provide first aid treatment to students

Program Evaluations

Enclosed are teacher and student evaluation sheets. Completion of the evaluation will enable us to monitor and improve our service. We encourage you to complete and return the sheets after your program

Care for the Park and its inhabitants

We ask that all students respect the environment that they are visiting and move slowly around the park. We ask that the students to not feed any animals apart from the kangaroos using the feed supplied by the Park staff

Teachers' Kits

Extensive Curriculum resources are available on our website including lessons plans, activities and full unit plans linked to AusVELS

Contact Information

Contact the Booking Officer for further queries on or download the online booking form contained

Tel: 5333 5933

Fax: 5333 4025

Email: info@wildlifepark.com.au

Download and complete the online booking form



Consent Form

Dear Parent /Guardian,

Your child is going on an excursion to the Ballarat Wildlife Park. Please read the following information, then sign and return the permission slip at the bottom of the form by: _____

Excursion Information:

Date: _____

Location: _____

Purpose: _____

Cost: _____

Means of transportation: _____

Leave school: _____ Arrive back at school: _____

CUT HERE - - CUT HERE

_____ has permission to attend the excursion to the Ballarat Wildlife Park
on _____ from _____ am/ pm to _____ am/pm

I give permission for _____ to receive emergency medical treatment.

In an emergency, please contact:

Name: _____

Relationship to child: _____

Address: _____

Phone: 📞 Mobile _____ 📞 Home: _____ 📞 Work: _____

Parent/ Guardian Signature: _____ Date: _____



Post Excursion Evaluation Form

Thank you for taking the time to complete this evaluation of your excursion to the Ballarat Wildlife Park

Your feedback will assist us in improving programs to ensure that they continue to meet your needs

Name of your school: _____

Year level: _____

How has the excursion to the Ballarat Wildlife Park engaged the school community?

Were the resources provided on our website beneficial to your school's teaching and learning?

Did the program assist you with applying effective teaching strategies when you return to school? (POLT's)

How would you rate the session at the Ballarat Wildlife Park based on the following pedagogical principles (drawn from the PoLT's)?

	<u>Least</u>				<u>Most</u>
The learning environment is supportive and productive	1	2	3	4	5
Guide responsive to participant's backgrounds, interests, needs and perspectives	1	2	3	4	5
Participants challenged and supported to develop deep levels of thinking and application	1	2	3	4	5
Learning connects with communities and practice beyond the session.	1	2	3	4	5
Opportunities for high levels of participant input and discussion	1	2	3	4	5

Please Comment:

Have any of the post excursion resources been of assistance in classroom?

Has your school taken any of your learning at the Ballarat Wildlife Park further to incorporate active citizenship?

Do you have any comments or suggestions to help improve your experience at the Ballarat Wildlife Park?

Thank you for your time!

Please return to:

Ballarat Wildlife Park

Fax (03) 5333 4025 or email to info@wildlifepark.com.au

Risk Assessment

Risk	Risk reduction control methods
Potential for falls	<ul style="list-style-type: none"> ▪ Students should remain on designated pathways ▪ Ensure students do not run ▪ Ensure students wear appropriate footwear (closed toe shoes) ▪ Ensure students are supervised ▪ First aid officers are on duty and can be contacted at the Entrance building
Injury from animals	<ul style="list-style-type: none"> ▪ The Park has free roaming Kangaroo Island kangaroos, which are placid by nature. ▪ All students must observe the feeding and interaction instructions on the information board near the entrance. ▪ Allow the kangaroos to move freely as they wish ▪ Keep a safe distance (10 – 15m) if the male kangaroos are “boxing” and advise the nearest animal keeper
General Safety	<ul style="list-style-type: none"> ▪ Please ensure that students do not climb on or sit on fences around enclosures ▪ All students should have hats, sunscreen and water bottles
Wheelchair access	<ul style="list-style-type: none"> ▪ The layout of the park ensures easy wheelchair access to at least 80% of the exhibits. The remainder is still accessible but does not have concreted paths. ▪ Both toilet blocks have wheelchair access
Inclement weather	<ul style="list-style-type: none"> ▪ In the event of inclement weather, please ensure students have appropriate clothing. ▪ Most exhibits have verandahs to ensure viewing can still continue ▪ Some activities may be relocated to the Crocodile Billabong Centre ▪ The Bushman's Hut may also be used as a shelter area

Please note that this information is a guide only. Schools may be required to complete their own risk assessment. Free of charge entry for teachers can be arranged for this purpose.



Inclusion and Access Guide

The Ballarat Wildlife Park aims to provide access and inclusion for all children.

There are wide accessible paths into most areas of the Park enabling inclusion by children who use wheelchairs.

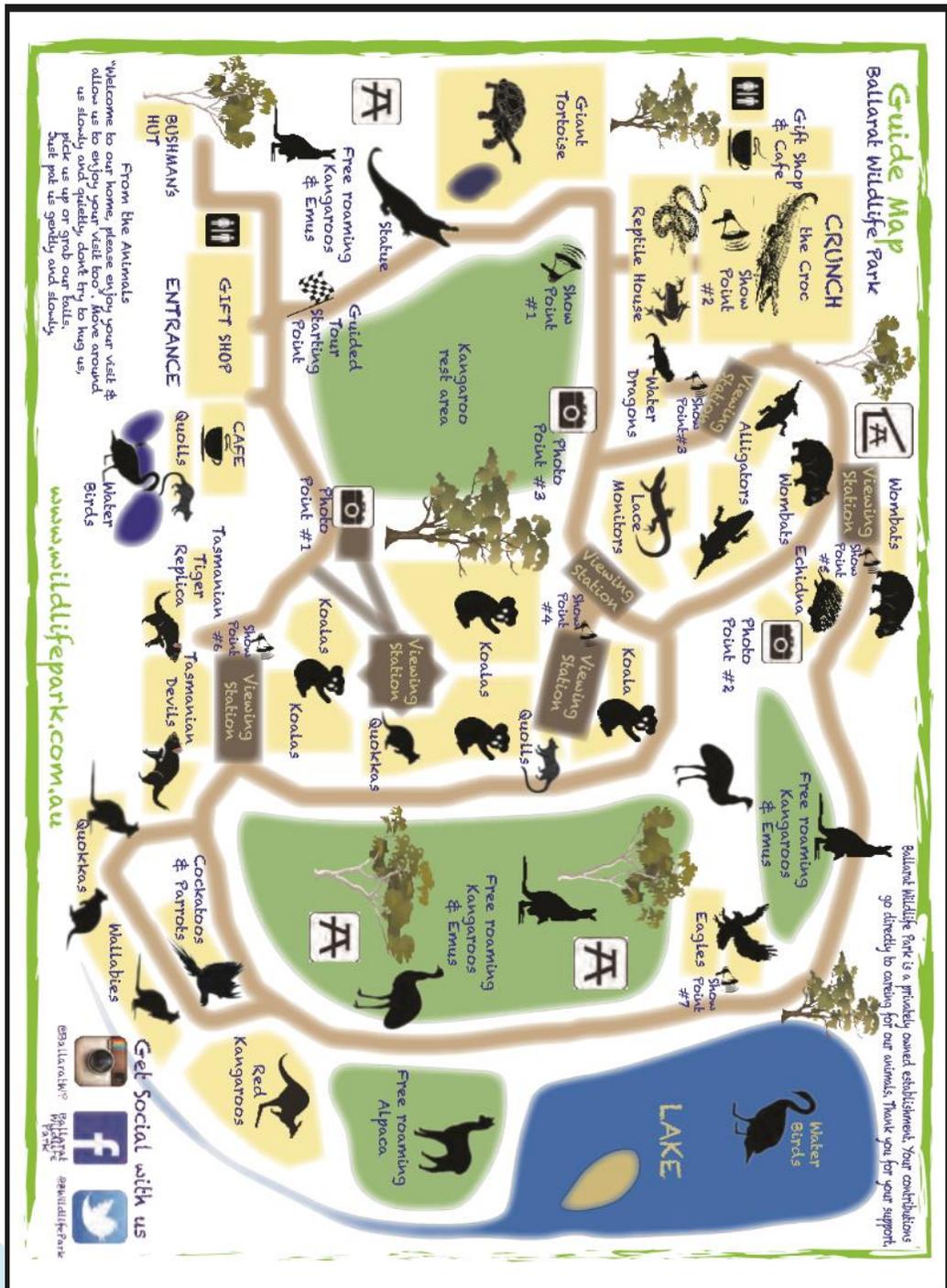
All toilets within the Park have disabled access.

Teachers are reminded that their school will be entering into a Wildlife Park and as such may encounter behaviour by wildlife that some children may find challenging especially when feeding them. Please make students aware that they need to be mindful of our environment and its inhabitants.



Ballarat Wildlife Park Map

Visit the Ballarat Wildlife Park website for a high resolution version @ <http://www.wildlifepark.com.au>
 Alternatively, pre-printed maps are available on arrival



Wildlife

Common name: Koala
 Scientific name: *Phascolarctus cinereus*
 Locality: NSW, QLD, SA, & Vic

The koala is an arboreal, herbivorous marsupial native to Australia – meaning they spend majority of their lives in the tree tops, only feed on plant matter, and raise their young in a pouch.

Koalas live in eucalypt woodlands, which provide them with the unique food source they need to survive – eucalyptus leaves!

Because eucalyptus leaves aren't very nutritious, koalas are largely sedentary and sleep for around 20 hours every day.



Fun fact: Did you know? Koalas have two thumbs as an adaptation to arboreal life

Common name: Kangaroo Island kangaroo
 Scientific name: *Macropus fuliginosus fuliginosus*
 Locality: Kangaroo Island, SA

The Kangaroo Island Kangaroo is a subspecies of the Western Grey Kangaroo. It is a species of marsupial, meaning the females have a pouch in which they raise their young. Male kangaroos will compete in 'boxing' contests during the breeding season as part of a dominance display. Kangaroos feed on grasses, leafy shrubs, and low trees.



Fun fact: Did you know? Male kangaroos can be up to twice the size of females

Common name: Red kangaroo
Scientific name: *Osphranter rufus*
Locality: Western & Central Aus

The red kangaroo is not only the largest kangaroo, but the largest native Australian mammal, and the largest marsupial in the world. Red kangaroos live in a group called a mob, and are usually active around dawn and dusk where they forage for native grasses and shrubs. These kangaroos can breed all year round, and the female raise their young in a pouch



Fun fact: The biggest red kangaroo measured 2.1m tall and 91kg

Common name: Goodfellow's tree kangaroo
Scientific name: *Dendrolagus goodfellow*
Locality: New Guinea

Despite their very different lifestyle, tree kangaroos are in the macropod family with other kangaroos and wallabies. These kangaroos live an arboreal lifestyle in the tree tops and are adapted to suit! They have a long tail for balance, and strong hooked claws to climb. The tree kangaroo is a herbivore, feeding mostly on leaves, fruits and grasses



Fun fact: Tree kangaroos have been recorded jumping 9 meters to the ground

Common name: Swamp wallaby
Scientific name: *Wallabia bicolor*
Locality: NSW, QLD, & Vic

The swamp wallaby is a small macropod marsupial. They inhabit thick undergrowth in forests or woodlands and emerge at night to browse on plants. Swamp wallabies are usually solitary, but sometimes they form groups to feed on good sections of greenery. Swamp wallaby joeys are raised in a pouch and spend up to 15 months with their mums



Fun fact: Unlike most macropods, swamp wallabies prefer browsing to grazing

Common name: Quokka
Scientific name: *Setonix brachyurus*
Locality: WA

The quokka is a small marsupial in the macropod family along with kangaroos and wallabies. Quokkas are herbivorous, and primarily nocturnal – so they feed on plants during the night. The quokka is considered vulnerable in the wild because their numbers are in decline. They often fall prey to wild cats and dogs.



Fun fact: Did you know a baby quokka is called a joey?

Common name: Wombat
Scientific name: *Vombatus ursinus*
Locality: NSW, QLD, SA, Tas, & Vic

Wombats are a nocturnal animal, meaning they sleep the whole day through. They are found right across Australia, hidden under the earth in large rabbit-like burrows. Wombats have a solid plate in their bottoms to help build solid tunnels and protect their burrows. They use their backside, and strong teeth as a form of defense against predators.



Fun fact: Did you know the closest cousin to the wombat is the koala?

Common name: Spot-tailed Quoll
Scientific name: *Dasyurus maculatus*
Locality: NSW, QLD, Tas, & Vic

The spot-tailed quoll is a largely solitary and nocturnal native Australian marsupial. This carnivore spends most of its days on the Rainforest floor, but they also have the ability to move swiftly through the trees above. This quoll is known to prey upon a range of small marsupials, reptiles, and insects. A female can carry up to six joeys in her pouch at one time.



Fun fact: The spot-tailed quoll is the largest marsupial carnivore on the mainland

Common name: Tasmanian devil
Scientific name: *Sarcophilus harrisii*
Locality: Tasmania

These noisy little marsupials are only the size of a small dog, but they make sure everyone can hear their screeching calls. Tasmanian devils are the largest carnivorous marsupials in the world. They are fierce hunters with the strongest bites for an animal their size. They usually spend their days hiding in shelter and emerging to find food at night.



Fun fact: Did you know? Their scientific name translates to 'flesh lover'

Common name: Alpine dingo
Scientific name: *Canis dingo*
Locality: NSW, NT, QLD, SA, Vic, & WA

The dingo is Australia's only wild dog, and largest land predator. Dingoes are found all around Australia from mountains to deserts and can hunt in packs as large as 50 individuals. Dingoes are known to eat small mammals and take down prey as large as a horse. These handsome creatures howl to communicate with each other.



Fun fact: Dingoes are in danger of genetic pollution due to breeding with dogs

Common name: Short-beaked echidna
Scientific name: *Tachyglossus aculeatus*
Locality: Australia wide

These unique animals are one of very few extant species of monotremes – they lay eggs! These spikey little creatures feed on ants and termites. Echidnas cannot sweat so they spend the day hidden in vegetation or buried into the cool ground. They come out to feed at dawn at dusk during the summer, and enter a torpor during the coldest parts of winter.



Fun fact: A torpor is similar to hibernation, so they sleep through the cold months

Common name: Wedge-tailed eagle

Scientific name: *Aquila audax*

Locality: Australia wide

The wedge-tailed eagle is Australia's largest bird of prey. These eagles rule the Australian skies. They can hunt prey on the wing due to their keen eyesight and fast flight speeds. Wedge-tailed eagles feed on birds, rodents, and other small mammals as well as roadkill. Eagles were once hunted because of the threat to livestock, but now they're under strict protection laws in Australia.



Fun fact: Wedge-tailed eagles can have a wingspan of up to 2.5m

Common name: Emu

Scientific name: *Dromaius novaehollandiae*

Locality: Australia wide

The emu is a large flightless bird in the ratite family. They are the second tallest bird in the world. Emus can sprint at up to 50km/h. This bird forages on a variety of plants and insects, but can go weeks without eating. In the species, the males will look after the eggs, and raise the chicks once they hatch.



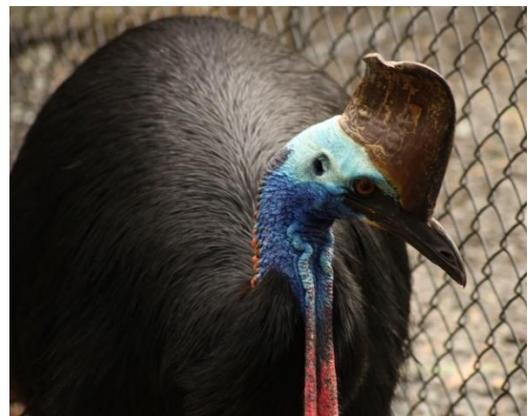
Fun fact: Emus are diurnal, so they're awake during the day

Common name: Southern cassowary

Scientific name: *Casuaris casuaris*

Locality: Northern Aus, New Guinea

The southern cassowary shares the ratite family name with emus. These big birds are found in the tropics of far north Queensland. Cassowaries eat a selection of fruit which can be foraged from the rainforest, the waste (or poop) from their diet is important for seed dispersal in the rainforest ecosystem.



Fun fact: That strange structure on the cassowary's head is called a casque

Common name: Saltwater crocodile
Scientific name: *Crocodylus porosus*
Locality: QLD, NT, & New Guinea

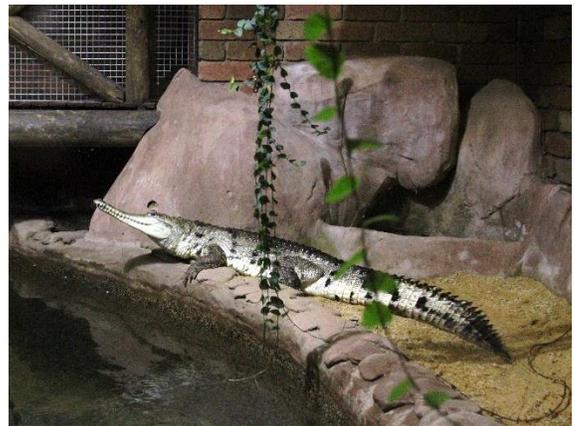
The saltwater crocodile is the largest of all living reptiles, with the largest males being recorded at 6.3m long and weighing over 1000kg. These crocodiles are a formidable apex predator, ambushing prey and often swallowing it whole. Saltwater crocodiles are considered the most dangerous crocodylian species to humans



Fun fact: The saltwater crocodile can re-grow their teeth many times!

Common name: Freshwater crocodile
Scientific name: *Crocodylus johnsoni*
Locality: Northern QLD, NT, & WA

Freshwater crocodiles are a comparatively small crocodylian only found in Australia. They have a narrow snout and pose much less of a threat to humans than their larger saltwater relative. These crocodiles lay eggs in a hole which acts as a nest during the Australian dry season. Adults assist the hatchlings in breaking free of their eggs and making it safely to water.



Fun fact: Young crocodiles 'call' to nearby adults from within their eggs

Common name: American alligator
Scientific name: *Alligator mississippiensis*
Locality: South Eastern USA

The American alligator or 'gator' is a species of crocodylian which inhabits wetlands, marshes, and swamps in the southern states of America. They are an apex predator and will feed on any animal that wanders into the swamp. These reptiles lay their eggs in a nest, and the mother will protect her young for up to a year after they hatch.



Fun fact: Male alligators 'bellow' to attract a mate, and defend their territory

Common name: Komodo dragon
Scientific name: *Varanus komodoensis*
Locality: Indonesian Islands

The komodo dragon is a large species of lizard growing up to 3m long and weighing up to 90kg. They can secrete toxins in their bite which they use to take down prey such as birds, mammals, and invertebrates. Young komodo dragons often climb trees to escape predators and catch prey. But as it grows, it's large size makes climbing impractical



Fun fact: The komodo dragon is the largest living lizard

Common name: Aldabra giant tortoise
Scientific name: *Aldabrachelys gigantea*
Locality: Aldabra Atoll

Aldabra giant tortoises are one of the largest tortoise species, they can weigh up to 250kg! The tortoises are primarily herbivores, they feed on grasses, leaves, and other plants. Aldabra tortoises are found both individually and herds, and they're most active during the mornings when they browse for food.



Fun fact: These tortoises can live to be over 200 years' old

Common name: Southern corroboree frog
Scientific name: *Pseudophryne corroboree*
Locality: Sub-alpine NSW

The southern corroboree frog is Australia's most endangered species. There are thought to be less than 50 individuals left in the wild. They are a very small frog which secrete poison through their skin. They feed on invertebrates such as beetles, mites, ants, and larvae.



Fun fact: Corroboree frogs only have one breeding season in their lifetime

Common name: Inland taipan
Scientific name: *Oxyuranus microlepidotus*
Locality: Central East Aus

The inland taipan is considered to be the most venomous snake in the world. It isn't the most dangerous, but its venom is the most toxic of any snake on record. This species of taipan is shy and reclusive and will only strike when threatened. The inland taipan averages 1.8m long and is covered in scales.



Fun fact: These snakes can change color from light to dark in summer and winter

Common name: Green anaconda
Scientific name: *Eunectes murinus*
Locality: South America

The green anaconda is a non-venomous, constricting snake found in South America. It is the heaviest known snake, with some individuals weighing around 90kg. Anacondas live in swamps and marshes. They spend a lot of time in the water, often floating just below the surface waiting for prey. Anacondas are a solitary species.



Fun fact: Female anacondas often grow up to 2m longer than males

Common name: Uracoan rattlesnake
Scientific name: *Crotalus vergrandis*
Locality: Venezuela, South America

The uracoan rattlesnake is a species of venomous pitviper. Rattlesnakes have a 'rattle' on the end of their tail which they shake to deter predators. The rattle is made of keratin, and it grows each time the snake sheds its skin. These snakes also have heat-sensing pits, which detect mammals and birds.



Fun fact: Uracoan rattlesnakes grow to only 60cm long

Foundation Pre-Visit Activities

1. Activity: Read Aloud

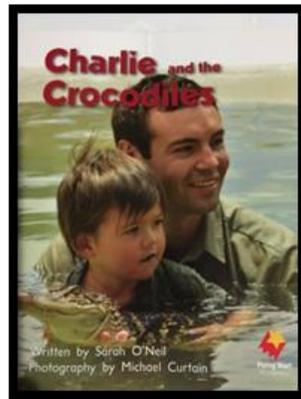
Students become engaged in the Ballarat Wildlife Park by the use of a read aloud. They recognize that authors create text and consider the story being told within the text. The students then compare their own prior experiences with the story.

Domain: English

AusVELS Link: Recognize that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences. ([ACELA1434](#))

Resources:

- *Charlie and the Crocodiles* by Sarah O'Neill



2. Activity: Reptiles and Habitats

Students explore the visual art elements of colour, texture, shape, form, line and value. They explore the reptiles at the Ballarat Wildlife Park. Using images provided, students colour each reptile, cut the picture out and create a suitable habitat for each reptile. They paste their reptile in their new home.

Domain: The Arts

AusVELS Link: Students explore a variety of visual arts elements (shape, texture, colour, form, line and value).

Resources:

- (See Appendix F.2) for images of reptiles
- Colouring pencils
- Scrap paper
- Scissors
- Glue

3. Activity: **Memory**

Students play a game of memory. This can be done individually, in pairs or small groups. Cards are laid out in a grid format, faced down. Players take turns flipping over two cards at a time. On each turn the students will flip the first card over, then the second. If they match, the student can keep those cards (classified as one point). The students get another turn. If the cards do not match the cards are turned back over. The student with the highest amount of card pairs wins the game. At the same time students are becoming engaged in the animals living at the Ballarat Wildlife Park.

Domain: Interpersonal Development

AusVELS Link: Students learn to play constructively together and are encouraged to develop friendships with peers. They develop skills required to work together in a group, including taking turns, and sharing and caring for equipment and resources.

Resources:

- (See Appendix F.1) for memory game template.
- Scissors

Foundation Excursion Activities

1. Activity: Photo Album

During the visit at the Ballarat Wildlife Park, students take a range of images of their experience. Working in small groups they take photos of things they have done and the new things they have found out. They share these observations with the class.

Domain: Science

AusVELS Link: Science Inquiry Skills/ Communicating. Share observations and ideas ([AC SIS012](#))

Elaborations:

- working in groups to describe what students have done and what they have found out
- communicating ideas through role play and drawing

Resources:

- iPads or cameras

2. Activity: Use of Senses

While visiting the Ballarat Wildlife Park students explore and make observations using their senses. They listen to the animals, touch/feel the animals, watch what the animals do, and smell the surroundings of the Ballarat Wildlife Park.

Domain: Science

AusVELS Link: Explore and make observations by using the senses. ([AC SIS011](#))

Elaborations:

- using sight, hearing, touch, taste and smell so that students can gather information about the world about them

3. Activity: Animal Watching

Students engage in feeding kangaroos. They identify the needs of the animals at the Ballarat Wildlife Park. They compare what animals eat, i.e. kangaroos compared to koalas. Students watch both these animals eat foods.

Domain: Science

AusVELS Link: Living things have basic needs, including food and water ([AC SSU002](#))

Elaborations:

- identifying the needs of humans such as warmth, food and water, using students' own experiences
- comparing the needs of plants and animals
- recognizing the needs of living things in a range of situations such as pets at home, plants in the garden or plants and animals in bush land

Foundation Post Excursion Activities

1. Activity: Day at the park

Students draw a picture of their favorite part of the day

Domain: Science

AusVELS Link: Science Inquiry Skills/ Communicating ([AC SIS233](#))

Engage in discussions about observations and use methods such as drawing to represent ideas

Elaborations:

- working in groups to describe what students have done and what they have found out
- communicating ideas through role play and drawing

Resources:

- (See Appendix F.3) for template
- Colouring pencils

2. Activity: Map drawing

Students draw a map of the Ballarat Wildlife Park and include any specific information they noticed at the park. Students may view the Ballarat Wildlife Park map before commencing the drawing for ideas and inspiration. If needed the use of a checklist on the board.

Domain: The Humanities

AusVELS Link: They draw simple pictorial maps from developing mental maps of familiar environments.

Resources:

- Colouring pencils
- Paper - A4 or A3

3. Activity: Role play

Students sit in a circle, with one student in the middle. The student in the middle is given an animal. The student then role plays the animal using actions of the body.

Domain: Science

AusVELS Link: Science Inquiry Skills ([AC SIS012](#))

Share observations and ideas

Elaborations:

- working in groups to describe what students discovered
- communicating ideas through role play and drawing

Resources:

- (See Appendix F.5) for role play ideas

Level 1 Pre-visit Activities

1. Activity: [Pre-assessment activity] Experience Chart

Make an experience chart to discuss what students know about the Ballarat Wildlife Park, what they might see and what they might learn. Save this chart for discussion after the trip.

Domain: English

AusVELS Link: Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions ([ACELY1656](#))

Domain: Science

AusVELS Link: Science Inquiry Skills/ Communicating
Respond to and pose questions, and make predictions about familiar objects and events ([ACSI024](#))

Resources:

I.E

What you know...	What you might see...	What you might learn...

2. Activity: [tuning in activity to animals] - Do as I say

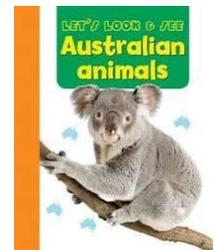
In this activity, students work in pairs. Student A makes a noise or completes an action of any animal they think would be at the Ballarat Wildlife Park, for example: student A begins hopping on the spot. Student B is required to guess what animal their partner is acting out. Each pair can present their skit to the class and the class can comment. This activity may take some scaffolding. Students can be provided with a card with a picture of a Ballarat Wildlife Park animal. They can use this to assist in developing an emotive phrase/action. The picture book *Let's look & see Australian Animals* [board book] may be looked at in order to 'build up the field of knowledge'.

Domain: English - Literacy

AusVELS Link: Explore different ways of expressing emotions including verbal, visual, body language and facial expressions ([ACELA1787](#))

Resources:

- [Appendix 1.1](#) provides pre designed cards for scaffolding students.



3. Activity: [tuning in activity to Wildlife Park animals] **Simon Says:**

Have a spare minute that you don't want to waste? Simon says is an activity that requires students to listen carefully and only obey an order when it begins with 'Simon says', however it can also be used to introduce animal's students may see during their trip to the Ballarat Wildlife Park. Commands without 'Simon says' means do not complete this action. The game is traditionally played with physical actions but can be also done using drawing (I.E. Simon says draw a kangaroo). This action or drawing needs to be attempted. The quality of this action or drawing is irrelevant. A variation to this listening activity could potentially be having two or more instructions for each command (I.E. Simon says, hop twice). For special needs and ESL students following more than one instruction may be difficult.

Domain: English - Literacy

AusVELS Link: Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions ([ACELY1666](#))

Resources:

- **Appendix 1.2** provides a copy of possible 'Simon says' instructions based on animals from the Ballarat Wildlife Park.

Level 1 Excursion Activities

1. Activity: Senses

This activity is to be done throughout the day. It involves students using their five senses to communicate a range of thoughts and feelings. Firstly, have students sit in the open field of the Ballarat Wildlife Park. Ensure they are quiet so that the activity works for everyone. Begin it by having students close their eyes. Once students have closed their eyes ask them to listen to everything they can hear. Have students open their eyes and report on what they have heard?

*The second part involves them having a chance to touch different animals/ feed the kangaroos. Have students report on what they touched, how it felt and what they saw (different characteristics). *this can be done in conjunction with the 20-minute feeding of the kangaroos.*

The third part involves students reflecting on everything they heard when exploring the natural environment.

Domain: Communication

AusVELS Link: As students work towards the achievement of Level 6 standards in Communication, they practice the skills of being attentive listeners and viewers in pairs, small groups and as a whole class.

2. Activity: Feeding a Kangaroo

Allow at least 20 minutes' time for students to experience feeding the kangaroos. Prior to sending students away prompt the conversation about different characteristics. The idea of this is to encourage students to see every living thing as unique. Scaffold thinking through questions (i.e. do you think every kangaroo is the same? What different characteristics might you see?). After students have spent 20 minutes wondering around and feeding all the kangaroos ask them about their experience then and there. This will make the experience real. Prompt more questions (i.e. was every kangaroo you fed the same? If no, what was different? Did you have time to feed a big, small, sitting, standing kangaroo? What about a Joey?)

Domain: Humanities

AusVELS Link: Students learn to identify and name physical features and distinguish them on the basis of variables, including size (scale/height/distribution) and colour.

Resources:

- Kangaroo Food

3. Activity: Create your own native animal

Using sticks, leaves, rocks and any other piece of the natural environment on the ground. Have students think about the animals they have previously seen at the Ballarat Wildlife Park. Explain to students to use their imagination but they can steal different characteristics of different animals to create their own one.

Extension: Have students think about the habitat and the food their animal may eat. Give students an example of an animal you have made. (i.e. has wings, big eyes). Go on to explain that your animal's big eyes are important in helping them catch prey and their wings help them create their habitat in trees.

Domain: Science

AusVELS Link: Living things have a variety of external features ([ACSSU017](#)) & Living things live in different places where their needs are met ([ACSSU211](#))

Resources:

- Sticks, rocks or any other piece of the natural environment which lies on the ground
- Glue
- Scissors

Level 1 Post Excursion Activities

1. Activity: [Post assessment]

Review the experience chart that the class generated before the visit. Were there assumptions true? What did they learn? Add to the chart where needed.

Domain: Science

AusVELS Link: Science Inquiry Skills/ Communicating

Respond to and pose questions, and make predictions about familiar objects and events ([AC SIS024](#))

Domain: English

AusVELS Link: Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions ([ACE LY1656](#))

Resources:

- Using the chart from Pre-Visit Activity (1)

2. Activity: Recount

Have students write a half -to- full page recount on their experience at the Ballarat Wildlife Park. Remind students of the 5 senses, what they saw, what they did. Have the experience chart at the front of the class for the class to see. Encourage students to use the Thrass chart and to sound out words that they might need assistance with. Additionally, go over the importance of full stops, capital letters and having two finger spaces between words.

Extension: Have students illustrate a picture to support their writing.

Domain: English

AusVELS Link: Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams

([ACE LY1661](#))

Resources:

- Writing pencils
- Thrass Chart
- Colouring pencils

Level 2 Pre-visit Activities

1. Activity: Guided Reading/Reading Circles

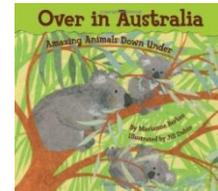
The students will be given books based on Australian animals for reading

Domain: English

AusVELS Link: Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose ([ACELA1463](#))

Resources:

- o *Diary of a Wombat* – Jackie French
- o *Wombat Stew* – Marcia Vaughan
- o *Possum Magic* – Mem Fox
- o *Koala Lou* – Mem Fox
- o *Over in Australia: Amazing Animals Down Under* – Marianne Berkes
- o *The Secret World of Wombats* – Jackie French



2. Activity: Information Booklet

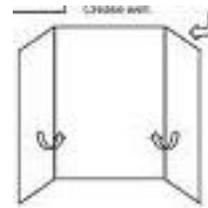
Students will choose one of the animals that live at the Ballarat Wildlife Park. They will use iPads, computers and books to research their chosen animal and create an information booklet from an A3 sheet of card. They will write about where the animal lives, what their young are called, what they eat, what they look like, what animal group they belong to as well as any interesting facts they find. They can create their own cover for the front of the booklet.

Domain: English

AusVELS Link: Create short informative texts using growing knowledge of text structures and language features for familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose ([ACELY1671](#))

Resources:

- o iPads/computers
- o books
- o A3 card
- o Coloured pencils/pens



3. Activity: Where Do We Live?

Students will use a map of Australia and their information booklets to show where their particular animal can be found in Australia.

Domain: Humanities

AusVELS Link: Students think about environmental differences. Students recognise their State on an appropriate map

Resources:

- o Map of Australia – (see [Appendix 2.1](#))

Level 2 Excursion Activities

1. Activity: Offspring Bingo

Students will be given Bingo Sheets with the names of baby animals. The object of the game is to find out the names of the offspring of the animals at the Ballarat Wildlife Park. The students will try to get 3 animals in a row to score a BINGO.

Domain: Science

AusVELS Link: Living things grow, change and have offspring similar to themselves ([ACSSU030](#))

Resources:

- (See Appendix 2.2) for the names of the offspring of the animals found at the Park. It also includes a BINGO Template
- Markers

2. Activity: Animal Observations (groups)

Students will be grouped based on the animal they choose to research. They will complete an Observation Sheet (see Appendix 2.3) which will help them to complete their booklets and create their animal when they return to school.

Domain: Interpersonal Development

AusVELS Link: Students learn to work in teams to complete structured activities within a set timeframe (the teacher may select the teams and allocate roles and responsibilities). Students learn to stay on task and share resources fairly. In response to questions and prompts, they learn to reflect on the team's challenges and successes and their contribution to the team's effectiveness.

Resources:

- (See Appendix 2.3)
- Pencils for writing

Level 2 Post Excursion Activities

1. Activity: Paper Plate Animals

Using information the students already know about their chosen animal and the information they collected on their excursion, the students will create the animal using paper plates and other materials.

Domain: The Arts

AusVELS Link: Students create and present visual arts works that show an ability to plan arts works that communicate observations

Resources:

- paper plates
- tissue paper
- card stock
- pencils/crayons/markers
- scissors
- paint

3. Activity: Oral Presentation

Students will write a brief speech about their animal and give an oral presentation to their class. Some of the more confident students/better presentations may even be presented at school assembly

Domain: English

AusVELS Link: Rehearse and deliver short presentations on familiar and new topics ([ACELY1667](#))

Resources:

- Grey lead pencils
- Paper/writing books

Level 3 Pre-visit Activities

Activity: **Read Aloud**, Wild, M. & Brooks, R. (2011): *The dream of the thylacine*

Students listen to a read-aloud of 'The dream of the thylacine' and brainstorm ideas about what the author is trying to depict. What emotions does this text evoke? What is it about the book they liked or disliked? Ask students to focus on the strong use of adjectives in this text and create a word wall of their findings.

Analyse the illustrations in the text. Do these help you understand the author's message?

In small groups, students research the thylacine and present their findings to the class using technology (PowerPoint, Storyboard, Movie Maker)

Questions such as the following could be their focus:

- What is a Thylacine?
- What did it look like?
- What did it eat?
- Where did it live?
- Why did it become extinct?

The following websites may be useful as a starting point for investigation:

<http://gonnafly.hubpages.com/hub/TasmanianTiger>

<http://australianmuseum.net.au/the-thylacine>

A mounted Tasmanian tiger is on display in a glass case at the Ballarat Wildlife Park

Domain: English, Science and Information and Communications technology

AusVELS Link: Discipline based learning, Interdisciplinary learning and Interdisciplinary learning - Biological Sciences

Dimension:

Reading and viewing, Writing, Speaking and listening

- Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) ([ACELA1478](#))
- Identify the features of online texts that enhance navigation ([ACELA1790](#))
- Develop criteria for establishing personal preferences for literature ([ACELT1598](#))
- Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative ([ACELT1599](#))

- Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose ([ACELT1600](#))
- Identify the audience and purpose of imaginative, informative and persuasive texts ([ACELY1678](#))
- analysing the way illustrations help to construct meaning and interpreting different types of illustrations and graphics ([ACELY1679](#))
- Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements([ACELY1685](#))

Cross-Curriculum Priorities: Sustainability

Resources:

- **N.B. Further activities using this book can be found at the link in “Additional links to lesson plans and activities” (*The dream of the thylacine* - Teachers Notes).**
- **Text** - Wild, M. & Brooks, R. (2011). *The dream of the thylacine*. Crows Nest, Australia: Allen & Unwin

Level 3 Excursion Activities

Activity: Park Walk

Students are given the Activity Sheet ([Appendix 3.1](#)) to complete as they navigate around the Park.

A worksheet is supplied with the answers to aid in assessment ([Appendix 3.2](#))

Domain: Science

AusVELS Link: Represent and communicate ideas and findings in a variety of ways such as diagrams, physical representations and simple ([ACSYS060](#))

Cross-Curriculum Priorities: Sustainability

All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.

Resources:

- Appendix 3.1 and 3.2
- Pencils
- Map of the Ballarat Wildlife Park

Level 3 Post Excursion Activities

Activity: Students participate in Ranger Rodgers' Endangered Species Quest

<http://rangerrodgersendangeredspecies.weebly.com/introduction.html>

Working in teams of 4-5, students create an inspiring and eye catching campaign promoting the protection of your endangered Australian animal- which you will be assigned. Ranger Roger leads students through ranger quests as a team allowing them to learn all about endangered Australian wildlife and how to create a campaign to protect a specific species.

Domain: Information and Communications Technology

As students work towards the achievement of Level 4 standards in Information and Communications Technology (ICT), they develop skills in using ICT for problem solving, expressing ideas, and presenting information to different audiences. Working in all areas of the curriculum, students explore a range of ICT tools (for example, basic editing tools such as word processing) and simple techniques for visualising thinking.

Domain: Civics and Citizenship

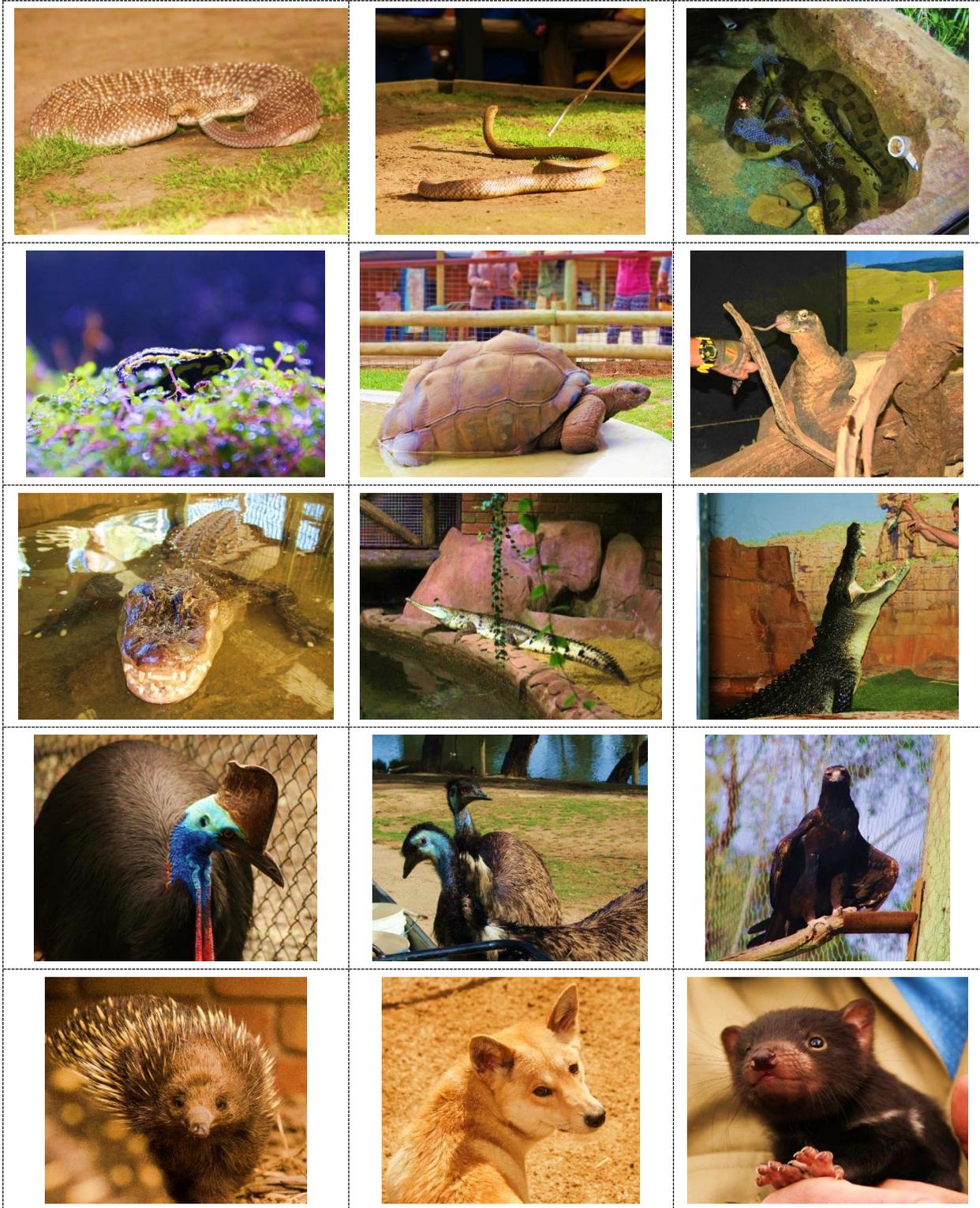
Students learn about the different types of groups in the community and their functions, for example, school groups and local volunteer groups such as charitable and environmental organisations. From their research, they develop knowledge about their community and environment, and a sense that individuals' contributions can care for and improve the environment, their own lives and the lives of others.

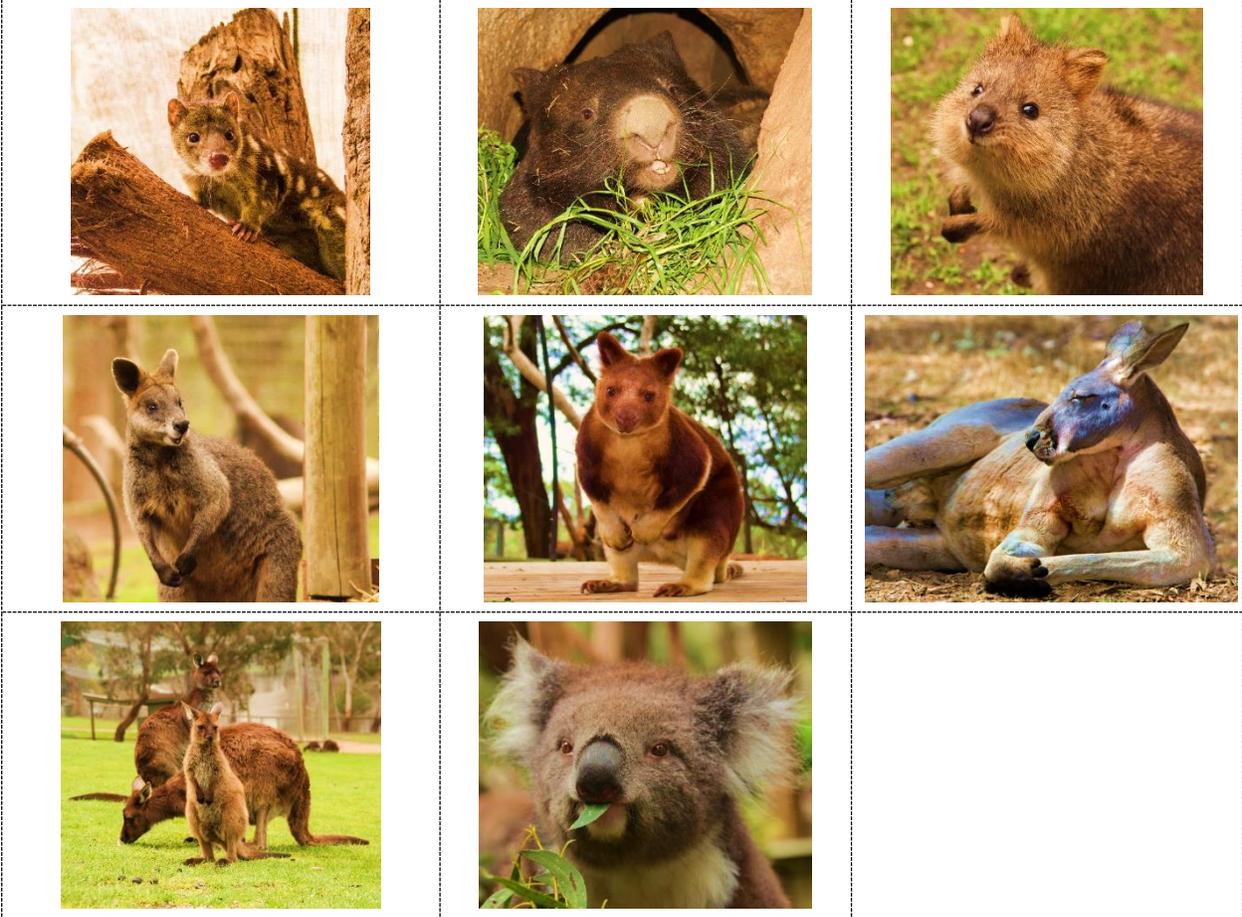
AusVELS Link: Physical, Social and Personal Learning

Resources:



Appendix F.1: Cut out the images to create your own memory game for classroom use

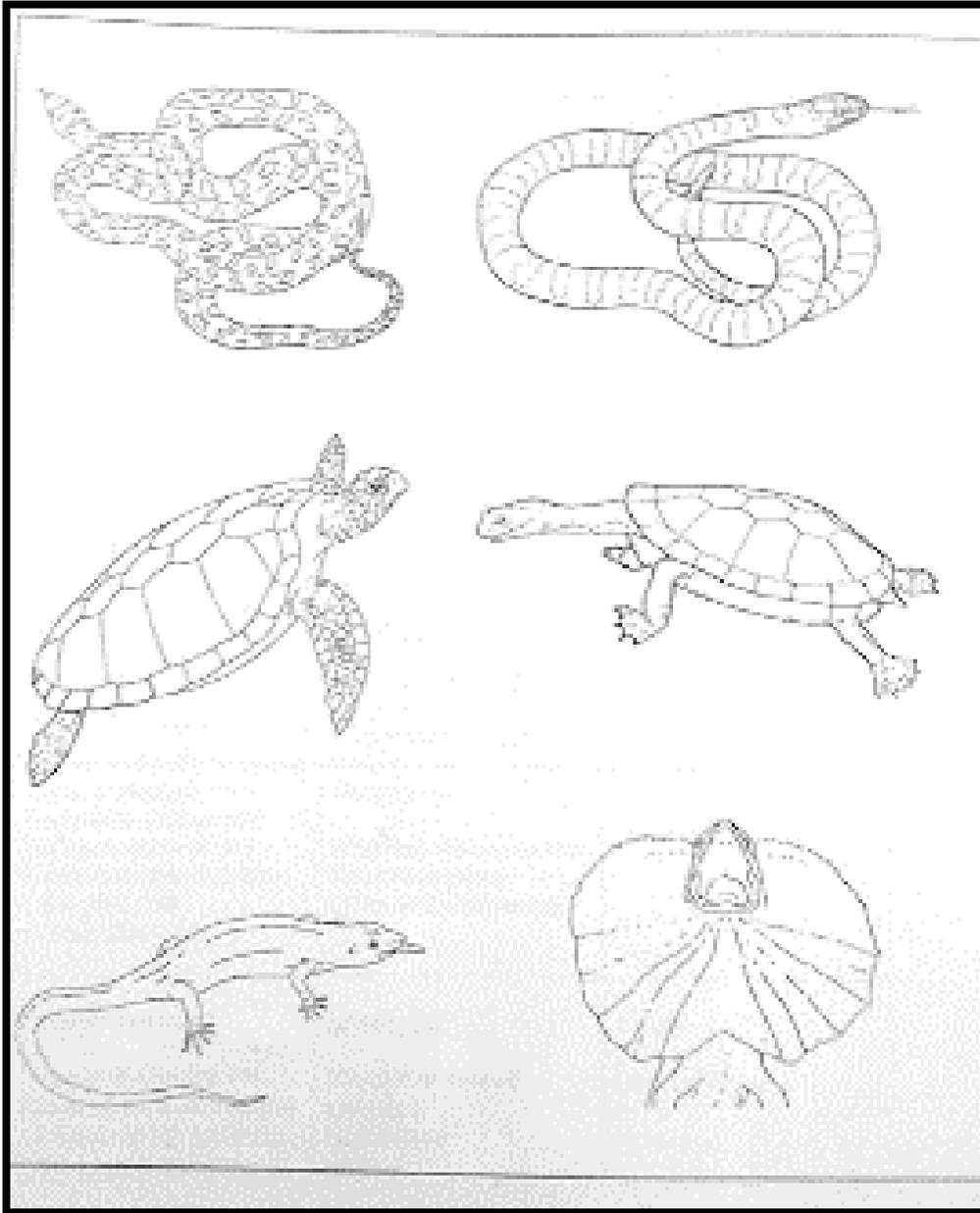




Appendix F.2:

REPTILES

- Colour and then cut out each picture
- Make each reptile a suitable habitat and paste them into their new home



Appendix F.3

Draw your favorite part of the trip to the Ballarat Wildlife Park

A large, empty rectangular box with a thin black border, intended for a drawing. It occupies the central and lower portion of the page.

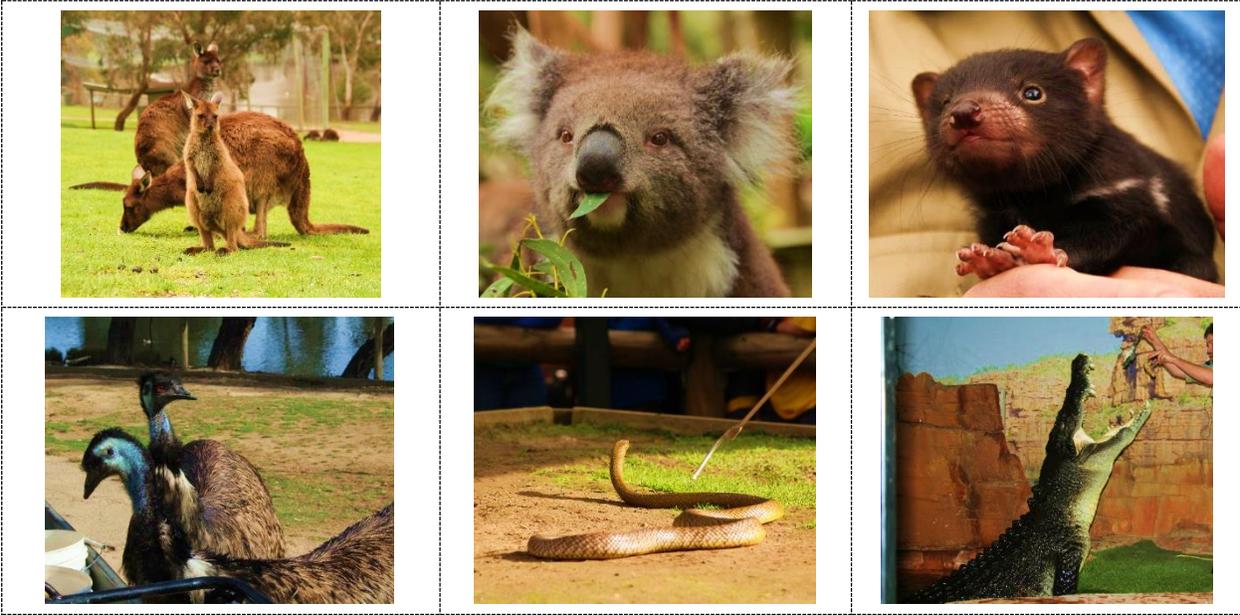
Appendix F.5

Role Play

Animals:

- Crocodile
- Dingo
- Eagle
- Echidna
- Emu
- Kangaroo
- Koala
- Lizard
- Snake
- Tortoise
- Tasmanian devil
- Wombat

Appendix 1.1



Appendix 1.2

'SIMON SAYS' EXAMPLES

Teacher notes

- Simon says hop like a kangaroo/ hop like a kangaroo
- Simon says snap like a crocodile/ snap like a crocodile
- Simon says climb a tree like a koala/ climb a tree like a koala
- Simon says eat gum leaves like a koala/ eat gum leaves like a koala
- Simon says slither like a snake/ slither like a snake
- Simon says jump like a frog/ jump like a frog
- Simon says flap your wings like a bird/ flap your wings like a bird
- Simon says point your tongue out like a blue tongue lizard/ point your tongue out like a blue tongue lizard

Extension

- Simon says hop twice/ hop twice
- Simon says snap like a crocodile and wiggle your tail/ snap like a crocodile and wiggle your tail.
- Simon says jump like a frog twice, jump like a frog twice
- Simon says jump like a frog and then flap your wings like a bird/ jump like a frog and flap your wings

Appendix 2.1

Image can be re-sized on photocopier or you can choose your own



Appendix 2.2

Animal	Term for Offspring
Koala	Joey
Kangaroo	Joey
Wallaby	Joey
Quokka	Joey
Wombat	Joey
Quoll	Joey
Tasmanian devil	Joey
Dingo	Puppy
Echidna	Puggle
Eagle	Eaglet
Emu	Chick
Cassowary	Chick
Snake	Hatchling
Tortoise	Hatchling
Frog	Tadpole
Crocodile	Hatchling
Lizard	Hatchling

CHICK JOEY HATCHLING

TADPOLE PUPPY PUGGLE

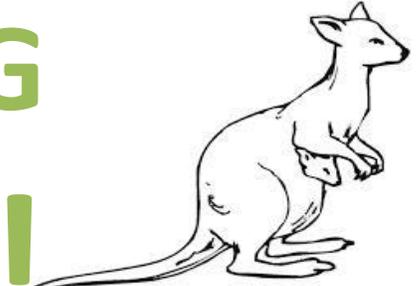
EAGLET

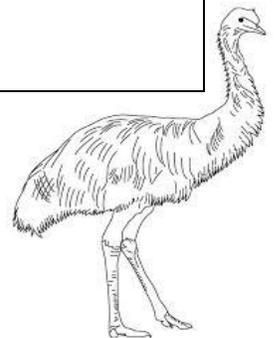
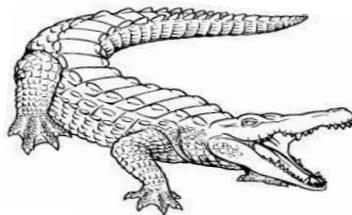
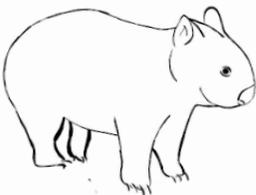
*COPY AND PASTE THE ABOVE ANIMAL NAMES INTO THE BINGO SHEET ON THE NEXT PAGE
– REMEMBER TO MIX UP THE ORDER TO AVOID TOO MANY BINGOS AT ONCE*

NOTE: As many of the animals have offspring with the same name, you may choose to put 2 or more of the same word onto the BINGO sheet but remind the students that they must only cross off one offspring per animal.



OFFSPRING BINGO!





Appendix 2.3

Name: _____

ANIMAL OBSERVATIONS

My animal is _____

Is the animal tall or short?

Does the animal have fur, feathers or something else?

What are some features of the animal? *Long nose, big legs, sharp claws*

What colour or colours is the animal?

Sketch your animal on the back of this sheet

Appendix 3.1 - Activity Sheet

Name: _____ **Grade:** _____

1. Give an example of a mammal _____

2. Give an example of a marsupial _____

3. Give an example of a reptile _____

4. Give an example of an amphibian _____

5. What is a carnivore? _____

6. Give an example of an Australian carnivore _____

7. There are two monotremes (egg laying mammals) in Australia.
What are they and which one can be found at the Ballarat Wildlife Park?

a. _____

b. _____

8. On average, how long do koalas spend sleeping each day? _____

9. Why don't koalas have a lot of energy? _____

10. What is Australia's largest carnivorous marsupial? _____

11. There are three types of kangaroo in Australia:
Name two that can be found at the Ballarat Wildlife Park

a. _____

b. _____

12. Kangaroos are part of a group called macropods; this means "big footed".
List two other animals at the Ballarat Wildlife Park which would be part of this group

a. _____

b. _____

13. How long on average are the kangaroo joeys in the pouch? _____

14. Kangaroo joeys are termed "pouch young" when in the pouch. List two other animals at the Ballarat Wildlife Park whose young would be "pouch young" at some stage.

a. _____

b. _____

15. List one marsupial whose pouch faces backwards _____

16. How long can crocodiles live for? _____

17. There are two types of crocodile in Australia. What are they?

a. _____

b. _____

18. There are only two reasons why a snake will bite. Identify these two reasons.

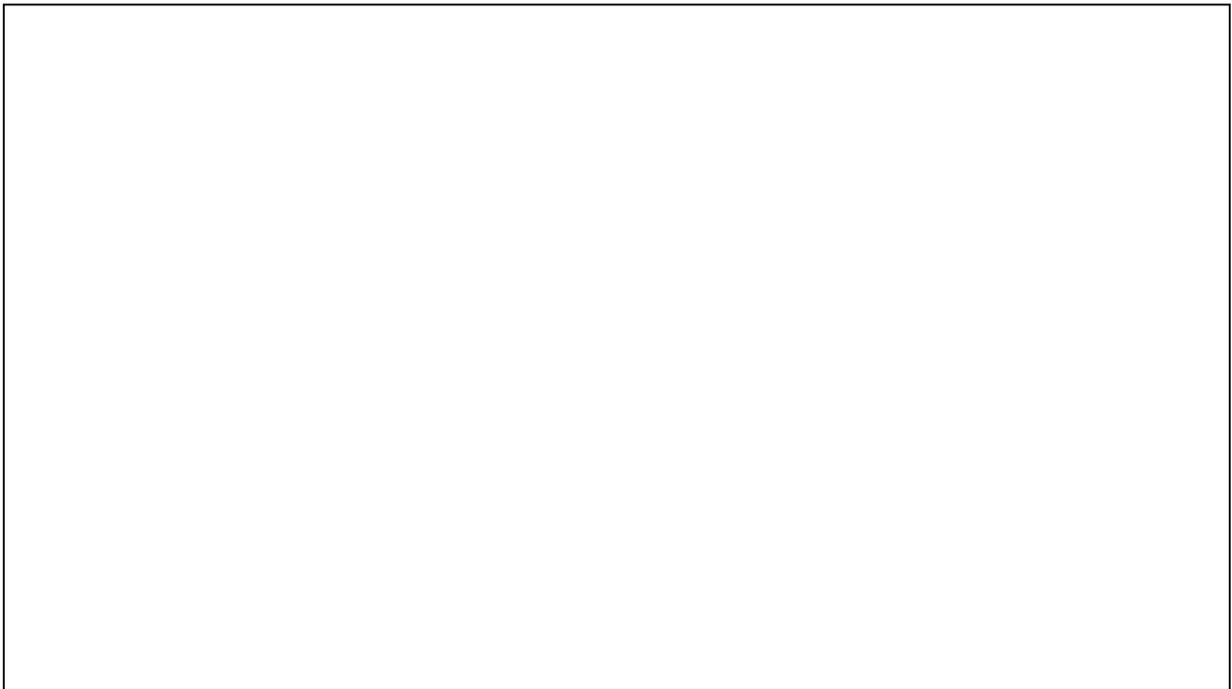
a. _____

b. _____

19. A lace monitor is part of a group of lizards called g_____

20. Draw a food chain in the box below using the following:

- kookaburra
- snake
- insects
- marsupial mouse
- grasses



Appendix 3.2 - Activity Sheet with answers

1. **Give an example of a mammal** - Tasmanian devil, echidna, koala, kangaroo,
2. **Give an example of a marsupial** – Tasmanian devil, koala, kangaroo, wallaby, wombat, quokka
3. **Give an example of a reptile** – snake, crocodile, goanna, turtle, alligator
4. **Give an example of an amphibian** - frog
5. **What is a carnivore?** – a meat eater
6. **Give an example of an Australian carnivore** - Tasmanian devil, crocodile
7. **There are two Monotremes (egg laying mammals) in Australia, what are they and which one can be found at the Ballarat Wildlife Park?**
 1. echidna. This is found at the Ballarat Wildlife Park
 2. platypus
8. **On average, how long do koalas spend sleeping each day** - 14.5 hours
9. **Why don't koalas have a lot of energy?** – there is very little energy in the leaves they eat.
10. **What is Australia's largest carnivorous marsupial?** – Tasmanian devil
11. **There are three types of kangaroo in Australia. Name two that can be found at the Ballarat Wildlife Park.** – red kangaroo and Kangaroo Island kangaroo are found at the park (only require two to answer)
12. **Kangaroos are part of a group called macropods; this means “big footed”. List two other animals at the Ballarat Wildlife Park which would be part of this group** - Tammar wallaby, quokka
13. **How long on average are the kangaroo joeys in the pouch?** - 9- 13 months

14. Kangaroo joeys are termed “pouch young” when in the pouch. List two other animals at the Ballarat Wildlife Park whose young would be “pouch young” at some stage.

Any 2 of these - wombat, quoll, Tasmanian devil, koala, quokka

15. List one marsupial whose pouch faces backwards – koala, wombat,

16. How long can crocodiles live for? 80 – 100 years

17. There are two types of crocodile in Australia. What are they?

- a. freshwater crocodile
- b. saltwater crocodile

18. There are only two reasons why a snake will bite. Identify these two reasons.

- a. protection from predators
- b. to catch and kill their prey

19. A lace monitor is part of a group of lizards called - goanna

20. Draw a food chain in the box below using the following:

- kookaburra
- snake
- insects
- marsupial
- grasses

Grasses – insects – marsupial – snake – kookaburra

Additional links to lesson plans and activities

Learning through Literacy

The use of touchstone texts in the classroom provides an engaging link to many areas of the curriculum whilst teaching students literacy skills.

There are a number of texts that are suitable across a variety of Year levels whilst some are more suitable for the lower primary years.

- **Diary of a Wombat** is a well-loved story book by Jackie French and the following links finds a series of activities that can be used with this text.
- <http://static.harpercollins.com/harperimages/ommooverride/diary%20of%20a%20wombat%20notes.pdf>
- <http://classroomliteracyideas.weebly.com/diary-of-a-wombat-by-jackie-french.html>
- **Wombat Stew** is another Australian classic and the following has several ideas for consideration
- http://www.scholastic.com.au/schools/bookclub/pdf/toolkit_downloads/wombat_stew_TN.pdf
- Mem Fox's **Possum Magic** is a timeless classic that is still relevant in the classroom today. The links provides countless activities to engage students of all ages and come with teaching notes.
- http://www.drccc.com.au/literature_145786/Possum_Magic_Teachers_Notes
- http://www.iread.com.au/schools/bookclub/pdf/pm_teaching_notes.pdf
- http://www.education.nt.gov.au/data/assets/pdf_file/0003/5268/possum_magic.pdf
- <http://literacyresourcesformyclassroom.blogspot.com.au/2011/05/resource-10-possum-magic.html>
- **The Dream of the Thylacine** is a text with powerful imagery that will engage students from about Year 3 level upwards. There are many opportunities for learning and teaching through Literacy and Literature, The Arts and Sustainability here.
- <https://www.allenandunwin.com/uploads/BookPdf/TeachersNotes/9781742373836.pdf>

Learning in The Arts

- <http://www.activityvillage.co.uk/crocodile-bookmark>

Crocodile Bookmark

Nobody could be scared of this crocodile! Made out of craft foam, your children will be keen to get reading so that they can make use of this craft!



You will need:

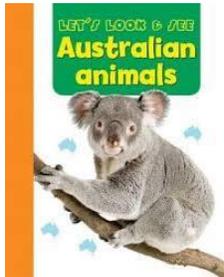
- Green craft foam
- Black pen
- Wiggle eyes
- Glue

Instructions:

Cut out a rectangle about 3cm by 12cm from green foam. Cut out another rectangle about 3cm by 5cm, shaping this one into the crocodile's face (use the photo as a guide).

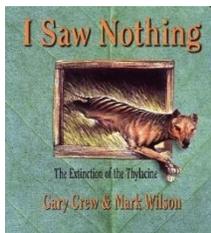
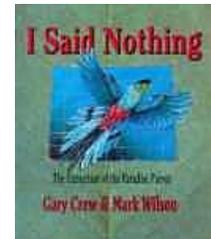
Put a strip of glue at the top of the first rectangle and stick on the face. Glue on two wiggle eyes. Use the black pen to draw on the face markings.

Useful Resources for the Classroom



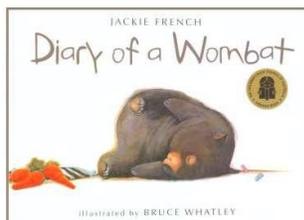
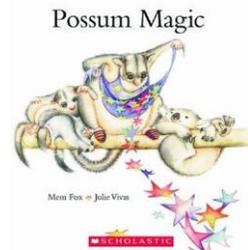
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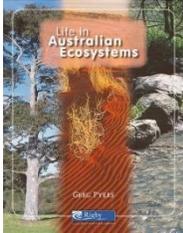
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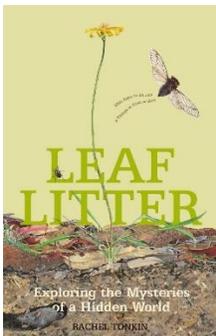
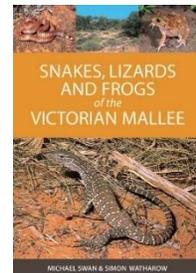
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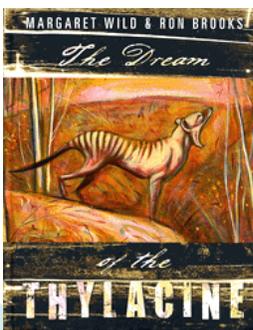
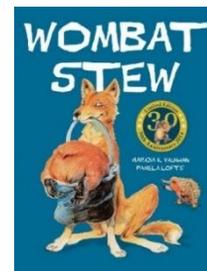
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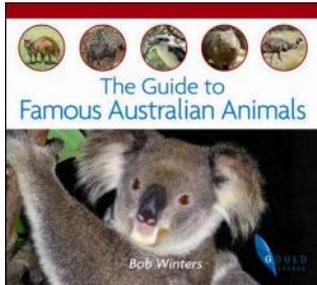
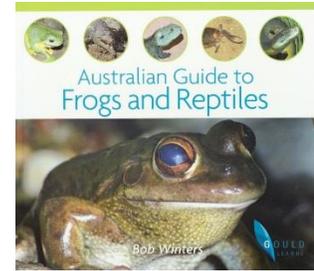
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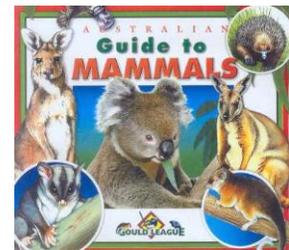
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For classroom resources:

- Australian animal puppets in the classroom
<http://www.secretgully.com.au/index.html>
- The Gould League provides programs and a variety of books and teaching resources focusing on sustainability –**HIGHLY RECOMMENDED**
<http://www.gould.edu.au/>

LIST OF VICTORIA'S THREATENED MAMMAL SPECIES

EXTINCT IN THE WILD

EASTERN BARRED BANDICOOT, *Perameles gunnii*

The Eastern Barred Bandicoot is classified as extinct in the wild in the Victorian region; however, there is still a flourishing population in Tasmania. The Victorian subspecies is smaller than its Tasmanian relatives, weighing in at an average of 750 grams. The Bandicoot has a short tail, and three to four whitish bars across its back. They are nocturnal animals who sleep during the day and emerge from the nest at dusk to feed on invertebrates including crickets, beetles, and earthworms.

CRITICALLY ENDANGERED

BRUSH-TAILED ROCK WALLABY, *Petrogale penicillata*

The Brush-tailed Rock Wallaby is a critically endangered species in Victoria. Their population is mainly in the Grampians where they live in caves and ledges on rocky escarpments and cliffs. The Rock Wallabies range from 6 to 8 kilograms, and they are extremely agile in their rocky habitat. As the name implies, they have a thick, bushy tail which they use for balance. The Rock Wallabies have distinct markings on their face, with a white cheek stripe and a black stripe from their eye. The rest of their body is brown and grey with dark coloured feet. These animals graze on native grasses at dusk and dawn.

MOUNTAIN PYGMY POSSUM, *Burramys parvus*

The Mountain Pygmy Possum is critically endangered, and it is found only in Alpine regions of Australia in Victoria and NSW. It lives among rock crevices and boulder fields near most of Australia's ski resorts. The Mountain Pygmy Possum is the largest species of Pygmy Possum in Australia, weighing a whole 45 grams. They are mouse-like and agile, with front feet for food gathering and back feet for gripping. Their body is covered in a thick grey-ish fur. These possums are one of few marsupial species known to hibernate, so during spring and summer they feed mostly on moths to build up fat reserves. They will also eat stored seeds and nuts in the colder months.

ENDANGERED

BROAD-TOOTHED RAT, *Mastacomys fuscus mordicus*

The Broad-toothed Rat is a rodent herbivore that inhabits highland areas of NSW and Victoria with high rainfall areas. They prefer high rainfall due to the density of grasses and herbs it allows. As the name implies, this species has wide teeth used for tearing and chewing its tough diet. They have a small body, ranging from 14cm to 20cm and an even shorter tail. They have dense, brown colored fur, and small round colored ears. These rats feed on the stem, leaves, and seeds of grasses in their native areas.

LEADBEATER'S POSSUM, *Gymnobelideus leadbeateri*

The Leadbeater's Possum is a tree dwelling marsupial that lives in the Central Highlands of Victoria. They are rare to see in the wild, as they live specifically in old growth mountain ash forests. They have soft, grey fur with a dark brown stripe along the back. This possum species has large, rounded ears when compared to its body which is about 17cm long. Its tail is usually a similar length to the body. They rely on acacia for food, but may also eat arthropods and nectar.

SMOKY MOUSE, *Pseudomys fumeus*

The Smoky mouse, also known as the Koonoom, is a small rodent found in untouched Australian forests of NSW and Victoria. It has a wide distribution, but small, fragmented populations. The adults are small bodied with a long tail, they have a varied weight range between 25g and 86g. Their tail is narrow and flexible, darkly coloured on top and light underneath. Their fur, as the name implies, is a smoky, dark colour, but their feet and ears are light coloured with sparse white fur. These mice live in large, complex, underground burrows where they feed on seeds, fruits, and roots. Occasionally they will eat Bogong moths, or soil invertebrates.

SPOT-TAILED QUOLL, *Dasyurus maculatus maculatus*

The spot-tailed quoll is a nocturnal, cat-sized, carnivorous marsupial which inhabits mature, wet forests. They require den sites such as hollow logs, rocky outcrops or caves to rest in during the day, and an abundance of food for foraging at night. These quolls have reddish-brown fur and distinctive white spots over its back and tail, hence the name. Males are bigger than females, weighing up to 7kg compared to females at up to 4kg. These animals are adept at climbing trees to hunt their prey at night. They mainly feed on possums, gliders and rabbits, but they will also feed on small birds.

SOUTH-EASTERN LONG-EARED BAT, *Nyctophilus corbeni*

South-eastern long eared bats occur in a range of inland woodlands. Their distribution is quite large, but the animals themselves are rare and thus little is known about them. It is assumed that they roost under bark and in the crevices on trees. These long eared bats are larger than other species, weighing between 11g and 21g. The females are the larger of the two sexes. They are brown in colour, with a relatively broad jaw and skull. The bats are insectivorous, so they feed on beetles, bugs, and moths. They catch their food both in flight, and by foraging on the ground.

SQUIRREL GLIDER, *Petaurus norfolcensis*

The Squirrel glider is a nocturnal, wrist-winged gliding possum only found in Australia. It has a large, but sparse distribution down the eastern coast of Australia where it inhabits mature forests. It requires tree hollows for refuge and nest sites. These gliders usually weigh about 230g, they have a long body and a longer tail which is bushy and also curls around branches for grip, similar to ring-tailed possums. They have a gliding membrane from their 5th toe to the back of their foot, this allows them to glide up to 50m from tree to tree, and they steer with their tail. Their diet is seasonal, but usually consists of acacia gum and eucalypt sap extracted from trees, as well as invertebrates, pollen and nectar.

LIST OF BALLARAT REGION THREATENED BIRD SPECIES

CRITICALLY ENDANGERED

AUSTRALIAN PAINTED SNIPE, *Rostratula Australis*

The Australian Painted Snipe is a critically endangered species of wading bird. These stocky birds inhabit wetlands across Victoria featuring tussocks of grass and other shrubs which they use for nesting, along with exposed mud. The population of the Painted Snipe has been in decline since the 1950's, although exact numbers are not known. The adult female is more colourful than her male counterpart, with a chestnut coloured head, white accents and metallic green back and wings. This species is mainly active at dusk and dawn, feeding on vegetation, molluscs and invertebrate insects.

REGENT HONEYEATER, *Anthochaera phrygia*

The Regent Honeyeater is a critically endangered, small song bird with a wingspan of only 30cms. It has an extremely patchy distribution, usually occurring in small groups of 2-4 birds. These birds have specific breeding areas, and during the breeding season the adults form pairs to build a nest and raise their chicks. The Regent Honeyeater's feathers are mainly black, and heavily adorned with yellow on their belly, wings, and tail. This species mainly feeds on nectar, and occasionally will consume insects. They forage in large trees among native woodlands and dry forests during the day and nest in the canopy of the same area come nightfall.

ENDANGERED

AUSTRALASIAN BITTERN, *Botaurus poiciloptilus*

The Australasian Bittern is a water-dwelling, endangered heron-like bird. It inhabits a variety of marshes and wetlands around Coastal Victoria and in the Murray River region, thus its endangered status is mostly due to habitat destruction. The Bittern nests in dense areas of wetland vegetation, building concealed nests of grass and reeds. They are generally a territorial and solitary bird, pairing only to raise chicks. Their feathers reflect their environment, being a patterned light and dark brown; they use their appearance to camouflage into their surroundings. This Bittern feeds on almost anything they can catch, from small birds, to insects, fish and frogs. They usually feed at dusk and dawn, but during the day is also common.

AUSTRALIAN LITTLE BITTERN, *Ixobrychus dubius*

The Australian Little Bittern, also known as the Black-backed Bittern, is the smallest of the herons. Like the Australasian Bittern, they inhabit densely overgrown wetlands and thus their endangered classification is due to similar reasons of habitat destruction and human interference. The Little Bittern only grows to around 30cm high, the adult males are generally larger and more elaborately coloured with black feathers covering the head and top of the body, and chestnut feathers on their underside. The females of the species are a duller brown, with streaks of black. These birds are solitary and secretive; therefore they are rarely seen and poorly documented. It is known that they are most active at dusk and during the night where they hunt for invertebrates and small vertebrates such as frogs and fish. They are a patient hunter, spending time stalking their prey through the vegetation before striking with their bill.

BARKING OWL, *Ninox connivens connivens*

The Barking Owl is a medium sized Hawk-owl, meaning it doesn't have a heart shaped face. It is an endangered species in Australia, and it is estimated that there are only 50 pairs left in Victoria, and the population is declining. It lives mostly on the edges of woodlands made up of large eucalyptus or paperbark trees, the owls use these sites for hollow log nesting and also the abundance of prey. These birds are grey-brown with white wing spots and large yellow eyes, giving them a stereotypical 'owl-like' appearance. In a mating season, a pair will raise one brood, where the female incubates the eggs and the male is in charge of hunting to feed his family. The young remain dependent on their parents for several months, where they learn to hunt during the night for small mammals, birds, reptiles, and insects. They often hunt over open water ways during the first few hours of the night and pre-dawn, where they catch prey on-the-wing or from exposed perches on the edge of the forest.

BLUE-BILLED DUCK, *Oxyura australis*

The Blue-Billed duck is an endangered species of water bird endemic to Australia. It is an almost wholly aquatic bird, rarely leaving the water. It lives in large open areas of deep fresh water such as dams and lakes. When congregating on these bodies of water, up to several hundred individuals gather to feed. Their population is in decline due to habitat destruction. As the name implies, the males of the species have a distinctive light blue bill, along with chestnut coloured plumage, and a lighter belly area. The females are less ornate, with a brown bill and darker coloured feathers. During the breeding season, the birds will pair up to raise young. They nest in areas over water that are densely covered with rushes, and other water plants to provide protection for the chicks.

BUSH STONE-CURLEW, *Burhinus grallarius*

The Bush-Stone Curlew, also known as the Bush Thick-knee, is a nocturnal, ground-dwelling bird. It is found throughout Australia in grassy woodland and farmland, they camouflage well into their bush environment due to grey streaked feathers and upper parts which disguise them in tall grass. It is an endangered species due to predation by invasive species, particularly foxes which hunt them and their young. The Curlew stands at around 60cms and when disturbed they crouch down or freeze, rather than taking flight. Branches and fallen logs are essential for the birds in terms of both camouflage, and nesting. They also use their 'untidy' environment to forage on insects during the night, while keeping an eye out for other nocturnal predators.

CURLEW SANDPIPER, *Calidris ferruginea*

The Curlew Sandpiper is an endangered species of wading bird in Victoria. These birds occur globally, with breeding grounds as far north as the Arctic. While they are not a globally endangered population, their declining levels in Australia are an important indicator of other bird species that share a coastal or wetland habitat. The Curlew Sandpiper is a small, slim bird, with chestnut coloured feathers on the underside and a darker head and back. Their feathers have white tips, which give them a pale streaked appearance. Their main habitat is intertidal mudflats in sheltered coastal areas. They live in these areas as they forage at the edge of the water for invertebrates such as molluscs, worms and crustaceans.

FRECKLED DUCK, *Stictonetta naevosa*

The Freckled Duck is a species of water bird native to southern Australia. It is an endangered species in Victoria and occurs in large, well-vegetated swamps where it uses the reeds and rushes as cover for nesting and feeding. As the name implies, it is dark in colour with fine white freckle-like spots covering its feathers. During the breeding season, the males of this species have a bright red bill, whereas the females remains a grey-brown colour. They nest between October and December, building nests from twigs and down feathers. The females are responsible for both incubating the young, and raising the chicks once they have hatched. Because of this, their habitat is important as they feed on algae, seeds and aquatic grasses that are abundant in native swamps.

RED-TAILED BLACK-COCKATOO, *Calyptorhynchus banksii graptogyne*

The Red-Tailed Black-Cockatoo is one of Victoria's more famous endangered bird species. The population present in Victoria is genetically isolated – to the extent where they are now classified as a subspecies. They are a large, conspicuous, and noisy cockatoo. The males of the species have a black plumage with a bright red tail band, females are slightly different with fine yellow spots and bars throughout their dark coloured feathers. They require a very specific habitat for feeding and nesting, namely, paperbark trees for their flowers, fruit and seeds, and big, old eucalypt trees with hollow sites for nesting. Although in captivity, they will take a variety of fruits, nuts and seeds, they have a preference for paperbark and thrive on it. Hence their low population numbers in the region.

SWIFT PARROT, *Lathamus discolor*

The Swift Parrot is a species endemic to south-eastern Australia, they breed only in Tasmania, and migrates north to mainland Australia in autumn. It undertakes the longest migration of any parrot species. It lives in dry woodlands in Victoria, commonly around the slopes of the Great Dividing Range. It is a brightly coloured parrot, mainly green with dark-blue patches, some yellow on the throat and a distinct red face. It is a medium sized parrot with a streamlined body made for long stretches of flight. They appear in large flocks, anywhere from 30 to 1000 birds where food is abundant. This species feeds mostly on nectar from eucalypt trees, but they will also take insects, seeds and fruit.

LIST OF BALLARAT REGION THREATENED REPTILE SPECIES

CRITICALLY ENDANGERED

CORANGAMITE WATER SKINK, *Eulamprus tympanum marnieae*

The Corangamite Water Skink is a small olive-brown reptile with a lighter belly and strong black markings striped across the back, and down the side of the head and body. It has a small distribution in south-western Victoria where it is found in open grassy woodland, or pastures. These lizards inhabit rocky mounds, where they can shelter in rock crevices. This habitat suits its timid nature, as they are a species renown for fleeing for cover at the first sight of a predator. This water skink breeds only once per year, with a litter of 1-6 young. There is little information on their feeding habits, but it is active by day and believed to hunt insects.

GRASSLAND EARLESS DRAGON, *Tympanocryptis pinguicolla*

The Grassland Earless Dragon is a small reptile (5-9 grams) with a stocky body and short, robust legs. Their defining feature is a lack of external ears, a defining trait of most lizard species. It has a very small population, hence its critically endangered status – with rare sightings in Victoria, NSW and the ACT. Its body is pale brown, with dark bands and lighter cream coloured stripes. These lizards are restricted to areas of treeless native grassland, which is quickly being overrun by industrial and residential development, causing the lizard population to be in heavy decline. In these grasslands it shelters in invertebrate holes, and cracks in the soil where it hunts the same invertebrates.

ENDANGERED

ADELAIDE SNAKE-EYED SKINK, *Morethia adelaidensis*

The Adelaide Snake-eyed Skink, contrary to its name, is also found in a small area of northern Victoria. While it is an endangered species in Victoria, its more western populations are more stable due to better habitat conditions. The Adelaide Snake-eyed Skink is a small lizard with delicate features like most of the skink family. It is olive-grey to brown in colour, with darker lines and some scattered pale flecks. It favours arid conditions, and in particular shrub lands or sparse woodlands. These are the perfect conditions for hunting insects and hiding from larger predators.

BROAD-SHELLED TURTLE, *Chelodina expansa*

The Broad-shelled Turtle is an endangered, medium sized river turtle. It inhabits the Murray/Darling river systems from Queensland to northern Victoria. This turtle has a particularly long, thick neck with a broad head, matching the proportions of its broad shell which is its namesake. It is a dark coloured turtle, with a lighter coloured underside for camouflage. It lies concealed in debris on river bottoms or among root mats in streams and waterholes, where it waits to feed on small fish and invertebrates. Crustaceans are a large part of their diet.

PINK-TAILED WORM-LIZARD, *Aprasia parapulchella*

The Pink-tailed Worm Lizard is a species of endangered lizard that more closely resembles a snake or worm. Besides key lizard features such as external ear openings, these lizards lack forelimbs and hind limbs, and their tail is approximately the same length as their body. The worm-lizard is a cryptic fossorial species, meaning it lives underground. It inhabits the foothills of the Great Dividing Range where it lives under small rocks, and deep into ant burrows. Most plant life above the habitat of the worm-lizard is native grasses, however these lizards will not live in dry or arid conditions, preferring humid and moist habitats. They mainly feed on ant species, not being fussy between adults and larvae.

STRIPED LEGLESS LIZARD, *Delma impar*

The Striped Legless Lizard, also known as the Striped Delma, is a species of Delma which lacks legs. Rather it is known as 'flap-footed', with no forelimbs and reduced hind limbs. It is found mostly in Victoria, with small populations in NSW and SA. It is pale-grey in colour with dark stripes that span the whole length of the individual, their head is generally darker than the body, with a lighter coloured underside. These lizards are distributed through grasslands both native and exotic. They shelter in grass tussocks, under rocks and in insect burrows such as spider holes and debris. They also feed on the insects and spiders that create the shelters.

LIST OF BALLARAT REGION THREATENED AMPHIBIAN SPECIES

ENDANGERED

BROWN TOADLET, *Pseudophryne bibronii*

The Brown Toadlet, also known as Bibron's Toadlet, is an endangered species of Toadlet endemic to south eastern Australia. While its habitat must be damp and wet, its habitats are not necessarily associated with permanent water. They shelter in damp leaf litter, logs or other forms of cover which stay damp for long periods after rain. This is also where they lay eggs. These toadlets are dark brown on their backs with a scattering of darker flecks and red spots, they have a lighter underside and grow to around 30cm. Adult females are slightly larger than males, and spawn their eggs in loose clumps.

GROWLING GRASS FROG, *Litoria raniformis*

The Growling Grass Frog is one of Australia's largest frog species with females reaching up to 100mm in size. In the past, these frogs inhabited a large area of south-east Australia, however their range and population is in decline. They are still present in Victoria, but are classified as endangered. They are generally coloured olive, to bright green with irregular spotting across their back, which is also quite warty. They possess small teeth, which they use for holding prey before swallowing it whole. Their prey items are usually made up of invertebrates, lizards, snakes, and small fish. They sit and wait for their food. Their feeding method is while habitat structure is important. They live in vegetation at the edges of still or slow-flowing water bodies where they take cover in the dense vegetation while they wait for prey.

LIST OF BALLARAT REGION THREATENED FISH SPECIES

CRITICALLY ENDANGERED

TROUT COD, *Maccullochella macquariensis*

The Trout Cod is a species of large, elongated fish native to the Murray River. The 'natural' population of these fish is restricted to the Murray River, but they have been introduced to other waterways since. Their critically endangered status has been granted since their rapid decline which has been in progress since the European settlement. Generally, this fish grows to around 45cm and up to 5kg, although accounts of 16kg have been documented. They are blueish grey in colour, with a speckled pattern, only slightly different to the more common Murray Cod. These fish live in areas of high debris, made up of driftwood and snag piles. They are a carnivorous fish, feeding on aquatic insects and crustaceans. They can leap from the water to take flying food items above the surface.

ENDANGERED

FRESH WATER CATFISH, *Tandanus tandanus*

The Tandanus catfish, or the eel-tailed catfish is a large species of freshwater cat ranging from 2kg to 8kg when full grown. They are an endangered species, but after being commonly introduced into the aquarium trade their numbers in total have stopped declining. It is a species endemic to Australia, most commonly found in the Murray-Darling River system. This catfish has a short dorsal fin and a distinct eel-like tail, their colouring pale below with brown, olive green to reddish purple above. They have barbels on their mouth common to most catfish species. These fish are bottom feeders, thus they swim close to or along the river bottom feeding on zooplankton and small insects. Larger Tandanus catfish also feed on fish and crustaceans that are 'mouth sized'.

MACQUARIE PERCH, *Macquaria australasica*

The Macquarie Perch is a species of fish native to the Murray-Darling River system. It gained its endangered status after European settlement, since then its population has been in decline. It is now restricted to 20 localities, few of these in Victoria, with a notable population in the Yarra River. They are a schooling species, preferring clear, deep waters with dense cover made of rocky holes and vegetation. They feed primarily on insects and larvae, although they will take molluscs and crustaceans.

List compiled by Johanna Geeson – Ballarat Wildlife Park Photographer

Further Reading – Endangered Species

Further reading on endangered species specific to Central Victoria can be found on the *City of Ballarat* website at:

- http://www.ballarat.vic.gov.au/media/536479/threatened_species_guide_lowres.pdf

The *Australian Curriculum Lessons* website provides valuable resources and engaging lesson plans linked to AusVELS. This site is owned and developed by Scott McGlynn who is an eLearning Leader and current educator at Buninyong Primary School. The site has contributions by subscribing teachers and membership is free. The following link provides access to a report writing lesson where students write a report using credible resources, assemble a bibliography, as well as view and analyze examples of public service announcements (PSAs). Then, using this knowledge, they will write and record their own PSA and present their research to peers and families.

- <http://www.australiancurriculumlessons.com.au/2013/04/02/endangered-species-science-lesson-creating-psas/>

The *Learning to Give* website provides philanthropy education resources that teach giving and civic engagement. The purpose of the linked unit is to help students become aware of endangered species and explore one of the ways in which people can become good stewards of the environment by helping to prevent endangered species from becoming extinct. The learners will also be involved in philanthropy through fund-raising in order to "adopt" an endangered species.

- <http://learningtogive.org/lessons/unit350/>

Ranger Rodgers is an interactive engaging Weebly with a series of quests linked to AusVELS 3 and 4. It includes a 5 week unit plan on endangered species which aims to create an awareness surrounding Australian endangered animals and the significant impacts humans, diseases and the environment have on the habitats and lifestyle of these animals.

- <http://rangerodgersendangeredspecies.weebly.com/index.html>

Using Puppets in the Classroom

Whilst researching engagement in the classroom, we came across the notion of teaching with puppets.

Coincidentally, about that same time, we happened upon a former teacher displaying Australian animal puppets at a market on the Bellarine Peninsula. Heather Lawrence from *Secret Gully* generously gave of her time in explaining the value of teaching children about animals through puppetry. Research shows that if children can empathise with something first, they will relate more readily to it.

Secret Gully has a series of tutorials on their website to show users how to best manoeuvre their hand puppets: <http://www.secretgully.com.au/>



The following are links to articles regarding the benefits of teaching with puppets:

Using puppets in the classroom to get children talking about their ideas

The PUPPETS Project is a research project, funded by the Nuffield Foundation, which aims to promote engagement and talk in science lessons.

www.puppetsproject.com/documents/puppets-t-earth-sci06.doc

Puppets, play therapy can improve social skills, speech for children with autism

<http://www.examiner.com/article/puppets-play-therapy-can-improve-social-skills-speech-for-children-with-autism>

How puppets are effective teaching aids for kids

<http://teachmag.com/archives/5618>

Talk to the Hand: An Innovative Use of an Age-Old Toy

<http://www.edutopia.org/talk-hand>

