

# LESSON 3: Threats to our local species

## Teaching & learning activities

Students define the term 'threat' through a dictionary exercise (teachers refer to Information Sheet #4). Through class discussion, students predict what might be the main threats to the local threatened species identified in Lesson 2.

Students in small groups are each provided with a copy of the information sheets on threatened species, including the Kurri Sand Swamp Woodland. The groups read each sheet and then list and tally the threats to local threatened species using Activity Sheet 2. The results are discussed as a class and compared with the predictions of main threats.

Students individually choose one of the main threats to local threatened species identified. They then write a short explanation of how people's beliefs or practices might cause this threat. A sample of these explanations is read to the class.

As a class, students 'envision' (build a mental picture of the future) what may happen to local threatened species if these threats continue. Using a flow chart or other method, they each show how the current threats could lead to these future situations. The results are then discussed by the class.

*(Literacy link: writes explanation*

*Numeracy link: tallies scores)*

## Syllabus Outcomes

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

**GE3-3** Compares and contrasts influences on the management of places and environments

## Content:

Students:

- investigate the ways people change the natural environment in Australia and another country, for example:
  - examination of how people, including Aboriginal and Torres Strait Islander Peoples, have influenced each country's environmental characteristics eg land clearing
- investigate how people influence places
  - identification of ways people influence places and contribute to sustainability
  - examination of a local planning issue; the different views about it and a possible action in response to it

## Objectives - Implementing the Environmental Education Policy in your school

Students will develop knowledge and understanding in:

- the impact of people on environments (K2)
- Students will develop skills in:
  - identifying and assessing environmental problems (S2)
  - communicating environmental problems to others (S3)

## Resources required

- Activity Sheet 2
- Information Sheet 4 (for teachers)
- Copies of student Information Sheets
- Dictionaries