

# LESSON 5: Findings from the excursion

## Teaching & learning activities

Students share the findings of the excursion as a class. The local threatened species found are listed on the board and records (e.g. photographs) of their health and threats displayed and discussed.

Based on this discussion, students each write a recount on the excursion including sites visited, threatened species encountered and their threats. Samples of recounts can be posted on the school website.

It is most likely that only threatened plant species and the Kurri Sand Swamp Woodland were found on the excursion. If so, as a class, students discuss why they didn't find threatened animals. Using Activity Sheet 4, students then postulate as to how they might find and study local threatened animals (refer to Information Sheets and Lesson 2). They then share their research methods with the class.

Students are provided with a map of 'Threatened Species Records in the Lower Hunter Valley' that can be obtained from the Map section of the Kit. Students locate their field excursion site on the map. They then use the scale on the map to list on Activity Sheet 5 what local threatened species have been recorded within one, five and ten kilometres of the site. Using the Information Sheets for these species, they also note where else in the world these species are found. Students then share their findings with the class.

*(Literacy link: writes recount*

*Numeracy link: uses mapping skills)*

## Syllabus Outcomes

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

## Content:

Students:

- present findings and ideas in a range of communication forms as appropriate.
- reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge and describe the expected effects of their proposal on different groups of people.

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

Students will develop knowledge and understandings about:

- the impact of people on environments (K2).
- identifying and assessing environmental problems (S2)
- communicating environmental problems to others (S3)

## Resources required

- Notes, video footage, digital photographs from excursion
- Activity Sheets 4 and 5
- Copies of student Information Sheets
- Copies of map of 'Threatened Species Records in the Lower Hunter Valley' from Kit