

# LESSON 6: Actions to protect local threatened species

## Teaching & learning activities

Using the Internet or books, students choose a non-local threatened species or community found in a 'woodland', 'forest' or 'wetland' environment (the same environments as where the local threatened species are found). They then research ways that this species is protected and write a short report on their findings.

Using these ideas and the findings of the excursion, students complete Activity Sheet 6 by identifying possible ways to protect the local threatened species through minimising their threats. They also consider ways to help the species increase their numbers. They share their ideas with the class.

One way to protect threatened species is by including them in reserves such as national parks. Students explore this by comparing the map 'Threatened Species Records in the Lower Hunter Valley' with the map of 'Conservation Reserves of the Lower Hunter Valley' from the Kit. Through class discussion, they then make an observation of the percentage of threatened species records that are found in these local conservation reserves.

If some of the threatened species are not protected in reserves then other methods must be used. Using the Threatened Species section of the Department of Environment website ([www.environment.nsw.gov.au/topics/animals-and-plants/threatened-species](http://www.environment.nsw.gov.au/topics/animals-and-plants/threatened-species)), students investigate ways to protect threatened species and tick these off (or add) to the list in Activity Sheet 6.

(Numeracy link: uses mapping skills)

## Syllabus Outcomes

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

## Content:

Students:

- Investigate how people influence places
  - description of who organizes and manages places eg local and state governments
  - 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 understandings about:

- the principles of ecologically sustainable behaviour (K4)

Students will develop skills in:

- adopting behaviours and practices that protect the environment (S6)

## Resources required

- Internet/ library access
- Activity Sheet 6
- Copies of map of 'Threatened Species Records in the Lower Hunter Valley' from Kit
- Copies of the map of 'Conservation Reserves of the Lower Hunter Valley' from Kit