

DATE:

WARU

KENMORE PARK ANANGU SCHOOL INTEGRATED UNIT SECONDARY CLASS
SCIENCE | PITJANTJATJARA | ENGLISH | MATHS | HASS | ART | TECHNOLOGY

TERM 1 2022

NAME: _____



DATE:

LEARNING INTENTIONS

Anangu this term have decided to focus on waru as a two way science topic. They indicated that they would like to utilise the waru rangers who work on Wamitjara to investigate how they work with waru, and how they protect them. Another focus is the impact of feral animals on waru at Wamitjara specifically cats and foxes, and how the rangers are working to control population numbers of these animals. Students improve their science understanding through focusing on their science inquiry skills and analyse how science is used as a human endeavour.

ACHIEVEMENT STANDARD

Year 7: students will predict the effect of human and environmental changes on interactions between organisms and classify and organise diverse organisms based on observable differences. Students describe situations where scientific knowledge from different science disciplines and diverse cultures has been used to solve a real-world problem. They summarise data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods. They communicate their ideas, methods and findings using scientific language and appropriate representations.

Year 8: students identify different forms of energy and describe how energy transfers and transformations cause change in simple systems. Students examine the different science knowledge used in occupations. They explain how evidence has led to an improved understanding of a scientific idea and describe situations in which scientists collaborated to generate solutions to contemporary problems. They reflect on implications of these solutions for different groups in society. They use appropriate language and representations to communicate science ideas, methods and findings in a range of text types.

Year 9: students describe models of energy transfer and apply these to explain phenomena. They analyse how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter. They analyse their methods and the quality of their data, and explain specific actions to improve the quality of their evidence. They use appropriate language and representations when communicating their findings and ideas to specific audiences

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NATIVE, FERAL AND THREATENED SPECIES

- *Native animals have been in Australia for thousands of years.*
- *Feral animals are animals that have been brought to Australia and have now gone wild. Feral animals cause problems for native animals and plants.*
- *Threatened species are any species of animal or plant which might soon become extinct*

CAN YOU LIST SOME NATIVE AND FERAL ANIMALS THAT YOU HAVE SEEN NEAR KENMORE COUNTRY?

NATIVE

FERAL

DATE:

ACTIVITY 1: NATIVE ANIMALS, FERAL ANIMALS AND THREATENED SPECIES

Using the animal cards sort the animals into native and feral

Then... can you identify which ones are threatened?

TAKE A PHOTO OF YOUR SORTING THEN CUT AND GLUE IT IN THE BOX BELOW



TEACHER FEEDBACK

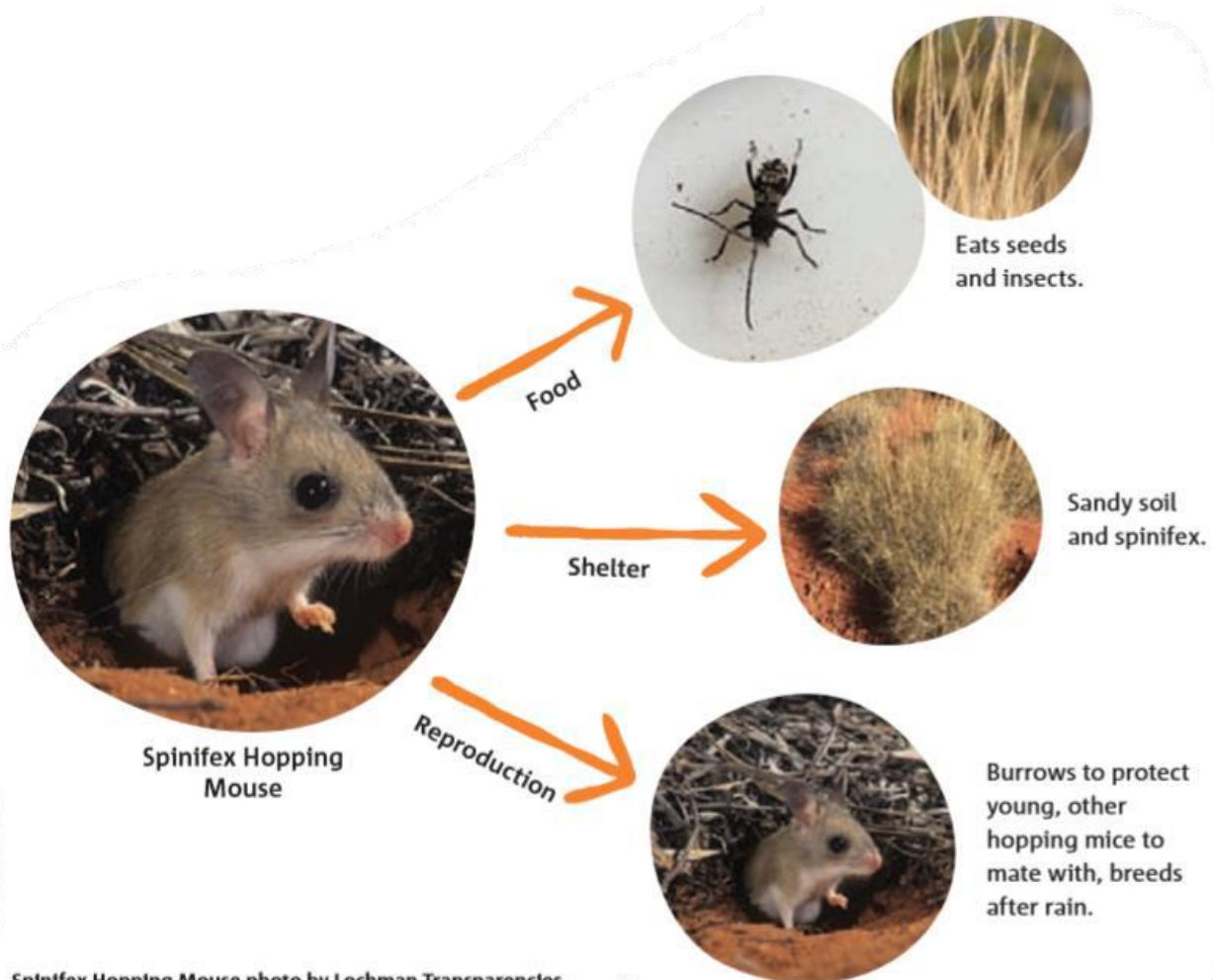
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ANIMAL HABITAT

WHAT IS A HABITAT? A habitat is a place where a particular type (species) of plant or animal has all of the things it needs to survive:

1. food
2. shelter
3. reproduction.

for example:



Spinifex Hopping Mouse photo by Lochman Transparencies.
Other photos by David Broun, CSIRO.

WE WILL LEARN ABOUT THE SPECIFIC HABITAT THE WARU RELIES ON FOR SURVIVAL
DURING OUR WORK WITH THE RANGERS

Who?

Who are the rangers that come here to work with the threatened species?

Who else comes here to work with the threatened species?

What?

What threatened species live here?

What are the threats to this species?

Where?

Where are we?

What is the name of this place?

LEARNING ON COUNTRY: FERAL ANIMALS AND THREATENED SPECIES

We will be working with Anangu and the rangers at Wamitjara to look at what they do with waru and how they protect them. We will also be looking at the feral animals and what the rangers have in place to reduce their numbers.

When?

When do people come here?

When do animals come here?

How?

How do the rangers look after the threatened species?

How do the rangers use special equipment to find out about the animal?

Why?

Why is it important to look after the threatened species?

DATE:

RECOUNT THE LEARNING

HOW MANY WARU ARE AT WAMITJARA?

WHAT IS THEIR HABITAT?

HOW ARE THE RANGERS HELPING?

HOW DO THEY MONITOR WARU HEALTH?

WHAT ARE THE PREDATORS?

HOW ARE THEY TRAPPING/ GETTING
RID OF PREDATORS?

DATE:

WARU MEASUREMENTS

BODY

WEIGHT

TAIL

FEET

ANY OTHER MEASUREMENTS

DRAW A PICTURE OF A WARU

DATE:

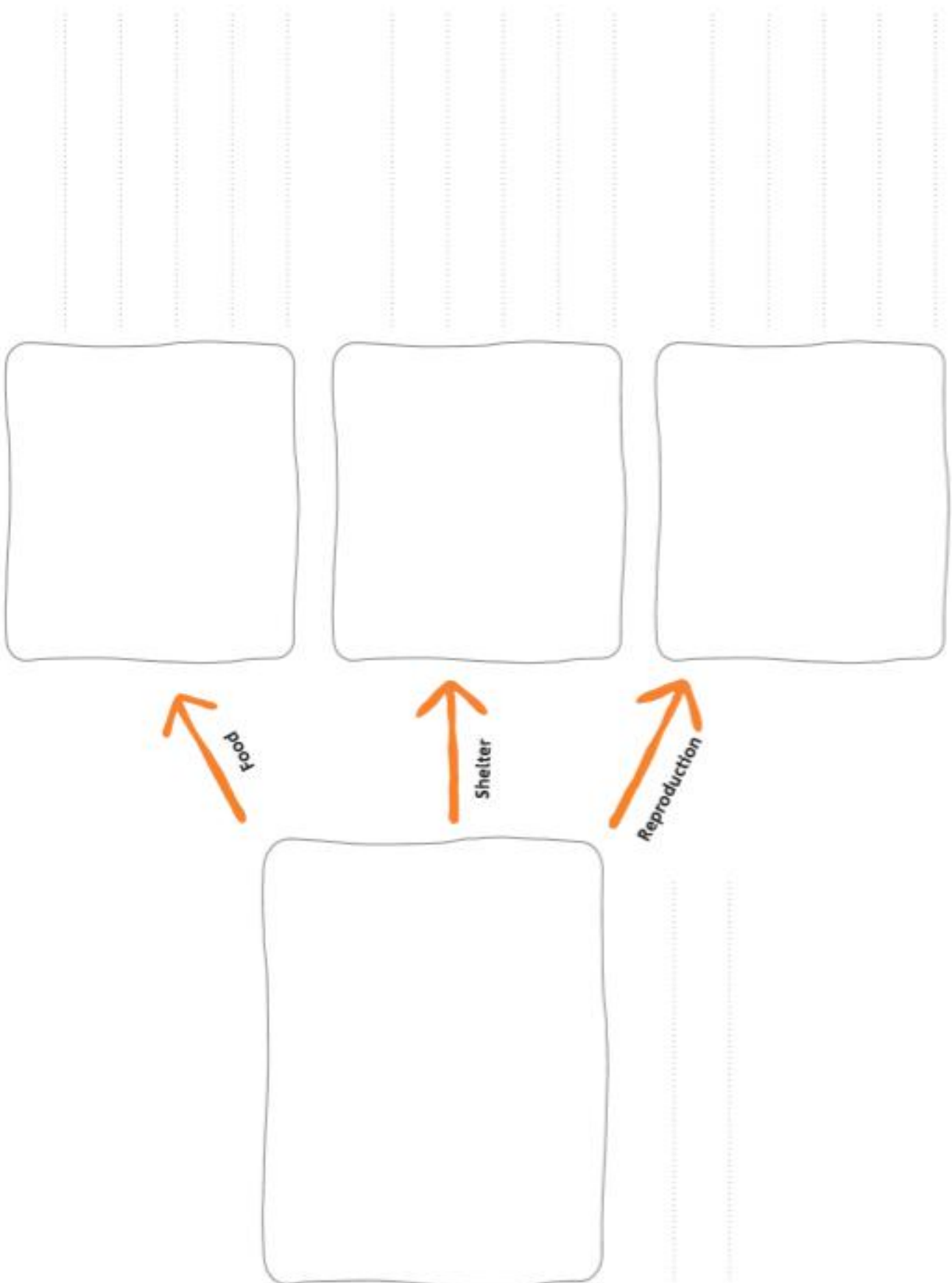
RECOUNT THE LEARNING

WRITE OR DRAW ANYTHING ELSE YOU REMEMBER FROM LEARNING ON COUNTRY WITH
ANANGU AND THE RANGERS

DATE:

HABITAT

USE THE EXAMPLE WE LOOKED AT BEFORE TO HELP YOU DRAW AND LABEL THIS DIAGRAM OF A WARU
HABITAT



DATE:

SENSOR CAMERA INVESTIGATION

WE WILL LOOK AT THE PHOTOS FROM THE CAMERAS NEAR THE WARU HABITAT. CUT AND GLUE SOME OF THOSE PHOTOS IN THE BOX BELOW THEN LABEL WHAT ANIMAL IS IN THEM



DATE:

DATA COLLECTION

WE WILL GO THROUGH THE PHOTOS AGAIN AND USE THIS DATA RECORD TABLE TO TALLY HOW MANY TIMES AN ANIMAL VISITED

NAME OF ANIMAL	TALLY	TOTAL NUMBER OF VISITS

What animal visited waru habitat the most?

What animal visited the waru habitat the least?

Sort the animals that visited into Native and feral

NATIVE

FERAL

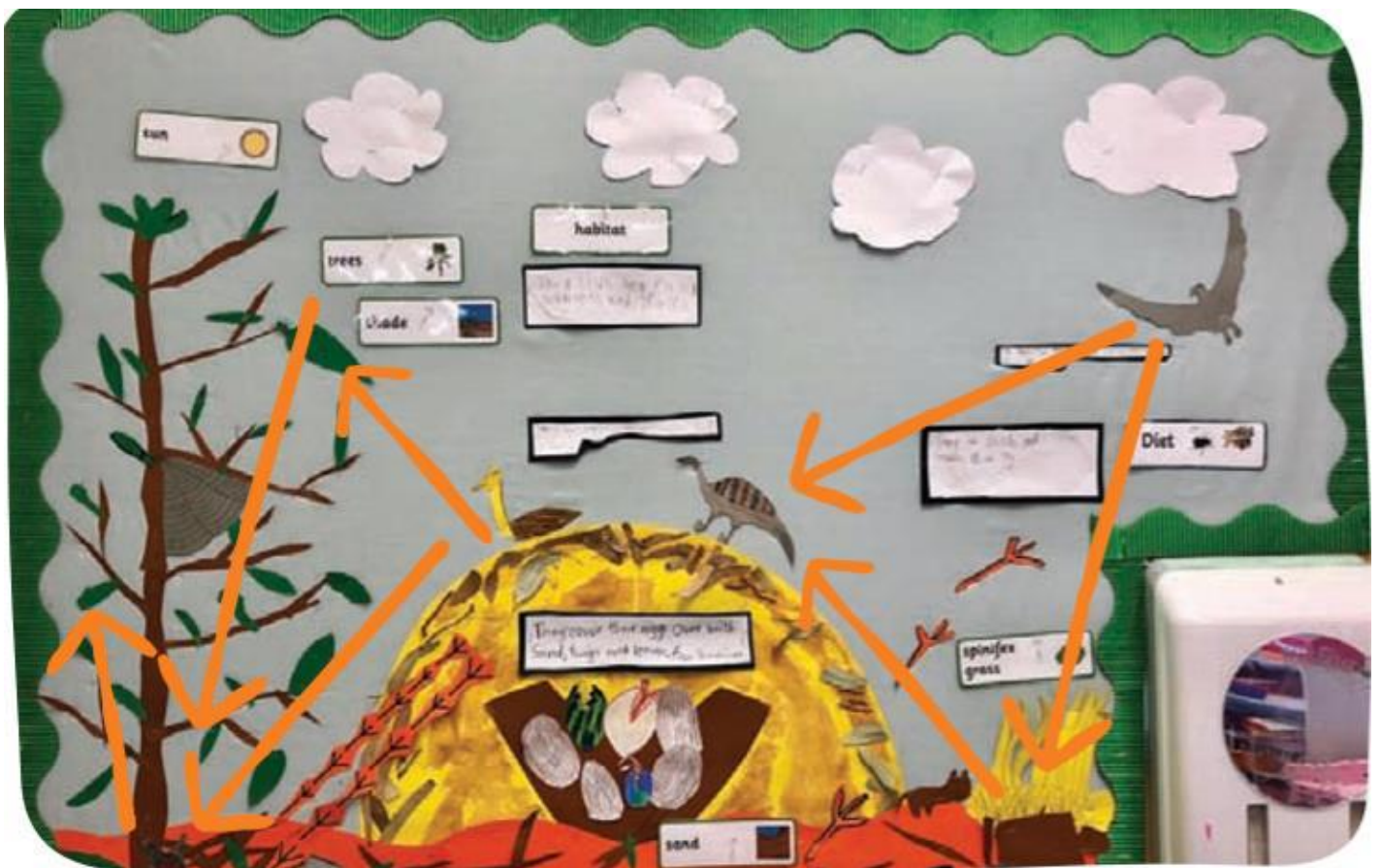
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FOOD WEBS

Animals and plants depend for each other on survival and exist together in an ecosystem. The predator-prey relationships can be shown as a food webs.

As a class we will make a mural of Wamitjara, we will add all the plants and animals that live there to show its ecosystem. We will connect the animals and plants up to make a Wamitjara food web.

EXAMPLE FOOD WEB:



DATE:

CHANGES TO FOOD WEBS

We will watch a video explaining how an introduced species effects the entire ecosystem through the food webs.



<https://www.youtube.com/watch?v=ysa50BhXz-Q>

After watching this video, we will remove a single species at a time from the food web and talk about how the removal impacts the other plants and animals that it was connected to.

Write a small paragraph discussing what you have learned about food webs.

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INFORMATION REPORTS

An information report is a factual text, which means it provides information about something. This report is used as a way to get a better understanding about a subject. Here are some examples:



DATE:

WRITE AN INFORMATION REPORT

Write an information report about waru or one of its predators. In this report you will talk about its habitat, behaviours, and how the rangers look after or control them. Make sure you include pictures, you can draw them or get them off the internet.

You can write a news article or give a presentation to your teacher. You will need to answer these questions:

1. What is waru? Are they a feral or native animal? Are they endangered?
2. What is their habitat? Is that habitat at Wamitjara?
3. What are the predators of waru?
4. What is the role of the rangers at Wamitjara? What do they do?
5. How do they help Waru? How do they help reduce the number of predators of Wamitjara?
6. Explain the Wamitjara food web, what would happen if you removed the predators at Wamitjara?

TEACHER FEEDBACK

DATE:

DRAWING!

DATE:

DRAWING!

DATE:

DRAWING!

DATE:

DRAWING!