

Curriculum

Module 7

Endangered Species

Resources

Middle Years of Schooling (Years 6 – 9)

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Queensland Government
Education Queensland



Independent Schools
Queensland



Earth Charter
Australia



Brisbane Catholic
Education



Queensland Catholic
Education Commission

ENDANGERED SPECIES – RESOURCES

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- Resource sheet: Journal reflections
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- Endangered species essential elements
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Resource sheet: A website guide

Go to www.brinkadventures.org . Scan the home page, known as Base Camp, and answer the following questions:

1. What does the word brink mean?

2. Click on Gallery to view photos from along the expedition route. Describe one of the photos that you like.

3. Click on Back and then click on the red and white cross in the top right hand corner of the page to close these pages and return to Base Camp.

4. Locate and click on Fact Files on the left hand side of the page. Locate the Topic box and select National Parks. On the Country box and select any country. Go to Sort and select latest date.

a) What is the name of the national park in Chile that was visited by Brink Adventures?

b) Click on the link. List six animals that are found in the national park.

Resource sheet: Journal reflections

Directions

Part A

- Go to www.brinkadventures.org .
- Locate and click on Journals on the left hand side of the home page.
- Locate the Topic box and select School Journals.
- Locate the Country box and select any country then click on Go.
- Click on San Flaviano Schoolroom and answer the following questions:

1. Read what has been written about this community and choose two things that you think are interesting and list them here.

2. How can people in Australia help children living in the San Flaviano community?

Directions

Part B

- Go to www.brinkadventures.org .
- Locate and click on Journals on the left hand side of the home page.
- Locate the Topic box and select Interviews.
- Locate the Country box and select Australia then click on Find.

1. How did Brink Adventures begin?

- Go back to the topic box and select any topic. In the Country box select Spain.
- Locate the item entitled 'Hitting the frog and toad'.

2. Read and summarise Kendon's impressions of the dock area in Gibraltar where he stayed.

Resource sheet: A map of the route



Resource sheet: What do we know about the Rainforest from Brink Adventures' expedition?

Directions

Part A

- Go to www.brinkadventures.org .
- Locate and click on Journals on the left hand side of the home page.
- Locate the Search Title box and type in 'jungle'.
- Locate the Topic box and select 'any topic'
- Locate the Country box and select 'any country' then click on Go.

1. Which of the countries already visited by the expedition contains rainforest or jungle?

2. Read the journal entries and make a list of the animals that live in the rainforest (jungle) and the dangers you might encounter

Rainforest animals	Potential dangers

3. Describe weather conditions in the rainforest.

Directions

Part B

- Go to www.brinkadventures.org .
- Locate and click on Fact Files on the left hand side of the home page.
- Locate the Topic box and select Indigenous peoples.
- Locate the Country box and select Brazil then click on Find.

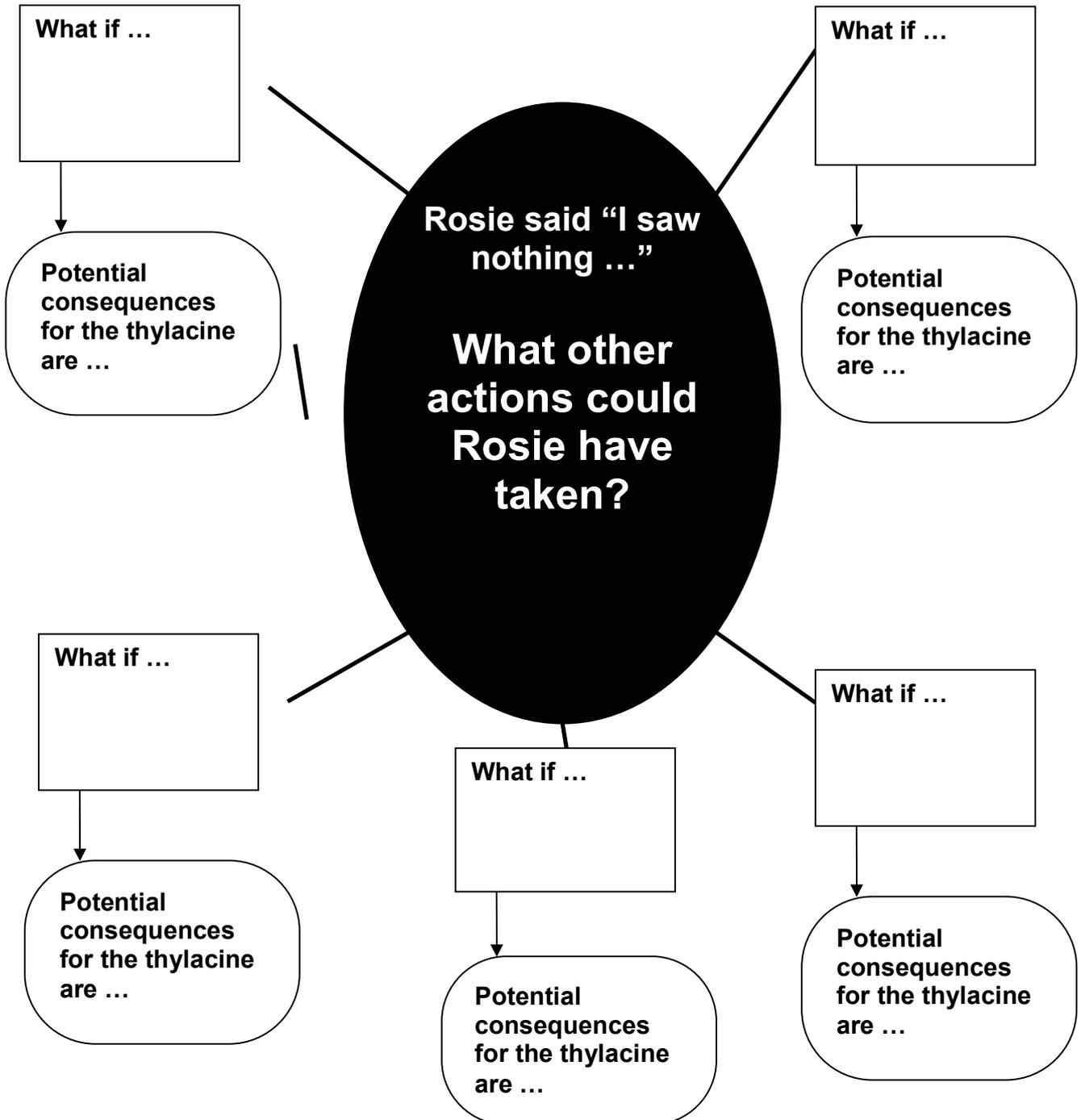
1. What is the name of the group of indigenous people who live in the Amazon rainforest?

2. Read through the Yanomami Glossary: add any animals and potential dangers to the list.

Rainforest animals	Potential dangers

Rosie's alternatives

In a small group (3 – 4) discuss the story *I saw nothing: the extinction of the thylacine* by Gary Crew. What else could Rosie have done? Generate as many ideas as you can. What are the implications for the thylacine if that action happens?



Endangered Species

Reflection Log

This is a journal for you to record your thinking, feelings and reactions to the information you learn and encounter in this unit. Sometime you will be asked write about your understanding of something or you may be ask to illustrate your answers.

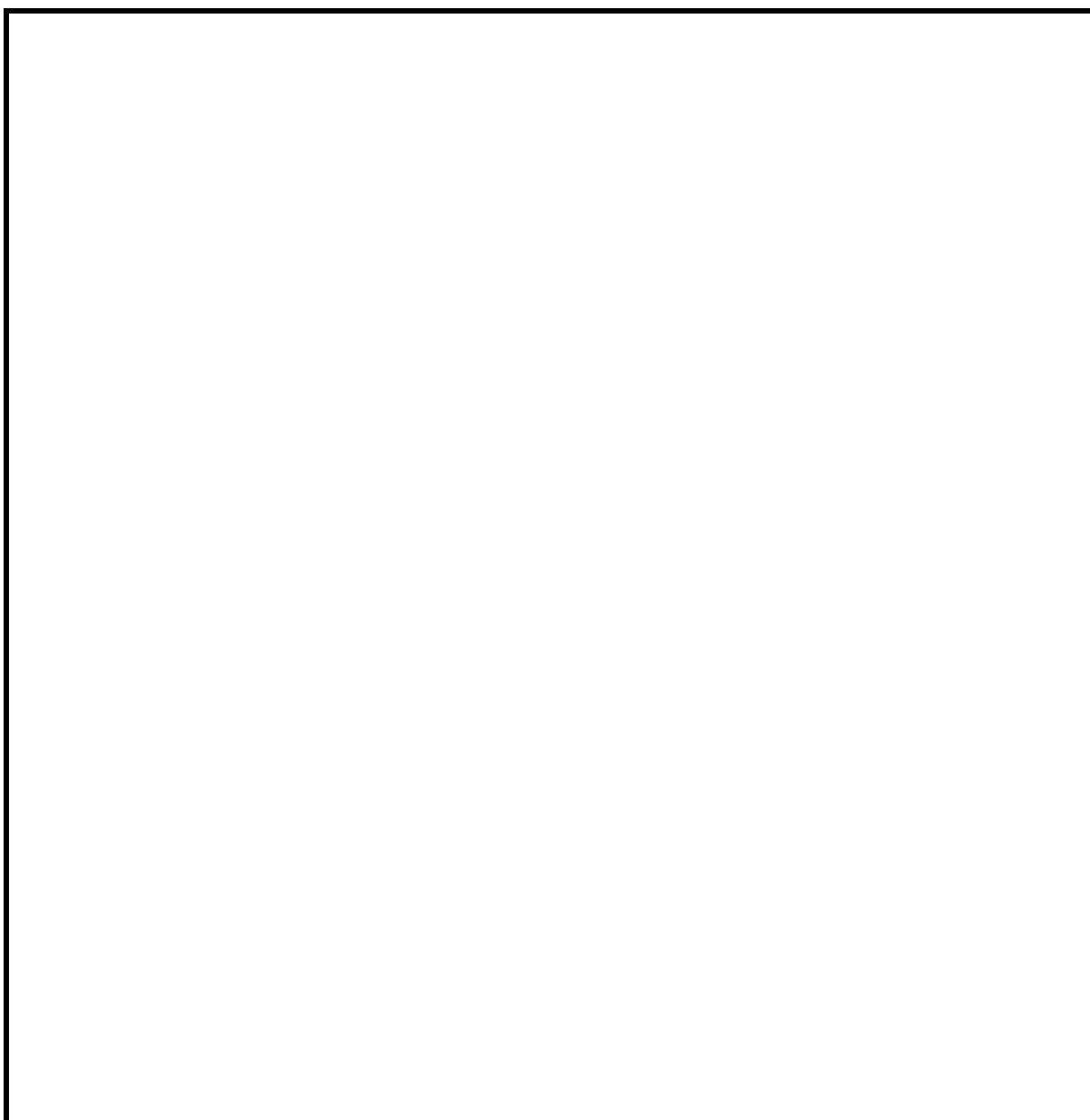
Entry 1:

You read “I saw nothing” and discussed what Rosie could have done (alternative actions) instead of saying that she saw nothing. Write a paragraph or draw a labelled diagram that explains your understanding about choosing actions and their consequences.

Endangered Species

Timeline

Draw a timeline of significant events in the history of the thylacine from 1805 (first reported sighting) through to present time. Include information from The Thylacine Museum <http://www.naturalworlds.org/thylacine/> . Also include information from Rosie's story in *I saw nothing* by Gary Crew.



Endangered Species

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Entry 2:

Record your understandings about the various causes of the thylacine becoming extinct. Did Rosie think the thylacine was worth saving? What supports your opinion? Do you think the thylacine was worth saving? Justify your answer.

Endangered Species

Essential Elements

Whether you are going to do a campaign or design material for the Brink website, there are design elements that you will need to consider and plan for so that your product can be the best it can be.

Key Questions

Purpose: What is the purpose of the product? To inform? To persuade action taking? What else?

Audience: Who is the main audience for the product? What design elements target the audience?

Information: What information is included to help persuade or inform?

Presentation: How is the information presented? Is there use of logos or significant music or images to catch attention?

South East Asia

Last updated: 24 Jan 97



The boundaries and names shown on this map do not imply official endorsement or acceptance by the United Nations or ReliefWeb. These maps may be freely distributed. If more current information is available, please update the maps and return them to ReliefWeb for posting.

Adapted from http://www.reliefweb.int/mapc/asi_se/reg/seasia.html

Do endangered species exist in South East Asia?

Each of the websites listed below contain information about endangered species around the world. Your task is to identify information about endangered species in SE Asia contained within the website. In each section record any endangered species, where the species is located and whether it is flora or fauna.

If this document is stored on the school server, you can save the document in an appropriate place (on a disc or USB) and record information directly into the document. If you have this page as a handout, type the web address into the toolbar. You will have to write your answers into the boxes.

<http://www.wildaid.org/eng.asp?CID=1>

Use WildFinder, a searchable map database:

<http://www.worldwildlife.org/endangered/index.cfm>

<http://www.redlist.org/>

<http://www.rhinos-irf.org/asia/>

Major Types of Threats faced by any species

Flora and fauna face many threats. If a species is sufficiently threatened it can be classified as 'endangered'. A species may face danger from a number of different types of threats at once or one threat is goes untreated or is ignored.

1. Habitat Loss/Degradation (human induced)

Habitat loss or degradation that is human induced can be as a result of farming, mining or logging. People can also build major projects (such as housing estates, dams, roads, etc.) that cause a loss of habitat.

2. Invasive alien species (directly affecting the species)

Invasive species are species which are not native to a particular area. Examples of invasive alien species include predators (which eat the native species) or competitors (which out-compete the native species for food).

3. Harvesting [hunting/gathering] for human use

Often a species can become endangered when it is over-used for human use. Examples of harvesting for human use can include the endangering of old growth forests for hard wood trees or over fishing of certain whale species.

4. Accidentally killed

A species can be inadvertently threatened through error. Examples include the danger caused to species through use of blanket harvesting methods such as use of drift netting that endanger dolphins or the felling of remnant vegetation for farming.

5. Persecution

Some species can face persecution because it is assumed they are a pest.

6. Pollution (affecting habitat and/or species)

Pollution can be toxic and effect the species directly. Pollution can also effect the habitat and indirectly impact on the species.

7. Natural disasters (such as a drought)

Floods, droughts, earthquakes can be a threat to the survival of any species.

8. Intrinsic Factors

Threats can come from the species itself. Examples include a limited habitat, high juvenile mortality and inbreeding.

9. Human disturbance

Species can be threatened by other human actions, not directed to habitat. Examples include the impact of human recreation, research, war.

Adapted from <http://www.redlist.org/help/help.html#threat>

What happens when ... ?

Record the major aspects of the discussion about actions that can be taken in response to a threat and what are the potential consequences of those actions.

Threats	Actions	Consequences
1. Habitat Loss/Degradation (human induced)		
2. Invasive alien species (directly affecting the species)		
3. Harvesting for human use		
4. Accidentally killed		

Threats	Actions	Consequences
5. Persecution		
6. Pollution (affecting habitat and/or species)		
7. Natural disasters (such as a drought)		
8. Intrinsic Factors		
9. Human disturbance		

Adapted from <http://www.redlist.org/help/help.html#threat>

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Reflection Log

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Entry 3:

Reflect on whether you believe any of the actions (previously recorded) that respond to specific threats would have helped Rosie save the thylacine. Why do you think this? What evidence do you have to support your position? Draw a diagram or illustration to show you understanding of the relationship between 'threat', 'endangered' and extinct'.

What about the Javan Rhino?

Each of the websites listed below contain information about the Javan Rhino. Your task is to identify information about the Rhino, including specific threats to the species, information about habitat, breeding information, etc. In each section record any appropriate information.

If this document is stored on the school server, you can save the document in an appropriate place (on a disc or USB) and record information directly into the document. If you have this page as a handout, type the web address into the toolbar. You will have to write your answers into the boxes.

<http://www.rhinos-irf.org/javan/>

http://whc.unesco.org/pg.cfm?cid=31&id_site=608

[http://www.panda.org/what we do/endangered species/endangered species list/rhinoceros/asian rhinos/](http://www.panda.org/what_we_do/endangered_species/endangered_species_list/rhinoceros/asian_rhinos/)

<http://ecos.fws.gov/speciesProfile/SpeciesReport.do?spcode=A024>

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Entry 4:

As your final reflection, please respond to the following question. Why should the endangerment or extinction of any species be of concern to us? Draw on experiences of activities to assist your reflection. Make reference to aspects of their task that you would do differently and acknowledge the aspects you thought were very successful to help explore and reflect on your statement about why endangerment of any species should be of concern.