

# Project Numbat

## Teacher and Student Resource Package

### Junior Primary School

#### About Project Numbat

Project Numbat is a community-based not-for-profit organisation working to raise awareness and support for the conservation of Western Australia's unique animal emblem, the Numbat.

Information about the organisation and its activities can be found at [www.numbat.org.au](http://www.numbat.org.au).

#### Teacher Overview

The following package has been developed by Project Numbat to support teachers in embedding conservation education into curriculum programs. The package provides cross-curricular activities focusing on the Western Australian animal emblem – the endangered Numbat – and other native animals.

It has been designed to enhance the effectiveness of the Project Numbat powerpoint presentation which can be downloaded and delivered by teachers with the accompanying detailed lesson plan to support its implementation. It is strongly advised you read the **Numbat Fact Sheet** before delivering the presentation as this covers most aspects of the Numbat and will help in guiding discussion and answering questions during the presentation.

Alternatively, teachers can request a Project Numbat volunteer to deliver the presentation and facilitate discussions on-site with students. Requests can be sent to [schools@numbat.org.au](mailto:schools@numbat.org.au).

If a Project Numbat volunteer is visiting your school, please note they are not all trained teachers, though all have experience working within the education field and all have current Working with Children status. Please support our presenters and your students by reading this support pack carefully to ensure you maximise the learning opportunities available from this experience.

The Before and After Activity Packages extend the learning experiences beyond the powerpoint presentation, thus enabling the key understandings to be embedded across the curriculum over a period of time instead of being delivered as an isolated learning experience.

Through use of these activities prior to and after the presentation, teachers can ensure learning opportunities are maximised. This will nurture the development of environmentally responsible students and ultimately lead to positive actions being undertaken that support the well-being of our unique Western Australian native animals.

#### We Want to Hear from You!

We are keen to hear how you have implemented the Project Numbat education package in your classroom and would like to showcase student learning on our website. If you have anything you would like to show us, please send it to [schools@numbat.org.au](mailto:schools@numbat.org.au).



# Before Presentation Activities

The presentation assumes that the majority of students are unfamiliar with what Numbat is or looks like. The presentation guides students through a discovery process to create a picture of a Numbat in their minds. Therefore it is advisable to not introduce students to the Numbat prior to the presentation.

## Word Fun!

Students will benefit from discussing the following vocabulary prior to the presentation:

- *native* – found in or coming from a particular place
- *unique* – special; one of a kind
- *mammal* – special group of animals, grouped by a covering of hair over the skin. Females produce milk to feed young
- *marsupial* – a mammal that gives birth to underdeveloped young (not born like a small version of the adult like a human baby), which grow outside the mother, often in a pouch.
- *predator* – an animal that preys on other animals for food
- *prey* – an animal hunted or caught for food
- *habitat* – the environment where an animal lives
- *diurnal* – active during the day

Ways to have fun with these words include:

### Word of the Day Mystery Grab Bag (Resource 1)

Cut out the flash cards and place them in a bag. Each day draw one new word from the Mystery Grab Bag and place it in a prominent position for students to see. Ask students if they think they know what the word says and then follow this up by asking if anyone knows what it means. Ask students to assist you in using the new word in a sentence.

### Native to Australia (Resources 2 and 3)

Students conduct a magazine animal search and, depending on their ability/skill level, cut and sort the animal pictures according to where the animal originates from.

Students can organise their pictures by

- a) glueing native Australian animals onto a map of Australia (Resource 2) and exotic animals from other locations outside Australia's borders
- b) investigating the original locations of their animals and glue them onto a world map (Resource 3) accordingly. For younger students a limit of one or two animals can be set so it is achievable for them.

*Pre-primary students can find pictures or draw Australian animals that they know and as a group sort them according to whether their animal spends most of its time on land, in water or in the sky. They can then draw a picture of land, water and sky and glue the animals in the appropriate place.*

### Word Find (Resource 4)

Students use the sheet provided to find words in the sleuth.

## Animal Classification

Part of learning about the Numbat involves learning how it relates to other animals within the Animal Kingdom. Some activities that you could use prior to the presentation to develop student understanding include the following.

### **Skin Coverings\* (Resource 5)**

In pairs, students are provided with two animals from resource 5. Examine the animals and conduct a Think, Pair, Share about the animal and discuss what they know about it (what the animal looks like, where it comes from etc).

Join two pairs of students and expand on this knowledge by going through the same process. Repeat the process again so groups now consist of six students and six animals. Once discussions have occurred, select students to share with everyone what animals are in their group and some of the things they know about them.

Next, students try to identify a rule to sort their animals into groups. Share these findings with the class, covering such ideas as all birds have feathers or all fish have wet scales. As a whole class, group the animals according to their skin coverings. Brainstorm examples of different coverings until the following categories emerge: wet scales (fish); fur/hair (mammal); dry scales (reptile); wet, slimy skin (amphibian); and feathers (bird).

Finish the activity by placing the animals into their correct animal group. Students visit each group and use their detective skills to make sure all animals have been placed according to their covering.

*\* For the younger students, after doing the first think, pair and share, the teacher leads the whole class in a discussion on animal coverings. Together discuss several animal examples so the process can be explicitly modelled. Students then place their animal into the correct group based on the body covering.*

### **Marvellous Mammals (Resource 6)**

Each student is given a picture of a mammal. Using collage materials, replicate the animal's body covering (eg toothpicks to replicate an echidna's spines, felt for a kangaroo's fur).

## Favourite Australian Mammal Pictograph

Students vote on their favourite Australian mammal, for example: kangaroo, koala, bilby, wombat, echidna, possum, fur seal and any others the students might know.

Using the results, students create a pictograph using images of animals from magazines to show which animal is the most popular. After the pictograph is complete, discuss why students believe some mammals are more popular than others. Have students heard of all the mammals that were in the survey? Traditionally there will be a couple of high profile mammals that are the most popular and thus there will be an opportunity to lead students into exploring lesser known native animals and ultimately learn about what's in their backyard.