

Project Numbat

Teacher and Student Resource Package

Middle and Upper 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.

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.

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.



After Presentation Activities

My Numbat Habitat

Design a diorama of a Numbat habitat. Use recycled and/or natural materials to create a safe environment for a Numbat including leaf litter, hollow logs, food sources and examples of Numbat predators.

Numbat Report (Resource 5)

Use the research framework to find out and record information about the Numbat and/or other native Western Australian animals. Use this framework to assist in research and record notes. Then put it altogether in a formal report and present it to your peers.

Numbat Numbers

Give each letter of the alphabet a value (eg a=1, b=2... z=26) and discover the Numbat's lucky number. Use the same technique to discover your own lucky number using your name before doing the same for other animals or classroom items. Estimation of values prior to the calculation stage is encouraged.

To make it more challenging, multiply the value of each letter by a constant number. For example, a=1x3, b=2x3, e=5x3 etc. Throughout the session, the teacher should provide opportunities for students to demonstrate and share the mathematical strategies they applied to support their estimation and then finally to assist them in the calculation phase.

Numbat Sanctuary

You are a conservationist who wants to establish a sanctuary to protect the Numbat. In pairs, small groups or individually*, design a plan for the sanctuary.

You need to make decisions about what features to put in the sanctuary, such as food sources, flora and fauna to ensure the survival of the Numbat population over time. As part of the plan, consider how you intend to present the sanctuary so it can be easily interpreted and constructed by others. You can achieve this using a map legend or 3D components to represent the features. Explain why each feature has been included in your sanctuary eg "We have a fence around the sanctuary to protect the Numbats from predators like the fox."

**Teachers may like to facilitate this activity by tackling the project as a whole class task, and following a brainstorm of ideas to allow student ownership in the decision making process, delegate groups of students to focus on certain areas.*

Numbats in the News

Write an article for the local community newspaper and/or school newsletter educating others about the Numbat and explaining what action could be taken to help them survive in the wild.

Unique Western Australian Celebrities (Resource 6)

In small groups, you are celebrity agents in charge of marketing a unique WA native animal to the world in order to raise its profile and protect the species. There could be a number of phases to this project including:

- planning/researching to build more knowledge and understanding of the focus animal
- how you intend to raise the profile of the animal (making badges, printing information fact sheets in school newsletter, speaking at a school assembly etc.) and try to make a difference
- launching a marketing campaign
- reflection/evaluation on whether you think the marketing campaign was effective with explanations/evidence supporting your claim.

Resource 6 could be used to support this task, if needed.

Scenario Cards (Resource 7)

In small groups you are given one of the scenario cards on resource 7. Together you need to:

1. read the scenario
2. discuss the key conservation messages presented
3. discuss how you could role-play in order to communicate the situation effectively to your peers
4. act out the scenario to your peers
5. ask peers to share their predictions about what has been presented in the role-play
6. discuss the guiding questions with your peers following the role-play.

Australian Animal Poem

Create a poem about the Numbat or a Western Australian native animal. Use different forms of poetry and present them to the class. Poem forms might include:

- Haiku: a form of Japanese poetry consisting of three lines. Each line has a specific number of syllables. first line – five syllables, and tells where. Second line – seven syllables and tells what. Third line – five syllables and tell when.
- Cinquain: derived from the haiku and tanka forms. It consists of five lines, each with a specific number of words. It doesn't rhyme. First line – title, Second line two adjectives, Third line three verbs, Fourth line four words to describe a feeling, Fifth line one word which refers to the title.

Similarities and Differences (Resource 8)

Compare and contrast the Numbat with another Australian animal and think about what each needs to survive, their features, location, habitat, diet and movement. Identify similarities and differences.

Wanted Poster (Resource 9)

Design a Wanted Poster for one of the introduced predators threatening Numbats. Use resource 9 or create your own.

More or Less (Resource 10)

Using resource 10, match the animal to its estimated population number. Discuss why you think some

animals are more numerous than others. This is an opportunity to investigate threatening processes for each animal and see which share these processes.

A Question of Scale (Resource 11)

Enlarge the Numbat drawing onto graph paper.

Numbats Worth Their Weight

An adult Numbat weighs approximately 500 grams. This is the weight of a full margarine container. Explore this by collecting items in the classroom you think may weigh close to a Numbat's weight. Estimate the weight of the object prior to measuring with scales and get record the measurements to sharing afterwards.

Numbat Bingo (Resource 12)

Fill in the Numbat Bingo sheet by asking your peers for the answers. You can only get one answer from each person. The first one to complete the grid shouts "Bingo!"

Numbat and Fox Game

Using the game 'Cat and Mouse' as a basis, play a game of 'Numbat and Fox'.

Numbat Fact or Fiction (Resource 13)

Read the statements on the resource sheet and determine if each one is true or false then discuss your answers.

All About the Numbat Cloze Activity (Resource 14)

Fill in the gaps using the words provided to complete the cloze activity about the Numbat.

Super Hero Numbats

Design a super hero to help save the Numbat. What will he/she look like? What powers will he/she have? How will they help the Numbat? Once you have created your super hero and shared them with peers, use the character to create a cartoon strip where your super hero springs into action.

Fact or Opinion (Resource 15)

Read the news article on resource 15. Re-read the news article but this time pay close attention to how the journalist has used persuasive writing skills to influence the reader. A journalist uses such skills to support a particular position or stance taken on a topic. This may involve the use of facts and/or opinions to persuade a reader to adopt a particular perspective.

- Highlight the facts in blue.
- Highlight the opinions in yellow.

- Highlight any clues in red that you have used to help you determine whether the information is fact or opinion.

Topics for Persuasion

Select any of the topics below (or create your own) and write a text to express an opinion about it through the use of persuasive writing skills. Topics could include:

- Should Numbats be bred in captivity?
- Should people be allowed to have cats as pets?
- Should property development be allowed in Numbat habitat areas?
- Should people be allowed to keep Numbats and other native wildlife as pets?
- Should the government spend more money on conservation and less on sport?
- Should people be allowed to bring new species into Australia if they have a good reason to do it? e.g. as a pet, for farming, for biological control.

Persuasive texts fall into the exposition genre. The structure includes an overview of the position taken, arguments for and against and a conclusion which reiterates the position of the author. This task could be followed with selecting topics for further discussion in order to host a class debate.

Who Eats What? (Resource 16)

Using the resource, choose a name from the list of animal feeder types (herbivore, omnivore etc) and match it to the correct description. Find three examples of each feeder.

Fundraising

Why not fundraise for Project Numbat? There are many different activities you can do including cake stalls, free dress days, quizzes and competitions, car washes, barbecues, festival days... Brainstorm different ideas in groups and see what works best for you and your school. If there is anything you'd like assistance with, simply contact Project Numbat at info@numbat.org.au.