

# LIFE ON THE MURRAY RIVER

**Level:** 5 & 6

**Activity:** 3

## **Overview**

The Murray River supports over 350 types of bird species and many other types of animals. Every species within this ecosystem is vital for its survival, unfortunately many species are currently under threat. During this activity, students will choose a native animal to investigate and create an ad campaign for its protection.

## **Resources**

- Smartboard or projector
- Computer access for students
- Appendix A: *Fact File* (one copy per student)

## **Activity**

### ENGAGE

In pairs, students have 15 minutes to research animal and plants that can be found along the Murray River. They need to record these in their workbooks under two headings; *Native* and *Introduced*. Students should also use different coloured pens to show the conservation status of each animal (e.g. Red for extinct, orange for endangered, etc).

### EXPLORE

With their partner, students now need to choose one of the animals from their *Native* list that is currently threatened or endangered. Give each pair a copy of Appendix A: *Fact File*. They now need to research their chosen creature and complete the *Fact File*.

### EXPLAIN

Pairs now report back to the class about which animal they chose, sharing a few interesting facts and explaining what the biggest threats are to its survival.

### ELABORATE

Students will now work with their partner to create an ad campaign for the protection of their chosen animal. They may choose what format their ad will take (e.g. Radio (audio only), TV (video) or Print (poster)). Every ad must address the following:

- Why the species is important to the ecosystem
- What the threats are
- How people can help

### EVALUATE

Give students an opportunity to view or listen to the completed ads. Ask students:

- Which ads were the most effective? Why?
- What are the most common threats to animals along the Murray River? Are they mostly natural or man-made?
- Is there any further action we could take?

## Curriculum Links



| Level 5 |  |   |
|---------|--|---|
| SCIENCE | <u>Science Understanding:</u><br>Biological Sciences | Living things have structural features and adaptations that help them to survive in their environment( <a href="#">VCSSU074</a> ) |
|         |  | The growth and survival of living things are affected by the physical conditions of their environment( <a href="#">VCSSU075</a> ) |
| Level 6 |  |   |
| SCIENCE | <u>Science Understanding:</u><br>Biological Sciences | Living things have structural features and adaptations that help them to survive in their environment( <a href="#">VCSSU074</a> ) |
|         |  | The growth and survival of living things are affected by the physical conditions of their environment( <a href="#">VCSSU075</a> ) |

## Sample Report Comments

{Name} investigated animals that are native to the Murray River region. {He/She} chose {Animal}, which is currently threatened/endangered, to research further. {Name} identified current threats to its survival and worked together with a partner to create an engaging and persuasive ad campaign for its protection.

# Appendix A

## Fact File

**Habitat:**

**Name:**

**Scientific/Latin Name:**

**Appearance:**

**Interesting Facts:**

**Threats:**

**Diet:**

**Picture:**