

## Exploring Australian Flora and Fauna

Written by Samantha Doggett

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| <b>Program:</b>                | Bushwhacked!  |
| <b>Year Level:</b>             | Early Childhood (F-3)   |
| <b>Curriculum Study Areas:</b> | Arts (Media), English, Geography, Humanities  |
| <b>Themes/Topics:</b>          | Aboriginal and Torres Strait Island histories and cultures, Australian studies, belonging, bush tucker, communication, coping with challenges, culture and traditions, environment, flora and fauna, geology, Indigenous studies, intercultural understanding, interpersonal and personal learning, life skills, multicultural perspectives, place and space, resilience, sustainability  |
| <b>Description:</b>            | <p>The <i>Exploring Australian Flora and Fauna with Bushwhacked!</i> unit of work was developed by Samantha Doggett (Teacher, <a href="#">Serpell Primary School</a>)</p> <p>“I have been working this term on the new program <i>Bushwhacked!</i> This has been a wonderful series that Grade 1 children have thoroughly enjoyed. This series would easily attract all primary school years from Foundation to Grade 6. They have gained extensive knowledge about Australian animals, landscape and Indigenous traditions.”</p> |
| <b>Resources:</b>              | <i>Bushwhacked!</i> Series 1 DVD  |

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### Episode 1: “Tasmanian Devil” – Cradle Mountain, Tasmania

Brandon takes Kayne to Tasmania for a ridiculously nail-biting mission: to track down and then kiss a Tasmanian Devil!

#### Lesson Plan:

In the week prior to watching the first episode students view the *Bushwhacked!* trailer on the ACTF website. Students then watch the first episode in class. Ask students what they saw and learnt from Aboriginal Elders and animal experts in that episode.

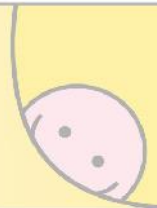
Demonstrate the Data Chart the students will be using over the next couple of weeks to plot information about Australian animals. The Data Chart can be handwritten or completed as a word document on the computer.

#### Useful websites:

[www.australianmuseum.net.au/-wild-kids](http://www.australianmuseum.net.au/-wild-kids)  
[www.actwild.org.au](http://www.actwild.org.au)  
[www.wild.zoo.org.au](http://www.wild.zoo.org.au)  
[www.australian-animals.net](http://www.australian-animals.net)  
[www.kidcyber.com.au](http://www.kidcyber.com.au)  
[www.csiro.com](http://www.csiro.com)







## **Episode 2: “Funnel Web Spider” – Lamington National Park, Queensland**

Brandon challenges Kayne to track down one of the deadliest and rarest spiders on Earth: the northern tree-dwelling Funnel Web Spider!

### **Lesson Plan:**

Discuss episode with the students.

- What did they learn about Funnel Web Spiders?
- What was the spider researcher doing with the Funnel Web Spider?
- How did they find the Funnel Web Spider?
- Where did they find it?

Students are to use the laptops to further research Funnel Web spiders and to complete information on data chart.

Share data chart.

## **Episode 3: “Tiger Snake” – Wilderness, Tasmania**

Brandon challenges Kayne to a deadly mission: to find and then tag a venomous Tiger Snake.

### **Lesson Plan:**

Discuss episode with the students.

- What did they learn about Tiger Snakes?
- Where did they find it?
- Why do they tag Tiger Snakes?

Students are to use the laptops to further research Tiger Snakes and to complete information on data chart.

Share data chart.

## **Episode 4: “Cassowary” – Daintree National Park, Queensland**

Brandon challenges Kayne to track down an elusive Cassowary, one of Australia’s rarest birds.

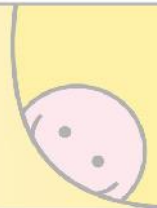
### **Lesson Plan:**

Discuss episode with the students.

- What did they learn about the Cassowary?
- Where did they find it?
- Why was it hard to find?

Students are to use the laptops to research further into the Cassowary and to complete information on data chart.

Share data chart.

**Episode 5: “Honey Ants” – Central Desert Alice Springs, Northern Territory**

Brandon challenges Kayne to find a Honey Ant in the midst of the central desert – a ridiculous idea, especially when Kayne learns they live four feet underground!

**Lesson Plan:**

Discuss episode with the students.

- What did they learn about Honey Ants?
- Where did they find it?
- Why were they hard to find?
- Why do they live in the desert?

Students are to use the laptops to further research Honey Ants and to complete information on data chart.

Share data chart.

**Episode 6: “Great White Sharks” – Port Lincoln, South Australia**

Brandon challenges Kayne to the unthinkable – to lure in a great white shark by beat boxing!

**Lesson Plan:**

Discuss episode with the students.

- What did they learn about Sharks?
- How did they lure the shark?

Students are to use the laptops to research further into sharks and to complete information on data chart.

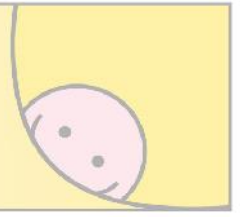
Share data chart.

**Episode 7: “Turtles” – Heron Island, Queensland**

Brandon takes Kayne to the Great Barrier Reef to track down one of the greatest sights in the animal kingdom: baby Turtles racing for the sea minutes after they are born.

**Lesson Plan: Blogging**

Using a word document, students are to write a review of *Bushwhacked!* to put on the library blog. Students are to include information about what they have learnt and what they have enjoyed.

**Episode 8: “Saltwater Croc” – Kakadu National Park, Northern Territory**

Brandon challenges Kayne to catch a Saltwater Crocodile and attach a satellite tag to it to help rangers keep the local community safe.

**Lesson Plan: Develop a New Mission for Kayne.**

Explain to the students that the ACTF is creating some more episodes of *Bushwhacked!* and they need help coming up with new missions for Kayne. Over the next four lessons students are to research an Australian animal that they would like Kayne to find. They need to find out where the animal lives, what it eats, and key characteristics of the animal. The Kid Cyber website is a good place to start.

In order for students to set the mission, they are to think, pair, share, their idea. Students are to then write a letter to the ACTF with their idea for Kayne’s Mission. In the letter ask the ACTF to look at their *Bushwhacked!* review on the library blog.

**Episode 9: “Grey Nurse Shark” – Coastal, New South Wales**

Brandon challenges Kayne to swim with Grey Nurse Sharks and to take an underwater photograph in case one day they are gone for good.

**Lesson Plan:**

Continue on with the lesson ‘Develop a New Mission for Kayne’.

**Episode 10: “Penguins” – Bruny Island, Tasmania**

Brandon challenges Kayne to go out after dark and spot little Penguins sneaking out of the sea to feed their babies!

**Lesson Plan:**

Continue the on with the lesson ‘Develop a New Mission for Kayne’.

**Episode 11: “Urban Vet” – Melbourne, Victoria**

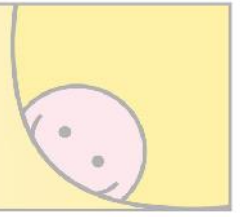
In this reverse episode, Kayne challenges Brandon to help save animals that live in the city or get into a spot of bother living alongside humans.

**Lesson Plan:**

Continue on with the lesson ‘Develop a New Mission for Kayne’.

**Episode 12: “Arafura File Snake” – Arnhem Land, Northern Territory**

Brandon challenges Kayne to catch, cook and then eat an Arafura File Snake – a rare delicacy that lives in crocodile-infested waters in Arnhem Land!



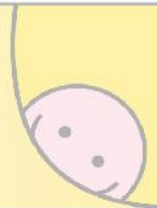
**Episode 13: “Cattle Mustering” – Megalong Valley Blue Mountains, New South Wales**

Brandon challenges Kayne to a hoof-thumping mission: to train as a Jackaroo and then muster about 40 head of cattle in the Megalong Valley.

**Lesson Plan: Bushwhacked! Quiz**

In groups, students are asked 17 questions about *Bushwhacked!* The team with the highest score wins.

| Question  | Answer                       |
|---|------------------------------|
| 1. What does Kayne have to do when he finds a Tasmanian Devil?                    | Kiss it                      |
| 2. Where does Kayne find the Honey Ant?   | Desert Northern Territory    |
| 3. How must Kayne attract the Great White Shark?                                  | Beat box                     |
| 4. Why must they tag the Salt Water Crocodile?                                    | Keep community safe          |
| 5. What is the name of the snake that Kayne must eat?                             | Arafura File Snake           |
| 6. What do Tasmanian Devils eat?  | Meat                         |
| 7. What animal group does the Funnel Web Spiders belong to?                       | Arachnids                    |
| 8. Is the female or male Cassowary bigger?  | Female is larger and heavier |
| 9. What animal group is the Tasmanian Devil?                                      | Marsupial                    |
| 10. What makes the Cassowary dangerous?   | Long sharp middle claw       |
| 11. How long does it take for the poison from a Funnel Web Spider to take effect? | 20 minutes                   |
| 12. The Tiger Snake is what number as the most poisonous snake in the world?      | 4 <sup>th</sup>              |
| 13. Great White Sharks will sometimes eat their baby? True or False               | True                         |
| 14. What do you call the lump on the head of the Cassowary?                       | A helmet                     |
| 15. Tasmanian Devils used to live in Victoria? True or False                      | True                         |
| 16. Why is Kayne taking a photo of the Grey Nurse Shark?                          | In case it becomes extinct   |
| 17. Where does the penguin live?  | Bruny Island Tasmania        |



## AUSVELS

### Level 1 Science

Living things have a variety of external features ([ACSSU017](#))

#### Elaborations

- Recognising common features of animals such as head, legs and wings.
- Describing the use of animal body parts for particular purposes such as moving and feeding.

Living things live in different places where their needs are met ([ACSSU211](#))

#### Elaborations

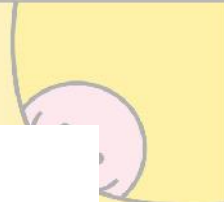
- Exploring different habitats in the local environment such as the beach, bush and backyard.
- Recognising that different living things live in different places such as land and water.
- Exploring what happens when habitats change and some living things can no longer have their needs met.

People use science in their daily lives, including when caring for their environment and living things ([ACSHE022](#))

#### Elaborations

- Considering how science is used in activities such as cooking, fishing, transport, sport, medicine and caring for plants and animals.
- Considering that technologies used by Aboriginal and Torres Strait Islander people require an understanding of how materials can be used to make tools and weapons, musical instruments, clothing, cosmetics and artworks.
- Identifying ways that science knowledge is used in the care of the local environment such as animal habitats, and suggesting changes to parks and gardens to better meet the needs of native animals.





Use a range of methods to sort information, including drawings and provided tables  
(AC SIS027)

## **Elaborations**

- Using matching activities, including identifying similar things, odd-one-out and opposites.
- Exploring ways of recording and sharing information through class discussion.
- Jointly constructing simple column graphs and picture graphs to represent class investigations.

**Reference:** <http://ausvels.vcaa.vic.edu.au/>