

# BACKYARD BUDDIES TEACHER RESOURCE

Stage 1 Science & Technology

Outcomes: ST1-1WS-S, ST1-2DP-T, ST1-4LW-S



PUGSLEY THE ECHIDNA OUT EXPLORING photo by Paul Fahy

Students can learn so much by exploring living things in their own backyards. They will be challenged to apply their understanding of the needs of all living things and if they could provide help to living things in order to aide their survival. During the zoo workshop, your students will meet a variety of native Australian animals. Many of these creatures are able to be found in their backyards, local parks, reserves or even in the schoolyard. Students will learn how to discover and identify common garden invertebrates and how to create habitats for local native animals.



*For the Wild*



# SUGGESTED ACTIVITIES

Pre or post zoo visit

## NATIVE, INTRODUCED, OR PETS?

Show your students a series of photos of animals found in your local area that are either native, introduced or pets.

- Discuss reasons why animals are introduced and what some do to our native animals.
- Discuss what pets can do to our native wildlife, particularly if let outside at night when nocturnal animals are active.
- Discuss which birds bully native birds and take their habitats.



## WILDLIFE SURVEY

1. Find a suitable area in your school grounds or local reserve to do a wildlife survey. This could be one or multiple locations. You may like to use Google Earth to include students in this process.
2. Find a 'patch' in the school to comprise the survey area. Have students lie down with their eyes closed and use their senses to smell and hear the signs of life around them. Have them take note of any unnatural sounds and smells, or ask your class to complete a sound map. As a class, discuss how these may affect the plants and animals in the area. You might like to use a sound recording device to record the sounds heard, which may come in handy for animal identification later.
3. Use your and your students' local knowledge to identify and record the animals in the schoolyard (or local nature reserve). If you are not sure what wildlife is found in your local area, look up what you might find prior to this lesson. If animals are unknown, try

## KEY INQUIRY QUESTIONS

1. What are the external features of living things?
2. How can we improve a local environment to encourage living things to thrive?



- to capture a photo of them and get students to help you describe it. You could submit this information for species identification into one of the links given below on various identification sites. You can also look for 'evidence' even if the animal is nowhere to be seen. For example feathers, nests, dreys, web, scat (droppings), burrows, tracks and even bird calls can be used to determine the presence of animals.
4. Analyse your results. Your students may have recorded several different animals in your wildlife survey. Discuss the differences between a native, pet, pest and introduced species (see task below). How many animals did they discovered, what types of animals they found (invertebrates, birds, mammals, reptiles, amphibians, fish?), which were most common in your findings and were any species 'missing'? Can your students identify which species of animals are introduced or pest species?

## LINKS:

[Australian Museum](#)

| [Questagame](#)

| [iNaturalist](#)



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# SUGGESTED ACTIVITIES

Pre or post zoo visit

## BECOMING A BACKYARD BUDDY

Animals need food, water and shelter to survive. Being a backyard buddy means helping an Australian animal in need.

1. Conduct a class survey to discover their favourite animal from the wildlife survey task. You might include animals that was not found in the survey, but are known to live nearby. Choose your classes top 4 animals and brainstorm their ideas by creating a mind mapping poster. Put each animal in the centre and bubbles surrounding.
2. For each animal, facilitate a brainstorm on their particular needs given their setting. For example, rainbow lorikeet – native flowers & water bath, possum – nest box & native flowers, frog – shade, fresh water & no insect poison, lizard – hollow rock / pipes & native flowers, etc.
3. Tick the needs that are already being met for the animals in your school and circle the ones that you think require further development. As a class, cross the ones that you are unable to help.
4. Once complete, use the data to help your class agree on a Backyard Buddy to help.
5. As a class, design and make something that is going to help your chosen animal e.g. nest boxes, water features, shelters.

See below examples for becoming a backyard buddy to a local possum species.



Tree hollow, drey or nest box



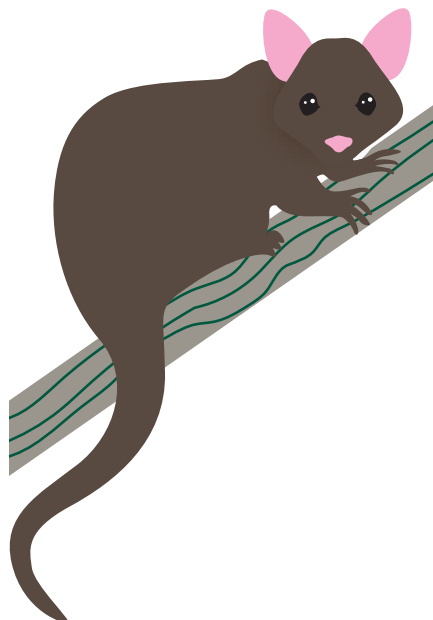
Free from cats



Native trees



Hiding place



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*For the Wild*

# BACKYARD BUDDIES ZOO WORKSHEET

## TREE SHAKE ACTIVITY

Shake a tree, what can you see!

### EQUIPMENT:

- 1 white sheet
- 1 magnifying jar
- 1 magnifying glass
- 1 small soft brush



### REMEMBER!

An invertebrate is any animal without a backbone like flies, crickets, cicadas, spiders, caterpillars, beetles and MUCH more!




After your tree shake at the zoo, answer the questions below on what you found!

How many invertebrates did you find? \_\_\_\_\_

Choose one invertebrate to and fill in the table to describe its features.



Wings	Legs	Colours or patterns	Eyes	Antennae
				

Can you name this invertebrate? \_\_\_\_\_

Draw your invertebrate and label as many parts as you can!



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# BACKYARD BUDDIES ZOO WORKSHEET

## LIZARD LOUNGE

Use the see, think, wonder chart to answer questions about the lizard lounge built during your zoo lesson.

What did you SEE?	What did you THINK?	What did it make you WONDER?

Why would a lizard lounge be important for lizards that live near you?

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Draw and label all the important features of a lizard lounge.

