

# Multimedia Presentation On an Endangered Plant or Animal

Teacher resource kit for  
District Wide Assessment Task



# Multimedia Presentation on an Endangered Plant or Animal

## New Basics referents

### Life pathways and social futures

- Collaborating with peers and others

### Multiliteracies and communications media

- Blending traditional and new communications media
- Mastering literacy and numeracy

### Active citizenship

- Interacting within local and global communities

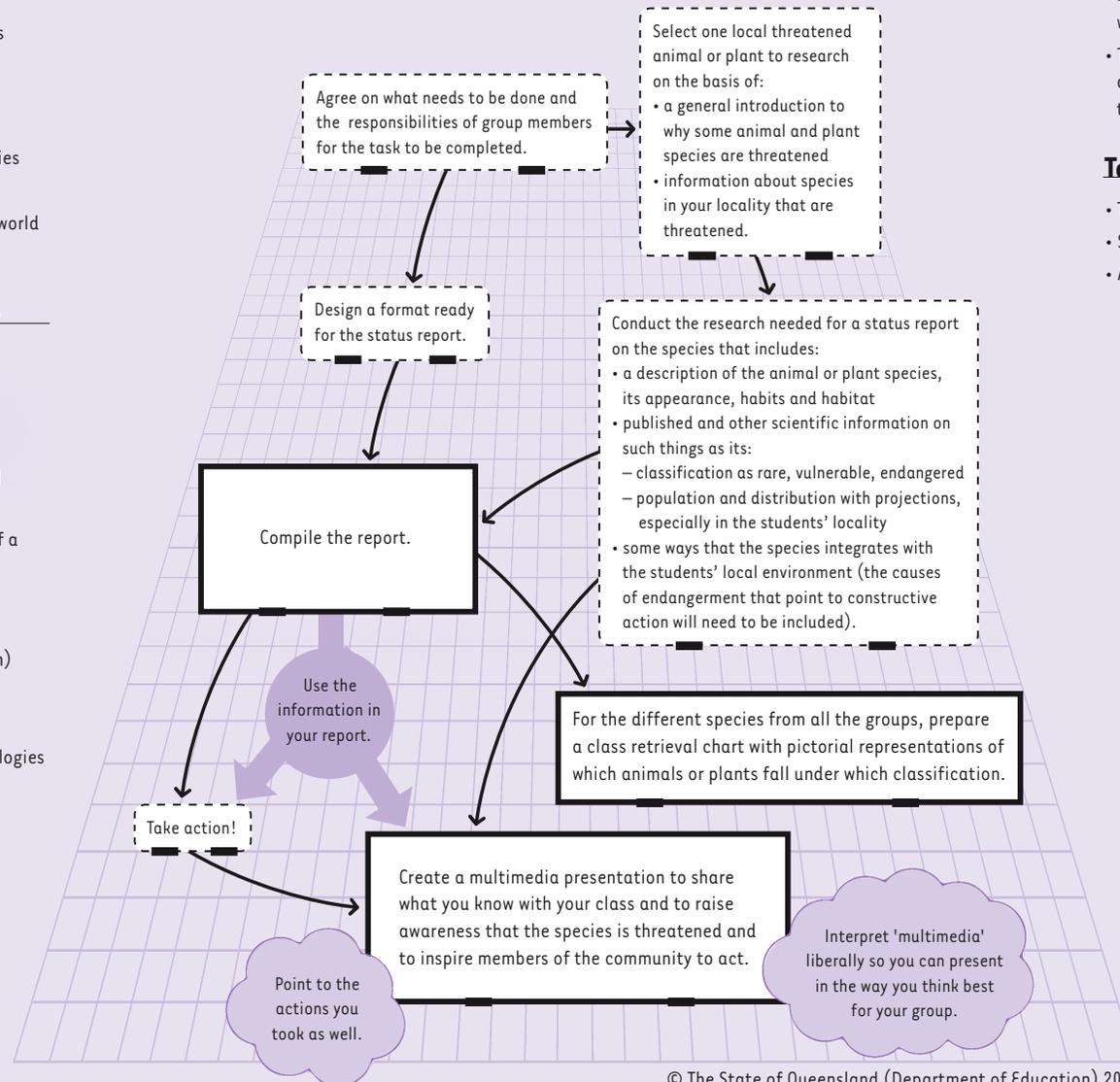
### Environments and technologies

- Developing a scientific understanding of the world
- Building and sustaining environments

## Targeted repertoires of practice

- Classifying ideas and information
- Collecting and collating data
- Comprehending the concept of ecological interrelatedness
- Comprehending the concept of environmental responsibility
- Dealing in an orderly manner with the parts of a complex whole
- Presenting a persuasive argument
- Respecting the integrity of primary evidence (and reporting data without bias or distortion)
- Setting out information in a cohesive report
- Structuring an argument
- Understanding the potential of media technologies

Students will investigate a threatened Australian plant or animal and the extent to which it is at risk. They will use this investigation to take constructive action and create a persuasive and informative multimedia presentation.



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## Ideas, hints and comments

- Animals can include birds, insects and reptiles.
- Research might involve CDs and the Internet, but may need to draw also on local expertise, where available.
- There might be value in involving students in additional positive action after completion of the task.

## Task parameters

- Task intensity: high
- Students are to work in groups.
- Available grades: 3



**Australian Government**  
**Great Barrier Reef**  
**Marine Park Authority**

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Artwork by Patricia Galvin and Shenoa Sultana

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## Acknowledgments

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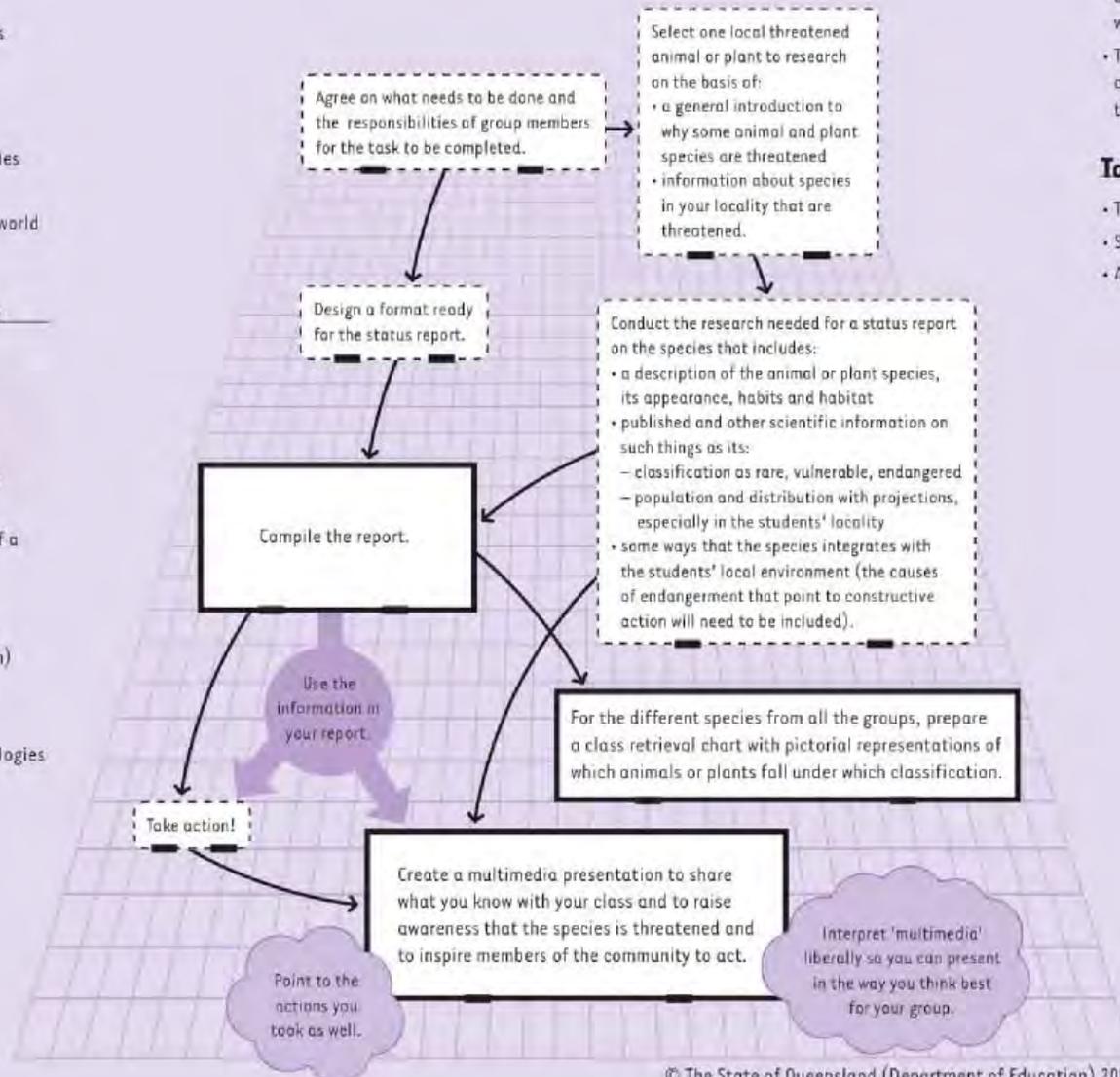
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## The Audience is the key to success

Choose the audience for the presentation right at the start. The audience determines the best form of presentation. For adults, a well rehearsed electronic presentation and a handout to take home to put on the fridge could be a good combination. For younger children it may be a puppet show and songs. The right approach for the audience is critical.

## Grading Master

The Grading Master is copyright Education Queensland and available for Education Queensland schools from:

<http://education.qld.gov.au/corporate/newbasics/pdfs/yr3rt2grade.pdf>

The Grading Master is an essential part of planning to implement the task with students. It describes the standard of work expected. Importantly, it shows the interconnection between the three products of the task (Status Report, Retrieval Chart and Multimedia Presentation).

### Using a Grading Master – in brief

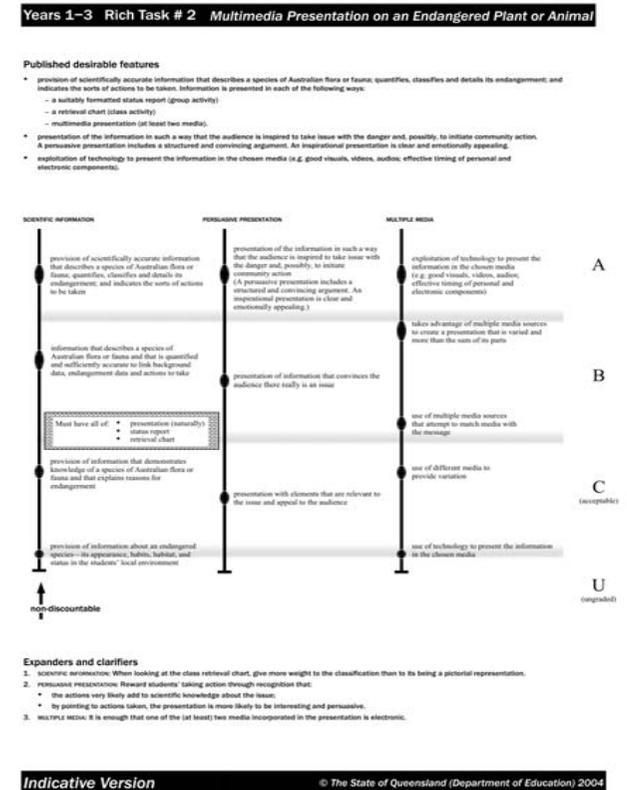
Read the student work looking for its strengths.

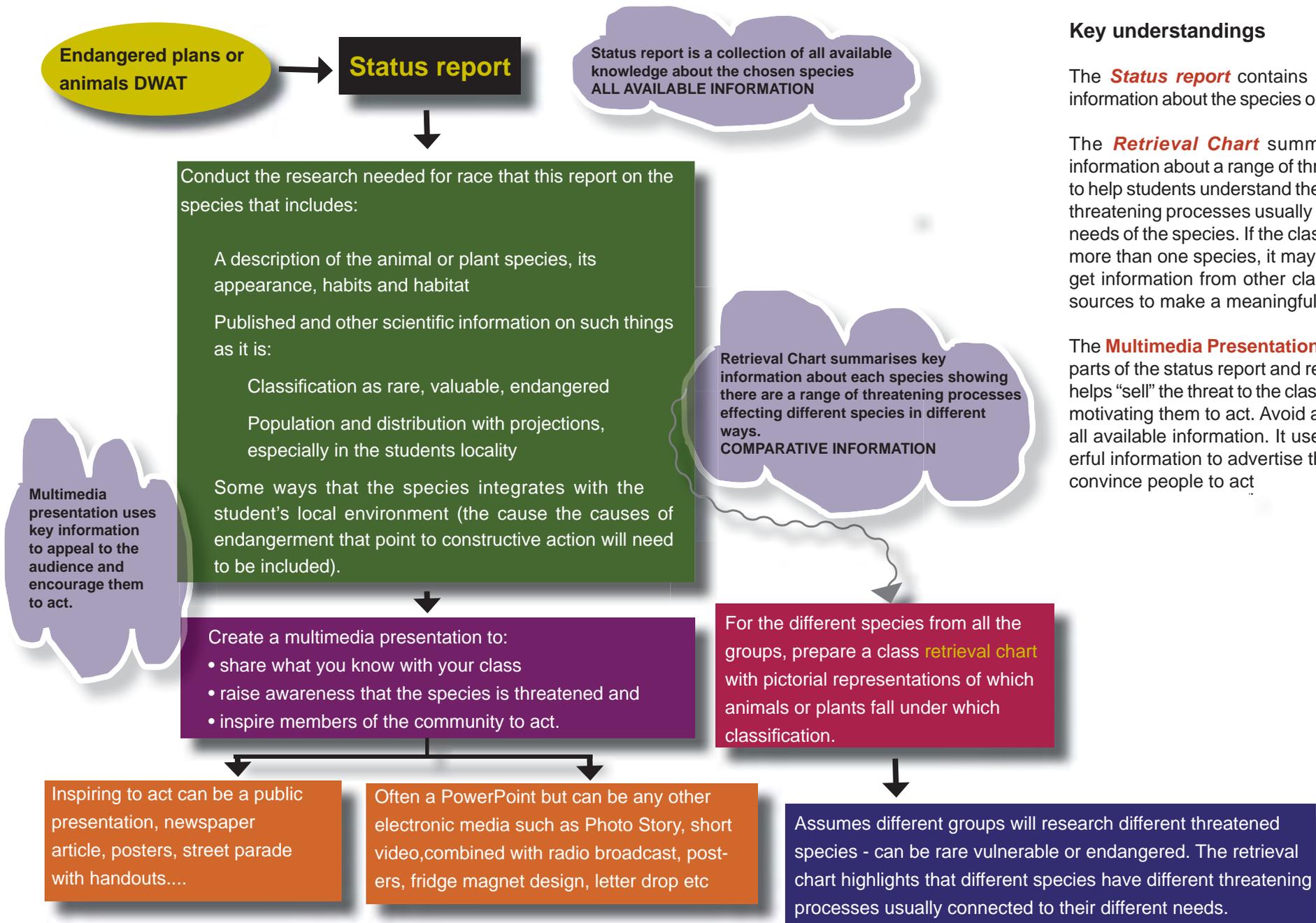
Look at the section of the Grading Master that matches the strength of the work. There is no need to work from left to right. If the strongest part of the work is the Persuasive Presentation, begin looking for the grade there.

Then look at the next strongest part of the work and see what it tells you about the grade. Look at the third section of the Grading Master and locate the standard there.

Look across the three sections. The appropriate grade is the one the work is “most like”. Where one section of the Grading Master makes the decision about a grade difficult, have another look at the tentative grade on that section to help make the final decision.

Figure 1: Year 1-3 Rich Tasks # 2 Multimedia presentation on an endangered plant or animal  
See Appendix A.





## Key understandings

The **Status report** contains all the available information about the species one group studies.

The **Retrieval Chart** summarises the key information about a range of threatened species to help students understand there are a range of threatening processes usually connected to the needs of the species. If the class does not study more than one species, it may be necessary to get information from other classes, schools or sources to make a meaningful retrieval chart.

The **Multimedia Presentation** uses only those parts of the status report and retrieval chart that helps "sell" the threat to the class and community motivating them to act. Avoid a boring report of all available information. It uses selected powerful information to advertise the problems and convince people to act

## Choosing a threatened species

There are many marine threatened species and excellent information is available from the Great Barrier Reef Marine Park Authority website.

[www.gbrmpa.gov.au](http://www.gbrmpa.gov.au)

Classifications vary across State and Federal governments. You will often find different names for the categories and one species can have different classifications in each area. Choose one classification system, say which it is and use it consistently.

It is important to choose a local species if children are to convince the local community to act. It is much harder to convince people to act for a remote species.

You can access the Environment Protection Agency Wildlife Online database at: [www.derm.qld.gov.au/wildlife-ecosystems/wildlife/wildlife\\_online/index.html](http://www.derm.qld.gov.au/wildlife-ecosystems/wildlife/wildlife_online/index.html)

This site allows you to generate a list of all documented species for your area. You can select by:

- Council area,
- National Park or other defined area ( State Forest, Conservation Park etc);
- defined area using latitude and longitude to define a rectangle; or
- use lat and long to define a point and an area up to 25km around that point

You can find the lat and long data from Google Earth. Enter the name of a town in the area of interest in Google Earth. Right click on the town to open a menu and choose Get Info. That window will have the lat and long data for the town. There is a detailed description of this process in *Appendix B*.

This will give you an up to date list of species for your area. You can use any threatened species for this task even though the title refers to “endangered” the task description says “Students will investigate a threatened Australian plant or animal and the extent to which it is at risk.”

Seriously consider threatened plants. It may be possible to get seed or cuttings of local threatened species from a nursery specializing in Australian native plants or the Cooktown Powerhouse botanic gardens for Cape schools. Other legitimate sources may be available. Avoid collecting from the wild as your class may be contributing to the extinction of the species they are trying to save.

It is possible to handle and grow plants that cannot be done with threatened animals, reptiles or insects. This can make the experience much more personal. You do need much longer lead times to grow and distribute plants so the task would have to be started at the beginning of the year to be successful with plants.

There are two major things to do in this task:

- Collect all available information about the species to understand why it is threatened;
- Convince others in your class and wider community to help save the species.

Limited available information is not a reason to abandon the species. Indeed, it is an excellent reason to get involved as the best action would be to encourage others to collect more information.

It may not be appropriate to ask local Aboriginal families to stop hunting as this is their traditional right. There is more discussion of this later. For this reason, choosing dugong or turtle could cause local problems. Aurukun students in 2003 chose not to ask their Elders to limit hunting turtle. Instead, they mounted a campaign against feral pigs that were digging up nests. This was widely supported by people inside and outside the community and led to successful ways of minimizing pig damage.

Help children choose the species to study so they have a reasonable chance of meeting the two main requirements of the task.

Ideally each group should study a different species. If this is not done, at least investigate several possible species recording key information in a retrieval chart before selecting the species to be studied.

## Helping students collect Status Report information

The most up to date western science information on an endangered species will come from the Internet. Help students critically evaluate Internet information as it is not all accurate. Look for multiple reputable sources to cross check information. Some of the most detailed knowledge of the species may come from local Indigenous people who have hunted or used the resource for hundreds of generations. A hunter and gather of resources must know their resources very well if they are to be able to collect and use them successfully. Indigenous knowledge will see things differently from

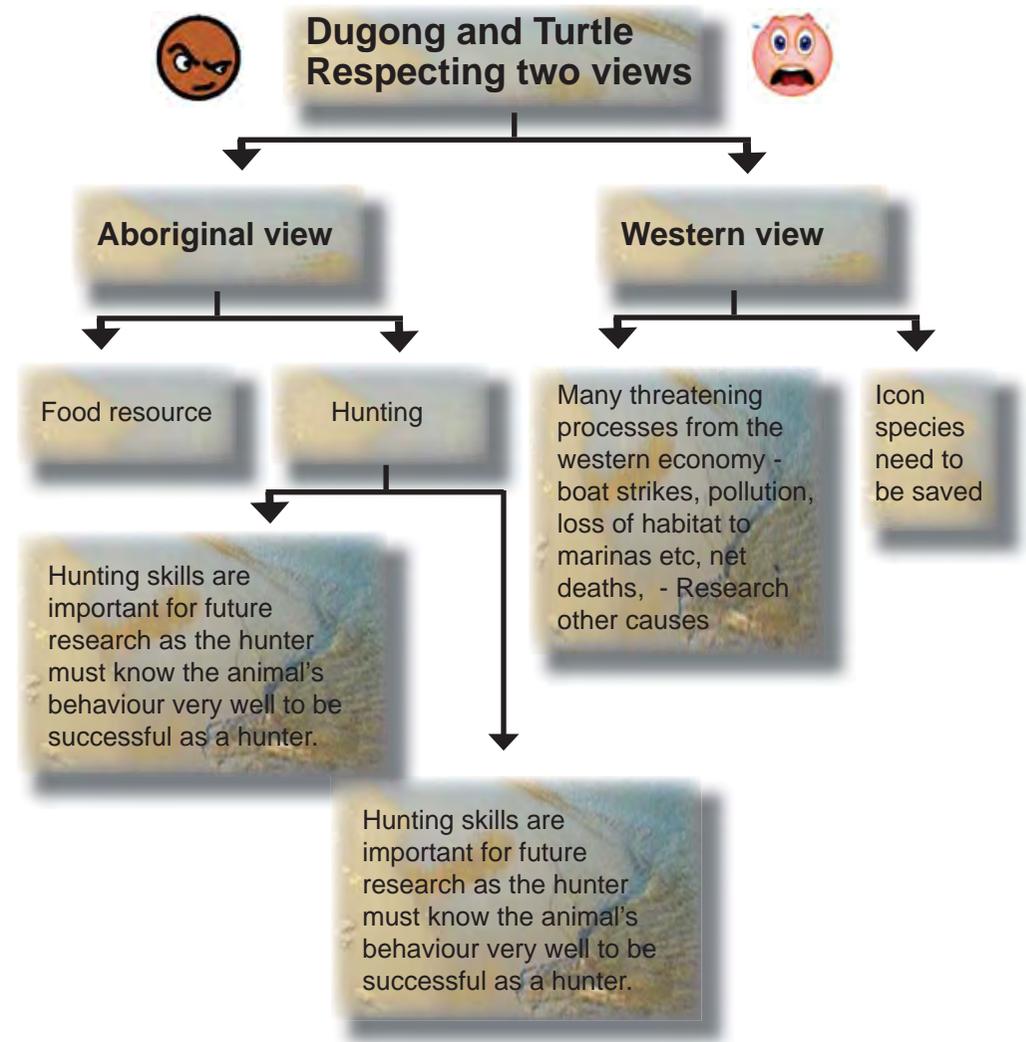
western scientific knowledge. Both are valid ways of seeing the world and students experience will be richer for using all available knowledge.

### Accessing Indigenous Knowledge

Indigenous knowledge may not be as readily available as Internet knowledge. You will need to build a relationship with those providing the knowledge by showing respect and valuing the knowledge and the people. You will have to demonstrate you are serious about valuing the knowledge. When making appointments to have an Indigenous person visit your class, set up at least 3 options so there are “fall back” positions should something prevent the first planned visit. Make sure transport is available as this is often a problem.

Have students prepare questions in advance of the visit and vet the questions to make sure they are appropriate. This step is necessary as children reflect the attitudes of adults around them and those opinions are not always well informed. There are also differences around Indigenous hunting rights and other issues that may need to be moderated.

Once there is a positive start to the discussion with some good questions, the remaining discussion is likely to be positive and productive. It is important for the teacher to be aware that you are inviting someone from a culture very different to your classroom into that space. Appropriate consideration to these differences must be given for a good outcome.



### Pairs and RAS Alert

An excellent technique for helping students get the most out of a guest speaker or video they watch. The teacher identifies the key points about the speaker or movie they want the students to heed.

For example, if watching a movie about the life history of dugong, you might direct the students to look for:

- |                                  |                                  |
|----------------------------------|----------------------------------|
| 10 facts about dugong            | 3 threatening processes          |
| 2 things not well understood     | 3 scientific terms about dugongs |
| 2 scientists researching dugongs | 3 positive human actions         |

Students work in pairs – A and B. Break a long movie into about 8 minute chunks to maintain attention. After each segment, Student A talks about one of the things looked for starting at the first item and working their way around the boxes. Student B writes dot point summaries as A talks. When A pauses or passes, swap roles so B does the talking and A the writing

**KWHL – What I Know (K), What I want to know (W), How I will find out (H), What I have learnt (L)**

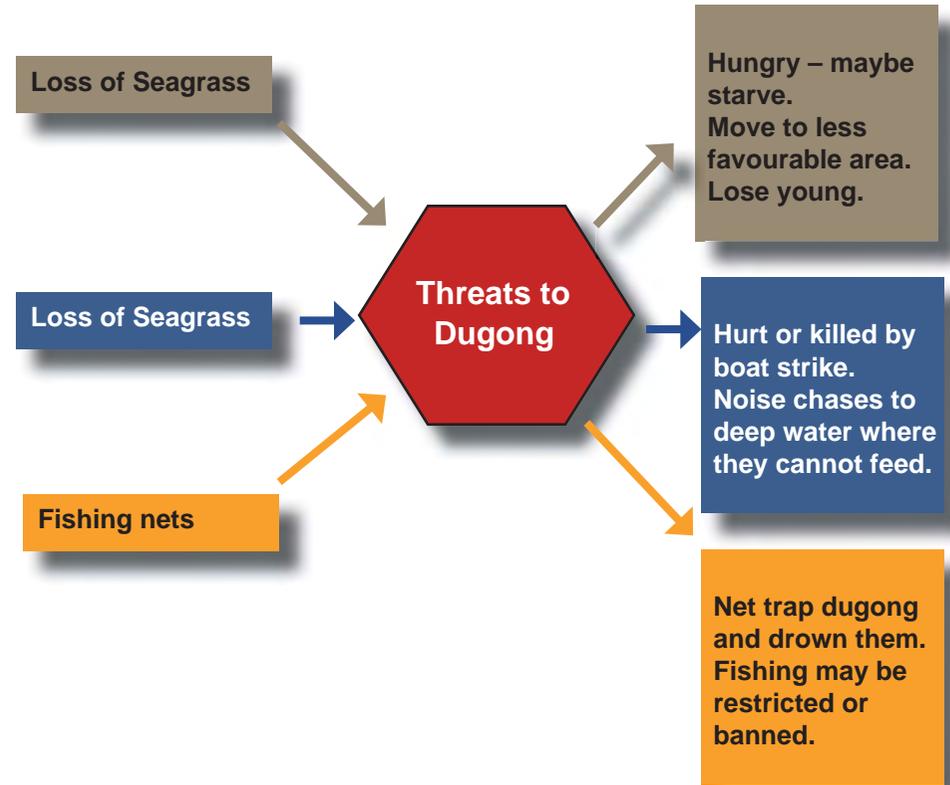
Set up a table with headings as follows. List known things in the first column and think about questions that that knowledge raises. A very simple starter example follows.

WHAT I KNOW (K)	WHAT I WANT TO KNOW (W)	HOW WILL I FIND OUT? (H)	WHAT HAVE I LEARNT? (L)
Turtles lay eggs	Where do they lay? How often? Do they always lay in the same place? How old are they before they start laying?	Google search GBRMPA website Contact a school near a turtle beach	Add the results of your search here.

Ideas such as KWHL, PMI, Cause – Effect maps are drawn from the work of Eric Frangenheim available through his book Reflections and in the Innovative Teachers Companion – a teacher’s diary.

**Cause - Effect Maps**

These are a good way to link causes to problems for the species studied. They summarise important information as it is found. A simple example for dugong follows:



A well structured cause and effect map can make a great poster

**Strategies for using Internet information with children**

Much of the most useful information on the Internet or in books and magazines is written for an adult audience. That does not make it impossible for children and young audiences to use – it just means smarter ways of using it are needed.

As adults, we sometimes just scan an article for bits of information. This is an important skill. Using adult material helps students develop the scanning skill when the material is too difficult to read conventionally. Young people brought up on a diet of commercial TV are used to information grabs as the story unfolds in rapid takes between advertisements. Watch any serial to see just how fast the story flicks between multiple segments to sustain interest. Use this skill to “mine” a page of information for useful bits without reading the whole document.

### Make a hotlist

A hot list is a list of websites in a Word document with comments about what to look for on the site. It is a great way for teachers to direct students to the most useful sites while still giving them the opportunity to collect the information and link to other sites after a good start.

The hot list can be enhanced by adding questions or things to look for at each site to further direct the students. Space can be left for typing in answers to questions or the student might be directed to collect information in another Word or PowerPoint document using drag and drop or cut and paste facilities.

Hotlists can be quick to create starting with an Internet search. Find a suitable site, copy the URL and paste it into the hotlist document. It is a good idea to copy an image from the target page and put it near the URL so students immediately recognise they have gone to the right place.

A sample hotlist directing students to sites about Turtle and Dugong is provided in Appendix B. It could be improved by adding questions about each site or use Pairs and RAS Alert to get students to focus on particular types of information.

### Google or Bing or other Search

Google or Bing or other Search Use Tabs if they are available in your browser to make moving between pages easier. Right click on links to open them in a new Tab so your search page is ready to go back to quickly.



### Narrow the search

Searching for dugong will find a lot of different information. A search for dugong breeding will find more detailed information about how dugong breed. This is a great opportunity to teach students search and critical literacy skills.

As you collect information about your species, look at what is missing as well as what is there. Search for the missing information to fill the knowledge gaps.

### Use Google Images

When you do a Google search, you get some choices on the Google search page. One of them is images. Use this to find the photos you might need for your report and presentation.

Look at the other choices on the page. Some will help you find Australian information. Explore the choices to see if they will help your search. You may be able to look at videos and include them in your presentation.

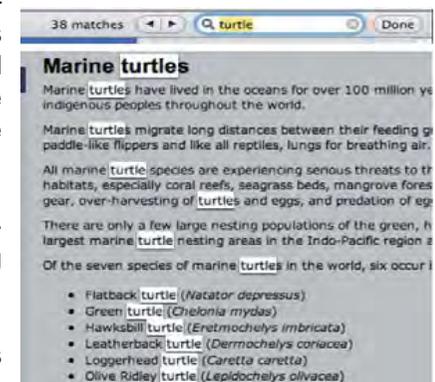


### Use the Find command to “mine” the page

Use the Find command (on the Edit menu – look for the shortcut too) to look for key words (eg turtle) then read around that word to find useful information. The Find command has the advantage of highlighting the key word on the page to make it easy to find.

Different browsers put the search box in different places on the screen. It will look something like this.

Type the search term into the box and press Return or Enter to start the search.



## Find a helpful adult

If students have a computer at home, encourage them to get others at home to help understand information from websites. Students may be able to email links to themselves to investigate at home.

At school, ask other students, your teacher or Teacher Aide for help.

## Look for pictures

When you click on a link, look for pictures of what you are searching for. If there are no pictures, the page is probably too hard to read. Go back to your search page and try another link.

## 20 Questions

Play a version of 20 questions. Because everyone knows what is being researched, you lose if you say the name of the species in your question. Children have to ask sensible questions about the species without saying its name. Allow extended answers rather than just Yes/No.

Examples: Does it breathe air? What does it eat? How is it born?

Good questions will uncover things the presenting team may not know so they can continue a purposeful search.

## Alpha ladder

Students create an alpha ladder poster about their chosen aspect of nature. i.e. collect one or more facts for each letter of the alphabet. In practice, they will find lots of words for frequently used letters such as S and may never find words for X, Y and Z. These harder letters keep the thinking going. Stop when plenty of facts are available.

Allow up to a week of brainstorming & immersion. Visit a library or search the Internet if possible to collect initial information & then make it their job to continue to collect information from home & other places. Bring info to school 3 times per week to check progress. Give about 30 min of school time to do some more research & demonstrate progress to teacher & share sources of information with peers.

Display the poster in the classroom so the information is shared & can inspire others.

## Web Quest

A Web Quest is a structured purposeful investigation leading to a report and usually action. There are thousands of web quests available online ranging from simplistic to comprehensive examples. A simple Web Quest may be appropriate for this task to guide students to useful resources. Too much structure reduces the opportunity for students to explore their own ideas and solve their own problems.

In general, students are given specific roles in teams so each member brings key information to completing the set task.

A few examples are included here for their relevance to threatened Australian species rather than for their quality. They are reasonably simple examples. Some listed resources may be of interest.

<http://csusap.csu.edu.au/~kgriff11/webquest/index.html>

[www.webquestdirect.com.au/webquest.asp?id=601](http://www.webquestdirect.com.au/webquest.asp?id=601)

<http://web.utk.edu/~ctmelear/ossabaw/laurasmith/default.html> (The Evaluation section could do with some improvement.)

<http://education.qld.gov.au/learningplace/onlinelearning/courses/courses-tt.html> (Available to Education Qld employees only – not reviewed.)

[www.nisd.net/blattman/links/4/sea\\_turtle/1\\_kemps\\_ridley\\_webquest.htm#Process](http://www.nisd.net/blattman/links/4/sea_turtle/1_kemps_ridley_webquest.htm#Process)

While based on a Texas turtle, this is a good example of a well structured Web Quest with specific roles for each team member and a good list of resources. A range of products of the quest are available for students to choose from.

### Retrieval Chart

The retrieval chart assumes each group in the class studies a different threatened species and they summarise information in the retrieval chart.

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The main purpose of the retrieval chart is to show there are many different threatening processes and show how a need of the species is not being met for at least one part of its life cycle.

The retrieval chart can contain the key heading of Threatening Processes. Once these are listed for each species, other relevant information about the species can be added. Relevant information shows how the needs of the species are not being met leading to endangerment. A common heading will be Habitat because habitat loss is a threatening process for many species. A heading like Size may not be relevant for any species. If it is relevant for one species, it should be included for all to show it is not important for others.

Option 1: Groups research different species. Complete the retrieval chart as above.  
Option 2: Whole class studies one species. This is a common response to this task. It loses the capacity to sensibly compare threatening processes in the retrieval chart. Perhaps the best way to deal with this is to lead students through a species selection exercise at the start of the task recording information about each species in a retrieval chart to help select the species to be studied.

Option 3: Encourage groups to choose a second threatened species from the local list and do a relatively quick search for information using processes similar to those used to study the main species. This should give sufficient information to complete a purposeful retrieval chart and is a valuable application of the processes learnt as a class.

### **Multimedia Presentation**

It is important to consider the Grading Master before starting on the multimedia presentation.

- presentation of the information in such a way that the audience is inspired to take issue with the danger and, possibly, to initiate community action. A persuasive presentation includes a structured and convincing argument. An inspirational presentation is clear and emotionally appealing.
- exploitation of technology to present the information in the chosen media (e.g. good visuals, videos, audios; effective timing of personal and electronic components).

The multimedia presentation uses the strongest information from the status report that is likely to inspire the audience to act. Note the Grading Master focus on “structured and convincing”, “clear and emotionally appealing”. A mere repetition of all the information in the status report will not do the job here. This is essentially a strong advertising campaign based on factual information. The class could study TV and radio advertisements carefully to see how they get their message across and use appropriate techniques to get their own message across.

While the use of multiple media is required, it is the quality of the final product that determines the grade – not the range of media used.

Use the best tools for the job in building the presentation.

### **Four values**

Dr Len Webb identified four values of the tropical North Queensland rainforests he studied for most of his career as a CSIRO scientist. These values are:

Economic value – what we can buy or sell with it (eg tourism)

Scientific value – what we can learn from it

Aesthetic value – its beauty and what we enjoy about it

Intrinsic value – its right to exist (independent of any human wants and needs)

These four values can usually be seen in any species. They can be a powerful framework for organising and presenting information about the species being studied.

### **Decide the main media to be used**

Have the class brainstorm possible ways to get the message across. An Alpha Ladder may be useful to get some zany ideas! Look at the Grading Master again to make sure the qualities of a great presentation are clear for students. Choose the main media to be used. Others can be added later.

A combination of media is more interesting than a single one. Don't forget the power of the puppet in the hands of students.

## Plan the campaign - Storyboard

Start with 4 ideas or pictures – the “backbone” of the presentation. Sketch out the key messages for each element of the presentation. This would be four key slides in a PowerPoint or the key ideas in a poster or play.

- Grab attention at the start
- Provide essential detail
- Explain the danger
- Options for action

Sketch in additional detail through pictures, video, music and words as needed to get the essential message across. Consider any other media needed to engage the intended audience.

## PMI – Plus Minus Interesting

Brainstorm the Pluses about the species. Why is it important to its environment? Why is it important to humans? What other values does it have?

What are the minuses about having this species in the environment? What are the costs to humans of saving the species?

How can you minimise the costs and maximise the gains? This will give ideas for effective action.

What are the interesting things about the species that might engage the audience and persuade them to act?

A PMI should identify the main points to be used in the multimedia presentation and how best to use them.

## What is multimedia

Multiple media can be as little as a poster and a speech but this is not the spirit of the task. This task asks students to find the best media for the job of convincing an audience there is a problem and they can do something about it. Pictures do speak

louder than words so are an important part of any presentation.

Avoid overdoing the media. Children love PowerPoint transitions and the presentation can become an opportunity to put in every transition possible. People watch the transitions instead of the message.

Before finalising the choice of media, look at the Grading Master to see what outcome students are aiming for. Choose the best media for the job.

It is useful to distinguish between the multimedia tools that are available and the final presentation. The range of tools might include (but is not limited to):

**Picasa** – a free Google photo storage and manipulation product that is a good way to organise photos collected during the research phase. It is a great way to crop, rotate, touch up to correct flaws and add text to photos in creative ways. It makes great collages of photos that can be very effective in getting multiple messages across in one image.

**PowerPoint** (especially in Office 2007) has a good set of graphic editing tools allowing images to be set on creative backgrounds, framed, shadowed etc to make very appealing slides. It allows text to be added as Word Art for impact or via text boxes for information. It is a very flexible and reasonably easy to use tool for making great pages as A4 posters or smaller handouts printed several to a page. As a presentation tool, it can provide a smooth professional product including music, video and voice overs that are controlled by the presenter. This allows for live interactions with the audience that is generally not possible in a video format.

**PhotoStory 3** is a free product from Microsoft that does a good job of turning still images into a movie with background music and voice-over. It will accept slides made in PowerPoint and exported as .jpeg or similar formats allowing more sophisticated editing in PowerPoint or Picasa. It is much easier to add voice and music to PhotoStory 3 movies than PowerPoint. The final product can be burnt to DVD with suitable software and could be distributed to the audience for little cost or sold to support a donation for the cause. It is not possible to use video with PhotoStory 3.

**Movie Maker 2** can use a combination of video, stills music and voice to make a movie. It is somewhat more complex than PhotoStory 3. but a necessary choice if video is to be used.

For Macintosh users, the equivalent software is iPhoto or Picasa, PowerPoint and

iMovie. iDVD will burn any suitable material to DVD.

Any combination of the above tools can be used to produce a multimedia product. Creative use of a combination of tools can give dramatic results. All tools can be used to produce quite bland results. It is not the tool that is important – it is the creativity and planning of the user that makes the difference.

## Additional resources

### Education Queensland New Basics site

<http://education.qld.gov.au/corporate/newbasics/html/richtasks/year3/resourcesrt2.html>

Some of these may be dated and some links may no longer work but it worth a look. louder than words so are an important part of any presentation.

### Hotlists

An interesting example of a hotlist for teachers can be found at the link below. I think it fair to say that the author needs to spend more time in Australia! Perhaps your students can send some quality information about Australian Animals and most other things Australian!!

[webtech.kennesaw.edu/jcheek3/australia.htm](http://webtech.kennesaw.edu/jcheek3/australia.htm)

The Franklin Institute Education Hotlists contains a large collection of hotlists that are worth browsing to see examples of hotlists in action.

[www.fi.edu/learn/hotlists/](http://www.fi.edu/learn/hotlists/)

## Appendix A – Accessing the Wildlife Online data base for your area

You can access the Environment Protection Agency Wildlife Online database at:

[www.derm.qld.gov.au/wildlife-ecosystems/wildlife/wildlife\\_online/index.html](http://www.derm.qld.gov.au/wildlife-ecosystems/wildlife/wildlife_online/index.html)

This site allows you to generate a list of all documented species for your area. You can select by

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- use lat and long to define a point and an area up to 25km around that point

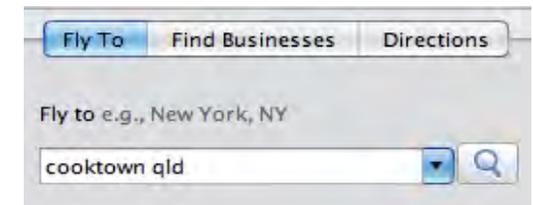
### Finding Latitude and Longitude data for your place

You can find the lat and long data from Google Earth. Enter the name of a town in the area of interest in Google Earth.

You may have to point at the town name to get the parts linked to the town to separate. You are looking for this symbol.



Right click on the above town symbol to open a menu and choose Get Info. The window that opens will have the lat and long data for the town.





You can use the lat and long numbers as the centre of a search of Wildlife Online. Choose Generate a species list for a specified point.

Fill in the form with your data. Leave out the minus sign that Google Earth puts in front of the latitude value.

Choose pdf format if you only want to read the data. The text file lets you open it in Excel where you can search and sort powerfully.

The data will be sent to the email address you enter.

### Opening and working with the data

Wildlife Online data comes as a pdf or a text file. There is not a lot that can be easily done with the pdf other than read it. The text file can be opened with Excel

and searched and sorted. The following notes aim to help those not familiar with spreadsheets to make sure your use of the data is easy and productive.

Your data usually arrives attached to an email. If available, right click on the file and choose **Open with...** and choose Excel. If that does not work, you will have to save the file, open Excel and use the Open command to import the file. (The detail of this process will depend on which version of Windows and Excel you are using.)

Kingdom	Class	Family	Scientific Name	Common Name
animals	insects	Lycaenidae	Hypochrysops apollo apollo	Apollo jewel (Wet Tropics subspecies)
animals	birds	Burhinidae	Esacus magnirostris	beach stone-curlew
animals	amphibians	Microhylidae	Cophixalus saxatilis	Black Mountain boulderfrog
animals	birds	Turnicidae	Turnix melanogaster	black-breasted button-quail
animals	birds	Turnicidae	Turnix olivii	buff-breasted button-quail

It will look something like this when opened. Rows 33 on lists the meaning of the codes used.

For the Endangered Species task, you will be interested in the species listed with as Endangered, Vulnerable or Rare in the column headed Q in the header row (Row 46 in the example). These are listed as threatened on the Queensland list.

The Wildlife Online list will usually contain a list of all the species found in the area you asked for. Many will have a “C” for “common” beside their name and most are not threatened at present.

### Sorting to get all the “E’s “ together

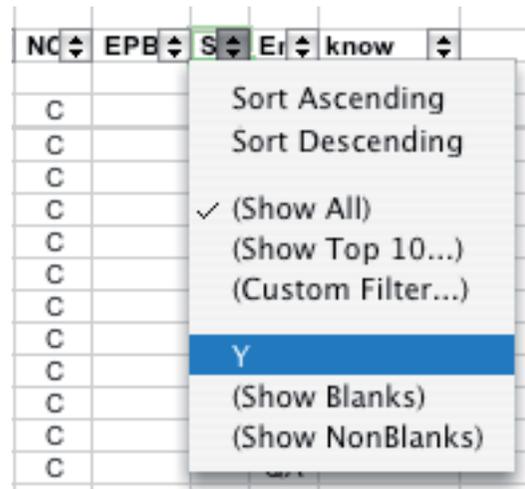
The easiest sorting tool to use for this data is the Auto Filter although there are other ways of searching.

Step 1:

Select the row you want to use as the filter. This will usually be the headings highlighted below. Click on the Row Number at the far left to select the row.

45							
46	Kingdom	Class	Family	Scientific Name	Common Name	I	Q
47	animals	mammals	Macropodidae	Macropus agilis	agile wallaby		C

Step 2: Click once on Data Filter and scroll right to select Auto Filter. Excel 2007 uses Data ... Filter to do the same thing.



Your selected row will now have small arrows to the right of each heading as shown.

Step 3: Select all the “E” entries by clicking on the arrows in the Q header and selecting E

Only entries with E in the Q header will be shown. All other entries will be hidden

Common Name	I	Q
bare-rumped sheath-tail bat		E
common mistfrog		E
greater large-eared horseshoe bat		E
little tern		E
red goshawk		E
Semon's leaf-nosed bat		E

Use the small arrows button in the Q header to “Show All” species again.

Select “Sort Descending” to have the whole list visible with the “V” entries at the top.

Explore other parts of the Filter such as Show top 10.

## Getting to know your data

Explore other ways to sort the data using the following ideas. Then try some of your own. It is important to select “Show All” again after a sort as each sort operates on the results of all existing sorts. Example 3 will show you how this works.

### Example 1 Amphibian list

Create your own amphibian list. Click on the **Class** arrows button and select **Amphibians** from the drop down menu.

Print the list if you like.

Click on **Class** arrows again and select Show All.

Now make a bird list.

### Example 2 Eddie the Eagle?

Make a list of all the species with “eagle” in their common name. Click on the **Common Name** arrows and select **Custom filter**. Click on the box with “equals” in it and choose “contains” from the drop down menu. Type Eagle in the box to the right of “contains” and click OK.

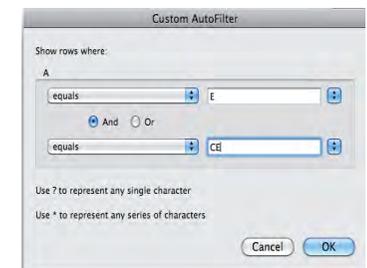
You can print this list or cut and paste it into another document.

Remember to select “Show All” again in the Common Name arrows

### Example 3 Real concern

Which species are on the Queensland and Australian endangered lists?

Use the arrows to set Q (Queensland classification) to “E” and A (Australian classification) to “Custom Filter”. Set the custom filter to “equals” and E on the first choice line. Click the “Or” button and set the second choice line to “equals” CE. The resulting list meets ALL THREE search criteria applied - Endangered in Queensland AND Endangered or Critically Endangered in Australia.



Notice that there are very few sightings or records for these endangered species.

You can see now why it is important to reset criteria to “Show All” before doing a search – otherwise you will search for more than you want and get less than you need.

Don't forget you can use the Find command in Excel to search for a word or more. Use **Edit ... Find** to search for “crocodile”.

## Appendix B – Sample Turtle and Dugong Hotlist

### **A great book on turtles and climate change by a university researcher**

[http://marianafuentes.com/docs/fuentes\\_educational-book.pdf](http://marianafuentes.com/docs/fuentes_educational-book.pdf)

Mariana Fuentes - researcher on climate change and turtles

You can find out more about this lady by looking at her website. It is written for adults but you might find some interesting things there.

<http://marianafuentes.com>

### **ABC radio report about pigs digging up and eating turtle eggs**

<http://www.abc.net.au/news/stories/2010/01/15/2792935.htm?site=tropic>

### **A BIOLOGICAL REVIEW OF AUSTRALIAN MARINE TURTLES.**

Some great pictures of turtles you might be able to use. It is really hard to read because it is written by a scientist for other scientists.

There are maps that you could use to tell some of the story about turtles. Have a look at the site and see what you think is useful.

<http://www.derm.qld.gov.au/register/p02837aa.pdf>

### **A story about turtles and city pollution**

It is not an easy story to read but these questions might help you understand and give you some good information you can use in your Endangered Species task.

Who is the scientist telling the story about the turtles? (You can use his name in your story about turtles.)

What does he say is making the turtles sick?

How does he know this is making the turtles sick?

How long have the scientists been doing this research?

<http://www.sciencealert.com.au/news/20102403-20755.html>

## Connie the sea turtle ate some plastic.

Read this story to find out what happened to her.

<http://www.uq.edu.au/news/?article=10853>

The people helping Connie probably took an X-Ray of her to see what the problem was. Draw a picture to show what they might have found? You will need to figure out what the inside of a turtle looks like to draw this picture.

## How serious is the problem for sea turtles?

Read this information to get some ideas about the problems and what people can do to help. There are some big words in this story. Talk to each other and some adults about any words you do not understand. If you have a computer at home, you could look this site up at home and get people there to help you understand what it is saying. There is a lot of good information here so it is worth the effort to understand it.

<http://www.imaginocean.com.au/pdf/Sea%20Turtles%20NQ.pdf>

## X Ray of plastic in turtle

There is a lot of information about turtles getting sick after eating plastic on this web site. There is also an X-Ray of inside the turtle.

<http://wildshores.blogspot.com/2009/03/documented-reports-of-death-by-balloon.html>

## Turtles in Oman

"Where is Oman?" you ask. Good question. See if you can find out.

Here is a story from a person living in Oman who watched turtles laying eggs on the beach. Lots of pictures and a good story.

<http://bjorn.xanga.com/671971011/item/>

## Chemical Pollutants going into the ocean

*Caution: Carefully consider using this video with young children as it could be distressing. If in doubt, don't use it.*

[http://www.ted.com/talks/susan\\_shaw\\_the\\_oil\\_spill\\_s\\_toxic\\_trade\\_off.html?utm\\_source=newsletter\\_weekly\\_2010-07-27&utm\\_campaign=newsletter\\_weekly&utm\\_medium=email](http://www.ted.com/talks/susan_shaw_the_oil_spill_s_toxic_trade_off.html?utm_source=newsletter_weekly_2010-07-27&utm_campaign=newsletter_weekly&utm_medium=email)

This is a challenging video containing powerful messages about damage we are doing but not seeing. It is not all useable with young children but the messages in the first 5 minutes are so powerful it is worth helping children work through them.

The first 4½ minutes covers general problems of chemical pollution in the oceans and in ourselves. This is relevant to the task. The remainder is about the oil spill in the Gulf of Mexico and is not immediately relevant.

The interactive transcript is great for jumping back to an exact spot in the movie so it can be replayed after a discussion.

A suggested process is:

- View the first 5 minutes of video yourself twice and decide where to stop for discussion. Looking at the transcript may help. Click on the **Open interactive transcript** link to follow the transcript. Click on the text to jump to that part of the video.

### About this talk

[Open interactive transcript »](#)

Break down the oil slick, keep it off the shores: that's grounds for pumping toxic dispersant into the Gulf, say clean-up overseers. Susan Shaw shows evidence it's sparing some beaches only at devastating cost to the health of the deep sea.

- Stop at the 1:55 mark to discuss what flame retardants are. Most are brominated flame retardants meaning they are based on the chemical bromine. Bromine is closely related to chlorine used in swimming pools to kill germs. Too much chlorine in the water stings your eyes. Talk about flame retardants in children's clothing. Lots of children used to get badly burned when their synthetic clothes caught fire

and burned fiercely. Flame retardants reduce the chance of clothes catching fire.

- 2:24 Stop and talk about how the flame retardants get from where they are used and into the oceans. The main carrier is dust. As plastics age, the outer surface crumbles to dust. You usually don't notice this because the item is often broken and thrown away long before the case shows much wear. Things that are handled a lot (like the TV remote) might show this wear. Look for wear on the plastic student chairs. Ask students to suggest how dust of their chairs might get into the ocean.
- 2:45 – Neuro toxins are poisons that effect nerves usually causing them to stop working so the victim is paralysed. If the nerves connected to your breathing muscles are effected, you cannot breathe and die. A lot of the chemicals that get into the ocean effect nerves. Fish are often much more sensitive to these poisons than land animals are. That is why you should not spray insect killer or repellent near fish tanks. What protects you can kill fish.
- 3:44 Talk about the chemicals Susan found in her body. The detail is not important but the number of different ones and the high level of flame retardant is. What might be in our bodies??? Is it an advantage to live in the country rather than the city? It is important at this stage to make sure individuals do not get worried about what is in their body. We have always had a range of chemicals in us but we are adding some new ones.
- 4:38 Stop here and talk about how chemicals are regulated. Medicines get most attention needing years of trialling on animals before general release. Farm chemicals for foods get a lot of testing too but not as much as medicines. Chemicals used to make things like chairs get enough to make sure they are safe while being used but what happens then?? Susan's point is that we don't know enough about what happens then. She is finding high levels of these chemicals in sea animals like seals and herself.
- What effect might chemicals be having on the threatened species you are studying? Does it help if your town is small and a long way from big cities? What can you do to reduce the danger from these chemicals? Eg what should you do with the dust from your vacuum cleaner? Are there other things we should think about to keep these chemicals from getting into the sea?

## Turtle Alpha Ladder

Cooktown Year 2/3 2010 Teacher: Niki Smith

<b>A</b>	Animal Air Attacked	<b>N</b>	Nets Nests Neck
<b>B</b>	Boats Balloons Birds Beach Big Beak, Boat motors, Babies	<b>O</b>	Oil Old Ocean
<b>C</b>	Critically endangered, Crabs Coral Croc Cats?	<b>P</b>	Plastic Pollute Pigs Pull along in sand
<b>D</b>	Dingo Die Dig Dogs	<b>Q</b>	Queen turtle?
<b>E</b>	Endangered Excavators? Eggs Eels Eat seaweed	<b>R</b>	Reptile? Rescuers Reef
<b>F</b>	Fishing line Foxes, Fast Fish Fins Flippers	<b>S</b>	Sea weed Species Sand Shells Swim Sea Gull Satellite Shark Sea grass Sea water Spear Speed? Shadow birds
<b>G</b>	Growing Green Goanna	<b>T</b>	Turtle Trucks Tags
<b>H</b>	Hooks Habitat Hunted Hatch Hiding	<b>U</b>	Underwater
<b>I</b>	Important Information	<b>V</b>	Vulnerable
<b>J</b>	Jellyfish	<b>W</b>	Water Wriggle
<b>K</b>	Killed	<b>X</b>	X-Ray
<b>L</b>	Laying eggs Light	<b>Y</b>	Young
<b>M</b>	Mother Moon	<b>Z</b>	Zoo Zoom?

### Possible Activities

Check the accuracy of any words with question marks.

### Story writing

Print out the words from the alpha list onto slips of paper. In pairs, children pick a random slip and write a sentence or two about the species using their word as a prompt. Arrange the sentences into a logical sequence as a class to make a story. Whole class activity or could be conducted in groups of 4 to 6 as a written Round Robin to collect sentences. Each group then writes its own story from the collected sentences.

## Written Round Robin

Students work in groups. Each student collects a word from the alpha list collection of words. The group is responsible for writing at least one sentence on a separate slip of paper for each word collected. Slips are passed clockwise to the next group who copies the sentences onto their slips of paper changing or improving them as they wish. Continue to pass and copy the slips until they are returned to the original group. Every group should now have a copy of every sentence on separate slips of paper.

Each group writes a story by arranging as many of the sentences slips as possible into a sequence. Groups read their story to the class.

### Option: Illustrate a book.

This is an important activity as it helps children learn how to enrich the story with pictures that add to the text as well as illustrate it. Good presentations contain text and images that complement each other. ie the text tells part of the story and the image adds additional information or insight.

Choose the best book or more than one if they are short enough to be illustrated in a reasonable time. Allocate sentences to pages. Number the pages. Share pages around the class so pairs or groups can illustrate the sentences on their page. Put the book back in order and display the illustrated story.

Illustration can be done by hand and/or using photos and images sourced from the Internet.

### A quick process for turning the Alpha List to a separate word list

*This is a lot easier than it sounds when written down!!*

Type the list up as a table with capital letters for the first word if there is more than one word. Eg Sea weed, Pull along in sand

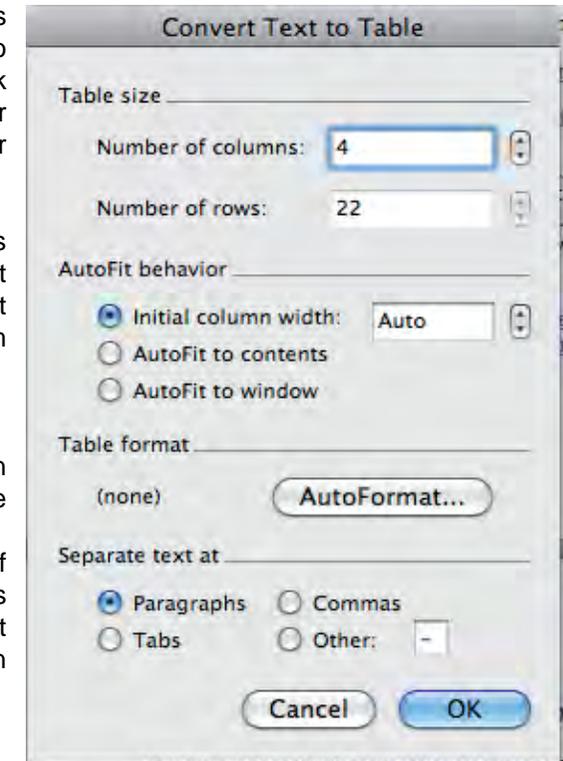
Use the **Table ...Convert ...Table to Text** command to convert the table to text.

Select the text in the list. Use the **Replace ...** command to replace all spaces with a paragraph mark (^p). ie put a space in the Find box and ^p in the replace box. Every word will now be on a new line.

Click in front of lower case words and press delete then space to begin to put these words back together . Continue until all lower case words are put back in their place.

You will now have all the entries on separate lines. You could print these and cut them into strips but it is more economical to put them into a table.

Select the list. Use **Table... Convert ... Text to table** to open the dialogue box shown. The number of columns to choose depends on the longest set of words but 4 columns usually works well. Make sure text is separated at Paragraphs in the bottom section of the box



Click OK and you will get a table ready to print and cut up.

The example here has been converted ready to print. List of words from Cooktown Yr 2/3 2010 Alpha Ladder

Animal	Air	Attacked	Boats
Balloons	Birds	Beach	Big
Beak,	Boat motors,	Babies	Critically endangered,
Crabs	Coral	Croc	Cats?
Dingo	Die	Dig	Dogs
Endangered	Excavators?	Eggs	Eels
Eat seaweed	Fishing line	Foxes,	Fast
Fish	Fins	Flippers	Growing
Green	Goanna	Hooks	Habitat
Hunted	Hatch	Hiding	Important
Information	Jellyfish	Killed	Laying eggs
Light	Mother	Moon	Nets
Nests	Neck	Oil	Old
Ocean	Plastic	Pollute	Pigs
Pull along in sand	Queen turtle?	Reptile?	Rescuers
Reef	Sea weed	Species	Sand
Shells	Swim	SeaGull	Satellite
Shark	Sea grass	Sea water	Spear
Speed?	Shadow birds	Turtle	Trucks
Tags	Underwater	Vulnerable	Water
Wriggle	X-Ray	Young	Zoo
Zoom	?		

### Alpha List Template

<b>A</b>		<b>N</b>	
<b>B</b>		<b>O</b>	
<b>C</b>		<b>P</b>	
<b>D</b>		<b>Q</b>	
<b>E</b>		<b>R</b>	
<b>F</b>		<b>S</b>	
<b>G</b>		<b>T</b>	

<b>H</b>		<b>U</b>	
<b>I</b>		<b>V</b>	
<b>J</b>		<b>W</b>	
<b>K</b>		<b>X</b>	
<b>L</b>		<b>Y</b>	
<b>M</b>		<b>Z</b>	