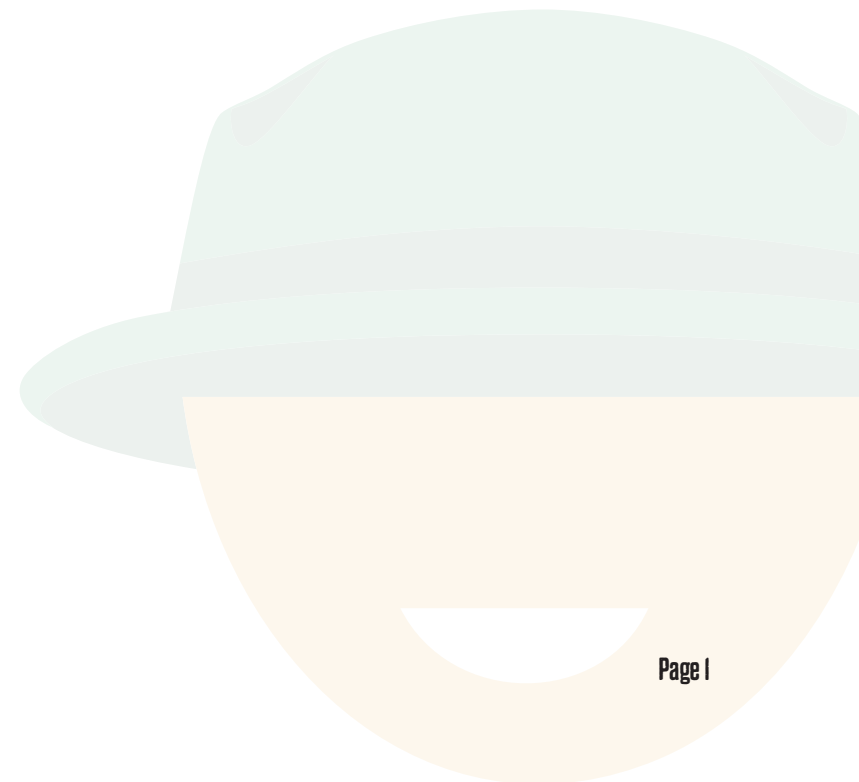




Students will walk in the boots of rangers from Asia or Africa to understand the very important work these wild protectors of the animals and habitats undertake. Your students will;

- Look in depth at the Asian Rainforest or African Savannah through the eyes of those that are employed to care for it
- Visit animals from the focus habitat to become more aware of the different threats wildlife face
- Learn the role of a ranger by undertaking certain responsibilities akin to those carried out in the wild
- Discover how action on the ground can assist to build populations and care for habitats



Curriculum Links 4-6

Science Syllabus

	4	5	6
Science as a Human Endeavour	Science knowledge helps people to understand the effect of their actions (ACSHE062).	Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE083).	Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE100).
Science Inquiry Skills	Represent and communicate observations, ideas and findings using formal and informal representations (ACSIS071).		



Curriculum Links 4-6

Humanities and Social Sciences

	4	5	6
Knowledge and Understanding	The importance of environments to animals and people and different views on how they can be protected (ACHASSK088).		
Humanities and Social Science Skills	Identify current understanding of a topic (WAHASS26).	Identify current understandings, consider possible misconceptions and identify personal views on a topic (WAHASS50).	Identify current understandings, consider possible misconceptions and identify personal views on a topic (WAHASS50).
	Record selected information and/or data (WAHASS29).	Record selected information and/or data using a variety of methods (WAHASS53).	Record selected information and/or data using a variety of methods (WAHASS53).
	Interpret information and/or data collected (WAHASS32).	Interpret information and/or data collected (WAHASS56).	Interpret information and/or data collected (WAHASS56).
	Use decision-making processes (WAHASS36).	Use decision-making processes (WAHASS60).	Use decision-making processes (WAHASS60).
	Reflect on learning, identify new understandings and act on findings in different ways (WAHASS39).	Reflect on learning, identify new understandings and act on findings in different ways (WAHASS63).	Reflect on learning, identify new understandings and act on findings in different ways (WAHASS63).