Teacher Support Pack

Danger Games

Years 7-10

Overview – This experience provides an introduction to the current threats to the survival of Western Australian species in the wild. It is loosely based around the 'The Hunger Games' by Suzanne Collins which many students are familiar with, but it is not essential to have watched the movies or read the books. The context for the 'Danger Games' investigates five Western Australian species, their adaptations or 'special talents' and how they fare when faced with threats in the wild. Students make decisions based on their understanding of the animals adaptations and decide which ones will survive when faced with particular threats. The students then consider how they could change the game to save species.

Numbat **–** *Myrmecobius fasciatus*

Lesson Logistics – Students take part in a fun, interactive presentation that utilises audience response key pads to make decisions. It also includes live animal encounters and biological artefacts. This session takes place in one of our indoor education experience areas

Groups are encouraged to use our Student Activity Sheets during their Danger Games session to complete the relevant questions/notes. Additional questions are also designed to be answered through investigation by visiting specific Zoo exhibits after the facilitated session.

Duration – 50 minutes

Conservation Message – When it comes to accelerated extinction rates we are the 'Game Makers' but it is within our power to change the rules of the game and save wildlife.

Links to the Australian Curriculum

Science Understandings: Biological Science	
Year 7	Interactions between organisms can be described in terms of food chains and food webs; human activity can affect these interactions (ACSSU112).
Year 8	Multi-cellular organisms contain systems of organs that carry out specialised functions that enable them to survive and reproduce (ACSSU150).
Year 9	Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems (ACSSU176).

Geographical Knowledge and Understandings: Unit 1 Environmental change and management	
Year 10	The human-induced environmental changes that challenge sustainability (ACHGK070).

Cross Curriculum Priorities—Sustainability

	Organising ideas – Systems
OI.2	All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.
OI.3	Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.
	Organising ideas – Futures
OI.9	Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.

Before Your Zoo Visit

It would be very useful to consider the following topics prior to your *Danger Games* experience:

Threatening Processes – What the main threats to animals in Australia and which animals are at the greatest risk of extinction?

Endangered Species – What are the different IUCN levels of endangered species and which Western Australian species are threatened?

Adaptations – Special structures, behaviours and body functions that enable species to survive in their environment.

Western Swamp Tortoise

Pseudemydura umbrina

Be sure to visit the Perth Zoo website for the most up-to-date student activities to support your education experience. Follow the links to https://perthzoo.wa.gov.au/schools/years-7-10. Feel free to photocopy these for your visit to the Zoo. It is a great idea to bring along a camera for the day so you have images that you can use for activities when you return to school.

At the Zoo

Provide students with Student Activity Sheets. In addition to individually completing the first two pages, small groups of students can be responsible for answering the clues for a particular trail. *Allow approximately 45 minutes for this and remember it is mandatory for students to have adult supervision whilst at the Zoo.

Groups can meet back at the Main Lawn for a teacher facilitated debrief to complete the 'jig-saw' activity by students providing input from each of their trails.

Back at School

SOS—Save our Species

1. Choose an animal.
2. Find out as much as you can about the biology of your animal (adaptations, diet, lifespan, number of offspring). Also include information about their habitat and threats in the wild.
3. Put this information into a 'Recovery Action Plan' to save your animal. Describe the steps that need to be taken to eventually develop a self-sustaining population in the wild.

   Your Recovery Action Plan could include:

   - background information about your species
   - research required
   - human impacts affecting your species
   - conservation strategies
   - recovery actions, e.g. breeding programs and habitat restoration
   - community education and awareness raising.