



Hairy Nose Itchy Butt Teacher Resource Pack

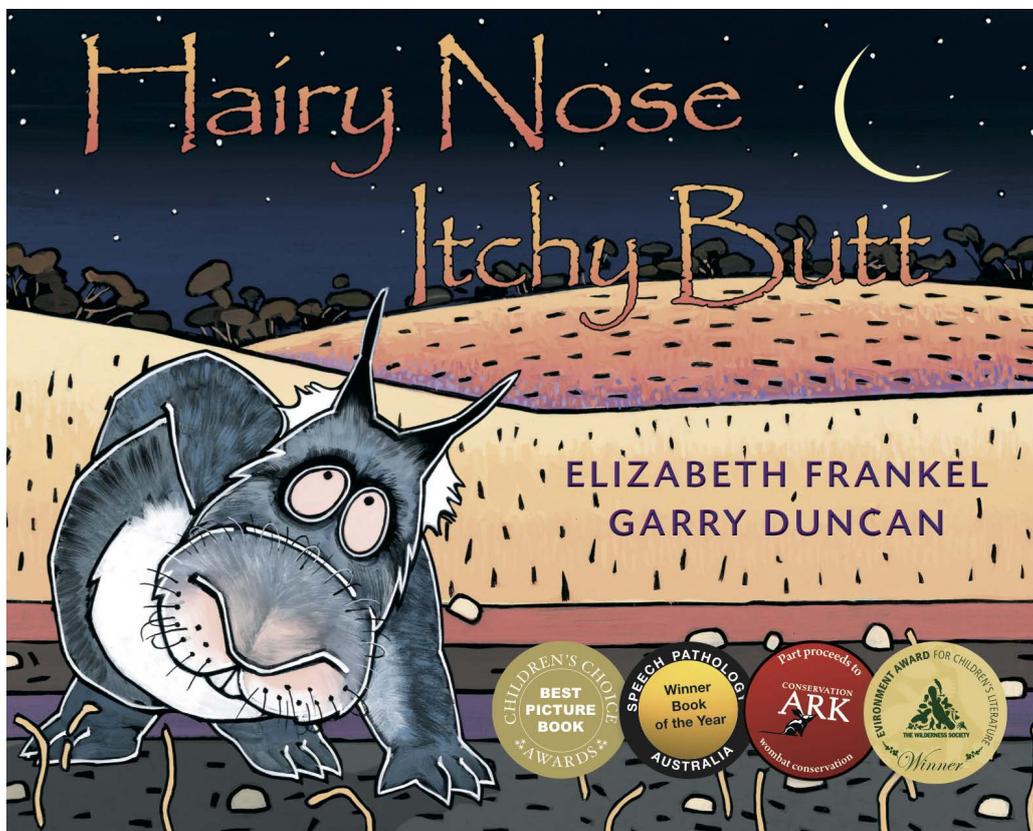
Ever had an itch you couldn't scratch? The hairy-nosed wombat has one, and somebody has chopped down his scratching tree. Join our marsupial hero on an itchy, scratchy adventure as he tries to find the perfect place to scratch his butt.

This story is a great example of how human and other impacts can affect the habitat of one of our native animals. It is aimed at early years and junior primary children.

The Southern Hairy-nosed Wombat is found in South Australia around Sedan, Cambrai, Blanchetown, Morgan and Burra. This animal is currently listed as Near Threatened and in decline in South Australia.

The Bare Nose (Common Wombat), which is Endangered in South Australia, is found only in the Coorong and South East around Kingston and Robe.

This resource offers several activities your class could undertake to raise awareness and develop knowledge about animal conservation. Once your class has explored the wonderful story, lead them in some of the extension activities.





Classroom Activities

- Construct a wonderword, crossword or jumbled words puzzle using words related to the Hairy Nose Itchy Butt story.
- Draw, design or make both a healthy and unhealthy Hairy-nosed Wombat habitat.
- Imagine you are a Hairy-nosed Wombat - write a story about one day in your life. Describe the place where you live, your daily activities and the dangers you face.
- Perform a role play of the Hairy Nose Itchy Butt story.
- Many people in the community are unaware of the problems Hairy-nosed wombats face. Read the book to them, display posters or pictures of them to tell the community about what you have learned.
- Construct a model of a Hairy-nosed Wombat burrow.
- Construct a board game or puzzle to communicate the plight of Hairy-nosed Wombats and the actions people could take to assist them.
- Describe how learning about Hairy-nosed Wombats has changed your thinking about them. What can you do locally to help them.
- Investigate what Hairy-nosed Wombats need to survive. Does your local environment have those things?
- Imagine you are running a restaurant for Hairy-nosed Wombats and design a menu for them.
- Use an appropriate form of visual media to make a presentation about Hairy-nosed Wombats and their issues.
- Research an animal and report on how it uses its habitat. What does this say about its requirements for survival?
- Design an experiment to test how different soil types affect Hairy-nosed Wombats ability to dig burrows.
- Compare life today with that of Aboriginals and first settlers. What has changed? Has anything stayed the same? How has this affected Hairy-nosed Wombats? What do you think it will be like in the future for Hairy-nosed Wombats?
- Write a letter to your local politicians highlighting the issues Hairy-nosed Wombats face and suggest things they could do to assist Hairy-nosed Wombats.
- Examine the decision to list Hairy-nosed Wombats as an Endangered species in South Australia. Why was this decision made?
- Interview someone about their knowledge of Hairy-nosed Wombats, their plight and what they could do to assist them.
- Discuss and then report on how our ancestor's occupations have affected Hairy-nosed Wombat's habitat.
- Describe how learning about Hairy-nosed Wombats has changed your thinking about them. What can you do locally to help them?



- How do people use Hairy-nosed Wombat habitat? How do different people see and value this habitat?
- Choose an animal and think of its characteristics. Think about the lines from the book:
*“Itchity, scratchity, grumble and groan
A shudder and shake, a snort and a moan.
A grunt and a huff, and a spitterly splut”*
Create your own poem for the animal.
- Look at the levels of ‘endangeredness’ - extinct, extinct in the wild, critically endangered etc and assign some animals you know to each category.
- List the emotions Hairy-nosed Wombat experiences on each page of the story. List the emotions you feel on each page.
- Research South Australia’s and Australia’s emblems.
- Hairy-nosed Wombat was compared to a bulldozer. Choose other animals and compare them to something man-made e.g. a platypus is like a submarine.



Southern Hairy-nosed Wombat

Credit: Kalyob



Resources

Conservation Ark have developed 'Wombat Muster' to encourage members of the public and corporate bodies to come and get involved in real research, including catching wombats to help measure reproductive status, health and home range movement. Read the blog written by 'Wombat Wranglers' and take part in wombat surveys.

www.adelaidezoo.com.au/conservation-ark

Adelaide Zoo have a wombat exhibit and information about southern hairy-nosed wombats.

www.zoossa.com.au/adelaide-zoo/animals-exhibits/animals/mammals?species=Wombat

Yookamurra Wildlife Sanctuary protects over 5,200 hectares in the Murraylands of South Australia, between the Barossa Valley and the Murray River. Yookamurra is a stronghold for many species that are disappearing rapidly across Australia including Southern Hairy-Nosed Wombat and Malleefowl. Yookamurra offers activities and overnight camps for schools and universities, which focus on teaching students about conservation and protecting Australia's wildlife.

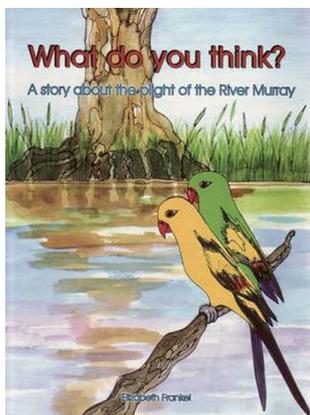
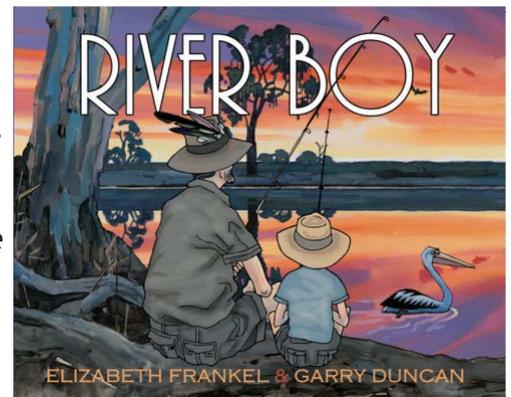
www.australianwildlife.org/sanctuaries/yookamurra-sanctuary.aspx

Other books by Liz Frankel

River Boy

A grandfather and his young grandson embark on an adventure of exploration and discovery of the lower reaches of the Murray River. *River Boy* focuses on the current circumstance of environmental decline surrounding the Murray River and along their adventure explores the changes the grandfather has seen in the river since he was a young boy.

A gentle, sentimental story that highlights the many uses of the river, the beauty of its natural environment and everything that depends on it.



What do you think?

A story about the plight of the River Murray. It is aimed at preschool and junior primary children, and tells the story of a pair of Regent Parrots who realize that the River Red Gums look sick, and they embark on a search to discover why.



Curriculum links

	Year	Content Description
Science	F	Living things have basic needs, including food and water (ACSSU002)
	1	Living things have a variety of external features (ACSSU017)
	1	Living things live in different places where their needs are met (ACSSU211)
	4	Living things, including plants and animals, depend on each other and the environment to survive (ACSSU073)
Hairy Nose Itchy Butt activities also use Science as a Human Endeavour, through exploring and observing. See ACARA for details.		
Geography	F	The reasons why some places are special to people, and how they can be looked after (ACHGK004)
	1	The natural, managed and constructed features of places, their location, how they change and how they can be cared for (ACHGK005)
	1	The ways the activities located in a place create its distinctive features (ACHGK007)
	3	The similarities and differences in individuals' and groups' feelings and perceptions about places, and how they influence views about the protection of these places (ACHGK018)
	4	The importance of environments to animals and people, and different views on how they can be protected (ACHGK022)
	4	The natural resources provided by the environment, and different views on how they could be used sustainably (ACHGK024)
	5	The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places (ACHGK027)
Hairy Nose Itchy Butt activities also use Geographical Inquiry and Skills, including Observing, Planning & Questioning (using stories about a place to stimulate questions about what it is like and why), and Reflecting & Responding (designing actions that people could take to protect and improve places that people perceive as important).		
English	F	Share feelings and thoughts about the events and characters in texts (ACELT1783)
	1	Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582)
	2	Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591)
	3	Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (ACELT1599)
	4	Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605)
	5	Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)

Notes about curriculum links:

Note 1: the curriculum links listed here are the ones most closely related to the activities, but the list is not exhaustive and there may be links to other learning areas, strands and year levels which are also fulfilled by these activity ideas.

Note 2: links can be made to other subject areas including Civics and Citizenship (Citizenship, diversity and identity) and Health and Physical Education (Contributing to healthy and active communities). Refer to ACARA.

Note 3: For Cross-curriculum priorities and General capabilities, check the Content Descriptions at ACARA.



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