



Science Unit of Work Level 1 and 2

Students aged 7 to 9 years

Focus of the Inquiry: Habitats of the Southern Hairy-nosed Wombats (SHNW)

Focus Curriculum Area: Science and HASS

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1. OVERVIEW:

Students will investigate the external features of the Southern Hairy-nosed Wombat and their habitats. They will learn how these short, muscular animals are able to move, eat and behave, often adapting to changes in the environment, caused by drought and bushfires. Through investigating this protected species and their habitats, students will learn to understand how a living thing can learn to adapt to changes in the environment.

This unit covers content from the Year 1 and 2 Biological science strand in the Science curriculum area and students will develop inquiry skills and begin to understand how individuals and organisations can care for and protect animals and the environment. It also relates to the AC General Capabilities and the cross curriculum priorities in the areas of sustainability and Aboriginal and Torres Strait Islander Histories and Cultures.

Students will be actively involved in observing, asking questions about, and describing changes in habitats in their own school and local environment. They will be given different hands-on learning tasks that require them to use a range of methods to sort information, including drawings, tables and through discussion, compare observations with predictions and pose their own questions for further research.

This unit of work is designed primarily for students aged 7 -9 years of age, (Level 1 and 2). It is designed for students to investigate habitats and the external features and needs of the SHNW. It is aligned with the Australian Curriculum (*Science*) and also covers some HASS key conceptual understandings, inquiry and skills. The idea of active citizenship (HASS) is



introduced as students will need to explore ways people care for places where wombats live. In Geography students can explore and map places of significance where SHNW live and are protected, including zoos, wildlife reserves etc. ([View interviews](#))

This unit of work can be taught as:

- a stand-alone unit of work or series of lessons in Science or HASS
- integrated into an interdisciplinary unit of inquiry (For example - JP Primary Years Programme of Inquiry PYP, International Baccalaureate Organisation).

The result of human impact (past and present), drought and natural disasters has significantly changed and continues to threaten many living things and their homes (*habitats*). This is a highly topical and very relevant issue for students, especially those living in Australia, as the SHNW is a protected species. Students can either investigate the habitat, geographic location and needs of:

- the Southern Hairy-nosed Wombat
- wombats in their local area (Southern Hairy-nosed wombat, Northern Hairy-nosed wombat or the Bare-nosed (Common) wombat)
- living things (local or global)

2. YEAR 1 AND 2 AUSTRALIAN CURRICULUM ALIGNMENT IN SCIENCE AND GEOGRAPHY

Year 1 Achievement Standard

By the end of Year 1, students describe changes in their local environment and how different places meet the needs of living things.

Students respond to questions, make predictions, and participate in guided investigations of everyday phenomena. They follow instructions to record and sort their observations and share them with others.

The following content can be investigated and learnt during this unit of work:

Biological Sciences

- Living things have a variety of external features ([ACSSU017](#))
- Living things live in different places where their needs are met ([ACSSU211](#))

Science as a Human Endeavour - Nature and development of science

- Science involves observing, asking questions about, and describing changes in, objects and events ([ACSHE021](#))



- People use science in their daily lives, including when caring for their **environment** and living things ([ACSHE022](#))

Inquiry Skills

- Pose and respond to questions, and make predictions about **familiar** objects and events ([ACSIS024](#))
- Participate in guided investigations to explore and answer questions ([ACSIS025](#))
- Use informal measurements to collect and record observations, using **digital technologies** as appropriate ([ACSIS026](#))
- Use a range of methods to sort information, including drawings and provided tables and through discussion, compare observations with predictions ([ACSIS027](#))
- Represent and communicate observations and ideas in a variety of ways ([ACSIS029](#))

Year 2 Science Achievement Standard

By the end of Year 2, students describe changes to objects, materials and **living things**. They identify that certain materials and resources have different uses and describe examples of where science is used in people's daily lives.

Students pose and respond to questions about their experiences and predict outcomes of investigations. They use informal measurements to make and compare observations. They record and represent observations and communicate ideas in a variety of ways.

Biological Sciences

- Living things grow, change and have offspring similar to themselves. ([ACSSU030](#))

Science as a Human Endeavour - Nature and development of science

- Science involves observing, asking questions about, and describing changes. ([ACSHE034](#))

Inquiry Skills

- Pose and respond to questions, and make predictions about familiar objects and events ([ACSIS037](#))
- Participate in guided investigations to explore and answer questions ([ACSIS038](#))
- Use informal measurements to collect and record observations, using **digital technologies** as appropriate ([ACSIS039](#))
- Use a range of methods to sort information, including drawings and provided tables and through discussion, compare observations with predictions ([ACSIS040](#))

Year 2 Geography Achievement Standard

By the end of Year 2, in Geography students identify the features that define places and recognise that places can be described at different scales. Students recognise that the world can be divided into major geographical divisions. They describe how people in different places are connected to each other and identify factors that influence these connections. They **explain why places are important to people, recognising that places have meaning**.



Students pose questions about familiar and unfamiliar places and answer them by locating information from observations and from sources provided. They represent data and the location of places and their features in tables, plans and on labelled maps. They interpret geographical information to draw conclusions. Students present findings in a range of texts and use simple geographical terms to describe the direction and location of places. They suggest action in response to the findings of their inquiry.

Geography Inquiry and Skills

- Pose questions about past and present objects, people, places and events ([ACHASSI034](#))
- Collect data and information from observations and identify information and data from sources provided ([ACHASSI035](#))
- Sort and record information and data, including location, in tables and on plans and labelled maps ([ACHASSI036](#))
- Explore a point of view ([ACHASSI038](#))
- Consider how places have changed over time ([ACHASSI039](#))
- Interpret data and information displayed in pictures and texts and on maps ([ACHASSI040](#))
- Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps ([ACHASSI041](#))
- Reflect on learning to propose how to care for places and sites that are important or significant ([ACHASSI042](#))
- Present narratives, information and findings in oral, graphic and written forms using simple terms to denote the passing of time and to describe direction and location ([ACHASSI043](#))

See the Australian Curriculum Website for further connections, if you decide to expand this unit of work and teach it within other curriculum areas.

Essential HASS (Geography) and Science Key Concepts:

- Growth
- Change
- Habitats (Place and Space)
- Cause and Effect
- Perspectives and Action

2a) TEACHING AND LEARNING PROGRESSION

Students in the Early, Mid and Upper Primary Years can inquire into different aspects of the **Southern Hairy-nosed Wombat, to increasingly build on knowledge, skills, values attitudes and understandings.** The extinction of precious animals, like the Northern Hairy-nosed Wombat may well be within your students' lifetime. With your interest and help, we can do something NOW to protect the Southern Hairy-nosed Wombat from a similar fate!



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If Science is taught as a specialist subject area, staff may decide to team up and jointly program with classroom teachers and other specialists, e.g. in the arts or technologies. You may also have support staff, parents and carers with interests and skills in science and the environment who can work alongside teachers in classrooms in a paid or voluntary capacity.

Recommendations for Learning Progression:

- Foundation Level – The Environment, Features and Needs of the SHNW
- Years 1/2 - Wombat habitats including mapping their geographic locations
- Years 3/4 - Food Chains and the SHNW Life Cycle
- Year 5/6 Human Impact: Solving a real-world issue to protect the SHNW. (*Student Investigation, Action and Agency*(PYP Exhibition or Year 5/6/7) *Student-led Project / MYP Student Initiated Project*).

As a school:

- **Decide which levels or classes, you will specifically focus on learning about the SHNW** in science or other curriculum areas. This is primarily a science unit of work, but there are direct connections to other areas, such as the Arts, English, Mathematics and Technologies.
- **Develop student agency** through providing time and resources for students to research and take action in student environmental action groups or representative councils.
- **Discuss and provide time in your school's program** for students to take action by communicating their research to the school community through newsletter articles, assemblies, presentations incorporating visual arts, dance, media, music and dramatic performances.
- **In English** provide a wide range of fiction and non-fiction texts about SHNW and other species to read, share and reflect on. Record student thinking, questions and answers on large sheets of paper, learning journal or devices. Encourage students to write their own texts to share with others. Make their research and thinking visible in classrooms, libraries and the Front Foyer.
- **In Mathematics**, students can **develop proficiencies through:**
 - **Understanding** - names, numerals and quantities
 - **fluency** - counting sequences, continuing patterns and comparing the length and measurement of wombats, their scats, other living things and their burrows and homes
 - **problem-solving** - solving unfamiliar problems and discussing the reasonableness of the answer
 - **reasoning** - explaining comparisons and processes for indirect comparison of length.
- **In HASS (Geography)** students can explore how places where wombats live and are protected have meaning to people and the connection Aboriginal and Torres Strait Islander Peoples have with Country/Place (place, environment, interconnection). They can sort, collect and record data and information from



observations and first-hand research. They can identify information and data from sources and produce tables, maps and plans to protect places where SHNW live. **Please see the website for further background information, a student quiz and some student activities.**

3. TEACHING AND LEARNING

Documenting

Teachers can document ongoing observations, conversations, student thinking and learning tasks through:

- Drawings, paintings, models, poems, rhymes, simple sentences, stories.
- Anecdotal records of student learning in a science inquiry journal or non-fiction texts.
- Daily sharing time.

3 a) Inquiry Questions:

Keep a record, display and discuss student and teacher-led questions, answers and sources of research throughout this unit of work.

The following questions can be used to guide student investigations:

- What is a habitat? What animal habitats are in our local area?
- How can we care for them?
- Name as many living things as you can? Describe their natural habitat.
- What evidence shows a wombat is living in a burrow?
- What kind of habitat does the Southern hairy-nosed wombat (SHNW) live in?
- What might be different for a SHNW if they are taken to live in a zoo, wildlife sanctuary or home?
- How many SHNW can live in a warren?
- What might happen to the habitat of the SHNW during a drought, fire or flood?
- How might the diet or behavior of a wombat change after rain?
- Why are some wombat's burrows called a warren?
- How might other living things change the habitat of the SHNW?
- How might some SHNW cause problems to the environment and people?
- What might be a reasonable way to care for (protect) the habitats of SHNWs?





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- Would it be a responsible thing to catch a wombat and release it somewhere else? If not, why not? How might the wombat react?
- How do Indigenous and Torres Strait Islander peoples depict wombats in their art (paintings, dance, ceremony) in the past and present?
- How might different people feel about having a wombat warren on their property?

3b) Student reflections

- What did I learn?
- What did I like doing?
- What surprised me?
- What else do I want to know?
- How can I be more responsible and careful with habitats of living things?

3 c) Student Action

Invite students and families to observe, reflect and document habitats they explore, using their senses. (Some families may have wombats living on or near their properties, others may have a pet wombat and could come and talk to the class about their experiences.) **Record any student-initiated agency or actions** taken to care for or encourage others to care for local habitats of wombats and other living animals? Some students may demonstrate more care or concern for living things during their research or hands-on investigations at school, home, on properties or whilst in backyards, playgrounds or other environments.

Wombat sightings can be documented on the WomSAT website.

4. ASSESSMENT

Level One and Two AC Science Achievement Standards:

By the end of Year 1, students describe objects and events that they encounter in their everyday lives, and the effects of interacting with materials and objects. **They describe changes in their local environment and how different places meet the needs of living things. Students respond to questions, make predictions, and participate in guided investigations of everyday phenomena. They follow instructions to record and sort their observations and share them with others.**

By the end of Year 2, students describe changes to objects, materials and **living things**. They identify that certain materials and resources have different uses and describe examples of where science is used in people's daily lives. **Students pose and respond to questions about their experiences and predict outcomes of investigations. They use**



informal measurements to make and compare observations. They record and represent observations and communicate ideas in a variety of ways.

Teachers can choose the same assessment task for the beginning and the end of the unit of work, to compare what each student has learned. Teachers can record and upload students' models, drawings, written work and explanations to a digital portfolio or platform to share with other students, staff, family or community members. This enables you to check their understandings and correct any misconceptions as they arise.

Plan an excursion to a wildlife sanctuary, zoo, refuge etc. for students to observe, reflect and record what they see, hear, smell, think and wonder about native animals and their enclosures and needs. If possible, visit a place where you can all have time to see and interact with animals, the vets or their keepers. If excursions are not possible access the **video clips and interviews on this website** and other reliable, safe websites. (*Teachers, please preview any Youtube clips before showing them to your class.*)

4 a) Pre-Assessment Task:

- **Students to explain** (using words, pictures, drawings, paintings, dramatic role-play, 3D model etc) what a SHNW needs to survive in a natural habitat or an enclosure.

Create or revisit the 'Class Environment Caring Agreement' (CECC) with ideas from students about how to care for (protect) living and non-living things and habitats when they go outdoors. Display this in the room and refer to it every day.

4 b) Formative assessment

Complete an **I know, I don't know, I want to know** Thinking Routine to identify what each student knows at different stages of the unit of work.

4 c) Summative Assessment Task/s:

- **Compare the needs and geographic location of two animals** and their habitats: (**Venn diagram**). Include information about the animals' external features and what they need in their habitat. (Year 2)
- **Design and make a 3D model to show and explain what a SHNW** needs in its habitat. Draw, cut out pictures and use various different types of rocks, pebbles, soil, sand and grasses collected during your regular outdoor lessons. (Year 1)



4d) Investigations, Teaching and Learning Ideas:

Students to:

- Choose a photograph of an animal habitat in your local area. Complete a '**See, Think, Question**' Thinking Task (pg 1) and discuss in groups or as a class.
- **Collate questions** about the habitat of a SHNW or the animal you choose to investigate and display these in the room.
- **Discuss why people have a range of beliefs** about caring for the environment and animal habitats, past and present. Students can use fabric to make paper figures of themselves and other people. Attach cardboard speech bubbles around these figures and write words and simple sentences to describe what they think a habitat is. Some students may need their thinking scribed and digitally recorded.
- **Research how Aboriginal and Torres Strait Islander People** depicted wombats in their dance, ceremonies and art works. Find out how and why the wombat was tracked and hunted in the past. Invite a guest speaker who may be able to discuss contemporary beliefs and views of wombats or show how they were represented in their paintings and dance. Students can find Aboriginal and Torres Strait Islander texts, to view how wombats are depicted and then paint their own interpretation of this animal.
- **Find, read, respond to, and write poems, simple sentences and stories** about SHNW and how they can change their environments through digging for Thread iris corms, making burrows or biting each other's bottoms and ears. *Jackie French's stories about her first-hand experience with living with wombats (whilst not SHNW) are very entertaining and educational and will really interest and students of all ages.*
- **Collaboratively plan an 'Observation Nocturnal Challenge'** to find out which animals come out at night and in the early morning in the school grounds, or at their homes. Record, reflect and share their findings using digital technologies where possible.
- **Observe, ask questions about, and describe changes** you notice and wonder about a habitat in your local area/ gardens/school grounds/parks/properties etc. Describe what you observe and give reasons for the way it has and is changing.
- **Vote** on a class values line. "Caring for animal habitats is..." very important, important, not very important." Repeat this vote at different stages of the unit of work and discuss reasons for any changed opinions.
- **Draw** a Southern Hairy Nosed Wombat) and label its external features. Discuss and describe why and how each feature is useful to a SHNW.
- **View and discuss** the illustration of the Southern Hairy-Nosed Wombat.
- **Identity common external features of SHNW** and describe how it uses different body parts for moving, digging burrows and finding corms and food.



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- **Download, group, sort and classify** images of the three different species of wombats and their habitats. Discuss their similarities and differences.
- **Draw or make a 3D model** of a SHNW enclosure in a wildlife sanctuary or zoo. Discuss their different needs in the places in which they live.
- **Go outdoors** for an exploratory walk to see and interact with animal habitats. You can record what you know and want to know about the habitat.
- Find a quiet place and sit, view and sketch what you see and hear.
- **Use some Thinking Routine Tasks with photos** from the website of the SHNW or the animal you are investigating.
- **Plan an exploratory local environmental walk** to find and record images or drawings of living things and their habitats. (*Use digital devices or hand drawn sketches.*) Use a “**Venn diagram**” (pg 5) Thinking Task to compare your local environment with the environment in which a SHNW lives.
- Create an **Environment Treasure Hunt** together and go outside to find different non-living objects such as rocks, leaves, pebbles, minerals, soil, (clay, sand) and water within the environment to identify, record, group and sort.
- Think about your senses as you see, hear, touch, feel, smell and carefully experience the wonder of the environment and the animals and habitats they live in.
- **Print, complete and discuss** the ‘**What is missing?**’ (pg 2) Thinking task.
- **Suggest in a short talk** how a SHNW (or another animal) changes the environment it lives in, as a result of its particular needs, e.g diet, home, predators or threats such as bushfires, drought, flood, cars, motorbikes, human activities etc.
- **Complete the ‘Changes – Before and After’** (pg 3) Thinking task.
- **Construct simple column graphs and picture graphs** to represent class investigations and information gathered on excursions or incursions.
- **Research** where the Southern Hairy-nosed Wombat lives and show this on a map of Australia. (Year 2)
- **Collaboratively** construct a range of questions about external features of the SHNW and its habitat in small groups and with teacher guidance.
- **Think about "What will / might happen if.....?"** type questions to explore consequences of bulldozers, vehicles, flood, fire and drought etc on SHNW habits.
- As a class pose interesting questions and make predictions about what might happen to a habitat if.... (*This might be documented as a class picture book.*)
- Fold a piece of paper in half. Students to draw and record what they know about an environment before and after a change, e.g a wombat moves in and creates a large burrow in a farmer’s cow paddock. Use the **Before and After** task sheet.



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- **Design and conduct experiment to predict and test** how a wombat might claw through limestone, clay, soil etc to create an underground burrow.
- They can **make predictions, test and reflect** on how water or heat changes different types of soil and rocks. Put materials and objects outside and observe and record what they see and feel at different times across the day.
- **Compare** two or three different species of wombats on a **Venn diagram**.
- **Identify, group and sort images of living and non-living things** in the environment in which a SHNW lives. Label features within the environments, e.g plants, animals, rocks, weeds, corms, burrows, scats, water.
- Search for animal prints in an around the school and your local area. Make plaster moulds to compare them. Any sightings of wombats can be documented and shared on the WomSAT website.
- Mammals have characteristic scats (poo). They can help us find out about the health and diet of an animal. Complete a Scat **“See. Think, Question”** (pg 4) Thinking task sheet. Students may like to take photos and compare different scats found in their school, home or local environment.
- Students can wear gloves and collect different samples of animal scats in their local area to compare and describe, e.g what is the difference between a SHNW poo and a rabbit’s poo, or a possum, koala, kangaroo, sheep, cow etc. **Explore their science questions** through guided discussions.
- Read, reflect and ask students to respond to a range of fiction and non-fiction books. (See list of recommended texts). Scribe their responses and questions and make their learning visible in your classroom, library or school.
- **Use informal units of measurement** to mark out the size of a wombat burrow on the school oval (hand spans (length) and walking paces (distance)).
- **View interviews and discuss** how people use science to care for the SHNW and its habitats. Record student questions and answers.



5. THINKING ROUTINE TASKS

- **See, think, question:** Excellent thinking routine to help students look deeply at images of wombats and their habitats.
- **What is missing?** This thinking routine helps students to describe what they see in an image or a text, and what might be missing. It also promotes reasoning for them to build an explanation.
- **Changes - Before and After:** Thinking routine designed to get students to think about what happens to a warren or burrow e.g a landowner bulldozers a warren, a fire burns through a property, drought kills all the native grasses.
- **See, Think, Question –** Study of the SHNW scat.
- **Caring for habitats.** Students view an image with litter near a wombat burrow and describe what they see and think about what might happen next.
- **Venn diagram:** Can be used to compare different types of habitats of living things or the three species of wombats.
- **Mapping task:** Students to develop mapping and drawing skills.

6. TEACHER NOTES

There are three native wombat species that live in different regions of mainland Australia and Tasmania - the Southern Hairy-nosed Wombat, (*Lasiorhinus latifrons*) (SHNW) Northern Hairy-nosed Wombat (NHNW) and the Bare-nosed (Common) Wombat (BNW).

The SHNW is found in scattered areas of semi-arid scrub and Mallee from the Nullarbor Plain, southern South Australia and south-western new South Wales. The SHNW is the smallest of these three species of wombat.

SHNW are short-legged, muscular marsupials with strong claws, soft hair, short tails, small eyes and short ears. Their length measures approximately 80 to 120 cm. They weigh between 20 and 35 kg. Each member of the three wombat species belongs to the family *Vombatidae*. They are nocturnal and herbivorous, mainly eating grasses and in the Murraylands, due to over grazing, fires and drought, SHN Wombats have adapted to eat other foods, including the corms of the Thread Iris, which is actually a weed.

Southern Hairy-nosed Wombats dig and live in burrows which they connect into warrens with many entrances. These warrens can be shared by up to 10 wombats. Landholders often find SHNW cube-shaped scats around their warrens and they may bulldoze them. Wombat



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burrows sometimes provide cool underground shelter for other animals like rabbits, snakes and lizards. Vision of wombats sharing their burrows with other animals was posted on Youtube during the 2019 / 2020 Australian bushfires. However, it is believed to be a misconception that wombats herd animals into their burrows for safety.

Wombat burrows can have approximately 7 entrances and a group of burrows, known as a warren, can be occupied by 4 to 5 wombats. Most sources report 10 being the maximum for a SHNW warren.

Sally Letcher, a volunteer visits Moorunde Wildlife Reserve regularly with other volunteers to weed and take hay supplies to the wombats. This occurs often during a drought as there is a shortage of food and it is very hot. In January 2020, Sally courageously put her head inside a burrow to see if there were any hungry wombats and reported that she was not who was more surprised, her or the three wombats, that stared, turned and waddled back inside their burrow!

Human impact, fires and drought since 2012 has resulted in SHN Wombats throughout the Lower Murraylands region to suffer from malnutrition, very low birth weight, skin lesions, hair loss and liver damage. There are scientists and many volunteers who donate hours and expertise to try and protect this protected species and their habitats.

Organise excursions, incursions or guest speakers to broaden student thinking about the Southern Hairy-Nosed Wombat and its habitat. There are also many Youtube clips and other online resources.

Incorporate a range of 'Thinking Routines' for students to respond to and deepen their knowledge, skills and understandings as they investigate the habitats of the SHNW.

Provide time each day for students to read, think, talk and create their own related texts (illustrated stories, pop-up picture books, posters, brochures, cards, non-fiction class books etc). Topics / Titles might include:

- My Home (from the point of view of a SHNW, Snake, Rabbit etc.)
- The Wild Dog Encounter
- Bushfire Escape
- A Night Out in the Australian Bush
- Tips to Save a Wombat Habitat
- Moving Out
- Looking in a wombat burrow, what did I see...?



Engage in whole class or guided small group discussions to share observations and ideas. Ask students to come up with a list of sharing topics to research and then give short presentations to the class or a buddy class. They might like to bring photos, artefacts, pets or samples of animal hair, fur, scats etc.

Topics might include:

- What I have done to care for a habitat near my home or school?
- Guess what this is!
- Something that surprised me this week was...
- Something I did not know and now I know is...

7. DIGITAL AND NON-DIGITAL TEXTS

FICTION PICTURE BOOKS

French, J., Smudge., Cairns [Qld.]: Childersset; Sydney: distributed by Collins, 1988.

French. J., "The Hairy-Nosed Wombats Find a New Home", Angus and Robertson, 2014.

Vaughan M.K., "Wombat Stew" Illustrated by Lofts, P. Ashton Scholastic. 1984.

Morgan, S., "A Feast for Wombat", Omnibus Book by Scholastic, 2014.

Johnson, R., "Wombat's Secret" A Steve Parish Kids Storybook. Pascal Press. NSW 2013.

Cox, K. With Parish S., "Toby goes to school." Steve Parish Publishing. 2009.

Kitzelman, K, with Parish, S., "The truth about Horrie" Steve Parish Publishing 2009.

McFarlane, S., Creagh, L., "Worrying Wombat" Scholastic Australia 2015.

Parish, S., "Grandpa Wombat's Snore" Steve Parish Bedtime Read Along. Pascal Press, 2012.

Daniels, L., Wombat in the wild", ISBN: 9780340655801, Publication Date: 1996.

Dugan, W., "Wombats don't have Christmas", ISBN: 9780091689209, 9781740518970, 1987.

Fishman, Jon M., "Meet a baby wombat" ISBN: 9781512455922, 9781512433876, Lightning Bolt Books, 2018.



Morgan, S., "A Feast for Wombat", Omnibus Book by Scholastic, 2014.

Kitzelman, K, with Parish, S., "The truth about Horrie" Steve Parish Publishing 2009.

McFarlane, S., Creagh, L., "Worrying Wombat" Scholastic Australia 2015.

7 a) NON-FICTION TEXTS

Walraven E., "*Care of Australian Wildlife, for Gardeners, Landholders and Wildlife Carers.*" First published by New Holland Publishers, 1999, Revised Ed 2010.

Wiltshire, R., "PooFlip - Life size guide to the scats of Tasmanian native mammals", University of Tasmania Biological Sciences. **Publishing Date:** 2018.

This is an excellent reference for identifying scats.

(Students could make their own collection for their local area and animals.)

Einhorn, K., "Welcome, wombat, ISBN: 9781328767028, 99977588504, 2018
"Photo-packed series explores the stories and science behind animal sanctuaries. An up-close look at what life is like at a real wombat sanctuary in Australia - straight from a wombat herself in a nonfiction chapter book for elementary-aged readers."

Kras, S.L ., "Wombats", ISBN: 9781429668071, 2010.

Petrie. K., " Wombats", ISBN: 9781604537406, Edina, Minn. : ABDO, c2010.

Woodford, J., "The Secret Life of Wombats", ISBN: 18764858682750, 9781877008436, 9781876485863, 2006, 2001

7b) TEACHING TEXTS

Wells.R., "Fauna of Australia", Australian Government Publishing Service. 1989.

Wells. R., "Mammals of Australia", Chatswood, NSW, Reed Books, 1995.

Excerpts from the two following texts are excellent for read-alouds in class.

French.J., "The Secret World of Wombats.' ISBN 978-0-2072-0031-1Angus and Robertson 2005.

[Woodford, J.](#), "The Secret Life of Wombats", ISBN: 18764858682750, 9781877008436, 9781876485863, 2006, 2001

Story of a 15 year-old boy who scrambled into a wombat's burrow to experience first-hand life inside one. He ended up making friends with wombats and his risk-taking efforts are acknowledged by scientists. Contains black and white, and full colour images and sketch-



es. An excellent text for finding out historical information about early explorers, like Sir Joseph Banks and their encounters with wombats.

8.DIGITAL TEXTS

Videos

Rare footage of Southern hairy-nosed wombat drinking water from puddles. 2019

www.facebook.com/watch/?v=2336241543152096

Do wombats share their burrows? View and discuss.

[youtube.com/watch?v= e8jIUlagds&fbclid=IwAR0AITKp3uoAVDZ3oGIFn0_NVUEOK5JfZbP_lwXV4_B0NLEWMUNij4x4Ziw](https://youtube.com/watch?v=e8jIUlagds&fbclid=IwAR0AITKp3uoAVDZ3oGIFn0_NVUEOK5JfZbP_lwXV4_B0NLEWMUNij4x4Ziw)

Wombat Water Diviners - Interesting story about how a WA University biologist, Julie Old has visited beef farmer, Ted Finnie's property, 30 kilometres south-west of Merriwa, WA, where there has been no rain for the past three years. Wombats have been observing digging water wells!

www.abc.net.au/news/2020-02-07/water-diviner-wombats-bring-animals-to-water-hole/11937990

Websites

At the Adelaide Zoo – SHNW

www.adelaidezoo.com.au/animals/southern-hairy-nosed-wombat/

Australian Museum

australianmuseum.net.au/learn/animals/mammals/common-wombat/

Excellent reference materials for student and teacher information, describing appearances, behaviour, needs, diet and a map of where they are found.

Australian Geographic: Why we need to save the SHNW

www.australiangeographic.com.au/topics/wildlife/2018/05/why-we-need-to-save-the-southern-hairy-nosed-wombat/

Australian Wildlife Conservancy.

www.australianwildlife.org/wildlife/southern-hairy-nosed-wombat/

Australia Zoo

www.australiazoo.com.au/our-animals/mammals/wombats/southern-hairy-nosed-wombat

Adopt and find out about the Southern Hairy-nosed wombat

Australian Wildlife Conservancy.

www.australianwildlife.org/wildlife/southern-hairy-nosed-wombat/

Bush Heritage



Save Our Wonderful Wombats



<https://www.bushheritage.org.au/species/wombats>

Learn more about these amazing animals.

Cleland Wildlife Park

www.clelandwildlifepark.sa.gov.au/cleland-experiences/cleland-wombat-experience

Encyclopaedia Britannica

www.britannica.com/animal/wombat#ref828012

Good information for students and staff about wombats - their appearance, diet, behaviour, life cycle, geographic locations and connection to the animal kingdom. Useful for comparative Venn diagrams.

Minton Farm Animal Rescue Centre

<http://www.mintonfarm.org/>

Rescue and rehabilitation services of the Southern Hairy-Nosed Wombat

Wombatawareness.com

Wombat Awareness Organisation, Wildlife Refuge in Flaxley SA.

(Free range cage free wombat sanctuary available to Wombats Australia Wide.) 24 Hour Wombat Rescue and Advice Hotline: 0458 737 283.

SA Museum - Discovery Centre for School Tours with Student Work Sheets

www.samuseum.sa.gov.au/

Sleepy Burrows Wombat Sanctuary

<https://sleepyburrows.com.au/how-can-you-help/>

Lots of images, information and opportunities to adopt a wombat.

Wombat Awareness Organisation

www.wombatawareness.com/

Wombat SA. Includes mapping tool for burrows at Moorunde.

<http://nhssa.com.au/>

Primary Connections for Teachers

primaryconnections.org.au/

Inquiry-based [teaching and learning approach](#) units, combining hands-on investigations, evidence-based reasoning and collaborative group work to build skills necessary to thrive in the 21st century.

This site includes a backwards by design planner which could be used by teachers for this unit of work. This planner is recommended by the SA Department for Education and Children's Services.



8. MATERIALS

Invite guest speakers who may be volunteers that protect wombats or other animal habitats. *(Family members, environmental officers, volunteers with Moorunde Wildlife Sanctuary, Cleland or Google Other areas within your region.)* Collect and re-use assorted materials for design and make 3D models of habitats or use them for experiments.

