



Science Unit of Work Level 5 and 6. Students aged 10 to 12 years

Independent Inquiry into:

- the effects of human actions and environmental impact on the Southern Hairy-Nosed Wombat.

Focus Curriculum Area: Science

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1. OVERVIEW

This is a Science (*Biological Science*) inquiry-based unit of work. It is designed primarily for students aged 10-12 years of age, (Level 5 and 6). The Southern Hairy-nosed Wombat (SHNW) is a protected species, and so this a highly topical, current and relevant issue for all students, as their ability to survive has been greatly affected by human actions, drought, flood and bushfires.

The 2019/2020 bushfires and drought have changed natural environments and it is important that students today, understand the implications of how human actions also contribute to the survival of the Southern Hairy-nosed Wombat.

Teachers can support students to choose their own inquiry topic, based on something that interests them, and which has resources they are able to locate and interpret. Suggested research topics to get them started are included the TEACHING NOTES.

This unit of work relates to the General Capabilities and Cross Curriculum capabilities of Sustainability and Aboriginal and Torres Strait Islander Histories and Cultures.



2. YEAR 5 AND 6 AUSTRALIAN CURRICULUM ALIGNMENT IN SCIENCE

Year 5 Achievement Standard:

By the end of Year 5, students analyse how the form of living things enables them to function in their environments. Students discuss how scientific developments have affected people's lives, help us solve problems and how science knowledge develops from many people's contributions. Students follow instructions to pose questions for investigation and predict the effect of changing variables when planning an investigation. They use equipment in ways that are safe and improve the accuracy of their observations. Students construct tables and graphs to organise data and identify patterns in the data. They compare patterns in their data with predictions when suggesting explanations. They describe ways to improve the accuracy of their investigations, and communicate their ideas and findings using multimodal texts.

Cross Curriculum Priorities

Sustainability and Aboriginal and Torres Strait Islander Histories and Cultures

Biological Sciences

- Living things have structural features and adaptations that help them to survive in their environment (ACSSU043)

Science as a Human Endeavour

Nature and Development of Science

- Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions (ACSHE081)

Use and Influence of Science

- Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE083)

Science Inquiry Skills

Questioning and Predicting

- With guidance, pose clarifying questions and make predictions about scientific investigations (AC SIS231)

Planning and Conducting

- Identify, plan and apply the elements of scientific investigations to answer questions and solve problems using equipment and materials safely and identifying potential risks (AC SIS086)
- Decide variables to be changed and measured in fair tests, and observe measure and record data with accuracy using digital technologies as appropriate (AC SIS087)

Processing and analysing data and information



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- Construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or relationships in data using digital technologies as appropriate ([AC SIS090](#))
- Compare data with predictions and use as evidence in developing explanations ([AC SIS218](#))

Evaluating

- reflect on and suggest improvements to scientific investigations ([AC SIS091 -](#))

Communication

- Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts ([AC SIS093](#))

Year 6 Science Achievement Standard

By the end of Year 6 students describe and predict the effect of environmental changes on Southern Hairy-nosed Wombat populations. Students explain how scientific knowledge helps us to solve problems and inform decisions and identify historical and cultural contributions. Students follow procedures to develop investigable questions and **design** investigations into simple cause-and-effect relationships. They identify variables to be changed and measured and describe potential safety risks when planning methods. They collect, organise and interpret their **data**, identifying where improvements to their methods or **research** could improve the **data**. They describe and **analyse** relationships in **data** using appropriate representations and construct multimodal texts to communicate ideas, methods and findings.

Biological Sciences

- The growth and survival of living things are affected by physical conditions of their environment ([ACSSU094](#))

Science as a Human Endeavour

Nature and Development of Science

- Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions ([ACSHE098](#))

Use and Influence of Science

- Scientific knowledge is used to solve problems and inform personal and community decisions ([ACSHE100](#))

Science Inquiry Skills

Questioning and Predicting

- With guidance, pose clarifying questions and make predictions about scientific investigations ([AC SIS232](#))

Planning and Conducting



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- Identify, plan and apply the elements of scientific investigations to answer questions and solve problems using equipment and materials safely and identifying potential risks (AC SIS103)
- Decide variables to be changed and measured in fair tests, and observe measure and record data with accuracy using digital technologies as appropriate (AC SIS104)

Processing and analysing data and information

- Construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or relationships in data using digital technologies as appropriate (AC SIS107)
- Compare data with predictions and use as evidence in developing explanations (AC SIS221)

Evaluating

- Reflect on and suggest improvements to scientific investigations (AC SIS108 –

Communication

- Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts (AC SIS110)

2a) TEACHING AND LEARNING PROGRESSION

Students in the Upper Primary Years can choose to inquire into different aspects of environmental and human impacts on **Southern Hairy-nosed Wombat populations**. 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!

If Science is taught as a specialist subject area, staff might 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 support as student mentors or guest speakers, if they are volunteers.

With collaborative staff planning, it could also address learning in the areas of History, Geography, Civics and Citizenship, Technologies, the Arts, English and Mathematics.

Some students in Leadership roles or on student representative councils may choose to organise voluntary activities in the school to either donate or adopt a wombat at the only Australian Cage free Wombat Rescue Reserve. rescuewombats@gmail.com

Students can email this organisation if they wish to donate, or if they live in South Australia, to join up as a volunteer.

Recommendations for Learning Progression:

- Foundation Level – The Environment, Features and Needs of the SHNW
- Years 1/2 - Wombat habitats including mapping their geographic locations



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- Years 3/4 - Food Chains and the SHNW Life Cycle
- Year 5/6. Solving a real-world issue to protect the SHNW. Investigating Human and Environmental Impacts on the SHNW. (*Student Investigation, Action and Agency (PYP Exhibition or Year 5/6) 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 **interpret data and develop proficiencies** through their investigations.



3. TEACHING AND LEARNING

The impact of learning (*and knowing*) about the consequences of human actions and the effects of environmental changes on the SHNW and other fauna and flora is vital to their survival. As humans, we can be adaptable (*like the SHNW*) and can choose to make a real difference, no matter how small it is to improve the quality of life of all living things.

Please refer to the recommended Digital and Non-digital texts for a suitable class novel or books for students to borrow and read during this unit of inquiry.

The following text is worth purchasing as a reference book to motivate students to think about why we should care about doing something to protect our planet and animals that live on it.



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- Giannella, V. *“We are all Greta. Be inspired to save the world.”* Laurence King Publishing Ltd. 2019.

You may decide to teach this unit of work to a whole class. Your students can work independently or in small groups to inquire into the concepts of **adaptability**, **cause and effect** and **change** on the SHNW or a plant or animal that interests them. It could be taught as:

- a student inquiry-based unit of work (*Science*)
- an interdisciplinary International Baccalaureate Unit of Inquiry (Primary Years Programme of Inquiry PYP).
- A Year 5 or 6 PYP Exhibition Unit of Inquiry.

Incorporate a range of ‘Thinking Routines’ for students to use throughout their inquiry to deepen their thinking and engage in regular whole class or guided small group discussions to share observations and ideas throughout the unit of work.

Choosing a topic or central idea to inquire into:

Ideally students learn best when they investigate something that interests them. The following suggestions may help to get them started:

- adaptation features of the SHNW (or another fauna or flora species)
- the effect of environmental changes on the Southern Hairy-nosed Wombat population in one or two locations
- cause and effect of human impact on SHNW and their habitats
- comparing two different native species (local/national/global).
- the role and achievements of individuals and or an environmental organisation (*e.g. WomSAT, Wombat SA, Cleland, local and global Zoo Breeding Programs etc*)
- Native Title Act laws surrounding traditional hunting of wombats and other native species
- actions, petitions and surveys to protect native fauna
- the impact of various digital technologies on tracking, treating or relocating native species.
- observe wombats in your area. Report any sightings and observation notes on the WomSAT website. Make notes of any environmental changes you notice and how they are affecting the wombats and their burrows. (*Remember not to go down a SHNW burrow!*)





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With staff support, students can write their own lines of inquiry based on the questions they want to investigate. **(I know, I don't know, I want to know.)**

It is recommended that **students keep a formative assessment journal** throughout their inquiry, to document:

- lines of inquiry
- questions and answers
- ongoing thinking
- research
- bibliography
- contacts and people they learn with and from
- reflections on their learning and student action.

The Pre-assessment task is designed to **motivate student thinking** and provide the opportunity for students to represent and discuss what they know and don't know about SHNW at the beginning of the unit of work. It should prompt questions they wish to research and allow the teacher to track what each student learns during this unit of work.

The Summative task is designed for students to **represent** and **demonstrate** (explain) what they have learned and **communicate what they intend to do or change** as a result of their deeper thinking and research. This presentation might be at a school assembly or a class learning showcase.

Communication:

Encourage and provide time for **students to create their own fiction or non-fiction texts** to represent and communicate their thinking, learning and actions. Some students may prefer to write an imaginative narrative to read or share with JP students.

Student Agency

Record, discuss and share any student or teacher- initiated actions taken to restore or care for habitats of the SHNW or other fauna and flora.

Provide regular time for discussions and opportunities to develop student agency. This could lead students to change their thinking, volunteer or promote an organisation that is relocating, rehabilitating or breeding the SHNW. Some students may simply demonstrate greater responsibility, deeper thinking or take on more responsibilities in and around the school or in their local or global community.



Teachers may recommend students to find a mentor to support them with developing their individual or group lines of inquiry, questions and research. (*SSO, parent, carer, older student or friend*).

Email or invite representatives from an organisation to answer questions or visit the school. Some schools may have families or relatives who live on properties with wombats, other may have a wombat they are rehabilitating. They may be prepared to bring photos and come and talk to the class about their experiences with these animals.

3 a) Inquiry Questions:

Students, with staff or family support, should be given time to think and document their own inquiry questions in their journals. Write a range of open and closed questions.

Teachers can develop some guiding questions for the unit of work, based on the concepts chosen for the unit of work.

3b) Student reflections

- What did I learn?
- What did I like doing?
- What challenged me most and why?
- What would I like to have changed in this unit of work?
- What actions have I decided to take, or have taken? (*Short or long-term and give reasons for what you have decided to do.*)

4. ASSESSMENT

Year 5 Achievement Standard:

By the end of Year 5, students analyse how the form of living things enables them to function in their environments. Students discuss how scientific developments have affected people's lives, help us solve problems and how science knowledge develops from many people's contributions. Students follow instructions to pose questions for investigation and predict the effect of changing variables when planning an investigation. They use equipment in ways that are safe and improve the accuracy of their observations. Students construct tables and graphs to organise data and identify patterns in the data. They compare patterns in their data with predictions when suggesting explanations. They describe ways to improve the fairness of their investigations, and communicate their ideas and findings using multimodal texts.



Year 6 Science Achievement Standard

By the end of Year 6 students describe and predict the effect of environmental changes on Southern Hairy-nosed Wombat populations. Students explain how scientific knowledge helps us to solve problems and inform decisions and identify historical and cultural contributions. Students follow procedures to develop investigable questions and **design** investigations into simple cause-and-effect relationships. They identify variables to be changed and measured and describe potential safety risks when planning methods. They collect, organise and interpret their **data**, identifying where improvements to their methods or **research** could improve the **data**. They describe and **analyse** relationships in **data** using appropriate representations and construct multimodal texts to communicate ideas, methods and findings.

4 a) Pre-Assessment Task:

Response to a Quote (by sixteen-year old activist, Greta Thunberg.)

Explain that as a class they are going to inquire into human and environmental impacts on Southern Hairy-nosed Wombat populations. Provide them with the following quote and ask them to respond to it with **words** (*slogans and phrases*) and **pictures** (*charcoal sketches, colourful cartoons, diagrams, maps etc*):

“Knowing, as Sir David Attenborough hopes, will make us understand better and follow a wiser path in this new era.” Giannella V., *“We are all Greta. Be inspired to save the world.”* Laurence King Publishing Ltd. 2019.

(**Teacher’s Note:** Greta Thunberg is a sixteen-year old activist, and, because of her inspirational work became a candidate for the 2019 Nobel Peace Prize.)

Discuss and display the students’ responses to the quote from Greta. **Brainstorm and display** opposites in our world, e.g peace and conflict, right and wrong, rich and poor, generous and greedy, unkind and kind, give and take, caring and uncaring, plant and clear, build and demolish, attack and protect).

Tuning in

- **Display these concepts:** Change, Cause and Effect, Adaptability.
- **Discuss** how this unit of work is also about considering different perspectives as we seek to consider Native Title Laws and as a nation **make environmentally responsible decisions**. Indigenous people have cultural beliefs about how to treat wombats, farmers see them as pests on their



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properties, others understand how vital they are to our world and work tirelessly to protect them. Students could debate these different perspectives as they learn about them.

- **Choose a class novel** from the recommended texts.

4 b) Summative Assessment

- **Research** the effects of an **environmental change or human impact** on the Southern Hairy-nosed Wombat or other fauna or flora.
- **Document** your research in a journal - *inquiry questions, concepts, thinking, discussions, information, maps, data and actions.*
- **Keep a Bibliography** and include the contact details of people or organisations you received help from.
- **Present** and communicate your research, findings and actions, to others. Use some form of digital technologies in your presentation.

4c) Suggested research and activity ideas:

Research how drought, bushfires or floods have impacted on a wombat species in one region. Present your findings as a report to the class or others. Include photos, drawings, a map, chart or table to represent what you find out and think might be done to reduce the impact on these animals.

Write a **Claim, Support, Question** paper about an issue connected to their inquiry , for example the action to remove SHNW from their environments during extreme weather conditions, e.g bushfires, floods, drought. Consider this from the perspective of a wombat or a person e.g. farmers, Indigenous and non-indigenous landowners, wildlife conservationists, student, CFS.

Think, pair, share their research topic and use this routine for other students to think about each other's work, provide constructive feedback to one another and stimulate further questions.

Research the Native Title Laws and why some people are trying to change them.

Research what the SHNW eats. In South Australia, the SHNW have adapted to eating the corms of the Thread iris weed (*Moraea setifolia*). Investigate when and how this weed was introduced to Western Australia, Victoria and South Australia. Present your findings about how this weed has impacted on the survival of the SHNW.

Plan and design an experiment to observe the growth of weeds and plants over a period of time. Decide which variables you want to observe, e.g. water, soil, temperature, air pollution, sunlight. Draw, discuss and represent your predictions, observations on tables, a map and graph. Record any patterns or relationships you notice or may be wondering about and present your research to others.



5. THINKING ROUTINE TASKS



- **Claim, Support, Question** This thinking routine helps students to write a claim,(an explanation or interpretation) back it up with supporting evidence of what they see, feel, read or learnt) and pose a question about something they are still unsure about.
- **Positives, Negatives and Questions** for debating different perspectives.
- **Sentence, Word, Slogan.** Listen to an excerpt from a read-aloud text. Choose a Sentence that was memorable or meaningful. Choose a word that was significant. Write a slogan that captures the essence of the text.
- **Think, pair, share.** Students to read a text and talk about it with a partner and then the class. They can provide two statements as feedback and one question.
- **What makes you think that?** This encourages students to look closely at an image or read a text and respond to it. They need to explain what they can see, or what is going on and provide a reason for why they are saying that.

6. TEACHER NOTES

Human impact, fires and drought since 2012 have resulted in SHN Wombats throughout the Lower Murraylands region to suffer from malnutrition, very low birth weight, mange, 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.

SHNW are short-legged, muscular marsupials with strong claws, soft hair, short tails, small eyes and short ears. The SHNW length measures approximately 77 - 95 cm. They weigh between 20 and 35 kg.

The average length of all 3 wombat species is 80 – 120 cm.

Each member of the three wombat species belong 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.



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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 warrens and may bulldoze them. Wombat 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.

A group of wombat burrows, known as a warren, can be occupied by 4 to 5 wombats. Some sources report 10 being the maximum for a SHNW warren.

Wombat SA has a caged free open range rescue sanctuary and provides a home for rehabilitating wombats. A permit is required to rescue, care for and manage a wombat in captivity, and this is typically supplied to wildlife carers or sanctuaries.

These people do an amazing job of rescuing and caring for wombats and where possible releasing them back to where they were found, once rehabilitated. If this is not possible, the animal may remain in care or be euthanized, depending on their condition. Their website includes photos, footage, information and opportunities to donate and support the work of this organization.

There are a range of volunteering opportunities for student groups to become involved in, including writing to their local MP, articles in newsletters etc. 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 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.

Students may help staff plan and organise excursions, incursions or guest speakers to broaden their thinking and answer their own inquiry questions. There are also many Youtube clips and other online resources.



7. DIGITAL AND NON-DIGITAL TEXTS

VIDEOS

Wombat SA- National Geographic footage. Story of Yolandi Kermaark, working to rescue and treat wombats with mange. Includes graphic footage of roadkill and wombats with mange. It shows how Yolandi and volunteers use Peters Ice Cream lids to design and make simple equipment for treating wombat with mange. Some students may find this footage upsetting, so please preview it before recommending or showing it to students.

<https://www.facebook.com/ausgeo/videos/1187225484821183/UzpfSTE2NjUxMjkzNzM2Mzk0Mzo0MTk5NTMyNTlwMTk5MDk/?eid=ARDdOQ-MJahMkTgwRf0yF2A4PQWrVeHXfwpKPKzhOjL3hCcn3xxw7Vzmt-8djmB2rL9iGnpoeTS4872p>

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://www.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

7 a) FICTION

Ocean. C., 'Wombsy and Wombaleena.' National Library of Australia. 2018.

Campbell. M., 'Willie – Waddle Wombat', Regal Press, 2013.

CLASS NOVELS OR INDEPENDENT READERS

Giannella, V., "We are all Greta. Be inspired to save the world." Laurence King Publishing Ltd. 2019.



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French.J., “The Secret World of Wombats.’ ISBN 978-0-2072-0031-1 Angus 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 sketches. An excellent text for finding out historical information about early explorers, like Sir Joseph Banks and their encounters with wombats.

7b) NON-FICTION TEXTS

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

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

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.

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.

Kristin P, “ Wombats” , ISBN: 9781604537406, Edina, Minn. : ABDO, c2010.

8.WEBSITES AND RESOURCES

Adelaide Zoo

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

Animals Australia Information about endangered animals

https://www.animalsaustralia.org/take_action/protect-endangered-australian-animals/

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 Museum



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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.

Australia 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

Bush Heritage

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

Cleland Wildlife Park

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

Department of Agriculture, Water and the Environment.

List of Threatened Fauna (Animals.)

<http://www.environment.gov.au/cgi-bin/sprat/public/publicthreatenedlist.pl>

Mapping and History of Moorunde Wildlife Reserve

(Natural History of SA Inc / Wombat SA, Journal, July – September 2019)

www.environment.gov.au/biodiversity/bushfire-recovery/research-and-resources

Provisional lists, maps and data of management procedures for urgent intervention for 113 animal species that have been identified by experts after the 2019-20 bushfires in southern and eastern Australia. The Bare-nosed (Common) Wombat is one of these species.

Rescue and rehabilitation services of the Southern Hairy-Nosed Wombat

Wombat Awareness Organisation, Wildlife Refuge in Flaxley SA.

Wombatawareness.com (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/

Science News for Students. Article about how wombats make cub-shaped scats.

<https://www.sciencenewsforstudents.org/article/how-wombats-make-their-unique-cube-shaped-poop>

Sleepy Burrows Wombat Sanctuary

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

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

Wombat SA. Includes excellent photos and footage, information and opportunities for volunteers. A useful resource is an online mapping tool to view burrows at Moorunde.



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Details about scientific equipment that is used to track and treat wombats with mange is available on their website.

www.wombatrescue.com

Wombat Awareness Organisation

www.wombatawareness.com/

Resources:

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. **It includes a backwards by design planner which could be used by teachers for this unit of work.**

Petition to change Native Title Act

Under the Native Title Act of 1993, Aboriginal people are allowed to maintain ancient customs such as hunting local wildlife. People can sign an **online petition** calling for an Indigenous officer who stoned a wombat to be disciplined and a review of the law. 'This is allowed under the Native Title Act and accepted as traditional hunting however this contradicts Part 3 section 13 of the Animal Welfare Act'

https://www.change.org/p/rspca-justice-for-wombat-stoned-to-death?recruiter=348683704&utm_source=share_petition&utm_medium=facebook&utm_campaign=share_petition&recruited_by_id=39e9c0d0-310b-11e5-8935-0d36bdea67cd&utm_content=starter_fb_share_content_en-gb%3Av13&fbclid=IwAR1XgDQUUvOLCxMOTIA1FPAwfwR2okrzw3ChgyA9A_Xorr-Njd0xTncSbNM

9. ILLUSTRATION



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