

FROG CONSERVATION

LESSON PLANS:


PRIMARY SCHOOL STAGE 1-2



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

The purpose of this lesson is for students to consider the importance of ensuring sustainability for the natural environment. Through a focus on frogs, students consider what this species requires for survival and the importance of providing havens for our frog neighbours in the built environments in which we live.



 Watch this video

Discover how the University of Newcastle is protecting Australia's frog populations.

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INTENDED LEARNING OUTCOMES (ALIGNMENT)



UN SUSTAINABLE DEVELOPMENT GOALS

- 11. Sustainable cities and communities
- 13. Climate action
- 14. Life below water
- 15. Life on land
- 17. Partnerships for the goals



ALIGNED WITH THE UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS



SUSTAINABILITY (CROSS-CURRICULUM PRIORITY)

The activities included in this lesson may be adapted by teachers to suit any primary school year level.

SCIENCE LEARNING AREA:

Stage 1 (years 1 and 2):

- ACSSU017 - Living things have a variety of external features
- ACSSU211 - Living things live in different places where their needs are met
- ACSHE022/ ACSHE035 - People use science in their daily lives, including when caring for their environment and living things

Stage 2 (years 3 and 4):

- ACSSU072 - Living things have life cycles
- ACSSU073 - Living things depend on each other and the environment to survive

HASS LEARNING AREA (GEOGRAPHY SUB-STRAND):

Stage 1:

- ACHASSK031 - The natural, managed and constructed features of places, their location, how they change and how they can be cared for

Stage 2:

- ACHASSK088 - The importance of environments, including natural vegetation, to animals and people



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OUTCOMES - STAGES 1-3

Science

- ST1-4LW-S describes observable features of living things and their environments
- ST2-4LW-S compares features and characteristics of living and non-living things

Geography

- GE1-2 identifies ways in which people interact with and care for places
- GE2-1 examines features and characteristics of places and environments



TOPIC 1 HABITATS AND ENVIRONMENTS

Teacher may begin lesson by showing students an image of a native frog species

- Prompting question: “What type of animal species is this?”
- Teacher engages students in discussion to gauge background knowledge. Some suggested questions may include:
 - What is special about frogs?
 - Is there anything interesting you can share with the class?
 - Where could you find a frog? Can you describe some of the features of places where frogs live?


TOPIC 2 FROG LIFESTYLE

Teacher introduces the concept of *metamorphosis*


Examples are sought from students, some responses may be:

- Butterflies, ladybugs and/or frogs
- Exploration of the lifecycle of a frog Frogspawn – tadpole – froglet – frog



 Watch this video



 Worksheet resource

TOPIC 3 WHAT DO FROGS NEED IN THEIR HABITAT?

Teacher provides students with a definition of *habitat*, followed by a discussion about what human beings need to live and survive (built environment)

- As a class, then begin to consider the needs of frogs in the natural environment making a list of the different requirements they might need, such as: Water, shade (trees), food (this may be insects and worms), moist (often dark) area.
- Building on these identified needs, students may work in groups or pairs to consider what elements of frog habitats are important for the key four stages of metamorphosis
- Students can then draw the ideal frog habitat in as much detail as possible, including labels and explanations of various elements



TOPIC 4

SUSTAINABLE HABITAT - POND OR FROG HOTEL

Aligned to the cross-curriculum priority of sustainability, the teacher can assist students in considering how our (human) *built* environment may threaten or obliterate the *natural* environment needed for frogs to thrive.

- Introducing the concept of a *built* frog habitat, somewhere created by human beings to ensure frog have what they need to survive and thrive
- This activity may be completed in small groups, as a class, or in some settings as a whole-school project.

The following steps may be taken in the creation of your habitat:

- 1) Investigating the types of frogs located in your local area
- 2) Identify their (if any) specific environmental needs
- 3) Identifying an appropriate area in the school
- 4) Collecting materials
- 5) Building the habitat
- 6) Citizen scientist observation – students should then routinely monitor their frog habitat for any visitors, keeping records of their observations.



RESOURCES

The following resources may be shown to students, or used to assist teachers in the creation of a sustainable frog habitat:



Building a frog hotel



Building a “frog bog”
with *Gardening Australia*



The following resource from the *Australian Museum* may be used to identify frog species, as well as contributing to the national data set



CONCLUSION

Class discussion: *Sustainability*

Students consider the importance of responsible citizenship in caring for the environment and ensuring that the needs of flora and fauna are met so that they may survive and thrive.

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