# FROG CONSERVATION

### **LESSON PLANS:**

**PRIMARY SCHOOL STAGE 1-2** 



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.



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### UN SUSTAINABLE DEVELOPMENT GOALS

- 11. Sustainable cities and
- 13. Climate action
- 14. Life below water











17. Partnerships for the

15. Life on land

qoals

ALIGNED WITH THE UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS



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

#### **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



### 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



### 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







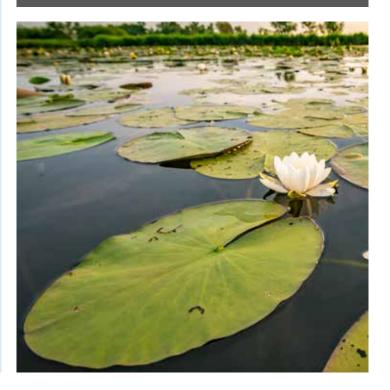
Worksheet resource

#### 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.

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





