TEACHER NOTES

Terms 2-3, 2019
CELEBRATING WA’S
AMAZING
BIODIVERSITY
through the camera lens

It’s easy to enter!
• DISCOVER: Find out about WA’s unique species, the threats they face and how people can help.
• PLAY: Grab a camera and spend some time developing your photography skills.
• EXPLORE: Get outside and capture the diversity of our state’s plants, animals and landscapes.
• SHARE: Compose a captivating caption that highlights the biodiversity story of your favourite photo.

WIN
Share in $25,000 in cash prizes for yourself and your school

Choose one or more of the following categories to FOCUS on:
• FOCUS on: WA’s native species.
• FOCUS on: WA’s habitats and ecosystems.
• FOCUS on: Sustainability in WA.

Prizes will be awarded for each category in the following age groups: Years K-2, 3-6, 7-10 and 11-12.

Teacher notes, submission guidelines and competition rules can be found online at mediaeducation.com.au/competitions

Chevron Australia is proud to continue its support of the Chevron Focus Environment competition as a way of raising awareness among students about protecting and managing the environment.
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All images are student submissions from the 2014-2018 Chevron Focus Environment competition, unless noted.
INTRODUCTION

Celebrating WA’s amazing biodiversity through the camera lens
The Chevron Focus Environment competition encourages students to engage with WA’s biodiversity through the mediums of photography and caption writing.

Winning students and their schools will share in $25,000 in cash prizes, and students will have the opportunity to have their photo published in *The West Australian*’s ED! Magazine.

To enter, students must submit:
- **a photograph with a title** that represents an aspect of the category in which it has been entered.
- **a caption** of 25 words or less which places the photograph into the context of the category for which it has been entered.

The photograph and caption are equally important.
ABOUT THE CHEVRON FOCUS ENVIRONMENT COMPETITION

What are the aims of the competition?
Through the media of photography and the written word, the primary aim is to highlight the depth of biodiversity within WA and the human efforts to conserve and preserve it.

Why does it matter? It matters because WA’s biodiversity is unique and a great part of our natural heritage.

People are aware of the impact human activity has had on the natural environment and are taking positive steps to ensure the impact is reduced both now and in the future.

It is hoped that through this competition, young people will be motivated to become involved in activities that will benefit WA’s biodiversity.

A secondary aim is that through investigation, students will become familiar with the functions of a camera and develop a language of photography which they use confidently when describing their photographs and the functions they used to achieve the effects; eg. depth of field, camera shake, long shot, optical zoom, exposure.
What are the categories of the competition?
WA is a vast state with a range of geographical features, soil types and climate conditions which give rise to a range of habitats and ecosystems and therefore a great biodiversity.

The focus of the competition, in three distinct categories, is the natural environment and biodiversity of WA and the positive role humans have in sustaining these unique gifts.

An individual can enter a total of six entries in the competition: a maximum of two entries in any category. The categories are:

- **Focus on:** WA’s native species
  - Photographs taken in this category can be of single or groups of one or many of WA’s native species. The purpose is to illustrate the vast array of our native species within the diverse landscapes of the State.
  - Entries can include a range of shots from those showing great detail of an individual subject, plant or animal, to those showing large numbers of different species.

- **Focus on:** WA’s habitats and ecosystems
  - The purpose of this category is to show evidence of a native habitat or an ecosystem and the inter-relationships and interdependence of WA’s native species within it. Some examples include the beach, rock pools, forests and wetlands.
  - Entries can use a range of shot types including wide-angle and panoramic.

- **Focus on:** Sustainability in WA
  - Photographs in this category will show evidence of ways in which humans have a positive impact on the natural environment of Western Australia.
  - Examples include, but are not limited to, revegetation, erecting boardwalks, breeding programs for endangered species, ecotourism.
Who can enter the competition?
The competition, sponsored by Chevron Australia, is open to students from Kindergarten to Year 12 in the age categories Years K to 2, Years 3 to 6, Years 7 to 10, Years 11 and 12.

What type of camera can I use?
You can use any camera, including one built in to a smart phone or a tablet, but digital photographs must have a minimum resolution of 300dpi.

Purpose-built digital cameras have a number of features that can be adjusted when the camera is in semi-automatic and manual modes. These give the operator greater control over the quality and character of the final image. Smart phone and tablet cameras have the capability to focus, zoom and use the flash just as purpose-built cameras in automatic mode do. They also have the capability to adjust the exposure by tapping on screen. Other adjustments can be made after the shot has been taken.

For the purposes of the competition, basic digital manipulation of photographs is permitted, but any deemed to have been heavily enhanced will not be eligible for a prize. The images may be presented in colour, sepia or black and white.

What are the judges looking for?
Photographs that
• are from Western Australia and show species native to the State;
• have an impact on the viewer;
• show action, emotion, drama; and
• are sharp and well-composed.

Captions that
• link the photograph to the category;
• are original and informative; and
• are correctly spelled and grammatically correct.

To fully engage with the ethos of the competition, the students need to develop a deep appreciation of WA’s natural environments, its biodiversity and the human energy in force to preserve and sustain them.

This awareness will help them to
• identify an appropriate subject and to compose an aesthetically pleasing shot that has an impact on the viewer.
• compose a caption that shows a clear link between the subject and the chosen category.

The three elements: taking a photograph, writing a caption and understanding the nature of each category, are best covered simultaneously so the students will maintain interest and focus as they develop their understanding of each element.

Time and effort spent on preparing students in all elements of the competition will contribute to their learning in many areas of the curriculum including Science, Humanities and Social Sciences (HASS), English and Media Arts. It may be weeks before they focus on a category, capture their subject and compose their caption but during that time, they will have fun discovering how the three elements work together.

The following pages include activities to help students appreciate the aim of the competition, master the skills of photography and become adept at writing captivating captions.
Prizes
Winning students for each subject / age category, and their schools, will receive a cash prize following publication of the winners’ edition of ED! Magazine in November.

Prizes will be awarded for each category in the following age groups: Years K-2, 3-6, 7-10 and 11-12. In addition to being considered for these prizes, the Lyn Beazley Encouragement Award will be presented to up to five students with a disability or learning difficulty.

All finalists will go into the running to win the prestigious Harry Butler Award, presented to one outstanding entry every year that uses the medium of photography and words to raise environmental awareness and understanding.

<table>
<thead>
<tr>
<th>Focus on: WA’s native species</th>
<th>Years K-2</th>
<th>Years 3 to 6</th>
<th>Years 7 to 10</th>
<th>Years 11 to 12</th>
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</thead>
<tbody>
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<td>First prize</td>
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<td>Third prize</td>
<td>Third prize</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Focus on: WA's habitats and ecosystems</th>
<th>Years K-2</th>
<th>Years 3 to 6</th>
<th>Years 7 to 10</th>
<th>Years 11 to 12</th>
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<tr>
<td>First prize</td>
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<td>Third prize</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Focus on: Sustainability in WA</th>
<th>Years K-2</th>
<th>Years 3 to 6</th>
<th>Years 7 to 10</th>
<th>Years 11 to 12</th>
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</thead>
<tbody>
<tr>
<td>First prize</td>
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<td>Third prize</td>
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</tbody>
</table>

| Harry Butler Award                     | In addition, one of the finalists from the age and subject categories will be selected as the winner of the Harry Butler Award. |

| Lyn Beazley Encouragement Award         | Up to five students with a disability or learning difficulty will be considered for an encouragement award, and will receive a certificate and a $100 cash prize. |

Cash prizes for each age group / category will be awarded as follows. Both the student and their school will win a cash prize, with the exception of the Lyn Beazley Encouragement Awards and the Harry Butler Award.

<table>
<thead>
<tr>
<th></th>
<th>STUDENT PRIZE</th>
<th>SCHOOL PRIZE</th>
</tr>
</thead>
<tbody>
<tr>
<td>First prize:</td>
<td>$250</td>
<td>$750</td>
</tr>
<tr>
<td>Second prize:</td>
<td>$150</td>
<td>$500</td>
</tr>
<tr>
<td>Third prize:</td>
<td>$100</td>
<td>$250</td>
</tr>
<tr>
<td>Harry Butler Award:</td>
<td>$500</td>
<td>-</td>
</tr>
<tr>
<td>Lyn Beazley Encouragement Award:</td>
<td>Up to 5 x $100</td>
<td>-</td>
</tr>
</tbody>
</table>
Competition rules

- Entries must be uploaded via this website mediaeducation.com.au/competitions. No alternative methods of entry will be accepted.
- Each entry must include both a photograph accompanied by a title and a caption of up to 25 words addressing the subject category. This caption must be written by the photographer.
- Entries close Friday September 27, 2019
- Entry is open to primary and secondary students in WA schools.
- Judges are unable to accept:
  - Photos from outside Western Australia
  - Photos featuring plants or animals that are not native to Western Australia (unless the caption relates to the conservation of, or threats to, WA’s native species).
  - Captions that are famous quotes or poems
  - More than two entries per category per person
- Image file names must be in the following format:
  - SCHOOL NAME-YEAR LEVEL-STUDENT NAME-UNIQUE NUMBER
  - eg. BunburyPS-Yr5-RobertSmith-1.jpg
- Photographs may be colour, sepia or black and white.
- Digital photographs must be a minimum resolution of 300dpi.
- Entries must be the student’s own original work.
- No joint entries will be accepted.

For full terms and conditions, please visit mediaeducation.com.au/competitions

About Chevron Australia

Chevron Australia is proud to continue its support of the Chevron Focus Environment competition as a way of raising awareness among students about protecting and managing the environment.
### WA CURRICULUM LINKS

#### English v8.1

<table>
<thead>
<tr>
<th>Strand</th>
<th>Sub-strand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>Language for interaction</td>
</tr>
<tr>
<td></td>
<td>Text structure and organisation</td>
</tr>
<tr>
<td></td>
<td>Expressing and developing ideas</td>
</tr>
<tr>
<td>Literacy</td>
<td>Texts in context</td>
</tr>
<tr>
<td></td>
<td>Interacting with others</td>
</tr>
<tr>
<td></td>
<td>Interpreting, analysing and evaluating</td>
</tr>
<tr>
<td></td>
<td>Creating texts</td>
</tr>
</tbody>
</table>

#### Science v8.1

<table>
<thead>
<tr>
<th>Strand</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Science understanding</td>
<td>Biological sciences</td>
</tr>
<tr>
<td></td>
<td>Earth and space sciences</td>
</tr>
<tr>
<td>Science as a human endeavour</td>
<td>Nature and development of science</td>
</tr>
<tr>
<td></td>
<td>Use and influence of science</td>
</tr>
<tr>
<td>Science inquiry skills</td>
<td>Questioning and predicting</td>
</tr>
<tr>
<td></td>
<td>Planning and conducting</td>
</tr>
<tr>
<td></td>
<td>Processing and analysing data and information</td>
</tr>
<tr>
<td></td>
<td>Evaluating</td>
</tr>
<tr>
<td></td>
<td>Communicating</td>
</tr>
</tbody>
</table>

#### HASS: Geography

<table>
<thead>
<tr>
<th>Strand</th>
<th>Sub-strand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding</td>
<td>Ideas about biodiversity in relation to:</td>
</tr>
<tr>
<td></td>
<td>• geographical features, landforms, landscapes, water in the environment</td>
</tr>
<tr>
<td></td>
<td>• climate, weather, seasons, biomes, soils, vegetation, the role of the environment in ecosystems and food webs</td>
</tr>
<tr>
<td></td>
<td>• sustainability, environmental preservation, urbanisation and conservation</td>
</tr>
<tr>
<td></td>
<td>• natural disasters (impact and response)</td>
</tr>
<tr>
<td></td>
<td>• place, space and change</td>
</tr>
<tr>
<td>HASS skills</td>
<td>Questioning and researching</td>
</tr>
<tr>
<td></td>
<td>Analysing</td>
</tr>
<tr>
<td></td>
<td>Evaluating</td>
</tr>
<tr>
<td></td>
<td>Communicating and reflecting</td>
</tr>
</tbody>
</table>
### The Arts: Media Arts

<table>
<thead>
<tr>
<th></th>
<th>Years F - 6</th>
<th>Years 7 - 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Making</strong></td>
<td>Ideas</td>
<td>Media language</td>
</tr>
<tr>
<td></td>
<td>Exploring ideas and improvising ways to represent ideas</td>
<td></td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td>Developing skills and processes</td>
<td>Representation</td>
</tr>
<tr>
<td><strong>Production</strong></td>
<td>Sharing the arts through performance, presentation or display for an audience</td>
<td>Production</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Skills and processes</td>
</tr>
<tr>
<td><strong>Responding</strong></td>
<td>Responding to and interpreting the arts</td>
<td>Analysing and reflecting on intentions</td>
</tr>
</tbody>
</table>

### WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE) LINKS

The Chevron Focus Environment competition can also support a number of WACE courses for Years 11 and 12. These include:

- English
- Biology
- Geography
- Earth and Environmental Science
- Integrated Science
- Marine and Maritime Studies
- Media Production and Analysis
- Animal Production Systems
- Plant Production Systems
- Visual Arts
Following are some suggestions for classroom activities which may help your students submit winning entries.

**Introducing the competition**

- Ask students:
  - Have you ever taken a great photograph?
  - What’s the best photo you’ve ever seen?

- Give students some time to look through *The West Australian* and choose three images which they think are the best. Alternatively, show students several examples of nature photography and ask them to decide on which is the best one (e.g. [https://thewest.com.au/travel/photography/heart-of-our-outback-natural-beauties-show-off-for-competition-ngb88926640z](https://thewest.com.au/travel/photography/heart-of-our-outback-natural-beauties-show-off-for-competition-ngb88926640z)).

- Discuss:
  - What did students like about the photos they chose?
  - What criteria did they use to decide which photos were ‘the best’?

- Get students to review any captions that came with the images they looked at.
  - Why are captions important?
  - What makes a great caption?
  - Which caption was the best?

- Explain that students will have an opportunity to take some photos of the natural environment, enter the Chevron Focus Environment competition, and be in the running to have their photos published in the paper and win cash for themselves and for the school. Explain that, in order to win, their entry will need to include a great photo AND a great caption.
  - What might be some benefits of taking and sharing photos of the WA environment?
  - How would you spend the money if you won?
  - How do you think the school should spend the prize money?


**Understanding the competition categories**

- Explain that there are three different entry categories for the competition (as outlined on p. 6 of this document):
  - WA’s native species
  - WA’s habitats and ecosystems
  - Sustainability in WA

- Ideally, students should create their entries for the Chevron Focus Environment competition in association with a broader unit of study relating to biodiversity, which would enable students to develop a deep conceptual understanding of native species, ecosystems and sustainability. Refer to the ‘Biodiversity – supplementary notes’ teacher notes for some background notes plus teaching and learning ideas relating to these themes.
Choosing the subject

- Think – pair – share: brainstorm ideas for locations that students may access to take their photographs, and the possible subject matter at these locations. List areas at/around the school, areas at/on the way to class excursion or areas near where students live. The list of subject matter ideas is not intended to be conclusive, but rather act as an inspiration point for students.

- Consider and discuss ways that students can find information about biodiversity of the locations identified, eg.:
  - Is there any signage at a local park explaining what plant and animal species can be found there?
  - Is there a guest speaker that could be invited to speak to the class? (eg. the school gardener, talking about plants growing around the school; an environmental officer who works with plants and animals in the area; a local Aboriginal elder etc.)
  - Does your local council have pamphlets or online information about parks in your area or about ways that they look after the environment?
  - What key words could you use to help you find out what plant or animal species are native to your part of WA?
  - Are there any wildlife identification apps that might be useful?
    - Field Guide to Western Australian Fauna
    - Australian Wildflowers
    - The Water Bug App
    - Australian Birds Guide

The competition focuses on species that naturally occur in WA (i.e. they are native to WA).

They may be unique only to one particular area of WA (i.e. they are endemic to that area) or they may also naturally belong in other areas of our State or they may also be found anywhere across Australia.

Judges will not accept photographs that feature species that are not native to WA, unless the caption relates to the conservation of, or threats to, WA’s native species.

Although not native to WA, this photograph of Rainbow Lorikeets was chosen as a winner in the 2017 competition, due to the caption which interpreted the threats that these introduced birds cause to WA’s native species.
Taking photographs


- Before allowing students time to take photos, you may wish to explore how a camera works and give students time to try out basic features such as using the zoom lens and flash, or to try out more advanced features such as changing the exposure, shutter speed or aperture. Refer to the ‘Understanding photography’ teacher resource for additional information.

- Encourage students to take multiple shots of their chosen subject matter, from different angles, different points of focus, and with different shot lengths.

- Get students to take notes about the photographs they took, to assist with caption writing later. For example:
  - Where exactly was the photo taken?
  - If the photo is of an animal or includes people, what did the animal/people do just before or after the photo was taken?
  - What time of day was it?
  - Is there any signage in the area that relates to the picture taken? What does it say? (Students can take a photo of the sign, in case it contains relevant information that might be useful later.)
  - How did the scene you took a photo of make you feel?
  - What made you decide to take the photo?

- Back in the classroom, get students to sort their photos into those they like and those they don’t like. Remind students that the photographs will be judged according to:
  - Their impact on the viewer
  - The extent to which they show action, emotion or drama
  - Whether they are sharp (unless the intended effect was meant to be blurry) and well-composed
  - Whether they relate to WA native species.

- Once they have created a short list of their favourite photographs, students can work in small groups to give feedback to each other about which short listed photographs are best.
Writing the caption

- Remind students that each entry to the competition must have a **title**, which gives a brief description of the photograph (e.g. *Birds in a Nest*), but which has no real context, and a **caption** which describes the context of the photograph. The caption is vital to the success of a competition entry as evidence of the student’s understanding of the connection between the photograph and the category in which it has been entered; eg. in the category, Sustainability in WA, the caption for *Birds in a Nest* could be, *Thanks to the efforts of the volunteers who restored their habitat, this breeding pair of native birds has returned to the local area.* This caption identifies the writer’s knowledge of the loss of habitat and the value of the human resources employed to restore it.

- Provide students with a selection of images and captions (you can use the ‘Mix and Match’ activity on the following pages). Get them to match the images to the captions, then highlight information in the labels which link to the 5Ws – who, what, when, where and why. Show students an image of a natural feature and discuss the content. Model how to ask and answer the 5W questions, then collectively, write a sentence that describes the image.

- Model how to include context in a photograph label without stating the obvious. Provide a number of images of things familiar to students; eg. family eating together, children playing at the beach, scenes at a shopping centre. In groups, discuss what is happening in each photo. Write a sentence stating the obvious, eg.: *A girl is swimming in the ocean with a woman.* Give character and personality to each person. Describe relationships between characters. Create an imaginary context for the scene. Use the context to write a caption without stating the obvious, eg.: *Having overcome her fear of the ocean, Ebony swims with her mum each day after school.* Repeat the activity with photos of the natural environment.

- In pairs, get students to look at their chosen photographs and discuss the emotion that the images convey (eg. joy, tenderness, wonder, pity, fear). The emotion of a photograph will guide the mood of the caption and the vocabulary used. As an example, a sentence that reads *‘The bug cowers under a leaf to escape pounding rain’* carries different emotion to *‘The bug waits out the worst of the storm from under the safety of a leaf.’*

- Using their chosen image for the competition, get students to write a label explaining the photograph. Encourage them to write conversationally, answering the 5Ws to describe the action, context and emotion of an image as if talking about it to a friend. Then, work on reducing the word count:
  - Identify key words that are essential for explaining the context of a photograph. Identify those that can be removed without losing the meaning of the text.
  - Underline key words and phrases. Highlight contextual information. Cross out any obvious information. Write caption using key words and contextual information.

- Encourage students to proof read their text, checking meaning, punctuation, grammar and spelling.
Remind students that when they are writing for their competition entries, the caption must also explain the relevance of the photograph to the category in which it is entered.

**WA’s native species**
Name the species and the area of WA where the photograph was taken.
- Include information about the species; eg. its physical appearance, behaviour, conservation status.
- Link the action of the shot to some aspect of the species’ physical features or character; eg. *The timid numbat tirelessly trails its termite prey, sniffing the sand with its sensitive nose.*

**WA’s habitats and ecosystems**
Describe the habitat/ecosystem.
- Identify inhabitants and their dependence/interdependence on the habitat/ecosystem.
- Include the conservation status of the habitat/ecosystem, identify reasons and predict future status.

**Sustainability in WA**
Describe how actions taken by people have had a positive impact on the environment.
- Identify any organisations or individuals featured eg. volunteers, council employees, local residents, enthusiastic children. **REMEMBER TO GAIN THEIR PERMISSION.**
- Identify the long term goals of the organisation or individuals.

Answers to the ‘mix and match’ activity on page 17 and 18

**PRIMARY:**
1C, 2E, 3D, 4B, 5A

**SECONDARY:**
1G, 2B, 3H, 4I, 5E
Mix and match (primary)

Below are some pictures and captions from previous Chevron Focus Environment competition entries. Match the correct label to the photo.

1. Ebony Barker, Australian Christian College Southlands

A. HONEY POSSUM: The little Honey Possum not only sucks the nectar from this native bush, but also hides deep within the foliage for protection from its predators.

2. AJ Greenhalgh, Eden Hill Primary School

B. TRANSPIRATION: Mrs Boyd's experiment showed us how plants give water back to the atmosphere.

3. Amarni Krahe, Loreto Nedlands

C. BUSH FLY SURPRISE: Who would think the native bush fly would be such a colourful little creature up close? This image has opened my eyes to the world of little things.

4. Harper Woodley-O'Keefe, Parkerville Primary School

D. NATURE IN BLACK AND GREEN: After a bushfire in Kings Park, trees are recovering, wildflowers are blooming and creatures find new homes.

5. Ebony Barker, Australian Christian College Southlands

E. FINDING WARMTH: After a downpour of rain, this little New Holland Honeyeater looked very cold trying to get warmth from the winter sun.
Mix and match (secondary)

Below are some pictures and captions from previous Chevron Focus Environment competition entries. Match the correct label to each photo.

A. MAGPIE LEAVING: The old power poles that follow the railway track provide a fine lookout for observant magpies on a stormy day.

B. THE REFLECTION OF BEAUTY: In the Wheatbelt a puddle of rain can provide life and quiet beauty. Eucalyptus trees can be sustained with only just one gallon of water.

C. WILLIE: Willie Wagtails aren’t afraid to attack bigger species like magpies or ravens. This is good for the environment to keep all the larger birds in check.

D. A SCARLET BLAZE IN OUR BUSHLAND: The Red Wattle Bird is one of the largest nectarivorous birds in Australia, so it’s important that we revegetate native tree species in our parks.

E. HERMIT CRAB: The Hermit Crab, using its shell to tuck itself away on the beach.

F. AN ENDANGERED ENIGMA: With a population of less than 10,000, we need to help the mysterious Baudin’s Cockatoo before the species falls into the mists of our past.

G. CURIOUS: This usually nocturnal Brushtail Possum came to check us out in the daytime! They share the South West bushland with their endangered cousins, the Ringtails.

H. CARING HANDS: We must care for our oceans and beaches so we can enjoy them for years to come.

I. HUNTING FROM ATOP: Known for hunting from perches, a juvenile Australian Black-shouldered Kite (Elanus axillaris) surveys the land ahead for prey.

J. HONEY POSSUM: The little Honey Possum not only sucks the nectar from this native bush but hides deep within the foliage for protection from its predators.

K. STICK TO THE PATHS: To maintain a healthy environment, we must stay on the paths at tourist destinations. This prevents it from being destroyed by reckless visitors.
ABOUT DR HARRY BUTLER (AO)

When Chevron first stepped on to Barrow Island more than 50 years ago, accompanying them was an enthusiastic young conservationist named Harry Butler.

Dr Butler’s initial work as an environmental consultant to Chevron included establishing a quarantine program to stop invasive weeds and feral pests getting to Barrow Island. This has developed into the world’s largest non-government quarantine initiative and has ensured the island’s unique ecosystems and species remain intact, including 24 endemic species only found on the island.

"In the Wild with Harry Butler", which aired on ABC TV in the 1970s with many repeat broadcasts, was one of the most influential wildlife shows on television.

He was recognised Australia-wide as esteemed Dr Harry Butler AO, and was appointed a National Living Treasure by the National Trust, an officer (AO) in the General Division of the Order of Australia, Commander of the British Empire, Australian of the Year and recipient of Chevron’s Environmental Hero Award.

Dr Butler passed away in December 2015.
ABOUT PROFESSOR LYN BEAZLEY (AO)

Professor Lyn Beazley (AO) was Western Australia’s chief scientist from 2006 to 2013, advising the State Government on science, innovation and technology matters.

Born in the English town of Gravesend, Professor Beazley said her interest in science was nourished at school, particularly on a visit to Charles Darwin’s house where she was allowed to peer through the great man’s microscope. Later she became the first person in her family to attend university, studying at Oxford. She was appointed the State’s Chief Scientist in 2006.

“I think science is so important to everyone and the more strong advocates we can have, I think, the better because it’s going to make a big difference across society,” she said.

“We all embrace science every day in our everyday lives so, for me, it’s great. The more visibility and appreciation of science, the better.”

Professor Beazley is passionate about the importance of young people getting involved in science at an early age. “This is so important because we know to get someone interested in science, whether as a career or not, it has to start in primary school, and Years 5 and 6 are key,” she said.

Professor Beazley’s passion for oceans was recognised in 2011 when a bright red sea sponge found off Rottnest was named after her — the *Manihinea lynbeazleyae*. She also has a fossil shark named after her - *Gogoselachus lynbeazleyae*. 