

# The West Australian



**Tuesday June 8, 2021**

**Read the feature topic on threatened native WA animals in today's ED! Magazine and complete some of the activities below.**



- What does the Environmental Protection Authority (EPA) do?
- Why are healthy ecosystems important?
- According to the International Union for Conservation of Nature Red List, what are the four classifications of threatened animal species?
- Where can you find a White-bellied frog?



- Using a map of Western Australia, locate the areas where the threatened native animals mentioned in the article can be found.
- Make a table listing the mining interests mentioned in the article. In separate columns, list the projects they wanted to develop and the changes they had to make to ensure the animals mentioned were protected.
- Visit the Perth Zoo website and read about the four Western Australian animals included in their breeding program. For each of the animals, explain how the program is supporting declining populations in the wild.



- Using the Department of Water and Environmental Regulation website, in your own words, explain what the different classifications of threatened species mean.
- There are different types of stygofauna (animals that live permanently underground) which include fish, worms, snails, mites and insects. Go online and find an example for each of them.
- Make a list of WA native plants and the animals they attract and provide food for.



- Complete a think – pair – share to discuss: *why is biodiversity important?*
- Why are organisations like the EPA and DWER important?
- Why is it important to protect *all* species, even the very small and very rare?



- With a partner, make an action plan of something you can do in your school or community to support local biodiversity.
- Design a frog pond for your home garden or school.
- Create a poster which promotes caring for the environment, including how to support and encourage wildlife in your local area.



- Using a copy of today's *The Western Australian*, locate articles about the environment. Does the article give a positive or negative perspective of the issues and topics raised?

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Join *The West's* Media Education team in our aim to create a media-savvy generation.

Online Media Education activities are designed to enable students to become critical consumers of news. Through completing the activities, students will develop the skills to consider, question, inquire and challenge reported news stories. Media Education encourages students to be informed citizens of global issues considering multiple perspectives before generating their own ideas and opinions.



Read this week's Newsflash stories to get the gist, then choose one or more of these activities to explore further.

<b>DIG DEEPER</b>  Discover a fact that someone else might not know.	<b>TAKE SIDES</b>  Is there a conflict? Who do you agree with? Why?	<b>SO WHAT?</b>  Why does this matter?
<b>YOUR LINE</b>  Write an alternative headline for this story.	<b>THIS JUST IN</b>  Find out the latest updates on this story.	<b>PANTS ON FIRE</b>  Is anyone not telling the truth? What makes you think this?
<b>FACT OR OPINION</b>  On your copy of Newsflash, highlight facts in one colour, and opinions in another.	<b>MAP IT</b>  Create a mind map of everything you know about this topic.	<b>WHAT NEXT?</b>  Make a prediction. What do you think will happen next?
<b>5W + H</b>  Can you discover the <i>who, what, when, where, why</i> and <i>how</i> of this story?	<b>SURVEY SAYS</b>  Conduct a survey to find out what your classmates think of an issue.	<b>WINNER, WINNER</b>  Who do you think might benefit from this story?