

Phillip Island

See penguins, seals, koalas and more!

These Teachers' Notes are to be used with Project Pullout #34, which is found in issue 87 of DMAG. Students will learn about Phillip Island's coastal environment and our native wildlife.

This supplement encourages students to:

- Understand that the activities of people can alter the balance of nature
- Understand that environments are sometimes modified to fulfil new and different requirements
- Learn how to draw and read maps
- Understand that information can be represented in different forms including graphs and graphics

HSIE: Different Environments

As a class, read pages 48-51 of DMAG's Project Pullout then create a mind map on the coastal environment.

This can include the coastal ecosystems, flora and fauna and the problems that can arise on the coast due to human use. (E.g. over-fishing, tourism and oil vessels.)

Each student is to investigate one of the problems caused by humans. In their research they should find out what it is, why it's a problem, why humans do it/use it and what alternatives or precautions are available to reduce its impact on the environment.



Art: Picture it

Ask students to draw a picture of a beach. They must include themselves and any family or pets on the beach.

Using Images

Once students have completed the task above, ask them to label the beach's natural features. Then, ask students to label any environmental threats (or potential threats) that might be in their picture. For example, the packaging from a family member's food that, if not disposed of properly, will harm the ecosystem.

Excursion: Coastal Environment Graphs

If you can, take a class trip to the beach or coast. Ask students to count how much/many of these they see:

- Native plants
- Weed plants
- Native animals
- Pollution
- Erosion
- Visitors
- Introduced animals

Using the data they've collected, students are to create a column graph. Discuss how each can be indicative of a healthy or unhealthy coastal environment. Then, ask students to look at their graphs and decide how healthy the environment they visited is. If it's healthy, ask them why they think this is. Is it because there are educational programs at this beach on how to treat the environment? If it is unhealthy, is this because it's used as a commercial area or is a popular tourist spot?

English: Environment Matters

As a class, read pages 48-49 of DMAG's Project Pullout and brainstorm what people can do at the beach to minimise their impact on it whilst still being able to enjoy it. Write these ideas on the board. See if you can collect them to make five strong points and then create an "At The Beach I Will:" list to hang up in the class. E.g. At the beach I will ... respect all flora and fauna by walking on pathways, not leave rubbish behind and not feed the native wildlife.

Maths: Mapping skills

Ask students to look at the image of Phillip Island on page 48 of DMAG's Project Pullout. Ask them if the image is the correct shape of Phillip Island. (Answer: yes.) Ask them if the image is to scale with Phillip Island. (Answer: no.) Explain to the class that in order for an image to be to scale with the item they are representing, all measurements must be in the same ratio to the real object.

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designated area and draw a scale map of it. This map should have all the things that a map should have, i.e. a title, a key that identifies things like rivers and sand dunes, a ratio explaining what scale their drawing is to and a direction key pointing North. (You might need a compass for this.)

Exercise: Scale

Ask each student to trace around a ruler on a sheet of paper. Explain to them that what they have drawn is a real-life image of the ruler on a scale of 1:1. That is, one centimetre on the page is equal to one centimetre in real life. Now, ask them to draw the ruler again, to scale, but half the size. Explain to them that they not only have to halve the ruler's length but its width. What scale is the drawing at now? The answer is 1:2. That is, every one centimetre on the page is equal to two centimetres in real life.

Extension: Beyond the Square

After completing the Scale exercise above, ask students why they think things like maps of islands are shrunk to a smaller scale. This is because it makes large images (like a country) easier to view. By keeping them to scale, things like distance and height are more easily measured too.

Excursion: Phillip Island Drawing Maps

If you can, take a trip to Phillip Island. Ask the kids to spend some time in a

Little Penguins

Whilst at Phillip Island make sure to check out the nightly Penguin Parade and ask students to observe what the penguins do and when. Ask each student to write a time line of the penguins' movements. Also, ask students to take note of the things Phillip Island does to make sure that the penguins aren't disturbed by visitors. If you can't get to Phillip Island, ask students to research the penguins' daily habits and draw up a time line on them. In the classroom, students should do more research into the penguins' habits. Students should also find out what little penguins do during the day – use pages 48-49 of DMAG's Project Pullout as a starting point.

HSIE: Our Australia

Phillip Island is home to many different types of flora and fauna. Are there any animals or plants that are unique to Phillip Island? What could be some reasons for this? Why can

living on an island sometimes help to preserve wildlife? What happens if a predator is introduced to an island? Students are then to research what Phillip Island does to ensure that its wildlife is protected and write a one-page report of their findings.

History: Beyond the island

In the 1800s seals were hunted for meat, oil and fur to the extent that many breeding colonies, like the Australian sea lions in Bass Strait, were destroyed. Ask students to research one of the following animals and our history with them. In their research, students should find out how the animal was treated or used in the past, how population was affected and when and why things changed:

- Seals
- Whales
- Green turtles

About DMAG

These Teachers' Notes were sponsored by Phillip Island Nature Parks Australia and written by the staff at DMAG. They may be reproduced for use in school classrooms. To subscribe to the magazine they refer to, call 1300 887 795 (Australia) or 612 8296 5413 (international).

Visit Phillip Island

Phillip Island is a three hour drive from Melbourne. If you are interested in visiting Phillip Island go to www.penguins.org.au for more info.

More Teachers' Notes

More in-depth Teachers' Notes and activity sheets are available at www.penguins.org.au. Click on 'Education' then 'Flora, Fauna and History.'