

# *The Regent Honey Eater Project*

2011 - 2012

A Stage 2/3 Unit that focuses on the plight of the endangered Regent Honey Eater and what we can do to save this species



Xanthomyza Phrygia

Red Hill EEC  
2011

## **Red Hill EEC Shared Purpose Statement:**

### **Red Hill EEC aims to:**

- create a common vision
- facilitate shifts in behaviour and attitude
- develop units that complement and enhance our existing curriculum
- assist and support our schools/teachers/communities and
- encourage schools to be environmentally active

### **Schools involved in the Regent Honey Eater Project**

- Gulgong Public School
- Wollar Public School
- Lue Public School
- Cudgegong Valley Public School
- Hargraves Public School
- Goolma Public School

### **Supporters of the Honey Eater Project include:**

- Taronga Park Zoo
- Birds Australia
- National Parks and Wildlife Service - Mudgee
- The Cudgegong Valley Field Naturalists
- Mid Western Regional Council
- Wilpinjong Mine (Peabody Energy)

*Picture on title page is of the endangered Regent Honey Eater (Xanthomyza Phrygia)*

**Student skills to be developed:**

- persistence,
- resilience,
- team work,
- having a go,
- communication,
- problem solving,
- social interaction,
- leadership,
- self esteem.

**KLAs focus**

- Literacy
- Numeracy
- Science and Technology
- Environmental Education
- PDHPE
- HSIE
- Indigenous Australian Education.

**Quality Teaching Dimensions and Elements referred to in the unit:****Intellectual quality**

- 1.1 Deep knowledge
- 1.2 Deep understanding
- 1.3 Problematic knowledge
- 1.4 Higher-order thinking
- 1.5 Metalanguage
- 1.6 Substantive communication

**Quality learning environment**

- 2.1 Explicit quality criteria
- 2.2 Engagement
- 2.3 High expectations
- 2.4 Social supports
- 2.5 Student's self-regulation
- 2.6 Student direction

**Significance**

- 3.1 Background knowledge
- 3.2 Cultural knowledge
- 3.3 Knowledge integration
- 3.4 Inclusivity
- 3.5 Connectedness
- 3.6 Narrative

# The Regent Honey Eater Project (*Xanthomyza Phrygia*)

2011 - 2012

Stage 2/3



A Stage 2/3 Unit that focuses on the plight of the endangered Regent Honey Eater and what we can do to save this species

**Connection focus: All species of flora and fauna are important to the survival of eco systems and ultimately our environment and our planet**

## **PDHPE**

Students will learn how to get along with others through positive communication skills. They will begin to develop a sense of self and an understanding of the need for positive relationships.

Students will explore the concept of how humans can impact on the habitat of living things

Students will discuss ways to protect our threatened species and their habitats.

Students will learn about their local natural environment through direct experience.

Students will develop skills in social and civic participation and values and attitudes associated with ecological sustainability.

Students will engage in a range of problem solving activities that will ultimately lead to habitat regeneration, the end result being a benefit to all.

## **Creative and Practical Arts**

Students will have the opportunity to present their research into the Regent Honey Eater using artistic representations.

Students will create a piece of art that represents their understanding of the plight of the Regent Honey Eater for an exhibition at Taronga Park Zoo.

## **Students will engage in activities that promote:**

- investigation of the Regent Honey Eater;
- investigation of endangered species;
- identification of native bird species;
- the collecting, recording, collation and interpretation of data;
- the use of data to plan a project;
- understanding of how to care for animal and plant habitats in our environment;
- understanding of how to propagate habitat plant species;
- understanding of the importance of creating habitat for the Regent Honey Eater;
- identification of local habitats and
- the importance of working with all stakeholders.

## **Planned assessment**

- Research presentation about the Regent Honey Eater.
- Research based plan of action to create local habitat.
- Understanding of propagation techniques and care of habitat plant species.
- The successful implementation of ongoing propagation system.
- Successful development of habitat development project.
- Creation of art.
- Participation in all activities.

## **HSIE**

Students will learn about their own roles and responsibilities as a group member. They will participate responsibly in group activities. Students will understand how humans can impact on environments and the living things within that environment.

Students will learn about the Regent Honey Eater and explain its significance as a 'landmark species'. Students will learn about the sustainable practices of Indigenous Australians and the changes to the natural environment that have occurred since white settlement.

## **SciTech**

Through observation of their surroundings, students will identify, record, organise, predict and communicate their understanding of birds using surrounding environments. Through this investigation, students will better understand how to evaluate the needs of the Regent Honey Eater.

Student will use the data collected to develop a plan of local action to create habitat for the Regent Honey Eater. As habitat is created, students will evaluate the results based on both general and specific criteria.

This program has been developed to be used as part of the Regent Honey Eater Project that will extend over a number of years. It is designed to be used by schools as they develop their response to the needs of the Regent Honey Eater. *This 'real life project' will create an extensive database of birds; identify habitat on mine sites, in council areas, on private property and on road sides; develop habitat over a large area and create propagation areas for habitat species.* All aspects of the program will be supported by Red Hill EEC with assistance from Taronga Park Zoo and the Cudgegong Valley Field Naturalists. It includes outcomes represented in the existing:

**Stage 2 COGS:** 'Local Environments' and 'Effects of Growth and Change'

**Stage 3 COGS:** 'Living Land', 'Physical Phenomena', 'Interconnecting Growth and Change' and 'Making Informed Choices'

### **Metalanguage (Wordbank)**

Action Plan, Adapt, Adaptation, Animal, Audit, Biodiversity, Bio-indicators, Bioregion, Blakeley's Red Gum, Breed, Breeding, Box-Ironbark Forest, Camouflage, Common Name, Communicate, Communication, Conclude, Conclusion, Connect, Characteristics, Catastrophe, Catastrophic, Colony, Colonization, Control, Data, Data base, Degradation, Decisions, Distribution, Eco Systems, Endangered, Evaluate, Expert, Extinct, Extinction, Fauna, Feral, Flagship Species, Flora, Food Chain, Habitat, Healthy, Heritage, Honeydew, Human Impact, Identify, Identification, Impact, Interconnect, Introduced, Invasion, Invasive, Investigate, Judgement, Keepers, Living Things, Lerps, Migrate, Migratory, Mistletoe, Mugga Ironbark, Multimedia, National, National Heritage, Native, Nature, Natural Environment, Nectar, Nectar Flows, Observe, Observation, Parasite, Parasitic, Peer, Population, Predators, Presentation, Propagate, Propagation, Scats, Scientific Name, Species, Sightings, Survey, Technique, Tracks, Threatened, Vegetation, Verge, Unhealthy, Waste, White Box, Xanthomyza Phrygia, Yellow Box.

Literacy connections:	Numeracy connections:
<p><b>TS2.1</b> Communicates in informal and formal classroom activities in school and social situations for an increasing range of purposes on a variety of topics</p> <p><b>TS2.2</b> Interacts effectively in groups and pairs using various listening strategies for different situations</p> <p><b>RS2.5</b> Reads independently a wide range of texts on increasingly challenging topics and justifies own interpretation of ideas, information and events</p> <p><b>RS2.6</b> Uses efficiently an integrated range of skills and strategies when reading and interpreting written texts</p> <p><b>WS2.12</b> Uses joined letters when writing in NSW Foundation Style and demonstrates basic desktop publishing skills on the computer</p> <p><b>WS2.13</b> Discusses how own texts are adjusted to relate to different readers, how they develop the subject matter and how they serve a wide variety of purposes</p> <p><b>TS3.1</b> Communicates effectively for a range of purposes and with a variety of audiences to express well-developed, well-organised ideas dealing with more challenging topics</p> <p><b>TS3.2</b> Interacts productively and with autonomy in pairs and groups of various sizes and composition, uses effective oral presentation skills and strategies and listens attentively</p> <p><b>RS3.5</b> Reads independently an extensive range of texts with increasing content demands, and responds to themes and issues</p> <p><b>RS3.6</b> Uses a comprehensive range of skills and strategies appropriate to the type of text being read</p> <p><b>WS3.12</b> Produces texts in a fluent and legible style and uses computer technology to present these effectively in a variety of ways</p> <p><b>WS3.13</b> Critically analyses own texts in terms of how well they have been written, how effectively they present the subject matter and how they influence the reader.</p>	<p><b>DS2.1</b> Gathers and organises data, displays data using tables and graphs, and interprets the results</p> <p><b>WMS2.2</b> Selects and uses appropriate mental or written strategies, or technology, to solve problems</p> <p><b>WMS2.3</b> Uses appropriate terminology to describe, and symbols to represent, mathematical ideas</p> <p><b>WMS2.4</b> Checks the accuracy of a statement and explains the reasoning used</p> <p><b>SGS2.3</b> Uses simple maps and grids to represent position and follow routes</p> <p><b>WMS2.5</b> Links mathematical ideas and makes connections with, and generalisations about existing knowledge.</p> <p><b>MS2.1</b> Estimates, measures, compares and records lengths, distances and perimeters in metres, centimetres and millimetres</p> <p><b>MS2.2</b> Estimates, measures compares and records the areas of surfaces in square centimetres and square metres</p> <p><b>DS3.1</b> Displays and interprets data in graphs with scales of many-to-one correspondence</p> <p><b>WMS3.2</b> Selects and applies appropriate problem-solving strategies, including technological applications, in undertaking investigations</p> <p><b>WMS3.3</b> Describes and represents a mathematical situation in a variety of ways using mathematical terminology and some conventions</p> <p><b>WMS3.4</b> Gives a valid reason for supporting one possible solution over another</p> <p><b>WMS3.5</b> Links mathematical ideas and makes connections with, and generalisations about, existing knowledge and understanding in relation to Stage 3 content</p> <p><b>MS3.1</b> Selects and uses the appropriate unit and device to measure lengths, distances and perimeters</p> <p><b>MS3.2</b> Selects and uses the appropriate unit to calculate area, including the area of squares, rectangles and triangles</p> <p><b>SGS3.3</b> Uses a variety of mapping skills</p>

KLA	Outcomes	Connections/ Content	Planned Assessment
SCI TECH	<p><b>LTS2.3</b> Identifies and describes the structure and function of living things and ways in which living things interact with other living things and their environment</p> <p><b>UTS2.9</b> Evaluates, selects and uses a range of equipment, materials and other resources with developing skill to enhance investigation and design tasks</p> <p><b>INVS2.7</b> Conducts investigations by observing, questioning, predicting, testing, collecting, recording and analysing data and drawing conclusions</p> <p><b>LTS3.3</b> Identifies, describes and evaluates the interactions between living things and their effects on the environment</p> <p><b>UTS3.9</b> Evaluates selects and uses a range of equipment, computer-based technology, materials and other resources to meet the requirements and constraints of investigation and design tasks</p> <p><b>INVS.3.7</b> Conducts their own investigations and makes judgements based on the results of observing, questioning, planning, predicting, testing, collecting, recording and analysing data, and drawing conclusions</p> <p><b>DMS3.8</b> Develops and resolves a design task by planning, implementing, managing and evaluating design processes</p> <p><b>SLS3.13</b> Describes safe practices that are appropriate for a range of situations and environments</p>	<p><b>Observing and exploring</b>  <b>Discuss endangered/extinct animal and plant species in Australia:</b></p> <ul style="list-style-type: none"> <li>• What is biodiversity?</li> <li>• What are some endangered/extinct animals?</li> <li>• Why are they threatened/extinct?</li> <li>• What are the impacts of introduced animal and plant species on them?</li> </ul> <p><b>Investigate threatened species in NSW, particularly the Regent Honey Eater</b></p> <ul style="list-style-type: none"> <li>• Where are they?</li> <li>• What are their habitats/ food types?</li> <li>• Why are they endangered?</li> <li>• Why are they important?</li> <li>• What is being done to improve the situation?</li> </ul> <p><b>Collect and record data about local bird species</b></p> <ul style="list-style-type: none"> <li>• Common and scientific names of species.</li> <li>• Where sighted.</li> <li>• Numbers and dates of sightings.</li> <li>• Local / migratory.</li> <li>• Habitats, foods, nestings.</li> <li>• Ongoing information and observations.</li> </ul> <p><b>Develop an Action Plan</b></p> <ul style="list-style-type: none"> <li>• Ongoing local action.</li> <li>• Development of propagation areas.</li> <li>• Development of a plan to remove non-native species.</li> <li>• Development of a program of planting.</li> <li>• Community involvement.</li> </ul> <p><b>Develop a local habitat data base</b></p> <ul style="list-style-type: none"> <li>• State forests and National Parks.</li> <li>• Habitat in villages and towns.</li> <li>• Privately owned habitat eg on farms.</li> <li>• Road side verges and parks.</li> </ul> <p><b>Evaluate project - ongoing</b></p>	<p><b>Assessment strategy</b></p> <p>The teacher will:</p> <ul style="list-style-type: none"> <li>• evaluate student understanding of endangered species and associated metalanguage;</li> <li>• observe students collecting data and categorising bird species;</li> <li>• observe students investigating the Regent Honey Eater;</li> <li>• evaluate the information contained in data bases;</li> <li>• evaluate the Action Plan;</li> <li>• observe students engaged in propagation and planting of habitat species and</li> <li>• evaluate the effectiveness of the project.</li> </ul> <p><b>Assessment criteria</b></p> <p>The student will demonstrate understanding of:</p> <ul style="list-style-type: none"> <li>• threatened species in Australia;</li> <li>• the Regent Honey Eater;</li> <li>• processes involved in the creation of a data base;</li> <li>• the reason for and information required to create an effective data base;</li> <li>• the elements of an Action Plan and how it is developed using data and</li> <li>• how to propagate, plant and care for native flora;</li> </ul>

KLA	Outcomes	Connections/ Content	Planned Assessment
PDHPE	<p><b>INS2.3</b> Makes positive contributions in group activities</p> <p><b>DMS2.2</b> Makes decisions as an individual and as a group member</p> <p><b>COS2.1</b> Uses a variety of ways to communicate with and within groups</p> <p><b>PSS2.5</b> Uses a range of problem solving strategies</p> <p><b>INS3.3</b> Acts in ways that enhance the contribution of self and others in a range of cooperative situations</p> <p><b>DMS3.2</b> Makes informed decisions and accepts responsibility for consequences</p> <p><b>COS3.1</b> Communicates confidently in a variety of situations</p> <p><b>PSS3.5</b> Suggests, considers and selects appropriate alternatives when resolving problems</p>	<p><b>Cooperation</b> Students will:</p> <ul style="list-style-type: none"> <li>share the resources and cooperate in the group activities and with students from other school;</li> <li>cooperate with community members and will other group members involved in the project;</li> <li>cooperate to collect and share data, solve problems and make decisions about ongoing actions and elements of the project.</li> </ul> <p><b>Communication</b> Students will:</p> <ul style="list-style-type: none"> <li>communicate with others and participate in group conversations and activities;</li> <li>communicate face to face, by letter and email;</li> <li>communicate information and decisions;</li> <li>present their findings to peers and experts using a range of multimedia.</li> </ul> <p><b>Actively Listening</b> Students demonstrate active listening skills when learning from experts in the field and attending Red Hill and Taronga Park Zoo activities and video conferences.</p>	<p><b>Assessment strategy</b> The teacher will observe students:</p> <ul style="list-style-type: none"> <li>working individually and in a group situations;</li> <li>working with students from other schools;</li> <li>interacting with experts;</li> <li>working with community and local businesses.</li> </ul> <p><b>Assessment criteria</b> The student will demonstrate understanding of:</p> <ul style="list-style-type: none"> <li>how to work and solve problems collaboratively;</li> <li>how to work with peers, students from other schools, community members, local business people and experts in the field;</li> <li>the importance of active listening skills;</li> <li>the most effective forms of communication for a given situation or purpose;</li> <li>the importance of effective presentation of ideas and plans.</li> </ul>

KLA	Outcomes	Connections/ Content	Planned Assessment
HSTE	<p><b>ENS2.5</b> Describes places in the local area and other parts of Australia and explains their significance</p> <p><b>ENS2.6</b> Describes people's interactions with environments and identifies responsible ways of interacting with environments</p> <p><b>CUS2.4</b> Describes different viewpoints, ways of living, languages and belief systems in a variety of communities</p> <p><b>CCS2.1</b> Describes events and actions related to the British colonisation of Australia and assesses changes and consequences.</p> <p><b>SSS2.8</b> Investigates rights and responsibilities and decision-making processes in the school and community and demonstrates how participating can contribute to the quality of their school and community life</p> <p><b>ENS3.5</b> Demonstrates an understanding of the interconnectedness between Australia and global environments and how individuals and groups can act in an ecologically responsible manner</p> <p><b>ENS3.6</b> Explains how various beliefs and practices influence the ways in which people interact with, change and value their environment</p> <p><b>CUS3.3</b> Describes different cultural influences and their contribution to Australian identities.</p> <p><b>CUS3.4</b> Examines how cultures change through interactions with other cultures and the environment</p> <p><b>CCS3.1</b> Explains the significance of particular people, groups, places, actions and events in the past in developing Australian identities and heritage.</p>	<p><b>Culture</b></p> <p>Students understand:</p> <ul style="list-style-type: none"> <li>• Aboriginal sustainable practices ensured the protection of all native species;</li> <li>• the impact of colonisation on the natural environment;</li> <li>• the significance of eco systems and native flora and fauna on how we see ourselves as Australians;</li> <li>• the impact of the loss of species on our national identity;</li> <li>• if we lead change and make a difference locally, the impact can be national and sometimes international eg earth hour / clean up Australia;</li> <li>• that we are all responsible for the decisions we make about our national heritage.</li> </ul> <p><b>Environment</b></p> <p>Students understand:</p> <ul style="list-style-type: none"> <li>• the impact that humans have on the natural environment;</li> <li>• that extinction is forever;</li> <li>• that sustainable practices can be incorporated in our daily lives and</li> <li>• that improving our environment improves our way of life.</li> </ul>	<p><b>Assessment strategy</b></p> <p>The teacher will observe students:</p> <ul style="list-style-type: none"> <li>• making plans for and working in the natural environment;</li> <li>• acting sustainably;</li> <li>• learning about the Regent Honey Eater.</li> </ul> <p><b>Assessment criteria</b></p> <p>The student will demonstrate understanding of:</p> <ul style="list-style-type: none"> <li>• the interaction humans have with the natural environment and the native flora and fauna that live there;</li> <li>• the importance of sustainable practices;</li> <li>• how information is collected and plans are designed to create change;</li> <li>• the importance of land mark species such as the Regent Honey Eater to our national heritage;</li> </ul>

KLA	Outcomes	Connections/ Content	Planned Assessment
CREATIVE AND PRACTICAL ARTS	<p><b>VAS2.1</b> Represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter</p> <p><b>VAS2.3</b> Acknowledges that artists make artworks for different reasons and that various interpretations are possible</p> <p><b>VAS2.4</b> Identifies connections between subject matter in artworks and what they refer to, and appreciates the use of particular techniques</p> <p><b>VAS3.1</b> Investigates subject matter in an attempt to represent likenesses of things in the world</p> <p><b>VAS3.2</b> Makes artworks for different audiences, assembling materials in a variety of ways</p> <p><b>VAS3.3</b> Acknowledges that audiences respond in different ways to artworks and that there are different opinions about the value of artworks</p> <p><b>VAS3.4</b> Communicates about the ways in which subject matter is represented in artworks</p>	<p>Connections to the natural environment can take many forms and are often represented artistically.</p> <p><b>Regent Honey Eater Research</b> Students can choose to present their research into the Regent Honey Eater in any form, including through the use of music, art and / or drama.</p> <p><b>The Regent Honey Balds</b> Students will interpret their research into the Regent Honey Eater by creating a piece of artwork using any media. Selected artworks will be displayed at Taronga Park Zoo.</p>	<p><b>Assessment strategy</b> The teacher will:</p> <ul style="list-style-type: none"> <li>observe students creating a relevant artworks for the Regent Honey Balds;</li> <li>assess student Regent Honey Eater research presentation.</li> </ul> <p><b>Assessment criteria:</b> Students will demonstrate understanding of:</p> <ul style="list-style-type: none"> <li>appropriate art forms and media when creating a piece of art for the Regent Honey Balds;</li> <li>how creative and practical art can be used to present research.</li> </ul>

**The Regent Honey Eater Project Term (2011 - 2012) Planner / Red Hill Environmental Education Centre**

	<b>ACTIVITIES</b>	<b>OUTCOMES</b>	<b>QUALITY TEACHING</b>
<b>ACTIVITIES TERM 3 2011</b>	<p>Schools will:</p> <ul style="list-style-type: none"> <li>• engage in a day of professional development with "Birds Australia" 25 / 7. Activities include: <ul style="list-style-type: none"> <li>○ Birds in the Backyard professional development;</li> <li>○ overview of Regent Honey Eater Project;</li> <li>○ development of a web page.</li> </ul> </li> <li>• host a visit from "Birds Australia" who will assist with the introduction to the project, 26 / 7;</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>• research the plight of endangered species in Australia;</li> <li>• begin an audit of birds in the school community and the development of a database;</li> <li>• research the Regent Honey Eater and</li> <li>• begin preparation of a Regent Honey Eater presentation.</li> </ul>	TS2.1, TS2.2, RS2.5, RS2.6 TS3.1, TS3.2, RS3.5, RS2.6 DS2.1, WMS2.2, WMS2.4 DS3.1, WMS3.2, WMS3.5 DS3.1 LTS2.3, UTS2.9, INVS2.7 LTS3.3, UTS3.8, INVS2.7 DMS3.8 INS2.3, DMS2.2, COS2.1 PSS2.5 INS3.3, DMS3.2, COS3.1 PSS3.5 ENS2.5, ENS2.6, CSS2.1 CUS2.4, SSS2.8 ENS3.5, ENS3.6, CSS3.1 CUS3.4	1.1, 1.2, 1.3, 1.4, 1.5, 1.6 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 3.1, 3.2, 3.3, 3.4, 3.5, 3.6
<b>ACTIVITIES TERM 4 2011</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• visit Red Hill on Tuesday, 25 October to: <ul style="list-style-type: none"> <li>○ meet the Taronga Park Zoo team;</li> <li>○ engage in Regent Honey Eater introductory activities that will include a visit by the Zoomobile, an outline of the project, VC link to Taronga Park Regent Honey Eater Keepers, introductory plant propagation techniques and a presentation by schools of their Regent Honey Eater Research. (5 minute presentation that can take any form including music, dance</li> </ul> </li> </ul>	TS2.1, TS2.2, RS2.5, RS2.6 WS2.12 WS2.13 TS3.1, TS3.2, RS3.5, RS3.6, WS3.12 WS3.13 DS2.1, WMS2.2, WMS2.4, MS2.1 MS2.2,SGS2.3, WMS2.5, WMS2.3 DS3.1, WMS3.2, MMS3.3 MS3.1, MS3.2, WMS3.4, WMS3.5, DS3.1,SGS3.3 LTS2.3, UTS2.9, INVS2.7 LTS3.3, UTS3.8, INVS2.7 DMS3.8 INS2.3, DMS2.2, COS2.1	1.1, 1.2, 1.3, 1.4, 1.5, 1.6 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 3.1, 3.2, 3.3, 3.4, 3.5, 3.6

	<p>powerpoint etc.);</p> <ul style="list-style-type: none"> <li>begin the process of developing a plan for the creation of habitat;</li> <li>link into a Video Conference with Red Hill on Monday, 21<sup>st</sup> November to: <ul style="list-style-type: none"> <li>present a 2 minute plan overview;</li> <li>discuss the project for 2012 including Red Hill days and school visits to assist with propagation, shade houses, possible opportunities for planting habitat and involving communities; discuss the Regent Honey Bald Competition;</li> </ul> </li> <li>continue developing a database of birds in the school community.</li> </ul>	<p>PSS2.5 INS3.3, DMS3.2, COS3.1 PSS3.5 ENS3.5, ENS3.6, CSS3.1 CUS2.4 CUS3.4 VAS2.1, VAS2.3, VAS2.4 VAS3.1, VAS3.2, VAS3.3 VAS3.4</p>	
<p><b>ACTIVITIES TERM 1 2012</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>link into a Video Conference on Monday, 13<sup>th</sup> February to: <ul style="list-style-type: none"> <li>organise the "Regent Honey Bald" competition. This art competition is supported by Taronga Park Zoo and will involve students in the creation of a piece of art that will be displayed at the Zoo;</li> <li>hear from other schools involved in endangered species programs.</li> </ul> </li> <li>receive a visit from Red Hill staff to begin developing propagation areas within the school;</li> <li>create art works for the "Regent Honey Bald" competition;</li> <li>continue developing the school Regent Honey Eater Plan;</li> <li>link into a Video Conference on ..... to present plans and</li> <li>continue developing a database of birds in the school community.</li> </ul>	<p>TS2.1, TS2.2, RS2.5, RS2.6 TS3.1, TS3.2, RS3.5, RS3.6 DS2.1, SGS2.3, WMS2.2, WMS2.4, MS2.1, MS2.2 DS3.1, WMS3.2, MMS3.3 WMS3.4, WMS3.5, DS3.1 MS3.1, MS3.2, SGS3.3 LTS2.3, UTS2.9, INVS2.7 LTS3.3, UTS3.8, INVS2.7 DMS3.8 INS2.3, DMS2.2, COS2.1 PSS2.5 INS3.3, DMS3.2, COS3.1 PSS3.5 ENS3.5, ENS3.6, CSS3.1 CUS2.4 CUS3.4 VAS2.1, VAS2.3, VAS2.4 VAS3.1, VAS3.2, VAS3.3 VAS3.4</p>	<p>1.1, 1.2, 1.3, 1.4, 1.5, 1.6 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 3.1, 3.2, 3.3, 3.4, 3.5, 3.6</p>
<p><b>ACTIVITIES TERM 2 2012</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>begin propagating trees (white box, yellow box, mugga ironbark, blakeley's red gum);</li> <li>begin preparing areas for habitat regeneration;</li> <li>continue developing a database of birds in the school community.</li> </ul>	<p>TS2.1, TS2.2, RS2.5, RS2.6 TS3.1, TS3.2, RS3.5, RS3.6 DS2.1, WMS2.2, WMS2.3, WMS2.5 MS2.1, MS2.2, SGS2.3 DS3.1, WMS3.2, MMS3.3 WMS3.4, WMS3.5, DS3.1 MS3.1, MS3.2, SGS3.3 LTS2.3, UTS2.9, INVS2.7</p>	<p>1.1, 1.2, 1.3, 1.4, 1.5, 1.6 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 3.1, 3.2, 3.3, 3.4, 3.5, 3.6</p>

	<ul style="list-style-type: none"> <li>participate in a habitat planting day organised by Red Hill;</li> </ul>	LTS3.3, UTS3.8, INVS2.7 SLS3.13 INS2.3, DMS2.2, COS2.1 PSS2.5 INS3.3, DMS3.2, COS3.1 PSS3.5 ENS3.5, ENS3.6, CSS3.1 CUS2.4 CUS3.4	
<b>ACTIVITIES TERM 3 2012</b>	Students will: <ul style="list-style-type: none"> <li>continue propagation of trees and preparation of regeneration areas;</li> <li>participate in a habitat planting day organised by Red Hill;</li> <li>learn about community and roadside survey of Regent Honey Eater habitat. Video Conference on ..... Red Hill and Mid Western Regional Council;</li> <li>continue developing a database of birds in the school community.</li> </ul>	TS2.1, TS2.2, RS2.5, RS2.6 TS3.1, TS3.2, RS3.5, RS3.6 DS2.1, WMS2.2, WMS2.5 MS2.1, MS2.2, SGS2.3 DS3.1, WMS3.2, MMS3.3 WMS3.4, WMS3.5, DS3.1 MS3.1, MS3.2, SGS3.3 LTS2.3, UTS2.9, INVS2.7 LTS3.3, UTS3.8, INVS2.7 SLS3.13 INS2.3, DMS2.2, COS2.1 PSS2.5 INS3.3, DMS3.2, COS3.1 PSS3.5 ENS3.5, ENS3.6, CSS3.1 CUS2.4 CUS3.4	1.1, 1.2, 1.3, 1.4, 1.5, 1.6 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 3.1, 3.2, 3.3, 3.4, 3.5, 3.6
<b>ACTIVITIES TERM 4 2012</b>	Students will: <ul style="list-style-type: none"> <li>continue propagation of trees and preparation of regeneration areas;</li> <li>continue developing a database of birds in the school community;</li> <li>continue survey of community and road side habitat;</li> <li>celebrate project achievements by visiting Taronga Park Zoo for a Zoo Snooze.</li> </ul>	TS2.1, TS2.2, RS2.5, RS2.6 TS3.1, TS3.2, RS3.5, RS3.6 DS2.1, SGS2.3, WMS2.2 WMS2.5, MS2.1, MS2.2 DS3.1, WMS3.2, MMS3.3 WMS3.4, WMS3.5, DS3.1 SGS3.3 LTS2.3, UTS2.9, INVS2.7 LTS3.3, UTS3.8, INVS2.7 SLS3.13 INS2.3, DMS2.2, COS2.1 PSS2.5 INS3.3, DMS3.2, COS3.1 PSS3.5 ENS3.5, ENS3.6, CSS3.1 CUS2.4 CUS3.4	1.1, 1.2, 1.3, 1.4, 1.5, 1.6 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 3.1, 3.2, 3.3, 3.4, 3.5, 3.6

## Resources

Teacher resource:

Regent Honey Eater

<http://www.environment.gov.au/biodiversity/threatened/publications/regent-honeyeater.html>

<http://www.taronga.org.au/animals/regent-honeyeater/feature>

<http://birdsinbackyards.net/species/Xanthomyza-phrygia>

Threatened Species Information

<http://www.environment.nsw.gov.au/threatenedspecies/>

<http://www.landcarensw.org/NSWissues-biodiversity.htm>

Website with student interactive games and teacher resources - Web of Life Game (adapt to Australian Species)

<http://www.kidsplanet.org/>