



Great Southern BioBlitz - Schools Sessions 2023

Name		Lesson Plan	Biodiversity Bingo
Subject	Science	School	
Topic		Grade	
Date		Duration	50 Minutes

Learning intention/goals

Students are learning -

- how to become citizen scientists by identifying local biodiversity and participating in the Great Southern Bioblitz.
- how to safely make observations of flora and fauna.

Success criteria

Students are successful when-

- they complete 5 observations using the Biodiversity BINGO worksheet.
- they have got their teacher to upload one of their observations onto iNaturalist.

Australian curriculum links incorporated into the lesson:

- <https://australiancurriculum.edu.au/f-10-curriculum/science/>
- <https://www.acara.edu.au/curriculum/foundation-year-10/cross-curriculum-priorities/sustainability-ccp>

Domain	Science
Strands	
Level	

Students' prior knowledge

Students have-

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Assessment strategies

Before Lesson Begins	During Lesson	After Lesson is Completed
<p>Assess students prior knowledge. Ask them what biodiversity is? Why is biodiversity important?</p>	<p>Monitor students collection of data, ensuring safe handling and observing of flora and fauna. Assess students' ability to stay on task and focus on the activity. Assess students' participation in class activity.</p>	<p>Upload students' collection data to iNaturalist. Students discuss how they have become citizen scientists and how they can continue to contribute to the scientific community using iNaturalist. Students will reflect on their learning with their teacher. Collect Biodiversity Bingo sheets with names of group members on it.</p>

Procedure- Lesson sequence

<p>Time: 12 Minutes</p>	<p>Engagement /Introduction/The Hook Step 1 (2 minutes)</p> <ul style="list-style-type: none"> • Ask and discuss what biodiversity is and why it is important. <p>What is biodiversity? The term biodiversity (from "biological diversity") refers to the variety of life on Earth at all its levels, from genes to ecosystems, and can encompass the evolutionary, ecological, and cultural processes that sustain life.</p> <p>What is biodiversity and why is it important? Biodiversity is essential for the processes that support all life on Earth, including humans. Without a wide range of animals, plants and microorganisms, we cannot have the healthy ecosystems</p>
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that we rely on to provide us with the air we breathe and the food we eat. And people also value nature of itself.

Step 2 (3 minutes)

- Today we are all going to become citizen scientists by participating in the **Great Southern BioBlitz** for 2023 - *the largest BioBlitz in the Southern Hemisphere!*
- **What is a BioBlitz?**
A Bioblitz is a snapshot study of a specific location, where scientists and the community work together to **survey and record as many species of flora, fauna, fungi and aquatic life within a nominated timeframe.** Between the **24th to the 27th of November 2023** citizens young and old in the Tamar region can help record organisms during spring and showcase our beautiful biodiversity to the world.
- **Why participate?**
The goal of the Great Southern BioBlitz is to document the flora, fauna, fish and fungi of the Southern Hemisphere while providing a platform for groups, associations, local governments and individuals to encourage engagement in citizen science across the southern hemisphere.
Through the online platform [iNaturalist](#) we hope to increase environmental awareness and encourage citizens to contribute to the understanding of their local biodiversity.
- **What is iNaturalist?**
iNaturalist is an online social network of naturalists, citizen scientists, and biologists built on the concept of mapping and sharing observations of biodiversity across the globe. Projects for each area will also be created using this platform.
- **As a class we are able to connect, share and compare our observations that we make today with schools in Peru!**

Step 3 (1 minutes)

- Teachers and students will discuss learning intention and success criteria.

Step 4 (1 minutes)

- Discuss how living things have structural features and adaptations that help them to survive in their environment. Ask students what some of these adaptations might be (camouflage).
- Talk about how to find and make observations of living things. Listed on the Biodiversity Bingo activity sheet.

<p>30 Minutes</p>	<p>Body of the lesson</p> <p>Step 1 (5 minutes)</p> <ul style="list-style-type: none"> • Divide class into even groups. Hand out one Biodiversity Bingo worksheet per group. • Give clear boundaries for activity and let them know what time to meet back at a location. Remind students not to touch anything. Just observe, sketch, identify (if possible) and record what you see. Is it captive (confined) or cultivated (organism not growing organically)? • To come and get their teacher when they are ready for them to take a photo of their favourite observation to upload onto iNaturalist (aim to upload 1 observation per group onto iNaturalist). <p>Step 2 (30 minutes)</p> <ul style="list-style-type: none"> • Biodiversity Bingo Activity- Group
<p>8 Minutes</p>	<p>Closure/Reflection</p> <p>Step 1 (7 Minutes)</p> <ul style="list-style-type: none"> • Ask if anyone would like to share their favourite observations. <p>Step 2 (1 Minute)</p> <p>Teacher:</p> <ul style="list-style-type: none"> • Collect Biodiversity Bingo sheets, make sure students have put their names on their sheets. • Thank students for their cooperation. • Give encouragement and compliment to students' work • As a class we are able to connect, share and compare our observations that we make today with schools in Peru!

Resources/ Equipment

- Biodiversity Bingo worksheets
- If possible some local field guides or Id laminated sheets (Tasmanian plants, birds, insects/bugs, reptiles)
- 4x towels for 1m2 activity
- Petri dish or white trays
- White sheet for tree/bush shake
- Stick for tapping bush/ branch.
- Magnifying glass
- Binoculars

Self-reflection / Evaluation

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