

Local Legends

Learning Intent

The *Local Legends* program has been designed to encourage students to discover our local wildlife legends and develop an appreciation for the diversity of their features. Through story telling students will learn about Australasian species, connect to Aboriginal culture, investigate the importance of the environment and discover how valuable it is to pass on this knowledge. Students will investigate how animals can be connected and the importance of sustainability.

Ultimately answering the big question;

Why do our Local Legends need heroes?

Through guided learning students will also consider;

What makes the Local Legends unique? How can I be a hero for a Local Legend?

The program provides an opportunity for students to connect with and understand local species by; gathering facts, learning stories, making observations and questioning experts, building upon prior knowledge of local species. Through student-directed exploratory learning, educator-guided investigations and inquiry-based activities, students will gain a wider appreciation of the role of science as a human endeavour, and its practical applications for sustainability. Ultimately, students can decide to become involved in an authentic program to help protect wildlife through implementing a Zoos Victoria community conservation campaign in their school and wider community.

Teachers have access to Learning Resources including pre and post excursion activities to link the onsite experience to the classroom. These activities support cross curricula student learning, connect Zoos Victoria's community conservation campaigns and outline how they can be a rich teaching resource.

The Local Legends Program is linked to the following learning frameworks:

Victorian Curriculum: Achievements in the subjects of *English, Humanities - Civics and Citizenship, Economics and Business, Geography, Science, Critical and Creative Thinking, Ethical Capability, Personal and Social Capability.*



The Melbourne Zoo Learning Experiences Team, respectfully acknowledges the Wurundjeri People, the Traditional Custodians of the land on which we work, live and learn. We recognise their continuing connection to land, water and wildlife and pay respect to Elders past, present and emerging.





Local Legends Guiding Principles & Values

- Inquiry based learning
- Aboriginal culture - care, share and respect for nature
- Values education and the activation of Universalism*
- Compassion and empathy for animals
- Structure of stories
- Critical, creative and ethical thinking
- Sustainability and conservation

*Universalism is the understanding, appreciation, tolerance and protection for the welfare of all people and for nature. Our focus is protecting the environment and unity with nature.

Inquiry Learning

Local Legends has been designed to support a unit of inquiry or integrated curriculum and contains the elements of Inquiry Learning as an introduction to student driven education. The onsite experience would be relevant for the Tuning-In, Finding Out and Sorting Out phases, as well as Synthesis of knowledge and prompting students to take their learning further. As a result of the excursion students may take action to support Zoos Victoria's campaigns through a recycling audit of the school, fundraising effort or promoting lesser known species within the school.

Students are encouraged to find out the stories of the following five Local Legends

- Southern Corroboree Frog
- Tasmanian Devil
- Helmeted Honeyeater
- Australian Fur Seal
- Lord Howe Island Stick Insect

Teacher Support:

- Program outline
- Pre excursion tuning in and learning activities
- Post excursion reflection and consolidation of learning activities
- *Local Legend* species fact files



| Activity | Time & Location |
|--|---|
| <p>Introduction Our Educator will tune students into their inquiry focus and provide them with a <i>Local Legends</i> challenge for the day. <i>Students will each be provided with Local Legend Student Lanyards. This is a learning tool with a map with important times and locations.</i> <i>Teachers and parent helpers will be given a Facilitator Lanyard to assist student learning throughout the day.</i></p> | <p>Australian Bush Amphitheatre Meet your Zoo educator at the Australian Bush Amphitheatre at your allocated introduction time - 10:00am or 10:30am. (Refer to your Booking Confirmation Letter for your allocated time)</p> |
| <p>Educator- facilitated Workshop A Zoo educator will facilitate students' learning about our 5 Local Legends and their stories and provide an opportunity for students to ask questions.</p> | <p>Forest Harvest Hut <u>or</u> Gorilla Ranger Station Workshops are held between 11-1pm. (Refer to student lanyards for allocated workshop times) Workshop may be in either Forest Harvest Hut <u>or</u> Gorilla Ranger Station. (Refer to Student Lanyards for allocated workshop location).</p> |
| <p>Student Led Inquiry Students can develop their understanding by visiting the 5 Local Legends. There are specially designed signage, information and exploratory play provided for student learning.</p> <p>Students can find out more about the 5 Local Legends by attending daily Keeper Talks and Encounters with Zoo staff. They will have an opportunity to ask their own inquiry questions.</p> | <p>Throughout the Zoo For the location of the 5 Local Legends refer to the maps on the student and teacher lanyards.</p> <p>Daily Talks and Encounters Helmeted Honeyeater Encounter Australian Bush Aviary Seal Talk 11:30am Seal Amphitheatre Southern Corroboree Frog Encounter 11:30am and 12:30pm roaming along Main Drive Lord Howe Island Stick Insect Encounter 11:30am, 1:00pm Butterfly House</p> |
| <p>Conclusion Our Educator will provide an opportunity for students to share the Local Legend stories and their learning.</p> | <p>Australian Bush Amphitheatre Meet your Zoo educator at the Australian Bush Amphitheatre at 1:30pm. Please collect your students' lanyards as they enter the Australian Bush Amphitheatre. <i>The conclusion will be finished no later than 2pm</i></p> |

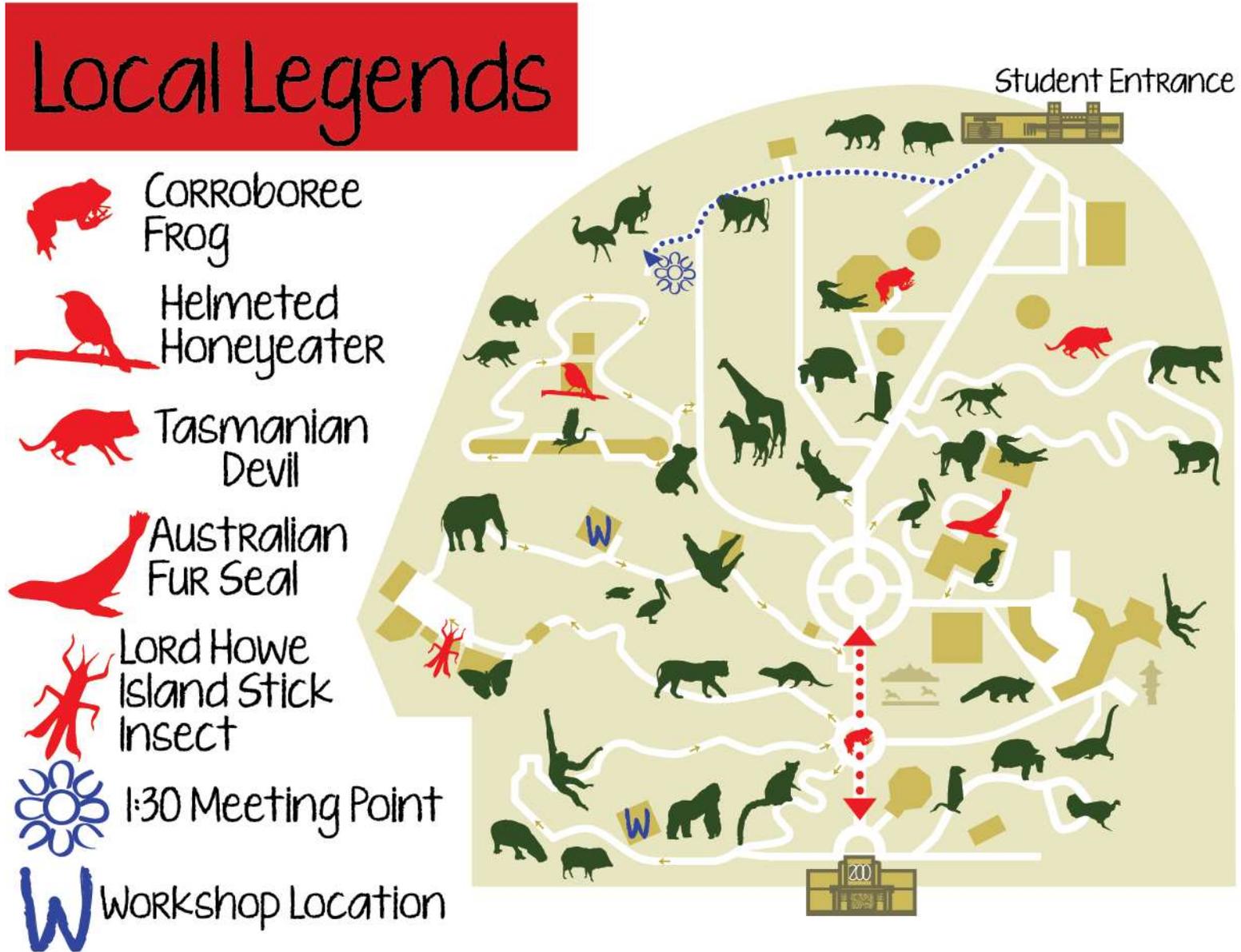
Please note:

If you arrive after your scheduled education session time we may be unable to accommodate your students, due to scheduling restrictions. In this event your education program may be cancelled.



Local Legends Map

This is the map student will receive on their Student Lanyard.



Pre-Excursion Activities

Traditional Stories

Traditional Landowners use stories to teach each other to care, share and respect the land and all living things. The *Local Legends* program links these stories with how Melbourne Zoo teaches the public about our animals and the challenges that they face.

Read a traditional Indigenous story about an Australian Species.

Eg; How The Cassowary got its Helmet – Trevor Fourmile
 Yakkinn the Swamp Tortoise – Guundie and Gerald Kuchling
 Kootear: The Echidna – Cindy Laws
 Wargan the Crow – Cindy Laws
 How the birds got their colours – Pamela Lofts
 A River Dreaming – Elizabeth Pike
 Local Indigenous story

Discuss with students the significance of storytelling for Traditional Owners.

What does it mean to be a Traditional Owner?
 What can we learn from Traditional Owners about living with wildlife?
 Why do Traditional Owners tell stories about animals?
 Why should we value these stories?
 Do you have any traditional stories from your culture?

Ask students to share an interesting lesson that they have learnt from a story.

What did you learn from the stories?
 Do you have any further questions?

Record student responses on a chart for display in the classroom.

(Level 3/4) English: Literature and context - Make connections between the ways different authors may represent similar storylines, ideas and relationships (VCELT282)

(Level 5/6) English: Examining literature - Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style (VCELT343)

(Level 3/4) Geography: Diversity and significance of places and environments - The many Countries/Places of Aboriginal and Torres Strait Islander peoples throughout Australia, and the custodial responsibility they have for Country/Place, and how this influences views about sustainability (VCGGK080)

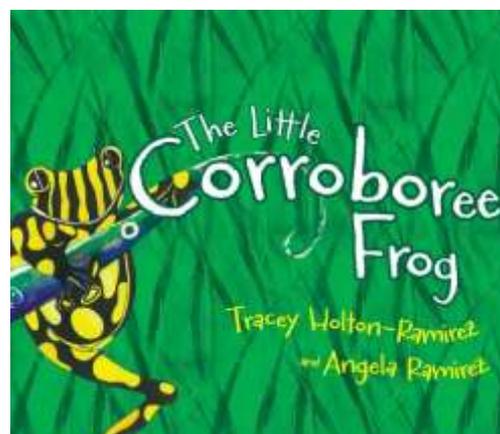
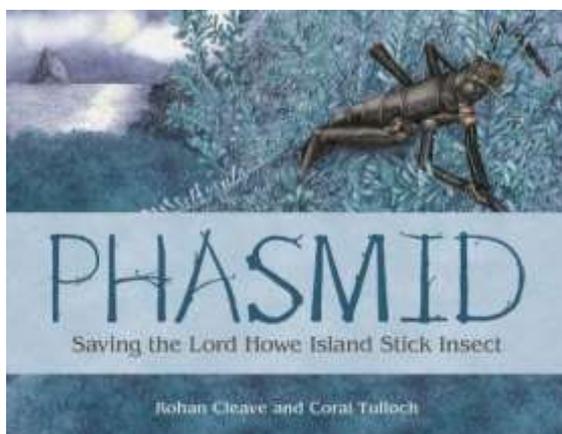
(Level 5/6) Geography: Factors that shape places and influence interconnections - Influence of people, including the influence of Aboriginal and Torres Strait Islander peoples, on the environmental characteristics of Australian places (VCGGK094)



Survival Stories

Stories about our *Local Legends* have been delivered in many different ways, there are picture storybooks, videos and songs. Have a look at some of the different stories and introduce the students to these Local Legends.

Narratives



Videos

| | |
|-------------------------------|--|
| Australian Fur Seal | https://vimeo.com/107554902 (Time: 2.55) |
| | https://vimeo.com/183757396 (Time: 1.00) |
| Helmeted Honey Eater | https://vimeo.com/107660273 (Time: 2.05) |
| | https://vimeo.com/12909119 (Time: 4.40) |
| Corroboree Frog | https://vimeo.com/107558333 (Time: 2.02) |
| | https://vimeo.com/2765125 (Time: 1.51) |
| Lord Howe Island Stick Insect | https://vimeo.com/107557797 (Time: 3.05) |
| | https://vimeo.com/59621703 (Time: 5.01) |
| Tasmanian Devil | https://vimeo.com/142190193 (Time 2:02) |

Students can compare and contrast the different texts and videos with familiar stories that they know. Looking at the difference between fictional and non-fictional story telling.

(Level 3/4) English: Interpreting, analysing, evaluating - Read different types of texts for specific purposes by combining phonic, semantic, contextual and grammatical knowledge using text processing strategies, including monitoring meaning, skimming, scanning and reviewing (VCELY287)
 Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (VCELY288)

(Level 5/6) English: Interpreting, analysing, evaluating - Select, navigate and read increasingly complex texts for a range of purposes, applying appropriate text processing strategies to recall information and consolidate meaning (VCELY346)
 Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (VCELY347)

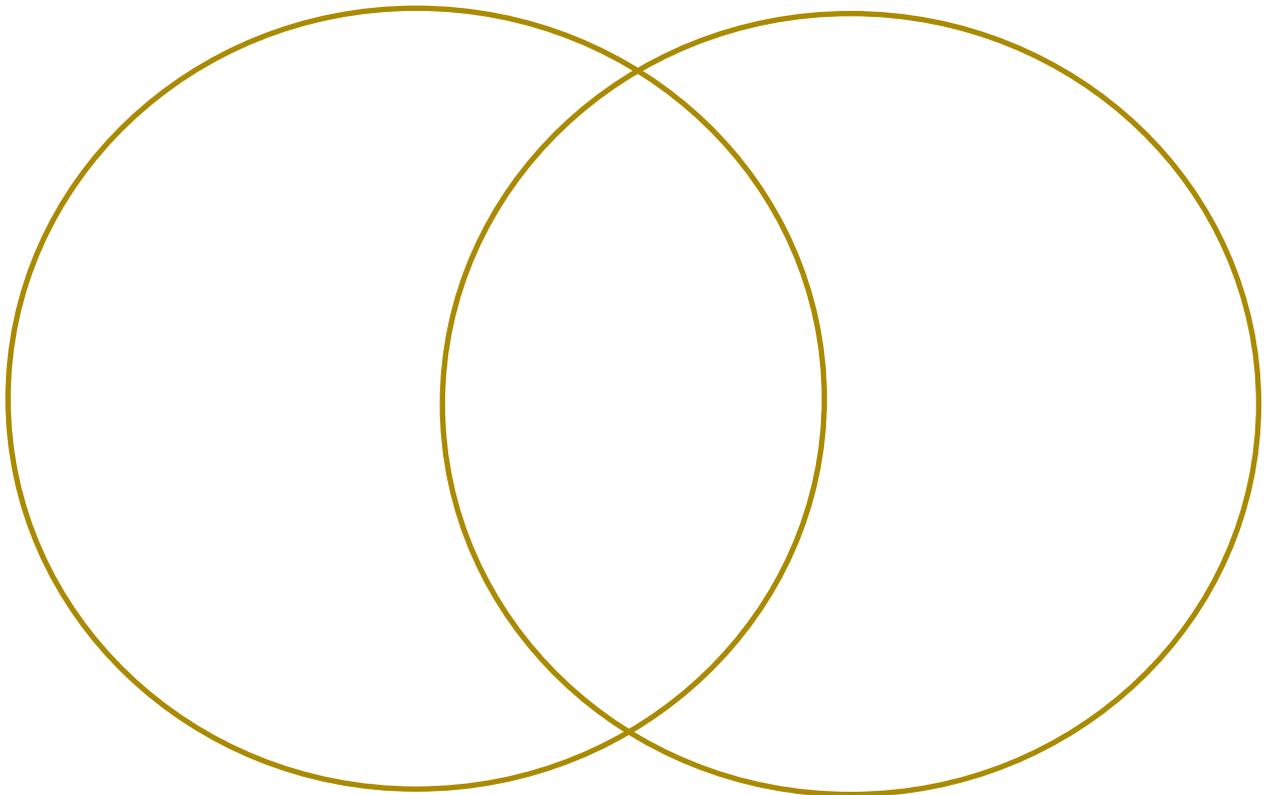


Compare and Contrast

From the initial investigation that students have made into the *Local Legends*, encourage the students to select two animals to compare and contrast. You might like to consider;

- How do they start their life?
- What are they covered in?
- How do they protect themselves?
- How long do they live?
- What is their family group like?
- How do they care for their young?
- Where can they be found?
- How do they move?
- What might they eat?
- How do they communicate?
- When are they active?

1. You can use a Venn diagram (see below) or any other thinking tool you prefer to use in your classroom. Students can be extended by adding a human circle to compare as well



(Level 3/4) Critical and Creative Thinking: Questions and Possibilities - Investigate different techniques to sort facts and extend known ideas to generate novel and imaginative ideas (VCCCTQ012)

Meta-Cognition - Consider concrete and pictorial models to facilitate thinking, including a range of visualisation strategies (VCCCTM018)

Examine an increased range of learning strategies, including visualisation, note-taking, peer instruction and incubation, and reflect on how these can be applied to different tasks to reach a goal (VCCCTM019)

(Level 5/6) Critical and Creative Thinking: Meta-Cognition - Investigate thinking processes using visual models and language strategies (VCCCTM029)

Examine learning strategies, including constructing analogies, visualising ideas, summarising and paraphrasing information and reflect on the application of these strategies in different situations (VCCCTM030)

Excursion Activity

Story Prompts

On your visit, there are Local Legend Fact-Files that will be provided for teachers and adult helpers. The purpose of these fact files are to provide supporting information about the species, discussion prompts and activities to be completed during the excursion. These resources will enable students to discover more about the stories of the Local Legend species. An example of these are below;



Local Legend Fact Sheets

LOCAL LEGENDS

Why do our Local Legends
need heroes?

What makes the
Local Legends
unique?



How can I be a
hero for a
Local Legend?

Helmeted Honeyeater



Figure 1: Helmeted Honeyeater location from IUCN

Lifespan: Up to 5 years.

Breeding age: Adult at 40 days.

Status: Critically Endangered

Threat: Habitat Loss.

Diet: Omnivore

Facts: Victorian Bird Emblem. The Helmeted Honeyeater takes 14 days to build a nest. The mother will then lay 1-3 eggs a day apart. There will be 15 days for incubation and in 14 days after hatching young will *fledge* and leave the nest).

Their diet consists of blossom nectar, herbs, honeydews, saps, insects and berries.

Aided by brush tipped tongue, to collect nectar they can lick a flower around 10 times per second!

How you can help: You can save habitat by buying 100% recycled toilet paper.

Southern Corroboree Frog



Figure 2: Corroboree Frog location from IUCN

Lifespan: Up to 9 years.

Breed: Begins at 3 years of age.

Status: Critically endangered

Thread: Disease.

Diet: Herbivore (juvenile) Carnivore (adult).

Facts: Live in sphagnum bog pool, which will be used for breeding when dry.

The males will create a 'nest' in the moss for the female to lay her eggs (up to 38 eggs). The eggs enter *diapause* (process where embryos stop developing until the conditions are more favourable) until rain floods the area and the eggs will hatch.

The offspring will stay as tadpoles for approximately the first year of its life, even in winter when the pools may freeze over!

They have a diet of small ants and lesser invertebrates.

The Corroboree Frog can grow to be 2.5-3 cm.

What you can do to help: You can adopt a Southern Corroboree Frog at Melbourne Zoo.



Australian Fur Seal



Figure 3: Australian Fur Seal location from Department of Environment and Energy

Lifespan: Up to 20 years.

Breed: 3-6 years of age.

Status: Least Concern.

Threat: Pollution—fishing waste.

Diet: Carnivore

Facts: The largest of the fur seals.

Breeding occurs during December, with a gestation of 8-9 months. Female fur seals are able to delay their pregnancy to allow for a synchronised birth during November and December, in time for the best feeding conditions. They are agile swimmers and can reach depths of 200 meters. Fur Seals differ from 'true seals' as they have external ears and can use all four limbs to move on land.

How you can be a hero: You can help to prevent plastic waste getting into the seal's habitats by disposing of fishing waste correctly, and celebrating with bubbles rather than balloons.



Lord Howe Island Stick Insect



Figure 4: Lord Howe Island location from IUCN

Lifespan: 12-18 months. **Breed:** 6 months.

Status: Critically Endangered

Threat: Introduced Species. (Black rats)

Diet: Herbivore – is an herbivorous species. It has been recorded feeding on a variety of plants, although on Ball's Pyramid it is only known to feed on the leaf tips of one species of shrub, *Melaleuca howeana* (paper bark tree)

Facts: AKA: Land- Lobster or Tree Lobster.

Thought to reproduce sexually and *asexually* (parthenogenesis). This means that they can reproduce from non-fertilised eggs! The eggs are laid at intervals of 7-10 days. Eggs incubate for 6-9 months prior to hatching.

How you can help: Declare your love for the Lord Howe Island Stick Insect. You can help by visiting them at Melbourne Zoo

Tasmanian Devil



Figure 5: Tasmanian Devil location from Department of Environment and Energy

Lifespan: Up to 6 years in the wild.

Breeding Age: 2 years.

Status: Endangered

Threat: Habitat Loss and Devil Facial Tumour Disease

Diet: Carnivore - Despite its formidable reputation, most of the diet comprises carrion. However, adult devils will tackle anything as large as a small wallaby but they are by no means an agile or speedy hunter. Smaller items, such as insects, lizards and fish are also readily taken. Their jaws are extremely powerful and can break even the largest bones, all of which are eaten

Facts: Tasmanian devil has one of the strongest bites in the animal world; 84 kilogram per square centimetre (1200 pounds per square inch), which means that it can bite through the metal trap. It is the world's largest carnivorous marsupial, reaching 76 centimetres (30 inches) in length and weighing up to 12 kilograms (26 pounds), although its size will vary widely depending on its specific range and the availability of food.

How you can help: Declare your love for the Tasmanian Devil. You can help by visiting them at Melbourne Zoo





Post-Excursion Activities

Legend Status

Have students select the *Local Legends* that they were most inspired to be a hero for. Students can then create a character profile for the species.

Legend's Name:

What does your Local Legend look like?

What are some of its special features? Does your Local Legend have some amazing abilities or traits?

Where can it be found?

What are the challenges and problems faced by your Local Legend?

How can you help your Local Legend?

(Level 3/4) Critical and Creative Thinking: Questions and Possibilities - Investigate different techniques to sort facts and extend known ideas to generate novel and imaginative ideas (VCCCTQ012)

Meta-Cognition - Examine an increased range of learning strategies, including visualisation, note-taking, peer instruction and incubation, and reflect on how these can be applied to different tasks to reach a goal (VCCCTM019)

(Level 5/6) Critical and Creative Thinking: Meta-Cognition - Investigate thinking processes using visual models and language strategies (VCCCTM029)

Examine learning strategies, including constructing analogies, visualising ideas, summarising and paraphrasing information and reflect on the application of these strategies in different situations (VCCCTM030)

(Level 3/4) Science: Biological sciences - Living things can be grouped on the basis of observable features and can be distinguished from non-living things (VCSSU057)

Different living things have different life cycles and depend on each other and the environment to survive(VCSSU058)

(Level 5/6) Science: Biological sciences - Living things have structural features and adaptations that help them to survive in their environment(VCSSU074)

The growth and survival of living things are affected by the physical conditions of their environment(VCSSU075)

Telling the Tail

Now that the students have considered their Local Legend, they may like to choose a way to share the story of their chosen species. There are number of different formats that may be used to tell their tale. There are some examples below;

Create a TV advertisement to promote the ways that people may help to preserve the species' habitat.

Draw a comic strip showing the life cycle of the species and the difficulties that the species face over their lifespan.

Compose a poem or change the verse of their favourite song to teach others about their chosen animal.

Research further about the species and write a fictional piece about turning into the species.

(Level 3/4) Critical and Creative Thinking: Questions and Possibilities - Investigate different techniques to sort facts and extend known ideas to generate novel and imaginative ideas (VCCCTQ012)

Meta-Cognition - Consider concrete and pictorial models to facilitate thinking, including a range of visualisation strategies (VCCCTM018)

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(Level 5/6) Critical and Creative Thinking: Meta-Cognition - Investigate thinking processes using visual models and language strategies (VCCCTM029)

Examine learning strategies, including constructing analogies, visualising ideas, summarising and paraphrasing information and reflect on the application of these strategies in different situations (VCCCTM030)

(Level 3/4) English: Creating literature - Create literary texts by developing storylines, characters and settings (VCELT297)

Create literary texts that explore students' own experiences and imagining (VCELT298)

Creating texts - Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (VCELY299)

(Level 5/6) English: Creating literature - Experiment with text structures and language features and their effects in creating literary texts (VCELT355)

Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (VCELT356)

Creating texts - Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (VCELY358)

(Level 3/4) Media Art: Present and Perform - Plan, create and present media artworks for specific purposes with awareness of responsible media practice (VCAMAP027)

(Level 5/6) Media Art: Present and Perform - Plan, produce and present media artworks for specific audiences and purposes using responsible media practice (VCAMAP031)

(Level 3/4) Science: Biological sciences - Living things can be grouped on the basis of observable features and can be distinguished from non-living things (VCSSU057)

Different living things have different life cycles and depend on each other and the environment to survive (VCSSU058)

(Level 5/6) Science: Biological sciences - Living things have structural features and adaptations that help them to survive in their environment (VCSSU074)

The growth and survival of living things are affected by the physical conditions of their environment (VCSSU075)

(Level 3/4) Visual Arts: Visual Arts Practices - Explore visual conventions and use materials, techniques, technologies and processes specific to particular art forms, and to make artworks (VCAVAV026)

(Level 5/6) Visual Arts: Visual Arts Practices - Select and apply visual conventions, materials, techniques, technologies and processes specific to different art forms when making artwork



Ongoing Action

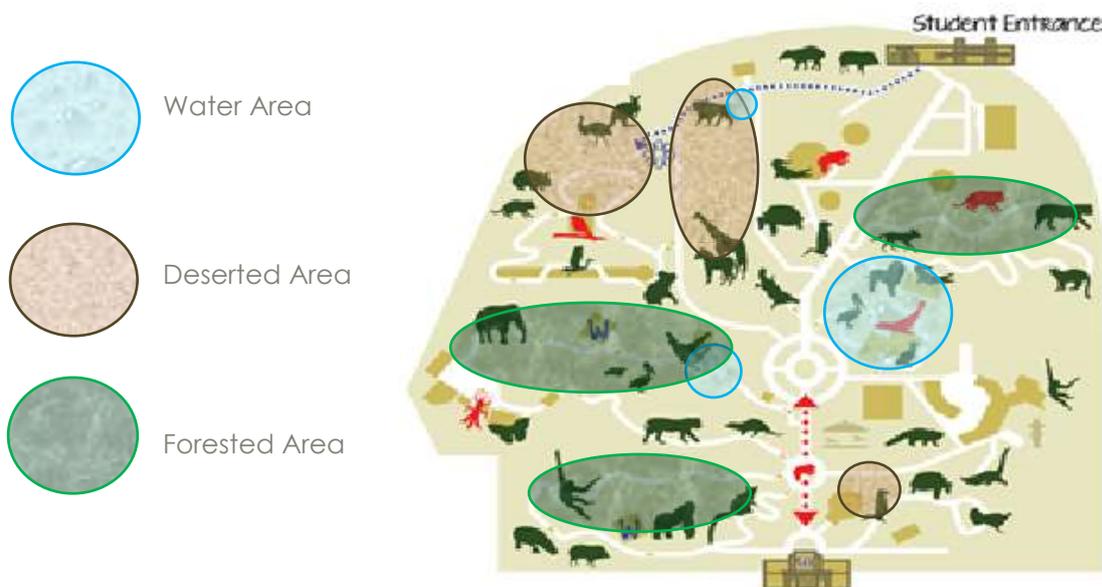
Nature Art

Encourage students to experience the local nature that can be found in their school grounds or at home, by creating their own Earth Art piece. This may or may not be related to the Local Legend species, but is inspired by their own local animals.



Biodiversity Survey

Using a map of your school. Have the students plot areas around the school that are places for students to find nature and differentiate with manmade spaces. Students can also try to identify animal species that visit their school grounds, and other local species which are found in the local area.





Green Action

From their research, students can decide on actions to take on in their school to encourage greater biodiversity, local wildlife to visit, or ways to look after current areas in the school grounds. This might be through running a clean-up day at the school, raising money to help protect a local species, building a nature space to encourage wildlife into the school, creating identification signs of local species. Check out Fighting Extinction Schools for more inspiration.

(Level 3/4) Critical and Creative Thinking: Questions and Possibilities - Investigate different techniques to sort facts and extend known ideas to generate novel and imaginative ideas (VCCCTQ012)

Meta-Cognition - Consider concrete and pictorial models to facilitate thinking, including a range of visualisation strategies (VCCCTM018)

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Examine learning strategies, including constructing analogies, visualising ideas, summarising and paraphrasing information and reflect on the application of these strategies in different situations (VCCCTM030)

(Level 3/4) English: Creating texts - Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (VCELY299)

(Level 5/6) English: Creating texts - Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (VCELY358)

(Level 3/4) Geography: Diversity and significance of places and environments - Types of natural vegetation and the significance of vegetation to the environment, the importance of environments to animals and people, and different views on how they can be protected; the use and management of natural resources and waste, and different views on how to do this sustainably (VCGGK082)

Similarities and differences in individuals' and groups' feelings and perceptions about places, and how they influence views about the protection of these places (VCGGK083)

(Level 5/6) Geography: Factors that shape places and influence interconnections - Environmental and human influences on the location and characteristics of places and the management of spaces within them (VCGGK096)

Factors that influence people's awareness and opinion of places (VCGGK097)

(Level 3/4) Science: Biological sciences - Living things can be grouped on the basis of observable features and can be distinguished from non-living things (VCSSU057)

Different living things have different life cycles and depend on each other and the environment to survive (VCSSU058)

(Level 5/6) Science: Biological sciences - Living things have structural features and adaptations that help them to survive in their environment (VCSSU074)

The growth and survival of living things are affected by the physical conditions of their environment (VCSSU075)

(Level 3/4) Visual Arts: Visual Arts Practices - Explore visual conventions and use materials, techniques, technologies and processes specific to particular art forms, and to make artworks (VCAVAV026)

(Level 5/6) Visual Arts: Visual Arts Practices - Select and apply visual conventions, materials, techniques, technologies and processes specific to different art forms when making artworks (VCAVAV030)

