

M.V.S. - MOST VALUABLE SPECIES CAMPAIGN

We know conservation is important, but why might a particular species get protected while another one misses out? The following activity will help you think deeper about what influences our views on conservation and how this affects how flora and fauna are valued.

Follow the steps below to create a winning campaign to have your chosen coastal species named the Conservation M.V.S. (Most Valuable Species) in need of the most conservation protection.

A list of Online Resources on the last page will help with your research.

Step 1: Choose your species

Choose one of the coastal endangered species below to research.

NATIVE ENDANGERED COASTAL SPECIES	
Common Name	Species Name
Anglesea Grevillia	<i>Grevillea infecunda</i>
Australian Grayling	<i>Prototroctes maraena</i>
Australian Painted Snipe	<i>Rostratula australis</i>
Growling Grass Frog	<i>Litoria raniformis</i>
Hooded Plover	<i>Thinornis rubricollis rubricollis</i>
Moonah	<i>Melaleuca lanceolate</i>
New Holland Mouse	<i>Pseudomys novaehollandiae</i>
Otway Cray	<i>Geocharax gracilis</i>
Powerful Owl	<i>Ninox strenua</i>
Rufous Bristlebird	<i>Dasyornis broadbenti caryochrous</i>
Southern Brown Bandicoot	<i>Isodon obesulus obesulus</i>
Spotted-tailed Quoll	<i>Dasyurus maculatus maculatus</i>
Swamp Skink	<i>Lissolepis coventryi</i>
Swift Parrot	<i>Lathamus discolor</i>

Step 2: Do your research

Time to learn everything you need to know about your candidate species. Don't forget to use the list of online resources on the next page to help.

During your research, think about the following questions:

- What is the conservation status of your species?
- What is the population size of your species?
- What is your species distribution locally, nationally, internationally?
- What role does your species play in the ecosystem? Why is this important?
Eg. pollinator, predator, prey
- What resources does your species rely on in its habitat? Are these being threatened? How?
- What are the major threats to your species?
- What other reasons do you think your species should be conserved?

Step 3: Write your campaign speech!

You have your species, you've completed your research, now it's time to write a winning speech or presentation!

You can choose to do this from the in the first-person (well animal) perspective, or as someone vouching for them. As with any great speech or debate, it's important to make a plan and decide the most important points you want to make. There is also a list of campaign examples on the next page for inspiration.

Using your research material, consider the following questions to help get you started.

- Why is your species in more need of more conservation than others?
- What might people like (or dislike) about your animal?
- How is your species important to the wider ecosystem?
- What could be the result of not protecting your species on the ecosystem?

Online Resources

Native Coastal Flora & Fauna

Surfcoast Nature Search

<https://scnaturesearch.com.au/>

ANGAIR Fact sheets

<https://www.angair.org.au/knowledge-bank/factsheets>

Endangered Species resources

S.W.I.F.F.T. Threatened fauna Surf Coast Shire

https://www.swift.net.au/cb_pages/threatened_fauna_surf_coast_shire.php

Flora and Fauna Action Statements

<https://www.environment.vic.gov.au/conserving-threatened-species/flora-and-fauna-guarantee-act-1988/action-statements>

Australian Flora and Fauna Guarantee Act: Threatened Species List

https://www.environment.vic.gov.au/_data/assets/pdf_file/0024/115827/2019114-FFG-Threatened-List.pdf

Threatened species advisory lists

<https://www.environment.vic.gov.au/conserving-threatened-species/threatened-species-advisory-lists>

Conservation campaign links

What is the point of saving endangered species?

<http://www.bbc.com/earth/story/20150715-why-save-an-endangered-species>

Australian Koala Foundation:

<https://www.savethekoala.com/our-work/koala-protection-act>

Why we need to save tigers:

<https://www.dw.com/en/why-we-need-to-save-tigers/av-49786884>

Asian elephant conservation:

<https://www.worldwildlife.org/species/asian-elephant>

11 Reasons why sea turtles are super heroes:

<https://www.destinationwildlife.com/blog/11-reasons-why-sea-turtles-are-super-heroes>

Teachers Notes & Curriculum Links

This resource has been designed for Year 3 to Year 6 students. It can be completed as an individual or small group, with students producing either a written or aural presentation, or combination of both.

Links to student examples can be found on the following page.

VICTORIAN CURRICULUM LINKS	
YEARS 3 & 4	
Science	Elaborations
Different living things have different life cycles and depend on each other and the environment to survive (VCSSU058)	<ul style="list-style-type: none"> • making and recording observations of living things as they develop through their life cycles, for example, insects, birds, frogs and flowering plants • recognising that environmental factors can affect life cycles, for example, fire and seed germination • investigating the roles of living things in a habitat, for example, producers, consumers or decomposers • predicting the effects when living things in feeding relationships are removed or die out in an are
Geography	Elaborations
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)	<ul style="list-style-type: none"> • exploring how vegetation produces the oxygen all land animals (including people) breathe, protects land from erosion by water or wind, retains rainfall, provides habitat for animals, shelters crops and livestock, provides shade for people, cools urban places, produces medicines, wood and fibre, and can make places appear more attractive • explaining how people's connections with their environment can also be aesthetic, emotional and spiritual • describing how natural processes can break down and recycle some wastes safely. For example, through composting or purifying water as it moves through the environment • investigating where a particular renewable natural resource comes from and how it is used, what sustainable use of this resource might mean and comparing a strategy to reduce the use of the resource (for example, recycling paper) with a strategy to increase the output of this resource (for example, planting more trees) • visiting a national park and discussing different views on development in the park
English	Elaborations
Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose (VCELY266)	<ul style="list-style-type: none"> • using print and digital resources to gather information about a topic • selecting appropriate text structure for a writing purpose and sequencing content for clarity and audience impact • using appropriate simple, compound and complex sentences to express and combine ideas • using vocabulary, including technical vocabulary, relevant to the text type and purpose, and appropriate sentence structures to express and combine ideas

YEARS 5 & 6

English	Elaborations
Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience VCELY329	<ul style="list-style-type: none"> • using research from print and digital resources to gather and organise information for writing • selecting an appropriate text structure for the writing purpose and sequencing content according to that text structure, introducing the topic, and grouping related information in well-sequenced paragraphs with a concluding statement • using vocabulary, including technical vocabulary, appropriate to purpose and context • using paragraphs to present and sequence a text • using appropriate grammatical features, including more complex sentences and relevant verb tense, pronoun reference, adverb and noun groups/phrases for effective descriptions
Science	Elaborations
Living things have structural features and adaptations that help them to survive in their environment (VCSSU074)	<ul style="list-style-type: none"> • explaining how particular adaptations aid survival, for example, nocturnal behaviour, silvery coloured leaves of dune plants • describing and listing adaptations of living things suited for particular Australian environments
The growth and survival of living things are affected by the physical conditions of their environment (VCSSU075)	<ul style="list-style-type: none"> • investigating how changing the physical conditions for plants impacts on their growth and survival, for example, changing salt water concentrations, using fertilisers or transferring to a different soil type
Geography	Elaborations
Describe and explain interconnections within places and between places, and the effects of these interconnections (VCGGC087)	<ul style="list-style-type: none"> • exploring the extent of change in the local environment over time, through for example, vegetation clearance, fencing, urban development, drainage, irrigation, farming, forest plantations or mining • researching the changes made by people to a particular environment in one region in Europe or North America and comparing findings with other regions researched by students

Student examples for inspiration

Growling Grass Frog: <https://app.seesaw.me/#/item/item.94848a59-e38c-40a8-a082-e23ce0ba0875/share/1t4Qa0XRT9-rVt8BZkybew>

Swift Parrot: <https://app.seesaw.me/#/item/item.a2900a44-d11d-491d-85df-322f4732b00b/share/crnGDqkySqmJk26UnU9XVg>

Spotted-tailed Quoll 1: https://www.powtoon.com/online-presentation/ed1nvfz3IOk/?utm_medium=SocialShare&utm_campaign=copy%2Bshare%2Bby%2Bowner&utm_source=player-page-social-share&utm_content=ed1nvfz3IOk&utm_po=15884704&mode=movie

Spotted-tailed Quoll 2: <https://app.seesaw.me/#/item/item.50e36a32-6956-4af9-9ee4-6d6161216d9d/share/8EizwcsZRn6XxOK9E14zng>