A stringybark forest community Foo

Teacher notes

The accompanying sheet includes a range of plants, animals and microorganisms found in a stringybark forest similar to that found at Arbury Park Outdoor School. Students can cut out the 21 cards to make a pack. Each card contains the name, an illustration and feeding information of one member of the stringybark forest community. Students of different ages and abilities can use the cards in a number of learning activities. The list below outlines some possibilities.

1. Food chains

- Arrange the cards to make food chains. Each food chain should begin with a plant and finish with a decomposer. For example

stringybark → honey eater → quoll → bacteria

- Challenge your students to make as many different food chains as possible, or the longest food chain they can assemble.
- Students can represent their food chains by drawing flow diagrams.

2. Food webs

- Arrange the cards on a large piece of poster paper. Place the plants near the bottom, the plant eaters in a level above the plants, and the other animals in higher levels depending on their position in different food chains. Place the decomposers in a level below the plants to represent their presence in the soil.
- Carefully draw arrows to show the feeding relationships between the different members of the forest community. It doesn't take long for the food web diagram to become very complicated!
- Remove one or two cards (extinction or deforestation) and observe the effect on the rest of the food web.
- Paste the cards into position if you want to display your food web.

3. Grouping

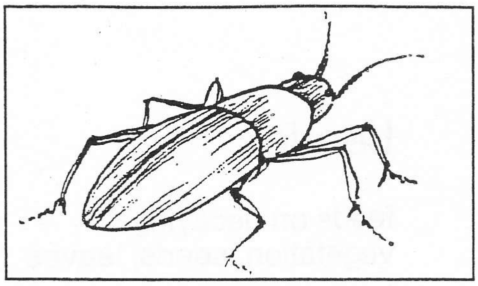
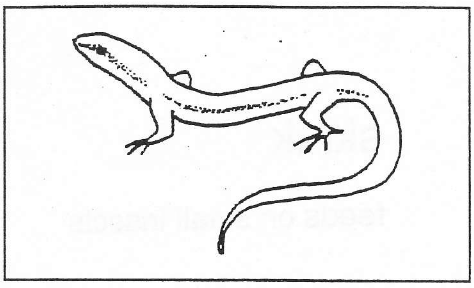
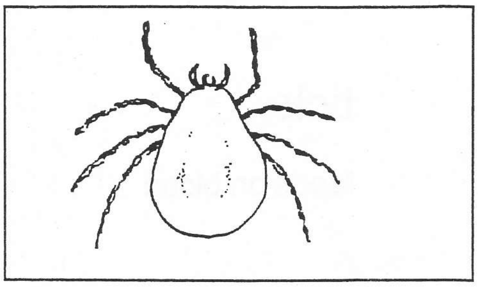
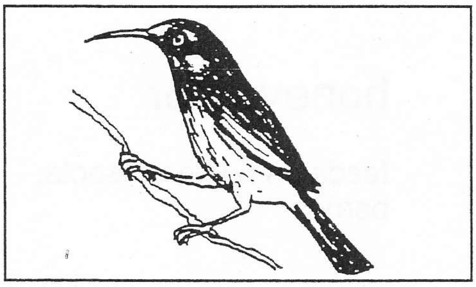
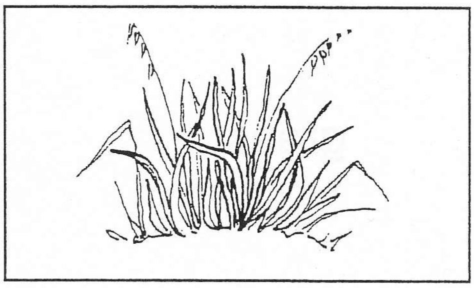
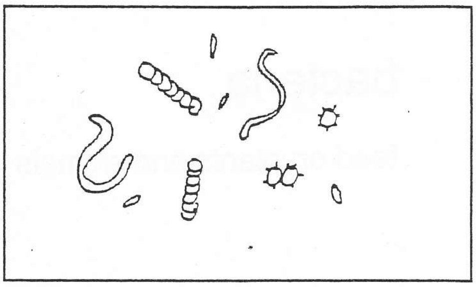
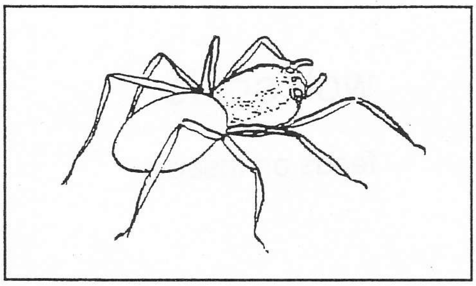
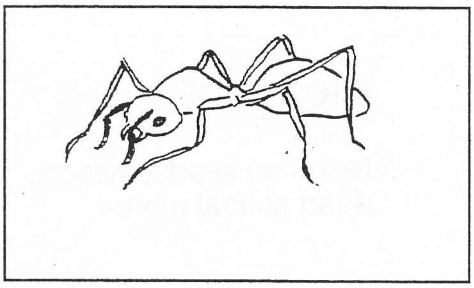
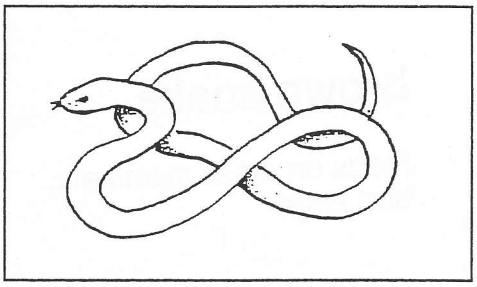
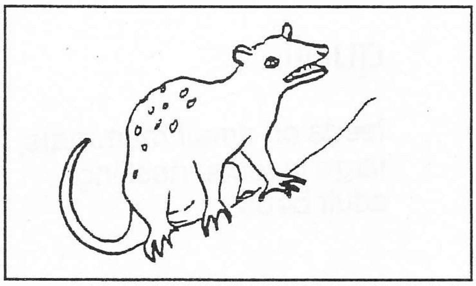
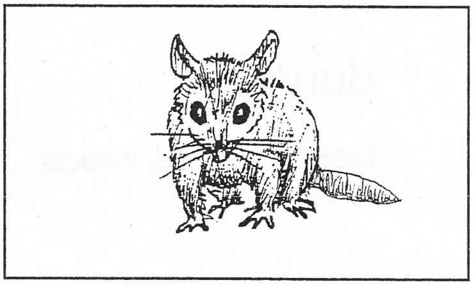
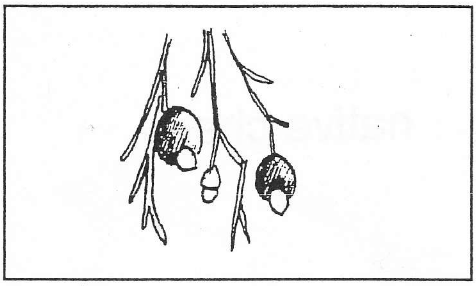
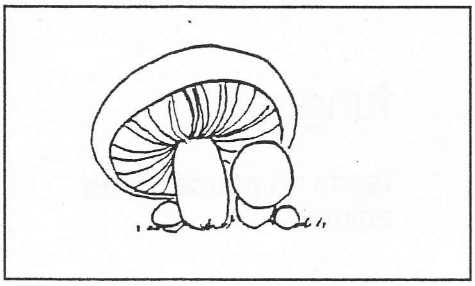
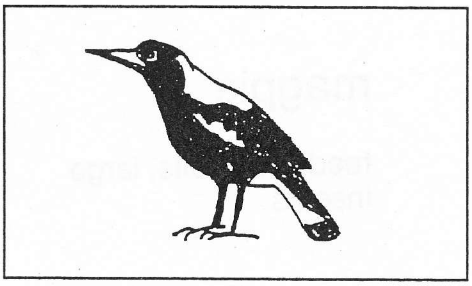
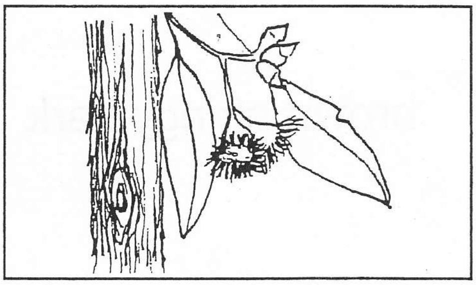
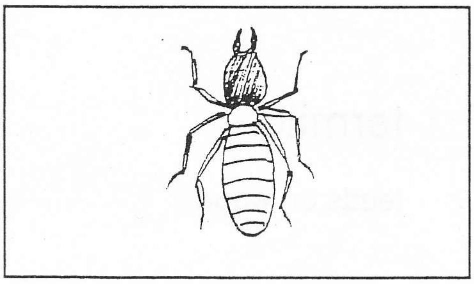
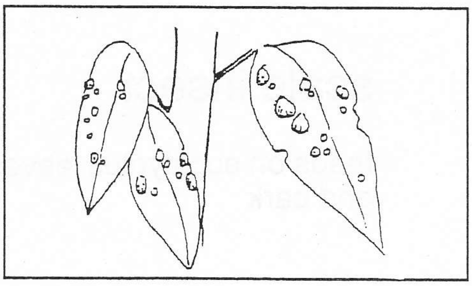
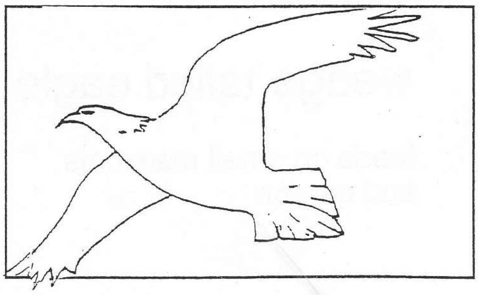
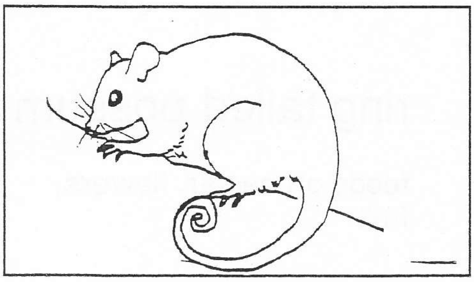
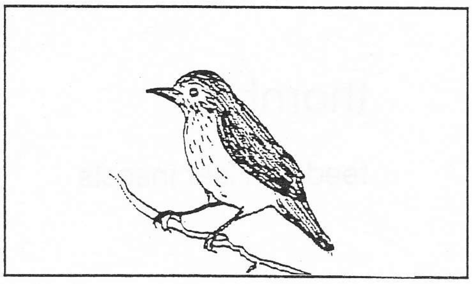
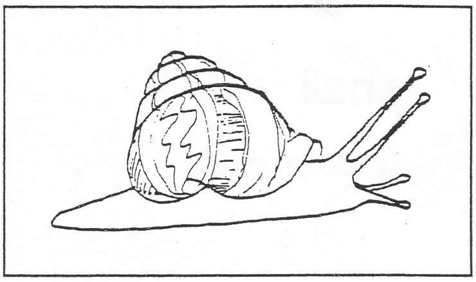
- Ask your students to arrange the cards into groups of things they think are similar. Ask them to share their reasons (there will be many 'right' answers). Alternatively, students can view each other's groupings and try to predict the reasons other students used.
- Depending on their prior understandings, the discussion could lead to differences between plants and animals, plants and fungi, birds, reptiles and mammals, or others.

4. Endangered species

- The dunnart and quoll are native mammals which were once present in the Adelaide Hills. Students can discuss possible reasons for their disappearance and the effects on native plant and animals of reducing natural habitat.

5. Resource based learning

- Choose one of the members of the stringybark forest community and prepare a report.
- Research other plants and animals that live in a stringybark forest. Make your own set of food web cards. Make a set of cards for a completely different community.

tick

feeds on blood

skink

feeds on small insects

beetle

feeds on decaying vegetation, seeds, leaves

bacteria

feed on plants and animals

grass

honeyeater

feeds on nectar, insects, berries

brown snake

feeds on small mammals, bird eggs

meat ant

feeds on seeds, insects, dead animal matter

wolf spider

feeds on insects

native cherry

dunnart

feeds on seeds, insects

quoll

feeds on small mammals, large insects, nestlings, adult birds

brown stringy bark

magpie

feeds on snails, large insects

fungus

feeds on plants, dead animals

wedge tailed eagle

feeds on small mammals and carrion

scale insect

feeds on eucalyptus leaves and bark

termite

feeds on wood

snail

feeds on plants

thornbill

feeds on leaf insects

ring tailed possum

feeds on nectar, flowers, fruit