

## Biosecurity Baddies

<b>Type</b>	Classroom-based learning with activity
<b>Target age</b>	Grade 6
<b>Duration</b>	60 mins
<b>Learning focus</b>	<ul style="list-style-type: none"> <li>• Environmental Biosecurity is about protecting native plants and animals from introduced pests, weeds and diseases (biosecurity baddies)</li> <li>• Learn about the main biosecurity baddies affecting K’gari and what they do to threaten the environment, with special focus on myrtle rust</li> <li>• Learn about what you can do to help stop the biosecurity baddies</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Biosecurity Baddies PowerPoint presentation</li> <li>• 2 sets of photos of main biosecurity baddies and 2 sets of profile cards for each, blue tack, post it notes</li> </ul>

### Recap from last week

Ask students if they remember the three Butchulla laws. Can they tell you of a time this week when they have lived by one of these laws?

Today we are going to talk about something that has to do with the first law: what is good for the country must come first.

### Learning – biosecurity baddies

Deliver the biosecurity baddies .ppt presentation.

### Activity – biosecurity baddies quiz

Explain that we are going to have a quiz about the biosecurity baddies and that it will be a competition between two teams, each with one ranger as their quiz-master. One team will be at one end of the classroom; the other team at the other end of the classroom.

Explain how the quiz will run:

- There are 10 photos of biosecurity baddies and 10 profile cards.
- Rangers and the team will stick up all the photos of the biosecurity baddies on the wall.
- The team will have the labels and work together to stick the right label next to the right baddy.
- The ranger will start to read out the information on one of the profile cards and the team has to work out about one

which baddy it relates to, then stick that profile card under or next to the right picture. The ranger can’t give clues.

- Then all students will have access to post it notes. They need to write ideas about positive actions they can take that will help reduce the impact of each baddy. The team has to have at least one answer for each baddy.
- The first team finished, with all correct answers, and at least one positive action per photo, wins.

Separate into two groups and run the quiz – one group at each end of the classroom area.

Once finished, come back to the desks.

### Activity book completion

Students to complete the biosecurity baddies pages in their activity books.

### Wrap up

Give students the challenge of going home to tell their families about one action they should do to help reduce the impact of the biosecurity baddies.

Take photos of the walls of information for your records. The teacher may want to use these resources to inform future work in the classroom.