

Wildlife Corridors (Floor is Lava)

Resources:

- A large open space (indoors or outdoors)
- 2 or more **habitats** – large blocks, areas taped out or identified with markers, etc.
- Multiple **wildlife fragments** – objects of varying sizes that students can safely stand on (e.g., blocks, pieces of cloth, large sheets of paper, etc.) spread out through the space
- 3-4 identifying tags for predators

Roles:

- **Marsupials** – most of the class
- **Predators** – 3-4 students

You may like to be specific (e.g., 'bandicoots' and 'foxes') or ask students to develop their roles.

Activities:

- All marsupials begin in one of the habitats. Explain that they are safe in the habitat but there is not enough food for all the marsupials to stay. They need to find ways to move between the different habitats. They are safe when standing on a wildlife fragment. If marsupials are on the ground, they can be tagged by a predator and are out of the game.
- All predators begin on the ground. They can move anywhere but can only tag marsupials if the marsupial is standing on the ground. If a predator cannot tag a marsupial within one minute, they are out of the game.
- If the predators manage to tag more than half of the marsupials, the predators win. If all the predators go out, the marsupials win.
- Begin the game with large habitats and plenty of wildlife fragments. Gradually reduce the size of the habitats and/or the number of fragments.
- Allow students plenty of flexibility to experiment with different strategies.

Reflective questions:

- What do the different roles/objects in the game represent?
- What would you expect to happen if all fragments between the habitats were removed?
- What do you suggest to protect the marsupial population? Try these suggestions out.

CURRICULUM CONNECTIONS		
	Science	Geography
F-2	Plants and animals have basic needs, including air, water, food and shelter; the places where they live meet those needs (VC2S2U02)	The natural and constructed features of places, how they change and how they can be cared for (VC2HG2K05)
3-4	Consumers, producers and decomposers have different roles and interactions within a habitat; food chains can be used to represent feeding relationships (VC2S4U03)	The importance of environments, including natural vegetation and water sources, to people and animals in Australia and on another continent (VC2HG4K03)
5-6	Habitats can be described by their physical conditions; changing the physical conditions of a habitat, including by human activity, may affect the growth and survival of organisms (VC2S6U01)	The importance of sustainability to places and environments, including the custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country and Place and how it influences their sustainability practices (VC2HG6K04)
7-8	Matter and energy flow through ecosystems and can be represented using models, including food webs and food pyramids; populations will be affected by changing biotic and abiotic factors in an ecosystem including habitat loss, climate change, seasonal migration and introduction or removal of species (VC2S8U04)	How interconnection and change can be used to understand environmental phenomena (VC2HG8K17)
9-10	The theory of evolution by natural selection includes the processes of variation, isolation and adaptation and is supported by evidence including the fossil record, biogeography and comparative embryology; the theory explains past and present biodiversity and demonstrates how all organisms have some degree of relatedness to each other (VC2S10U05)	Geographical approaches to the management of a selected environmental issue, including how environment, change, interconnection and sustainability can be considered to understand environmental issues (VC2HG10K14)