ACTIVITY

Glossary of key terms

Students will create a classroom glossary about megafauna. Students will start by brainstorming words as a class using a mind map to record their responses. Add to your class list of words by downloading the BTN *Megafauna Exhibition* story transcript and highlighting all the words that relate to fossils and megafauna.

Fossil	*Megafauna*	*Pleistocene*	*Archaeological*
Extinction	*Remains*	*Cretaceous*	*Species*

Students will find definitions for each term and consider using pictures and diagrams to illustrate meanings. Students will demonstrate their understanding by writing their own sentences using terms and concepts from the glossary.

ACTIVITY

Megafuana profile

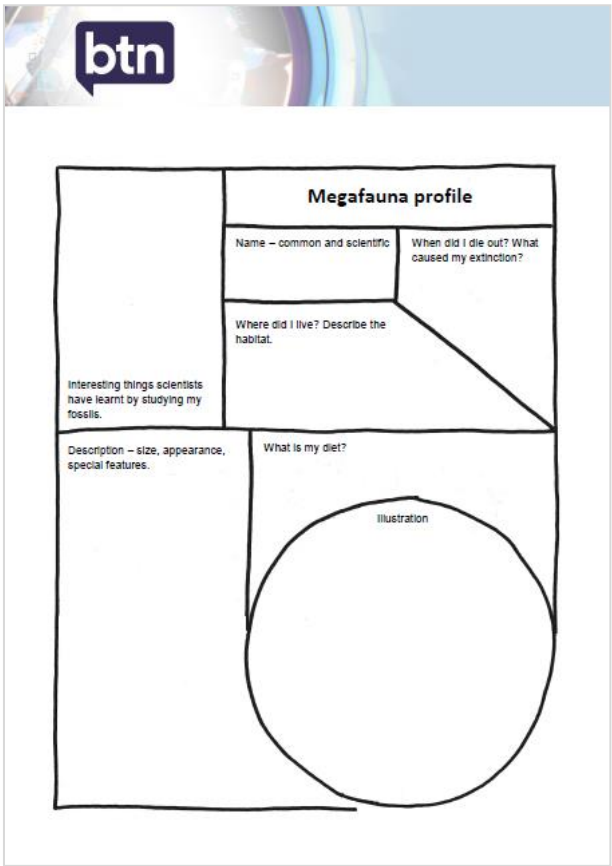
Students will create a profile of one of Australia's megafauna using a range of sources of information. Below are some examples of some of Australia's extinct megafauna.

- Diprotodon optatum
- Thylacine
- Procoptodon goliah
- Thylacoleo carnifex
- Dromornis stirtoni

Once students have chosen one of Australia's megafauna to research they will find information under the following headings:

- Common and scientific names
- Interesting things scientists have learnt by studying my fossils.
- When did I die out? What caused my extinction?
- Where did I live? Describe the habitat.
- What is my diet?
- Description – size, appearance, special features.

Students can use this template to record their findings.



Further investigation

Use a Venn diagram to compare and contrast this megafauna with a megafauna from another country. Compare and contrast size, physical features, habitat and when they became extinct.

ACTIVITY

Think like a scientist

Students will start to think like scientists and develop their own question/s for inquiry, collecting and recording information from a wide variety of sources. Students may develop their own question for inquiry or select one or more of the questions below.

- What does the term megafauna mean?
- Why did megafauna grow so big?
- What might have caused Australia's megafauna to die out?
- What do scientists learn by studying fossils?
- Did people live during the age of Australian megafauna? What evidence do we have of this?
- What is the connection between Aboriginal peoples and megafauna?
- What theories do we have for the extinction of Australia's megafauna?
- Why is it important to research megafauna?

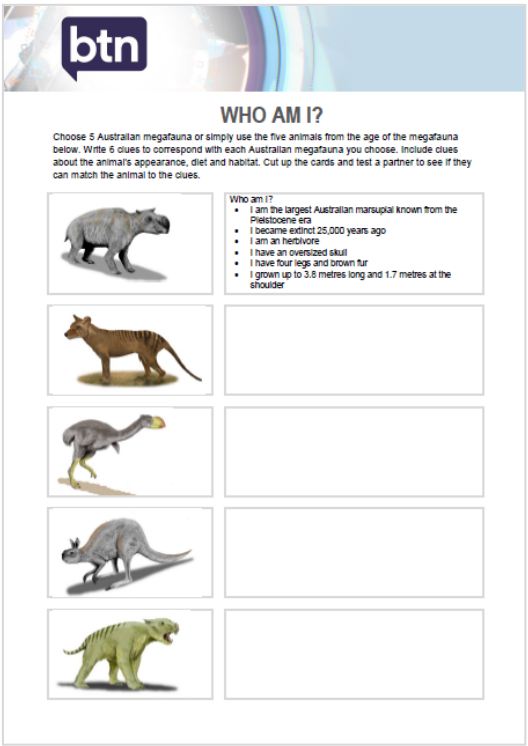
ACTIVITY

Who am I?

Students will make their own *Who Am I?* game to learn more about Australia's megafauna.

Download Who Am I? Template

- Students will research and write clues to correspond with each Australian megafauna in the *Who Am I?* template. Students will include clues about the animal's appearance, diet, special features and habitat.
- Students will test their *Who am I?* game on a partner.
- Answers for the attached template: 1. Diprotodon optatum, 2. Thylacinus cynocephalus, 3. Dromornis stirtoni, 4. Procoptodon goliah, 5. Thylacoleo carnifex



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WHO AM I?

Choose 5 Australian megafauna or simply use the five animals from the age of the megafauna below. Write 6 clues to correspond with each Australian megafauna you choose. Include clues about the animal's appearance, diet and habitat. Cut up the cards and test a partner to see if they can match the animal to the clues.

Who am I?
- I am the largest Australian marsupial known from the Pleistocene era
- I became extinct 25,000 years ago
- I am an herbivore
- I have an oversized skull
- I have four legs and brown fur
- I grown up to 3.8 metres long and 1.7 metres at the shoulder

USEFUL WEBSITES

Megafauna Fossil Footprint
http://www.abc.net.au/btn/story/s4708854.htm

Museum and Art Gallery - Megafauna Central
https://www.magnt.net.au/alcoota

Megafauna – What is megafauna?
http://www.megafauna.com.au/view/megafauna/megafauna

ABC – The Age of the Megafauna
http://www.abc.net.au/science/ozfossil/megafauna/default.htm

Australian Museum – The Pleistocene Epoch
https://australianmuseum.net.au/the-pleistocene-epoch