

# Wildlife Crime and the Law

Lesson Ideas Pack



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## Introduction

We support the view that schooling should develop a sense of community engagement in students by increasing their potential to be informed, responsible, ethical and active participants in society.

Through practical tasks relating to real life experiences, these *free* resources help students develop a positive attitude towards their role in society. They enable teachers to select lesson ideas within a theme in any order, to best suit **curriculum requirements** and the **interest** of students.

We developed these to make the content of the Australian Humanities and Social Sciences (HASS) Civics and Citizenship syllabus for Years 7-10 *more engaging*.

To make things easy, lesson ideas link directly to the Australian and Victorian Curriculum content codes and key concepts, namely; *Democratic Values, The Westminster System, Justice, Participation, and Rights and Responsibilities*. The activities provided are just suggestions and should be adjusted to suit the student cohort.

Specific lessons in this theme can also be used to support the teaching of lower secondary Science.

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## HASS Year Level Description and Required Content

### Year 7

An understanding of the Civics and Citizenship concepts is developed through a focus on Australia's democracy and legal system. The teaching ideas in this resource assist students to gain knowledge and understanding of how Australia's legal system aims to provide justice, through the rule of law. *Links to curriculum code:* [ACHCK050](#) / [VCCCL022](#)

### Year 8

An understanding of the Civics and Citizenship concepts is developed through a focus on how citizens can participate in Australia's democracy, including use of the electoral system, contact with their elected representatives, use of lobby groups, and direct action.

*Links to curriculum code:* [ACHCK062](#) / [VCCCG020](#)

### Year 9

An understanding of the Civics and Citizenship concepts is developed through a focus on how Australia's legal system works to support a democratic and just society.

*Links to curriculum code:* [ACHK078](#) / [VCCCL034](#)

## **Year 10**

An understanding of the Civics and Citizenship concepts is developed through a focus on the Australian Government's role and responsibilities at a global level, for example provision of foreign aid, peacekeeping, participation in international organisations and the United Nations.

*Links to curriculum code: [ACHCK091](#) / [VCCCG031](#)*

An understanding of the Civics and Citizenship concepts is developed through a focus on how Australia's international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander Peoples.

*Links to curriculum code: [ACHCK093](#) / [VCCCL032](#)*

An understanding of the Civics and Citizenship concepts is developed through a focus on what are the challenges and ways to sustain a resilient and cohesive democracy.

*Links to curriculum code: [ACHCK094](#) / [VCCCC036](#)*

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# Learning Intentions

## Resource Focus

Our Australian plants, animals and landscapes are unique and free from many pests and diseases found around the world and because of this Australian and state and territory governments are committed to protecting Australia's biodiversity and economy through a range of strategies and legislation.

Australia's animal, plant and human health will remain protected when individuals understand and abide by the laws created to protect these elements. As members of the Australian community, we all have a role to play and there are a number of ways that we can protect Australia from unwanted pests, diseases, and the illegal trafficking of wildlife.

This resource provides students in years 7-10 with the opportunity to explore what is meant by biosecurity, with a particular emphasis on wildlife crime; and the impact they are having in Australia. It explores the laws and measures that government are putting into place to protect Australia's animal, plant and human health, examples of wildlife crimes currently being committed in Australia, and the role that can be played by individuals.

## Students Understand:

- What it meant by the term 'biosecurity' and its importance to society
  - What is wildlife crime
  - Wildlife, biosecurity, and the law
  - The forms of wildlife crime occurring in Australia
  - That many Australians are committed to fighting wildlife crime
  - How to recognise wildlife crime and report it.
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# Lesson Ideas

## Tuning In

Australia has a unique range of flora and fauna and is currently free of many pests and diseases found elsewhere in the world. Biosecurity is an important aspect of life in Australia. It helps to protect our environment, the country's economy and community wellbeing.

Positive biosecurity occurs when government, communities and individuals develop awareness and action to protect the environment. Learning about biosecurity and what actions Australian citizens can take will help protect Australia from the spread of pests, diseases, weeds and the illegal trafficking of flora and fauna. (Adapted from [Home – Mission Biosecurity](#)).

Biosecurity can be defined as:

The actions and measures (including laws and legislation) taken to protect our environment, community and economy from the entry and spread of pests, weeds, diseases and the illegal trafficking of non-domesticated animals and plants.

- Explain that over the next few lessons the class will be looking at biosecurity and wildlife crime in Australia. Ask students to conduct a call out of what they know about biosecurity and wildlife crime in Australia. Write these on one side of the board. Then conduct a group brainstorm asking them to suggest reasons why unregulated movement of native animals and plants between countries is a problem. Write their suggestions on the other side of the board. Ask individual students to come to the board and draw links between the two sets of comments.
- Ask the class to use some of these ideas to develop a class definition of the term biosecurity. Write this on the whiteboard. Show the Queensland Seafood Industry video [Biosecurity Basics](#). Once completed, discuss whether there are any changes they would like to make to the biosecurity definition and make the adjustments.
- Read out the definition of biosecurity given above and make further adjustments to the class definition if required. Ask students to write the definition in the middle of a blank piece of paper. Explain that they are going to create a spider diagram by predicting the actions they could take to support biosecurity. Show the Department of Climate Change, Energy, the Environment and Water video [Biosecurity Bites: Now it's your turn](#). Give students time to add other actions mentioned during the video. Conduct a call out to add actions to the definition on the board. Ask students if they have taken any of the actions in the past and whether any of the actions could be implemented around the school?
- Break the class into five groups. Explain that the class will be exploring the website, [Mission Biosecurity](#) and that each group will be allocated one of the five themes:

- biosecurity at home and in your backyard
- protecting our environment
- biosecurity invaders
- biosecurity on our farms
- the future of biosecurity.

Their task will be to summarise the key points of the theme, select a spokesperson and then report back to the rest of the class. Ask each group to report their findings to the rest of the class. Ask students to write an individual summary of their biosecurity theme highlighting the key messages. Collect these to be assessed.

- Using the information provided in the last activity, have a group brainstorm to create a list of actions citizens can take to become biosecurity warriors. Write these on a poster note and display them in the classroom. This could provide a class exit discussion at the end of each week to ascertain whether students have been biosecurity warriors during the week.
- Conclude the lesson by asking the class to suggest why wildlife trafficking is an important part of a country's biosecurity and explain that the following lessons will focus on this issue.

## **Lesson Idea 1: Biosecurity and wildlife crime**

Plants and animals are incredibly important for the health of Australia and indeed, of our planet. Our delicately balanced ecosystems rely on biodiversity. Unfortunately, the world's flora and fauna are at great risk from criminals and illegal wildlife trafficking.

Wildlife trafficking is any environment-related crime that involves the illegal trade, smuggling, poaching, capture or collection of endangered species, protected wildlife (including animals and plants that are subject to harvest quotas and regulated by permits), or derivatives products.

The illegal trade in wildlife is estimated to be worth up to AU\$30 billion globally per year and is big business for organised criminal syndicates. It is the fourth largest illegal trade in the world. Wildlife crime is one of the largest direct threats to many of Australia's most threatened species, and second only to direct habitat destruction.

Not all wildlife trade is illegal. Wildlife trade is regulated by the United Nations' Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES), which currently has 170 member countries. CITES is an international agreement between governments whose aim is to ensure that international trade in specimens of wild animals and plants does not threaten the survival of the species. Currently there are 184 Parties enforcing the Agreement and Australia is one of them.

- Introduce the concept of global wildlife trafficking by showing the video [What's driving the growing demand for illegal wildlife?](#) Discuss as a class the reasons why wildlife trafficking is so lucrative. Refer to the mention of CITES in the video and that Australia is one of its Parties. Watch and discuss the role of [CITES 101](#).
- Provide students with the following information: Illegal trade in wildlife is estimated to be worth up to AU\$30 billion globally per year and is big business for organised criminal syndicates. It is the fourth largest illegal trade in the world. Wildlife crime is one of the largest direct threats to many of Australia's most threatened species, and second only to direct habitat destruction. If possible display page 9 of the PDF [Stopping the Illegal Trafficking of Australian Wildlife Financial Crime Guide October 2020](#). Discuss the diagram showing how organised crime conducts wildlife trafficking in Australia.
- Hand out copies of page 9 and ask students to create a storyboard describing how wildlife trafficking occurs in Australia. Once completed, display them around the room and allow students to view them. Remind students to be respectful of each other's work.
- Conclude the lesson by asking students to suggest areas where they might be able to identify that trafficking is occurring and what they might do if they saw trafficking occurring. Explain that this will be looked at in more detail in Lesson 5.

## Lesson Idea 2: Wildlife, biosecurity, and the law

Australia has a range of federal, and state and territory environment laws that regulate the movement of animals, plants, and their by-products. At a national level, the *Environment Protection and Biodiversity Conservation Act 1999* (EPBC Act) regulates movements of animals, plants, and by-products to and from Australia. This Act helps to protect the environment from international wildlife movement risks and is how Australia meets its obligations under CITES, the international agreement to regulate wildlife trade between countries. Another example of national laws designed to safeguard Australia's environment and economy is the Biosecurity Act 2015, regulating the movement of animals, plants, and by-products to Australia.

Australia's state and territory governments also have a range of laws designed to keep wildlife within their borders. They also regulate the import and export of wildlife across their borders.

- Begin the lesson by writing the words 'flora' and 'fauna' on the board. Ask the class for suggested definitions. If correct, write them on the board. If students are unsure provide them with the following:
  - flora - the plants of a particular region, habitat, or geological period.
  - fauna - the animals of a particular region, habitat, or geological period.
- Ask students why we need laws at international, national, and state and territory level to regulate movement of animals, plants, and their by-products. Remind students about the role of CITES at international level. Ask them to review the [CITES](#) brochure in pairs

and write a paragraph explaining what the role of the Agreement is and why some wildlife trade is legal, and some is not.

- Explain that the *Environment Protection and Biodiversity Conservation Act 1999* (EPBC Act) is a national law that assists Australia to meet its obligations under CITES. Show the video [EPBC Act](#) and then discuss why wildlife trafficking would be part of this Act.
- Conduct an anticipation exercise exploring what may be legal or illegal under the EPBC Act. Provide each pair of students with a copy of the [Anticipation exercise: True or False](#) and ask them to work through the statements deciding whether they are true or false. Once completed open the [Department of Climate Change, Energy, the Environment and Water's Wildlife trade frequently asked questions](#) website to check the correct answers. Discuss how accurate students were with their predications and what knowledge they used to select their answers.
- Explain that each Australian state and territory also has a range of laws that regulate the movement of animals and plants between their borders. Continue with the same student pairs and provide each with a copy of the [Compare and Contrast activity](#). Ask students to explore their particular state or territory legislation via the links provided and complete the Venn diagram to compare and contrast their purpose with the aims of the EPBC Act. Once completed, discuss as a group. (It is important to clarify that there may be little difference between the two in general terms – the differences will relate to specific flora [the plants of a particular region, habitat, or geological period] and fauna [the animals of a particular region, habitat, or geological period] and borders.)
- Refer back to [section 303EK of the Environment Protection and Biodiversity Conservation Act 1999 \(Cth\)](#), that prohibits a person from importing a specimen if the specimen is a regulated live specimen. Any breach of this law attracts a maximum penalty of up to 10 years in jail and/or a fine of AU\$220,000. Ask students to design a public awareness poster that explains the importance to their State or Territory of biosecurity and combating wildlife trafficking (including the penalties). There are a range of education applications that can be used to create these posters such as [BeFunky](#).
- Conclude the lesson by asking students to think about their Compare and Contrast activity. Instruct them to use this information to write an individual paragraph in response to the question: "In your opinion, does the EPBC Act or your State or Territory have the most effective laws to protect wildlife and why?" Take a class poll based on their responses and ask for volunteers to explain their choice.



## Lesson Idea 3: Wildlife crime in Australia

The illegal trade in wildlife and related products is leading to the decline and extinction of many iconic species. Although Australia has had limited seizures of imported illegal wildlife and related products, such as traditional medicines, it has its own specific wildlife crimes and is home to many reptilian, amphibian and avian species that are highly prized, mainly as pets. Some snakes and reptiles can sell from between AU\$1000-\$20,000 overseas. This form of crime is one of the largest direct threats to many of Australia's most threatened species, and second only to direct habitat destruction.

Policing remote areas of the outback, where so much of the native endemic fauna and flora lives, to stop the illegal collection of wildlife, is nearly impossible. However, Australia's border control is developing new techniques to apprehend these criminals. These plus other strategies to stop wildlife trafficking will be discussed in Lesson 4.

- Introduce the lesson by explaining that wildlife crime is one of the largest direct threats to many of Australia's threatened species. Ask students to predict which species of wildlife they think might be prized as pets by overseas buyers? Show the Crime Stoppers resource [Spot the Signs of Wildlife Trafficking](#) on the whiteboard and conduct a shared reading through to the information about what the wildlife may be sold for and identify any further information about why certain Australian wildlife are trafficked.
- Conduct a stand up, hands up, pair up activity where students share any examples of wildlife trafficking in Australia they have heard about. These are the activity steps:
  - Have all students stand up and put one hand up.
  - Ask students to walk around the classroom.
  - Call "Pair" and have students pair up with the person he or she is closest to. They share their information.
  - Students who have shared information put their hand down and those with their hand still up find someone to share with until all hands are down.

Share as a class, examples that have been discussed.

- Explain that students are going to read the article [Bound, gagged, posted: investigating Australia's cruel, corrupt illegal wildlife trading](#) and write a 'blurb'. A blurb is a brief account of interesting information found at the beginning of an article or book that is meant to entice a reader to engage with the story. (If your students have weak literacy skills you may wish to conduct this exercise using a shared reading strategy.) Ask students to pair and share the key points from their blurb and what they found particularly interesting.
- Conclude the lesson by highlighting the section of the article indicating that public awareness of the issue is slowly improving, with Crime Stoppers Victoria recording 160 wildlife-crime related tips between July 2020 and June 2022. Explain that these figures were due to a campaign conducted by Crime Stoppers Victoria and a current *Help Solve*

*Crime* section on their website providing members of the community with details of unsolved wildlife crimes. These will be explored in Lesson 4.

## Lesson Idea 4: *Break the Chain* campaign

In October 2021, the *Break the Chain* campaign was launched by the Conservation Regulator, Agriculture Victoria, and Crime Stoppers Victoria. It asked people to share what they know about illegal wildlife coming into and out of Australia.

Featured in the campaign are commonly trafficked exotic pests and native animals:

- Red-eared Slider Turtle (Exotic)
- Red-tailed Black Cockatoo (Native)
- African Pygmy Hedgehog (Exotic)
- Shingleback Lizard (Native)

During transportation, these animals are often bound by tape and packed into small objects for a duration varying between a couple of hours to a few days. By the time they arrive overseas, some animals have suffered dehydration and suffocation, while some would have sadly died during the journey.

Illegally imported animals or their by-products can also pose a great biosecurity risk. Exotic animals, like the red-eared slider turtle and pygmy hedgehog could bring in new animal and human diseases such as foot and mouth disease or rabies. Such diseases would have devastating impacts on our way of life, primary production, and the environment. (An [outbreak of foot and mouth disease in Bali](#) in July 2022 triggered an immediate biosecurity response from the Australian government. This could be a good starting point for student discussion.)

- Start the lesson by providing students with the above information about the Crime Stoppers Victoria campaign [Break The Chain](#) via the whiteboard or by distributing a copy of the PDF. Discuss as a class why they think Crime Stoppers Victoria partnered with the Conservation Regulator, Agriculture Victoria to launch this campaign?
- Explain that part of the campaign was to distribute flyers and posters to the community. Show the slideshow [Break the Chain Campaign](#) showing some examples and conduct a class call out identifying the key messages of the campaign. (Teacher notes are included at the top of each slide.)
- Break the class into seven groups, assign one of the following wildlife to each. Explain that their task will be to describe why members of the community need to report any sightings (if it is an exotic example, or signs of illegal trafficking if it is a native example). Distribute the relevant resources to each group making sure that those watching a video have access to a computer.
  - [Red-eared Slider Turtle](#) (Exotic) video
  - [Red-eared Slider Turtle](#) PDF
  - [Red-tailed Black Cockatoo](#) (Native) video
  - [African Pygmy Hedgehog](#) (Exotic) video

- [Shingleback Lizard](#) (Native) video
- [Boa Constrictor](#) (Exotic) PDF
- [Northern Palm Squirrel](#) (Exotic) PDF
- [Eastern Corn Snake](#) (Exotic) PDF

Once the research has been completed, each group nominates a speaker who reports back their findings to the class.

- Remind students of the first lesson exploring biosecurity. Distribute pieces of butcher paper and ask students to use the information they have accessed or heard about to create a short media statement that explains how illegal importing and exporting of wildlife impacts on Australia's biosecurity. Once completed, place the statements around the room and number them. Ask students to read each statement and then conduct a class vote to decide the most effective statement. Collect the statements to be assessed.
- Conclude the lesson by reminding students that Crime Stoppers Victoria have a [Help Solve Crime](#) wildlife crime section on their website. This provides details of unsolved wildlife crimes and asks for community assistance to solve these crimes. Explore at least two examples on the *Help Solve Crime* site using a whiteboard. Choose crimes that highlight the importation of an exotic wildlife and the attempted export of Australian native wildlife. Discuss how the stories written by Crime Stoppers Victoria are designed to engage community interest and why this is an effective way of solving wildlife crime. The importance of community reporting of wildlife will be further explored in Lesson 5.

## Lesson Idea 5: Reporting wildlife crime

Why should we report wildlife crime? From previous lessons we know that illegal importing of exotic wildlife and unregulated harvesting of wild animals and plants can cause extinctions and other damage to Australia's environment. We also know that exotic animals and plants can cause havoc to the Australian environment and industries by killing or competing with native species or spreading diseases. It is also possible that wildlife trafficking may be linked to other crimes such as drug trafficking.

### Reportable wildlife crime

- Exporting a living Australian native mammal, reptile, bird, or amphibian on the CITES list to another country to sell
- Importing by-products of the above wildlife
- Importing a pet to Australia if the pet is a wild animal species (such as an exotic snake) or a hybrid of a wild animal (such as a Savannah cat). Live animals can only be imported if they are on the live import list
- Keeping an animal in Australia that was bred from an animal imported illegally.

## What should be reported?

- Wildlife smuggling or trafficking
- Someone who is keeping or importing wildlife or wildlife parts from overseas without approval
- Someone who is exporting native plants and animals to other countries without approval.

Federal, state and territory governments, and associated agencies are implementing a range of strategies to combat wildlife crime. These include using new technologies such as three-dimensional scanning processes at border control stations and postal outlets, using DNA profiling to identify illegal exotic pets, policing of online illegal trafficking activity, and provision of community reporting processes.

Here are some of the agencies and apps that can assist with the reporting of wildlife crime.

- [Home Affairs Border Watch](#)
  - [Department of Climate Change, Energy, the Environment and Water](#)
  - [Crime Stoppers Australia](#) or the appropriate [state or territory Crime Stoppers](#)
  - Taronga Zoo [Wildlife Witness](#) app
- 
- Explain that the first activity will focus on writing an essay on the topic “We’ve got to talk: Wildlife Crime in Australia.” Students will be given a number of resources to explore before writing their final essay. Give each student an [essay note taking proforma](#) and discuss the essay topic and note taking format before taking them through each resource.
  - Revise as a class why wildlife crime should be reported and what constitutes wildlife crime. Display [Reporting Wildlife Crime](#) on the whiteboard and providing individual copies of the notes. Ask students to pair and discuss where this information might be placed in their essay and what their opening essay statement might focus on.
  - Ask students to share some of their ideas and explain why federal, state and territory governments, and associated agencies are implementing a range of strategies to combat wildlife crime. Show students the three links listed below. After each video, students will write notes describing how the new technology is being used to combat wildlife trafficking using a provided note taking proforma. Give time after each video for students to write their responses.
    - [Catalyst - Australia’s innovative solution for illegal wildlife trafficking](#)
    - [CSI for Wildlife](#)
    - [Catching Lizards to stop Lizard catchers](#)
    - [New Tech combats wildlife trafficking](#) and [illegal wildlife trade tackled in new trial](#)
  - Explain that some organisations such as Taronga Zoo have developed an app called [Wildlife Witness](#) to assist Australians wishing to report wildlife crime while in Australia and overseas. Show the [Wildlife Witness](#) website on a whiteboard allowing time for students to take notes

about how the app works. If you have time, students may wish to watch the short video describing the purpose of the app.

- Allow time for students to explore the following Australian government and non-government agencies websites and write notes about the strategies they are implementing to encourage members of the community to report wildlife crime.
  - [Home Affairs Border Watch](#) (Australian government department)
  - [Department of Climate Change, Energy, the Environment and Water](#) (Australian government department)
  - [Crime Stoppers Australia](#) (Crime Stoppers in Australia was first established in 1987. Today Crime Stoppers Australia is an independent not-for-profit registered charity representing the collective eight Crime Stopper organisations operating in every state and territory) or the appropriate [state or territory Crime Stoppers](#)

Once students have completed their note-taking exercise, revisit the essay structure, and allow time for students to write and hand in their essays. (You may need to assist students with weak literacy skills.)

- Ask students to design a tourist information pack to explain what individual citizens should do when travelling overseas to reduce the biosecurity risk on their return.
- Using the relevant Crime Stoppers Australia state or territory [report link](#) on an interactive board, ask students to identify the information required if they wish to report a wildlife crime. This should be completed without actually sending a report.
- Conclude the set of lessons by discussing how to conduct a school awareness campaign highlighting forms of wildlife crime and reporting processes. For example:
  - Inviting a guest speaker to speak at a school assembly
  - Designing and distributing information posters around the school
  - Visiting the local zoo and talking with staff engaged in supporting native species
  - Partnering with a class or school in the Asian region via an app such as [epals](#) and sharing strategies to highlight the negative results of wildlife crime

# Resources

## Lesson Idea – Tuning In

- [Home – Mission Biosecurity](#) – website
- [Biosecurity Basics](#) – video
- [Biosecurity Bites: Now it's your turn](#) – video
- [Mission Biosecurity](#) – website

## Lesson Idea 1 – Biosecurity and wildlife crime

- [What's driving the growing demand for illegal wildlife?](#) – video
- [CITES 101](#) - video
- [National Museum of American Diplomacy](#) – video
- [Stopping the Illegal Trafficking of Australian Wildlife Financial Crime Guide October 2020](#) – PDF

## Lesson Idea 2 – Wildlife, biosecurity, and the law

- [CITES](#) – PDF
- [EPBC Act](#) – video
- [Anticipation exercise: True or False](#) – student handout
- [Department of Climate Change, Energy, the Environment and Water's Wildlife trade frequently asked questions](#) – website
- [Compare and Contrast activity](#) – student handout
- [section 303EK of the Environment Protection and Biodiversity Conservation Act 1999 \(Cth\)](#) – website
- [Befunky](#) – app

## Lesson Idea 3 – Wildlife crime in Australia

- [Spot the Signs of Wildlife Trafficking](#) – website
- [Bound, gagged, posted: investigating Australia's cruel, corrupt illegal wildlife trading](#) – digital article

## Lesson Idea 4 – *Break the Chain* campaign

- [Outbreak of foot and mouth disease in Bali](#) – Australian Government
- [Break The Chain](#) - PDF
- [Break The Chain Campaign](#) – slide show
- [Red-eared Slider Turtle \(Exotic\)](#) - video
- [Red-eared Slider Turtle](#) – PDF
- [Red-tailed Black Cockatoo \(Native\)](#) - video
- [African Pygmy Hedgehog \(Exotic\)](#) – video
- [Shingleback Lizard \(Native\)](#) – video
- [Boa Constrictor \(Exotic\)](#) – PDF

- [Northern Palm Squirrel \(Exotic\)](#) – PDF
- [Eastern Corn Snake \(Exotic\)](#) – PDF
- [Help Solve Crime](#) – website

### Lesson Idea 5 – Reporting wildlife crime

- [Home Affairs Border Watch](#) – website
- [Department of Climate Change, Energy, the Environment and Water](#) – website
- [Crime Stoppers Australia](#) – website
- [State or territory Crime Stoppers](#) – website
- [Wildlife Witness](#) – app
- [Essay note taking proforma](#) – student handout
- [Reporting Wildlife Crime](#) – PDF
- [Catalyst - Australia's innovative solution for illegal wildlife trafficking](#) – video
- [CSI for Wildlife](#) – video
- [Catching Lizards to stop Lizard catchers](#) – website blog
- [New Tech combats wildlife trafficking](#) – video
- [Illegal wildlife trade tackled in new trial](#) – digital article
- [Wildlife Witness](#) – website
- [Crime Stoppers Australia report link](#) – online form
- [epals](#) – student collaborative projects website

### Further Student Enquiry

- [Be a Biosecurity Warrior](#) - online podcasts
- [Interpol Thunder 2021 Operation](#) – digital media statement
- [Australian Government adds 127 native reptiles to international anti-wildlife trafficking treaty](#) – website

### Assessment

- [Marking Key](#)

## Further Student Enquiry

- Listen to the three-part podcasts [Be a Biosecurity Warrior](#). Break into pairs and write a radio script describing how students in your school could be biosecurity warriors. Record your interviews and share them as a class.
- Explore as a class the [Interpol Thunder 2021 Operation](#) involving customs, police, financial intelligence units and wildlife and forestry enforcement agencies in 118 countries. Students draw a bar or column graph describing the types and amounts of illegal wildlife seized during the operation.

- Read as a class the article [Australian Government adds 127 native reptiles to international anti-wildlife trafficking treaty](#). Discuss why the federal government has added 127 native reptiles to the treaty. Create a storyboard describing the key message of the article.
- In groups of six, identify and research three native animals being trafficked in your state or territory. Design a *Break the Chain* campaign highlighting the need to protect these animals. Your campaign may include stickers, posters, videos, podcasts and information sheets. Share as a class or via a school assembly.

## Assessment

### Formative

- Many of the activities in the lesson ideas can be used to collect information about the level of knowledge and understanding of the topics listed under Learning Intentions. These include class discussions and completed handouts.
- Using information provided in Lesson 1, students create a storyboard describing how wildlife trafficking occurs in Australia.
- Students complete an anticipation exercise exploring what may be legal or illegal under the EPBC Act.
- Students to explore their particular state or territory legislation and complete a Venn diagram to compare and contrast their purpose with the aims of the EPBC Act.
- After reading the article [Bound, gagged, posted; investigating Australia’s cruel, corrupt illegal wildlife trading](#) students are to write a ‘blurb’ highlighting the key messages presented.

### Summative

- Students research and write a summary about a specific biosecurity issue impacting on Australia.
- Students use details of a specific exotic wildlife being illegally imported into Australia or a native Australian animal being illegally exported out of Australia to write a media statement highlighting the issue to the public.
- Students write an essay on the topic “We’ve got to talk: Wildlife Crime in Australia.” Their essay should include information gathered throughout this theme.

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This material can also be [accessed online](#)

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