

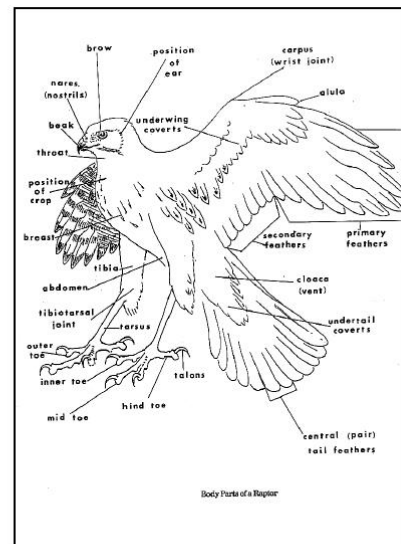


Video 3 Teacher resource – raptors

Background

Tuning in: The following short [video](#) (7:25) associated with the *Where? Where? Wedgie!* project provides a fascinating overview of raptors. The video looks at what raptors are and their key characteristics. An important characteristic of raptors is that they catch prey with their talons. Raptors are also known as birds of prey. The video focuses on Tasmania's **diurnal raptors** - 'diurnal' means that they are active during the day. During the video the presenters also include the Latin names for various raptors.

Before starting the video, ask the students to see if they can list the 10 Tasmanian raptors described during the video and some key features of raptors. Please find some images below to assist you:



Interesting fact: The eagle's eye is almost the same size as a human eye, and in good light their eyesight is far sharper than that of the average person. This extraordinary vision allows them to hunt for their prey from great heights in the sky.

Helpful information for the teacher below with images to refer to at this [site](#) and the [WWW! field identification guide](#):

- Wedge-tailed eagle (*Aquila audax*)
- White-bellied sea-eagle (*Haliaeetus leucogaster*)
- Swamp harrier (*Circus approximans*)
- Brown goshawk (*Accipiter fasciatus*)
- Collared sparrowhawk (*Accipiter cirrocephalus*)
- Grey goshawk - white morph (*Accipiter novaehollandiae*)
- Brown falcon (*Falco berigora*)
- Peregrine falcon (*Falco peregrinus*)
- Australian hobby (*Falco longipennis*)
- Nankeen kestrel (*Falco cenchroides*)



Finding out: Some questions to ask:

- Looking at the Latin names of the 10 Tasmanian raptors, what do you think *Aquila* means in Latin? (Eagle)
- What do you think *Accipiter* means in Latin? (Hawk)
- What do you think *Falco* means in Latin? (Falcon)
- Looking at the images on 'The Raptors of Tasmania' [site](#) and the WWW! [field guide](#), can you group the falcons together based on their Latin names? What physical similarities can you see between them? (Facial markings, wing shape)
- Can you find out why Latin names are used to describe birds?

Interesting fact: The Grey Goshawk is the only all-white raptor.

Visual Arts and English Activity

Leila Jeffreys (born 1972, Papua New Guinea) is an Australian photographic and video artist. She began taking photographic portraits of birds in 2008. As you can imagine she often has to wait for a very long time for her subject to arrive! Leila's exhibition titled '[Prey](#)' in 2014 was based on birds of prey. She captures the intricate detail of many of the birds of prey in the Raptors video. She also gives each of the birds' names to capture their personality. Have a look at the birds of prey portraits in her exhibition to see the names she has given them. When asked about what it takes to be a good bird photographer Jeffreys replied that:

"Patience is a big one" [and] "Time. You want to connect, you want to have a bird trust you, you want to look at their body language, you want to follow what they're doing. You can't get a good portrait unless the bird is comfortable, so you talk to them. They don't speak the same language back, but they look at you intensely, they listen to you. If they're not so sure, they move away, and if they're kind of curious they get a bit closer. They might turn their back on you." (Dapin, 2017)



Leila Jeffreys
'Bandit' Nankeen kestrel
Photograph on archival fibre based cotton rag paper
112 x 89cm
2014

**Sorting out: Activity**

Working in pairs, choose a raptor that you both really like. Do some research to find out more about your raptor and then list some of the important personality traits your raptor has. You might like to create a story about your raptor with your partner. To help you with this process, think about the story of Bunjil and the sorts of personality traits he had. During this discussion collaboratively choose a name that really captures your raptor's personality - in the same way that Leila Jeffreys has done with her raptor portraits.

Going further: Create a portrait of your raptor, really focus on its eyes as an important part of its personality. Remember to include key features and colours that distinguish your Tasmanian Raptor from other ones. Write a short artist statement about your raptor portrait which tells the viewer about your artwork and why you made it. Include the name you have given your raptor somewhere in the artwork or as part of the title of your artwork. See if you can also include its Latin name in your artwork.



Fun fact: Did you know in 2022 the Perth Mint created an Australian Wedge-tailed Eagle 1 ounce silver bullion coin? It looks like a portrait and is part of a series of six designs that began in 2014.

In this design the artist has highlighted the wedge-tailed eagle's eyes and its large hooked beak.

[Australian Curriculum v9.0 links:](#)**Content Descriptors: Years 3-4**

Science (Strands: Science understanding, Science inquiry)

- (Sub-strand: Biological sciences) Compare characteristics of living and non-living things and examine the differences between the life cycles of plants and animals (AC9S3U01).
- (Sub-strand: Communicating) Write and create texts to communicate findings and ideas for identified purposes and audiences, using scientific vocabulary and digital tools as appropriate (AC9S3I06).

Visual Arts (Strands: Exploring and responding, Developing practices and skills)

- Explore where, why and how visual arts are created and/or presented across cultures, times, places and/or other contexts (AC9AVA4E01).
- Experiment with a range of ways to use visual conventions, visual arts processes and materials (AC9AVA4D01).



HASS (Strand: Knowledge and understanding)

- (Sub-strand: Geography) Understand and appreciate the ways First Nations Australians in different parts of Australia are interconnected with Country/Place (AC9HS3K04)
- (Sub-strand: Questioning and researching) Locate, collect and record information and data from a range of sources, including annotated timelines and maps (AC9HS3S02)

English (Strands: Literature, Literacy)

- (Sub-strand: Creating literature) Create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts (AC9E3LE05)
- (Sub-strand: Interacting with others) Use interaction skills to contribute to conversations and discussions to share information and ideas (AC9E3LY02)

[Victorian Curriculum links:](#)

Level 3 and 4 Content Descriptions:

Visual Arts

- (Strand: Explore and Express Ideas) Explore ideas and artworks from different cultures and times as inspiration to create visual artworks ([VCAVAE025](#))
- (Strand: Visual Arts Practices) Explore visual conventions and use materials, techniques, technologies and processes specific to particular art forms, and to make artworks ([VCAVAV026](#))

References

- Dapin, M. (2017, Jan 2). Step inside the world of extraordinary bird photographer Leila Jeffreys. *The Sydney Morning Herald*. Retrieved from <https://www.smh.com.au/entertainment/art-and-design/step-inside-the-world-of-extraordinary-bird-photographer-leila-jeffreys-20170102-gtkrb1.html>
- Jeffreys, L. (2022). *Prey – exhibited 2014*. Retrieved from <https://www.leilajeffreys.com/series/prey>
- Raptor Refuge. (2019). The raptors of Tasmania. Retrieved from <https://www.raptorrefuge.com.au/the-raptors-of-tasmania/>
- NatureTrackers (2020) Where? Where? Wedgie! birds of prey identification guide <https://naturetrackers.com.au/assets/Where Where Wedgie - Birds of prey identification guide.pdf>