

**Video 6 Teacher Resource – Threats – Part 1:**

Question for students after watching the video

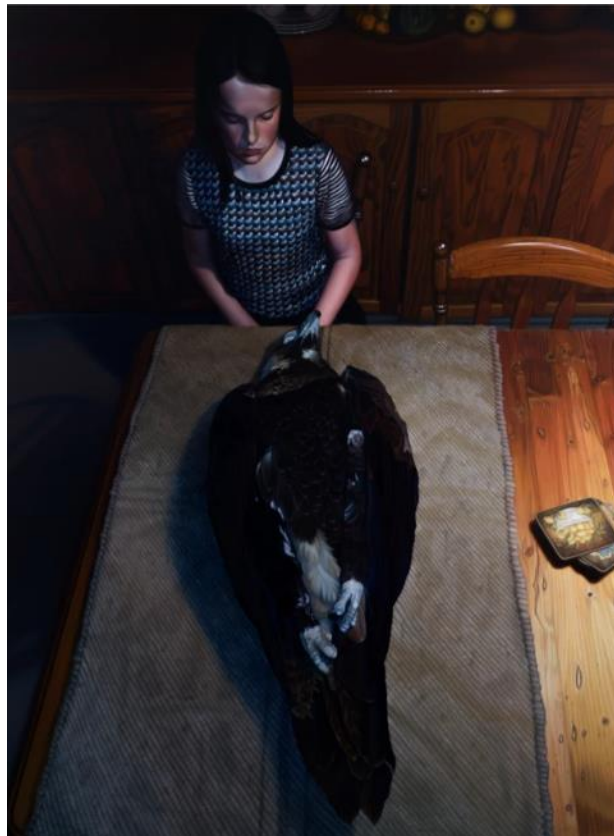
- What are the four main threats that the Tasmanian wedge-tailed eagle faces?

Unfortunately, eagles are faced with so many threats that it took us TWO videos to cover them all! Because they travel big distances, they come across lots of different things which can cause them problems.

Tuning in: There are a wide variety of problems that lead to eagles dying. Here's the first - powerlines pose a significant threat to the wedge-tailed eagle. Fortunately, there are many people working across different professions to help tackle this problem.

While scientists and engineers work on interventions to help deter eagles from powerlines, activists and artists are reaching new audiences to raise awareness about the plight of these incredible birds; such is the power of art and story.

Finding out: Many disciplines working together mean that multiple skillsets, expertise and ways of knowing are put to work tackling a shared problem. This approach helps broaden our modes of communication and sends powerful messages about the value of diverse perspectives.



Stella contemplating, Oil on wood, 100 cm x 75 cm, 2018, Sebastian Galloway



The [above artwork](#)¹ has been painted by Tasmanian Glover Prize winning artist, Sebastian Galloway. Sebastian describes this artwork as follows:

“One of the paintings I’m most proud of shows Nick Mooney’s daughter Stella, looking over a poor Wedgie that died of electrocution from powerlines. I care deeply about native wildlife and being able to communicate this problem in one of my paintings felt important”

- Sebastian Galloway (artist)

Top raptor expert Nick Mooney helped design and teach people how to do the *Where? Where? Wedgie!* surveys. You can find out a bit more about him under the [Experts](#) section on the Expedition Class website.

Reflect and Act: Discuss (responding):

- What does Sebastian’s painting of the wedge-tailed eagle remind you of?
- How does this painting make you feel?
- How do artists use different elements of art to visually communicate and ‘speak’ through their artworks?
- What do you think the artist is trying to say with this painting? What makes you think that?
- How do artists communicate stories and messages through their artworks? What devices and practices do they use to convey ideas?

Going further: Activity 1: Responding - Fostering public awareness through art and storytelling

Ask students to watch the [video](#) ‘Extinction Studies: Lucienne Rickard’. The artist Lucienne Rickard was born in 1981 and lives and works in Franklin, Tasmania. In the video, Lucienne says that “artists communicate things that words can’t – that’s what we’re good at”. She recently completed an exhibition at the Tasmanian Museum and Art Gallery (TMAG) titled *Extinction Studies* in which she drew, and then erased over a 13 month period, a recently extinct species – either plants or animals. Her drawings all happen on the same two pieces of paper, so that the viewer can see the marks coming through from previously erased drawings.

Each extinct species was chosen from the International Union for Conservation of Nature [Red List of Threatened Species](#), which is used by scientists globally. Lucienne went through 25 erasers and 187 pencils during the project. She spent 360 hours and three months drawing a butterfly called the Xerces blue, which included 113,000 individual scales on its wings.

¹ Teachers please note - this weblink directs to ‘*Stella contemplating*’ via the artists’ professional website, which includes paintings of the naked human form.



- Write a poem or story imagining that Lucienne is drawing the Tasmanian wedge-tailed eagle and then erasing it.
- How hard do you think it was for Lucienne to erase her drawings? Why do you think she did this and why is it significant for an artist to destroy their work?
- Discuss in small groups whether you could make an artwork and then destroy it. Would you do this to make an important point as an artist? (If you would like to see the video of Lucienne erasing her drawing of the Xerces blue butterfly, it can be found [here](#).)

Finding out: Did you know?

There is an eagle sculpture inspired by Bunjil in Melbourne. It was created by the artist Bruce Armstrong in 2002, is 25 metres high (almost 7 storeys!) and weighs 20 tonnes. McDowall (2016) describes how “the eagle’s mastery of the birds of the skies has always meant he has throughout history remained a symbol of authority. He has the power to garner our attention and make us pause and reflect on how to tap into our own inner strength and fortitude”.



- Ask students what their response to this sculpture of Bunjil is?
- Why do they think the artist has made the choices he has?

Bruce Armstrong
Eagle (Bunjil)
Red gum, aluminium, fibreglass
2260 x 350 x 450cm
2002

Going further: Activity 2: Making - Fostering public awareness through art and storying

Ask students to create a public sculpture of kurina (palawa kani for wedge-tailed eagle/eagle hawk). Think about where it should be located and why? Design your sculpture and show where it will be placed.

- How will this sculpture help people to become more aware of wedge-tailed eagles and the importance of protecting their nesting sites?
- What is the main message you wish to tell to help protect wedge-tailed eagles?



Our Day 6 activities have extended and widened the connections and inquiry lines mapped between Day 4 and today. We're continuing to scaffold and set up further inquiry lines for students to make connections between cultural stories (Bunjil), science and design (Raptor biology), Art and engineering (sculpture). Activity 1 saw you designing (and perhaps even prototyping!).

Going further: Activity 3: Making - Design and prototyping

We've established that eagles sometimes run into powerlines and wind turbines. They can also be hit by fast moving vehicles on the road. Can you design something to help them out?

One year a student designed a helmet that eagles could wear to protect them better! What's your craziest and most creative solution? Sketch it on paper, label the parts and explain how it works.

How might the above plan be extended into a design and prototyping activity?

In 2018, Andrew and James got to talk to some of the people trying to figure out how to make things better. You can watch their [chat with Ed at TasNetworks](#).

And here's their [chat with Chris of Woolnorth wind farms](#).

Could there be fewer than 1000 Tasmanian wedge-tailed eagles in the world?

So...where to from here? How can *you* help?

Sorting out: Just understanding the problems is a good start. So have a great time watching all the videos - and you can also learn more about how we can take care around all of Tasmania's threatened species on the [Threatened Species Link](#) website.

Australia is facing an extinction crisis. We have one of the highest loss of species in the world. Most of Australia's wildlife is found nowhere else in the world, making its conservation even more important. The Tasmanian wedge-tailed eagle was listed as threatened many years ago.

Reflect and act: Reporting information can help reduce some threats. For example, you can raise the alert about a powerline that looks likely to cause, or has caused, problems for raptors (usually to TasNetworks).

The Tasmanian [Natural Values Atlas](#) is a public database on which people can record and find out where different species have been seen. This includes the locations of wedge-tailed eagle nests, so that we can avoid disturbing them during the breeding season.

Reports of chance eagle observations aren't so useful. Wedge-tailed eagles move huge distances, and the Natural Values Atlas already has records of wedge-tailed eagles throughout Tasmania.

However, the annual *Where? Where? Wedgie!* surveys have a special design that enables everyone to help find out more about the needs of Tasmania's raptors. As we record what we did or didn't see in our surveys each year, we can track how overall population numbers of each species are changing, and thus which species need more or different conservation efforts.



You can find out about reporting powerline problems, nests and more on the NatureTrackers [Report something](#) page, and other things you can do for wedgies on the Threatened Species Link [wedge-tailed eagle profile](#).

Going further: Activity 3: Making - Design and prototyping

We've established that eagles sometimes run into powerlines and wind turbines. They can also be hit by fast moving vehicles on the road. Can you design something to help them out?

One year a student designed a helmet that eagles could wear to protect them better! What's your craziest and most creative solution? Sketch it on paper, label the parts and explain how it works

How might the above plan be extended into a design and prototyping activity?

In 2018, Andrew and James got to talk to some of the people trying to figure out how to make things better. You can watch their [chat with Ed at TasNetworks](#).

And here's their [chat with Chris of Woolnorth wind farms](#).

Could there be fewer than 1000 Tasmanian wedge-tailed eagles in the world?

So...where to from here? How can *you* help?

Sorting out: Just understanding the problems is a good start. So have a great time watching all the videos - and you can also learn more about how we can take care around all of Tasmania's threatened species on the [Threatened Species Link](#) website.

Australia is facing an extinction crisis. We have one of the highest loss of species in the world. Most of Australia's wildlife is found nowhere else in the world, making its conservation even more important. The Tasmanian wedge-tailed eagle was listed as threatened many years ago.

Reflect and act: Reporting information can help reduce some threats. For example, you can raise the alert about a powerline that looks likely to cause, or has caused, problems for raptors (usually to TasNetworks).

The Tasmanian [Natural Values Atlas](#) is a public database on which people can record and find out where different species have been seen. This includes the locations of wedge-tailed eagle nests, so that we can avoid disturbing them during the breeding season.

Reports of chance eagle observations aren't so useful. Wedge-tailed eagles move huge distances, and the Natural Values Atlas already has records of wedge-tailed eagles throughout Tasmania.

However, the annual *Where? Where? Wedgie!* surveys have a special design that enables everyone to help find out more about the needs of Tasmania's raptors. As we record what we did or didn't see in our surveys each year, we can track how overall population numbers of each species are changing, and thus which species need more or different conservation efforts.



You can find out about reporting powerline problems, nests and more on the NatureTrackers [Report something](#) page, and other things you can do for wedgies on the Threatened Species Link [wedge-tailed eagle profile](#).

Australian Curriculum v9.0 links:

Year 3-4:

Science (Strands: Science as a human endeavour, Science understanding)

- (Sub-strand: Use and influence science) Consider how people use scientific explanations to meet a need or solve a problem (AC9S4H02).
- (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 (AC9S4I06).

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).

Technologies (Strand: Processes and production skills,

- (Sub-strand: Generating and designing) Generate and communicate design ideas and decisions using appropriate attributions, technical terms and graphical representation techniques, including using digital tools (AC9TDE4P02)
- (Sub-strand: Collaborating and managing) Sequence steps to individually and collaboratively make designed solutions (AC9TDE4P05)

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: Visual Arts Practices) Explore visual conventions and use materials, techniques, technologies and processes specific to particular art forms, and to make artworks ([VCAVAV026](#))
- (Strand: Respond and Interpret) Identify and discuss how ideas are expressed in artworks from a range of places, times and cultures, including artworks by Aboriginal and Torres Strait Islander peoples ([VCAVAR028](#))

References

National Gallery of Australia (n.d). *Bruce Armstrong - An anthology of strange creatures*. Retrieved from <https://www.ngv.vic.gov.au/exhibition/bruce-armstrong/>

Galloway, S. (2022). *Stella contemplating*. Retrieved from:

https://www.sebastiangalloway.com/paintings-1?pgid=kmd11ay1-a20bc936-0311-453a-8d6c-3ee629605ef8&fbclid=IwAR2d21mQvPY_do3O25aeKlPb4KWt4MazwQ0e9guWCau9R8dyy3Voo6-NEQU

Rummin Productions. (2020). *Extinction Studies Lucienne Rickard*. Retrieved from

<https://vimeo.com/393838689>

Threatened Species Section (2022). *Aquila audax subsp. fleayi (Tasmanian Wedge-tailed Eagle): Species Management Profile for Tasmania's Threatened Species Link*.

<https://www.threatenedspecieslink.tas.gov.au/Pages/Wedge-tailed-Eagle.aspx>. Department of Primary Industries, Parks, Water and Environment, Tasmania. Accessed on 30/4/2022.