

The logo for 'Children's Books Daily' is centered on a blue background. The words 'Children's books' are written in a large, white, cursive font, and 'DAILY' is written in a smaller, white, sans-serif font below them. The background is filled with faint, white line drawings of various books and open pages.

Children's books DAILY

‘ECO RANGERS: MICROBAT MAYHEM’ – TEACHERS’ NOTES

Prepared by teacher Melissa Kroeger for Children’s Books Daily in context with the Australian Curriculum.

“Right now, the only thing we need to worry about is making these babies grow nice, strong and healthy. Ebony nodded, but she had a strange feeling there might be more to worry about than orphaned microbats.”

Title: ‘Eco Rangers: Microbat Mayhem’

Author: Candice Lemon-Scott

Publisher: New Frontier Publishing

Age Range: lower primary, middle primary

Themes: environment, animals, animal conservation and care, nature, friendship, mystery

‘Eco Rangers: Microbat Mayhem’ takes you on a ‘batty’ adventure with best friends Ebony and Jay and their passion for rescuing and rehabilitating endangered and injured wildlife.

Whilst having a heap of fun at their local adventure park, Ebony and Jay discover a colony of microbats in an abandoned rollercoaster ride who are in danger of having their home destroyed or even losing their lives. Thankfully the ‘Eco Rangers’ know exactly who to contact - their local vets who teach them how to care and nurture the baby microbats.

But with the bat-hating manager of the adventure park things begin to become complicated and saving the colony proves to be a very dangerous feat not only for the microbats but for the Eco Rangers as well.

About the Author

Candice Lemon-Scott is not only an author, editor and presenter, but is also a trained wildlife carer who has a passion for wildlife and animals. Her inspiration for writing the **Eco Rangers series** came to her when helping to rescue koalas from her own backyard. Eco Rangers is Candice’s second series she has written for children. Her first children’s book series, ‘**Jake in Space**’ is a science fiction, action and adventure series.

Candice lives on the Gold Coast, Queensland, Australia. The self-confessed bookworm can be found reading on one of the sunny Gold Coast beaches when she’s not writing.

DISCUSSION / STIMULUS

- What character in the book would you want to be friends with and why?
- What did you like best about this book?
- What did you like least about this book?
- What would you say is the biggest message from this book?
- Outside the Jungle Ride, the sign said 'DO NOT ENTER', but still Ebony and Jay went in. What kinds of danger could they have come across in a demolition site?
- The book describes Jay as 'reluctantly' following Ebony into the demolition site. Why do you think Jay felt reluctant and why do you think he followed Ebony in? Have you ever been in a similar situation before? What did you do? Was it the right thing to do?
- What have you learnt about microbats from reading this book? Make a list.
- Why do you think Ms Pitts reacted the way she did towards Ebony, Jay and the microbats?
- The book ends with a reported bushfire and possible injured wildlife...in a group, discuss ideas and write the first paragraph or chapter of the next book. What will the title be? 'Eco Rangers...'

CURRICULUM-LINKED ACTIVITIES

Year 1 Science

Science Understanding – Biological Sciences

ACSSU073 *Living things live in different places where their needs are met*

Activity:

Explore local habitats (bush, beach, backyard, and schoolyard) and discover the wildlife that lives there. Record what animals you find.

- Choose one animal to present a poster (using card or on line tool such as 'Canva') or PowerPoint.
- Label your animal and its surrounding habitat.
- What does your animal need for survival to keep it in its habitat?
- What might happen if its habitat changed and its needs were no longer met?

Year 4 Science

Science Understanding – Biological Sciences

ACSSU0211 *Living things depend on each other and the environment to survive*

Activity:

Explore local habitats (bush, beach, backyard, and schoolyard) and discover the wildlife that lives there. Record what animals you find.

- Identify one flora and two fauna that rely upon each other to survive and one predator.
- Create a **triorama**
- In the triorama, display your flora and fauna showing:
 - How they work together for survival
 - How the predator-prey relationship works
 - How interactions between living things may be competitive or mutually beneficial
 - The roles of living things in a habitat, for instance producers, consumers or decomposers

Year 4 Science

Science Understanding – Biological Sciences

ACSSU072 *Living things have life cycles*

Activity:

Choose a native animal and flowering plant in your local area and research it. Discover:

- Their lifecycles
- Compare the two lifecycles
- Environmental factors that can affect the lifecycles

Design a chart/PowerPoint/Storyboard/Flow chart/Canva etc to display the above with detail.

Year F-2, 3-4

Design Technologies – Knowledge and Understanding

ACTDEK001 *Identify how people design and produce familiar products, services and environments and consider sustainability to meet personal and local community needs*

ACTDEK010 *Recognise the role of people in design and technologies occupations and explore factors, including sustainability that impact on the design of products, services and environments to meet community needs*

Activity:

Find a local playground or even the playground in your school and explore it.

- Ask a member of council or your principal to talk to your class about the playground design. What considerations did they make when designing it - Who uses it? Safety considerations? Guidelines?
- Draw it and label what parts are made out from different materials. This could be done as a whole class for Year F-2, and individually or in pairs for Year 3-4.
- Explain why each part of the playground was designed and made out of the materials eg: UV shade cloth to protect children from the sun or natural shade, soft fall from recycled plastic for sustainability and to prevent children from hurting themselves etc.
- Explain why it would meet the needs of the community. Who is going to use it?

Following on from the activity above:

Year F-2

Design Technologies – Processes and Production Skills

ACTDEP005 *Explore needs or opportunities for designing, and the technologies needed to realise designed solutions*

ACTDEP006 *Generate, develop and record design ideas through describing, drawing and modelling*

Activity:

Your mission is to design a playground taking into consideration the local wildlife surrounding it.

Keep in mind who your target audience is (YOU and the local wildlife)

Your playground must:

- Be fun!
- Materials must be listed and why you chose them.
- Consider environmental factors such as incorporating trees and protecting the local wildlife in the area.
- Make considerations for local wildlife and add in 'possum/bat boxes' or ponds.

Present to the class and explain why you designed your playground and the considerations you made for it.

Following on from the previous Design Technologies activity:

Year 3-4

Design Technologies – Processes and Production Skills

ACTDEP014 Critique needs or opportunities for designing and explore and test a variety of materials, components, tools and equipment and the techniques needed to produce designed solutions

ACTDEP015 Generate, develop, and communicate design ideas and decisions using appropriate technical terms and graphical representation techniques

ACTDEP017 Evaluate design ideas, processes and solutions based on criteria for success developed with guidance and including care for the environment

Activity:

Your mission is to design and build a model of a Nature Adventure Park! This is a fun park for you and your friends but considerations must be made for the local wildlife to keep them in their environment and to encourage more wildlife into the area.

You will need to:

- Make it awesome!
- Have a clear success criteria.
- Research different materials that can be used and state why you chose the materials that you selected.
- Careful selection of where you place all sections of the adventure park for environmental needs, stating your reasoning.
- Work in a team to share ideas.
- Design your Nature Adventure Park on paper, labelling all parts of materials used and why.
- Make a model of it.

Present it to the class and explain your design of your Nature Adventure Park and the considerations you made for it. You will need to reflect upon your success criteria and explain how you met or didn't meet the criteria and why.