LESSON 7

TERM TWO

UPLOADING NNPS DATA TO TURTLESAT

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Photo credit: Marilyn Connell

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Learning Objectives

At the end of the lesson, students will be able to:

(1) Upload the data collected from the National Nest Predation Survey to TurtleSAT;
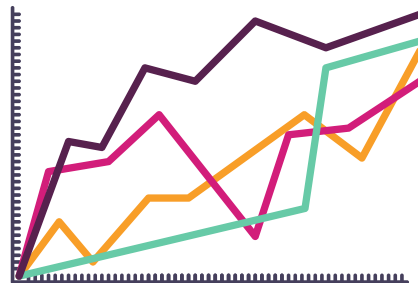
(2) Graph dependent and independent variables in a line graph and discuss the relationship between the two;

(3) Interpret findings from the National Nest Predation Survey data;

(4) Appreciate the role citizen scientists and apps play in collecting broad-scale scientific data and how this data can be used by researchers, stakeholders and policy makers in decision making around conservation policies and environmental management.
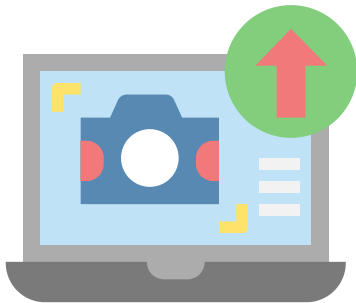
Upload

Graph

Appreciate

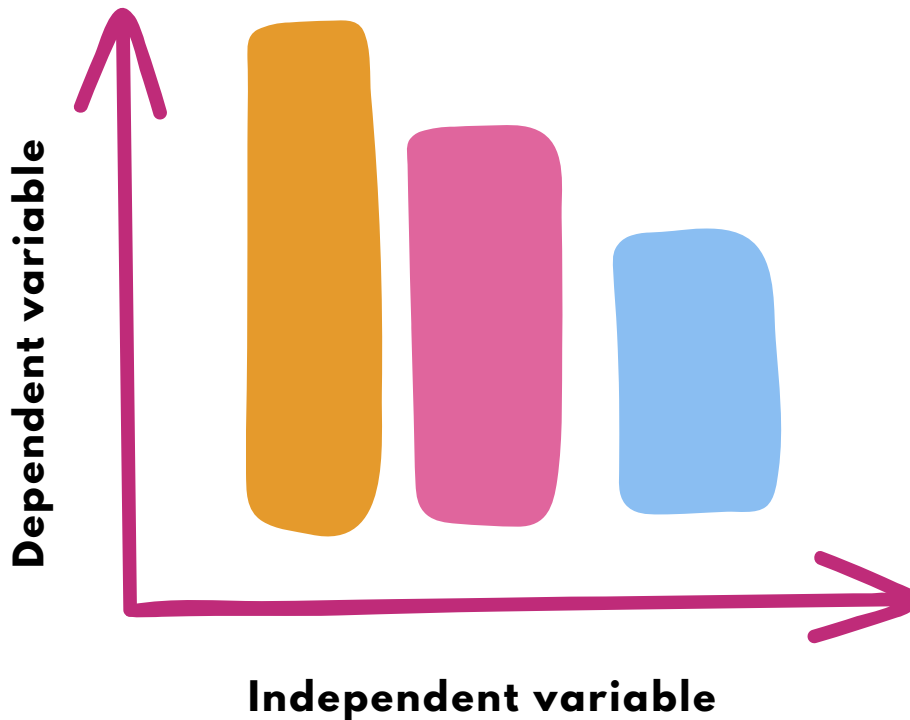# Background Information

Independent variable: a variable that is unchanged by other variables being measured.

Dependent variable: the variable that changes as a result of the independent variable.

Dependent variable / Independent variable

Classroom Activities

ACTIVITY 1

(1A) Students will enter their data from the NNPS into TurtleSAT. Students should check their data to ensure they have documented the following, as per the NNPS guidelines:

    a. Number of nests destroyed
    b. Number of nights that the camera was deployed (if you used a camera)
    c. Number of day/nights that at least one fox was observed on camera
    d. Dates when you started and ended the survey
    e. Location (your GPS coordinates) or you can tap on the site location on the TurtleSAT map.

ACTIVITY 2: Possible if a wildlife camera was deployed as part of the NNPS

(2A) Guide students in identifying independent and dependent variables from the NNPS.

(2B) Ask student's to graph the number of foxes observed on camera and the number of depredated nests.

Australian Curriculum addressed in this Lesson

Science

Strand: Science inquiry (Year 5)
Sub-strand: Processing, modelling and analysing
AC9S5I04: construct and use appropriate representations, including tables, graphs and visual or physical models, to organise and process data and information and describe patterns, trends and relationships.

Sub-strand: Evaluating
AC9S5I05: compare methods and findings with those of others, recognise possible sources of error, pose questions for further investigation and select evidence to draw reasoned conclusions.

Strand: Science inquiry (Year 6)
Sub-strand: Processing, modelling and analysing
AC9S6I04: construct and use appropriate representations, including tables, graphs and visual or physical models, to organise and process data and information and describe patterns, trends and relationships.

Sub-strand: Evaluating
AC9S6I05: compare methods and findings with those of others, recognise possible sources of error, pose questions for further investigation and select evidence to draw reasoned conclusions.

Australian Curriculum addressed in this Lesson

Mathematics

Strand: Statistics (Year 5)
AC9M5ST02: interpret line graphs representing change over time; discuss the relationships that are represented and conclusions that can be made.

Strand: Statistics (Year 6)
AC9M6ST01: interpret and compare data sets for ordinal and nominal categorical, discrete and continuous numerical variables using comparative displays or visualisations and digital tools; compare distributions in terms of mode, range and shape.