

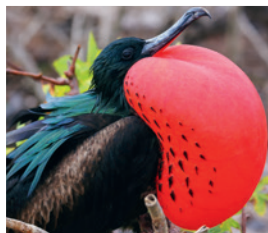


Jane Goodall's  
**roots&shoots**

# Australia's Amazing Islands

VOLUME 1

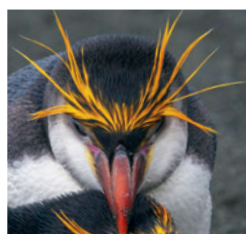
Teacher Resources



Jane Goodall Institute  
Australia



Jane Goodall's  
**roots &  
Shoots**



*All images from Australia's Amazing Islands Vol 1. See Image credits page 156 for details.*

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The Jane Goodall Institute Australia and Petaurus Education Group acknowledge with deep respect the First Nations of this land we now call Australia.

We recognise their continuing connection to Country and acknowledge that they never ceded sovereignty. We thank them for caring for our living landscapes since time immemorial.

We acknowledge and respect the continuation of cultural, spiritual and educational practices. We pay our respects to Elders past and present and emerging and extend that respect to all First Nations people reading this book.



# About the Roots & Shoots program

*Congratulations for being a Roots & Shoots school!*

*Roots & Shoots is a global community action program founded by Dr. Jane Goodall in 1991. The program aims to inspire, empower and encourage young people all over the world.*

*It shows them how to follow their passions, take actions together and become the change our world needs. That way, we can all ensure a better future for people, animals and the environment.*

## About the resource box

The Roots & Shoots Resource Box is designed for use by teachers and students in primary schools, or by homeschoolers. As well as the four stunning books within, the Box offers several exciting learning opportunities to further foster optimism for our future:

WOODiWILD ([woodiwild.org](http://woodiwild.org)) enables schools to join a national tree planting program, while also raising funds for your own school needs.

One Earth Film Festival ([oneearthfilmfestival.org](http://oneearthfilmfestival.org)) enables young story tellers to create thought provoking, transformative films to understand climate change, sustainability and the power of human involvement.

AIME and IMAGI-NATION UNIVERSITY offer mentoring to young changemakers focusing on creating a fairer world in school and beyond. Head to [aimementoring.com/secret-school-site](http://aimementoring.com/secret-school-site) to learn more.

## This teacher resource

This resource aims to more deeply engage teachers and students with the amazing and inspiring content of the 2021 Roots & Shoots Resource Box. Moving beyond simply reading and viewing the beautiful pages of these books, through these learning sequences it is hoped all can be inspired to take action towards a better future.

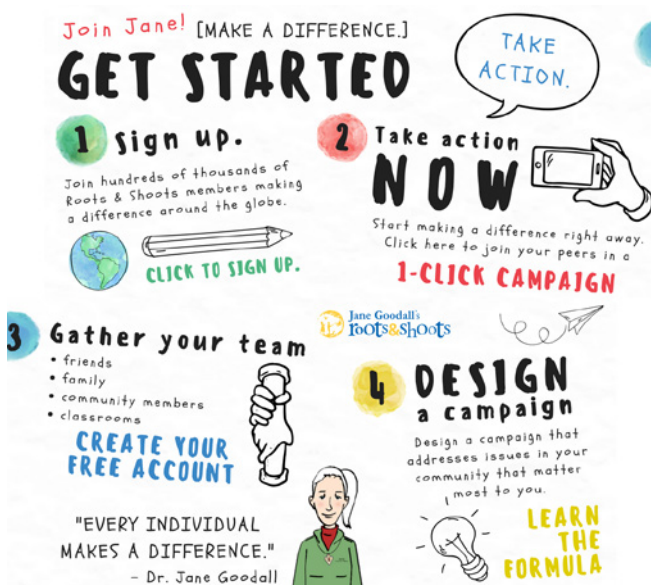
The Australia's Amazing Islands Volume 1 book is authored by island experts and is an important teacher professional learning resource. It supports teachers towards achieving **Australian Professional Standards for Teachers Standard 2: Know the content and how to teach it.**

Teachers can choose to undertake part, or all, of these learning sequences, however it is recommended to follow the complete sequence in order to achieve the best outcomes.

Completing the activities in these Learning Sequences will enable students:


- to achieve outcomes in upper primary Geography and Science courses – [see Page 6](#) for full curriculum links
- to engage with the content of the Australia's Amazing Islands Volume 1 book
- to think creatively and engage with alternative perspectives about their environment

These learning sequences apply the 5 E's instructional model and the 8 Ways of Learning – see pages [2](#) & [3](#) for a more complete summary of these pedagogical approaches.



## Pedagogical approaches applied in these resources

These learning sequences embed inquiry-based learning into a modified 5Es instructional model (Bybee, 1997), with the five phases: Engage, Explore, Explain, Elaborate and Evaluate.

	5E's	Main ideas / skills
	Engage	Identifying and defining Connect past with present Create interest
	Explore	Researching and planning Encourage creative thinking Give common set of experiences Challenge own ideas
	Explain	Apply new vocabulary
	Elaborate	Producing and implementing Apply to new experiences
	Evaluate	Testing and evaluating. Have you changed your thinking?





## 8 ways of learning Aboriginal pedagogy approach

We acknowledge the Traditional Owners of western New South Wales where this pedagogy was developed.

For the best understanding of this pedagogy, and its value in applying it here and in your teaching, head to <https://www.8ways.online/>. The following summary is from that website.

*This is a pedagogy framework that allows teachers to include Aboriginal perspectives by using Aboriginal learning techniques.*

*This Aboriginal pedagogy framework is expressed as eight interconnected pedagogies involving narrative-driven learning, visualised learning processes, hands-on/reflective techniques, use of symbols/metaphors, land-based learning, indirect/synergistic logic, modelled/scaffolded genre mastery, and connectedness to community.*

Throughout this resource you will see the following symbols. These indicate where these practises are incorporated into the learning sequences.

The meaning of each symbol is summarised simply below – for a more complete understanding head to the 8 ways website.

**Story Sharing:** Approaching learning through narrative.

**Learning Maps:** Explicitly mapping/visualising processes.

**Non-verbal:** Applying intra-personal and kinaesthetic skills to thinking and learning.

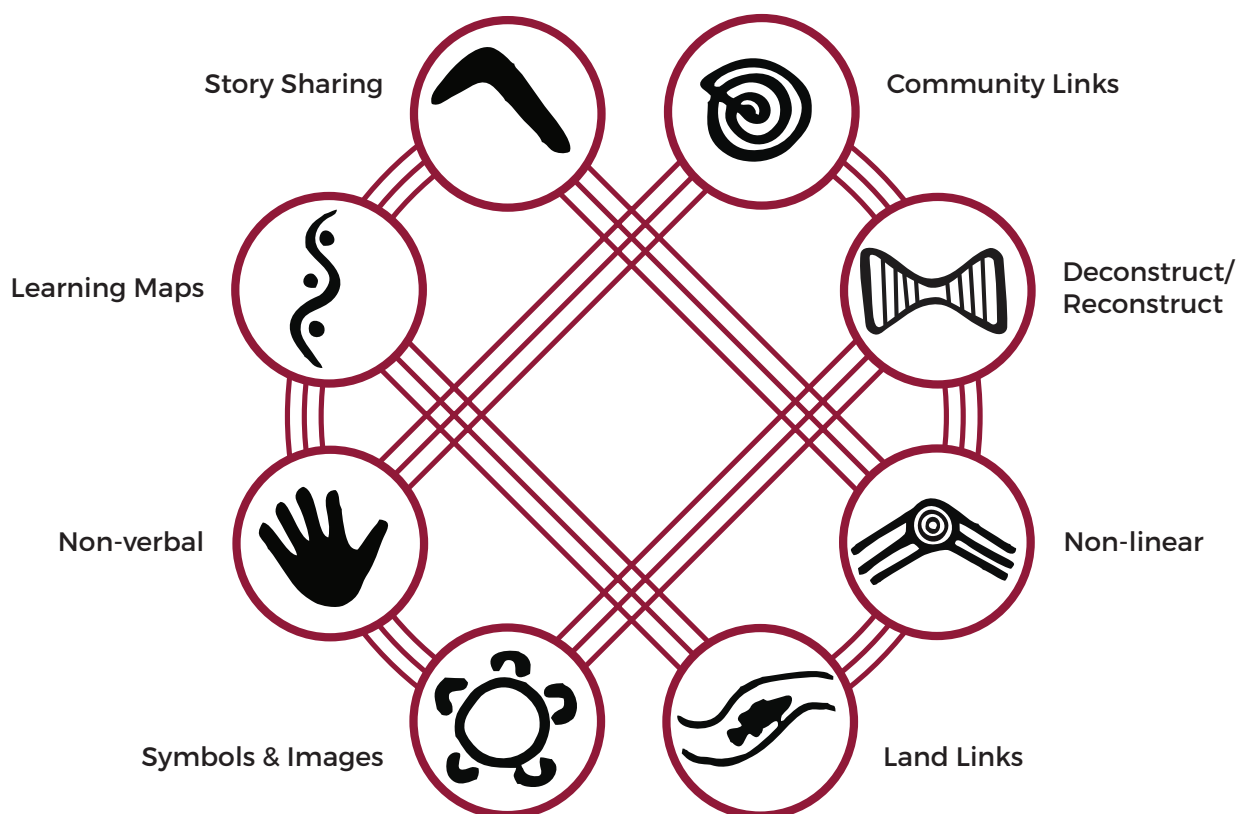
**Symbols and Images:** Using images and metaphors to understand concepts and content.

**Land Links:** Place-based learning, linking content to local land and place.

**Non-linear:** Producing innovations and understanding by thinking laterally or combining systems.

**Deconstruct/Reconstruct:** Modelling and scaffolding, working from wholes to parts (watch then do).

**Community Links:** Centring local viewpoints, applying learning for community benefit.



# About Petaurus Education Group

*This Teacher Resource is written by  
Petaurus Education Group.*

Petaurus Education Group Inc. is a not-for-profit organisation named after the threatened Squirrel Glider (*Petaurus norfolcensis*) that lives around Albury, NSW, in Wiradjuri Country. Petaurus was set up as an independent entity in 2015 to source funding for local environmental projects. Petaurus develops and delivers a range of natural resource management, sustainable agriculture and cultural education activities.

With hubs in Albury, Hay and Gol Gol in NSW, Petaurus has serviced schools across the entire Murray-Darling basin, spanning 1,059,000 km<sup>2</sup> or 14% of Australia's land area. Petaurus has also recently increased in remote learning capacity, directly engaging with thousands of students every year. Petaurus identifies, develops and delivers a range of learning and curriculum experiences, resources and initiatives for schools and community groups. Our goal is to help connect communities and individuals with natural resource management topics such as land, water, biodiversity, productive farming and sustainability, as well as support cultural awareness initiatives. Many Petaurus staff and board members have worked at local, state and federal government levels.

**Our vision:** A balanced, productive and resilient regional landscape with engaged communities.

**Our mission:** To encourage, support and connect our regional communities with the natural and cultural environment through the development and delivery of quality engagement, education and communication that promotes positive change.

Learn more about our work: [www.petaurus.org.au](http://www.petaurus.org.au)



Petaurus  
EDUCATION GROUP





# Introduction to Australia's Amazing Islands Vol.1

*The Australian mainland is surrounded by over 8,000 islands, ranging in size from Tasmania to tiny islets and rock stacks.*

Most of Australia's islands are located within a few kilometres or less from the coastline although some, most notably Australia's external territories, are isolated from Australia by hundreds or even thousands of kilometres of ocean. This book takes a close look at eight of Australia's most biodiverse and historically interesting island groups.

Islands are fascinating places for wildlife. The biogeographical isolation of islands by water often means that certain animals or plant groups dominant on nearby landmasses may be absent. This often enables other types of plants and animals to flourish and diversify.

This book provides beautiful images and text to support your exploration of the following islands related questions:

- How have Australia's islands come to be?
- How does wildlife reach these often tiny, remote specks in the ocean?
- Why does life diversify on small, remote islands?
- What is the plant life, animal life and marine life like on these islands?
- Why are islands important?
- Why are they "fragile paradises"?
- What does the future hold for these islands?

There are countless more stories to tell from Australia's amazing islands that we hope can be shared in future volumes of this book.



## Useful links and professional learning

### Roots & Shoots

If you've an idea to benefit animals, people and environment – no matter how big or small – we want to help you. Across Australia, our Roots & Shoots local leaders are ready to guide our members in planning, creating and realising your activity. Whether you're an individual, youth group or school we provide the skills, tools and mentoring to make your activity a success.

### Australian Curriculum

These Learning Sequences are designed to be used by teachers and students across Australia and are therefore linked to Australian Curriculum outcomes. For latest developments and additional resources to support the teaching of [Australian Curriculum](#), head to that website.

### Australian Association of Environmental Educators (AAEE)

Australia's peak professional body for environmental educators.

- Advocate for Environmental Education and promote best practice.
- Provide a network for cross-sector environmental educators.
- Promote the effective use of education to help people to live more sustainably.
- Support members via professional development.
- Build strong local networks that facilitate collaboration and skill sharing.

### The island lecture series

JGIA have teamed with *Exploring by the Seat of Your Pants* to deliver a series of live webinars beamed directly from some of the islands featured in this book.

To learn more, or view a recording of the lectures visit [www.rootsandshoots.org.au/islands](http://www.rootsandshoots.org.au/islands) for details.





## Summary of learning sequences

Learning sequence	Learning intentions	Main ACARA curriculum links	Main learning experiences	Page
<b>Island biodiversity</b>  Estimated 5 lessons	Identify species of plants and animals based on observable features  Apply subject specific vocabulary to describe and group these animals  Describe some connections, relationships and interactions between animals	<i>Year 3 Science:</i> Living things can be grouped on the basis of observable features and can be distinguished from non-living things (ACSSU044)  <i>Year 4 Science:</i> Living things depend on each other and the environment to survive (ACSSU073)  <i>Year 4 Geography:</i> The importance of environments, including natural vegetation, to animals and people (ACHASSK088)	Matching pairs  Create an Island Species List  Glossary of biodiversity  Create categories and connections  20 Questions / Animal Heads	<a href="#">8</a>
<b>Island quiz</b>  Estimated 6 lessons	Locate and label some of Australia's islands on a map  Describe some of the similarities and differences between islands in their natural and human characteristics	<i>Year 3 Geography:</i> The representation of Australia as states and territories and as Countries / Places of Aboriginal and Torres Strait Islander Peoples; and major places in Australia both human and natural (ACHASSK066)  <i>Year 3 Geography:</i> The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there, and people's perceptions of these places (ACHASSK069)	Mapping islands  Create an island profile  Ranking  Compare and contrast  Student created quiz	<a href="#">12</a>



# Learning sequence:

## Island Biodiversity

### Overarching inquiry question:

What relationships can different species of living things have to each other?

### Learning intentions:

Identify species of plants and animals based on observable features

Apply subject specific vocabulary to describe and group these animals

Describe some connections, relationships and interactions between animals

### Success criteria:

**All must** identify some species of animals and describe a relationship between them

**Most should** identify multiple species of animals and describe relationships between them using subject specific vocabulary

**Some could** describe relationships between multiple animals and their habitats using specific vocabulary

### Main outcomes

**Science:** **Year 3:** Living things can be grouped on the basis of observable features and can be distinguished from non-living things (ACSSU044)

**Year 4:** Living things depend on each other and the environment to survive (ACSSU073)

**Geography:** **Year 4:** The importance of environments, including natural vegetation, to animals and people (ACHASSK088)

### KEY VOCABULARY

Biodiversity

Species

Flora and fauna

Food chains

Food webs

Producers,  
consumers,  
decomposers

Predator / prey

Feral /  
invasive animal  
(e.g. cane toad, rat)

### SPECIAL NOTES

Icons like this:



indicate opportunity for differentiation, including up and down learning stages



indicate how this relates to the 8 ways of learning pedagogy



indicate a page number in the Australia's Amazing Islands book

### TEACHER NOTES

Use higher level vocabulary like "species", "flora and fauna" and "biodiversity" from the start of this learning sequence. Other key vocabulary will be explored throughout the sequence.


Familiarise yourself with the fascinating world of island biogeography through (Pg. 6 to 20) of Australia's Amazing Islands Volume 1.

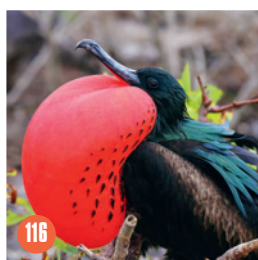
This learning sequence works best alongside deeper learning about some or all of the key vocabulary highlighted such as food chains and food webs, the roles of living things in a habitat (for instance producers, consumers or decomposers) and describing predator-prey relationships.



# Learning sequence: Island Biodiversity

## Lesson 1


Content	Teaching learning and assessment	Resources
<b>ENGAGE</b>  <b>General capabilities:</b>  Literacy  Critical & creative thinking	 <p><b>How are these species related to each other?</b></p> <p>Race (set a timer) to make connections between these animals – students explain their connections. Note that students will only be guessing based on their existing understanding so this is a chance to assess this. They will not yet know that these species are from completely different islands!</p> <p>For some useful prompts, skip ahead to the Explain and Elaborate sections of this learning sequence.</p> <p>OR</p> <p><b>Game: matching pairs</b></p> <p>Instructions: when two species cards are revealed that a student can connect to each other, have them explain their perceived connection or match.</p>	<p><b>Teacher resources:</b></p> <p>Find each image in the book for context</p> <p><b>Lessons resources:</b></p> <p>Either project these images or print off the Appendix to this Learning Sequence to reveal one at a time</p>



You can find larger versions of these cards to cut out in [Appendix 1](#).




## Learning sequence: Island Biodiversity

### Lesson 2

Content	Teaching learning and assessment	Resources
<b>EXPLORE</b>  <b>General capabilities:</b>  Literacy  Personal & social capability	<b>What are some of the living things on Australia's Islands?</b>  <b>Create an island species list</b>  Allocate a different island chapter to groups of 3 students. (Allocate roles of recorder, fact finder and spotter).  Students create a list of 3 of the most interesting species of flora (plants), and 3 of the most interesting species of fauna (animals) they can find in the chapter.  Include any of the living things shown above in the ENGAGE section that appear in your chapter.   Note down one brief (one sentence) fact about some of the most interesting species. E.g. 'The southern brown bandicoot is endangered.'  Can you find over 20 species for your list?  Make a record of all the unfamiliar or "sticky" words that students come across – see below for likely examples.  Groups report back to the class.  Allow time for questions.  Please share your island species list with us! Email the Roots & Shoots team via our website.	<b>Lessons resources:</b>  Large wall sheets for each island (x 8) plus smaller paper for each species (x 24)  Sticky notes to record "sticky" words on  Digital copies of the Australia's Amazing Islands book

## Learning sequence: Island Biodiversity

### Lesson 3

<b>EXPLAIN</b>  <b>General capabilities:</b>  Literacy  Information and communication technology (ICT)	    	<b>What is the language of island biodiversity?</b>  Create an illustrated glossary of biodiversity  Use resources available (internet and glossary of the Islands book) to define the unfamiliar or "sticky" words found above, plus some or all these key biodiversity terms. <ul style="list-style-type: none"> <li>• Feral / invasive animal (e.g. cane toad, rat)</li> <li>• Endemic</li> <li>• Endangered/threatened</li> <li>• Habitat related: Terrestrial, Aquatic, Marine</li> <li>• Class related: Amphibians, Reptiles, Mammal, Bird</li> <li>• Phylum related: Vertebrates, Invertebrates, Exoskeleton, Molluscs, Crustacean</li> <li>• Diet related: Omnivores, Herbivores, Carnivores, Insectivores</li> <li>• Kingdom related: Animals, Plants, Fungi</li> <li>• Behaviour related: Producers, Consumers, Decomposers, Predator, Prey</li> </ul> Illustrate with examples from the image collection in the ENGAGE section, or students own drawings.	<b>Teacher resources:</b>  Glossary of the Australia's Islands book; dictionaries; internet searches  <b>Lessons resources:</b>  An A4 page for each word  Print out of <a href="#">Appendix 1</a>
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## Learning sequence: Island Biodiversity

### Lesson 4

Content	Teaching learning and assessment	Resources
<b>ELABORATE</b>  <b>General capabilities:</b>  Literacy  Critical & creative thinking	<p><b>How can these be grouped based on similarities? How are these species connected?</b></p> <p><b>Create categories and connections:</b></p> <p>Using the images and words from your island species list activity work in groups to discuss categories and connections with the species from each island.</p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>• A food web or food chain (producers, consumers, decomposers)</li> <li>• Predator and prey pairs</li> <li>• Groups based on observable features such as birds, plants, mammals</li> <li>• Groups sharing a habitat such as terrestrial, marine, aquatic</li> <li>• Groups of endangered animals</li> <li>• Groups of feral or invasive animals</li> </ul> <p>Teachers give an example from locally well-known species, then let students create their own.</p> <p>Devise ways to show connections and categories – you can use string to connect the species, or colour coding to show categories.</p> <p>Are there similarities across islands?</p> <p>This is a chance to revisit some assumptions made in the ENGAGE section – how has your understanding grown?</p>	<p><b>Teacher resources:</b></p> <p>Chapters from the Islands book</p> <p><b>Lessons resources:</b></p> <p>The island species lists created in the EXPLORE section</p> <p>Extra printouts of <a href="#">Appendix 1</a> will allow additional connections to be shown</p>

## Learning sequence: Island Biodiversity

### Lesson 5

<b>EVALUATE</b>  <b>General capabilities:</b>  Personal & social capability  Critical & creative thinking	<p><b>How can I test what I have learned?</b></p> <p><b>20 questions / animal heads:</b></p> <p>Using species known to all students, play this 'celebrity heads' type game where students ask questions using their new vocabulary.</p> <p><b>20 Questions:</b></p> <p>Students have 20 questions in which to gather clues about the nominated species being thought of by a classmate E.g. Is it a plant? Is it an animal? Is it marine? Does it have feathers? Is it eaten by a _____?</p> <p><b>Animal heads:</b></p> <p>The same as celebrity heads – students attach an animal image to their forehead. Students ask questions – if the answer is yes they can ask another, if the answer is no the next student gets a turn.</p> <p><b>Harder: Who am I?</b></p> <p>Students choose an animal and write down clues so that others can guess. Remind students to plan their clues so that they don't give away the answer too soon!</p> <p>Consider inviting guests, Elders, other classes in to watch or play once you are really good!</p>	<p><b>Lessons resources:</b></p> <p>Small cards to write animal species names on; sticky tape or other to suit</p> <p>Further instructions and tips for all these games are freely available online</p>
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## Learning sequence:

# Island Quiz

### Overarching inquiry question:

How are Australia's islands similar and different?

### Learning intentions:

Locate and label some of Australia's islands on a map

Describing some of the similarities and differences between islands in their natural and human characteristics

### Success criteria:

**All must** locate islands on a map, list some of their natural and human characteristics and make some comparisons between them

**Most should** describe some similarities and differences between islands using subject specific vocabulary

**Some could** explain the similarities and differences between islands

### Main outcomes

**Geography:** **Year 3:** The representation of Australia as states and territories and as Countries / Places of Aboriginal and Torres Strait Islander Peoples; and majority places in Australia both human and natural (ACHASSK066)

**Year 3:** The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there, and people's perceptions of these places (ACHASSK069)

### KEY VOCABULARY

Ocean  
Island  
Unique  
Marine  
Threats and conservation  
Settlement  
Elevation  
Population  
City / town

### SPECIAL NOTES

Icons like this:



indicate opportunity for differentiation, including up and down learning stages



indicate how this relates to the 8 ways of learning pedagogy



indicate a page number in the Australia's Amazing Islands book

### TEACHER NOTES

Spend time sourcing an appropriate blank map, or possibly one for the eastern and one for the western islands, to use with your class. If lines of latitude and longitude are included, be prepared to explain them. Use this lesson to map other features you are studying in class.

Familiarise yourself with the fascinating world of island biogeography (Pg. 6 to 20) of Australia's Amazing Islands Volume 1.

Student groups will deep dive into each island profiled in the book. Consider searching for suitable short films to support this process if the language of the book is hard to access for your students.

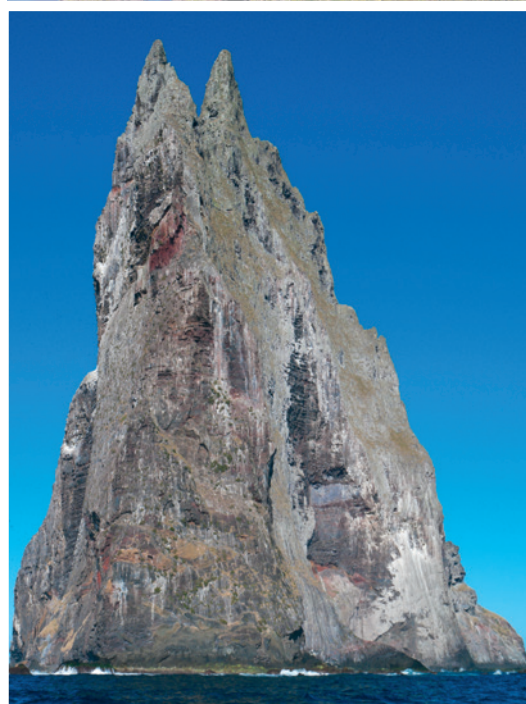
For further insight, make time to watch the films provided by some of the people working to conserve the islands. Visit [www.rootsandshoots.org.au/islands](http://www.rootsandshoots.org.au/islands) for more details



# Learning sequence: Island Quiz

## Lesson 1

Content	Teaching learning and assessment	Resources
<b>ENGAGE</b>  <b>General capabilities:</b>  Literacy  Critical & creative thinking  Personal & social capability	<b>What are Australian islands like?</b>  Complete a See, Think, Wonder or other visible thinking activity using one or all of the images below:  AND / OR  Head to the Roots & Shoots webpage to find detail of the next Island Lecture Series or access a recording.  Considering specific examples ask: Do people live there permanently or only part time? Where do people get their food and resources? Are all islands inhabited? Do the same animals live there as on mainland Australia? Why do people live there? (E.g. Do they have local jobs or traditional connection?). How big or small can islands be? (What is the definition of an island)? How do animals, plants and people get to islands?  <b>What are our class connections to islands?</b>  Record any connections students have with islands such as family, holidays or stories	<b>Teacher resources:</b>  Read the opening section of Australia's Amazing Islands, including island biogeography



## Learning sequence: Island Quiz

### Lesson 2

Content	Teaching learning and assessment	Resources
<b>EXPLORE</b>  <b>General capabilities:</b>  Literacy  Numeracy	<p>Use the Australia's Amazing Islands book to answer as many of the questions asked in the "wonder" section above.</p> <p><b>Where are some of Australia's most fascinating islands?</b></p> <p><b>Island mapping:</b></p> <p>Use an atlas to locate all the islands explored in the book then choose an appropriate symbol to show them as accurately as possible on a blank map of Australia - possibly extending to include our closest neighbours. You may need to use more than one map.</p> <p>When locating the islands, consider the following:</p> <ul style="list-style-type: none"> <li>• Location in relation to lines of latitude and longitude (if shown)</li> <li>• The shape of the coastline</li> <li>• Distance and scale of the map</li> <li>• Label oceans</li> <li>• Consider labelling other natural features such as rivers and the Great Diving Range, as well as places such as states, territories and major cities</li> <li>• Identify the direction of each from your place in Australia</li> <li>• Add any other feature you may be studying in class</li> </ul>	<p><b>Teacher resources:</b></p> <p>Pg. 7</p> <p><b>Lesson resources:</b></p> <p>Blank map of Australia and surrounding oceans and countries suited to student skill level</p> <p>Atlases</p>

## Learning sequence: Island Quiz

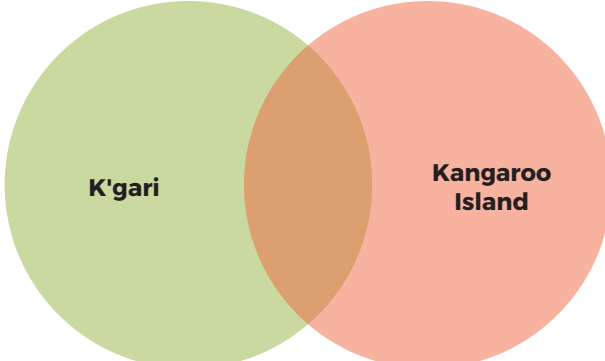


### Lesson 3 & 4

Content	Teaching learning and assessment	Resources
<b>EXPLAIN</b>  <b>General capabilities:</b>  Literacy	<p><b>What are some natural and human characteristics of these islands?</b></p> <p><b>Create an island profile for your class:</b></p> <p>Choose one of the EIGHT islands from the book and allocate to groups -students working together will need to allocate one of the six aspects of island life to work through. Create a "one pager" that summarises what is unique and special about the island in images and words. Consider the following aspects of island life:</p> <ul style="list-style-type: none"> <li>• Population and settlements (E.g. Use the summary on first page of each chapter)</li> <li>• Human history (E.g. Can you discover how people feel about this place in the past and present?)</li> <li>• Examples of plant life including labelled diagrams or photographs</li> <li>• Examples of animal life including labelled diagrams or photographs</li> <li>• Examples of marine life including labelled diagrams or photographs</li> <li>• Threats and conservation - name the threats → impacts on wildlife → ways this threat is being managed?</li> </ul> <p>Allow time for students to present their one pagers, and pose questions to each other.</p> <p>Is there any questions about island life that aren't answered by the information in the book? (E.g., Experiences of daily life). Consider planning an investigation into this.</p> <p>Please share your island profiles with us! Email the Roots &amp; Shoots team at <a href="mailto:rootsandshoots@janegoodall.org.au">rootsandshoots@janegoodall.org.au</a></p>	<p><b>Teacher resources:</b></p> <p>Relevant chapters of the book</p> <p><b>Lesson resources:</b></p> <p>A one pager template (A3 works best), preferably with 6 sections (not provided)</p>



## Learning sequence: Island Quiz

### Lesson 5

Content	Teaching learning and assessment	Resources
<b>ELABORATE</b>  <b>General capabilities:</b>  Literacy  Critical & creative thinking	<b>How are these islands similar and different?</b>  <b>Ranking:</b>  Using the profiles created by the class, as well as the chapters of the book, rank and order the islands in the following ways below. Can you think of any other ways to order them? Can you explain why they are in this order?  <ul style="list-style-type: none"> <li>• Population</li> <li>• Area</li> <li>• Elevation</li> </ul> <b>Compare and contrast:</b>  Choose two islands and consider what is the same and what is different about them – show this as a Venn diagram     Can use symbols, drawings, photos and words.   Can you explain why they have things in common?  Consider adding your own town into the two activities above.	<b>Teacher resources:</b>  Relevant chapters of the book  <b>Lesson resources:</b>  Blank Venn diagrams  Island profiles created in previous lesson and/or relevant book chapters

## Learning sequence: Island Quiz

### Lesson 6

Content	Teaching learning and assessment	Resources
<b>EVALUATE</b>  <b>General capabilities:</b>  Personal & social capability  Critical & creative thinking	<b>How much have a learnt about these islands?</b>  <b>Quiz time:</b>  Have students design a class quiz on these Australian islands based only on what has been discussed in class and shown in the island profiles. Students should write TWO questions and answers, one for an 'easy' quiz, and one for a 'hard' quiz.  Please share your island quiz with us! Email the Roots & Shoots team via our website - We will be looking for the best questions to ask the presenters for the Islands Lecture Series  <b>Reflection:</b>  Complete the following:  "I thought all islands were ....., but now I know....."	

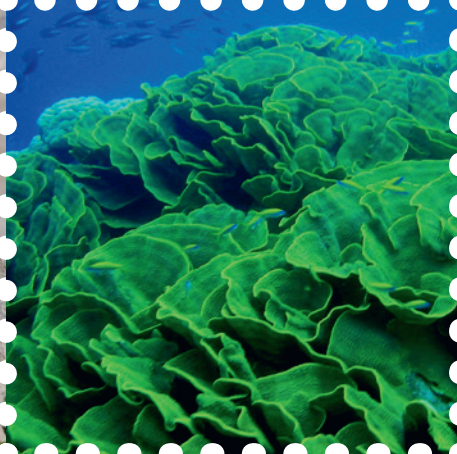
## Appendix 1







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[www.janegoodall.org.au](http://www.janegoodall.org.au)