

Resource — Indigenous and Introduced Species Cards (WA)

Printable card resource for Lesson 3. Picture-and-word cards of Western Australian indigenous (native) species and introduced species for students to sort into a T-chart, with teacher background notes on why introduced species disrupt food webs and on First Peoples' knowledge of native species. Supports the Food Webs and Decomposers worksheet and the cross-curriculum priorities of Sustainability and Aboriginal and Torres Strait Islander histories and cultures.

Print one set per group on card and cut out the cards. Students sort them into a T-chart of **indigenous (native)** species — those that have lived here for a very long time — and **introduced** species — those brought to Australia by people, mostly in the last few hundred years.

T-chart headings

INDIGENOUS (NATIVE) SPECIES Native to Western Australia	INTRODUCED SPECIES Brought here by people
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Cards to print and cut

Card	Card	Card	Card
Numbat	Red fox	Quenda (bandicoot)	Feral cat
Black-flanked rock wallaby	European rabbit	Wedge-tailed eagle	Cane toad
Emu	Sheep	Bobtail lizard	Cow
Kangaroo	Camel	Honey possum	Feral goat

Teacher answer key

Category	Cards
Indigenous (native)	Numbat, black-flanked rock wallaby, emu, kangaroo, quenda, wedge-tailed eagle, bobtail lizard, honey possum
Introduced	Red fox, European rabbit, sheep, camel, feral cat, cane toad, cow, feral goat

Teacher background

Introduced species can disrupt a food web in several ways: by **preying** on native animals (feral cats and foxes hunt small mammals such as numbats and quendas), by **competing** for the same food (rabbits eat the grasses that rock wallabies rely on), or by **changing the habitat** (hard-hoofed animals like goats and camels damage plants and soil). Because a food web is connected, removing or reducing one native species has flow-on effects for everything linked to it.

Aboriginal and Torres Strait Islander histories and cultures. Aboriginal peoples have observed, named and cared for these native species for tens of thousands of years, holding detailed knowledge of local food webs, seasons and Country. Many native animals feature in Aboriginal stories and are connected to caring for Place. Where possible, use local Noongar (or the relevant local language group's) names for species and invite community voices or resources — this should be done respectfully and, ideally, with local guidance.

Sustainability link. After sorting, ask each group to pick one introduced species and trace, on their food web, one native species it affects and how. This connects the classification activity directly to the idea of keeping ecosystems in balance.