



SURVIVAL

FROGS OF SOUTH EASTERN AUSTRALIA

A. Abraham, C. Bradley, J. Browning, B. Boersma, S. Boersma, E. Campbell, F. Campbell,
T. Collier, K. Cunningham, K. Dogan, M. Fernando, E. Franklin, Z. Gimani, M. Hannan,
B. Heitmann, T. Hocking, B. Li, C. McDonald, P. Neuenfeld, G. Ngawaka, C. Nunn, Z. Nunn,
D. Ponsonby, T. Power, T. Sinha Senanayake, A. Thalakada, T. Thompson,
C. Volk, M. Weerasinghe, N. Whitney-Turner, G. Williams, K. Zavaglia.



This game has been produced with the generous help of these parties.

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Photograph (*L. spenceri* habitat) by IT'S A WILDLIFE

Foreword

Survival: frogs of south-eastern Australia, developed by students and their teacher at Berwick Fields Primary School, is a powerful example of the next generation proactively engaging in saving our local wildlife. It uses real information and draws on real examples of what happens in recovery programs for threatened species – both positive (protected habitat) and negative (chytrid fungus and loss of funding). That approach, plus the focus on many of the same threatened frogs that Zoos Victoria is working to conserve struck a real chord with me.

The threats faced by wildlife and wild places around the world are caused by people, directly or indirectly, and knowingly or through ignorance. The solutions also rest with people. Engaging with the next generation is vital, in order to build on the great work that is being undertaken now by millions of people around the world. But this initiative speaks to a group of concerned young Australians not waiting for someone to engage them – but rather taking that step themselves. If I had to choose one word to express how I feel about them, it's "inspirational".

Chris Banks
Manager of Conservation Partnerships
Zoos Victoria



Contents

70 Survival cards (Populations, Habitats, Actions and Threats)

8 Research cards

1 Threat Track card

1 Species Identification card (Threat Tracker)

5 Player Reference cards

Goal of the game

Survival - Frogs of South Eastern Australia is a cooperative card game in which all players are on the same team. You all work together to try and establish stable frog populations across five different habitats.

Throughout the game, players will discover threats that make it harder to achieve their goal, but also positive actions that can counteract threats or provide help in returning stable frog populations to their habitats.

Card types

There are several different card types in Survival - Frogs of South Eastern Australia, they are identified by the icons listed below.



HABITAT

There is one HABITAT card for each species of frog in the game. These represent not just one, but the many different habitat locations in which its matching species lives in. When played, these are placed in the center of the table.

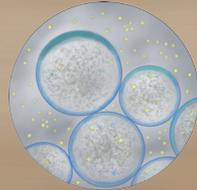


POPULATION

There are three POPULATION cards for each species of frog in the game. They are the EGGS, TADPOLES and FROG of each species. Together, these abstractly represent a stable population. The order in which these can be placed is important and must follow the life cycle of a frog.

This could be:

EGG -> TADPOLE -> FROG; or
TADPOLE -> FROG -> EGG; or
FROG -> EGG -> TADPOLE



THREAT

There are a number of THREAT cards for each species of frog in the game. They are negative cards that, when played, increase the THREAT TRACK and have other negative impacts on the game. The severity of these THREAT cards directly relate to their relative impact in real life. If the threat is a major one in real life, in the game it will have a major effect. The number of THREAT cards for each frog species roughly reflects how endangered they are.

For example the Southern Corroboree Frog has seven THREAT cards as it is Critically Endangered, whereas the Growling Grass Frog only has five THREAT cards.



ACTION

There are a number of ACTION cards for each species of frog in the game. They are positive cards that, when played, often give more information or allow you to counteract or avoid THREAT cards.



RESEARCH

RESEARCH cards are kept separate from the main DRAW DECK. They are dealt out at the start of each ROUND and represent the available options that the players have for that ROUND. These reflect both the positive and negative things that are affecting or helping research into endangered frogs.

Setting up a game

(3-5 players)

1. Place the THREAT TRACK card in the center of the table and place the THREAT TRACKER on top so that it covers all the numbers.
2. Agree with the other players how challenging you want to make the game by setting the difficulty level. This determines what Threat level would end the game. This can be anywhere between four and ten. The lower the number, the more challenging the

game will be. We suggest that for your first game, you use seven.

3. Shuffle all the RESEARCH cards and place them in a face down pile in the center of the table.
4. Shuffle all the Survival cards thoroughly and place them in a separate face down pile in the center of the table.
5. Secretly deal each player six cards. This forms each player's HAND. You cannot share information about the cards in your hand, or show them to any other player unless it is PLAYED or a card allows you to do so. The order of these cards MUST stay the same. Do not rearrange them at all.

When you are ready to play, the play area should like this (for a three player game).



How to play

(3-5 players)

Survival - Frogs of South Eastern Australia is played in ROUNDS. There is no player order and players are encouraged to discuss in what order they should take their turns each ROUND.

ROUND SEQUENCE

1) Shuffle RESEARCH cards

Each ROUND starts with one player shuffling all the RESEARCH cards together and dealing out, to the center of the table, a number of these equal to the number of players.

2) Each player takes a TURN.

One at a time, players take their TURN until all players have taken a TURN. The order of these TURNS can change from ROUND to ROUND.

It is suggested that players discuss their turn order and who will take which RESEARCH card each ROUND, as this will be important in helping your team to tackle the challenges the game will throw at them.

TURN SEQUENCE

1) RESEARCH PHASE

Select one of the RESEARCH cards that have been dealt out. Carry out the instructions on the card. The majority of these cards provide ways for players to find out information about the cards in other player's hands. However some of these are negative (Funding Cuts and Increased Threat).

2) TAKE ACTION PHASE

Select a card from another player's hand to play. This is the most important rule in the game. You can NEVER play a card from your own hand unless the card explicitly states 'PLAY at ANY TIME from your HAND'.

If the card you select to play is a THREAT card, increase the THREAT TRACK by one and then follow the instructions on the card.

If it is any other type of card, follow the instructions printed on the card.

If the card text cannot be fully followed (or followed at all), do what you can and then the card has no further effect, unless there is a penalty listed.

If a POPULATION card is played and it has no legal spot for it to be placed, it is LOST and removed from the game.

3) RESOURCE PHASE

All players draw back up so they have six cards in their hand. Whenever you draw new cards into your hand, do not change the order of the cards already in your hand. Simply add them onto the end of your hand (on the right) in the order you draw them. Otherwise players will forget where the cards that they've seen are.

END OF GAME

There are a number of different ways the game can end. They are listed below:

* If the THREAT TRACK LEVEL reaches the limit set at the beginning of the game (Seven by default), the players instantly lose. They score no points if this happens.

* One of the Baw Baw Frog THREAT cards (CLIMATE CHANGE) can result in all players instantly losing the game. They score no points if this happens.

* If the DRAW DECK runs out of cards, the current ROUND becomes the last one. The game will end at the end of the current ROUND. Players then score the ACTIVE HABITAT and POPULATION cards.

* If all the POPULATION and HABITAT cards are either ACTIVE or LOST, the current ROUND becomes the last one. The game will end at the end of the current ROUND. Players then score the ACTIVE HABITAT and POPULATION cards.

SCORING

1) Score three (3) points for each ACTIVE HABITAT and POPULATION card.

2) Subtract the current THREAT TRACK LEVEL from this total.

This will then be your total score for the game. A perfect game is 60 points, but this will sadly be extremely rare. Saving endangered species is tough work!

Two player games

Two player games are played as normal, but with the addition of a dummy player. We affectionately refer to this dummy player as 'Bob' or 'Bobette'.

To set the dummy player up, simply deal six cards facedown in a line to the side of the play area. This represents the dummy player's hand of cards. The order of these cards MUST NOT be changed, just like a normal player's. When dealing RESEARCH cards in a two player game, just deal two (one per live player - do not deal one for the dummy player).

The dummy player does not take a turn, but both live players can interact with the dummy player's hand of cards. A dummy player will always draw back up to six cards if it needs to just as a live player does.

There are some minor modifications to a few cards when using a dummy player. These are listed below:

You cannot choose the dummy player as a target for the Species Identification RESEARCH card.

You cannot search through the dummy player's cards to find a certain card to play. As such the dummy player is not affected by cards such as one of the SPOTTED TREE FROG's CHYTRID FUNGUS cards that states that 'All PLAYERS must DISCARD an ACTION card from their HAND..' Those statements refer to all live players (not dummy players).

The dummy player can be interacted with normally in all other circumstances (players can peek at it's cards with FUTURE PLANNING, pass cards with RAISE AWARENESS and reveal cards with FIELD RESEARCH.)



Photograph (*L.raniformis*) by Adam Elliot

Glossary

Although most terms are pretty self explanatory, this section will give you a clear summary of the different terms throughout the game.

ACTION - A card with the action icon on it.

ACTIVATE - To use the text on a card.

ACTIVE - Cards are active when they are in the centre of the table, but not in or on the discard pile or lost. Players are active when it is their turn.

ANYTIME - It does not have to be your turn to use the effect of this card.

CANCEL - If a card is canceled, then it is discarded as if it was never played. None of the card's effects happen.

CANNOT - You are not able to follow the indicated text.

CHOOSE - Make a selection.

DISCARD - When you need to discard, you must place the indicated, or chosen card (depending on the circumstances) on the discard pile.

DISCARD PILE - A pile of cards that have

been discarded during the game.

DRAW/DRAWING - Take the indicated number of cards from the top of the draw deck.

DRAW DECK - A pile of cards that have players draw cards from.

GIVE - Pass the indicated item to the indicated player.

HABITAT - A card with the habitat icon in the top left hand corner of it.

HAND - The normally six cards that a player holds in their hands.

HAND LIMIT - The maximum number of cards you can have in your hand at any time. This number is six unless an effect changes it.

INCREASE - Move it higher.

LOST - If a card is lost, it is removed from the game and will not return under any circumstances.

MUST - You have no choice, the instruction must be carried out. There is usually a consequence if it cannot be done.

PASS/PASSES - Give the indicated item to the indicated player.

Photograph (*P. corroboree habitat*) by Damien Goodall



Glossary continued

This section will give you a summary of the different terms throughout the game.

PEEK - Only the player peeking may see the indicated card or cards. No one else may see them.

PLAY/PLAYED - The card has been chosen to be played. It is revealed to all players and the card's effects happen.

PLAYER - A person that is participating in the game.

PLAYER'S - Belonging to the player.

POINT - Indicate with your finger.

POPULATION - A card with the population icon in the top left hand corner of it.

REDUCE - Move it lower.

RESEARCH CARD - The cards with the magnifying glass on their back.

REVEAL/REVEALS - The card is shown to all players.

ROUND - A section of play where every player is able to take one turn.

SHUFFLE/SHUFFLED - Randomise the cards.

SPECIES - The type of frog, Southern Corroboree, Spotted Tree, Baw Baw, Stuttering or Growling Grass.

SWAP - Give something for something in return. This is always done on a 1:1 basis.

TAKE/TAKES - The indicated item is taken by the indicated player.

THREAT - A card with the Threat icon on the top left corner of the card.

THREAT TRACK - The card that tracks your Threat level.

There are several other words that are in capital letters on the cards. These are referring to the names of specific cards or card types.



The making of the game

This game is a perfect example of how a small idea can turn into something huge.

It all started with a simple writing task that was to be written from a Southern Corroboree frog's point of view. How would they feel with all the dangers the species is facing?

This was the hook of what was to become 'Project Frog'. The next day several of the students came in with a slew of research and questions about the Southern Corroboree Frog and the threats that it faced. This started a discussion which led the class into collectively saying "What can we do about it?"

We did a lot of research into Australian frogs and sadly found that many of them were endangered. As a class, we decided that we wanted to do something to help raise awareness of this. We brainstormed what we were engaged with in class and decided to design and develop a cooperative card game that reflected the current situation several of our endangered frogs face.

The idea was to engage people through the game and to raise awareness by showing people what the frogs face. By officially publishing the game (at the time we were going to crowd fund it), we hoped to draw attention to the frogs' plight and encourage others to take action.

After much discussion, we decided that the game must meet several design goals:

- 1) **Must be cooperative** - because in real life, organisations are working together to protect our frog species. This won't succeed if people aren't working together.
- 2) **Must be difficult to win** - because in real life saving a species is something that is extremely difficult to do. This should be reflected in the game.
- 3) **Must teach people** - after playing, you should have some understanding of what types of threats these frogs face and some of the things that are being done to conserve them.

Photograph (5D The Randoms 2014) by Ben Boersma



We went through many different stages and game designs before finally deciding on our final game - Survival: Frogs of South Eastern Australia. This game met all our design goals and so we forged ahead with selecting our five frog species. We chose:

Southern Corroboree Frog, Spotted Tree Frog, Baw Baw Frog, Stuttering Frog and the Growling Grass Frog.

We heavily researched each of these frogs, their habitats, the threats they face and some of the things that we can do to help stop these threats from happening, or at the least, reduce their effects. We then implemented this information into the game itself, ensuring that each card was true to the real life situation and balanced within the game as well.

It was a difficult task, but we had support and encouragement from many people within Zoos Victoria. This regular communication with Miranda and many others was vital in continuing to push forward with this project (and several others). Each time a new email would come through, the class would gather round and we'd read it together.

Each time, everyone would refocus and be re-energised. It was such a positive experience for us all.

We were able to enter the Zoos Victoria Love Your Locals 2014 Showcase and were very proud to win. You could see the passion and commitment that students had for the project and because of this and the work we had done together, almost the whole class was kept together for grade six.

Zoos Victoria were incredibly supportive throughout the project and Chris Banks offered to fact check our research for us, ensuring that all the latest in the world of frog research was included in the game.

We continued to make adjustments to the game and improve the graphic design throughout the year.

We were extremely honoured to be awarded the Zoos Victoria Young Wildlife Advocate of the Year award in 2015, being inducted as a class into the Hall of Fame.

Before the award ceremony, Rachael Lowry, the Director of Wildlife Conservation and Science came to the school to personally congratulate and present the award to the class. This was such a lovely gesture and meant a great deal to everyone in the class.



Photograph (5D The Randoms 2014) by John Painter

The students all wrote and performed acceptance speeches and the class voted on who should accept the award on behalf of everyone. After a close vote and an amazing effort by everyone, Fletcher was nominated and did the class proud, by speaking incredibly well at the award ceremony.

Not long after the Hall of Fame night, David from Streets (Unilever Australia) approached Zoos Victoria and asked to find out more information about our project.

We met with David, as well as Ben and Robyn (both from Zoos Victoria) and talked about the project and the game and what our plans for it were. We wanted to get the game into as many Victorian schools as we could to help raise awareness of endangered frogs.

The fantastic news that Streets would fund the production of our game was received later in the year and our class were ecstatic! We couldn't believe that what started as a little project, could end up being so big!

But it didn't stop there. Over time we had improved the visual look of the game, but we still required many photographs to accurately represent the theme of each card. Chris Banks, Damien Goodall and Mike Swan were the first to offer the use of their photographs, but we were still short quite a few. That's the problem with obtaining images of endangered animals... they are few and far between.

That's when as a class, we decided to reach out to some enthusiastic frog groups in the

community... and the response was not only amazing, but fast!

Before long, we had all but four images required for the game and a long list of supportive and encouraging contributors. Survival: Frogs of South Eastern Australia had truly become a fully collaborative experience, including a wide range of different stakeholders within frog conservation.

So in the end, we write this summary of how the game was made with great pride and respect for those people that are on the front line of wildlife conservation and a hope for those that will soon join us in our fight against extinction.

The Randoms 2.0, March 2016



Photograph Scott Eipper and Ben Boersma

CREATE CARD GAME

When PLAYED, spend a year and a half RESEARCHING, DEVELOPING and PLAYTESTING a card game to RAISE AWARENESS of endangered Australian Frogs.

The Randoms have won the Love Your Locals in 2014, were inducted into the Zoos Victoria Hall of Fame for Young Wildlife Advocates of the Year in 2015 and will have a game professionally published.

Featured Frogs

Get to know some details on the five frog species that are featured in Survival.

Common name: Southern Corroboree Frog

Scientific name: *Pseudophryne corroboree*

Size: 29 - 31mm

Status: Critically Endangered

Location: Mt Kosciuszko National Park, NSW

Where you can see it: Healesville Sanctuary and Melbourne Zoo.

Notes: The Southern Corroboree Frog is Australia's most endangered frog species, with the wild population numbering fewer than 20 individuals.



Photograph (*P. corroboree*) by Scott Eipper



Photograph (*P. frosti*) by Greg Hollis

Common name: Baw Baw Frog

Scientific name: *Philoria frosti*

Size: 46-55mm

Status: Critically Endangered

Location: Mt Baw Baw, Victoria

Where you can see it: Melbourne Zoo.

Notes: Field survey results from Dr. Greg Hollis indicated a Baw Baw frog population decline of 30% in the two years up to 2013.

Common name: Spotted Tree Frog

Scientific name: *Litoria spenceri*

Size: 41 - 52mm

Status: Critically Endangered

Location: North-west side of the Great Dividing Range, Victoria and NSW

Where you can see it: Healesville Sanctuary.

Notes: The Spotted Tree Frog is now found only in small sections of 13 river systems in Victoria and southern NSW.



Photograph (*L. spenceri*) by Damien Goodall

Featured Frogs continued...

Get to know some details on the five frog species that are featured in Survival.

Common name: Stuttering Frog

Scientific name: *Mixophyes balbus*

Size: 65-100mm

Status: Vulnerable

Location: East coast of Australia from the northern tip of Victoria to southern Queensland.

Where you can see it: Melbourne Zoo

Notes: The Stuttering Frog has not been recorded in Victoria since the 1970's and may already be extinct in Victoria.



Photograph (*M. balbus*) by Adam Elliot



Photograph (*L. raniformis*) by Damien Goodall

Common name: Growling Grass Frog

Scientific name: *Litoria raniformis*

Size: 65-104mm

Status: Endangered

Location: Small, isolated populations in south-eastern Australia.

Where you can see it: Melbourne Zoo.

Notes: Over the past ten years there has been an estimated 50% decline in Growling Grass Frog numbers nationally.

Why we selected these frogs

The five frogs were carefully selected for this game through both research and personal connections to the species. We chose four of the species (Southern Corroboree, Spotted Tree, Baw Baw and Stuttering Frogs) because they were on the Zoos Victoria Priority Native Threatened Species list. We were going to also include the Northern Corroboree Frog (*P. pengilleyi*), but decided that since it was affected by many of the same threats as its southern cousin, perhaps showcasing a different species would give people a broader view of frog conservation.

Instead, we chose the Growling Grass Frog because we had this species fairly local to us and on the way to school, many of the students would see mesh fences along parts of the freeway. After some research, we had discovered that these were to stop Growling Grass Frogs from crossing the road. This meant that the punch line to the joke 'Why did the Growling Grass Frog cross

14 the road?' is actually 'it didn't because there was a fence in the way.'

What you can do...

Some of the most common reactions from the community when it comes to wildlife conservation are either that they had no idea how bad it was, or that they just don't know how one person can make a difference.

Throughout the journey of creating this game, we came to many realisations. Two of the most important were:

- * People don't know what they don't know and,
- * A small group of people can make a huge difference.

PEOPLE DON'T KNOW...

Here is where raising awareness is key. Our lives are extremely busy and we often are not aware of things that are outside of our field of vision.

When we started this project, many of the students were not aware of how significant the threats to our endangered frogs actually are. Some of the responses were:

- * "I knew they were in a bit of trouble, but I didn't realise it was that bad."
- * "Why don't more people realise what's happening?"
- * "I never knew, I haven't ever really seen it on the news or anything."
- * "I have squished frogs in my backyard because I thought they were gross. I'll never ever squish one again."

Once people find out about the problem, they are more likely to want to take positive action to help stop it.

If you are a teacher, then raising awareness can be as simple as including the issue in your teaching. Since our curriculum is so over crowded, the best way to do this is to

integrate it within areas such as Literacy and Numeracy. Set the issue for a persuasive piece of writing, write a story from an endangered frog's perspective. Look at frog distributions when doing mapping, investigate trends in frog conservation status across different states for interpreting data and then link it back to geography. Ask "What trends have you found and what do you think the data suggests?". Explore measurement and scale through scale diagrams of frogs. Use this game to foster teamwork and critical thinking in your students. The possibilities are endless. Just giving the issue exposure in the classroom will often be enough to spark a few passionate students to take it further.

MAKE A DIFFERENCE...

If we take into account that most people probably don't realise the scale of the issue, then by having one or two informed and passionate people talking about and exploring it, we can develop a groundswell of support rather quickly.

Just think, each time those one or two people inform one other person, there is the possibility that that one person informs their family, friends or colleagues, who then go on to inform their family, friends or colleagues. All of a sudden, the issue is being spoken about by a lot of people.

It goes to show that even the smallest person can make a huge contribution to wildlife conservation.

So, once people are talking about the issue, what are the other practical things that everyday people can do in their homes and workplaces to help?

One of the leading threats to native wildlife (including frogs) is habitat loss. Here are some really simple positive actions you can take to help minimise this.

* Change the type of toilet paper you use. We use toilet paper everyday of our lives. Since toilet paper is made from trees, we are essentially flushing trees down the toilet. While we can't really stop using toilet paper, we can be mindful of where and how the trees used for the paper are sourced. Buying sustainably sourced toilet paper (look for an icon with FSC 100% listed on it) can significantly reduce habitat loss. Recycled toilet paper has come a long way from when it was first introduced. We challenge you to give it a try! Jump on the Zoos Victoria website and check out their 'Wipe for Wildlife' campaign to find out more.

* While you probably aren't living in an area that will house any endangered frog species, prevention is better than cure. With the advent of so many new housing estates and communities across Victoria, fragmentation (where larger habitats are split up into smaller, more isolated remnants) is becoming a large problem. The creation of green corridors can help reduce the issue, but you can also help. By planting lots of native vegetation, creating a frog bog in your garden or school, or even building nesting boxes in your trees you will provide habitat for species that are affected by fragmentation.

Another major threat to wildlife is pollution (land, air and water). Here are some positive actions you can take to reduce your footprint.

* Source locally grown meats and produce. This will reduce the amount of carbon produced by moving these products around to get to you in the first place.

* Use environmentally friendly cleaning products. Everything that goes down your drains ends up in a waterway or the ocean. Toxins from harsh cleaners and similar products can build up quickly and have very negative effects on the wildlife in those areas. Remember water travels, often taking those toxins with it wherever it goes.

One of the biggest threats to frogs these days is the Chytrid Fungus. Chytrid Fungus travels via water, but can also be caught in soil on the soles of your shoes and moved between locations.

* If you are out bushwalking or hiking, always ensure that your shoes are clean before and after entering a new area so that no material is transferred to another site. In Queensland, they often have 'Pathogen hygiene stations' to ensure this is the case.



Australian Frogs at Risk

While all frogs are at risk of the many threats that they face, there are some species that have been affected by these more than others. This information has been gained from the IUCN Red List of Threatened Species (<http://www.iucnredlist.org>) and is accurate as of March 2016. It is a very long and worrying list.

Adelotus brevis (Tusked Frog)

Near Threatened

Cophixalus aenigma (Tapping Nursery-frog)

Vulnerable

Cophixalus bombiens (Buzzing Frog)

Near Threatened

Cophixalus concinnus (Beautiful Nursery-frog)

Critically Endangered

Cophixalus crepitans (Rattling Frog)

Near Threatened

Cophixalus exiguus (Scanty Frog)

Near Threatened

Cophixalus mcdonaldi (McDonald's Frog)

Endangered

Cophixalus monticola (Mountain-top Nursery-frog)

Endangered

Cophixalus neglectus (Neglected Frog)

Endangered

Cophixalus saxatilis (Black Mountain Boulder Frog) - photograph below by Scott Eipper.
Vulnerable



Crinia tinnula (Tinkling Froglet)

Vulnerable

Geocrinia alba (White-bellied Frog)

Critically Endangered

Geocrinia lutea (Nornalup Frog)

Near Threatened

Geocrinia vitellina (Yellow-bellied Frog)

Vulnerable

Heleioporus australiacus (Giant Burrowing Frog)

Vulnerable

Litoria andiirrmalin (Cape Melville Treefrog)

Vulnerable

Litoria aurea (Green and Golden Swamp Frog)

Vulnerable

Litoria booroolongensis (Booroolong Frog)

Critically Endangered

Litoria brevipalmata (Green-thighed Frog)

Endangered

Litoria castanea (Yellow-spotted Tree Frog)
Critically Endangered

Litoria cooloolensis (Cooloolo Tree Frog) -
photograph below by Jasmine Vink
Endangered



Litoria daviesae
Vulnerable

Litoria dayi (Day's Big-eyed Treefrog) -
photograph below by Jasmine Vink
Endangered



Litoria freycineti (Wallum Rocketfrog)
Vulnerable

Litoria jungguy
Near Threatened

Litoria lorica (Armoured Mistfrog)
Critically Endangered

Litoria myola (Kuranda Tree Frog)
Critically Endangered

Litoria nannotis (Torrent Tree Frog)
Endangered

Litoria nyakalensis (Mountain Mistfrog)
Critically Endangered

Litoria olongburensis (Wallum Sedgefrog)
Vulnerable

Litoria pearsoniana (Pearson's Green Tree
Frog)
Near Threatened

Litoria piperata (Peppered Tree Frog)
Critically Endangered

Litoria raniformis (Growling Grass Frog)
Endangered

Litoria rheocola (Common Mist Frog)
Endangered

Litoria spenceri (Spotted Tree Frog)
Critically Endangered

Litoria subglandulosa (New England Tree
Frog)
Vulnerable

Mixophyes balbus (Stuttering Frog)
Vulnerable

Mixophyes fleayi (Queensland Barred Frog)
Endangered

Mixophyes iteratus (Giant Barred River-frog)
Endangered

Philoria frosti (Baw Baw Frog)
Critically Endangered

Philoria kundagungan (Red And Yellow Mountain Frog)
Endangered

Philoria loveridgei (Loveridge's Frog)
Endangered

Philoria pughi - Endangered

Philoria richmondensis - Endangered

Philoria sphagnicolus (Sphagnum Frog)
Endangered

Pseudophryne australis (Red-crowned Toadlet)
- photograph below by Grant Webster -
Vulnerable



Pseudophryne bibronii (Bibron's Toadlet)
Near Threatened

Pseudophryne corroboree (Corroboree Frog)
Critically Endangered

Pseudophryne covacevichae (Magnificent Broodfrog)
Endangered

Pseudophryne pengilleyi (Northern Corroboree Frog)
Endangered

Spicospina flammocaerulea (Sunset Frog)
Vulnerable

Taudactylus acutirostris (Sharpsnout Torrent Frog)
Critically Endangered

Taudactylus eungellensis (Eungella Torrent Frog)
Critically Endangered

Taudactylus liemi (Eungella Tinker Frog)
Near Threatened

Taudactylus pleione (Kroombit Tinker Frog)
Critically Endangered

Taudactylus rheophilus (Northern Tinker Frog)
Critically Endangered

Listed as Endangered by the Queensland Government Department of Environment and Heritage Protection, but not yet listed on the IUCN Red List is:

Litoria kroombitensis (Kroombit Tree Frog)
Endangered (QLD EHP)

Sadly, there have been several frog extinctions over the last few decades and these are listed below, with possibly more that just haven't been declared yet:

Southern Gastric Brooding Frog
Rheobatrachus silus
Extinct

Eungella Gastric-brooding Frog
Rheobatrachus vitellinus
Extinct

Mount Glorious Torrent Frog
Taudactylus diurnus
Extinct

Credits

This game has only gotten to the point of being published and distributed due to the enormous amount of hard work, passion, generosity and enthusiasm of a huge group of amazing people. It is the best example of the benefits of collaborative, student driven, project based learning I've personally had the privilege of being a part of. Our hope is that it inspires others to take risks on big ideas and attempt to conduct true conservation inquiry projects within their classroom. It is hard work, but so incredibly rewarding seeing something like this through to completion.

'THE RANDOMS'

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BERWICK FIELDS PRIMARY SCHOOL

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