

# Early Stage 1

## The Needs of Living Things

**\*\*Aligns with Primary Connections – Staying Alive**





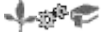






**\*\*Updated 2018 to reflect new K-6 Science and Technology Syllabus outcomes**

Riverina Environmental Education Centre  
7161 Olympic Highway,  
Wagga Wagga NSW (02) 69329134

The Needs of Living Things – Early Stage 1					
<b>BIG IDEAS:</b> <ul style="list-style-type: none"> <li>To identify differences between the living and non-living</li> <li>To understand more about habitat and the need for animals to adapt to their habitat in order to survive</li> <li>To engage in the natural environment and make observations that can be communicated to others.</li> </ul>					
<b>Cross Curricular Outcomes - ENGLISH</b>					
<b>ENE-1A communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction</b> <ul style="list-style-type: none"> <li>retell familiar stories, including in home language 🖐️</li> <li>engage with and respond to a range of oral and aural texts for enjoyment and pleasure</li> </ul>					
<b>ENE-6B recognises that there are different kinds of spoken texts with specific language features and shows an emerging awareness of some purposes for spoken language</b> <ul style="list-style-type: none"> <li>recognise different methods of communication, eg Standard Australian English, Aboriginal English, home language, sign language and body language 🗣️✋🌐</li> <li>compose texts to communicate feelings, needs, opinions and ideas</li> </ul>					
<b>ENE-8B demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter</b> <ul style="list-style-type: none"> <li>explore sequencing of a story, focusing on the beginning, middle and end and recognise cultural patterns of storytelling, eg 'Once upon a time', the Dreaming 🖐️</li> </ul>					
<b>ENE-10C thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts</b> <ul style="list-style-type: none"> <li>understand that imaginative texts can be composed for a range of audiences and purposes, using a range of media</li> <li>engage with and appreciate the imaginative use of language through storytelling 🖐️🗣️</li> </ul>					
<b>ENE-11D responds to and composes simple texts about familiar aspects of the world and their own experiences</b> <ul style="list-style-type: none"> <li>recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences 🗣️✋</li> <li>respond to Dreaming stories, eg stories from local Aboriginal and Torres Strait Islander communities 🖐️🗣️🌐</li> </ul>					
6. Gecko writing task	5. Sensory Path	4. Cave Story	3. Habitat Explorers	2. Aboriginal campsite and Dreamtime	1. Discovery Map



<p><b>STe1-6ES-S identifies how daily and seasonal changes in the environment affect humans and other living things</b></p> <ul style="list-style-type: none"> <li>identify daily and seasonal changes that occur in our environment, such as day and night, and changes in the weather, for example: </li> <li>daily temperature variation</li> <li>monthly rain, snow or frost</li> <li>explore how living things respond to regular changes in their environment, for example: </li> <li>animals that migrate or hibernate</li> </ul>			✓	✓		
<p><b>Living Things – Early Stage 1</b></p> <p><b>BIG IDEAS:</b></p> <ul style="list-style-type: none"> <li>To identify differences between the living and non-living</li> <li>To understand more about habitat and the need for animals to adapt to their habitat in order to survive</li> <li>To engage in the natural environment and make observations that can be communicated to others</li> </ul>	1. Discovery Map	2. Aboriginal campsite and Dreamtime	3. Habitat Explorers	4. Cave Story	5. Sensory Path	6. Gecko writing task
<p><b>Cross Curricular Outcomes – GEOGRAPHY</b></p>						
<p><b>GEe-1 identifies places and develops an understanding of the importance of places to people</b></p> <ul style="list-style-type: none"> <li>develop knowledge and understanding of the features and characteristics of places and environments across a range of scales</li> <li>develop knowledge and understanding of interactions between people, places and environments</li> <li>investigate the importance of places they live in and belong to, for example: <ul style="list-style-type: none"> <li>identification of places they live in and belong to </li> <li>discussion of why places are special and how people care for them </li> <li>explanation of why people need to take care of places </li> <li>investigate the Country/Places important to Aboriginal or Torres Strait Islander Peoples, for example: </li> <li>identification of an Aboriginal or Torres Strait Islander site, Country or Place </li> <li>discussion of why the site, Country or Place is important </li> </ul> </li> <li><b>Locating Places</b></li> <li>location of familiar and local places on maps </li> </ul>	✓ ✓ ✓  ✓	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓		

<b>BIG IDEAS:</b> <ul style="list-style-type: none"> <li>To identify differences between the living and non-living</li> <li>To understand more about habitat and the need for animals to adapt to their habitat in order to survive</li> <li>To engage in the natural environment and make observations that can be communicated to others.</li> </ul>	1. Discovery Map	2. Aboriginal campsite and Dreamtime story	3. Habitat Explorers	4. Cave Story	5. Sensory Path	6. Gecko writing task
<b>Cross Curricular Outcomes - HISTORY</b>						
<b>HTe-1 communicates stories of their own family heritage and heritage of others</b> <ul style="list-style-type: none"> <li>engage in and respond to stories about families in other places, including those of Aboriginal and Torres Strait Islander groups 🖐️🌐</li> </ul>		✓		✓		
<b>Cross-Curricular Outcomes – PDHPE</b>						
<b>GSES1.8 Demonstrates fundamental movement skills while playing with and sharing equipment.</b> <ul style="list-style-type: none"> <li>Participates in games where cooperation is important for success</li> </ul>					✓	
<b>ALES1.6 Develops a repertoire of physical activities in which they can participate</b> <ul style="list-style-type: none"> <li>takes part in different types of physical activity, eg climbing, jumping, walking, dancing, skipping, running,</li> </ul>		✓	✓		✓	
<b>Cross Curricular Outcomes – Creative and Practical Art</b>						
<b>VAES1.3 recognises some of the qualities of different artworks and begins to realise that artists make artworks</b> <ul style="list-style-type: none"> <li>identifies different colours, shapes, textures and other things of interest in artworks.</li> <li>recognises and identifies some of the things depicted in artworks and responds to these through associations eg people, animals, buildings</li> <li>talks about pictures and other artworks they have seen, noting what they are about and who made them.</li> </ul>				✓ ✓		
<b>VAES1.4 communicates their ideas about pictures and other kinds of artworks</b> <ul style="list-style-type: none"> <li>describes and responds to what artworks are about</li> <li>identifies features in the works that are significant to them and makes links with their experience</li> <li>talks about the artist who made the work and suggests that the artist has similar feelings to the things they represent in their artworks</li> <li>show preferences for particular artworks based on such things as feelings, colours, subject matter, associations</li> </ul>				✓ ✓ ✓ ✓		

## Study Risk Management Form: Sensory Study

**Note:** Risk management for the excursion is the responsibility of the visiting teachers and school. This form is just for the activities and site.



**Description:** Located at REEC. Students explore the grounds of the Centre. The major activities are: Discovery room activities, puppet animal hunt, smelling the herb garden plants, blindfold walk and bushwalk. Students will use the obstacle course.

Risk Assessment Matrix	How likely is it to be serious			
How serious could the injury be?	Very likely	Likely	Unlikely	Very unlikely
Death or permanent disability	1	1	2	3
Long term illness or serious injury	1	2	3	4
Medical attention and several days	2	3	4	5
First aid needed	3	4	5	6

Task/Activity	Hazard	Risk Assess	Elimination or Control Measure
General	General		Senior First Aid qualifications are held by REEC Staff and a First Aid Kit with EpiPen, water and mobile phone is carried with REEC Staff.
Blindfold Walk	Bumping into each other. Walking off path	5	Students closely supervised. Students instructed to hold onto railing.
Environment	Possible cold weather	5	Students must wear appropriate clothing. If weather judged too severe an alternative activity will be done or the Study postponed. Students must wear hat and apply sun screen. Water available. Teacher at front and back of group. Teacher ratio <1:15 (guideline). Students wear enclosed footwear. Students warned of possible snake presence. REEC closed during catastrophic fire rating period. Student induction in regards to evacuation procedures at the beginning of the program.
	Sun	3	
	Walking over rough ground	3	
	Bushfire	1	
People	Allergic reactions (anaphylaxis), asthma, diabetes	1	Schools give prior advice to REEC staff of student and staff medical conditions. REEC staff to carry First Aid kit with Ventolin/spacer, EpiPen and mobile phone. Student and/or teachers carry personal medication. Students with anaphylactic reactions to bring EpiPen.

## SUGGESTED ACTIVITIES TO EXPLORE PRIOR TO YOUR VISIT:

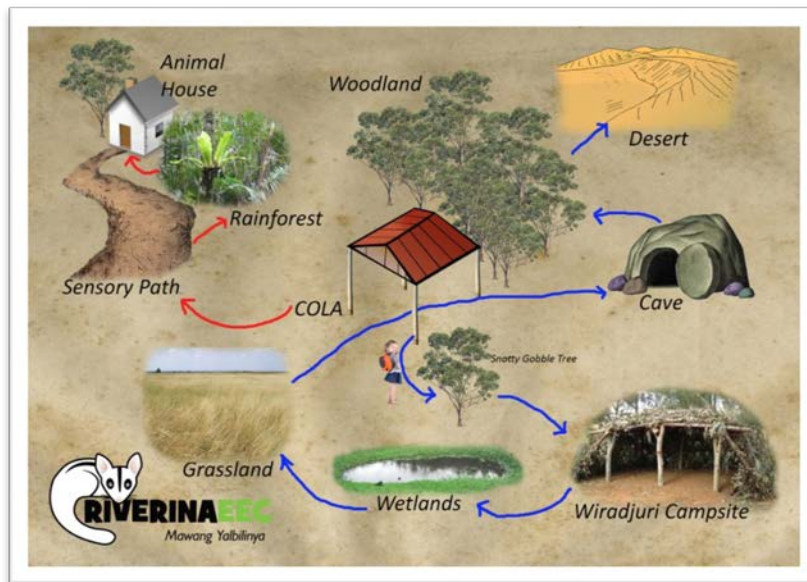
### My 5 Senses

#### BIG IDEA:

*The **five senses** — seeing, hearing, smelling, tasting, and touching — help us to learn about our surroundings.*

Suggested Learning Experiences	Suggested Website Links for Learning	Language focus	Suggested Teacher Resources
<p><b>Make a Class ‘Texture Book’</b> You will need a variety of different textured materials such as cotton balls, scraps of velvet fabric, aluminium foil, sandpaper, hessian, dried leaves etc. Large sheets of art paper, crayons, scissors, stapler and old magazines. Set out a collection of different textured items on a low table. Include a few samples of each type of texture so that there are enough items for children to compare. Classify like materials according to textures. Have students choose one material and write a sentence about how it feels.</p> <p><b>Create texture rubbings</b> Choose places in the environment that may make different textural rubbings around the school. Alternatively, find a variety of leaves and discuss differing properties through the texture rubbings.</p> <p><b>Mirror, Mirror!</b> With a small mirror per student/pair, walk around the classroom/environment and declare what they can see reflected in a mirror.</p> <p><b>What Sound is that?</b> Listen to sounds in the environment for one minute and discuss what sounds were heard. See Magic Schoolbus game link to identify commonly heard sounds (Interactive)</p> <p><b>Taste test</b> Make a giant mouth/tongue poster. Discuss terms ‘sweet’, ‘salty’, ‘sour’ and ‘bitter’. Use picture cards showing different food to classify these foods on the giant tongue. See the web link for example.</p>	<p><b>Texture book example</b> <a href="http://www.kindergartenkindergarten.com/2013/07/our-big-five-senses-book.html">http://www.kindergartenkindergarten.com/2013/07/our-big-five-senses-book.html</a></p> <p><b>Leaf texture rubbings</b> <a href="http://handmadekidsart.com/preschool-steam-texture-rubbing/">http://handmadekidsart.com/preschool-steam-texture-rubbing/</a></p> <p><b>Magic Schoolbus – Gets an Earful</b> <a href="http://www.scholastic.com/magicschoolbus/games/sound/index.htm">http://www.scholastic.com/magicschoolbus/games/sound/index.htm</a></p> <p><b>I Spy - Scholastic</b> <a href="http://www.scholastic.com/ispy/games/library.htm">http://www.scholastic.com/ispy/games/library.htm</a></p> <p><b>Taste test</b> <a href="http://theartofteachingut.blogspot.com.au/2011/10/5-senses-taste.html">http://theartofteachingut.blogspot.com.au/2011/10/5-senses-taste.html</a></p>	<p><b>Touch</b> Smooth/rough, hard/soft, furry, prickly, bumpy, fluffy, stringy, moist/dry, slimy, flaky, greasy, soggy, ridged, stiff, warm/cool, hot/cold</p> <p><b>Hearing</b> bang, bark, beep, bellow, blare, blast, buzz, cheep, chime, crackle, crash, creak, fizz, growl, grumble, gurgle, hiss, hoot, howl, hum, jingle, knock, moan, pop, rattle, ring, roar, rumble, scream, sizzle, snap, splash, squish, stamp, swish, tap, tearing, throb, thud, whirl, whisper, yap, yelp, zap</p> <p><b>Sight ( Use words to describe colour, shape, size, texture)</b></p> <p><b>Smell</b> Chemical, soapy, flowery, lemony, fishy, earthy, sweet, sour, rotten, dirty, clean, minty, mouldy, old, plastic, smoky, stale, sweet, stinky</p> <p><b>Taste</b> Delicious, yucky, hot, chilli, sour, sweet, salty, spoiled, fishy, burnt, fatty, cheesy, meaty, rich, chocolatey, smooth, acid, ripe, unripe, tasty, syrupy, tough, spicy, savoury, raw, rubbery, powdery, garlicky, fresh, juicy, gritty, crusty, bitter</p>	<p>A variety of textural materials for use in classifying according to their properties.</p> <p><b>Make a 5 Senses Book – free pdf to print</b> <a href="http://worksheetplace.com/mf_pdf/A-5-Sense-Book.pdf">http://worksheetplace.com/mf_pdf/A-5-Sense-Book.pdf</a></p> <p><b>Rich text picture books - See ‘Post Visit Activities’ for more detail.</b></p>

## Discovery Map



## Early Stage One – The Needs of Living Things

### Riverina Environmental Education Centre

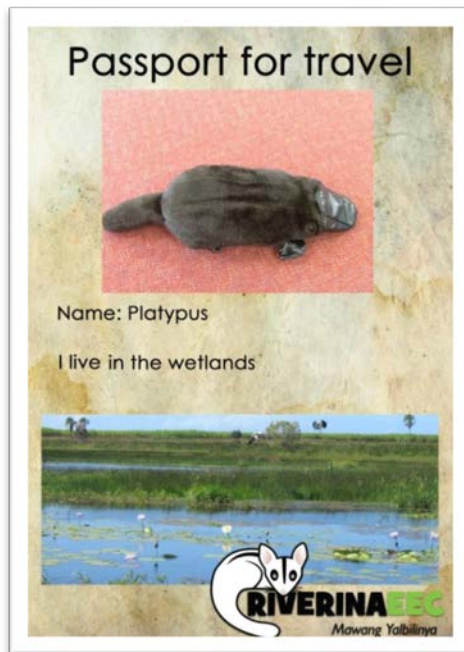
- Students are each given a small backpack that contains a particular animal puppet and the appropriate 'passport' for travelling back to the animal's specific habitat. Compare the different habitats noted – rainforest, woodland, grassland, desert, wetlands, cave. Describe what each of the ecosystems look like with picture cues and the kinds of animals that could live there. Discuss the adaptations that certain animals need to have in order to live there.
- Let students know that each of the animals has to be taken back to its natural habitat. A postcard (photo) of the student and their animal returned to its home will be taken on an iPad along the journey. Only then will their mission be completed.
- Provide students with a map as visual stimulus for the direction for the following activities. Expose students to the concept of 'bird's eye view' to best describe the map format.
- Discuss the images and text that provide a point of reference for the group when moving to each location.
- Students use basic lines and arrows to follow a path from one place to the next.
- Students will use informal language of position to describe direction the path takes, and the geographical points of interest to use as reference points. Students will look for the appropriate habitat on the map and will attempt to follow lines and arrows to move from one location to the next. Students predict what they may see at each location on the map from picture icon representations or labelling used on the map.

## Aboriginal Campsite and Dreamtime Story



- Discussion: 'living' and 'non-living'. What factors determine what makes a living thing? Review these attributes (informal language) – 1. Water, 2. Sunlight, 3. Food, 4. Shelter, 5. 'Air' (Oxygen) 5. Movement and 6. 'Having babies' – (Reproducing)
- On way to Aboriginal campsite, students observe Australian Mistletoe growing on Eucalypt. Relay the stories of its origins as a parasite, including its properties used by the Aboriginal peoples, who refer to the tree and its fruit as 'Snotty-Gobble'.
- Have students visit the traditional Aboriginal campsite. Discuss the 'shelters' (gunyah) that can be viewed in this area. Who would they have been made for? How do they differ from the shelters we use today? How do each of these 'gunyahs' differ? Which gunyah best suits the needs of the people during change of seasons?
- Discuss some of the Wiradjuri traditions to source food. Which foods were hunted? What foods were gathered? Where would water have been retrieved?
- Explore gunyahs and campsite.
- Story of 'Tiddalick' the Frog from Wiradjuri Dreamtime. Tiddalick puppet removed from backpack and student and Tiddalick later have a postcard photograph taken on iPad by teacher.

## Habitat Explorers – Wetlands



- Students will move from the campsite to dam. Ask students to look and listen for clues around the area that give suggestions as to the animals that may inhabit the area.
- Introduce term 'wetlands' as new habitat we refer to from this point. Observe plant species that grow in and around dam.
- Question students about our inability to live in a wetland habitat. Which features of the human body do not allow us to live in a water environment? What changes to our bodies would we need to enable us to successfully live in a water environment? Which animal species have bodies that are suited to living in this habitat?
- Students with puppets who are identified to live in wetland habitats are removed from their backpacks. Adaptations for survival in their habitat are closely examined.
- Teacher will dipnet for aquatic invertebrates living in the dam. Students will observe them in white trays and attempt to catch single invertebrates with a spoon and place them in ice cube tray portions to observe with a magnifying glass.
- Students and their 'wetland puppets' will then have postcard pictures taken on the iPad by accompanying teacher before moving to next point on the map.

## Habitat Explorers – Grasslands



- Students move from the dam back to the grassed paddock. Ask students to look and listen for clues around the area that give suggestions as to the animals that may inhabit the area.
- Introduce term 'grasslands' as new habitat we refer to from this point. Observe plant species that grow in this area. Which animals would need grasses and shrubs for food in order to survive?
- Students with puppets who are identified to live in grassland habitat are removed from their backpacks. Adaptations for survival in their habitat are closely examined. Discuss inability to hide in these exposed areas. What other tricky ways could animals use to survive here? Eg. Hide in long grass or camouflage from predators.
- Students and their 'grassland puppets' will then have postcard pictures taken on the iPad by accompanying teacher before moving to next point on the map.

## Cave Story



- Students view the paintings inside the 2 adjacent caves. Hypothesise possible stories for the story sequence that can be seen in the cave. Discuss differing interpretations.
- Cave story read via symbols and pictures.
- Teacher identifies particular aspects of the story eg – night cave and day cave. Animals that are nocturnal might be seen in the night cave. Identify some of these. Find the 'Gugaa' (Goanna – Wiradjuri totem); Crow (Waggon – relationship to Wagga Wagga); Gobbagumbalin and Pomingalarna (frogs – local dreamtime story).
- Teacher reads Dreamtime story – 'Respect Your Environment Always' by Auntie Joycelan Williams.
- Students look for those animals whose native habitat is in a cave ecosystem. Teacher takes 'postcard' photograph of student and cave-dwelling animal with iPad.

## Habitat Explorers – Land



- Students look for those animals whose native habitat is in a woodland ecosystem. Again, they discuss the physical nature of this ecosystem and the animals that would usually be found in a place like this.
- Students go on a 'Snotty Gobble Hunt' in woodland area.
- Teacher takes 'postcard' photograph of student and woodland animal with iPad.
- Students move to 'desert'. Those animals belonging to a desert habitat will remove their animal from the backpack. Discuss features of desert that may present difficulties in order to survive. How might the desert-dwelling animals be able to survive here? Is their survival related to their special bodies (eg cold blooded reptiles, need for little water etc) or behaviours they present?– eg. (Living underground, nocturnal habits, etc)
- Teacher takes postcard pictures of students with their desert animal.
- Students rake sand area and draw animal footprints using their finger or a stick OR attempt to draw a 'mud map' of the habitats we have already visited.

## Sensory Path



- Question students – How do we gain information about our surroundings? Discuss 5 senses and the ways in which they help us in our daily activities.
- Use blindfolds for each student so they must use their other senses to gain information about their surroundings on a short walk.
- Discuss need to use feet and hands to help them feel their environment when blindfolded.
- Discuss need to keep themselves and others safe when blindfolded and identify how to do this to set safety rules for activity (hold on to person in front to create caterpillar, small slow shuffles)
- Hold on to rail and walk sensory path slowly describing what they feel with hands and feet as they go.
- Observe using their senses how they can tell if they are moving into sun or shade or other changes in climate (eg path feels cold, can feel sun's heat, can hear/feel wind) and discuss how it might be different at another time of day or in another season.
- As a class discuss what textures they felt and which objects they know that have those properties.
- Repeat sensory walk without blindfold and identify which objects/materials have which properties/textures.
- Discuss which senses they used when blindfolded to give them information about their environment (hearing, touch).
- Identify the materials used in the path and what those objects felt or sounded like.
- Touch and smell plants – eg lemon-scented bush, lavender, aniseed, rosemary.

## Rainforest Explorers



- Students will follow the map to the Rainforest habitat. Whilst in this area, students describe how the plants here are different and name ferns etc if known. They are asked to observe this area and compare it with other habitats they have visited already. How is it similar to the wetlands? How is it similar and different to other habitats explored? Discuss the light available here. Which animals could possibly live in this area? What makes them able to survive best in this environment?
- Students observe 3 'slices' of timber that show the ages of the trees via the rings that can be counted.
- Students make rubbings of rainforest leaf litter animals with paper and crayons.
- Teacher takes postcard pictures of students with their rainforest animal.

## Gecko Class Pet



- *Students be told they must care for one animal back at school. There will be another backpack which contains a small gecko toy from the rainforest, carried by their teacher for the day. Also included will be a journal scrapbook for their class. Students are advised that they will be taking the gecko back to school with them as their totem. They must document to show that everybody is caring for the gecko and looking after its needs by writing in the journal. Teachers can keep the gecko and journal for a long enough period for each student to take the gecko home and write about his day at their house.*
- *The gecko can be returned via post to the Riverina Environmental Education Centre at the completion of this writing task. (Riverina Environmental Education Centre, 7161 Olympic Highway, Wagga Wagga NSW 2650).*
- *It would be **greatly appreciated** if teachers could send some copies of student's writing samples back with the gecko package if possible! (Student names may be erased or omitted). These will be used for our data collection at REEC for external validation.*

# SUGGESTED POST - VISIT ACTIVITIES and RESOURCES

## To further explore Aboriginal and Torres Strait Islander Histories and Culture – (Specifically Wiradjuri Culture)

### Selected Syllabus Content – Geography: Aboriginal and Torres Strait Islander places

Students:

- Investigate the Country/Places important to Aboriginal or Torres Strait Islander Peoples, for example:
  - identification of an Aboriginal or Torres Strait Islander site, Country or Place.

#### Teaching learning guiding inquiry questions

- What are places like?
- What makes a place special?
- How can we look after the places we live in?

### Selected syllabus content – History: The different structures of families and family groups today, and what they have in common

Students:

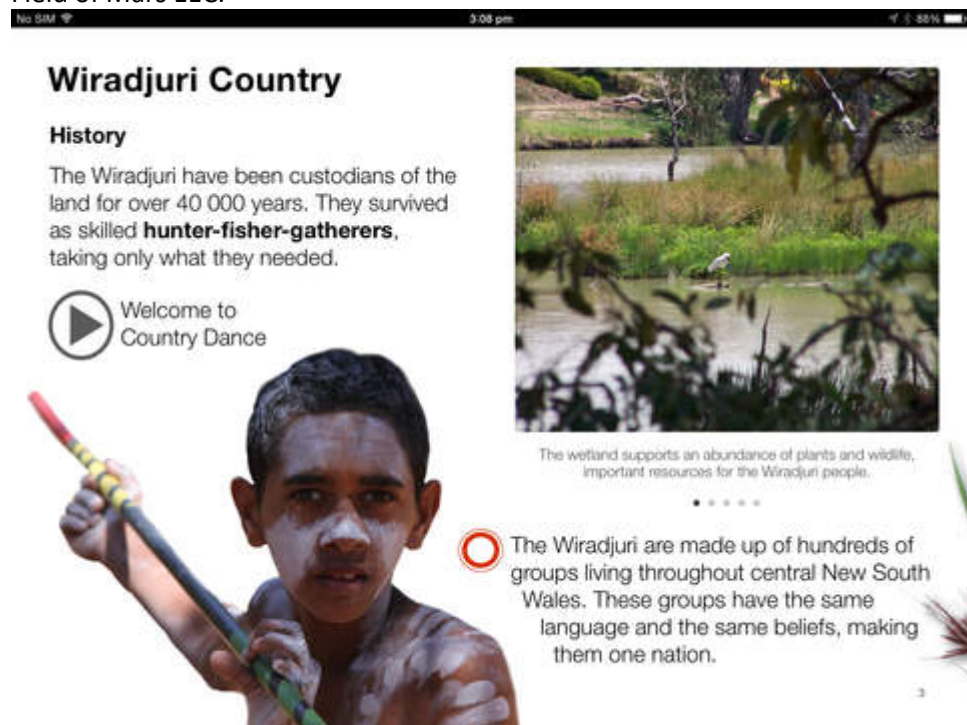
- Engage in and respond to stories about families in other places, including those of Aboriginal and Torres Strait Islander groups.

#### Teaching learning guiding inquiry questions

- What is my history and how do I know?
- What stories do other people tell about the past?
- How can stories of the past be told and shared?

## Resources and activities to further explore Aboriginal and Torres Strait Islander Histories and Culture

**'Traditional Wiradjuri Culture'** - A multitouch i-book Built for Riverina EEC by Field of Mars EEC.



This Multi-Touch book explores the culture and traditions of the Wiradjuri People. The book includes chapters on shelters, bush resources, tools, weapons and traditional art. Learn about Wiradjuri culture through detailed text, interactive activities, videos and beautiful images.

This book supports Australian Curriculum English, Geography and History. Great for classroom i-pads.

**Download for free from the iBookstore.**

<https://itunes.apple.com/au/book/traditional-wiradjuri-culture/id987810429?mt=13&at=10IGCa>

**'Wiradjuri Language Colouring-In Book'** (Books 1 and 2 available)  
Stan Grant Snr and Dr John Rudder (ISBN: 9780869421161).

Ideal for Kindergarten to immerse them into traditional Wiradjuri language. These simple books include blackline masters of native Australian animals with Wiradjuri names included. For teacher knowledge, there is a comprehensive description of the ways in which the consonants and vowel sounds are pronounced and how to write them using a true Wiradjuri alphabet.

### **Traditional Wiradjuri Dreamtime Stories (Animated)**

Red Pixels Animation - Marambul Yuganha Exhibition at the Griffith campus of TAFE NSW Riverina Institute.



Dreamtime Stories - Girawu The Goanna

(Screenshot)

**Tiddalick the Frog** - <https://www.youtube.com/watch?v=0y3Ta5xcKV4>

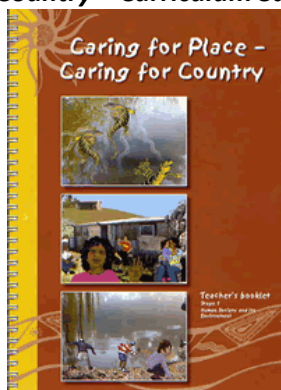
**Biladurang the Platypus** - <https://www.youtube.com/watch?v=IDl5QwAR8DI>

**Wayambeh the Turtle** - <https://www.youtube.com/watch?v=DpzDvpZ0hMg>

**Mirram the Kangaroo and Warreen the Wombat** -

<https://www.youtube.com/watch?v=xDJrnlDb08o>

### **Caring for Place, Caring for Country – Curriculum Support**



This is a great resource that is aimed at Stage 1, however some content is still appropriate to teaching Early Stage 1 concepts.

Many great lessons ready to use. **To download this book**

<http://www.curriculumsupport.education.nsw.gov.au/primary/hsie/assets/pdf/caring/caringplace.pdf>

Of particular interest is a unit relating to Wiradjuri animal names. To consolidate understanding of Wiradjuri names, there are blackline masters to make card games, Wiradjuri animal jigsaws, matching words/pictures worksheets, 'Old Man Windradyne' song lyrics (sung to the tune of Old McDonald) and mask templates of animals. See Topic 4 – 'Belonging to Place and Country' pp36-62.

### **Yulunga – Traditional Indigenous Games**

Australian Government - Australian Sports Commission

This resource was developed to provide students the opportunities to engage in traditional indigenous games from the past. This resource can be used across K-6. The games outlined cover most areas of Australia and can be played with modern equipment.

**To download this book -**

[http://www.ausport.gov.au/\\_\\_data/assets/pdf\\_file/0017/402191/SP\\_31864\\_TIG\\_resource\\_FINAL.pdf](http://www.ausport.gov.au/__data/assets/pdf_file/0017/402191/SP_31864_TIG_resource_FINAL.pdf)

### **Indigenous Languages Map – Interactive**

Zoom in to your local area. Find out which Aboriginal traditional custodians are living in the area. Be aware of the local traditional custodians in your area as well as local community people and elders who have long histories in the area with strong connections.

<http://gambay.com.au/map>

# SUGGESTED POST - VISIT ACTIVITIES and RESOURCES

## To further explore sensory experiences using the PRIMARY CONNECTIONS Program – ‘Staying Alive’

### Preamble from ‘Primary Connections’:

*All animals, including humans, use their sensory organs to gather information about their environment. The sharp eye, the cocked ear, or the careful sniffing of air can warn animals of dangers that might threaten their survival. Humans use their senses to gather information not only critical for our safety, but also for planning to meet our basic needs such as food, water and shelter.*

*The **Staying Alive** unit is an ideal way to link science with literacy in the classroom. It provides opportunities for students to investigate needs for survival of animals, including humans, and how our senses help us stay alive. Students’ understanding of basic needs and their importance in their lives will be developed through hands-on activities. Through investigations, students will explore the needs of a classroom pet and compare them to their own needs.*

### Selected Syllabus Content

- Living things have basic needs, including food and water.
- Science involves exploring and observing the world using senses.
- Explore and make observations by using the senses.
- Engage in discussions about observations and use methods such as drawing to represent ideas.
- Share observation and ideas.

### Key Inquiry Questions

- What do living things need?
- How do we find out about our environment?

## Resources and activities to further explore 'Living Things' / 'Senses'

### Primary Connections – 'Staying Alive' - ISBN 978-0-85847-322-5

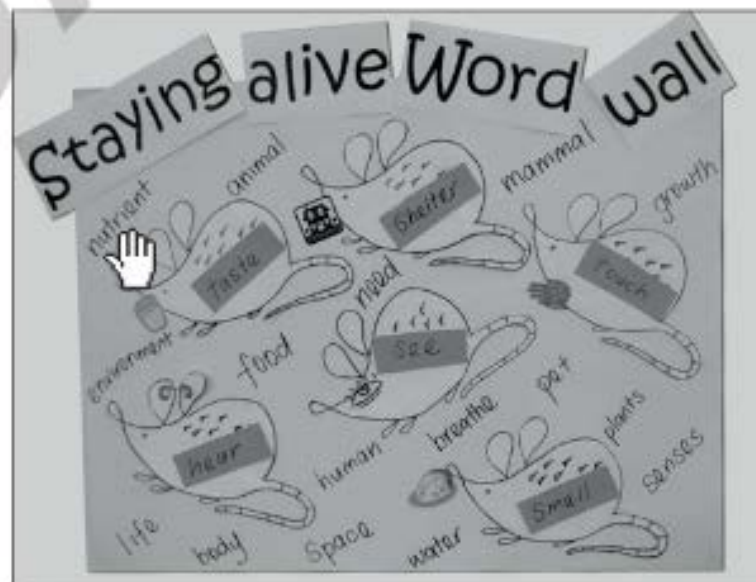
**Make a 'Word Wall'** – to record words we know or learn about a topic. A word wall can include a topic title or picture and words that we have seen or heard about the topic. *For Kindergarten students it is important to include images on the word wall to support literacy learning and the acquisition of new vocabulary.*

Illustration from p69 – 'Staying Alive'

Words to include (other than those pictured),

*Mammal, reptile, amphibian, bird, fish, plant, seed, soil, warm, cool, protection, camouflage, needs, energy, exercise, healthy, survive, threatened, endangered, extinct,*

Make a class 'Science Journal' that records knowledge and skills learned from immersion in lessons relating to living things. It might include written text, drawings, measurements, labelled diagrams, photographs, tables and graphs.



**Staying alive word wall**

### Critical Thinking – How do our senses help to alert us to dangers in our environment?

Using the senses alert table (example right), ask students for ideas about how our senses help to alert us to danger in our environment.

What dangers do our: (egs)

- noses tell us about? – *smoke*
- ears tell us about? – *sirens*
- eyes tell us about? – *red traffic lights, flashing lights, red flag, poisons labels, warning signs*
- mouth/tongue tell us about? – *taste something bitter*

p26 – Lesson 2 Primary Connections

### Multimedia resources – digital images via iPad or digital cameras.

Go for a 'Senses Alert' walk around the school environment. Discuss how our senses help us in the school environment.

Take photos around the school environment of things that keep us safe – eg flags at school crossings, outside bell in the playground to drive school timetable, smelling mouldy fruit in lunchbox... p28

**Senses alert**

touch	hearing	smell	sight	taste

### **We need air, food and water...**

Living things need these things for continued survival. Explore these concepts using hands-on, shared experiences.

#### **Complete Sessions 1-3 from Primary Connections – ‘Staying Alive’ (Lesson 3 – Move It! p30)**

1. Chomp! Chomp!
2. Huff and Puff
3. Slurp and See

### **We need space and shelter...**

Living things need shelter and space. Students will investigate shared experiences of exploring how animals and humans need protection and shelter. They will experience competition for space with others as populations grow or habitats are destroyed.

#### **Complete Lesson 4 from Primary Connections – ‘Staying Alive’ (p42-45)**

#### **Explore different habitats**

Read picture books or information texts that discuss different habitats (some suggestions listed right, with a brief summary of the plot and themes covered).

#### **Houses around the World**

How do houses differ around the world to adapt to differing climates and environments? Look at some images and infer reasons for why they are different to their own homes.

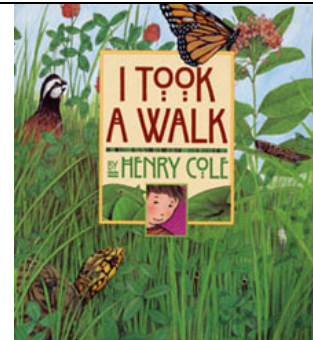
<http://www.mymodernmet.com/profiles/blogs/12-different-shelters-around>

### **Scootle interactive game – (DEC users)**

<http://www.scootle.edu.au/ec/objects/view/L896>

<http://www.scootle.edu.au/ec/viewing/L896/index.html>

**The Night of the Bilby** – interactive game. Students are introduced to the needs of the bilby. The bilby must collect enough food to survive, avoid predation from feral cats and foxes and find shelter before sunrise.

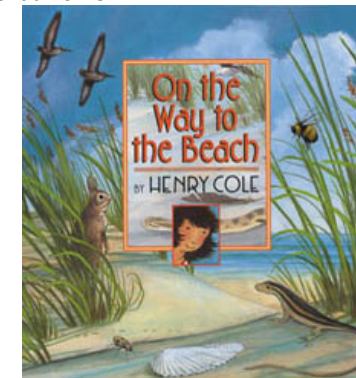


#### **I Took a Walk**

by Henry Cole

##### **Summary:**

An introduction to four different habitats--woods, meadows, streams and ponds--all accompanied by bright acrylic illustrations, die-cut fold out flaps, and simple, first person text. Readers are encouraged to look within the illustration to find the many living things that make that environment a home.



#### **On the Way to the Beach**

by Henry Cole

##### **Summary:**

Like I Took a Walk, this title introduces readers to four different habitats--marsh, dunes, beach, and woods--each depicted in a gorgeous three-page foldout. Readers learn about

### **Sorting Wants and Needs**

The focus is on minimal needs for survival.

**Complete Lesson 5 'Take it or leave it' from Primary Connections – 'Staying Alive' (p46 – 51)**

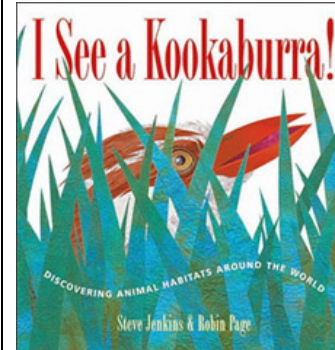
**and Lesson 6 –'How much water do I need?'(pp52-57)**

Investigate creatures that need more water than most for survival.

<http://splash.abc.net.au/home#!/media/30204/animals-that-like-wet-weather>

Invite local indigenous community members to share their knowledge about how traditional people's needs might be met by the environment.

the plants and wildlife that thrive within each habitat by finding them depicted in niches within each illustration.

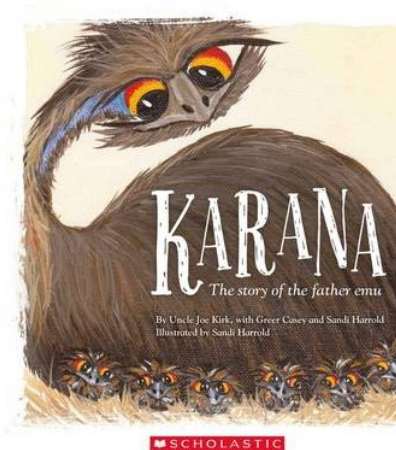


### **I See a Kookaburra!**

By Steve Jenkins and Robin Page

#### **Summary:**

This title introduces six different habitats--desert, pond, rainforest, coast, grassland, and forest--in clearly written descriptions and cut paper illustrations. The habitat's plants and wildlife hidden throughout, making this seek-and-find book not only great fun, but also "a first-rate foray into ecology."



### **Karana- The Story of the Father Emu**

By Uncle Joe Kirk

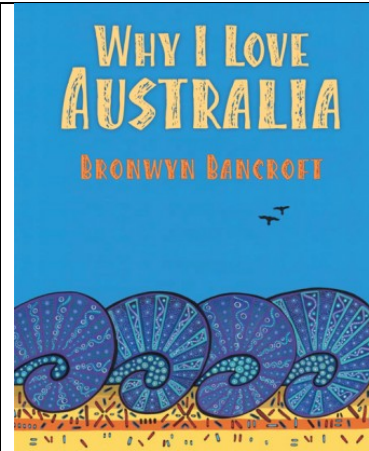
#### **Summary:**

Karana the Father Emu cares for his chicks and teaches them everything they need to know about survival in the bush.

### Island Life: Needs and Wants – Interactive game

Choose 6 things that would be needed to survive on an island.  
Discuss reasons for your choice.

<http://www.scootle.edu.au/ec/viewing/L1008/index.html>



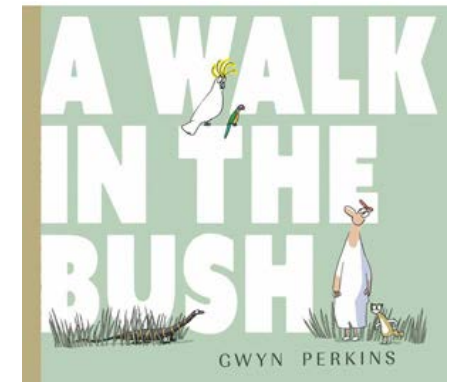
**Why I Love Australia** – by  
Bronwyn Bancroft

*Summary:* Beautiful indigenous illustrations. Simple text describes the unique landscape of Australia. Comparisons can be easily drawn between landscape, climate and habitats.

### A Walk in the Bush

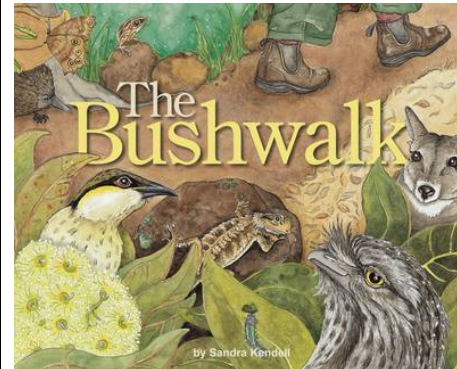
By Gwyn Perkins

*Summary:* Iggy and Grandad take a walk through the Australian bush together. They use their senses to observe lots of the native wildlife.



**The Bushwalk** – by Sandra Kendall

*Summary:* Story about a bushwalk experience using senses to observe wildlife. Some simple factual information thrown in. Shows what can be viewed in the daytime and at night; allowing children to classify nocturnal and diurnal animals. Beautiful illustrations.



Evaluation

**Pre-visit Activities**

**REEC Program – Needs of Living Things**

**Post-Visit Activities**