



# CHILDREN'S FOREST FORAGERS

Y1

SCIENCE  
SUSTAINABILITY

## What does it take to survive in the Children's Forest and beyond?

The Children's Forest isn't just a fun place to visit, it's also home to a large number of native birds and animals! Students will learn about the different Australian animals that live in the area before 'becoming' the native residents of the Forest on a search for much-needed food, water and shelter. They will also get to meet our education animals and learn about what is essential for their survival in the Australian bush.

In this program, your Year 1 students will:

- ✓ Identify some native Australian animals and what their needs for survival are.
- ✓ Identify common features of animals and the habitats that they live in.
- ✓ Understand the importance of looking after the environment for the survival of plants and animals.



## WHAT TO EXPECT



Before your session starts, make your way to the Children's Forest's Stage 1 meeting point.



The session begins with an introduction to Whiteman Park and the Children's Forest before your class starts exploring the Forest in search of objects that are natural, constructed and managed.



As a class, we will discuss the different types of Australian native animals that are found in Whiteman Park and talk about what these animals need to stay healthy and survive in the bush. Then we will introduce our education animals to the class, discussing where they live, what they eat and some of their special features!



In groups of 5-6, students will follow an animal's story trail through the Children's Forest, discovering the challenges they face for survival. Your student will learn about their animals' habitat and what is required for them to live a healthy life.



As a class we will look at each group's special animal, discussing what the animals are, what would happen if they could not locate the necessary food, water and shelter, and why it is important to look after the natural environment to ensure these animals survival into the future.



<b>Cost</b>	\$6.00 per child
<b>Availability</b>	Tuesday to Friday
<b>Duration</b>	60 mins
<b>WA Curriculum Links</b>	<ul style="list-style-type: none"> <li>■ Science: ACSSU002; ACSSU004; ACSSU005</li> <li>See over for details.</li> </ul>

### Important information:

- Parent helper assistance is required for individual groups.
- This is an outdoor activity. Weather appropriate clothing and enclosed shoes are required by all participants.

# WA CURRICULUM LINKS

SCIENCE	
Science Understanding	<p><b>Biology Science</b></p> <p>Living things have a variety of external features (ACSSU017)</p> <p>Elaborations:</p> <ul style="list-style-type: none"> <li>recognising common features of animals such as head, legs and wings.</li> <li>describing the use of animal body parts for particular purposes such as moving and feeding.</li> </ul> <p>Living things live in different places where their needs are met (ACSSU211)</p> <p>Elaborations:</p> <ul style="list-style-type: none"> <li>exploring different habitats in the local environment such as the beach, bush and backyard.</li> <li>recognising that different living things live in different places such as land and water.</li> <li>exploring what happens when habitats change, and some living things can no longer have their needs met.</li> </ul>
Science as a Human Endeavour	<p><b>Earth and Space Sciences</b></p> <p>Observable changes occur in the sky and landscape (ACSSU019)</p> <p>Elaborations:</p> <ul style="list-style-type: none"> <li>exploring the local environment to identify and describe natural, managed and constructed features.</li> </ul>
Science as a Human Endeavour	<p><b>Nature and Development of Science</b></p> <p>Science involves observing, asking questions about, and describing changes in, objects and events. (ACSHE021)</p> <p>Elaborations:</p> <ul style="list-style-type: none"> <li>jointly constructing questions about the events and features of the local environment with teacher guidance.</li> </ul>
Science as a Human Endeavour	<p><b>Use and Influence of Science</b></p> <p>People use science in their daily lives, including when caring for their environment and living things. (ACSHE022)</p> <p>Elaborations:</p> <ul style="list-style-type: none"> <li>identifying ways that science knowledge is used in the care of the local environment such as animal habitats, and suggesting changes to parks and gardens to better meet the needs of native animals.</li> </ul>

## SCIENCE INQUIRY SKILLS

Questioning and Predicting	<p>Pose and respond to questions, and make predictions about familiar objects and events. (ACIS024)</p> <p>Elaborations:</p> <ul style="list-style-type: none"> <li>using the senses to explore the local environment to pose interesting questions and making predictions about what will happen.</li> </ul>
Communicating	<p>Represent and communicate observations and ideas in a variety of ways. (ACIS029)</p> <p>Elaborations:</p> <ul style="list-style-type: none"> <li>engaging in whole class or guided small group discussions to share observations and ideas.</li> </ul>
Knowledge and Understanding Geography	<p>The natural, managed and constructed features of places, their location on a pictorial map, how they may change over time (e.g. erosion, revegetated areas, planted crops, new buildings) and how they can be cared for. (ACHASSK031)</p> <p>Elaborations:</p> <ul style="list-style-type: none"> <li>using observations of the local place to identify and describe natural features (for example, hills, rivers, native vegetation), managed features (for example, farms, parks, gardens, plantation forests) and constructed features (for example, roads, buildings) and locating them on a map</li> <li>recounting Dreaming and Creation stories of Aboriginal Peoples and Torres Strait Islander Peoples that identify the natural features of a place</li> <li>using observations and/or photographs to identify changes in natural, managed and constructed features in their place (for example, recent erosion, revegetated areas, planted crops or new buildings)</li> <li>describing local features people look after (for example, bushland, wetland, park or a heritage building) and finding out why and how these features need to be cared for, and who provides this care.</li> </ul>
Organising Ideas	<p><b>Systems</b></p> <p><b>01.2</b> All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.</p> <p><b>01.3</b> Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.</p> <p><b>World Views</b></p> <p><b>01.4</b> World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice, are essential for achieving sustainability.</p> <p><b>01.5</b> World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability.</p>
Organising Ideas	<p><b>Futures</b></p> <p><b>01.6</b> The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future.</p> <p><b>01.7</b> Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.</p> <p><b>01.8</b> Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgements based on projected future economic, social and environmental impacts.</p> <p><b>01.9</b> Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.</p>