



# HABITAT HEROES

Y1

SCIENCE  
SUSTAINABILITY

## What does it take to survive in our native bushland?

Whiteman Park’s bushland is home to hundreds of different species, that are specially adapted to survive here. Using soft toys, natural objects, multimedia and real animals amongst native bushland, students learn about the Park’s bushland habitat, who lives here and how their needs are met. By examining the features of a range of native animals, students will determine how they eat, move and sleep to draw a link between their special body adaptations and how changes to their habitats affect them.

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 meeting point at either the Children’s Forest or Woodland Reserve Interpretive Centre (confirmed on booking).



Following the scientific method, the session begins with the class examining the Park’s bushland habitat using our senses (sight, smell, hearing and touch). Through asking questions, students will predict which animals would call this habitat home.



The class will be introduced to our education animals and given the opportunity to explore their different features, including how they move, where they live and what they eat.



Breaking up into four groups, the class will learn about four other native animals that live in the same type of habitat. Using storytelling, video and photographs, each group will learn about how their allocated animal survives in our native bushland and what threats they face.



In their groups, the students will roleplay as their animals, to find the correct food and discuss what would happen if they could not locate it. The session ends when the students return their toy animals to the correct shelter within the habitat.

<b>Cost</b>	\$6.00 per child
<b>Availability</b>	Tuesday to Friday
<b>Duration</b>	60 mins
<b>WA Curriculum Links</b>	■ Science: ACSSU017; ACSSU019; ACSSU021 See over for details.

### 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.
- Natural hazards such as biting insects may be present.



## WA CURRICULUM LINKS

### SCIENCE

<p><b>Science Understanding</b></p>	<p><b>Biology Science</b>            Living things have a variety of external features (ACSSU017)            Elaborations:  <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>           Living things live in different places where their needs are met (ACSSU211)            Elaborations:  <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> <b>Earth and Space Sciences</b>            Observable changes occur in the sky and landscape (ACSSU019)            Elaborations:  <ul style="list-style-type: none"> <li>■ exploring the local environment to identify and describe natural, managed and constructed features.</li> </ul> </p>
<p><b>Science as a Human Endeavour</b></p>	<p><b>Nature and Development of Science</b>            Science involves observing, asking questions about, and describing changes in, objects and events. (ACSHE021)            Elaborations:  <ul style="list-style-type: none"> <li>■ jointly constructing questions about the events and features of the local environment with teacher guidance.</li> </ul> <b>Use and Influence of Science</b>            People use science in their daily lives, including when caring for their environment and living things. (ACSHE022)            Elaborations:  <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> </p>

### SCIENCE INQUIRY SKILLS

<p><b>Questioning and Predicting</b></p>	<p>Pose and respond to questions, and make predictions about familiar objects and events. (AC SIS024)            Elaborations:  <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> </p>
<p><b>Communicating</b></p>	<p>Represent and communicate observations and ideas in a variety of ways. (AC SIS029)            Elaborations:  <ul style="list-style-type: none"> <li>■ engaging in whole class or guided small group discussions to share observations and ideas.</li> </ul> </p>
<p><b>Organising Ideas</b></p>	<p><b>Systems</b>  <b>01.2</b> All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.  <b>01.3</b> Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.</p>