

## YELLAGONGA WETLAND ECOLOGY EDUCATION RESOURCE

**ACSSU017** Biological Sciences, Science Understanding: Living things have a variety of external features.



## Elaborations

- **Recognising common features** of animals such as head, legs and wings.
- **Describing the use of animal body parts** for particular purposes such as moving and feeding.
- **Identifying common features of plants** such as leaves and roots.
- **Describing the use of plant parts** for particular purposes such as making food and obtaining water.

## Teaching Points

- Observation skills: sight, smell, feel, sound, (taste – only when safe).
- Linking body parts to function e.g.
  - Legs – movement
  - Wings – flying
  - Beak – eating
- Linking plant features to function e.g.
  - Roots – soak in water
  - Leaves – soak in sunlight/make food
  - Stem – holds the leaves

## Pre-excursion

- Discuss the five senses and how scientists use these to make observations about the environment.
- Create a word wall of describing words for observations e.g. tall, narrow, flaky, rough, smooth.
- Make observations of the school environment or objects. Have students draw an object then write describing words around it (e.g. what it looks feels, smells and sounds like).

## During the excursion

- Use **Find That Plant Activity Sheet** (for more able students):
  - Make good quality colour copies of the activity sheet if possible (A3 format if more space is required).
  - Students are required to find various trees or plants at Neil Hawkins Park using the photographic clue.
  - Once they find the plant there is a series of questions the teacher/group supervisor can use to talk about the plant.
  - A drawing or bark rubbing can be completed in the space provided. More able students may like to write describing words into the space. Note: bark of trees is not always accessible from paths however some trees can be accessed at Neil Hawkins Park on the lawn area.



- Use **Find That Plant Activity Cards** (for students who need more structure and guidance).
  - Make good quality copies of the photo cards: make six copies of the question card to glue to the back of each photo card. Laminate or place in a plastic sleeve for protection. Make one set per group.
  - The teacher or group supervisor can then guide the students through the activity.
  - Once the students find each plant they can discuss it then complete a drawing or bark rubbing on a separate piece of paper. Note: bark of trees is not always accessible from paths however some trees can be accessed at Neil Hawkins Park on the lawn area.
- Use digital cameras to record images of the environment.

## Post-excursion

- Make a display of the children's observations and the photographs taken.
- Link functions to structure:
  - e.g. posters of plants showing features and their uses
- Further ideas can be found at **wildlifefun4kids.com**

NAME

STUDENT ACTIVITY

## FIND THAT PLANT ACTIVITY



Use the clue to find the plant at Neil Hawkins Park. When you find it feel the trunk – is it smooth or rough?

- Does it have big or small leaves?
- Can you see any flowers on it?
- What do the leaves or flowers smell like?
- What animals do you think might live or visit this plant?
- Use a crayon to make a rubbing of the bark or leaves if you can reach it or draw a picture of the plant.



CANDLESTICK BANKSIA



ZAMIA



SWAMP PAPERBARK



TUART



FLOODED GUM



BALGA





CANDLESTICK BANKSIA



ZAMIA





SWAMP PAPERBACK



TUART





SWAMP BALGA



FLOODED GUM





Use the photo clue to find the plant at Neil Hawkins Park.

- When you find it feel the trunk – is it smooth or rough?
- Does it have big or small leaves?
- Can you see any flowers on it?
- What do the leaves or flowers smell like?
- What type of animals might live or visit this plant?

Use a crayon and paper to make a rubbing of the bark or leaves if you can reach it OR draw a picture of the plant.