

YELLAGONGA WETLAND ECOLOGY EDUCATION RESOURCE

ACSS U044 Biological Sciences, Science Understanding: Living things can be grouped on the basis of observable features and can be distinguished from non-living things.

ACSI S060 Science Inquiry Skills/Communicating: Represent and communicate ideas and findings in a variety of ways such as diagrams, physical representations and simple reports.



Elaborations

- Recognising **characteristics of living things** such as growing, moving, sensitivity and reproducing.
- Recognising the range of **different living things**.
- **Sorting living and non-living things** based on characteristics.
- Exploring differences between **living, once living and products of living things**.

Teaching Points

- A living thing is an organism that is able to grow, move, reproduce, and is sensitive to the environment (e.g. reacts to stimuli). More capable students can be taught that a living thing also excretes, respire (gains energy from food) and needs nutrients.
- A dead thing is a living thing that was once living e.g. a log, carcass, timber.
- A non-living thing has never been alive – it is not able to move, reproduce etc (you must be able to do all seven things above to be living) e.g. water, rock, soil and fire.
- Examples of living and non-living things.
- Scientific explanations are very factual, they do not contain emotion based statements e.g. It was fun.

Pre-excursion

- Discussion of Living, Once Living (dead) and Non-Living Things.
 - You may like to use posters to help facilitate a discussion. Try to find one that has a variety of elements to it.
 - Make observations of the school environment; both of the living things and non living things. The class could even take some recordable measurements of the school environment like air temperature, wind speed, soil pH.

During the excursion

- Use the **Year Three Science What can you see? Activity Sheet**. You could use:
 - Magnifying glasses
 - Binoculars (optional)
 - Digital camera

Post-excursion

- Write a description of Neil Hawkins Park.
 - Encourage students to be factual not emotive.
 - This is a good way to introduce the third person (if the students are able).
 - Students could include drawings or photos.



NAME

STUDENT ACTIVITY

WHAT CAN YOU SEE?



Find a nice quiet spot to sit. Spend a few minutes just looking, smelling and listening.

Share with a friend what you saw, smelt and heard.

This is Yellagonga Regional Park. It is made of Living, Once Living and Non Living Things. In a group you are going to observe this environment. Biologists observe nature as a part of their job. They record the things they see, hear, smell and measure. Below is an observation sheet you will complete with your group.

I can see:

I can smell:

I can hear:

Living things:

Once living things:

Non-living things:

