

## 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.

# YELLAGONGA WETLAND ECOLOGY



City of  
Joondalup

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:

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I can smell:

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I can hear:

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Living things:

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Once living things:

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Non-living things:

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