



DISCOVERY SESSION: P-2 WILDLIFE SCIENTISTS

Lesson overview

Students identify a variety of external features of birds, mammals, amphibians and reptiles and discover how adaptations assist survival.

Lesson objectives

Students will be able to:

- Classify an animal as either a bird, mammal, amphibian or reptile
- Provide examples of external features of animals
- Describe similarities and differences between external features of animals
- Discuss how external features assist animals in their environment
- Sort biofacts into relevant taxonomic groups

Animals

- Bird (chick or rainbow lorikeet)*
- Reptile (lizard, python or freshwater turtle)*
- Amphibian (frog)*
- Mammal (koala)*

* Specific species are subject to availability and may be substituted if necessary.

Lesson Summary

Students are introduced to the role of a Wildlife Scientist: To explore, discover and appreciate similarities and differences between animal features and link features to survival in the wild. Today we will practice being Wildlife Scientists and focus on animal body coverings.

Students explore four different body coverings: skin, scales, feathers and fur. Students are challenged to sort through a collection of animal biofacts as a team and divide them into the four categories. Students must also match the biofacts with pictures of the animals that they came from.

As a reward for their hard work, the Wildlife Scientists in training will get to meet an animal with each of these body coverings and learn about how these features help them to survive in their habitat.

Students are inducted as successful new Wildlife Scientists and pledge to remember animals and their bodies are special and to share their discoveries and appreciation for animals.

* Specific species are subject to availability and may be substituted if necessary.

Curriculum links

The Wildlife Scientist Discovery Session focusses heavily on the year one 'Biology' area. However, all Lone Pine Discovery Sessions touch on multiple elements from the Science curriculum and can be integrated into other curriculum subjects.

See the table below for a detailed breakdown of how Wildlife Scientists meets the Australian Science Curriculum.

Science Understanding	
F: Foundation 1: Year One 2: Year Two	
Biological	<ul style="list-style-type: none">• Living things have basic needs, including food and water (F)• Living things have a variety of external features (1)• Living things live in different places where their needs are met (1)• Living things grow, change and have offspring similar to themselves (2)
Earth & space	<ul style="list-style-type: none">• Daily and seasonal changes in our environment, including the weather, affect everyday life (F)
Physical	<ul style="list-style-type: none">• The way objects move depends on a variety of factors, including their size and shape (F)
Science as a Human Endeavour	
Nature & development of science	<ul style="list-style-type: none">• Science involves exploring and observing the world using the senses (F)• Science involves asking questions about, and describing changes in, objects and events (1, 2)
Use & influence of science	<ul style="list-style-type: none">• People use science in their daily lives, including when caring for their environment and living things (1, 2)
Science Enquiry Skills	
Questioning & predicting	<ul style="list-style-type: none">• Respond to questions about familiar objects and events (F)• Respond to and pose questions, and make predictions about familiar objects and events (1, 2)
Planning & conducting	<ul style="list-style-type: none">• Explore and make observations by using the senses (F)• Participate in different types of guided investigations to explore and answer questions, such as manipulating materials, testing ideas, and accessing information sources (1, 2)
Processing & analysing data & information	<ul style="list-style-type: none">• Through discussion, compare observations with predictions (1, 2)
Evaluating	<ul style="list-style-type: none">• Compare observations with those of others (1)
Communicating	<ul style="list-style-type: none">• Share observations and ideas (F)• Represent and communicate observations and ideas in a variety of ways such as oral and written language, drawing and role play (1, 2)
Other areas of the curriculum (e.g. English) are covered in the classroom resource section of the Discovery Session Guide for Wildlife Scientists.	

Suggestions for Follow-up & Evaluation

Post-visit classroom activities: Your Discovery Session Guide is packed full of amazing ideas to assist your exploration into science and wildlife. All activities are linked to the Australian Curriculum and the VAK Model of Learning.

We need your help!: Lone Pine Koala Sanctuary is always investigating ways to improve and develop the support we offer to classroom teachers. Whether is Learning Experiences, resources, ease of booking excursions or something else entirely, we would love to hear from you!