



WHO'S FOR DINNER?

A visit to Currumbin Wildlife Sanctuary provides a holistic experience where the curriculum area is presented using real world examples and encounters, creating a meaningful teaching and learning experience.

By combining the knowledge from one of our experienced education officers, with the experience of "seeing" the curriculum, students will become engaged in the topic area.

Students will see practical examples of how food chains and food webs work and how animals depend on each other, and their environment to survive.

YEAR LEVEL: Year 3 and 4 / Stage 2

DESCRIPTION: In the wild, you better watch your back or you may become dinner! Who's for Dinner explains how food chains and food webs work, and the relationship between producers, consumers and decomposers. Students will begin to appreciate the complex interrelationships between animals, and the environment. Building on this understanding, students will learn how environmental changes can affect this delicate balance, and the role of scientists in preserving this balance.

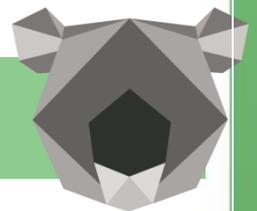
EXCURSION FORMAT: This excursion provides a mix of self-guided activities as well as a lesson presented by one of our education officers. By integrating live animal displays and interaction with a PowerPoint presentation (in a 30 minute lesson), students will gain an understanding of the complexity of ecosystems.

AUSTRALIAN CURRICULUM LINKS:

YEAR 3: ACSSU044; ST2-10LW; ST2-10LW; ST2-11LW

YEAR 4: ACSSU073; ACSHE062

ACTIVITIES



BEFORE YOUR VISIT:

Discuss what students understand by the terms producers, consumers and decomposers. Can they give examples of animals that fall into each of these categories?

Show students the food chain song <https://www.youtube.com/watch?v=5Gv9yuN2Ch8>

Consider how animals relate to each other. See if you can produce a class display showing how producers, consumers, and decomposers interact with each other and the environment.



DURING YOUR VISIT — SELF GUIDED:

As you move around Currumbin Wildlife Sanctuary, looking at the animals, can you find:

1. A producer, what types of living things are producers?
2. A consumer? Most animals are consumers. Why is this?
3. A decomposer. You will have to look and think hard to find decomposers in the Sanctuary. But they are there!
4. A predator.
5. A prey. Can animals be both predators and prey?

WILDLIFE DISCOVERY EXPERIENCE — LESSON — OPTIONAL

Our local animals interact in different ways with each other and their environments.

Students will meet some animals and look at how they are part of the food chain. The animals will be presented as part of an interactive power point presentation which demonstrates food chains and food webs with a focus on our local area. (A minimum of 3 live animals will be shown in the presentation).

Student will be able to touch and interact with at least 2 of the animals.

AFTER YOUR VISIT:

Learn some more about stick insects and their relationships with ants as an example of a mutually beneficial relationship. <http://education.abc.net.au/home#!/media/1456052/ants-helping-stick-insects->

There are some follow up questions included with the video in the 'things to think about' tab.

Explore the WilderQuest website <https://wilderquest.nsw.gov.au> to learn some more about local animals in your area (please note that although this is NSW focused, most animal and plant species featured are also common on the Gold Coast).



DETAILED AUSTRALIAN CURRICULUM LINKS

Australian Curriculum links:		Elaborations:
<p>Year 3 ACSSU044</p> <p>Living things can be grouped on the basis of observable features and can be distinguished from non-living things.</p>	<p>Living things depend on each other and the environment to survive.</p>	<p>Recognizing characteristics of living things such as growing, moving, sensitivity and reproducing. Recognizing 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.</p>
<p>Year 4 ACSSU073</p> <p>ACSSU073</p> <p>ACSSU073</p> <p>Science knowledge helps people to understand the effect of their actions</p>	<p>Living things depend on each other and the environment to survive.</p> <p>Science knowledge helps people to understand the effect of their actions</p>	<p>Investigating how plants provide shelter for animals Investigating the roles of living things in a habitat, for instance producers, consumers and decomposers. Observing and predicting predator-prey relationships Predicting the effects when living things in feeding relationships re removed or die out in an area. Recognizing that interactions between living things may be competitive or mutually beneficial. Exploring how science has contributed to a discussion about an issue such as loss of habitat for living things or how human activity has changed the local environment.</p>
<p>NSW Syllabus links:</p>	<p>Outcomes</p>	<p>Content</p>
<p>Stage 2 ST2-10LW</p> <p>ST2-10LW</p> <p>ST2-11LW</p>	<p>Describes that living things have life cycles, can be distinguished from non-living things and grouped, based on their observable features</p> <p>Describes ways that science knowledge helps people understand the effect of their actions on the environment and on the survival of living things</p>	<p>Living things can be grouped on the basis of observable features and can be distinguished from non-living things. (ACSSU044)</p> <p>Students:</p> <ul style="list-style-type: none"> Sort objects according to whether they are living or non-living. Identify some features of living things that distinguish them from non-living things, eg reproducing, growing and responding to stimuli. Identify and use patterns in the observable features of living things to group them, by using tables, diagrams or flowcharts. <p>Living things, including plants and animals, depend on each other and the environment to survive. (ACSSU073)</p> <p>Students:</p> <ul style="list-style-type: none"> Outline the relationship between plants and animals, including that plants are able to use light to make food, while animals must eat plants or other animals to obtain food <u>Investigate</u> the role of living things in a habitat, eg plants as producers and microbes (micro-organisms) as decomposers Gather information about some relationships between living things, eg predator-prey, competitors and mutually beneficial relationships Predict the effect of natural changes in the environment on some relationships between plants and animals, eg drought and fire Describe some examples of how science knowledge helps people to understand the effect of their actions on the environment and the survival of living things. (ACSHE051, ACSHE062)