



EXPLORING ENVIRONMENTS -SCIENCE/GEOGRAPHY-

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 learn about the environmental characteristics of Australia and South America and how these environmental characteristics affect the animals of these regions.

YEAR LEVEL: Year 3 and 4 / Stage 2

DESCRIPTION: By exploring Australian and South American animals, students will learn about how these animals adapt to their unique environments and how environmental change may affect these animals. Compare and contrast these animals to Australia and its animals to see how the environment and geography influences animal selection.

EXCURSION FORMAT: This excursion provides a mix of self-guided activities as well as a **guided exploration** led by one of our educators. Students will be able to see animals from both Australia and South America and compare their environments and characteristics.

AUSTRALIAN CURRICULUM LINKS:

YEAR 3: ACSSU044; ACHASSK087; ACHASK088; ST2-10LW; ST2-11LW

YEAR 4: ACSHE062; ACSSU073

ACTIVITIES



BEFORE YOUR VISIT:

Have students choose a geographic area such as Australia, Madagascar, or South America, and research the climate and animals that may live in these areas.

Consider the following inquiry questions:

1. What are the main characteristics of the climate?
2. What types of plants are found in these areas?
3. What might this area look like?
4. What animals are found in these areas?
5. Do these animals share certain characteristics/adaptations?



Have student choose one animal from the below list, which corresponds to their country of choice and research this animal.

Grey Kangaroo, Salt Water Crocodile, Lumholtz's Tree Kangaroo, Capybara, Ring-tailed Lemur, Cotton-top Tamarin, Boa Constrictor, Green Iguana.

Students may format a list of questions regarding their animal to answer while they are at Currumbin Wildlife Sanctuary. Have students choose their favourite animal from the video and research its lifecycle.

DURING YOUR VISIT — SELF GUIDED:

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

1. An exhibit with more than one kind of animal. What do these animals have in common? Why are they sharing a space?
2. An exhibit that shows animals from a particular country? What country are the animals from? Can you tell from the exhibit?
3. An animal that is endangered in its home county? What are the major threats to this animal?
4. An animal that is common in its home country, what makes this animal common? What characteristics are helping this animal to survive?

WILDLIFE DISCOVERY EXPERIENCE — LESSON — OPTIONAL

The guided tour will cover 4 of the following areas (the order of the tour may vary depending on student numbers and environmental factors). Focus areas may be pre-selected by teacher.

1. Grey Kangaroos – Students will visit and pat the Grey Kangaroos while examining the characteristics of the environment and the animals.
2. Saltwater Crocodiles - Students will visit the saltwater crocodiles and examine their habitat and the characteristics that help them survive in the wild.
3. Ring-tailed Lemurs (depending on the time of the tour, lemurs may be off display). Students will look at the characteristics of Ring-tailed Lemurs and consider the environment they live in.
4. Capybara - Students will look at the environment the Capybara lives in and guess what other animals may live in the same environment.
5. Cotton-top Tamarin – Students will look at the Cotton-top Tamarin and discuss its environment and the threats to the environment that make the Cotton-top Tamarin critically endangered.
6. Green Iguana – Students will discuss the environment and habitat of the Green Iguana, and consider if this is a similar habitat to Australia. Students will consider what would happen if a Green Iguana was loose on the Gold Coast!
7. Boa Constrictor – Students will consider the habitat of the Boa Constrictor and discuss what other animals may live in a similar habitat. How is the Boa Constrictor adapted to this habitat and what will happen to it if the habitat changes.



8. Lumholtz's Tree Kangaroo - Students will look at the Lumholtz's Tree Kangaroo and discuss its environment and the threats to the environment that may affect the Lumholtz's Tree Kangaroo.

Please note: there is no direct animal interaction included in this presentation except for kangaroo patting.

AFTER YOUR VISIT:

Have students create an animal suitable for their environment (see pre-visit activities). They may draw a picture or make a model of the animal. They can then write about its features. What features will help this animal survive in its environment? What would happen if the environment changed? Would this animal still be able to survive?

Consider if any of the animals seen on the visit to Currumbin Wildlife Sanctuary are endangered. If they are endangered what are the major threats to these animals. Students may send a postcard (see below) from their endangered animal (talking about the threats to their home) to an animal in another habitat.

Complete the "Sustainability: taking care of the earth together", Scootle interactive resource http://www.globalwords.edu.au/units/Sustainability_JPY3_4_html/index.html .



EXPLORING ENVIRONMENTS WORKSHEET

Write a letter to someone explaining what you have learn about different environments and how these differences affect what animals and plants choose to live in that environment. What would happen if the environment was to change suddenly? Detail this information in your postcard.

	<p>CURRUMBIN WILDLIFE SANCTUARY <small>GOLD COAST • AUSTRALIA</small></p> <p>Place Stamp Here</p> <hr/> <hr/> <hr/> <hr/>
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DETAILED AUSTRALIAN CURRICULUM LINKS

Australian Curriculum links:		Elaborations:
<p>Year 3</p> <p>Science</p> <p>ACSSU044</p>	<p>Living things can be grouped on the basis of observable features and can be distinguished from non-living things.</p>	<p>Recognizing characteristics of living things such as growing, moving, sensitivity and reproducing.</p> <p>Recognizing the range of different living things.</p> <p>Sorting living and non-living things based on characteristics.</p> <p>Exploring differences between living, once living and products of living things.</p>
<p>Geography</p> <p>ACHASSK087</p>	<p>The main characteristics of the continents of Africa and South America and the location of their major countries in relation to Australia.</p> <p>The importance of environments, including natural vegetation, to animals and people.</p>	<p>Researching the main types of natural vegetation and native animals in a climate zone in Australia, and comparing them with those found in a similar climate in Africa or South America.</p>
<p>ACHASK088</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>Identifying the main types of vegetation, including forest, savannah, grassland, woodland and desert, and explaining the relationship between climate and natural vegetation.</p> <p>Exploring strategies to protect particular environments that provide the habitats for animals (for example, planting bird-attracting vegetation).</p> <p>Investigating how plants provide shelter for animals. Predicting the effects when living things in feeding relationships are removed or die out in an area.</p> <p>Recognizing that interactions between living things may be competitive or mutually beneficial.</p>
<p>Year 4</p> <p>ACSSU073</p>		<p>Exploring how science has contributed to a discussion about an issue such as</p>



ACSHE062		loss of habitat for living things or how human activity has changed the local environment.
NSW Syllabus links:	Outcomes	Content
Stage 2 ST2-10LW	Describes that living things have life cycles, can be distinguished from non-living things and grouped, based on their observable features	<p>Living things can be grouped on the basis of observable features and can be distinguished from non-living things. (ACSSU044)</p> <p>Students: 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>
ST2-11LW	Describes ways that science knowledge helps people understand the effect of their actions on the environment and on the survival of living things	<p>Living things, including plants and animals, depend on each other and the environment to survive. (ACSSU073)</p> <p>Students: 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)</p>