AMAZING ADAPTATIONS

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.

YEAR LEVEL: Prep/ Early Stage 1, Year 1

DESCRIPTION: Every animal has body and behavioural features that assist in its survival. By meeting some of our animals up close, students will understand some of these features and how they are vital for survival in the particular areas where the animal lives.

EXCURSION FORMAT: This excursion provides a mix of self-guided activities as well as a lesson presented by one of our educators. Students will be able to meet some of our animals and explore their body features.

AUSTRALIAN CURRICULUM LINKS:

PREP: ACSSU002; ACSSU004; ACSIS014; ACSIS233; ACSIS012 / STe-8NE; STe-7NE

YEAR 1: ACSSU017; ACSHE022; ACSIS024; ACSIS029 / ST1-10LW; ST1-11LW

ACTIVITIES

BEFORE YOUR VISIT:

Discuss what an adaptation is: "An adaptation is part of an animal or plant that helps it to live in the area it is found (its habitat). Animals and plants in different areas (habitats) have different adaptations.

Read "I wish that I had duck feet" by Dr Seuss. Have students list some of the adaptations that the boy in the book wished for. Why were these adaptations not suitable for people? How do they help the animals that have them?

Have students make a collage of a habitat showing animals with adaptations for that area (e.g. an ocean environment with marine animals, a backyard with domestic animals, a rainforest with rainforest animals).

DURING YOUR VISIT – SELF GUIDED:

As you move around Currumbin Wildlife Sanctuary, looking at the animals, look for the following:

1. An animal with big feet? How do the feet of the animal help it survive?

2. An animal that is hard to see? Why is it important for this animal to be hard to see? What would happen if this animal was a different colour (e.g. bright pink)?

3. An animal with sharp teeth? What does this animal eat? Why does it need sharp teeth?

4. An animal with hands? Why do these animals have hands? How does this help them? Why do we have hands?

5. An animal with spikes? Why does this animal have spikes? Does it help the animal?

Have students draw their favourite animal adaptation and say why they would like to have this adaptation themselves (refer to pre visit activity "I wish that I had duck feet").

WILDLIFE DISCOVERY EXPERIENCE – LESSON – OPTIONAL

Our education officer will introduce your students to some artefacts and photographs of different parts of animals (teeth, scales, feathers etc). Students will be led in a discussion about what they are looking at, what animals may have that adaptation, what it is used for and how that adaptation would be helpful to the animal (discussion will be appropriate to year level of students).

Students will be introduced to 3 animals with 3 very different adaptations (animals used will vary depending on animal health and availability).

Students will compare and contrast the adaptations of the different animals.

Do animals change their adaptations depending on the time of the year? Or where they live?

Do adaptations help the animals meet their needs?

Students will have the opportunity to interact with some of the animals.

AFTER YOUR VISIT:

Have students name an animal with a beak, with webbed feet, with sharp teeth, with larger eyes etc. How did that body part help the animal survive?

Students can draw posters (or make a paper chip collage) showing animals with different body features. These could be used to make a class display in different habitats.

Students can each choose an animal and make different drawings showing how they might change with different seasons (less fur, lighter colours in summer etc).

AMAZING ADAPTATIONS WORKSHEET

Animals live in many different places on earth. These places can include oceans, deserts, rainforests and grasslands as well as many others. The place where an animal lives is called a habitat. Each animal has adaptations for their own habitat. Look at the animals at Currumbin Wildlife Sanctuary and check out their adaptations.

CAN YOU FIND THESE ANIMALS IN THE SANCTUARY?

An animal that has:

A LONG TAIL	
STRONG CLAWS	
A STRONG BODY	
A STRIPY TAIL	
BIG TEETH	
BUMPY SKIN	
LONG LEGS	
NO LEGS	
LITTLE HANDS	

What can you find yourself on your walk around the Sanctuary?

1.

DETAILED AUSTRALIAN CURRICULUM LINKS

Australian Curriculum links:		Elaborations:
Foundation Year		
ACSSU002	Living things have basic needs, including food and water. Daily and seasonal changes in our environment affect everyday life.	Recognising the needs of living things in a range of situations such as pets at home, plants in the garden or plants and animals in bushland.
ACSSU004	Pose and respond to questions about familiar objects and events. Share observations and ideas.	Investigating how changes in the weather might affect animals such as pets, animals that hibernate or migratory animals.
ACSIS014	Engage in discussions about observations and represent ideas.	Considering questions relating to the home and school and objects used in everyday life.
ACSIS233	Living things have a variety of external features.	
ACSIS012	People use science in their daily lives, including when caring for the environment and living things. Pose and respond to questions, and make predictions about familiar objects and events. Represent and communicate observations and ideas in a variety of ways.	Working in groups to describe what students have done and what they have found out. Taking part in informal and guided discussions relating to students'observations.
Year 1		
ACSSU017		Recognising common features of animals such as head, legs and wings. Describing the use of animal body parts for particular purposes such as moving and feeding. Identifying way that science knowledge is used in the

ACSHE022		care of the local environment such as animal habitats, and suggesting changes to parks and gardens to better meet the needs of native animals.
ACSIS024		Thinking about "What will happen if …..?"type questions about everyday objects and events. Using the senses to explore the local environment to pose interesting questions and making predictions about what will happen.
ACSIS029		Engaging whole class or guided small group discussions to share observations and ideas.
NSW Syllabus links:	**Outcomes**	**Content**
Early Stage 1 STe-8NE	A student identifies the basic needs of living things.	**Living things have basic needs, including food and water. (ACSSU002)** Students: Describe what plants and animals, including humans, need to stay alive and healthy, e.g. food, water and air. Identify the needs of a variety of living things in a range of situations, e.g. pets at home, plants in the garden or plants and animals in bushland and/or on farms.
STe-7NE	Observes, using their senses, how daily and seasonal changes in the environment affect them and other living things A student describes external features, changes in and growth of living things (ST1-10LW).	**Daily and seasonal changes in our environment, including the weather, affect everyday life. (ACSSU004)** Students: Identify how plants and animals respond to changes in the environment, e.g. trees losing their leaves and the thickness of animals' fur.

Stage 1

ST1-10LW

ST1-11LW

Living things have a variety of external features. (ACSSU017)

Students:
Describe some external features of a variety of living things, including plants and animals.
Use a range of methods, including fieldwork, to identify plants or animals in their local area.
Devise simple classification systems based on the observable external features of plants or animals identified in the local area.