



## Program Overview

The day centres around an exploration of the Ku-ring-gai Chase National Park with a bush walk from Kalkari to Bobbin Head. During the bush walk, the students will engage in several hands-on learning activities to observe different plants and animals and use these features to classify them into groups.

## Syllabus Inquiry Questions

1. How can we group living things?
2. How are environments and living things interdependent?

### Guided Questions

1. What features can we use to group different animals?
2. How can invertebrates be grouped?
3. How are animals interdependent with their environment?

## Learning Experiences

### Explore Kalkari

Kalkari Visitors Centre provides the students with an opportunity to learn about the Ku-ring-gai Chase National Park. The students will also be able to observe a range of preserved animals and remains of animals to get a sense of the type of animals that call the Park home and how they can be classified. Within the Centre, students will also be able to observe Aboriginal artefacts and learn about Aboriginal engravings - a significant feature of the Park.

### Bushwalk - Kalkari - to Bobbin Head

Students will learn about invertebrates in the environment and the interconnected nature of invertebrates, habitat and other animals through observations of the Brush Turkey at Kalkari. Significant plants and animals of the local area will be identified along the walk and students will be asked to list these into different groups. Students will hear of the interconnected nature of traditional Aboriginal people and the land.

### Mini Beast Hunt

Students will work in groups to conduct an invertebrate survey in a bush habitat. If students are using cooperative learning teams the role for each member will be revised. Together the class will negotiate a code for caring for ethical and safe handling methods. Students will record the name and draw the observable features of the invertebrates they find. They will also collect a tally of the total number of that species found in their area. Students will use a simple dichotomous key to correctly identify the invertebrate species.

### Scratch Art

Students will work individually to observe the amazing patterns in nature and recreate these on a piece of scratch art paper. This will include looking at the similarities and differences of some of the plant leaves found in the local area. This art work can then be taken home as a memory of the day or used later in class when reflecting.

## Key Syllabus Outcomes and Content

### Science and Technology K-6

#### Living World ST2-4LW,

Compares features and characteristics of living and non-living things.

Students:

- Collect data and identify patterns to group living things according to their external features, and distinguish them from non-living things (ACSSU044)

- Identify that science involves making predictions and describing patterns and relationships (ACSHE050, ACSHE061)
- describe how living things depend on each other and the environment to survive, for example (ACSSU073)
  - brush turkeys and invertebrates
  - bees and flowers