**Living World S2 (incursion)**

**Teacher checklist**

|  |  |
| --- | --- |
| **Start time** | 9:00am (or your school’s starting time)Each class will participate in learning activities (see below) which will take approximately 1.5 hours (timing for each class will be negotiated on booking). Up to 6 classes can be catered for throughout the day. The EEC teachers will endeavour to fit in to your school bell times.  |
| **Finishing time** | Varies depending on the number of classes booked  |
| **Venue** | The incursion will begin and end in the student’s home room. Students will also visit the playground to conduct an environmental auditing activity. |
| **Risk management advice** | Please see the Living World S2 risk management plan document on the OHEEC website. |
| **Clothing** | Students will participate in activities in which school uniform is appropriate. |
| **What to bring** | No equipment is needed from the students/school for this incursion. |
| **Staffing** | It is expected that teachers actively supervise their class throughout the day to support student learning and behaviour management. |
| **Extreme or wet weather** | The incursion operates indoors in all weather. An alternative indoor activity will replace the playground activity  |
| **Cancellations** | Cancellations need to be made within 2 weeks of the date of the fieldtrip or a cancellation fee $40.00 per class will be charged. If cancellation occurs due to inclement weather on the day, no fee will be charged. If there is a need to cancel on the day, please leave a message by dialling 9247 7321 as early as possible or The Principal on 0400 230 699. |
| **Medical or special needs** | Please advise OHEEC staff of any student with special needs when booking the incursion (e.g. disabilities, allergies). Please ensure that required medications for students are brought on the day and communicated to staff (e.g. epipen and individual anaphylaxis plans). EEC staff carry a basic first aid kit. |
| **Pre-excursion activities** | Pre-visit activities carried out prior to the incursion will help students better understand their incursion content and provide links with classroom learning. Please see Living World S2 program page on the OHEEC website for activities. |

**Living World S2**

Summary of Learning Activities

Please note: program is subject to change depending on number of classes and other external factors such as weather.

Activities are repeated for each class group throughout the day if more than one class books this program

|  |  |  |
| --- | --- | --- |
| **Timing** | **Activity** | **Description / Outcomes** |
| 20 min | * *Listen to a story about an animal and its relationship to it’s environment*.
* Study a preserved Grey headed Flying Fox and an Ant Farm to learn about the different features of animals and ways of classifying animals
* View models and film clips of the life cycle of bats and ants and learn about the similarities and differences between the life cycles of living things.
 | * Collect data and identify patterns to group living things according to their external features, and distinguish them from non-living things.
* What are the similarities and differences between the life cycles of living things?
* Describe how living things depend on each other and the environment to survive.
 |
| 55 min | * Undertake an invertebrate (bug) hunt in the school yard to collect and classify living bugs.
* Study bugs using magnifying glasses to observe their features and classify them using a classification chart.
* Participate in an Ant Citizen Science Experiment - What kinds of seeds do ants prefer?
 | * Collect data and identify patterns to group living things according to their external features, and distinguish them from non-living things.
* Describe how living things depend on each other and the environment to survive.
* Plan scientific investigations with guidance.
* conduct scientific investigations to find answers to questions.
 |
| 15 min | * Use air dry clay and things collected in the playground to model a collected bug
* Use Amaziograph on iPads to draw a scientific picture of an ant or a flying fox
 | * Collect and record accurate and honest observations using labelled observational drawings, basic formal measurements and digital technologies as appropriate.
 |
| Follow Up | * View the Field of Mars Environmental Education Centre Multi Touch e-book called ***Classification*** to learn more about classifying invertebrates
* Participate in an a native bee citizen science project to observe and record the feeding and pollination habits of native bees (TBC)
 | * Plan scientific investigations with guidance.
* Conduct scientific investigations to find answers to questions.
 |