

BACKYARD TO BUSH TOUR

Early Stage 1: Science & Technology Guided Tour
STe-3LW-ST, STe-1WS-S, Ste-2DP-DT

Let's go exploring!



James Morgan

Join this guided tour of Taronga's Backyard to Bush precinct which takes you through urban, rural and bush environments. Students will learn the unique characteristics of some of the animals that live in these places and how their needs are met. Students will also discover the diverse uses of the amazing animals that live around them. Through making these observations students can then design a feeding or enrichment tool for their pets back at home!

AT THE ZOO TOUR OUTLINE

•Backyard to Bush House

Meet your teacher and store your bags at the front of our House.

•Bush

Walk down to the 'Bush' entry near the amphitheatre and wander through the 'Bush Trail'. Travel through the Wombat burrows and discuss the needs of the Wombats and other native animals found in this environment.

•Farm

Walk through to the Farm Yard and feed the farm animals. Think about what products farm animals provide us?

•House

-Walk to the backyard of our house and see how Taronga cares for their pets. Consider how students can care for local species found around their school and home.



BACK AT SCHOOL

Help your students design a toy or a feeding device that helps to meet the needs of their pets or a living thing that lives around your school. Think about what your animal needs to survive and how they are able to get these very important things.

HELPFUL LINKS

- 17 DIY Dog Toys: How to Make Fun, Safe Toys From Things in Your House
<https://www.care.com/c/stories/6147/17-diy-dog-toys-how-to-make-fun-safe-toys-f/en-au/>
- The 10 Best Homemade Cat Toys
<https://www.worldsbestcatlitter.com/clearing-the-air/2014/03/the-10-best-homemade-cat-toys/>
- Simple Bug Hotel for Kids
<https://www.redtedart.com/simple-bug-hotel-for-kids/>
- Backyard Buddies – Resources:
<http://www.backyardbuddies.org.au/enviro-ed-resources/school-resources>
- Native Animal Facts:
<http://www.environment.nsw.gov.au/topics/animals-and-plants/native-animals>
- Build a Mini Frog Pond:
<http://www.hornsby.nsw.gov.au/media/documents/environment-and-waste/bushland-and-biodiversity/gardens-for-wildlife/Build-a-mini-frog-pond.pdf>
- From Paddock to Plate – ABC Splash:
http://splash.abc.net.au/res/teacher_res/3-paddock-plate.html
- Paddock to Plate Lesson Kit – Think Kind:
<http://www.thinkkind.org/paddock-to-plate-teachers-kit/>
- Discovery Dairy:
<http://www.dairy.edu.au/discoverdairy/topics/picasso-cows/from-farm-to-plate>

SYLLABUS LINKS

Living World

Outcomes

A student:

- observes, questions and collects data to communicate ideas Ste-1WS-S
- develops solutions to an identified need STE-2DP-T
- explores the characteristics, needs and uses of living things STE-3LW-ST

Skills Focus

Working Scientifically

Planning and conducting investigations

- make observations using senses through participation in guided scientific investigations record observations using drawings, simple digital recording methods, oral descriptions and/or simple visual representations
- work cooperatively with others to investigate ideas

Design and Production

Identifying and designing

- identify the technologies needed to achieve designed solutions

Content

Focus question: What do we notice about living things?

Students:

- recognise that living things have basic needs including air, food and water
- compare the basic needs of some plants and animals

Focus question: How can living things be used to meet our needs?

Students:

- recognise that plants and animals can be used as food, or materials (fibres) for clothing and shelter
- explore a range of foods obtained from plants and animals
- explore everyday items that are designed and produced from fibres sourced from plants and animals

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