

## **EDUCATOR NOTES:**

### What's happening in the habitat?

#### **Learning and Engagement Approach**

This activity is designed to engage young learners aged from 0 – 7 years.

This activity is intended to:

- facilitate an investigation
- increase awareness of habitats
- scaffold children to create wonderings about the animals they see and the places they find them.

#### **Safety Considerations**

- Check the weather before conducting any outdoors activity. If there is going to be extreme temperatures, storms or high wind, postpone the activity.
- Ensure that everyone is wearing closed shoes, hats, and sunscreen and has a water bottle handy.
- Keep any allergy plan information at hand and any associated allergy medication.
- As some invertebrates are venomous, model and explain how to handle them prior to children undertaking the activity.
- Do not use your hands to hold or move the animals, always use the paddle sticks and paint brushes to move them.

#### **Materials and References**

##### ***Resources for animal identification***

Museum Victoria has developed a free [National Field Guide app](#) for Android and Apple devices. There are eight apps available so choose one best suited to your location (NSW, ACT, VIC, SA, NT, QLD, WA & TAS).

Download the [Urban Wildlife app](#) for free to help you identify insects in your area.

[What are insects?](#) and [Bugwise fact sheets](#) from the Australian Museum.

[Explore bugs and insects](#) from Backyard Buddies.

#### **Site Suggestions**

Look for a variety of different habitats to explore. Remember that some animals like to hide most of the time and you may need to lift things and dig around a little to find them.

If you are looking under logs and rocks, remember to always put them back the way you found them.

The best places to look for animals such as bees, ladybugs and many other insects is in a sunny spot, with lots of flowers.

When looking for birds look up into the trees and nearby vegetation and keep your distance to minimise disturbing them.

### **Educator Tips**

#### ***Timing the investigation***

- Insects (especially bees and butterflies) are usually more active during the middle of the day, when the sun is shining and flowers are open.
- The time of day will determine the types of animals observed, e.g. nocturnal, crepuscular species may be sleeping or inactive during the day
- If you live in temperate regions these activities are best conducted from September to April, when more animals are readily visible.
- Bird species are more likely to be spotted by listening for with quiet observation and listening for sounds.

### **Aligning this Activity**

- [Getting the buzz on bees and other beneficial insects](#)

### **Extension Activities**

#### **Extension 1**

How might we know an animal is living in a habitat without seeing them? What traces might they leave behind?

#### **Extension 2**

What animals do you think would be in your area at different times of day?

### **Community Engagement**

Use [The National Landcare Directory](#) to find a community environmental 'care' group near you.

Look to the [Junior Landcare Community Page](#) for organisations to contact to help support your investigations.

Use this [Australian City Farms and Community Gardens Network map](#) to find a City Farm or Community Garden near you to get some ideas for your project.

## Curriculum and Framework Links

### SCIENCE

Foundation: [ACSSU002](#), [ACSIS011](#)

Year 1: [ACSSU211](#), [ACSIS025](#)

Year 2: [ACSSU030](#), [ACSSU038](#),

### CROSS CURRICULUM PRIORITY

[Sustainability](#)

### THE EARLY LEARNING YEARS FRAMEWORK

[Outcome 2](#)

### MY TIME OUR PLACE: FRAMEWORK FOR SCHOOL AGE CARE

[Outcome 2](#)