

# Schoolyard Safari and Invertebrates

## Field of Mars Reserve - Stage 1



School name:	Sample Public School
School phone:	9999 9999
Organising teacher - first name:	
Organising teacher - last name:	
Email:	
Mobile:	
Excursion:	Feathers, Fur and Phasmids at Field of Mars
Start time:	9.30am
Finish time:	2.15pm
1st date (refer to the booking calendar above):	
Approx student numbers:	
Number of classes:	2
Grades:	
2nd date (if required):	
Approx student numbers:	
Number of classes:	2
Grades:	

## Teacher checklist

**Location** – Field of Mars Reserve, western side of Pittwater Road, East Ryde.

**Bus access** - give supplied access information to driver. No bus entry into Field of Mars Reserve.

**Cost** - DOE \$16.00 per student, no GST. Non Gov School Cost: \$26 per student (GST free, minimum charge \$550)

**Bring** - essential items only: medications, food, water, sunblock, hat and raincoat in a small backpack.

Please also bring tote trays or boxes to transport your clay creations back to school (one tray per class).

**Clothing** - sports uniform recommended. Hats and sturdy closed shoes essential for all visitors.

**Please provide** - 2 tote trays for each class to transport your clay bugs back to school with you.

**Staffing** - classroom teachers will be involved in all activities including rugged bushwalking.

**Parent helpers** - welcome, no preschoolers. Closed shoes essential.

**Name tags** - reusable and pinned on.

**Extreme or wet weather** - may result in the excursion being modified, postponed or cancelled. This includes days predicted to be above 35°C, high winds, extreme bush fire danger and dust storms.  
Ph: 9816 1298

**Cancellations** - less than two weeks notice \$100. This does not apply to cancellations due to weather.

**Medical or special needs** - please notify EEC staff.

**Limited bin access** - all student waste will be taken home by students so 'nude food' containers are encouraged.

**Student welfare** - students will be outdoors most of the day walking along rugged terrain. It may not be suitable for students who have been recently unwell.

## Inquiry question

*Where do invertebrates live?*

## Learning activities

### Bushwalk

*Where do invertebrates live in the bush?*

On a bushwalk traversing a variety of environments students will observe the different places in the natural environment that invertebrates are found. Many invertebrate species will remain hidden during the walk so particular emphasis will be placed on looking for animal evidence such as tracks, scats and sounds.

### Build a bug

*What invertebrates live in the branches of shrubs?  
What external features help them survive?*

The session will be introduced with the picture book *The Ugly Bug*. Students will then work in small groups to undertake tree shake surveys that dislodge invertebrates from the foliage of shrubs for collection and observation. Students will use paper clay to create small clay models of invertebrates based on their observations of the collected invertebrates, embedded specimens and *The Ugly Bug* illustrations.

### Invertebrate investigation

*What invertebrates live in the leaf litter? What are the external features of leaf litter invertebrates?*

Students will work in small groups to search for and collect leaf litter invertebrates in the gardens surrounding the education centre. Collected specimens will then be examined using personal magnifiers and identified using ID charts. Some of the collected invertebrates will be magnified onto the IWB and features and adaptations explained to the students.

**Curriculum note:** This excursion is aligned with the language, learning models and experiences of the Primary Connections Stage 1 unit [Schoolyard Safari](#).

## Syllabus outcomes and content

### Science and technology K-6

ST1-10LW

Living things have a variety of external features.

- 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

ST1-11LW

Living things live in different places where their needs are met.

- observe the different places in a local land or aquatic environment where living things can be found, eg a schoolyard, pond, beach or bush
- explore the needs of a plant or animal in its environment
- describe how some different places in a local land or aquatic environment provide for the needs of the animals or plants that live there

### Other syllabus links

Learning experiences will also support but not explicitly teach the following outcomes and content:

### Geography K-6

GE1-1, GE1-3

Features of places

Students:

- investigate features of places and how they can be cared for, for example: (ACHGK005)
- description of the natural and human features of places
- consideration of how a place can be cared for

### Science and Technology K-6

ST1-4WS

- investigates questions and predictions by collecting and recording data, sharing and reflecting on their experiences and comparing what they and others know