



# Early Stage 1 – Science Bush Picnic

Girrakool Picnic Area, Brisbane Water National Park

**Key question:** *What do living things need to survive?*

## Program Overview

This program is especially designed for Kindy and begins with a special invitation to attend a bush picnic at Girrakool Picnic Area. Students will participate in a variety of fun games and senses activities that will enhance their understanding of

the needs of living things and how to care for the environment. They will then use all of their five senses in a bush walk through Brisbane Water National Park.

## Learning Experiences & Content

### Introduction Game

Using their own Australian soft toy animals, students will be involved in a discussion about animals that live in Brisbane Water National Park. They will also explore the basic needs of living things to understand P.A.W.S (Plants for food, Air, Water, Shelter) and play a tag game to reinforce concepts.

### Bushwalk through the Forest

While walking through Brisbane Water National Park students will use their five senses to explore the needs of living things. They will match colour cards to the bush, explore colours and types of plants, listen to sounds, feel textures and explore the smells of the bush. They will also identify any features of P.A.W.S. in the context of the national park and learn some Aboriginal uses of plants. During the spring a variety of wildflowers are in abundance in the national park which enhances the learning experience for students.



playing a traditional Aboriginal game with an environmental message.

### Activities & Games

These will vary according to each excursion, but may include: designing an animal shelter, using magnifying glasses to better observe surroundings, exploring animal camouflage and shelters, creating leaf and bark rubbings, predicting the contents of feely bags and

### Bush Picnic – optional

After the bush walk, students discover their lunches and soft toys are missing! Students will discover their soft toy animals are already eating their lunch on a pre set up picnic cloth.

*\* Teacher and parent assistance will be required and gratefully appreciated in this secret set up.*



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## Outcomes

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A Student:

- \* **STe-1WS-S** observes, questions and collects data to communicate ideas
- \* **STe-2DP-T** develops solutions to an identified need

- \* **STe-3LW-ST** explores the characteristics, needs and uses of living things

### Skills Focus

#### Working Scientifically

##### Planning and conducting investigations

- \* make observations using senses
- \* record observations (**ACIS011**)
- \* work cooperatively with others

#### Design and Production

##### Identifying and defining

- \* identify and describe needs or opportunities for designing an animal shelter
- \* identify the technologies needed to achieve designed solutions (**ACTDEP005**)

### Content

#### Characteristics and basic needs of living things



Students:

- \* recognise that living things have basic needs including air, food and water (**ACSSU002**)
- \* compare the basic needs of some plants and animals
- \* participate in guided investigations to identify living things and the external features of plants and animals in the local environment
- \* communicate findings of observations of living things in their environment

This program also supports:

#### **ES1 geography**

A student:

- **GEe-1** identifies places and develops an understanding of the importance of places to people
- **GEe-2** communicates geographical information and uses geographical tools