

Living habitats



SmartSteps[®]
FOR PRIMARY SCHOOLS

AusVELS: Level 1

Places have distinctive features – Geography concepts: Place, Space, Environment

Science Understanding – Biological sciences (ACSSU211)

Science as a Human Endeavour – Nature and development of science (ACSHE021)



Suggested time

Before we go: 50 minutes

Walk: 50 minutes

When we get back: 50 minutes



Key learning outcomes

Students will be able to:

- identify different habitats in the local environment
- recognise that different living things live in different habitats
- recognise that changes to a living thing's habitat will impact on their survival

Lesson

Before we go



- Ask students to think about the different places in which living things live.
- Show a picture reference (see Resources) to guide students in a discussion about different environments and what living things may live there. Encourage students to justify their reason for thinking a particular living thing may live in that environment (e.g. type of vegetation, need to be near or in water). Use the scientific word 'habitat' to describe the environment of a living thing.
- Display a range of picture reference materials for students to use to find an example of a habitat. Students share with and explain their ideas to the class.
- Ask students to name some living things that could be in different parts of the school ground, and list the responses. Extend the discussion to thinking about specific environments in the local area such as the beach, bush or local park.
- Explain to students that they will be going for a walk around the local area to look at different habitats and to observe living things in those habitats.
- Make it clear to students that, on the walk, they will observe using their eyes only and will not be required to touch or pick up living things.

Out and about

- As students observe different habitats, ask them about the features of the habitat and the type of living things they observe living there. Encourage them to think about how that living thing uses the habitat. Examples of living things students may observe are plants, animals (such as birds, insects and spiders) and fungi.
- Encourage students to take a 'photo' in their mind of a living thing they have observed in the habitat, to record when they return to the classroom.
- **Teacher note:** You may wish to collect some foliage for the students to use in the class diorama when they return to the classroom.

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When we get back

- Students draw a picture of their ‘mind photo’ of a living thing they observed in its habitat.
- Students create a class diorama of their observed habitats using a range of supplied materials (see Resources).
- Each student cuts out their picture of a living thing and places it in the diorama. As they do so, they explain what they noticed about the living thing in the habitat.
- Ask students to think about what would happen if the habitat in the diorama changed.
- As a class, create discussion questions about living things, habitats and different environments.
- » Write or type questions on individual cards to be used as a ‘lucky dip’ discussion question for small groups.
- » Students select a question card and discuss it in their group.
- » Students may take a question home to discuss with their family.

Resources

- picture reference materials (e.g. magazines, picture books, photos on an interactive whiteboard or tablets) that illustrate different environments (e.g. urban, bush, marine, river, parkland)
- range of diorama materials for habitats, for example a solid cardboard base, boxes and blocks (to represent buildings), coloured paper, fabric and foliage
- tongs (teacher only) (optional)
- plastic bag (teacher only) (optional)

Suggested assessment

Assess student’s ability to:

- recognise that living things live in different places
- recognise different habitats in the local environment
- recognise consequences for living things if changes occur in their habitat

Further connections

Students and their families could:

- identify different habitats they have seen on holiday or when visiting family and friends
- discuss a class discussion question
- complete a [Smart Steps: for Families – Activity Sheet](#) at home

AusVELS Level 1

Strand	Sub-strand	Elaboration
Geography	Geographic knowledge and understanding The natural, managed and constructed features of places, their location, how they change and how they can be cared for (ACHGK005)	<ul style="list-style-type: none"> • using observations to identify and describe the natural features (for example, hills, rivers, native vegetation), managed features (for example, farms, parks, gardens, plantation forests) and constructed features (for example, roads, buildings) of the local place, and locating them on a map.
	Geography inquiry and skills Collect geographical data and information, for example, by observing, by interviewing, or from sources such as photographs, plans, satellite images, story books and films (ACHGS008)	<ul style="list-style-type: none"> • using geographical tools, for example, photographs taken from the air or a digital application such as Google Earth, to identify and describe a range of places from those with largely natural features to those with largely constructed features.
Science Understanding	Biological sciences Living things live in different places where their needs are met (ACSSU211)	<ul style="list-style-type: none"> • exploring different habitats in the local environment such as the beach, bush and backyard • recognising that different living things live in different places such as land and water • exploring what happens when habitats change and some living things can no longer have their needs met
Science as a Human Endeavour	Nature and development of science Science involves asking questions about, and describing changes in, objects and events (ACSHE021)	<ul style="list-style-type: none"> • jointly constructing questions about the events and features of the local environment with teacher guidance