

ITINERARY

Year 5: Adapt to Survive



As a Junior Scientist I will

- Identify structural features and adaptations of plants that help them survive in the Australian environment
- Discuss Aboriginal Peoples' use of the grass tree
- Use equipment and materials safely to collect and examine live invertebrates
- Identify structural features and adaptations of animals that help them to survive in their habitat
- Design an animal, choosing structural features that will help it survive in a specific environment

Time	Activity	
9.30 - 9.40 (10 mins)	Introduction to staff, program and facilities	
9.40 - 9.50 (10 mins)	Meet the Teacher in role	
9.50 - 10.05 (15 mins)	Discussion: What do we know about adaptations? Group work: Identify structural, behavioural and physiological adaptations of two invertebrates	
10.05 - 10.30 (25 mins)	Leaf adaptations: Identify structural adaptations of leaves to determine if they are better suited for a wet or dry environment, complete leaf rubbings/sketch	
10.30 - 11.00 (30 mins)	FIRST BREAK	
11.00 - 11.55 (55 mins)	Science skills: Where to find invertebrates Use of equipment/safety considerations Forest study: Invertebrate collection Sketch: Identify adaptations of a grass tree, complete a sketch	11.00 - 11.55 (55 mins) Science skills: Where to find invertebrates Use of equipment/safety considerations Forest study: Invertebrate collection Sketch: Identify adaptations of a grass tree, complete a sketch
11.55—12.10 (15 mins)	Firesticks: Use fire sticks Soap leaves: Crush soap leaves	11.55 - 12.25 (30 mins) Microscope: Examination of live invertebrates, adaptations for survival
12.10 - 12.40 (30 mins)	Microscope: Examination of live invertebrates, adaptations for survival	12.25—12.40 (15 mins) Firesticks: Use fire sticks Soap leaves: Crush soap leaves
12.40 - 1.10 (30 mins)	SECOND BREAK	
1.10 - 1.30 (20 mins)	Adaptation Investigation: Investigate Toohey Forest animals and their adaptations	
1.30 - 2.00 (30 mins)	Creature feature: Design a creature with adaptations that are suitable for survival in a prescribed environment	
2.00—2.10 (10 mins)	Teacher in role returns	
2.10 - 2.25 (15 mins)	Live animal display: Experience live animals and discuss their specific adaptations	
2.25 - 2.30 (5 mins)	Farewell and depart	

Students will need:

- covered footwear
- sun safe clothing and hat
- long pants recommended
- sunscreen and insect repellent **already applied**
- water bottle
- morning tea and lunch

Litter free lunch

We encourage students and staff to pack a litter free lunch that contains no throwaway packaging. Everything in it can be reused, composted or recycled. Food should be in reusable containers rather than disposable plastic wrap and drinks in refillable bottles. Pre-packaged food is discouraged.