

Level 1 Pre-visit Activities

1. Activity: [Pre-assessment activity] **Experience Chart** - Make an experience chart to discuss what students know about the Ballarat Wildlife Park, what they might see and what they might learn. Save this chart for discussion after the trip.

Domain: English

AusVELS Link: Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions ([ACELY1656](#))

Domain: Science

AusVELS Link: Science Inquiry Skills/ Communicating

Respond to and pose questions, and make predictions about familiar objects and events ([AC SIS024](#))

Resources:

I.E

What you know...	What you might see...	What you might learn...

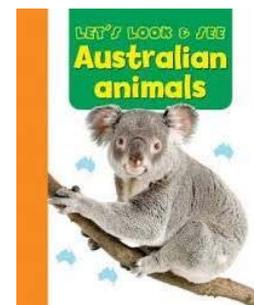
2. Activity: [tuning in activity to Wildlife Park animals] - **Do as I say (Answers, 2014):** In this activity, students work in pairs. Student A makes a noise or completes an action of any animal they think would be at the Ballarat Wildlife Park, for example student A begins hopping on the spot. Student B is required to guess what animal their partner is acting out. Each pair can present their skit to the class and the class can comment on whether or not the message they heard was the same as the message they saw? This activity may take some scaffolding. Students can be provided with a card with a picture of a Ballarat Wildlife Park animal. They can use this to assist in developing an emotive phrase/ action. The picture book *Let's look and see Australian Animals* [board book] may be looked at in order to 'build up the field of knowledge'. The board book has a soft- to- touch feature and encourages children to talk and learn about the variety of wild animals that live in Australia.

Domain: English - Literacy

AusVELS Link: Explore different ways of expressing emotions including verbal, visual, body language and facial expressions ([ACELA1787](#))

Resources:

- o **Appendix 1.1** provides pre designed cards for scaffolding students.



3. Activity: [tuning in activity to Wildlife Park animals] - **Simon Says:** Have a spare minute that you don't want to waste? *Simon says* is an activity that requires students to listen carefully and only obey an order when it begins with 'Simon says', however it can also be used to introduce animals students may see during their trip to the Ballarat Wildlife Park. Commands without 'Simon says' means do not complete this action. The game is traditionally played with physical actions but can be also done using drawing (I.E. Simon says draw a kangaroo). This action or drawing needs to be attempted. The quality of this action or drawing is irrelevant. A variation to this listening activity could potentially be having two or more instructions for each command (I.E. Simon says, hop twice). For special needs and ESL students following more than one instruction may be difficult.

Domain: English - Literacy

AusVELS Link: Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions ([ACELY1666](#))

Resources:

- o [Appendix 1.2](#) provides a copy of possible 'Simon says' instructions based on animals from the Ballarat Wildlife Park.

Level 1 Excursion Activities

1. Activity: **Senses** - This activity is to done throughout the day. It involves students using their five senses to communicate a range of thoughts and feelings. Firstly have students sit in the open field of the Ballarat Wildlife Park. Ensure they are quiet so that the activity works for everyone. Begin it by having students close their eyes. Once students have closed their eyes ask them to listen to everything they can hear. Have students open their eyes and report on what they have heard?

The second part involves them having a chance to touch different animals/ feed the kangaroos. Have students report on what they touched, how it felt and what they saw (different characteristics). *this can be done in conjunction with the 20 minute feeding of the kangaroos.

The third part involves students reflecting on everything they heard when exploring the natural environment.

Domain: Communication

AusVELS Link: As students work towards the achievement of Level 6 standards in Communication, they practice the skills of being attentive listeners and viewers in pairs, small groups and as a whole class.

2. Activity: **Feeding a Kangaroo** - Allow at least 20 minutes time for students to experience feeding the kangaroos. Prior to sending students away prompt the conversation about different characteristics. The idea of this is to encourage students to see every living thing as unique. Scaffold thinking through questions (i.e. do you think every kangaroo is the same? What different characteristics might you see?). After students have spent 20 minutes wondering around and feeding all the kangaroos ask them about their experience then and there. This will make the experience real. Prompt more questions (i.e. was every kangaroo you fed the same? If no, what was different? Did you have time to feed a big, small, sitting, standing kangaroo? What about a Joey?)

Domain: Humanities

AusVELS Link: Students learn to identify and name physical features and distinguish them on the basis of variables, including size (scale/height/distribution) and colour.

Resources:

- Kangaroo Food

3. Activity: **Create your own native animal** - Using sticks, leaves, rocks and any other piece of the natural environment on the ground. Have students think about the animals they have previously seen at the Ballarat Wildlife Park. Explain to students to use their imagination but they can steal different characteristics of different animals to create their own one.

Extension: Have students think about the habitat and the food their animal may eat. Give students an example of an animal you have made. (i.e. has wings, big eyes). Go on to explain that your animal's big eyes are important in helping them catch prey and their wings help them create their habitat in trees.

Domain: Science

AusVELS Link: Living things have a variety of external features ([ACSSU017](#)) & Living things live in different places where their needs are met ([ACSSU211](#))

Resources:

- Sticks, rocks or any other piece of the natural environment which lies on the ground
- Glue
- Scissors