

Overview – Through role play students engage with rainforest habitats and the animals that call them home. Students use glove puppets and costumes to explore the basic needs of Asian animal species and threats to their survival.

Lesson Logistics – This lesson involves a small amount of movement and role play. It will take place in one of our indoor education experience spaces. Unless individual students require support you are most welcome to use this time to give your adult leaders a break as long as you have at least one member of staff with the group. If adult leaders would like to stay for the session and we have the room, they are most welcome.

Duration – 45 minutes

Conservation Message – Protecting trees makes sure that forests remain magical places for animals and people to share.



White-cheeked Gibbon
Nomascus leucogenys

Links to the Australian Curriculum

Science	Science Understanding Biological Science	Science as a Human Endeavour	Science Inquiry Skills
Year 1	Living things live in different places where their needs are met (ACSSU211).	People use science in their daily lives, including when caring for their environment and living things (ACSHE022).	Represent and communicate observations and ideas in a variety of ways such as oral and written language, drawing and role play (AC SIS029).
Year 2		People use science in their daily lives, including when caring for their environment and living things (ACSHE035).	Represent and communicate observations and ideas in a variety of ways (AC SIS042).
Year 3		Science knowledge helps people to understand the effect of their actions (ACSHE051).	

Geography Content Descriptors

Year 1	<u>Geographical inquiry skills</u> (observing, questioning and planning): Pose questions about familiar and unfamiliar places (ACHGS007).
Year 2	<u>Geographical inquiry skills</u> (observing, questioning and planning): Pose geographical questions about familiar and unfamiliar places (ACHGS013).
Year 3	<u>Geographical Knowledge and Understanding</u> : The similarities and differences in individuals' and groups' feelings and perceptions about places, and how they influence views about the protection of these places (ACHGK018).

	Sustainability – Organising ideas – Systems
OI.2	All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.
OI.3	Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.
	Sustainability – Organising ideas – Futures
OI.7	Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.
OI.9	Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.



Before Your Zoo Visit

It would be useful to consider the following topics prior to your *Magic Forest* Zoo Education Experience:

Basic Needs – Explore the basic needs of living things (food, water, shelter).

Inter-relationships in Natural Systems – Examine the elements of the natural world including living (animals, plants and people) and non-living things (leaf litter, logs, rocks) and their relationship with each other.

Caring for the environment and understanding the effect of actions – Explore how humans interact with the natural world.



Nepalese Red Panda

Ailurus fulgens

Be sure to visit the Perth Zoo website for the most up-to-date student activities to support your Education Experience. Follow the link to <https://perthzoo.wa.gov.au/schools/kindy-year-3>. Feel free to photocopy these for your visit to the Zoo. It is a great idea to bring along a camera for the day so you have images that you can use for activities when you return to school.

Back at School

The *Magic Forest* experience explores the basic needs of Asian animal species and threats to their survival. To offer your students an opportunity to elaborate on their experience, you might like to explore the following with your class:

Immersion – Provide as many practical, hands-on experiences for your students as possible. Consider art experiences such as bark rubbings and plaster moulds of animal tracks.

Nature Scavenger Hunt – Using egg cartons have your students collect 12 interesting natural objects (e.g. Collect an object that is: fuzzy, rough, jagged, pink, smooth, or has been eaten etc).

Explore through Literature – Exploring new things through literature is always a great way to learn.

Playground Planting – Relate your Asian rainforest conservation message to plants and animals a bit closer to home. Planting native habitat in your school grounds is a rewarding and an enjoyable experience for all ages. An outdoor classroom can be integrated into all learning areas and using local native plants will provide food and habitat for many local native animal species. Refer to the Reptile Garden downloadable resource sheet on the Perth Zoo website. This is located at <https://perthzoo.wa.gov.au/schools/classroom-resources>.

Animal Fact File - Create information packs about Asian animals and maybe even adopt an animal as a class!

