



## Teaching resources

### Year 3/4 : Creature Features

#### Dear teacher,

Thank you for choosing to visit Zoodoo with your class. It is Zoodoo's mission to cultivate and promote environmental awareness and sustainable practices in young people. We believe that understanding more about animal features will enable students to show greater appreciation for animals, their exceptional diversity, as well as their vulnerability to threats that involve the destruction of animals' basic needs in the environment.

This *curriculum-aligned* teaching resource is structured as a three-lesson sequence which will build students' curiosity and understanding through inquiry-based, creative and enjoyable activities. Accommodations for differentiated teaching are also made.

#### There are three parts to this package:

- Teacher information for all phases of the experience (this document)
- Behavioural guidelines (access them on the main school excursion web page)
- Printable worksheets for Zoodoo visit and final task (separate documents)

#### The 'Creature Features' lesson sequence is structured as follows:

- Preparatory lesson (classroom)** – students revisit prior knowledge about animals' needs and the link to adaptations and are prepared for their Zoodoo visit.
- Zoodoo visit** – students observe body parts and social behaviour of birds and mammals and answer a series of inquiry questions. **This experience is educator-led.**
- Concluding lesson (classroom)** – students recall their knowledge and will use it to produce drawings, and descriptions.

*With consent of the students, Zoodoo would like to display some work samples on-site. The 'Lesson 3' section includes further details.*

Learning outcomes of Zoodoo experience	
<b>Australian Curriculum</b> Content descriptors (Y3)	Main curriculum outcome: <a href="#">ACSSU044</a> Recalling prior knowledge in lesson 1 relates to <a href="#">ACSSU017</a> & <a href="#">ACSSU211</a>
<b>General capabilities</b>	Critical and creative thinking, literacy, (ICT)
<b>Cross-curriculum priorities</b>	Sustainability (Activity 5)
<b>UDL provisions</b>	Most tasks allow for multiple modes of interaction (speaking, pointing, using electronic interfaces to record / decode information, writing, reading). Students choose how they want to record their observations and how they will approach the final task.
<b>Other skills enhanced</b>	Communication (verbal, written, social), drawing