

# Wild Explorers

## Learning Intent

The Wild Explorers program has been designed to develop curiosity and awe in young children, providing them with numerous ways to investigate nature and living things. Wild Explorers encourages students to emotionally connect with, care about, respect and discover;

### What makes animals special?

This occurs through play-based and student-directed exploratory learning, educator-guided investigations and inquiry-based activities.

Wild Explorers is designed to build on students' independent, collaborative, observational and sensory skills, provide choices and support their learning at school. Students can become Wild Explorers for the day, investigating the wonders of wildlife through the rich, immersive environment of Melbourne Zoo. During educator-guided and student-directed experiences, students are encouraged to look up, look down, look all around, pausing to enable them to become aware of wildlife and their surroundings whilst unlocking 'animal secrets' when exploring our purpose built Early Childhood precinct, **Growing Wild**, and the broader Zoo environment.

Our Zoo educators are all qualified teachers, they value the supporting role of visiting teachers, school support staff and parent helpers in assisting to facilitate student learning throughout the day and beyond the zoo visit.

### The Wild Explorers Program is linked to the following learning frameworks

Victorian Curriculum- Science, Critical and Creative Thinking, Personal and Social Capability, Ethical Capability, Humanities (Geography), English  
EYLDF - Belonging, Wellbeing, Identity, Community

### Wild Explorers Guiding Principles

- Inquiry & play-based learning
- Respect & care for nature
- Compassion & empathy
- Values education and the activation of Universalism\*
- Interspecies connections & interdependence
- Optimism & hope
- Critical, creative & ethical thinking
- Sustainability & conservation

\* *Universalism is the understanding, appreciation, tolerance & protection for the welfare of all people and for nature. Our focus is protecting the environment & unity with nature*



The Melbourne Zoo Learning Experiences Team, respectfully acknowledges the Wurundjeri People, the Traditional Custodians of the land on which we work, live and learn. We recognise their continuing connection to land, water and wildlife and pay respect to Elders past, present and emerging.





## Inquiry Learning

Wild Explorers has been designed to support your unit of inquiry or integrated curriculum. You can use your zoo experience as part of your tuning in, finding out, sorting out and/or drawing conclusions stages of your inquiry. Your excursion might inspire your students to take action back at school or in their local communities, to help save animals and their habitats: recycling, planting native grasses and plants, creating a frog bog or switching to recycled toilet paper.

The inquiry questions posed for the excursion experience are

### **What makes animals special?**

*(external features, lifecycles, family life, role in their habitat, rare, culturally important)*

### **How can we care for animals and their habitats?**

*(protection of their habitat, promoting respectful relationships with nature)*

Student challenge for the excursion experience:

### **Are you ready to be a Wild Explorer?**

## Wild Explorers offers students the following opportunities throughout the day

- Connect with an animal through an encounter and educator-guided discussions in the Growing Wild Indoor Learning Space
- Gather information about animal features, habitats and lifecycles in the multi-sensory Growing Wild Outdoor Discovery Space

## Teacher Support

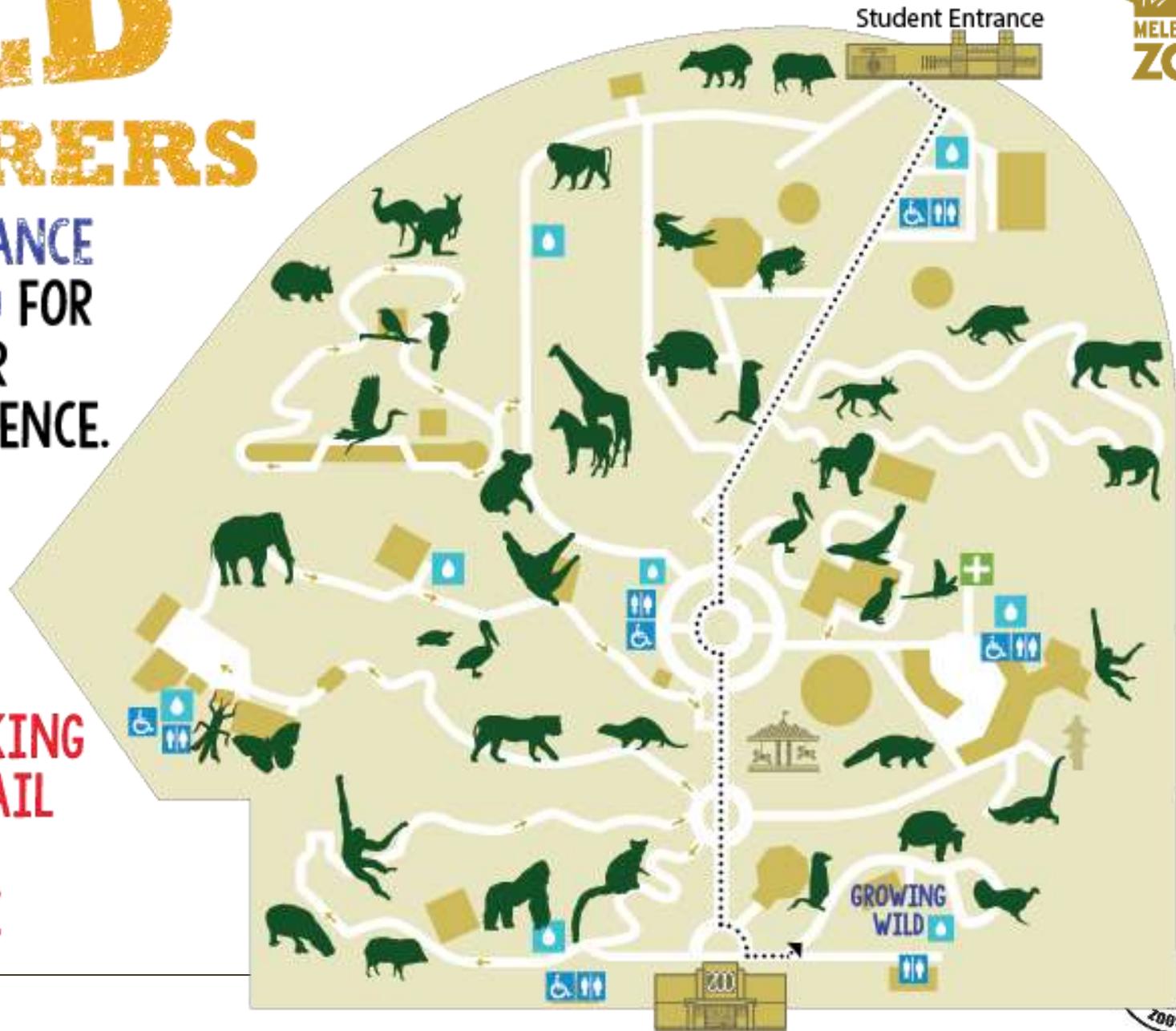
- Wild Explorers Reading & Viewing List
- Pre and post excursion learning activities
- Post excursion reflection of learning activities



# WILD EXPLORERS

MEET AT THE ENTRANCE  
TO GROWING WILD FOR  
YOUR EDUCATOR  
FACILITATED EXPERIENCE.

REFER TO YOUR BOOKING  
CONFIRMATION EMAIL  
FOR YOUR  
ALLOCATED TIME



# Pre Excursion Ideas

## Bare Necessities

Living things inhabit different places where their basic needs such as clean water, air, food and shelter need to be met if they are to survive. Create a Venn diagram to compare and contrast the needs of humans and one of our special zoo animals. Students can investigate some of our zoo animals or choose their own. Encourage students to share their understandings with a peer

### Eastern Barred Bandicoot



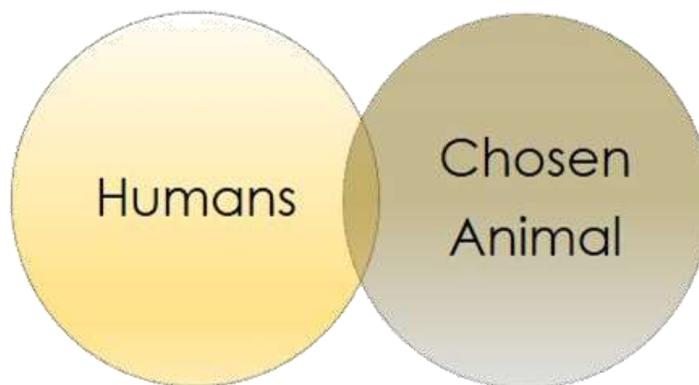
### Southern Corroboree Frog



### Australian Fur Seals



### Lord Howe Island Stick Insect



### Platypus



### Tasmanian Devil



### Orange-bellied Parrot



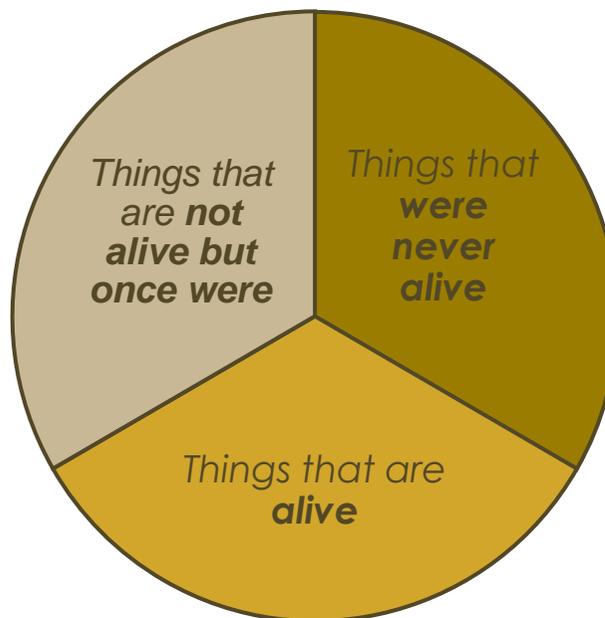
**Science Understanding: Biological sciences** - Living things have a variety of external features & live in different places where their basic needs, including food, water & shelter, are met (VCSSU042)

**Science Inquiry Skill: Analysing and evaluating** - Compare observations & predictions with those of others (VCSIS054)

**Critical and Creative Thinking: Reasoning** - Compare and contrast information and ideas in own and others reasoning (VCCCTR005)

## Staying Alive

Take digital photographs when visiting Melbourne Zoo. Upon returning to school, group things according to whether they are living or non-living. Students can discuss with their peers, graph, draw or model their understanding. Examine the common features of things that are alive.



**Living Things:** reproduce, respire (release energy from food), use energy, excrete, grow, move, sense, and respond.

**Science Understanding: Biological sciences** - Living things have a variety of external features & live in different places where their basic needs, including food, water & shelter, are met (VCSSU042) Living things grow, change & have offspring similar to themselves (VCSSU043)  
**Science Inquiry Skills: Recording and processing** - Use a range of methods, including drawings & provided tables, to sort information (VCSIS053)  
**Analysing and evaluating** - Compare observations & predictions with those of others (VCSIS054)  
**Critical and Creative Thinking: Reasoning** - Compare and contrast information and ideas in own and others reasoning (VCCCTR005)

## Finding Out More

Choose one of our special zoo animals to investigate. Go to <http://www.zoo.org.au/animals> to gather further information



Philippine Crocodile



Regent Honeyeater



Southern Hairy-nosed Wombat



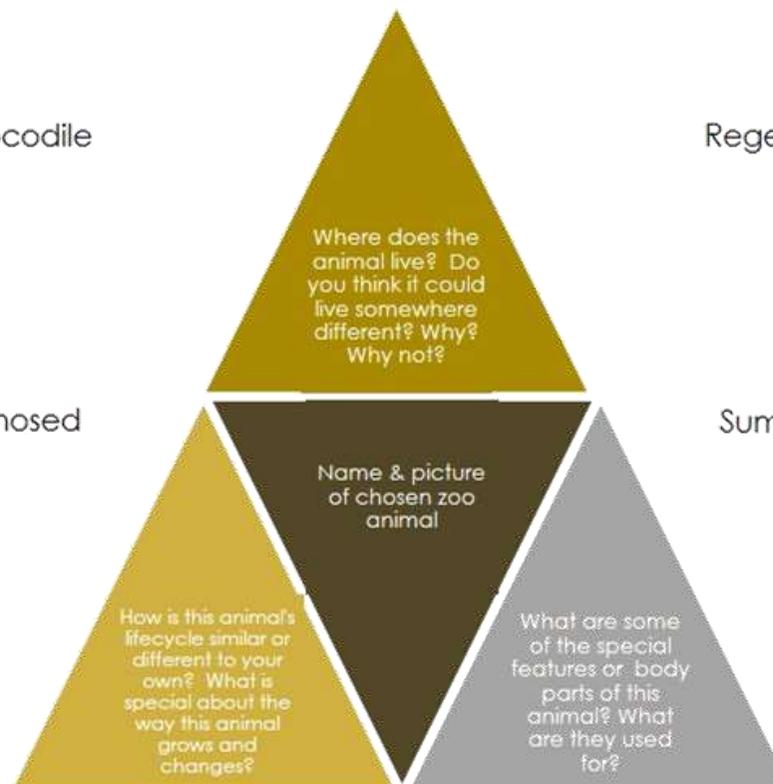
Sumatran Tiger



Little Penguin



Baw Baw Frog



**Science Understanding: Biological sciences** - Living things have a variety of external features & live in different places where their basic needs, including food, water & shelter, are met (VCSSU042)

Living things grow, change & have offspring similar to themselves (VCSSU043)

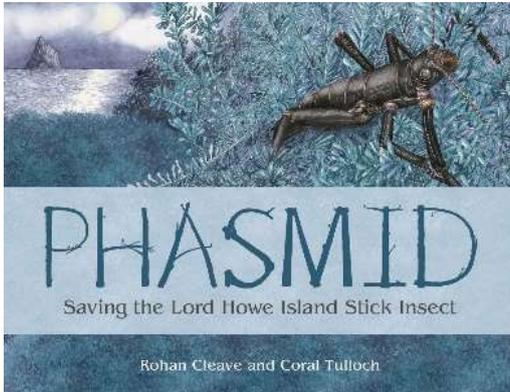
**Critical and Creative Thinking: Questions & Possibilities**- Make simple modifications to known ideas and routine solutions to generate some different ideas and possibilities (VCCCTQ003)



## Phasmid Fun

Read “Phasmid: Saving the Lord Howe Island Stick Insect” by Rohan Cleave and Coral Tulloch.

Explore the text further with the following questions:



- 🦋 As the Lord Howe Island Stick Insect grows its colour changes. How might this help the insect survive in their natural habitat?
- 🦋 How do the needs of the Lord Howe Island Stick Insect change over their lifecycle? Stages of the LHISI lifecycle: Eggs, Nymphs (babies), Young, Sub-adults & Adults
- 🦋 What makes the phasmid special? How might we save it?
- 🦋 What happens when habitats change? What might cause a habitat to change? How can animals adapt to these changes?

For further notes and activities go to;

[http://www.publish.csiro.au/samples/Phasmid\\_TeachersNotes\\_FINAL.PDF](http://www.publish.csiro.au/samples/Phasmid_TeachersNotes_FINAL.PDF)

## Act Wild for the Lord Howe Island Stick Insect

<https://vimeo.com/107557797>

Watch the above vimeo clip then invite students to respond by choosing an activity from the Multiple Intelligence Grid.

<b>Verbal/Linguistic</b>	<b>Retell the unbelievable survival story of the LHISI to an audience of one or more people</b>
<b>Logical/Mathematical</b>	List the possible ways the LHISI came to be on Balls Pyramid
<b>Visual/Spatial</b>	Draw the story of the LHISI
<b>Musical</b>	Create an alternative soundtrack to the LHISI hatching video
<b>Bodily/Kinaesthetic</b>	Act out the lifecycle of the LHISI. Be sure to identify all key stages shown in the video
<b>Interpersonal</b>	Describe how you would work with others to return the LHISI to their island home
<b>Intrapersonal</b>	Imagine a positive future for the LHISI and share
<b>Naturalistic</b>	Find connections between the LHISI and another special zoo animal

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**Critical and Creative Thinking: Questions & Possibilities**- Make simple modifications to known ideas and routine solutions to generate some different ideas and possibilities (VCCCTQ003)

**English:** Creating literature- Retell familiar literary texts through performance, use of illustrations and images (VCELT159)

**Drama:** Present & Perform- Present drama that communicates ideas and stories (VCADRP019)

**Media Arts:** Explore & represent ideas- Explore ideas characters and settings in images, sounds and multi-modal texts (VCAMAE017)

## Life Cycles

Read “**The Little Corroboree Frog**” by Tracey Holton-Ramirez and Angela Ramirez. Recreate the lifecycle of the Corroboree Frog using the text as a guide.

Animals do different, amazing things to survive the changes in the seasons. Investigate other ways that changes in weather might affect animals. e.g. hibernation/aestivation, migration, moulting, growing thicker fur, storing food/fat, mating/nesting.



### How is the Corroboree Frog’s lifecycle connected to the seasons?

The Wurrundjeri people of Greater Melbourne recognise six seasons for our climate rather than the four we traditionally use. Encourage your students to investigate further.



**Geographical Knowledge: Geography;** Weather and seasons and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander peoples, describe them (VCGGK067).  
**Science Understanding: Biological sciences;** Living things have a variety of external features & live in different places where their basic needs, including food, water & shelter, are met (VCSSU042). Living things grow, change & have offspring similar to themselves (VCSSU043).  
**Earth and space sciences;** Observable changes occur in the sky and landscape; daily & seasonal changes affect everyday life (VCSSU046).

## Exploring Habitats

Guide students to use their senses to explore a nearby habitat, ensuring safety considerations are discussed. Predict what signs of animal life you might observe before going out into the field. When out in the field challenge students to find evidence of animals living in the environment E.g. tracks, scats, aromas, bones, feathers, burrows, nests, food scraps. Encourage students to compare their predictions & observations with their peers in a small group, pre and post field work.



**Science Understanding: Biological sciences** - Living things have a variety of external features & live in different places where their basic needs, including food, water & shelter, are met (VCSSU042).

**Science Inquiry Skills: Planning & conducting** - Participate in guided investigations, including making observations using the senses, to explore & answer questions (VCSIS051).

**Analysing and evaluating** - Compare observations & predictions with those of others (VCSIS054).

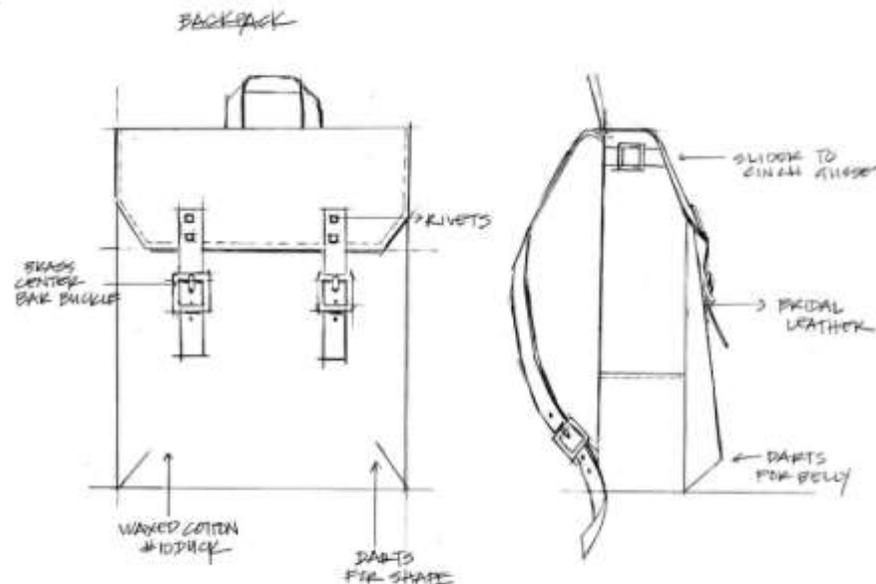
**Geographical Concepts: Skills and Data and Information-** Collect and record geographical data and information from the field and other sources (VCGGC060)

# POST EXCURSION IDEAS

## Design a Wild Explorers Pack

Students *reflect* on the skills required to be a Wild Explorer post excursion through a design activity.

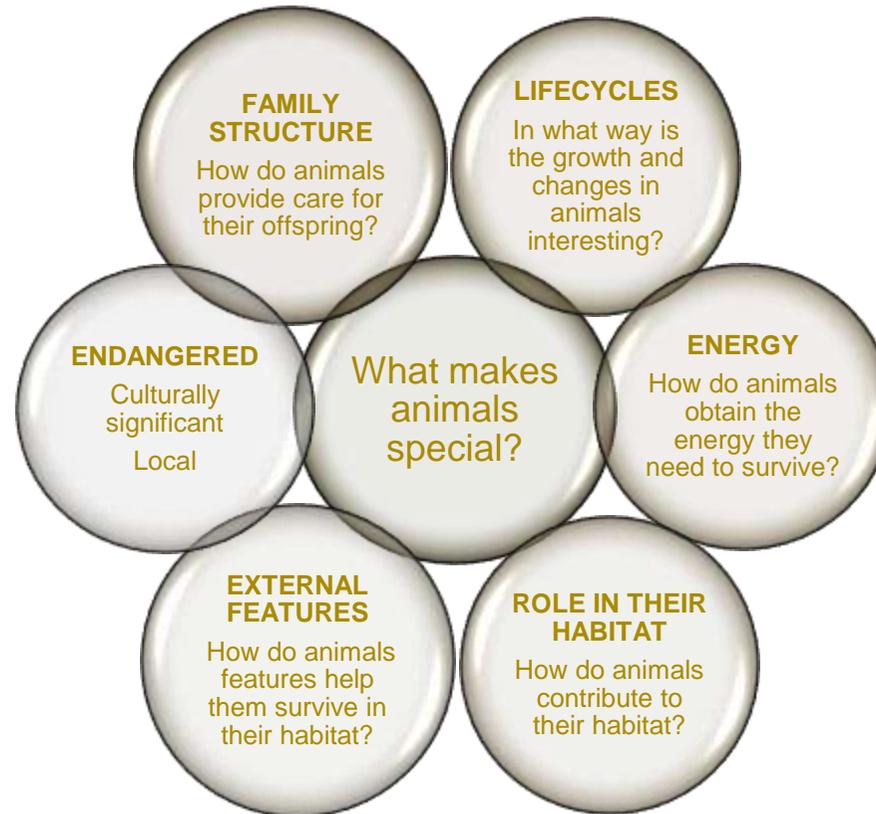
- What tools could you pack for exploring nature and wildlife?
- How might you use these tools?



**Science Inquiry Skills: Planning & conducting** - Participate in guided investigations, including making observations using the senses, to explore & answer questions (VCSIS051) **Recording and processing** - Use a range of methods, including drawings & provided tables, to sort information (VCSIS053) **Design and Technologies: Creating Design Solutions - Generating-** Visualise, generate, and communicate design ideas through describing, drawing and modelling (VCDSCD019) **Materials and technologies specialisations-** Explore the characteristics and properties of materials and components that are used to create designed solutions (VCDSTC017)

## Special Species

Students *reflect* on the challenge question: **What makes animals special?** Undertake a brainstorm which may include, but is not limited to, the following subheadings:



Conclude with a **Think-Pair-Share** to encourage students to share their understandings with a peer or small group.

**Science Understanding: Biological sciences** - Living things have a variety of external features & live in different places where their basic needs, including food, water & shelter, are met (VCSSU042) Living things grow, change & have offspring similar to themselves (VCSSU043)

**Science Inquiry Skills: Analysing and evaluating** - Compare observations & predictions with those of others (VCSIS054)

**Recording and processing** - Use a range of methods, including drawings & provided tables, to sort information (VCSIS053)

**Planning & conducting** - Participate in guided investigations, including making observations using the senses, to explore & answer questions (VCSIS051)

## Care, Share and Respect

Students reflect on the challenge question: How can we care for animals and their habitats? The brainstorm may include, but is not limited to, the following ideas. Conclude with a Think-Pair-Share to encourage students to share their understandings with a peer.



**Science Understanding: Science as a human endeavour** - People use science in their daily lives (VCSSU041)

**Biological sciences** - Living things have a variety of external features & live in different places where their basic needs, including food, water & shelter, are met (VCSSU042) **Science Inquiry Skills: Analysing and evaluating** - Compare observations & predictions with those of others (VCSIS054)

Recording and processing - Use a range of methods, including drawings & provided tables, to sort information (VCSIS053)

**Critical and Creative Thinking: Reasoning** - Compare and contrast information and ideas in own and others reasoning (VCCCTR005)

**Ethical Capability: Decision Making and Actions** - Explore the types of acts of considered right & those often considered wrong & the reasons why they are considered so (VCECD002)



## Take Action Now

Students **reflect** on their day as Wild Explorers post excursion through a **group discussion** activity. The following questions can be used to promote discussion and reflect on the students' learning.

### What?

- recounting details of the experience
- descriptive
- facts, what happened, with whom at the zoo

### So what?

- critical thinking
- shift from descriptive to interpretive
- meaning of zoo experience for each student
- feelings involved, what they learnt about 'what makes animals special?'
- what questions or puzzles do they now have?

### Now what?

- problem solving & creating an action plan
- contextual- looking at the big picture
- applying lessons learned/insights gained to new situations
- creating an action plan
- What topics do they want to explore further after their zoo excursion?
- How might they act differently towards animals based on their zoo excursion?

**Science Inquiry Skills: Planning & Conducting** - Participate in guided investigations, including making observations using the senses, to explore & answer questions (VCSIS051)

**Critical & creative thinking:** Meta-Cognition - Consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self (VCCCTM008).

**Questions & Possibilities-** Make simple modifications to known ideas and routine solutions to generate some different ideas and possibilities (VCCCTQ003).

**Questions & Possibilities-** Consider personal reactions to situations or problems and how these reactions may influence thinking (VCCCTQ002)

# RESOURCES

## Reading

### Habitats

- Andreae, G. & Wojtowycz, D. *The Lion Who Wanted Love*
- Baker, J. *Belonging, Window & Where the Forest Meets the Sea*
- Base, G. *Uno's Garden, Animalia, The Waterhole, Jungle Drum, Little Elephants*
- Catterwell, T. & Argent, K. *Sebastian Lives in a Hat*
- Darren, L. *Meet the Meerkat*
- Dowson, N. & Benson, P. *North: The greatest animal journey on Earth (habitats & migration)*
- French, J. *Diary of a Wombat*
- Jensen, K. & Oliver, T. *Possum in the House*
- Morris, J. & Dye, S. *The Journal of the Northern Hairy-Nosed Wombat*
- Snaith, T. *Sticks & Stones animal homes*
- Toft, K. *The World That We Want, One less fish,*
- Tonkins, R. *Leaf Litter*

### Lifecycles

- Brown, A. *Turtles Song*
- Carle, E. *The Hungry Caterpillar*
- Emmaline, M. *Big book Our Wiggly Worm Farm*
- Holton-Ramirez, T & Ramirez, A. *The Little Corroboree Frog*
- Mellonie, B. & Ingpen, R. *Beginnings and Endings with Lifetimes in between*
- Michels, Dia. *Nurtured and Nuzzled*
- Reilly, P. *Limno the Pobblebonk Frog*
- Snaith, T. *The Family Hour in Australia*
- Troughton, G. *Whose Nest & Whose Egg?*
- Cleave, R. *Phasmid: Saving the Lord Howe Island Stick Insect*

### Animal Features, Diversity, General Animal Fiction & Non-Fiction

- Dale, K. *Bush Babies, Little Tawny*
- Davies, N. *I like snakes (animals' features, lifecycles)*
- Fechner, C. *Alphabetacious*
- Fenton, C. *Queenie: One Elephant's Story*
- Fox, M. *Kola Lou, Possum Magic, Wombat Divine*
- Higgins, D *Our Time*

- Holton-Ramirez, T. & A. The Little Corroboree Frog
- Jenkins, S. *Gilbert the Green Tree Frog (digital text)*
- Lass, D. *How Wild Things Move*
- Morris, J. & Dye, S. *The Wombat who talked to the Stars: The journal of a northern hairy-nosed wombat*
- Oliver, N. *The Best Beak in Boonaroo Bay*
- Redlich, B. *Who Flung Dung?*
- Robbins, K. *Care for Our World*
- Saxby, C. & Byrne, G. *Big Red Kangaroo*
- Spurling, M. *Bilby Moon*
- Steve Parish series of non-fiction and fictional texts
- Dr Seuss' *The Lorax*

### Indigenous Texts

- Albert, M & Lofts, P. (retold by) *How the birds got their colours: An Aboriginal Story*
- Kuchling, G. & G. *Yakkinn the Swamp Tortoise*
- Lofts, P (retold by) *Dunbi the Owl*
- Murphy, J. *Welcome to Country*
- Roughsey, D. *The Rainbow Serpent*
- Spillman, D. & Wilson, M. *Yellow-Eye*
- Taylor, J. (retold by) *Bangu the Flying Fox: A Dreamtime story of the Yuin People of Wallaga Lake*
- *Kwork Kwork the Green Frog and other tales from the Spirit Time*

### Internet Sites

#### Zoos Victoria

- <http://www.zoo.org.au/animals>
- <http://wild.zoo.org.au/>
- <http://www.zoo.org.au/melbourne/animals>
- Cool Australia  
<http://www.coolaustralia.org/>
- National Geographic  
<http://kids.nationalgeographic.com/>
- Museum Victoria's Field Guide to Victorian Fauna  
<http://museumvictoria.com.au/discoverycentre/mv-field-guide-app/>

## Habitat

- <http://switchzoo.com/games/habitatgame.htm>
- <http://www.scholastic.com/magicschoolbus/games/habitat/>
- <http://backyardbuddies.net.au/>
- <http://pbskids.org/wildkratts/habitats/>

## Lifecycle

- <http://www.turtlediary.com/kindergarten-games/science-games/butterfly-life-cycle.html>
- <http://www.turtlediary.com/science-games/frog-life-cycle.html>
- [http://www.publish.csiro.au/samples/Phasmid\\_TeachersNotes\\_FINAL.PDF](http://www.publish.csiro.au/samples/Phasmid_TeachersNotes_FINAL.PDF)

## Animal Features

- <http://www.crickweb.co.uk/ks1science.html>
- <http://www.sheppardsoftware.com/content/animals/kidscorner/games/animalclassgame.htm>

## Short Films, Movies & Television Series

- Sticky - Award winning animated short film about the Lord Howe Island Stick Insect (habitats, lifecycles)  
<https://vimeo.com/76647062>
- Lord Howe Island Stick Insect Hatching (lifecycles)  
<https://vimeo.com/14413689>
- When Balloons Fly, Seabirds Die  
<https://www.youtube.com/watch?v=9i41eW5TzxY>
- Melbourne Zoo orang-utans interacting with technology  
<https://www.youtube.com/watch?v=0lvV87nBXrA>
- Tinga, Tinga Tales of Africa (traditional animal stories)
- Dirt Girl (ABC TV)
- Octonauts (ABC/BBC TV series which focuses on marine animals & ecosystems)
- Deadly 60 (UK TV series)
- Dr Seuss' The Lorax (2012)
- Oddball (2015)

## Music

- The Animal Boogie  
[https://www.youtube.com/watch?v=25\\_u1GzruQM](https://www.youtube.com/watch?v=25_u1GzruQM)
- Sustainable Earth Song  
<https://www.youtube.com/watch?v=Xu1rwwKVIh0>

- If you go into the Bush  
[https://www.youtube.com/watch?v=zsO\\_XLmInIM](https://www.youtube.com/watch?v=zsO_XLmInIM)
- At the Zoo  
[https://www.youtube.com/watch?v=oV\\_idfKcCdQ](https://www.youtube.com/watch?v=oV_idfKcCdQ)

## **Additional Resources for Educators**

- Richard Louv is an internationally renowned author and researcher on nature play  
<http://www.childrenandnature.org/category/richardlouv/>
- This article supports the case for learning outside the classroom  
<http://www.face-online.org.uk/face-news/every-experience-matters>
- *What keeps you awake at night?* - Dr Jenny Gray: Zoos Victoria's CEO  
<https://www.youtube.com/watch?v=QOs9krz9g58>
- The Girl Who Silenced the World for 5 minutes Severne Cullis-Suzuki  
<https://www.youtube.com/watch?v=XdK0uYjy85o>