

Pre-lesson preparation, materials and equipment

This lesson draws together the learnings from previous lessons and is designed to allow students to reflect on resources used and activities carried out throughout the unit of work.

Useful resources:

For teachers

- ABC Splash website [Skin and scales, feathers and fur](#)

Materials and equipment

- Class journal
- Paper, pencils, scissors, sticky tape, craft glue
- A range of recyclable, everyday materials such as cardboard rolls, paper, fabric and plant material.

Lesson objective

- To review students' understanding about how the external features of animals help them survive in different environments.

Students will have the opportunity to:

- Describe the use of animal body parts for particular purposes such as moving and feeding
- Represent what was discovered during the unit in an investigation
- Engage in whole class discussion to share observations and ideas.

Setting the context

Animals have a range of external features that help them survive and thrive in a range of habitats. During this unit of work, students have investigated a range of external features and explored the way these features help animals to move, eat and protect themselves against the elements.

In this lesson students will design an animal that can survive and thrive in a given habitat.

Lesson focus

The focus of this lesson is to draw together the learnings from previous lessons and allow students to demonstrate their understanding through problem solving and visual representation.

Introduction

Using the class journal as a discussion point, review what students have learned about animals and their external features.

Body of lesson

1. Explain to students you are going to give them a selection of habitats to choose from and they are going to design a creature that will live in the habitat they have chosen.
2. Provide students with a range of habitats to choose from and encourage them to think about:
 - a. What their animal will eat and how they will find and access this food
 - b. What is the weather likely to be like? How will their animal stay warm or cool?
 - c. How will their animal move about? Will it need to run fast, be able to fly or swim to catch food or can it walk about grazing on plants or shrubs and trees?

3. Students can draw or create their creature from a range of everyday, recyclable materials provided.
4. Encourage students to label key external features they have chosen for their animal.

Conclusion

Ask students to present their creatures to the class, explaining how their features will help them eat, move about and be protected from the conditions in their environment.

Extension activity

Using [Pinterest](#) for inspiration, encourage students to select their own woollen craft designs to create and share with the class. These can be displayed in the classroom or beyond. Some example search terms include *fuzzy yarn sheep*, *needle felted design* and *felted wool dryer balls*.

Links to the Australian Curriculum

- Living things have a variety of external features [ACSSU017](#)
- Pose and respond to questions, and make predictions about familiar objects and events [ACIS024](#)
- Use a range of methods to sort information, including drawings and provided tables through discussion, compare observations with predictions [ACIS027](#)
- Compare observations with those of others [ACIS213](#)
- Represent and communicate observations and ideas in a variety of ways [ACIS029](#)