

# SCIENCE

## Lesson 2

### Year 1 Unit 1

**Topic: External features of living things**

### Representing animals in story

#### Lesson concepts

- Living things have a variety of external features
- <sub>A</sub> People use science in their daily lives
- Observations can be compared with others
- <sub>A</sub> Observations and ideas can be represented and communicated

Today students will:

- ▶ identify external features of animals.

#### Resources

##### Digital

Video — Tjapukai Aboriginal Dance (3:50) (Tjapukai Aboriginal Cultural Park, Queensland, 2008)

Note: Aboriginal and Torres Strait Islander viewers are warned that the above example resources may contain images and voice of deceased persons.

Sheet 5 — Animals represented in dance

#### Key terms

external features

For definitions and explanations of terms, please see the [Glossary](#).

## Learning alerts

Be aware of students not recognising the external features being represented.

## Suggested next steps for learning

Choose a familiar animal and ask the student to move like that animal, and identify the external features they are representing.

## Lesson

### Review learning about external features of animals

#### Say to students

External features are used by animals to meet their needs (for example, a dog needs four legs to run, a bird needs wings to fly).

#### Focus questions

Q. *What are some external features of animals?*

A. For example: ears, legs, eyes, nose, mouth

Q. *How do animals use their external features?*

A. For example: Dogs use their ears to hear.

1. Display the picture of the brolga, cut from **Sheet 5** — [Animals represented in dance](#).

#### Focus questions

Q. *What external features can you see?*

A. For example: long legs, long beak, wings

Q. *How do you think the brolga would move?*

A. For example: It would walk slowly with its long legs; it would fly.

- a. Display all the images cut from **Sheet 5**.



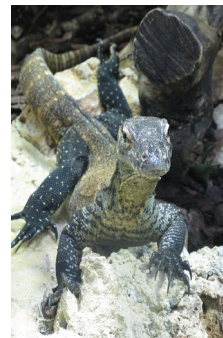
<http://www.morguefile.com/archive/display/177976>



<http://www.morguefile.com/archive/display/170154>



<http://pixabay.com/en/brolga-bird-nature-outside-plants-92694/>



<http://www.morguefile.com/archive/display/839378>

- b. Ask students to move how they think each animal would move.

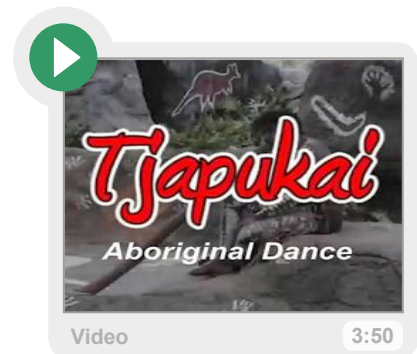
## Investigate how the external features of animals are represented in dance

### Say to students

- Scientists observe animals so that they can learn about them.
- Aboriginal peoples and Torres Strait Islander peoples use their observations to learn about the external features and movements of animals, too. Aboriginal peoples and Torres Strait Islander peoples use this knowledge to represent animals in dance.
- Watch the video about how Australian animals are represented in dances performed by the Tjapukai peoples of Far North Queensland, near Cairns. Watch how the dancers use movement to represent the movements of the different animals.

2. View the **Video — Tjapukai Aboriginal Dance**<sup>i</sup>.

This video demonstrates how a variety of Australian animals are represented in dance. Each of these shows how dancers represent the external features of the animals by using their own bodies and movements.



### Focus questions

- Q. *What did you observe in the dancing? Why do you think the dancers made particular movements?*
- A. For example: flapping arms like wings like the brolga; scratching at the ground and jumping away like the kangaroo

### Say to students

- In this lesson, you have learned how people's observations of the external features of animals are used in their everyday lives.

i. Australian Tjapukai Aboriginal Dance, 2008. Tjapukai Aboriginal Cultural Park, Queensland. Used with permission.