

Hologram Zoo Teaching Guide – Years 5–6

Program Summary

This program invites students to explore how structural features and environmental conditions impact the survival and growth of living things. Through holographic animal observation, discussion, and creative application, students will investigate life cycles, adaptations, and ecosystems using scientific thinking and design processes.

Connect – Pre-Visit Activities

- Discuss examples of structural features that help animals survive (e.g. fur for warmth, webbed feet for swimming).
- Watch short clips of animals in different environments and predict why their features help them.
- Brainstorm what students already know about food chains, adaptation, and life cycles.

Understand – On-Site Experience

- Students rotate through:
 - Hologram Zoo Exploration (guided)
 - Creative/Observation Activity (led by teacher)
 - Green Screen Photo Experience
- Focus on identifying survival strategies, environmental influences, and animal behaviours.

Act – Post-Visit Classroom Activities

- Design a fact sheet or poster on an animal seen and its survival features.
- Create a branching food web using animals from the excursion.
- Conduct a classroom investigation into how environmental changes (e.g., temperature) affect living things.
- Present a persuasive argument about conserving habitats or protecting endangered species.

Curriculum Links (Victorian Curriculum – Years 5–6)

- VCSSU074 – Living things have structural features and adaptations that help them to survive in their environment.
- VCSSU075 – The growth and survival of living things are affected by physical conditions of their environment.

- VCSIS082 – Compare data with predictions and use as evidence in developing explanations.
- VCSIS086 – Communicate ideas, explanations and processes in a variety of ways.
- VCDSTS044 – Investigate how people address competing considerations when designing solutions for sustainability.
- VCPSCSE027 – Explore ways to manage challenging situations and develop problem-solving skills.

STEM or Inquiry Extensions

- Build a model organism with survival features suited for two different zones.
- Plan a conservation campaign or write an environmental awareness report.
- Develop an infographic explaining the adaptation cycle or a classroom display.

Teacher Reflection

Use this space to reflect on student engagement with ecological and adaptation concepts, group collaboration, and creative outcomes.