



STREET SCIENCE

NATIONAL SCIENCE WEEK 2024 SHOW TOUR

Save Our Species: Our Survival Depends on Theirs

This year, Street Science celebrates National Science Week 2024, “*Species Survival: More Than Just Sustainability*” with our brand-new stage show, “**Save Our Species: Our Survival Depends on Theirs**”.

Join us as our passionate presenters explore how all creatures are critically connected - **our survival depends on theirs!**

This year’s powerful stage show will demonstrate incredible animal intelligence, breathtaking bioinspiration, dynamic animal defences, as well as innovative human-made solutions to help species persist, so that ecosystems endure.

Audiences will leave inspired, eager to engage in biodiversity conservation, and empowered to become the next generation of science problem solvers.

CURRICULUM LINKS

Each of our shows focuses intently on encouraging your students with their Science Understanding, as well as the highlighting the importance of Science as a Human Endeavour and nourishing their Science Inquiry. Our team of qualified Street Science presenters understand how important it is for students to seek to improve their understanding and explanations of the natural world. Students will be inspired through learning about how others before them constructed explanations based on evidence while celebrating national and international discoveries. Each of our presenters will use customized language and show content to best cater to the year-levels of your audience, while supporting alignment to the national curriculum. The following National Curriculum elements will be addressed with each group:

FOUNDATION YEAR

Science Understanding:

- observe external features of plants and animals and describe ways they can be grouped based on these features (AC9SFU01)
- describe how objects move and how factors including their size, shape or material influence their movement (AC9SFU02)

Science as a Human Endeavour:

- explore the ways people make and use observations and questions to learn about the natural world (AC9SFH01)

Science Inquiry:

- pose questions and make predictions based on experiences (AC9SF101)
- engage in investigations safely and make observations using their senses (AC9SF102)
- share questions, predictions, observations and ideas with others (AC9SF105)



YEAR 1-2

Science Understanding:

- identify the basic needs of plants and animals, including air, water, food or shelter, and describe how the places they live meet those needs (AC9S1U01)
- describe daily and seasonal changes in the environment and explore how these changes affect everyday life (AC9S1U02)
- describe pushes and pulls in terms of strength and direction and predict the effect of these forces on objects' motion and shape (AC9S1U03)

Science as a Human Endeavour:

- describe how people use science in their daily lives, including using patterns to make scientific predictions (AC9S1H01, AC9S2H01)

Science Inquiry:

- compare observations with predictions and others' observations, consider if investigations are fair and identify further questions with guidance (AC9S1I05, AC9S2I05)

YEAR 3-4

Science Understanding:

- compare characteristics of living and non-living things and examine the differences between the life cycles of plants and animals (AC9S3U01)
- explain the roles and interactions of consumers, producers and decomposers within a habitat and how food chains represent feeding relationships (AC9S4U01)
- identify how forces can be exerted by one object on another and investigate the effect of frictional, gravitational and magnetic forces on the motion of objects (AC9S4U03)
- examine the properties of natural and made materials including fibres, metals, glass and plastics and consider how these properties influence their use (AC9S4U04)

Science as a Human Endeavour:

- examine how people use data to develop scientific explanations (AC9S3H01, AC9S4H01)
- consider how people use scientific explanations to meet a need or solve a problem (AC9S3H02, AC9S4H02)

YEAR 5-6

Science Understanding:

- examine how particular structural features and behaviours of living things enable their survival in specific habitats (AC9S5U01)
- investigate the physical conditions of a habitat and analyse how the growth and survival of living things is affected by changing physical conditions (AC9S6U01)

Science as a Human Endeavour:

- investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions (AC9S5H02, AC9S6H02)



YEAR 7-8

Science Understanding:

- investigate the role of classification in ordering and organising the diversity of life on Earth and use and develop classification tools including dichotomous keys (AC9S7U01)
- use models, including food webs, to represent matter and energy flow in ecosystems and predict the impact of changing abiotic and biotic factors on populations (AC9S7U02)

Science as a Human Endeavour:

- examine how proposed scientific responses to contemporary issues may impact on society and explore ethical, environmental, social and economic considerations (AC9S7H03, AC9S8H03)

YEAR 9-10

Science Understanding:

- use the theory of evolution by natural selection to explain past and present diversity and analyse the scientific evidence supporting the theory (AC9S10U02)
- represent the carbon cycle and examine how key processes including combustion, photosynthesis and respiration rely on interactions between Earth's spheres (the geosphere, biosphere, hydrosphere and atmosphere) (AC9SU03)

Science as a Human Endeavour:

- investigate how advances in technologies enable advances in science, and how science has contributed to developments in technologies and engineering (AC9S9H02, AC9S10H02)
- analyse the key factors that contribute to science knowledge and practices being adopted more broadly by society (AC9S9H03, AC9S10H03)