Habitat Heroes
Year 1 Program

Join Echo the Echidna on an exciting journey through the Australian bush! After reading Echo's Great Bush Adventure, students will step into the story and help Echo visit his animal friends, exploring different ecosystems along the way.
At each stop, students will complete hands-on activities to investigate whether the habitats are meeting the basic needs of living things: food, water, air, and shelter. They'll observe, problem-solve, and help Echo decide how each environment can support its special creatures. These activities promote observation skills, critical thinking, and an understanding of the relationship between living things and their environments.
Once the adventure is complete, students will consolidate their learning by participating in fun, interactive games that reinforce their understanding of the basic needs of living things and the importance of healthy habitats.
Through storytelling, hands-on exploration, and play-based learning, Echo's Great Bush Adventure fosters deep connections to environmental science concepts in an accessible, meaningful, and memorable way.
Get ready to explore, discover, and protect the bush—Echo is counting on you!

Curriculum Links

SCIENCE

Science Understanding

·Biological Science - AC9S1U01- Identify the basic needs of plants and animals, including air, water, food or shelter, and describe how the places they live meet those needs

Science as a Human Endeavour

·Use and influence of science - AC9S1H01 - describe how people use science in their daily lives, including using patterns to make scientific predictions

Science Inquiry Skills

·Questioning and predicting - AC9S1I01 -pose questions to explore observed simple patterns and relationships and make predictions based on experiences

·Planning and conducting- AC9S1I03 - make and record observations, including informal measurements, using digital tools as appropriate

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

·Communicating- AC9S1I06 - write and create texts to communicate observations, findings and ideas, using everyday and scientific vocabulary

General Capabilities

Critical and Creative Thinking – Level 2

Develop questions and identify, process and evaluate information from familiar sources (AC9HCCTL2A01)

- Students ask questions during investigations of habitats and living things
- They gather and compare observations from each stop in the story

Create and connect ideas and information in different ways (AC9HCCTL2A02)

- Students suggest improvements for unhealthy habitats
- They connect ideas across different ecosystems and animal needs

Draw conclusions and give explanations, using results to review and evaluate (AC9HCCTL2A03)

- Students decide if habitats meet basic needs and explain their reasoning
- They reflect on their findings after each investigation

Reflect on their thinking and identify how thinking has changed (AC9HCCTL2A04)

- Students describe how their understanding of habitats has grown
- They recognise new ideas and facts learned through play-based learning

Intercultural Understanding – Level 2

Explore examples of cultural expression from a range of communities and describe how these can draw people together (AC9HUICL2A01)

- Students explore how First Nations Peoples express care for Country through stories and actions
- They discuss the importance of caring for the environment as a shared responsibility

Describe ways they express agreement or disagreement about what they value when interacting with people in familiar intercultural contexts (AC9HUICL2A02)

- Students participate in group discussions, sharing ideas respectfully
- They express preferences while problem-solving during habitat tasks

Describe how aspects of their own cultural identities influence their experiences and perspectives (AC9HUICL2A03)

- Students reflect on their own values about nature and living things
- They begin to understand how different perspectives shape interactions with environments

Personal and Social Capability – Level 2

Recognise personal qualities and describe what they have learnt about themselves (AC9HPASL2A01)

- Students reflect on their learning journey as Habitat Heroes
- They describe skills they used or developed during the program

Identify personal, learning and development goals and describe how they have progressed (AC9HPASL2A02)

- Students set and review small goals such as identifying habitats or working with a partner
- They notice improvements in observation or group work

Describe how they contribute to their communities and how others care for and assist them (AC9HPASL2A03)

- Students explore the idea of helping living things by protecting habitats
- They recognise the care shown by community members like scientists and First Nations Peoples

Demonstrate respectful behaviour and identify communication skills they use to interact and cooperate with others (AC9HPASL2A04)

- Students work cooperatively in small groups to complete tasks
- They use active listening and take turns in games and investigations

CARA's

·Walking on uneven surfaces
·Science activities
·Animal Observation

Learning Intentions

WHAT... are we learning?
Students, in the role of Habitat Heroes, participate in scientific activities to:
·identify the basic needs of plants and animals, including air, water, food or shelter
·describe how the places their habitats meet their needs

WHY ... should we be a Habitat Hero?
·Habitat Heroes are scientists who help people care for environments and living things.
·Science knowledge is used to recommend changes.

HOW ... will you know you're successful?
·Explore and find living things in a variety of habitats
·Discuss the basic needs of living things to survive in their habitat
·Identify features of a healthy and unhealthy environment
·Recognise how First Nations Australians care for living things

BIEEC PEDAGOGY

Our student-centred learning approach focuses on hands-on, interactive activities that engage students and encourage exploration. By allowing students to take ownership of their learning and set personal goals, they develop independence and critical thinking skills. Teachers act as mentors, supporting students by asking questions throughout their learning journey to assist with building a lifelong love of learning.

SAMPLE ITINERARY

Please Note: This is a SAMPLE itinerary and your Program Manager will forward your individual program shortly.

Time	Activity
Welcome	Students arrive at the Boyne Island Environmental Education Centre and are met by BIEEC teachers. Introduction to BIEEC and the *Habitat Heroes* program. Followed by goal setting, their mission for today, icebreakers and a fruit break.
Morning Session	**Activity 1** Habitat Heroes participate in curriculum games for understanding – rotation of 4 team building games demonstrating basic needs of living things
Morning Tea	toilet break / sunscreen / refill water / insect repellent
Middle Session	**Activity 2** Habitat Heroes experience Echo the Echidna's Great Bush Adventure story and complete each of the call to actions upon finding his friends.
Lunch	toilet break / sunscreen / refill water / insect repellent
Afternoon Session	**Activity 3** Habitat Heroes participate in curriculum games for understanding - – rotation of 4 team building games demonstrating basic needs of living things
	Debrief and Reflection Reflection: Students communicate their findings and share ideas about how they can actively care for their environment
	Finale - Whole Group Wildlife animal presentation Local wildlife carer presents animal show, answering questions of basic needs and habitats of variety of reptiles and animals
Farewell	Students depart BIEEC

" Empowering Extraordinary Minds"

Students and adults will need:

· Closed in shoes
· Sun-safe clothing and hat
· Sunscreen and insect repellent already applied
· Water bottle
· Morning tea and lunch (litter-free)

Litter-free Lunch: We encourage students and staff to pack a litter-free lunch. Everything in it can be re-used, composted or recycled. Water to be brought in refillable bottles.