



*"Empowering Extraordinary Minds"*

# Overview

## Exploring Environments

Year level flexible

Students engage in hands on experiences to thoroughly investigate and explore a variety of environments in our local area. Biotic and abiotic data is gathered and various technology and equipment is utilised to collect the required information. Human impact and sustainability will also be discussed to care for these precious places. Choose an environment to study: Mangroves, dunes, rocky shore, eucalypt forest, freshwater, coastal island Facing Island

## Curriculum Intent

Australian Curriculum: Science & HPE  
(dependent upon year level)

# Itinerary

## Learning Intentions:

**WHAT**... are we learning?

To protect and care for our local ecosystems by interacting with them

**WHY** ... are we learning this?

Ecology is the study of the relationships between living and non-living factors within an environment. When we understand vital these relationships are we learn to appreciate the various ecosystems and how to care for and protect them.

**HOW** ... will you know you're successful?

Interact with minimal impact within the environment

Learn how to conserve and care for the area

Discover new information about the environment

## Cross-curriculum priorities

### Sustainability

#### Systems

- **OI.1** The biosphere is a dynamic system providing conditions that sustain life on Earth.
- **OI.2** All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.

#### World views

- **OI.5** World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability.

#### Futures

- **OI.6** The sustainability of ecological, social and economic systems is achieved through informed individual and community action
- **OI.7** Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.

## Aboriginal and Torres Strait Islander Histories and Cultures

### Country/Place

- **OI.2** Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place.
- **OI.5** World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability.

### Culture

- **OI.5** Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing.

## General capabilities

- Literacy
- Numeracy
- Information and Communication Technology (ICT) Capability
- Critical and Creative Thinking
- Personal and Social Capability

### Students and adults will need:

- Closed in shoes / shoes that may get wet
- Sun-safe clothing and hat
- Sunscreen and insect repellent already applied
- Water bottle
- Morning tea and lunch (litter-free)

### CARAs

- Movement on uneven surfaces
- Handling animals
- Marine organism activities
- Science medium

## \*Suggested Timetable of the day (subject to change)

EMPOWERING EXTRORDINARY MINDS	TIME	ACTIVITIES
	9.00	Welcome & Induction Australian Curriculum focus: WHAT WHY HOW Goal Setting & Pre-test data collection <b>Morning Tea</b>
	9.45	Call to action – students are provided with their mission for the day's activities.
	10.00	Mangrove, Melaleuca, Dune, Casuarina study
	11:45	<b>Lunch</b>
	12.15	Rocky Shore study
	2.15	Revisit Australian Curriculum focus: WHAT WHY HOW
	11:40	Review Goal Setting & complete Post-test BIEEC feedback
	*Denotes – activity taken by BIEEC staff with visiting school staff support # Denotes – activity taken by visiting school staff with BIEEC staff support + Denotes – activity taken by visiting school staff	