



“Empowering Extraordinary Minds”

Overview

Save Planet Earth

Year 2 Program

Save Planet Earth is a year 2 program which engages children by using hands-on exploration of the natural environment and investigating sustainability practices of familiar house-hold activities. The day starts with a visit from Mother Earth visit expressing her concerns for our world and challenging them to become an **‘Earth Protector’** by developing actions to help save the planet.

Session 1 – Water - Students explore sustainable practices for water conservation by following Whizzy the Water Droplet’s trail around BIEEC. Students use iPads to self-direct themselves along the water trail and are given tasks to assist with developing sustainable water practices.

Session 2 – Soil - Students use their senses to investigate soil conservation with hands-on exploration of soils from various local environments. They explore the center to investigate composting, mulching, worm farms and how plants are important in assisting with soil conservation. The day culminates with the students planting seedlings around the center and make a ‘grassy head’ to take home and care for.

Curriculum Intent

Science

Science Understanding

Earth and Space Sciences

- Earth’s resources are used in a variety of ways (ACSSU032)

Science as a Human Endeavour

Nature and development of science

- Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE034)

Use and influence of science

- People use science in their daily lives, including when caring for their environment and living things (ACSHE035)

Science Inquiry Skills

Questioning and predicting

- Pose and respond to questions, and make predictions about familiar objects and events (AC SIS037)

Planning and conducting

- Participate in guided investigations to explore and answer questions (AC SIS038)
- Use informal measurements to collect and record observations, using digital technologies as appropriate (AC SIS039)

Processing and analysing data and information

- Use a range of methods to sort information, including drawings and provided tables and through discussion, compare observations with predictions (AC SIS040)

Communicating

- Represent and communicate observations and ideas in a variety of ways (AC SIS042)

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.

General capabilities

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

Itinerary

Learning Intentions:

WHAT... are we learning?

An *Earth Protector* can:

- Describe how Earth's resources (water and soil) are used
- Understand the importance of conserving water and soil for the future of all living things

WHY ... are we learning this?

An *Earth Protector* understands that:

- We need our Earth's resources to survive and it is important that we conserve them so that we can continue to use them
- You have the power to make sure that we look after Earth's resources by making small changes to your everyday lives

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

An *Earth Protector* will:

- *Actively participate* in 2 sessions about Earth's resources water and soil
- *Describe* the importance of water and soil in our lives
- *Investigate* ways to **conserve** water and soil
- *Make* decisions in your everyday life to help conserve water and soil

EMPOWERING EXTRAORDINARY MINDS	TIME	ACTIVITY
	8.30am	Welcome & Induction WHAT WHY HOW Goal Setting & Pre-test data collection
	9:00	Morning Tea (+)
	9:15	Visit from Mother Earth
	9.30	Group 1: Water in the world <ul style="list-style-type: none"> Investigating water as a resource and how we can conserve water Group 2: Soils on Earth <ul style="list-style-type: none"> Investigating soil as a resource and understand how we can manage this resource Make a 'Grassy Head' & plant a seedling on the BIEEC grounds (*)
	11:30	Lunch (+)
	12:15	<ul style="list-style-type: none"> Group 1: Soils on Earth (*) Group 2: Water in the world
	2:15	Revisit Aus Curriculum focus, WHAT WHY HOW Review Goal Setting & complete Post-test, BIEEC feedback
	2.30pm	Students depart
	(*) 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	

*Suggested timetable of the day

**Suggested timetable only and subject to change*

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. Drinks are brought in refillable bottles.

