



Teacher's Resource

This teacher information booklet accompanies the EcoMural. It provides advice about integrating this resource into lesson plans for Queensland Year 1 students.

This booklet and accompanying activity pack have been prepared with reference to the current Queensland primary school curriculum. A high degree of compatibility with the curriculum has been achieved across multiple key learning areas. Activities have also been selected which students will find enjoyable and challenging, drawing on a range of communication, reasoning and artistic skills.

Students

will engage in active learning which allows them to acquire a range of knowledge, understanding and skills outlined in the Year 1 Learning Statements across both the Scientific inquiry and Social and environmental inquiry Active learning processes. They will engage in discussion and reflect on questions about the natural world and encounter different points of view for valuing their environment. There is also opportunity for students to discuss their interactions with, ideas about and contributions to the environment.

Active learning processes

Scientific inquiry

Children build knowledge, understanding and skills to:

- ▶ pose questions about the natural and physical world
 - plan and conduct investigations, collect data, record or report on observations
- ▶ discuss and investigate phenomena related to living things, energy and its effect, the earth and observable environment, and the ways materials may or may not change
- ▶ reflect on observations and discuss why things happen, and consider other points of view.

Science

Social and environmental inquiry

Children build knowledge, understanding and skills to:

- ▶ pose questions and communicate ideas about social and environmental points of view
- ▶ explore sustainable practices to conserve a natural feature of their local environment
 - identify and collect information and stories about their families and the practices and contributions of people in their communities
 - explore the stories and contributions that Indigenous people make to their communities
 - discuss rights and responsibilities and codes of behaviour in their classroom and school
- ▶ reflect on contributions individuals and families make to communities and the environment.

Studies of Society and Environment

In the Curriculum



Students will develop knowledge and understanding in the key learning areas of science and studies of society and the environment (SOSE) relevant to the essential learnings by the end of Year 3. They will have the opportunity to discuss scientific concepts about how living things (including humans) interact with and depend on their environment. They will think about the sources of natural and processed materials that are relevant to humans. Students will also gain knowledge of how resources and environments are used, and how resources are involved in the production of familiar products.



SOSE

Essential Learnings by the end of **Year 3**

Place and space

Local natural, social and built environments are defined by specific features and can be sustained by certain activities.

- Resources and environments can be used, conserved and protected by valuing and applying sustainable practices
e.g. reducing water use; turning off appliances to conserve electricity; picking up litter to protect wildlife.

Political and economic systems

Communities have systems to make rules and laws, govern, and manage the production and consumption of goods and services.

- People and resources are involved in the production and consumption of familiar goods and services
e.g. production of food — farmers, processors, distributors, retailers, consumers;
health services — pharmacists, doctors, dentists, nurses, patients.



Science

Essential Learnings by the end of **Year 3**

Science as a human endeavour

Science is a part of everyday activities and experiences.

- Science can impact on people and their environments
e.g. knowledge of the effects of the sun's rays influences sun safety precautions.
- Stewardship of the environment involves conserving natural resources
e.g. strategies to conserve water and preserve wilderness environments.

Earth and beyond

Changes in the observable environment influence life.

- Materials of the earth can be used in various ways
e.g. water for drinking; soil for growing crops.



Preparatory Activities

While the EcoMural will be valuable as a learning tool in its own right, it will be most effective if it is linked to the personal experiences of students.

Excursion

A visit to a local waterway or mangrove ecosystem will be an excellent introduction to the topic, and will allow the students to draw on their personal, recent experiences when working through the active learning processes.

While at the waterway, encourage students to interact with the environment safely, to look for animals and evidence of animals interacting with each other and with the environment. It might be useful to ask them to list things they like and do not like about the environment, as well as how they use the environment. This will be an introduction to thinking about how natural environments can be used and valued.

Students may also be asked to think about what they can do to look after the environment. This will encourage them to consider fundamental issues in environmental stewardship.

Class Discussion

Even if an excursion is not possible, students will have a range of relevant experiences. A class discussion about previous activities in waterways and mangroves will encourage children to link in-class learning to their experiences and prior knowledge. A DVD or multimedia resource would be an effective way to begin the discussion.

Invite students to share stories about their experiences – some may have been on fishing trips with family, gone camping with friends or taken a trip on a boat. This might also be a good opportunity to discuss indigenous perspectives by sharing Aboriginal and Torres Strait Islander stories about waterways.



Activities

The EcoMural is a versatile tool. The following is a suggestion about how it could be used.

1. Ask the students to identify what the poster represents and direct them to the key features (such as the water and trees).
2. Students select an animal cut-out to decorate. Students might paint, colour or otherwise decorate the animals.
3. Ask each student to identify his or her animal. For each animal, ask the class what they know about that animal.
4. Place the poster on the ground and ask the class where they think each animal might live.
5. Once the class has decided where each animal belongs, the animals can be attached by Velcro to the poster.
6. Read out each label to the class and ask the students to think about which label applies to which feature of the poster.
7. Once the class has decided where each label belongs, they too can be attached by Velcro to the poster.

8. The poster can then be displayed on the wall.

Follow-Up

The study of the environment is an important part of the Queensland Year 1 curriculum and is relevant across several key learning areas. The completed poster will be a useful tool for encouraging further discussion throughout the term or semester.

For example, students could prepare short 'show and tell' presentations about an animal or activity on the poster. Students could also present their stories to the school and wider communities at assemblies, school fetes and other events using the EcoMural as a backdrop.

There are also a number of related experiments which could be completed by students or used as a demonstration. The Australian Government Australian Maritime Safety Authority (<http://www.amsa.gov.au/>) has teacher resources that could be easily adapted for this purpose, as do many other organisations.

