

# OUTDOOR CLASSROOM DAY

Lower Primary School | Year Levels - Foundation to Year 2

## EXPLORE OUTSIDE

### LESSON 1

#### LEARNING PURPOSE:

Explore how to be an effective observer to build understanding of nature.

- Be mindful of outdoor interactions of creatures, plants, buildings and people.
- Apply observation skills and think about what is discovered.
- Become more noticeable of the outdoor environment.

#### AUSTRALIAN CURRICULUM LINKS

##### HASS Geography

The places people live in and belong to, their familiar features and why they are important to people (ACHASSK015)

**Inquiry Skills:** Collect data and information from observations and identify information and data from sources provided (ACHASSI035)

Sort and record information and data, including location, in tables and on plans and labelled maps (ACHASSI036)

##### Science

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

**Inquiry Skills:** Participate in guided investigations to explore and answer questions (ACSIS038)

Use a range of methods to sort information, including drawings and provided tables and through discussion, compare observations with predictions (ACSIS040)

#### EQUIPMENT AND MATERIALS

- Magnifying glasses (optional)
- Paper and pens to record information
- Binoculars for distance watching (optional)
- Maps of the school (optional)

#### KEY LEARNING INTENTION

We are exploring how to be an effective observer to build our understanding of nature.

**Consider** - What do you notice about interactions outside?

- Where are we now? (what do we see?)
- Where do we want to be? (What could happen next?)

**Act** - Use observation skills and think about what is discovered

- What is happening in outdoor environment?
- What needs to happen?

**Reflect** - Become more noticeable of the outdoor environment.

- What do I need to change about me when I go outside?

#### FURTHER RESOURCES AND USEFUL WEBSITES

##### For Teachers:

- [http://www.earlychildhoodaustralia.org.au/nqsplp/wp-content/uploads/2013/08/NQS\\_PLP\\_E-Newsletter\\_No60.pdf](http://www.earlychildhoodaustralia.org.au/nqsplp/wp-content/uploads/2013/08/NQS_PLP_E-Newsletter_No60.pdf)

##### For Children:

- Google images for exploring outside.
- National Geographic for kids: <https://www.natgeokids.com/au/#>
- [www.natureplay.org.au](http://www.natureplay.org.au)



## INTRODUCTION

Geography and Science is about curiosity, exploration and discovery.

There are lots of things to explore, discover and think about in our outdoor environment. When we are outside we are thinking, looking and using all our senses - this helps to make us feel good.

### PREPARATION:

#### ACTIVITY 1: WHOLE CLASS WORK

##### Observation and the Five Senses:

- Discuss the Five Senses (sight, smell, taste, hear, touch) and how we use them to interact with our environment
- Ask students to think about a time when they have used one of the senses and share with a partner
- Go outside and sit back to back with someone and listen quietly. List all things you hear over three minutes. Do you both hear all the same things?

### ACTIVITY 2: INDIVIDUAL WORK

#### Dig a finger deep hole:

- Draw a diagram of what you find in the evacuated hole in this drawing:



### ACTIVITY 3: SMALL GROUP WORK

#### Bioblitz:

- Go outside- How many different animals can you find in just five minutes?
- Keep a list of what you find- you may use words or quick drawings.



### ACTIVITY 4: PARTNER WORK

#### Make a moustache:

- Use twigs, grass or other things you find around the place. What did you find? What did you notice?
- When your moustache is in place, give an exactly one minute talk on something unimportant without using these 'w' words: who, what, when, why, was, we.



## GOING FURTHER: INDIVIDUAL OR SMALL GROUP WORK

### Craft a Landscape:

- Make a mini-landscape out of dirt. Include mountains, valleys and other landforms. Sketch a 'birds eye' (satellite) view of your terrain.

### Care for a Weed:

- Write a nine word poem about why it should be protected.

