

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.

NSW CURRICULUM LINKS

Geography

GEe-1 identifies places and develops an understanding of the importance of places to people.

GE1-1 describes features of places and the connections people have with places.

Science

STe-4WS explores their immediate surroundings by questioning, observing using their senses and communicating to share their observations and ideas

STe-8NE identifies the basic needs of living things

ST1-4WS investigates questions and predictions by collecting and recording data, sharing and reflecting on their experiences and comparing what they and others know

ST1-11LW describes ways that different places in the environment provide for the needs of living things

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

For Children:

- Google images for exploring outside.
- National Geographic for kids: <https://www.natgeokids.com/au/#>
- 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.

