



Gabarlah the Greater Glider

Prep/Year 1– Science, HPE and HASS

Department of Education

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Our vision is for a community that cares for self, others and the environment to achieve enough for all forever.

The Big Idea: Nature Play

Students' Blanket Role: Kids who play outside

Program Snapshot

This is a **Nature Play** program (for more information see natureplayqld.org.au), incorporating elements of **student-centred learning** and the **Age Appropriate Pedagogies** while allowing students to build their *Personal and Social Capability* in a new environment.

Pre-visit:

To engage the students prior to their excursion, schools will receive a PowerPoint presentation and a letter from Gabarlah the Greater Glider inviting them to come to Amaroo to play. The PowerPoint aims to stimulate curiosity about who Gabarlah is and where she lives.

Visit Day– Program

1. Setting the Scene — Gabarlah is excited to welcome the students to their day of nature play.
2. Caring for self, others, place — students explore how best to do this when they're playing at Amaroo.
3. Nature Play — students engage in self-directed activity at various nature play stations involving mud, sand, rock play, exploring the secret garden, planting seeds, playing recycled musical instruments and more.
4. Bush Adventure on Country — as a class, students use their senses to explore the bush, participate in a First Nations' game called 'Gorri' and finally relax for a 'daydream flop'.

Conclusion/ Call to Action

Students reflect on their day and, with Gabarlah's help, discuss their own special places.

Post-visit/ Call to Action

- Students go home with their own 'Nature Play Passport' to use for fun, inexpensive outdoor activities.

Amaroo EEC pedagogy

Amaroo is guided by the Place-Responsive Pedagogy, in particular; Learning Beyond the Classroom.

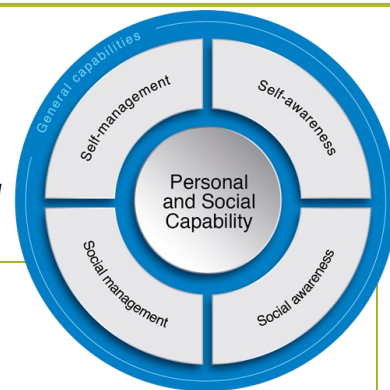
This particular program uses the strategies of **Learning By Doing, Full Sensory, Mind Body Engagement** and **Being in the Natural Environment**.

Additionally at the fore-front of our pedagogy is connectedness, real-world context, authentic cultural experiences, sense of place, and recognition of difference, which can lead to other powerful, long-term, lifestyle outcomes, often not assessable in traditional curriculums.

For more information please refer to Amaroo's [Pedagogical Framework](http://amarooeec.eq.edu.au/supportandresources/formsanddocuments/documents/pedagogical-framework.pdf) (amarooeec.eq.edu.au/supportandresources/formsanddocuments/documents/pedagogical-framework.pdf)

Curriculum

Gabarlah the Greater Glider implements elements of the interrelated strands of the Australian Curriculum for Science, HASS and HPE as well as Cross Curriculum Priorities: *Sustainability and Aboriginal and Torres Strait Islander histories and cultures*. The General Capability of *Personal and Social Capability* is also embedded.



FOUNDATION	Students suggest how the environment affects them and other living things.
SCIENCE: Achievement Standard (extract)	
Content Description	Living things have basic needs, including food and water. Participate in guided investigations and make observations using the senses.
HPE: Achievement Standard (extract)	They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and demonstrate how to move and play safely. Students use personal and social skills when working with others in a range of activities.
Content Description	Participate in play that promotes engagement with outdoor settings and the natural environment. Practise personal and social skills to interact positively with others.
HASS: Achievement Standard (extract)	Students recognise why some places are special to people, and suggest ways they can care for a familiar place.
Content Description	Reflect on learning to propose how to care for places and sites that are important or significant. The reasons why some places are important to people, and how they can be looked after.
YEAR 1	Living things live in different places where their needs are met.
SCIENCE: Content Description	People use science in their daily lives, including when caring for their environment and living things.
HPE: Achievement Standard (extract)	They identify areas where they can be active and how the body reacts to different physical activities. Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe.
Content Description	Identify and explore natural and built environments in the local community where physical activity can take place.
HASS: Achievement Standard (extract)	Students reflect on their learning to suggest ways they can care for places.
Content Description	Reflect on learning to propose how to care for places and sites that are important or significant.

Cross Curriculum Priorities

Sustainability— addresses the ongoing capacity of Earth to maintain life. Students develop the knowledge, skills, values and world views necessary to contribute to more sustainable patterns of living, which means meeting the needs of the present without compromising the ability of future generations to meet their needs.



Main sections covered: **Systems O1.2-** All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival. **Futures O1.7-** 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— provides opportunities for all students to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. It is designed for all students to engage in reconciliation, respect and recognition, through learning of People, Culture and Country/Place.



Main sections covered: **Culture O1.4.** Aboriginal and Torres Strait Islander societies have many language groups **O1.5-** Aboriginal and Torres Strait Islander people's way of life are uniquely expressed through ways of being, thinking, knowing and doing.