Program Overview: Information for Teachers

This program developed by Amaroo Environmental Education Centre implements elements of the interrelated strands of the Australian Curriculum for Science and Geography as well as Cross Curriculum Priorities: Sustainability and Aboriginal and Torres Strait Islander histories and cultures: This programme is delivered at Amaroo and is a full school day in length. The sequence of lessons on the following pages outlines both the activities undertaken by the Amaroo teacher and suggested activities to be conducted by the teacher in the school.

Please note: Due to weather conditions, this program is not available in term 4.

Synopsis of Program:

The camping program creates a learning environment that invites attention, exploration, manipulation, elaboration, experimentation and imagination. Through play the children actively engage socially, emotionally, physically and intellectually with people, objects and representations. The visit to Amaroo provides a real-life opportunity to explore the natural environment, share new experiences and learn about their world.

The students are encouraged to develop positive attitudes towards places and spaces and as well as positive self-esteem by engaging in the activities offered by the Centre.

Activities include:

♦ Pitching and dismantling a tent with their team mates
♦ Bush walk
♦ Using binoculars
♦ Digging with camping shovels
♦ Exploring a campsite and specialized camping gear
♦ Recognizing or hypothesizing about the influence of weather on people’s choices
♦ Cultural understanding: investigation of an Indigenous shelter
### Teaching Sequence

<table>
<thead>
<tr>
<th>Topic</th>
<th>Objectives</th>
<th>Lessons - outline</th>
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</table>
| **Orientation** | **Students will:**  
- use attentive listening behaviours and observation skills | **Students will:**  
- observe and discuss a campfire  
- observe and listen to instructions to learn the sequence for erecting a tent  
- discuss how the weather may affect outdoor activities and choice of clothing |
| Instructions to acquire skills (to erect a tent) | **[AE; HoT]** | |
| **Acquiring and mastering skills** | **Students will:**  
- use and extend their fine and gross motor skills to manipulate equipment and tools to erect a tent  
- interact with peers and familiar adults using appropriate social skills | **Students will:**  
- work with their adult and team members to erect their tents by taking turns, sharing and collaborating  
- recall the sequence of skills required to erect their tent |
| Personal and social capability | **[LbD; BNE; LLRP; A&C; SR]** | |
| **Active Learning: exploring a campsite and investigating camping equipment** | **[LbD; BNE; LLRP; SR]** | **Students will:**  
- actively engage with and manipulate various equipment/utensils associated with camping  
- rotate through activities using binoculars, camping shovels to dig and a selection of camping tools at the campsite  
- free play or complete tangrams in tents depending on group and time |
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<thead>
<tr>
<th>Topic</th>
<th>Objectives</th>
<th>Lessons - outline</th>
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</thead>
<tbody>
<tr>
<td>Bush walking</td>
<td>Students will:</td>
<td>Students will:</td>
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<tr>
<td></td>
<td>• investigate features of and ways to sustain environments</td>
<td>• participate in a bush walk allowing them to investigate a healthy recreational activity</td>
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<td></td>
<td>• investigate an Indigenous shelter</td>
<td>• appreciate Indigenous people’s usage of elements of the environment to provide their basic needs</td>
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<td>• identify how rules keep us safe in various settings</td>
<td>• make choices to maintain their own and others’ safety in this real life experience</td>
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<td>Camping Lunch (if provided by your school)</td>
<td>Students will:</td>
<td>Students will:</td>
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<tr>
<td></td>
<td>• associate food with particular events</td>
<td>• enjoy typical camp food - sausage sizzle and damper</td>
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<tr>
<td>Instructions to acquire skills (to dismantle a tent)</td>
<td>Students will:</td>
<td>Students will:</td>
</tr>
<tr>
<td></td>
<td>• use attentive listening behaviours and observation skills</td>
<td>• observe and listen to instructions to learn the sequence for dismantling a tent</td>
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<tr>
<td></td>
<td>• interact with peers and familiar adults using appropriate social skills</td>
<td>• co-operate with their adult and team members to dismantle their tents</td>
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<td>The Impact of Humans:</td>
<td>Students will:</td>
<td>Students will:</td>
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<tr>
<td>Reflecting on personal actions in the environment</td>
<td>• recognise the consequences of human interaction with their environment</td>
<td>• share personal ideas about the environment, why some places are special to people and how they can be looked after in general and when engaging in specific activities e.g.: camping</td>
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Suggested Assessment Activities:
- Reflect on their real life experience and suggest ways to care for a special place
- Construct a pictorial representation of a typical campsite
- Students recount their real-life camping experience
Important Teacher Notes:

- Students will be working in groups of 6 approximately. An adult helper per group is a requirement ie: a double group of 50 students would require 8-9 adult helpers.

- Teachers can decide if they wish to have a sausage sizzle and damper for lunch. Amaroo supplies the BBQ and cooking utensils - schools must supply all food items.

List of items that the visiting school needs to bring:

- Own morning tea
- Damper dough for cooking on the fire at Amaroo (allowing enough for assisting adults as well)
- Spreads for damper (e.g. butter, jam, golden syrup)
- Sausages, bread, sauce for the sizzle. If there is no BBQ lunch then the children will need to supply their own lunches.
- **Name tags for the children** (masking tape works well)

Cross Curriculum Priority Link: Sustainability addresses the ongoing capacity of Earth to maintain life. Sustainability education is futures orientated, focused on protecting environments and creating a more ecologically and socially just world through informed action.

Futures OI.7 - Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments

Cross Curriculum Priority Link: Aboriginal and Torres Strait Islander histories and cultures: Aboriginal and Torres Strait Islander identity is central to this priority and is intrinsically linked to living and learning Aboriginal and Torres Strait Islander communities deep knowledge and traditions and holistic world view

Organising Idea: Culture OI.5 - Aboriginal and Torres Strait Islander People’s way of life are uniquely expressed through ways of being, thinking knowing and doing.

Australian Curriculum References for this program:

Prep Year Science - Content Descriptions

Science Understandings

Earth and Space Sciences

- Daily and seasonal changes in the environment, including weather, affect everyday life (ACSSU004)

Science as a Human Endeavour

Nature and the Development of Science

- Science involves exploring and observing the world using the senses (ACSHE013)

Science Inquiry Skills

Planning and Conducting

- Explore and make observations by using the senses (ACSIS011)

Prep Year Geography - Content Descriptions

Geographical Knowledge and Understandings

- The reasons why some places are special to people, and how they can be looked after (ACHGK004)
- Present information using everyday language to describe direction and location (ACHGS005)