



Wetlands Environmental Education Centre

Early Stage 1 and Stage 1



Geography / Science and Technology

- People and Places in the Living World

Outcomes

Geography:

GEe-1 identifies places and develops an understanding of the importance of places to people,
GEe-2 communicates geographical information and uses geographical tools,
GE1-1 describes features of places and the connections people have with places,
GE1-3 communicates geographical information and uses geographical tools for inquiry

Science and Technology:

STe-1WS-S observes, questions and collects data to communicate ideas
STe-3LW-ST explores the characteristics, needs and uses of living things
ST1-1WS-S observes, questions and collects data to communicate and compare ideas
ST1-4LW-S describes observable features of living things and their environments
ST1-5LW-T identifies how plants and animals are used for food and fibre products

Learning across the curriculum: ✋ Aboriginal and Torres Strait Islander histories and culture,
✊ Sustainability

Content

Geography

ES1 People Live in Places

Important places - investigate the importance of places they live in and belong to
Aboriginal and Torres Strait Islander places - investigate the Countries/Places important to Aboriginal
Locating places - investigate how the location of places can be represented

Stage 1 People and Places

Australian places - investigate places across a range of scales within Australia
People's connections to places - investigate people's connections and access to places
Local and global connections - investigate connections that people, including Aboriginal and Torres Strait Islander Peoples, have to local and global places

Science and Technology

ES1 Living World

Characteristics and basic needs of living things
Using living things as food and fibre

Stage 1 Living World

External features of living things
Living things live in different places
Living things change
Plants and animals used for food and fibre

Program Description

Students will investigate what makes a place special to people, how they can care for them and why the wetlands are important to Aboriginal people. They will explore the needs of living things, collect data and determine external features of a variety of living things, including plants and animals.

Activities:

- PowerPoint Introduction – Introduction to wetland environments, location, history, importance of wetlands and this site, along with how to care for a wetland environment.
- Dip netting: collecting live pond animals
- Wet room: conducting scientific investigations using microscopes to observe features of living things
- Visitor's Centre and Discovery Classroom: live and static displays of wetland animals and hands-on activities related to wetland environments
- Wetland walk: walk with binoculars to view birdlife on outer ponds, mapping activity and discovering the importance of this environment along with Aboriginal use and with how to care for it.

Location

Wetlands Environmental Education Centre (WEEC) located at Hunter Wetlands Centre, 412 Sandgate Rd, Shortland, Newcastle. Please use School entry.

Site Description

Wetlands Environmental Education Centre is located at Hunter Wetlands Centre, a managed wetland reserve with both artificial and natural water features accessed by decks and established walking tracks. WEEC have a purpose built education centre including theatre, wet room and classroom.

The WEEC is a NSW Department of Education school and staff are trained DoE teachers specialising in Environmental Education.

Excursion information

A typical schedule would be as follows:

- Introduction - 10am
- Morning tea
- Discovery activities
- Lunch
- Wetland walk
- Finish - 2pm

The basic program will be changed to suit larger groups or weather conditions.

Students should bring recess and lunch, refillable water bottle, hat, sunscreen, comfortable, covered walking shoes plus any special requirements of the group. (Wet weather gear when necessary). Non-aerosol insect repellent is advisable in summer.

WEEC teachers rely on the participation of visiting teachers to meet recommended supervision levels. Visiting teachers are ultimately responsible for behaviour of students, students with existing medical conditions or special needs.