

# La Trobe Wildlife Sanctuary Wilderness Wander (F-4)



Come and explore La Trobe's Wildlife Sanctuary to observe and discover a world of plants that provides habitat for the animals of the sanctuary.

Learning Intention	Success Criteria
Students will learn about a variety of plants in the sanctuary and the diverse nature of a woodland and/or wetland ecosystem.	Students have undertaken a walk through the wildlife sanctuary and asked questions where appropriate. Students will recognise the vast diversity of plants that make up the environment around them.

## Student Activity

Students will have the opportunity to take a tour and explore the Wildlife Sanctuary as a group. On this walk students will delve into the diverse range of plants that grow at the wildlife sanctuary and learn to identify some plants using their senses such as touch and smell. Discover how plants provide play a critical role for the animals and how certain plants need particular environments to grow.

From this walking tour through the Sanctuary students will be able to observe a variety of plants and possibly animals in a variety of environments. Students will have the opportunity to ask questions about their observations and learn about the significant features of a bushland environment.

## Learning Outcomes

Cognitive	Students will recognise the diversity of plants in the environment. Students will remember plants through interaction and their features. They will analyse and create new understandings based on the educator's knowledge.
Affective	Students will enjoy exploring the bushland environment and discovering the plants within making valuable connections between the sensory inputs provided (Smell, Sight, Touch, Sound).
Observational Skills	Students will be able to appreciate the connection between plants and their role as habitat in the environment.



## La Trobe University's Outdoor Laboratory

Critical Thinking



Communication



Collaboration



Creativity



Character



Citizenship



## Curriculum Links

### Year F-2:

People use science in their daily lives ([VCSSU041](#))

Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met ([VCSSU042](#))

Living things grow, change and have offspring similar to themselves ([VCSSU043](#))

Respond to and pose questions, and make predictions about familiar objects and events ([VCSIS050](#))

Participate in guided investigations, including making observations using the senses, to explore and answer questions ([VCSIS051](#))

Represent and communicate observations and ideas about changes in objects and events in a variety of ways ([VCSIS055](#))

### Year 3-4:

Science knowledge helps people to understand the effects of their actions ([VCSSU056](#))

Living things can be grouped on the basis of observable features and can be distinguished from non-living things ([VCSSU057](#))

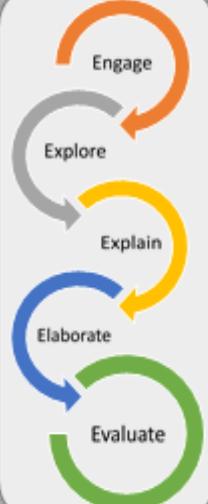
Different living things have different life cycles and depend on each other and the environment to survive ([VCSSU058](#))

With guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledge ([VCSIS065](#))

Represent and communicate observations, ideas and findings to show patterns and relationships using formal and informal scientific language ([VCSIS072](#))

## Summary

Throughout this informative experience, students will discover and gain an understanding about plants in their natural environment by taking a tour through the Wildlife Sanctuary.



**A New Pedagogy Deep Learning (NPDL)**

The LTWS incorporates the work of Michael Fullan and Maria Langworthy into their activities and support resources.

**Instructional Model** and incorporate a range of activities designed to develop 21<sup>st</sup> Century Learning Skills.

The Plants Alive Walk activity provides an authentic link to a pedagogy for Meaning-Oriented (Deep) learning. The ticks below provide an indication of the skills this activity is designed to develop.

## Support Materials

The LTWS have (and are) developing a range of support materials that provide additional resources for teachers to explore this NPDL framework.

Visit our Webpage – [www.latrobe.edu.au/wildlife](http://www.latrobe.edu.au/wildlife)

Keep in touch via the sanctuaries Blog, Facebook and Youtube pages to discover more about the sanctuary and the opportunities your students can explore.

<http://bit.ly/1TdbMnN>  
<http://on.fb.me/1WeQwfD>  
<http://bit.ly/1V4yMTL>



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