

# La Trobe Wildlife Sanctuary Woodlands and Wetlands Walk (F-6)



Come and explore La Trobe's Wildlife Sanctuary to observe and discover a variety of plants, animals and habitats.

Learning Intention	Success Criteria
Students will understand the diverse nature of a woodland and/or wetland ecosystem and be engaged in observing occurrences.	Students have undertaken a walk through the wildlife sanctuary and asked questions where appropriate.

## Student Activity

Students will have the opportunity to take a tour and explore the Wildlife Sanctuary as a group. The walk can be catered to your schools learning intentions as either a wetland, woodlands or general sanctuary orientated tour. Students will be engaged in developing their understandings of the diverse nature of 'happenings' in a woodland and wetland ecosystem. They will observe a variety of animal and plant life in different habitats. 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 remember significant features of a bushland environment and apply their prior knowledge to observations. They will analyse and create new understandings based on the educator's knowledge.
Affective	Students will enjoy exploring the bushland environment and make valuable connections between the sensory inputs provided (Smell, Sight, Touch, Sound) and the importance of healthy environments.
Observational Skills	Students will be able to appreciate the connection between animals and objects in nature and understand simple natural processes.



## La Trobe University's Outdoor Laboratory

Critical Thinking



Communication



Collaboration



Creativity



Character



Citizenship



# La Trobe Wildlife Sanctuary

## Woodlands and Wetlands Walk (F-6)



### 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](#))

#### Year 5-6:

Scientific understandings, discoveries and inventions are used to inform personal and community decisions and to solve problems that directly affect people's lives ([VCSSU073](#))

Living things have structural features and adaptations that help them to survive in their environment ([VCSSU074](#))

The growth and survival of living things are affected by the physical conditions of their environment ([VCSSU075](#))

With guidance, pose questions to clarify practical problems or inform a scientific investigation, and predict what the findings of an investigation might be based on previous experiences or general rules ([VCSIS082](#))

Communicate ideas and processes using evidence to develop explanations of events and phenomena and to identify simple cause-and-effect relationships ([VCSIS088](#))

### Summary

Throughout this informative experience, students will explore a bushland environment and gain an understanding of a variety of animals, plants and diverse habitats.



#### 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 Sanctuary 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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