

# School

## Unit of Work:

Science & Tech Outcomes: **LTS1.3** Identifies and describes ways in which living things grow and change.

**INVS1.7** Conducts guided investigations by observing, questioning, predicting, collecting and recording data, and suggesting possible explanations.

**ESS1.6** Identifies and describes ways in which people and other living things depend upon the Earth and its environments.

## HSIE Outcomes:

**ENS1.5** Compares and contrasts natural and built features in their local area and the ways in which people interact with these features.

**ENS1.6** Demonstrates an understanding of the relationship between environments and people.

Coordinating Teacher:

(Special needs students – )

Date: 2008

(Low tide 0.19m – 15.14pm) – [0.7m – from 12.50pm- 18.00pm]

Time	Teacher:	Guide:	Time	Teacher:	Guide:
10:00	<b>Meet &amp; brief students (Buddies, safety, rules)</b> <b>Meet &amp; brief Teachers &amp; helpers – MDC Leader</b>		10:00	<b>Meet &amp; brief students (Buddies, safety, rules)</b> <b>Meet &amp; brief Teachers &amp; helpers – MDC Leader</b>	
10:10	Activity Briefing - <b>Discovery Questions</b>		10:10	Activity Briefing - <b>Discovery Questions</b>	
10:15	<b>Morning tea under trees at rear of Pavilion</b> <i>Confirm program with your Discovery Guide</i>		10:15	<b>Morning tea under trees at rear of Pavilion</b> <i>Confirm program with your Discovery Guide</i>	
10:35	Bags in storage boxes in Rear Education Area		10:35	Bags in storage boxes in Rear Education Area	
10:40	<b>Toilets at Pavilion</b>		10:40	<b>Toilets at Pavilion</b>	
10:45	<b>Beach Investigation</b> – hands-on beach investigation of sand and the things brought up on the shoreline at Bondi Beach. Make your own sand creature and show how it lives.....		10:45	<b>You're the Solution to Water Pollution beach game</b> Look at pollution and how it affects the creatures and our environment (Stormwater etc.) Take home actions of how to stop this pollution.	
11:10	<b>You're the Solution to Water Pollution beach game</b> Look at pollution and how it affects the creatures and our environment (Stormwater etc.) Take home actions of how to stop this pollution.		11:10	<b>Beach Investigation</b> – hands-on beach investigation of sand and the things brought up on the shoreline at Bondi Beach. Make your own sand creature and show how it lives.....	
11:35	<b>Eat packed lunches under trees @ rear of Pav</b> <b>Toilets at Pavilion</b>		11:35	<b>Eat packed lunches under trees @ rear of Pav</b> <b>Toilets at Pavilion</b>	
12:05	Bags in storage boxes in Rear Education Area		12:05	Bags in storage boxes in Rear Education Area	
12:10	<b>Walk along promenade to marine life book @</b> Nth Bondi (talk about beach safety on the way – SLSCs, rips, power of the ocean etc.) Bag Limits		12:10	<b>Walk along promenade to marine life book @</b> Nth Bondi (talk about beach safety on the way – SLSCs, rips, power of the ocean etc.) Bag Limits	
12:20	<b>Intertidal Discovery tour Area 1 – Discovering local intertidal marine life – High Shore</b>		12:20	<b>Bridge over Stormwater Drain - Stormwater as an important coastal issue</b>	
12:35	<b>Bridge over Stormwater Drain - Stormwater as an important coastal issue</b>		12:25	<b>Intertidal Discovery tour Area 2 – Discovering local intertidal marine life – High Shore</b>	
12:40	<b>Sustainable Fishing @</b> just before the boat ramp nr amateur fishing club – <i>Jr Rec Fishing Code</i>		12:40	<b>Sustainable Fishing @</b> just before the boat ramp nr amateur fishing club – <i>Jr Rec Fishing Code</i>	
12:45	<b>Intertidal Discovery tour area 3.1 – Adaptations of intertidal marine life – Mid Shore</b>		12:45	<b>Intertidal Discovery tour area 3.2– Adaptations of intertidal marine life – Mid Shore</b>	
13:05	<b>Intertidal Discovery tour area 4.1/2– Diversity of intertidal marine life – Low Shore</b>		13:05	<b>Intertidal Discovery tour area 4.2/3– Diversity of intertidal marine life – Low Shore</b>	
13:30	Headland - <b>Aboriginal rock engraving</b> of turtle		13:30	Headland - <b>huge size of oceans &amp; global sig</b>	
13:35	Headland - <b>huge size of oceans &amp; global sig</b>		13:35	Headland - <b>Aboriginal rock engraving</b> of turtle	
13:40	<b>Walk along road</b> back to shady park – <b>discuss human impacts &amp; contrast with prev. diversity</b>		13:40	<b>Walk along road</b> back to shady park – <b>discuss human impacts &amp; contrast with prev. diversity</b>	
13:45	<b>Walk back to Pavilion</b> along promenade		13:45	<b>Walk back to Pavilion</b> along promenade	
13:55	Games/theatre to <b>show Indicators of Outcomes achieved;</b> <b>*Collect Teacher Evaluation*</b>		13:55	Games/theatre to <b>show Indicators of Outcomes achieved;</b> <b>*Collect Teacher Evaluation*</b>	
14:00	<b>MDC program concludes</b>		14:00	<b>MDC program concludes</b>	
14:05	<b>Back on the Bus</b>		14:05	<b>Back on the Bus</b>	