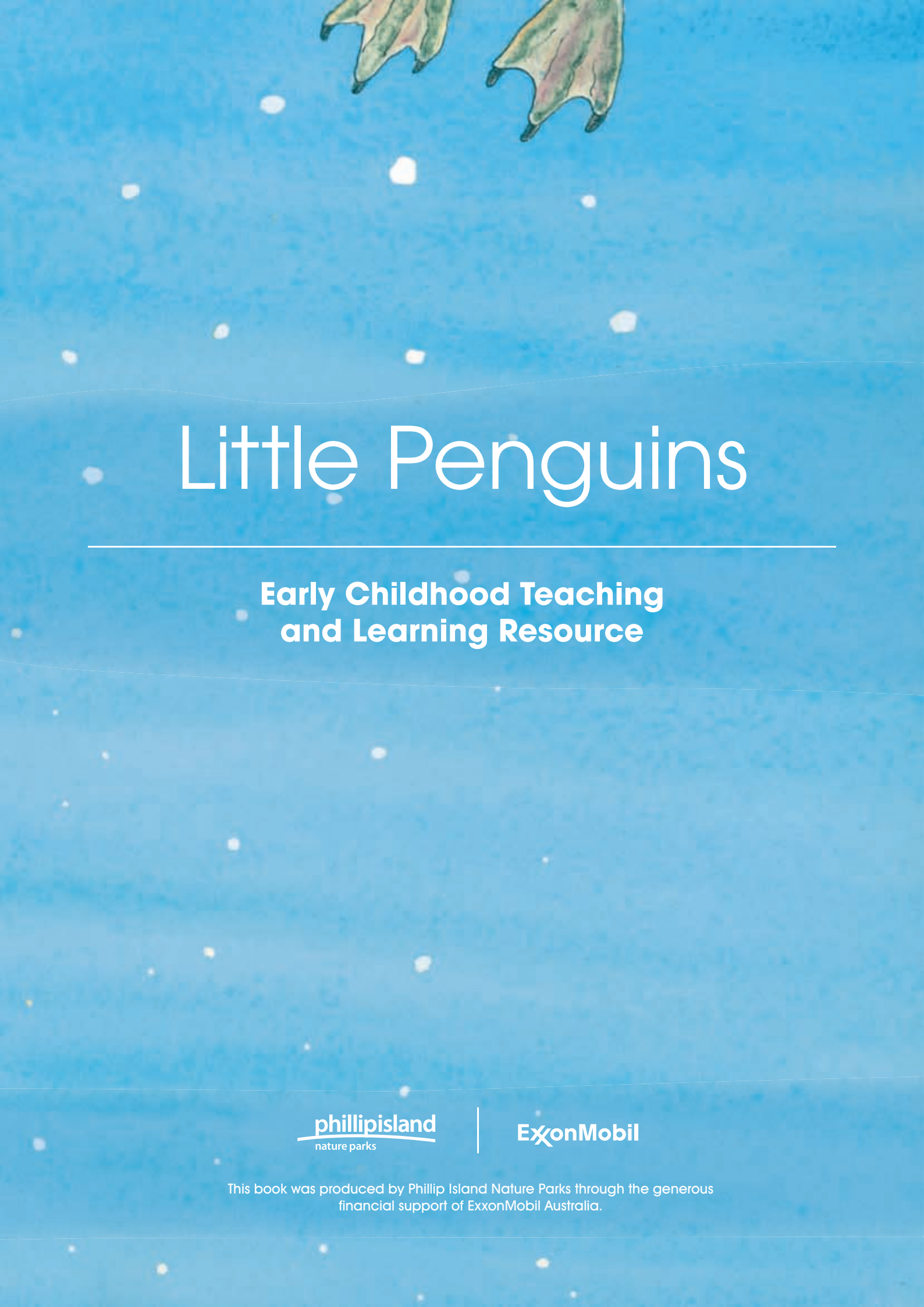

Little Penguins

Early Childhood Teaching and Learning Resource

phillipisland nature parks | ExxonMobil

This book was produced by Phillip Island Nature Parks through the generous financial support of ExxonMobil Australia.

First published in 2015 by Phillip Island Nature Parks
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About Phillip Island Nature Parks

Phillip Island Nature Parks is a self-funded, not-for-profit organisation dedicated to the conservation of Phillip Island's wildlife and natural features.

The Nature Parks, established by the Victorian Government in 1996, manages approximately 20 per cent of Phillip Island. As a not-for-profit organisation, all revenue generated is invested into research, sustainability, ecotourism, environmental conservation and education.

The diversity of ecosystems within Phillip Island Nature Parks provides an ideal location for students of all ages to engage with amazing flora and fauna while learning about the importance of conservation. The education team at the Nature Parks consists of rangers who are passionate about education for sustainability and have a diverse background in teaching and interpretation.

About this Teaching and Learning Resource

The 'Little Penguins Early Childhood Teaching and Learning Resource' aims to assist teachers in implementing an engaging unit of work focusing on little penguins. This resource is divided into two sections: the 'What Animal am I?' picture storybook and this teaching and learning activity book. The program addresses key learning outcomes within the Victorian Early Years Learning and Development Framework and the National Curriculum.

Pre-used Penguins

Students use recycled materials to construct their own penguins. Through this activity students will learn about penguin features, and also the impacts recycling can have on the penguins' environment.

Background Information

Our little penguins are highly adapted to their environment. Their feathers protect them against the cold, they hide in their burrows from predators, and the layer of air in their feathers helps them shoot to the surface to catch their prey. All of their features and behaviours aid them in their natural environment, however these adaptations can't help them with human introduced rubbish.

Our research team find plastic remnants in penguins' stomachs and our rehabilitation centre looks after penguins injured through entanglement. By reusing and recycling our rubbish, we can keep harmful debris out of our waterways and protect our penguins.

Activity

As a class, collect recycled materials suitable for crafts. This might include:

- Boxes
- Cardboard tubes
- Bottle caps
- Plastic bottles
- Plastic packaging such as chip packets

Note: It is important to consider allergies in your class when collecting materials. Items such as egg cartons might not be suitable.

As a whole class students draw a penguin. Either each child can draw their own, or you can draw a class penguin with different students contributing different parts. Discuss the features of a penguin. Resources such as the Little Penguin 'What animal am I' book and the 'Little Penguin Nature Notes', or 'A Closer Look' on the PINP Penguins App, will help scaffold students ideas of penguins.

Students can use their penguin drawing as a plan for creating their 3D penguin. Using their collected recycled materials, tape, glue and scissors, students can make their own penguin.

Extension Activity

- Students can make more detailed penguins, including features such as the nares (the openings on the penguins beak that help them control salt levels in their bloodstream)
- Students discuss camouflage in penguins and colour their models accordingly. This could either be done by gluing coloured recycled materials (such as plastic or paper) to their model, or simply by painting it on completion.

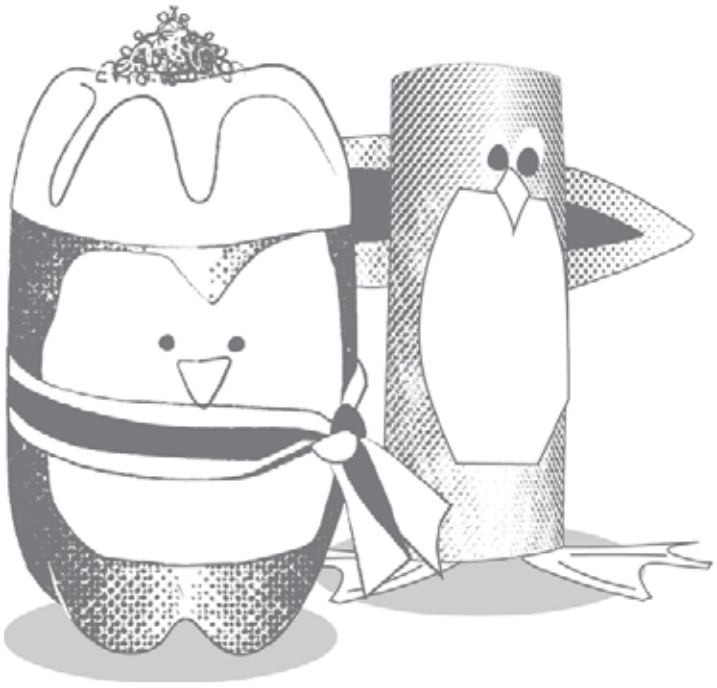
Resources

- Recycled materials
- Glue
- Scissors
- Tape
- Reference materials including

  'What Animal am I' Storybook

  Little Penguin Nature Notes

  A Closer Look – 'Penguins' App



Envisioning Environment

Students investigate a penguin's habitat and explore the different animals and plants that co-exist within this habitat.

Background Information

Penguins live in two habitats: the land and the ocean. Often when we think of penguins we picture icy tundras, but the little penguins of Australia make their homes in the vegetation covering our sand dunes. Little penguins are best suited to the ocean, where their camouflaged and waterproof feathers help them survive. However, they need to come to land to moult, reproduce, and rest.

On land penguins stay safe from predators such as birds of prey by hiding in their burrows. They share the space with other animals including wallabies, Cape Barren geese, short-tailed shearwaters and copperhead snakes.

Penguins share the water with prey such as pilchards and squid, predators such as leopard seals and New Zealand fur seals, and co-exist with other animals such as crabs, Australian fur seals, and sharks.

Activity

Utilising recycled or natural materials, students create wall art depicting penguin habitat. As a class students will need to think about plants, animals, and landscape formations both on land and at sea. Depending on space and time available, students can create a mural depicting either both, or one of these environments.

Some ideas include:

On Land

- branches with paper leaves for trees
- animal shapes cut out of felt or cloth, for wallabies and birds
- sand glued on paper for the sand dunes and beach

At Sea

- plastic shopping bag jellyfish
- blue cellophane water
- newspaper painted green and cut up for seaweed

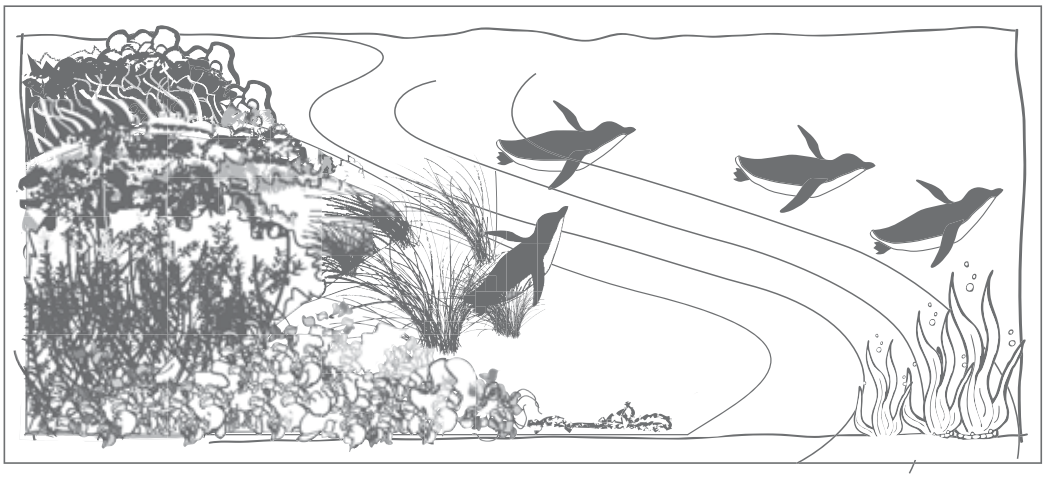
Students can also incorporate crafts from other activities in this resource into their mural, such as their 'Careful Camouflage' penguins. This way the mural will continue to grow and become more complex throughout the unit.

Extension Activity

- Student can begin to think about the food chain or 'Who eats who' and represent this in their mural. They can show crabs filter feeding, fish nibbling seaweed, and penguins chasing fish.

Resources

- Penguin media: books, posters, videos, apps
- Recycled materials including cardboard, paper, empty containers
- Natural materials including sand, leaves, grasses and branches



Trip through Time

From the time penguins hatch to when they fledge and head out to sea they have a lot of growing to do!

Background Information

In late winter our little penguins begin returning to the colony in greater numbers as they build their nests and get ready to lay their eggs. In spring we start to see eggs in the nests with one parent guarding them and keeping them warm, while the other heads out to sea to fish. They usually lay two eggs, a couple of days apart. The eggs weigh 35g.

Come summer, our fluffy penguin chicks appear throughout the colony where they can be heard loudly demanding food from their parents. The fluffy down not only camouflages the chicks, but also helps them to thermoregulate. When they are cold they stay still and the trapped air in the feathers heats up. When they are hot they ruffle their feathers and move so the air can escape and cool them down.

When the penguin chicks have grown large enough, both parents head out to sea to satisfy the chicks' demand for food. Slowly the penguin's feathers start to change from their dark fluffy baby down, to the sleek blue and white feathers of an adult penguin. The change starts with the flippers and slowly moves over their whole body ending with a final collar of fluffy feathers. Once the penguin is completely covered in their adult feathers they are waterproof and can head out to sea to fish for themselves.

Activity

- Photocopy the flashcards on the next page so that there is a set for every student. Ask the students to find the card with the adult penguin. Ask the students to identify different features on the penguin (eyes, feet, tummy, beak, flippers, and feathers) and to identify the equivalent features on their own bodies. Discuss which features are similar (eyes, feet) and which are quite different (beak/mouth, arms/flippers).
- Ask the students how they knew that this was the adult penguin. Get the students to look at their cards and point out differences between the adult and chick (feathers, size, standing vs lying down). Ask students why they think baby penguins have different feathers to adult penguins.
- Ask students how they thought a penguin starts off. Get students to identify the egg and put that down as the first card in their time line. Ask students which card they think comes next and why. Continue this process and walk the students through the growth of a penguin chick through to adult hood.

Extension Activity

- Ask the students to make a pair and jumble their cards up together. Get them to lay the cards face down and take turns in trying to match the same cards.

Resources

- Penguin Flashcards

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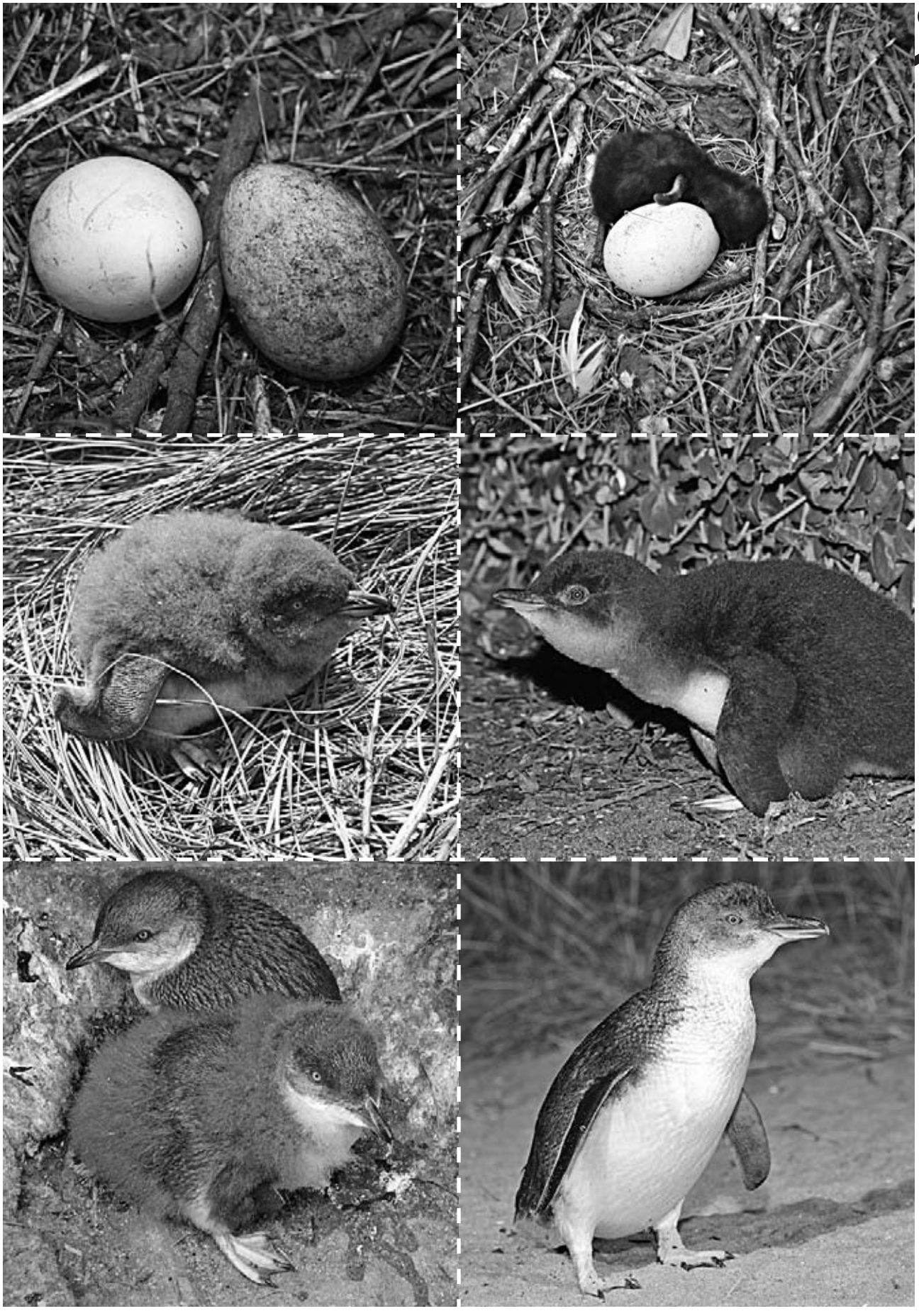


Careful Camouflage

Children use art in a hands on activity to explore a penguin's camouflage abilities.

Background Information

Penguins rely on their feathers for survival. While the waterproof and insulating properties protect them against the environment, the colouration camouflages them against predators. While penguins are in the ocean, their dark blue feathers help them hide from sea eagles and other birds of prey searching from above.

Their white feathers hide them from leopard seals and other predators from below, by blending in with the bright glare on the water's surface. The camouflage also assists them with hunting and helps them to hide from their prey.

Activity

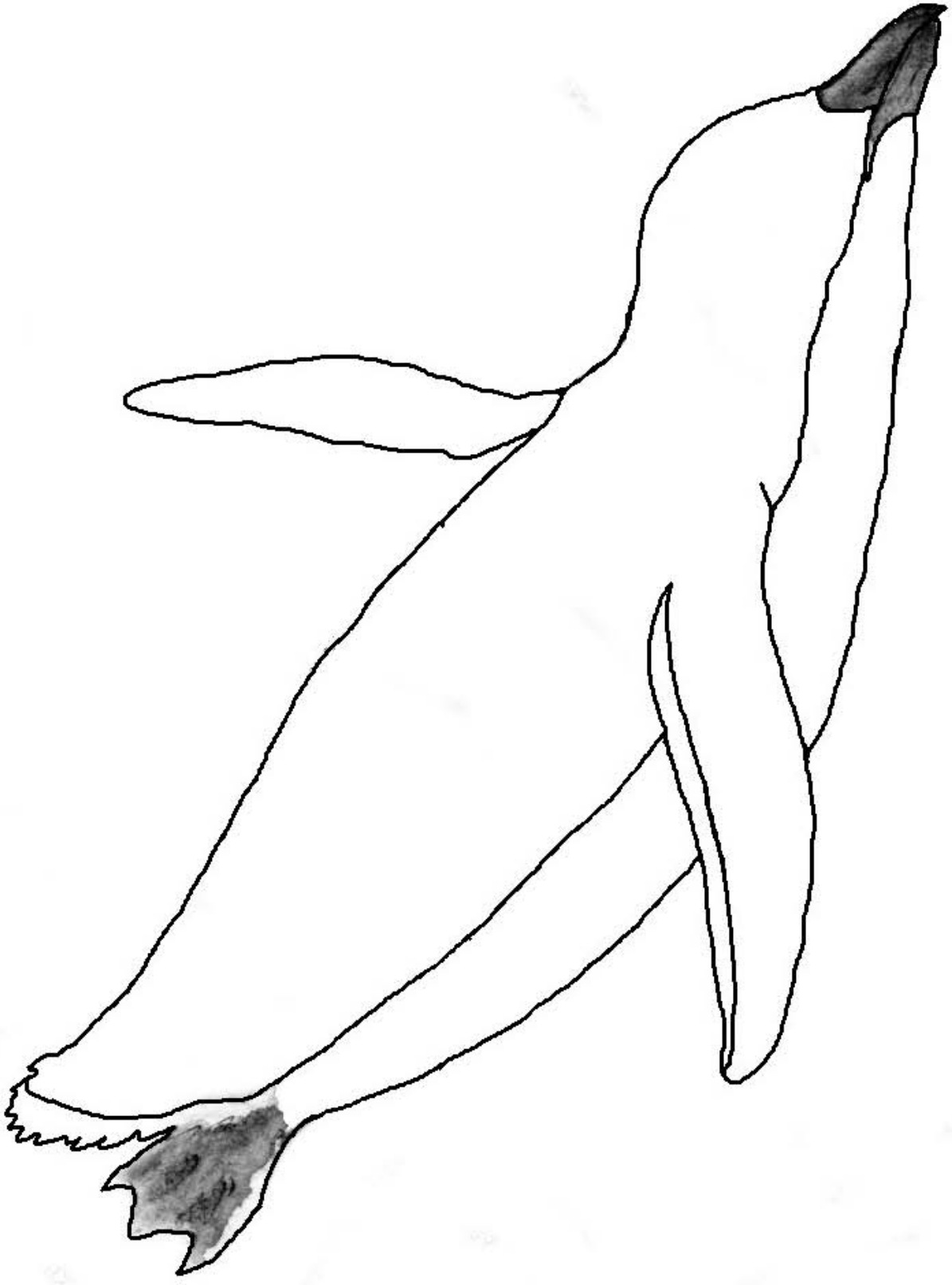
- As a group, talk about what colours the ocean can be. Discuss what shapes we might see in the ocean such as waves or bubbles.
- Give each child a piece of paper folded in half. You can use A3 paper, a sheet of newspaper, or any other large sheet of paper. Ask students to paint the ocean on half of their paper. Encourage them to use different colours and shapes. When the students have finished painting, they need to fold their paper in half while the paint is still wet. Rub the back side of the paper to make sure the paint is spread over both sides, then open the paper and place it somewhere safe to dry.
- HINT! Writing student's names on the back of their paper before they paint, makes identifying the pictures much easier later on.
- When the paintings are dry cut the paintings in half. Trace the shape of the penguin on one half of the painting and cut the shape out. Direct students to paint the beak and feet black, and the edge of the flipper and tummy white. They can either paint the eye on, or they can glue on a googly eye.
- Using double-sided tape or glue place the penguin in front of the other half of the ocean painting.

Extension Activity

- These penguin pictures could be part of a penguin mural. Tile the students' penguin pictures on a wall. Talk with students about what else would share the ocean with the penguins. Think about plants and animals including seaweeds, fish and squid.

Resources

- Penguin template
- Paint
- Paint brushes
- Paper
- Scissors
- Googly eyes (optional)
- Glue



Entanglement Encounters

Our little penguins are well adapted to their underwater environment, but when marine debris enters the picture sometimes they need a hand from their ranger friends.

Background Information

Penguins love to play and explore in their environment. While their 'wings' don't help them to fly through the air, their flippers let them perform amazing acrobatics under the water, flapping 3 times per second and 5 times per second when pursuing fish! This propels them through the water at an astonishing 12km/hr.

While these birds are uniquely adapted to their underwater home, there are some things in the water that they can't adapt to. Sometimes bits and pieces of human rubbish make their way into the water. When the penguins approach this rubbish to find out what it is, sometimes they end up entangled in it. We find fishing line, pieces of net, plastic bags and ribbons from lost helium balloons tangled around our penguins' legs and flippers.

Activity

Discuss penguins and marine debris with the children. How does rubbish get into the ocean? What might happen to a penguin that meets that rubbish?

Get the students to stand shoulder to shoulder in a circle. Ask them to reach out with their arms and cross them over. While their arms are crossed they need to grab someone's hand. When everyone is holding hands ask the students to try and untangle themselves back into the circle without letting go. Starting off with smaller groups before trying a whole class entanglement is a good idea!

When students have untangled themselves ask them if they think it would be easy to swim when tangled up.

Designate two students as the marine debris and two students as rangers. The other students are the penguins. The marine debris will try and tag the penguins. When a penguin is tagged, they need to kneel down, flap their flippers and yell 'Help, help!' A ranger can save the penguin by helping the bird stand up.

As this is a tag game students will need an open area where they can run and chase safely. Make sure boundaries are set and students are aware of them. Watch student energy levels and finish the game when students start to tire.

Extension Activity

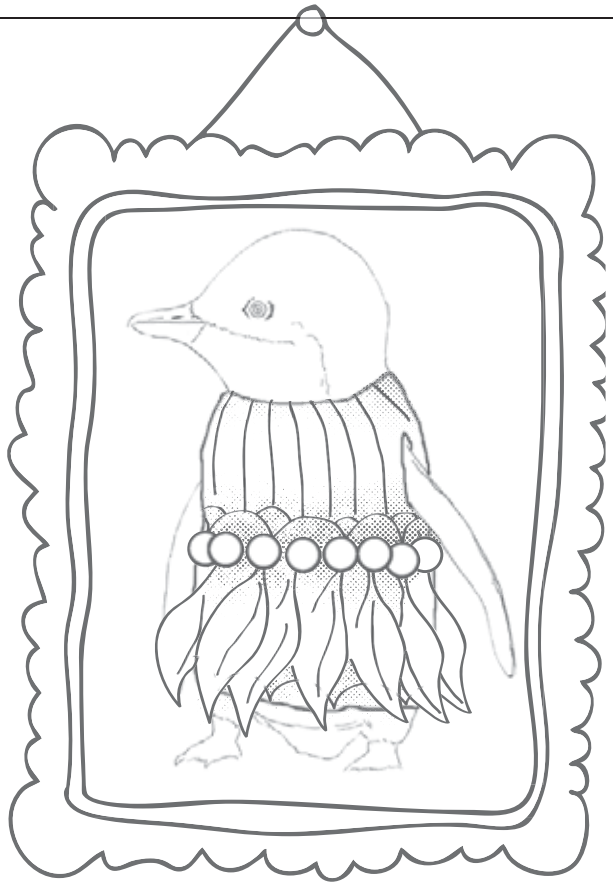
- Play the game again but this time with uneven numbers of rangers and marine debris. After the game, ask students, was it harder to save the penguins with more debris and less rangers? Was it easy with lots of rangers and not much debris?

Resources

- Bibs, sashes, hats or other identifiers to show who is a ranger and who is marine debris would be useful but not necessary.

Jazzy Jumpers

Students think about pattern while designing jumpers to rescue oiled penguins.



Background Information

When ships need to sail with no cargo, they are too light and roll around on the top of the water. They pump water into the bottom of the ship (called ballast) so that the boat is heavy enough to sail. When they want to put cargo on the boat this water needs to be pumped out. If there is a problem with the pump, when the ballast water goes out so does the oil for the pump!

Oil floating in the ocean is a threat to our little penguins. Little penguin feathers consist of a waterproof outer layer, and an insulating inner layer that traps air against the skin. This layer of air surrounding the penguins helps them float and keeps them warm. Oil makes the feathers clump together and allows water to seep into the inner layer. This makes the penguins cold and heavy, and makes swimming hard work. The penguin's best chance is to reach land.

Even on land, their trials aren't over. A penguin cleans and maintains their feathers with their beak in an act called preening. The first thing they want to do is get the oil off their feathers, but this means they will ingest it. This is where the rangers come in! We can rescue the penguins, prevent them from preening, and clean the oil from their feathers. We can keep them in our rehabilitation centre until they have recovered and are ready for release.

Activity

Show the students pictures of penguins in jumpers. Ask them why they think a penguin would need to wear a jumper. Talk with the students about how the jumpers help to protect the penguins from oil. Show students pictures of different jumpers and ask them if they can identify the patterns. Tell students that they will be creating their own penguin jumpers and that they will need to think of a pattern when creating their jumpers.

Provide each student with the penguin in a jumper template and materials to create their pattern. These materials could be textile (wool, cloth strips, ribbon etc), natural (flowers, leaves, grasses) or recycled (bottle caps, buttons, coloured paper). Assist students with designing their pattern and gluing it onto their penguin jumper.

Extension Activity

Provide students with penguin jumpers that have a pattern started and ask them to continue the pattern.

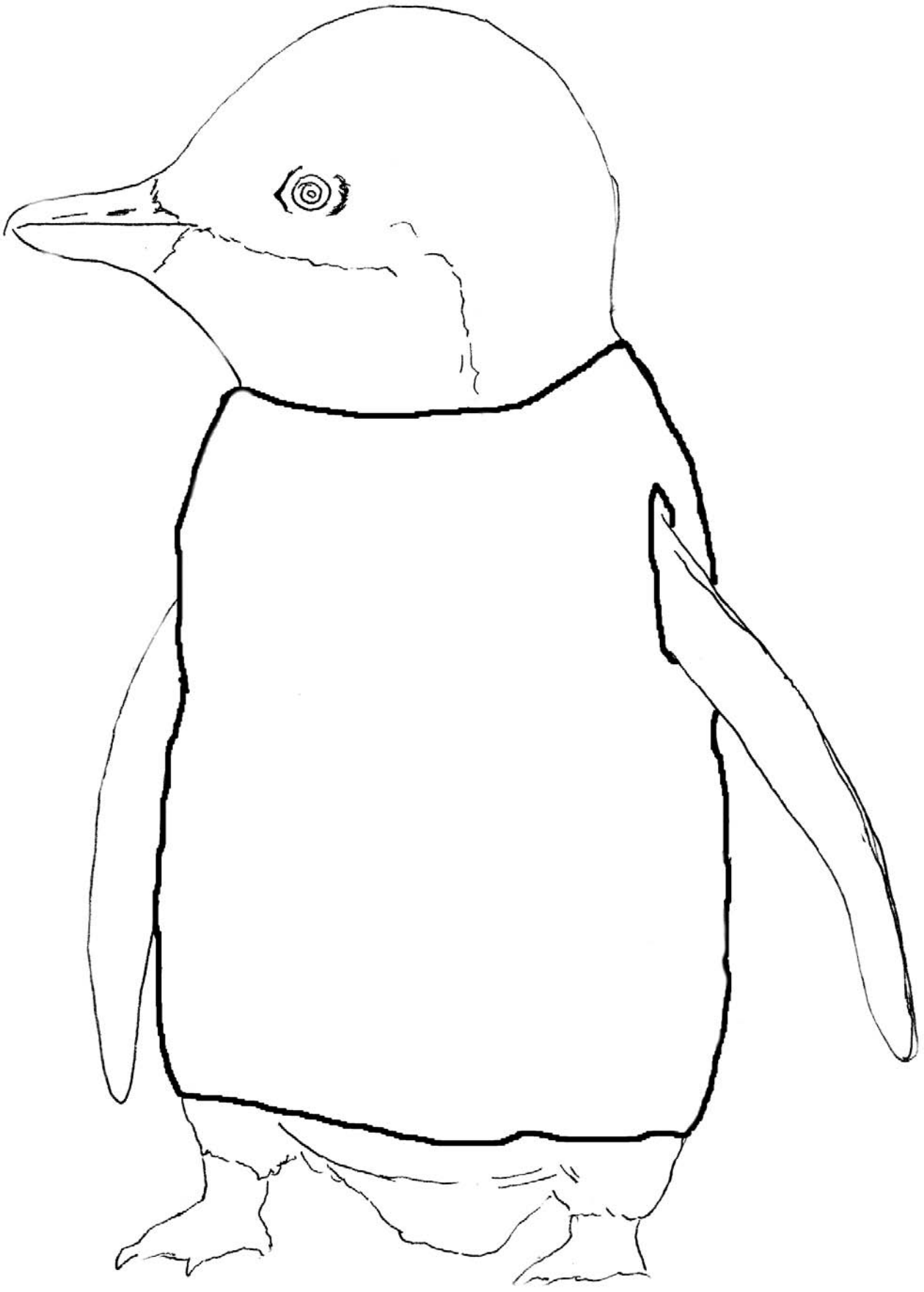
Resources

- Penguin Jumper Flashcard Set (available on our website)
- Glue
- Penguin in a Jumper Template
- Patterning materials such as:

  textile (wool, cloth strips, ribbon)

  natural (flowers, leaves, grasses)

  recycled (bottle caps, buttons, coloured paper)



Serene Soundscapes

Children think about what they would hear at the Penguin Parade and use natural and recycled materials to recreate the sounds of the parade.

Background Information

Most nights of the year, the Penguin Parade sees hundreds of penguins and people connecting in a shared moment of wonder. People gather on the stands as dusk falls, eagerly awaiting the first huk huk huks of the penguins as they start to arrive. As the penguins make their way up the beach and to their burrows, their calls change to a braying, trilling noise. The voices of people, the squawk of birds, and the thump of wallaby feet hurrying away combine with the penguins to create the auditory experience of the Penguin Parade.

Activity

As a class brainstorm the different sounds students think they would hear at the penguin parade. These might include:

- Penguins braying
- People talking, laughing, whispering
- Waves crashing
- Other birds or animals, including Cape Barren geese, short tailed shearwaters, sea gulls, and black swamp wallabies
- Footsteps
- Announcements from rangers

Tell students that they will be making a soundscape, so that if they close their eyes, it's just like being at the penguin parade. Ask students 'What do these things sound like?' 'Can we make these sounds ourselves?' Use online resources and Google to assist students in finding the noises they don't know. See the resources list for ideas.

Get students to think about how they can make the sounds they will need. Can they use their voice? Do they need an instrument? Record the sounds and compile them into a penguin parade soundscape. Get students in a comfortable position where they can close their eyes (head on desk, or lying on the floor) and play the soundscape for them.

Extension Activity

- Ask students to think about timing. When would they hear these noises? Would the noise be happening all the time? Occasionally? Just at the start?
- If students attend the parade, they can record their own sound scape during the evening. Back at school they can compare their sound scape with the one they recorded. Discuss the differences between the two.

Resources

- Sound recording device that can upload the recordings to the computer
- Sound or video editing software such as Windows Movie maker
- Device that can play back the sound to the class
- Resources for making sounds
- A sound bank. This might include
    - videos of the Penguin Parade from our YouTube channel
    - documentaries on the Little Penguin
    - bird watching apps that can play bird noises such as 'Birds of Australia'
    - or even a recording from the Penguin Parade you or the students recorded yourselves (VIT registered teachers get free entry to the Penguin parade
    - Penguin App

Outcomes

Activity 1

Pre-used Penguins

EARLY YEARS LEARNING FRAMEWORK OUTCOMES

Outcome 4:
Children are confident and involved learners

Children resource their own learning through connecting with people, place, technologies and natural and processed materials

This is evident when children:

- Manipulate resources to investigate, take apart, assemble, invent and construct

Outcome 5:
Children are effective communicators

Children express ideas and make meaning using a range of media

This is evident when children:

- Use the creative arts such as drawing, painting, sculpture, drama, dance, movement, music and storytelling to express ideas and make meaning

AUSVELS OUTCOMES: LEVEL FOUNDATION

Design, Creativity and Technology

They explore the differences between natural products and artefacts, and learn that materials can be recycled and reused to produce new products. They play with and manipulate materials/ingredients in both a free and focused manner to foster development of their design and technical skills. They learn appropriate terminology, including the names of materials/ingredients and their characteristics and properties (for example, rough, smooth, shiny, soft, flexible), and processes such as measure, mix, cut, join.

Students independently, or in collaboration with peers or adults, explore the use of common materials such as paper, cardboard, glue, fabric, wood, soil and plants, plastic containers, string, paddle-pop sticks and food ingredients. They develop skills in the safe use of basic tools and equipment, such as safety scissors, mixing bowls, cups and rulers, to cut, join, shape, mix and follow instructions to construct simple products or models based on their design ideas.

Science - Science Inquiry Skills

Processing and analysing data and information

Engage in discussions about observations and use methods such as drawing to represent ideas

Communicating

Share observations and ideas

Activity 2

Envisioning Environment

EARLY YEARS LEARNING FRAMEWORK OUTCOMES

Outcome 1:
Children have a strong sense of identity

Children learn to interact in relation to others with care, empathy and respect

This is evident when children:

- show interest in other children and being part of a group
- engage in and contribute to shared play experiences

Outcome 2:
Children are connected with and contribute to their world

Children become socially responsible and show respect for the environment

This is evident when children:

- demonstrate an increasing knowledge of, and respect for natural and constructed environments
- show growing appreciation and care for natural and constructed environments
- develop an awareness of the impact of human activity on environments and the interdependence of living things.
- Explore, infer, predict and hypothesise in order to develop an increased understanding of the interdependence between land, people, plants and animals.

Outcome 4:
Children are confident and involved learners

Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.

This is evident when children:

- express wonder and interest in their environments
- initiate and contribute to play experiences emerging from their own ideas
- participate in a variety of rich and meaningful inquiry-based experiences

Outcome 5:
Children are effective communicators

Children use information and communication technologies to access information, investigate ideas and represent their thinking

This is evident when children:

- use information and communication technologies to access images and information, explore diverse perspectives and make sense of their world

AUSVELS OUTCOMES: LEVEL FOUNDATION

The Arts

Students make visual arts works that express and communicate experiences, observations, ideas and feelings about themselves and their world. With guidance, they make arts works in traditional and contemporary arts forms in response to stimuli drawn from sources such as play, problem solving, imagination, observation, incursions and excursions. They use a range of mark making tools to explore as many ways as possible to apply wet and dry media.

Design, Creativity and Technology

They explore the differences between natural products and artefacts, and learn that materials can be recycled and reused to produce new products. They play with and manipulate materials/ingredients in both a free and focused manner to foster development of their design and technical skills. They learn appropriate terminology, including the names of materials/ingredients and their characteristics and properties (for example, rough, smooth, shiny, soft, flexible), and processes such as measure, mix, cut, join.

Science - Science Understanding

Biological Sciences

Living things have basic needs, including food and water.

Earth and Space Sciences

Daily and seasonal changes in our environment, including the weather, affect everyday life

Outcomes

Activity 3

Trip Through Time

EARLY YEARS LEARNING FRAMEWORK OUTCOMES

Outcome 4: Children are confident and involved learners

Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

This is evident when children:

- create and use representation to organise, record and communicate mathematical concepts and ideas.

Outcome 5:
Children are effective communicators

Children begin to understand how symbols and patterns work

This is evident when children:

- begin to sort, categorise, order and compare collections and events and attributes of objects and materials, in their social and natural worlds

AUSVELS OUTCOMES: LEVEL FOUNDATION

Mathematics – Measurement and Geometry

Using Units of Measurement

Compare and order the duration of events using the everyday language of time

Activity 4

Careful Camouflage

EARLY YEARS LEARNING FRAMEWORK OUTCOMES

Outcome 2:
Children are connected with and contribute to their world

Children become socially responsible and show respect for the environment

This is evident when children:

- demonstrate an increasing knowledge of, and respect for natural and constructed environments
- show growing appreciation and care for natural and constructed environments
- develop an awareness of the impact of human activity on environments and the interdependence of living things.

Outcome 5:
Children are effective communicators

This is evident when children:

- Use the creative arts such as drawing, painting, sculpture, drama, dance, movement, music and storytelling to express ideas and make meaning

Children interact verbally and non-verbally with others for a range of purposes

- Use language and representations from play, music and art to share and project meaning

AUSVELS OUTCOMES: LEVEL FOUNDATION

The Arts

Students make visual arts works that express and communicate experiences, observations, ideas and feelings about themselves and their world. With guidance, they make arts works in traditional and contemporary arts forms in response to stimuli drawn from sources such as play, problem solving, imagination, observation, incursions and excursions. They use a range of mark making tools to explore as many ways as possible to apply wet and dry media.

Science - Science Understanding - Biological Sciences

Living things have basic needs, including food and water.

The Humanities

Participating in activities such as wearing protection from the sun, saving energy, saving water, and recycling, students develop their awareness of environmental issues.

Activity 5

Entanglement Encounters

EARLY YEARS LEARNING FRAMEWORK OUTCOMES

Outcome 1:
Children have a strong sense of identity

Children learn to interact in relation to others with care, empathy and respect.

This is evident when children:

- engage in and contribute to shared play experiences.

Outcome 2:
Children are connected with and contribute to their world

Children become socially responsible and show respect for the environment

This is evident when children:

- demonstrate an increasing knowledge of, and respect for natural and constructed environments
- show growing appreciation and care for natural and constructed environments
- develop an awareness of the impact of human activity on environments and the interdependence of living things.

Outcome 3:
Children have a strong sense of wellbeing

Children take increasing responsibility for their own health and physical wellbeing

This is evident when children:

- engage in increasingly complex sensory-motor skills and movement patterns
- demonstrate spatial awareness and orient themselves, moving around and through their environments safely and confidently
- show enthusiasm for participating in physical play and negotiate play spaces to ensure the safety and wellbeing of themselves and others

AUSVELS OUTCOMES: LEVEL FOUNDATION

Health and Physical Education

They regularly engage in activities described as moderate to vigorous, such as brisk walking or running, active play, swimming, dance, sports and games, which increase student breathing and sweating.

They learn simple rules and procedures for safe movement, and how to follow instructions.

They begin to combine movement with the use of equipment. While participating in movement and physical activities, they learn to consider, support and encourage others to share equipment, and to adhere to rules that aid participation and cooperation.

Science
Science Understanding: Biological Sciences

Living things have basic needs, including food and water

Interpersonal Development

While playing games and participating in classroom activities, students practise listening to others and recording or retelling what others have said. With teacher support, they practise using these skills with their peers in a variety of contexts and begin to identify when it would be useful to apply these skills in other situations.

They learn to play constructively together and are encouraged to develop friendships with peers.

Outcomes

Activity 6

Jazzy Jumpers

EARLY YEARS LEARNING FRAMEWORK OUTCOMES

Outcome 2:
Children are connected with and contribute to their world

Children become socially responsible and show respect for the environment

This is evident when children:

- develop an awareness of the impact of human activity on environments and the interdependence of living things.

Outcome 4:
Children are confident and involved learners

Children resource their own learning through connecting with people, place, technologies and natural and processed materials

This is evident when children:

- engage in sensory and exploratory experiences with natural and processed materials

Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

This is evident when children:

- create and use representation to organise, record and communicate mathematical concepts and ideas.

Outcome 5:
Children are effective communicators

Children begin to understand how symbols and patterns work

This is evident when children:

- draw on memory of a sequence to complete a task
- begin to recognise patterns and the relationships between them
- begin to sort, categorise, order and compare collections and events and attributes of objects and materials, in their social and natural worlds

AUSVELS OUTCOMES: LEVEL FOUNDATION

Mathematics- Number and Algebra - Patterns and Algebra

Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings

Design, Creativity and Technology

They explore the differences between natural products and artefacts, and learn that materials can be recycled and reused to produce new products. They play with and manipulate materials/ingredients in both a free and focused manner to foster development of their design and technical skills. They learn appropriate terminology, including the names of materials/ingredients and their characteristics and properties (for example, rough, smooth, shiny, soft, flexible), and processes such as measure, mix, cut, join.

Activity 7

Serene Soundscapes

EARLY YEARS LEARNING FRAMEWORK OUTCOMES

Outcome 1:
Children have a strong sense of identity

Children develop their emerging autonomy, inter-dependence, resilience and sense of agency

This is evident when children:

- Increasingly co-operate and work collaboratively with others
- Persist when faced with challenges and when first attempts are not successful

Outcome 2:
Children are connected with and contribute to their world

Children become socially responsible and show respect for the environment

This is evident when children:

- Participate with others to solve problems and contribute to group outcomes
- Explore relationships with other living and non-living things and observe, notice and respond to change

Outcome 5:
Children are effective communicators

Children express ideas and make meaning using a range of media

This is evident when children:

- Experiment with ways of expressing ideas and meaning using a range of media

AUSVELS OUTCOMES: LEVEL FOUNDATION

The Arts

As students work towards the achievement of Foundation Level standards in the Arts, they make performing and visual arts works that express and communicate experiences, observations, ideas and feelings about themselves and their world.

With guidance, they make arts works in traditional and contemporary (including digital) arts forms in response to stimuli drawn from sources such as play, problem solving, imagination, observation, incursions and excursions.

In Music, students use body percussion, found and made percussion instruments and their voices to create a soundscape.

Science
Science Understanding – Biological Sciences

Daily and seasonal changes in our environment, including the weather, affect everyday life

Science as a Human Endeavour

Science involves exploring and observing the world using the senses

Science Inquiry Skills

Planning and Conducting

Explore and make observations by using the senses

Processing and Analysing data and Information

Engage in discussions about observations and use methods such as drawing to represent ideas

This teaching and learning resource and accompanying 'What Animal am I' storybook were produced by Phillip Island Nature Parks through the generous financial support of ExxonMobil Australia.

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