

Year 1 – Junior Primary Poster Kit Activities

What you need to know

1. To obtain your free set of posters email info@ausmepa.org.au
2. Go to the website www.ausmepa.org.au/poster to download information sheets to be used with the posters.
3. The titles of the posters are:
 - a. Anemonefish
 - b. Cuttlefish
 - c. Dangers
 - d. Hermit crab
 - e. Fairy penguin
 - f. Seahorses and seadragons
 - g. Sharks and Rays
 - h. Turtle
4. These activity sheets cover the Australian Curriculum for Foundations Year to Year 4
5. In the future we hope to also provide some Smartboard activities which will be available on the AUSMEPA website.

Year 1

Australian Curriculum	Content description
Science	Living things have a variety of external features (ACSSU017) Living things live in different places where their needs are met (ACSSU211) People use science in their daily lives, including when caring for their environment and living things (ACSHE022)
Geography	The natural, managed and constructed features of places, their location, how they change and how they can be cared for (ACHGK005)
English	Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582) Create short imaginative and informative texts that show emerging use of appropriate text structure , sentence-level grammar , word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661)

Teacher and classroom preparation:

- Download and skim through the poster factsheets before the lesson. Have the factsheets handy if you want to refer to them during the lesson.
- If you are going to use the activity sheets, you will need to make copies.
- A touch table of material commonly washed onto the beach would be valuable.
- Equipment to show a powerpoint.

Lesson 1

Prior learning

- Prior learning – what sea creatures do they know? Ask for responses from students
 - Start by making a list or word wall.
 - Ask students to describe one or two of its most distinguishing features.
 - Provide prompts to extend the list.
 - Ask questions that digs deeper into their prior knowledge eg if they come up with starfish (preferred name is sea star) is a starfish a fish?
 - If you have time ask them what they have found and seen when they've visited the sea?
 - Identify and discuss misconceptions.

Responding to the posters – Marine creature features

- Name the features they can see on each poster
 - Provide small groups with one of the seven animal posters.
 - Each group discusses and describes the features they can see in the poster.
 - Each group presents what they have found out to the class.
 - The class can respond.
 - The teacher confirms and modifies where necessary the students' findings.
- Activity sheet – Students complete the activity sheet 'Marine creature features.'

How do the features work?

- Students animal role play
 - Students go back into their groups. They are given a different poster. The activity will be more fun if each group tries to keep their animal secret from the other groups.
 - They discuss how their animal's main features might work.
 - They use their own bodies to act out how the features are used.
 - Each group presents their animal role play to the class.
 - The other students at the end of the role play suggest which animal it was and comment on what features were being used.

Touch table

- Setup a touch table of as many marine artefacts as you can find.
 - Over the course of a normal working day allow student to explore the objects on the touch table during free or designated times so there are only a few at the table each time.
 - The next day divide students into small groups so each can be given one marine artefact/object.
 - Each group needs to explore their object and answer questions about (may find it easiest to get the whole class to explore one question at a time) :
 - What kind of animal or plant did it come from?
 - What part of the animal or plant do they have?
 - What part of the animal or plant is missing?
 - Can they name some of the features?
 - Suggest what the features are used for.
 - Each group presents their object to the class providing answers to some of the questions.

Lesson 2

Places where sea creatures live

- Show the powerpoint 'Where Sea Creatures Live.'
 - Go through the slides beforehand reading the notes provided below.
 - The slides are the sea, bottom of the sea, beach, rockpool, coral reef and seagrass. Most students will not be familiar with all the habitats.
 - Ask students to describe each of the photos. Fill in anything they may have not described. (There are teacher notes at the bottom of each slide).
- Students complete the activity sheet 'Where sea creatures live.'
 - Hand out the activity sheets. Students will be familiar with all the habitats after viewing the Powerpoint.
 - There will be two animals they will not be familiar with after completing the 'marine creature features.' These are the octopus that most will recognise and the blue bottles that probably none have heard of. Tell students to leave the first animal until later.
 - Students tick the box under which place each animal lives. Some of the animals live in more than one place. Technically turtles don't live on the beach, but they do need to nest on a beach.
- Continue with the powerpoint
 - Once students have finished ticking the boxes, the class can continue with the powerpoint that shows them where animals live.

Marine habitat mural

- Students contribute animal or plant illustrations to a marine habitat mural.
 - Choose a method for making a sea habitat mural. This might be butcher's paper on a wall, a pin board or a black board. Each surface will need its own method for attaching students' illustrations.
 - Discuss with students what the background of the mural will look like. There will need to be at least a beach, sea bottom and sea surface with water in-between. Things like coral, sea grass and seaweed can be part of the background or fixed to the background. There needs to be an open area of seawater. Will you also have a rockpool?
 - Provide students with different tasks eg;
 - Make a seagrass meadow – this could be a cut out of green paper or made from scrap green wool.
 - Coral reef and rockpool.
 - Different kinds of animals that live in the sea. You can provide choices - students doing free hand drawings or colouring in marine animals – a start has been made – download and copy 'outline drawing for mural.' Animals that live in more than one location could have multiple illustrations.
 - As a class discuss where each student's illustration should be attached to the mural. Start with the coral reef, rockpool and seagrass.
 - Place the animals in the most appropriate location. It does not matter if some overlap.

Lesson 3

Things we can do by the sea

- Use a board to make a mind map
 - Ask students for ideas about what people (people in general as well as the students) do by the sea.
 - Write a list of single words or simple phrases.
 - You can add to these during the lesson.

Caring for coasts

- Download the powerpoint 'Changes to the coast.' The powerpoint is in three sections. The first part focuses on impacts on the coast. The second part looks at how people help the coast. The third is what the class can do. There are teacher notes at the bottom of the slides.
- Introduce the word 'coast' to students.
 - This can be done using the first slide.
 - Ask students identify all the different things they can see in the photo on slide 1. This should include all the natural and human made items.
 - Discuss which are natural, which aren't.
 - Define the coast as the sea, the sand on the beach and the sand dune and plants growing on the dunes behind the beach. A coast could also include cliffs and rockpools.
- Go through the first part of the powerpoint making observations of the photos and discussing the following questions where appropriate:
 - Where is the photo taken? (very general rather than a named place except for the street sign)
 - What can you see? Which things are natural? Which things are not natural?
 - What can you see that might be wrong? (Students are trying to identify environmental impact)
 - Why is it happening? (Students suggest how the environmental impact might affect the environment)
- Go through the second half of the powerpoint making observations of the photos and discussing the following questions where appropriate:
 - Where is the photo taken? (very general)

- What can you see?
- How have people been caring for the coast?
- How does it help the coast? (discuss that things like picking up paper reduces pollution etc)
- What can we do? Last section of the powerpoint
 - Show the four slides in this section.
 - Question how litter in the school grounds and on the road can make their way to the street.
 - Question what happens to the water when it rains? Where do the drains go?

Lesson 4 - Visiting the beach

Preparing students

- Safety at the beach
- Download the safety fact sheet and read it before the lesson.
 - Use the safety poster with the class. Look at each item on the poster and discuss how each one might be a safety problem when visiting the beach.
 - Read relevant text from the safety factsheet to fill in student information.
 - Point out that there are many other safety issues such as drowning and sunburn as examples.
 - Discuss how broken glass and fish hooks may get onto a beach.
 - Complete the activity sheet 'How will I stay safe?'
- Decide on what other rules and preparation are required eg:
 - Suncream
 - Hydration
 - Clothing and footwear
 - Getting wet?
 - Distance from a supervising adult
 - Going to a toilet
 - Running on slippery surfaces
 - Handling wildlife
 - What will students do with their rubbish?
- Other preparation
 - Providing students with a beach bucket and a plastic ruler helps them explore and reduces the chance of students handling harmful material. An excellent piece of equipment rather than a ruler is a cheap plastic spaghetti spoon.
 - Decide what activities and equipment you need for the beach.
 - Have a plan B if the weather is going to be nasty.
 - Accompanying adults/parents need to be provided with a set of instructions. (Advise that these adults have no smaller children with them and they are not to disappear to a nearby coffee shop)
 - Designate an adult to inspect the beach for dangerous objects when you arrive.
 - Consider using a large tarp and tent pegs for students to have their lunch on.
 - Beach toys are useful but large blow up plastic balls will blow away even in a light wind.

Examples of activities on the beach

- Where will you visit
 - If the beach you visit is regularly cleaned by a tractor then there may be little for students to find. However there are often places the tractor can't go which may be full of washed up marine bits and pieces. You will need to be aware of these locations before your visit.
 - The location must have easy and safe access to toilets.
- How will you start your visit?
 - Will the bus remain or disappear?
 - Where will lunches and bags be placed so that lunches stay out of the sun and away from birds?

- Will students be able to use a toilet as soon as they get off the bus?
- When will students have a snack/drink/lunch?
- Will you give students some free play time before you start on activities?
- What instructions will you give students about where they can and can't go?
- How will you communicate with students when you want them to return to you?
- What we can see at the sea
 - Gather students in a line or a circle. A circle usually works best. Choose a location where there are some interesting objects on the sand.
 - Ask students to look for different things in the circle and ask different students to describe them. The teacher can move in the circle and point out the different objects being described.
 - When finished asked students to turn around so they face outside the circle.
 - Students are to pick out different landforms, plants, feature etc that they learnt about in class. This will need to be done twice by getting the circle to move half way around.
 - Take note of lines of tidal seaweed and other marine objects.
- Sounds
 - This can be done while students are still in the circle.
 - Students close their eyes and place their hand over them.
 - Direct students to listen to different sounds which will include waves, wind, birds and possibly cars, dogs, aircraft, other people etc. Start each sentence by saying "listen to." If you say "Can you hear?" they will answer you and that interrupts their listening.
- Seaweed collection
 - Using their buckets and rulers/spaghetti spoons, students collect seaweeds washed up onto the beach.
 - Spread their collection out and form a circle around it.
 - Go through the different seaweeds and describe their features. Look at shape, length, colour and feel the texture.
 - Talk about why they are washed up and what will eventually happen to them.
 - Students could use their collection of seaweed to sort into different types and find which is the longest.
- Tides
 - If you want to introduce students to tides you will need something like a garden stake that can be placed at the water line when you first arrive at the beach.
 - Towards the end of their visit they can see how the water line has changed.
- Smallest shell
 - Find a location where the tide has accumulated shells.
 - Have a competition among students to find the smallest shell.
 - If students are allowed to remove shells from the beach, tell them they can only take three home (this is a simple way to introduce sustainability).
- Acting out our favourite animals
 - Designate each student an animal that lives on the beach or in the sea.
 - Ask students to move like that animal and if it makes a noise to imitate the sound.
 - Go around and help students to perfect their movements.
 - Once everyone is in the groove, ask them to think what features their animals have and how they use them? Can they add anything to their act?
- Where seaweeds live?
 - Rockpools are the easiest place to observe live seaweeds.
 - Look at where and how they are anchored.
 - See how the plants float in the water.
 - Observe the colours and shapes. Most of the seaweeds are not green.

- Where do animals live?
 - The easiest animals to observe will be birds. Look at where they are and what they can do. How do they move on the beach, in the air and on water?
 - If there are wet exposed rocks, an adult could turn them over to find crabs.
 - Many snails and other shellfish will be holding tight onto rocks.
 - The most likely place to find sea stars, sea urchins and sea cucumbers is in rockpools.
- How do those creatures use their features?
 - Using buckets and rulers, students collect as many animal objects on the beach as students can find.
 - They can talk about the features on the objects.
 - They then work out how the animals could use their features.
- Drawing in the sand
 - Using their rulers, students are provided challenges to draw different marine related themes in the sand.
 - To extend the activity they could draw a comic strip about a marine animal having an adventure.
- Litter watch
 - Students are taken in a group to observe litter. The teacher could use a ruler/spaghetti spoon to point to litter. (students should be discouraged from picking up any beach litter)
 - What is the kind of litter?
 - Will it rot?
 - Will it float or sink?
 - How did it get onto the beach?

Lesson 5

My beach adventure

- Allow students to write any adventure about a sea creature or an adventure about themselves visiting the beach.
 - Students are to write and illustrate a short adventure that involves the beach.
 - Provide students with the expectations of what needs to be done. This might be five short sentences each with drawings.
 - Students share their stories with other students.

Don't drop rubbish at school because it can end up at your beach

- Go out into the school ground.
 - Find a drainage pit in the school ground. There are different kinds, some will have metal grills over them others are side entry pits which takes the rainwater being channelled by open drains.
 - Explain where the rainwater goes. Usually it goes into a creek or river and the water from the creek and river goes out to the sea. Some drains empty straight into the sea.
 - If students are looking at a metal grill, usually litter can be seen in the pit below.
 - Look around the school ground to see how much litter there is.
- Reducing school litter
 - Discuss with students why there is litter in the school ground.
 - Ask for suggestions to reduce litter.
 - Help students to decide what they can do to reduce litter (Your school may have rules about how litter is picked up and you may not want your students picking up litter without the right equipment and without supervision).