

Foundation years – 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.

Foundation Year

Australian Curriculum	Content description
Science	Living things have basic needs, including food and water (ACSSU002) Science involves exploring and observing the world using the senses (ACSHE013) Daily and seasonal changes in our environment , including the weather, affect everyday life (ACSSU004)
Geography	The reasons why some places are special to people, and how they can be looked after (ACHGK004)
English	Explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786) Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651)

Teacher and classroom preparation:

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

Lesson 1

Prior learning

- Prior learning – what is the sea? Ask for responses from students
 - Why is the sea different?
 - What do we find?
 - What is different about sea water if they have not already said so?
 - If you have time ask them what they have done at the sea?
 - Identify and discuss misconceptions.

Responding to the posters

- As a class ask students to verbally respond to each poster
 - What does it look like?
 - Do they know if it is big or small? Use gestures and objects in the room to approximate size.
 - Does it swim or crawl?
 - Can it get out of the sea?
 - What might it feel like?
- Match name and animal
 - Provide students with the worksheet (you may wish to check if the smartboard version has been made and is on the AUSMEPA website).
 - Students colour and cut out the animals.
 - Assist the students to match the animal with the name as they glue them down. Encourage students to help each other explaining how to read the names.
- Match animal and food

- Download the 'Sea animal food' powerpoint
- Show the powerpoint and discuss with students – note that anemone fish are also called clown fish which get much of their food by cleaning up the waste of anemones. All kinds of crabs pick up morsels of food from the bottom of the sea often the food is dead and decaying.
- See if the smartboard version is available and link the animals to the food.

Lesson 2 – Touch table

- Touch table with artefacts from the beach could include:
 - Shells
 - Crab exoskeletons
 - Seaweed
 - Sponge
- Discuss the concept of dead and alive when looking at the artefacts.
- Discuss the structures on the touch table.
 - What changes might have occurred after it has died (may need to explain that shells are the remains of dead shellfish and the crab exoskeletons could be what is left of a dead crab or it may have grown a new exoskeleton – shells keep growing at the margin and can't be replaced).
 - Get suggestions why it has died (eg it was washed out of the sea where it lived).
 - Build on their words that describe textures, colour, shape etc.
 - Describe how it feels and compare hardness.
 - When discussing where the artefacts came from use words such as on, under, bottom, floating, sinking etc.
 - What will happen to it if it was left on the beach?

Lesson 3 – Sea animal adventure

- Small group activity animal adventure
 - Divide the class into small groups each with one of the seven animal posters.
 - Each group creates an adventure for that animal.
 - Part of the adventure needs to involve the animals' body parts and what they eat.
 - Students work on a way of using their bodies to show how some of the body parts of their animal works.
 - What else does each animal need (teacher refer to information sheets).
 - Each group acts out their little adventure.
 - The teacher reinforces to the class what the students have done to show how the animals live.
- Students write and illustrate or just illustrate a short story of their animal's adventure.

Lesson 4 – Weather on the beach

- Good day - bad day for the beach
 - List the student's criteria for a good day for the beach.
 - List the criteria for a bad day to visit the beach.
 - Test their ideas so they can refine what makes a good day eg strong winds, heat wave
 - Make a list of conditions of what makes a good day at the beach.
 - Over the week ask students why it would be a good or bad day to go to the beach. At the end of the week decide which was the best day?
- What will we wear to the beach
 - What will we be wearing when we go swimming on a warm day?
 - What will we be wearing on the beach when it is very windy?
 - What will we wear on the beach during winter?

- What will we wear on our feet when we walk around rockpools or sharp shells?
- What might happen in a storm?
 - Discuss what it might be like at the beach in a big storm. Collect all their ideas.
 - Do a role play where students do wave actions with a blanket or plastic shopping bags, some students make the sounds and others act as animals and look for protection or maybe washed up on the beach.
- Discuss with students what clothing they would take to the beach in summer. Students draw what they would take. If they are able, they could label their drawing.

Safety on the beach

- What might happen?
 - As a class, discuss the safety poster
 - What is the danger?
 - What could happen?
 - How do we stay safe?
 - What should we do if we get hurt?
- Complete the activity sheet 'What could happen?' Students can write a simple sentence about what might happen or do a drawing in the space.

Slip, slop slap

- Why we use suncream?
 - Show students a number of different containers of suncream.
 - Ask students what symbols they can see on the packaging to help them know it is suncream and not tooth paste or hand wash.
 - Discuss why we use suncream.
 - Ask for experiences about sun protection and sunburn.
 - Check if students have allergies. If you are confident that students won't react to the suncream being used, apply some suncream on each student before a long break.

Lesson 5 - Looking after the beach

- How many reasons?
 - As a class make a list of reasons why the beach is special.
 - Go through all the reasons and group those that double up.
 - How many separate reasons did students identify that made beaches a special place?
- Each student writes one sentence why the beach is special and illustrates the sentence with a drawing.
- Discuss with students why these things help us look after the beach:
 1. Take all your rubbish home or place it in the bin.
 2. Stay on the walking tracks and don't walk through the plants.
 3. Only touch things that are safe and always put animals back where you found them.
 4. Look at snails and other animals on the rocks, but don't pull them off.
 5. Only take a couple of empty shells home.
 6. 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 external 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).