

Schools Environment Week Briars Programs 2019



Engaging in Nature through Mindfulness and Art

Activities	Victorian Curriculum
Students connect with nature through meditative, sensory and creative experiences.	<p>Cross Curricular Priority Sustainability: Systems - All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival. Years 1 and 2 Science - Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met Living things grow, change and have offspring similar to themselves Geography - Identify and describe the features of places at a local scale and how they change, recognising that people describe the features of places differently. Natural, managed and constructed features of places, their location and how they change Years 3 and 4 Science - Living things can be grouped on the basis of observable features and can be distinguished from non-living things Different living things have different life cycles and depend on each other and the environment to survive Geography Types of natural vegetation and the significance of vegetation to the environment, the importance of environments to animals and people, and different views on how they can be protected. Year 5 and 6 Science - Living things have structural features and adaptations that help them to survive in their environment The growth and survival of living things are affected by the physical conditions of their environment</p>
Environmental Art with Amanda Nelson Students will explore nature based weaving techniques to reflect on woodlands and wetlands around them. They will experience the Briars Nature Nook, checking for birds, bats and wildlife in the nesting boxes and reading interpretive signs.	
Sensory Walk and Exploration of the Wetlands/Woodlands Students will move along the Wetlands boardwalk with assistance from BERG facilitators, stopping to explore the sounds, plants and animals. Mindfully, they'll map sounds in the Briars Wetlands and also feel, observe and sketch birds with Birdlife Mornington Peninsula They might even get close and personal with the resident emus and wallabies.	

Sustainable Living. Only Available to Year 3-6

Sustainable Shopping: Become an 'Eco Shopper' and make decisions on what are the best groceries your family should buy considering seasonal produce, excess packaging and country of origin. Look at what choices you can make to have a more sustainable lunch and what you can do to reduce waste and use of plastics.	<p>Cross Curricular Priority Sustainability: Futures - aimed at building capacities for thinking and acting in ways that are necessary to create a more sustainable future Years 3 and 4 Geography - the use and management of natural resources and waste, and different views on how to do this sustainably Science - Science knowledge helps people to understand the effects of their actions. Natural and processed materials have a range of physical properties; these properties can influence their use Years 5 and 6 Environmental and human influences on the location and characteristics of places and the management of spaces within them Science - Energy from a variety of sources can be used to generate electricity; Energy from a variety of sources can be used to generate electricity; electric circuits enable this energy to be transferred to another place and then to be transformed into another form of energy Scientific understandings, discoveries and inventions are used to inform personal and community decisions and to solve problems that directly affect people's lives</p>
ReNEWable Energy: Students learn about where fossil fuel derived energy comes from, the renewable energy sources available, living sustainably and energy efficiency in the home through science activities - using anemometers, human mechanical to electrical energy and measuring energy efficiency of globes and appliances.	

Briars Homestead Heritage

Activities	Victorian Curriculum
<p>In the Olden Days</p> <p>The Briars Homestead was home to Alexander Beatson Balcombe from 1846 and stayed in that family until 1976 Explore the Homestead outbuildings including stables, laundry and apple store. Compare life in the period of the Briars Homestead and life today. Discover how sustainability was alive and well in the 1800's as the family coped in an isolated colony where "reduce, reuse and recycle" were the way of life</p>	<p>Years 1 and 2</p> <p>History :The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past. Identify examples of continuity and change in family life and in the local area by comparing past and present</p> <p>Science: People use science in their daily lives Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met</p> <p>Years 3 and 4</p> <p>History: Identify and describe continuity and change over time in the local community, A significant example of change and a significant example of continuity over time in the local community,</p> <p>Science: Science knowledge helps people to understand the effects of their actions Different living things have different life cycles and depend on each other and the environment to survive.</p>
<p>Homestead Heritage Gardens</p> <p>Walk through the heritage vegetable garden and check out the vegetables and the organic principles used in growing food then and now. Discover the herb garden and the uses of those herbs. Examine and plant heritage seeds.</p>	<p>Years 5 and 6</p> <p>History The nature of convict or colonial presence, including the factors that influenced changing patterns of development, how the environment changed, and aspects of the daily life of the inhabitants, The role that a significant individual or group played in shaping and changing a colony.</p> <p>Science: Scientific understandings, discoveries and inventions are used to inform personal and community decisions and to solve problems that directly affect people's lives</p>

Indigenous Connection to Country

<p>Indigenous Heritage:</p> <p>Local leaders guide students through two activities; learning about Victorian Aboriginal Culture while tasting Australian bush tucker and exploring Aboriginal bush craft, language and community.</p>	<p>Cross Curricular Priority: Learning about Aboriginal and Torres Strait Islander histories and cultures</p> <p>The knowledge and skills that students are expected to develop about Aboriginal and Torres Strait Islanders histories and cultures have a particular and enduring importance and assists students to understand the uniqueness of these cultures and the wisdom and knowledge embedded in them.</p> <p>Year 1 and 2</p> <p>Geography - Aboriginal and Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander peoples, and the ways in which they maintain special connections to particular Country/Place</p> <p>Years 3 and 4</p> <p>History - The significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area The diversity and longevity of Australia's first peoples and the significant ways Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the effects on their daily lives</p>
<p>Cultured Kids</p> <p>Lionel will teach you about the local Indigenous history of the Mornington Peninsula and the broader Victoria through a guided walk and talk on country and traditional uses of plants with a presentation of Aboriginal artefacts.</p>	<p>Geography The custodial responsibility Aboriginal and Torres Strait Islanders have for Country/Place, and how this influences views about sustainability</p> <p>Years 5 and 6</p> <p>History The nature of convict or colonial presence, including the factors that influenced changing patterns of development, how the environment changed, and aspects of the daily life of the inhabitants, including ATSI peoples. Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society</p>