

Schools Environment Week Briars Programs 2018



Wetlands/Woodlands Habitat & Creatures

Activities	Victorian Curriculum
<p>Woodlands Minibeasts Insects, Spiders or Bugs? Discover the amazing world of Minibeasts in the Briar's Woodlands and their adaptations that help them survive!</p> <p>Wetlands Health: Indicators of healthy wetland ecosystems will be explored. BirdLife Mornington Peninsula experts will guide the students to discover the variety of bird life, their features for survival and role in the ecosystem observed from the bird hide overlooking the Briars Wetlands. Students will also assess the water quality of the wetland by conducting a macro invertebrate survey under the guidance of experienced teachers from Balcombe Estuary Reserves Group, (BERG).</p>	<p>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</p> <p>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.</p> <p>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>

Sustainable Living. Only Available to Year 3-6

<p>Waste Warriors Years 3/4 Learn how to separate waste with the Rubbish, Recycle and Compost Relay. Discover how amazing worms are and how they help us reduce our waste. Learn about the decomposition rates of everyday items.</p> <p>Years 5/6 Become an 'Eco Shopper' and make decisions on what are the best groceries to buy considering excess packaging and country of origin. Work together to decide how to reduce, recycle or reuse household waste. Learn just how long it takes for everyday items to decompose.</p>	<p>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</p> <p>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>
<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 light meters, anemometers, human mechanical to electrical energy and measuring energy efficiency of globes and appliances.</p>	

Briars Homestead Heritage

Activities	Victorian Curriculum
<p>In the Olden Days The Briars Homestead was home to Alexander Beatson Balcombe from 1846 and stayed in that family until 1976 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 common practices.</p>	<p>Years 1 and 2 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 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>Heritage Supermarket Walk through the heritage vegetable garden check out the pumpkins, carrots, strawberries and many more and the organic principles used in growing food then and now. Examine and plant heritage seeds and meet and feed the friendly farm animals. Discover their role in the gardens then and now.</p>	<p>Years 3 and 4 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, 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>Years 5 and 6 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. 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: 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>Year 1 and 2 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 Years 3 and 4 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 Geography The custodial responsibility Aboriginal and Torres Strait Islanders have for Country/Place, and how this influences views about sustainability</p>
<p>Traditional Harvest: Peninsula local indigenous man Lionel Lauch shares his extensive knowledge of local food and fibre plants and wetlands flora. He leads children through the wetlands, exploring how the plants are harvested and used. He shows students what the traditional people have known and used for everyday food, medicine and utensils from the bush.</p>	<p>Years 5 and 6 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>