

YEAR 3 - SCIENCE - SEEING THROUGH BOTH EYES

TEACHER/PARENT 'HOW TO'

NUDGEE BEACH ENVIRONMENTAL EDUCATION CENTRE



TAKE A PEEK!

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BACKGROUND ON PROGRAM

We have adapted this excursion to be a virtual excursion. As much as experiencing the environment is the best option, we hope you enjoy this excursion at home.

There are a series of Elements (videos and worksheets) students should work through. This document should give you hints and ideas on how and when to use each. Edstudio is a great place to start for this Virtual Excursion. However, our [YouTube Channel](#) has a [Playlist](#) just for Year 3. Watch these videos for the best quality.

The Elements are developed with the concept of I DO, WE DO, YOU DO in mind.

Students are developing their knowledge on Living, Once Living and Never Living. This program also incorporates traditional concepts of Aboriginal and Torres Strait Islander Peoples.



ORDER OF ELEMENTS

Teacher/Parent Guide

School Greeting for Client Schools

Element 1 - Video Guessing Game (I DO)

Element 2 - Video Classify and Identify (WE DO)

Element 3 - Worksheet connected to Element 2 (WE DO)

Element 4 - Field Journal (YOU DO)

Element 5 - Teacher/Parent explanation of Glass House Mountains Story

Element 6 - Video Glass House Mountains Story

Element 7 - The written story of the Glass House Mountains

Element 8 - Video Grouping

Element 9 - Worksheet for Grouping

Answers for Grouping worksheet

**"Grade 3"
You'll get sick
of that phrase**

AMY,
NUDGE BEACH EEC
TEACHER



AMY'S USER GUIDE

BY AMY

Element 1 - Just allow the students to watch this video through. Let them enjoy it. Its really a taster for the students to know where their learning is heading for the session.

Element 2 and 3 - These Elements work together and ideally the work sheet (E3) doesn't need printing. It is to guide conversation on the objects the students are seeing. Use pause often, allowing the students to research the options (google images) on E3 before they make a decision. It also allows the students to practise using the great scientific language of living, once living and never living to describe the object.

Element 4 - Page 2 definitely needs to be printed and the students need to explore an outdoor space to complete it. These are scientific drawings (sketching) so no need to be works of art, but adding a label is great scientific practice. Please remind your student/s to record something natural that has never lived, e.g. soil, air, water etc.

**"Teacher
Director
Kids Doco Star
Sure – why
not"**

GARRY,
NUDGEN BEACH EEC
TEACHER



AMY'S USER GUIDE CONTINUED

Element 5, 6 and 7 - These elements are all leading to the same outcome. The aim is for students to begin to understand that when grouping scientifically or traditionally, the same object can be classified or grouped in different ways. The Dream Time story from the Gubbi Gubbi Peoples (Glasshouse Mountains Story) is a perfect story to introduce this concept to students. If the students were to reflect on the concepts of Living, Never Living and Once Living after the story, students would group the mountains as Once Living. Relating to the mountains as people, changes the behaviour of how you may look after, or walk on the mountains. An easy way to explain this is to ask students to reflect on how their behaviour changes when they visit a respected relative or family friend. I recommend reading the story to the students from page 5 on Element 7. It will change the way the students absorb the story and encourage them to create an image within their imagination.

To aid in the discussion of the scientific grouping of the Glasshouse Mountains you can try the following experiment with a rock, soil and water. This will help to demonstrate the process of weathering that has exposed the Glasshouse Mountains as we see them today. You will need a rock, enough soil to cover the rock, and a bucket of water. Bury the rock under the soil, pour the water over it. The hard rock that is then exposed would scientifically be described as never living, supporting the student's description of the mountains as never living.

Element 8 and 9 - Please allow the students to watch this video all the way through without pausing. They will need the information in the video to complete the worksheet. Allow the students to complete the worksheet on their own. This is all about the students having a go at grouping the different types of objects. Talk through the answers with the students and discuss any questions that may arise. This task on the excursion is usually completed in small groups and the conversation it starts amongst students is amazing.

We at the Centre would love any feedback from the students who complete this virtual excursion - something 'extra' the student discovered, something the students are interested in learning more about, a scientific question or emailing us their completed worksheets about living, never living or once living.
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