

Year 3: Is it living? Seeing through both eyes



Science (v.9)

Students start their day challenged to guess three hidden objects based on if they are living, once lived or never lived. All three objects are culturally significant to the Turrbal and Jagera First Nations Peoples. Students then **classify and compare living a collection of objects as living, once living or non-living and explaining their reasoning.**

After a quick snack break, the students undertake three rotations: a Mangrove Discovery Walk, Creek Observation and **explore cultural techniques and processes employed by First Nations Australians** through Traditional Fire-making. During these rotations, **students make and record observations of living things in their environment and use their observations to group and classify living things.**

The students then head back to the Centre to prepare for their beach studies. Time at the beach exploring is always welcomed by students as they set about locating stingray holes, mud whelks, and sand snails. Students recognise that different knowledge systems can provide valuable understandings of the same environment, as they explore and compare First Nations Australian knowledge through the Creation Story of how the Glass House Mountains were formed alongside Western explanations of landscape formation.

At the end of the day, students consolidate their understanding by sorting and classifying a variety of figurines, artefacts and pictures, and the highlight is always the opportunity to pat Kabul, our resident carpet python.



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