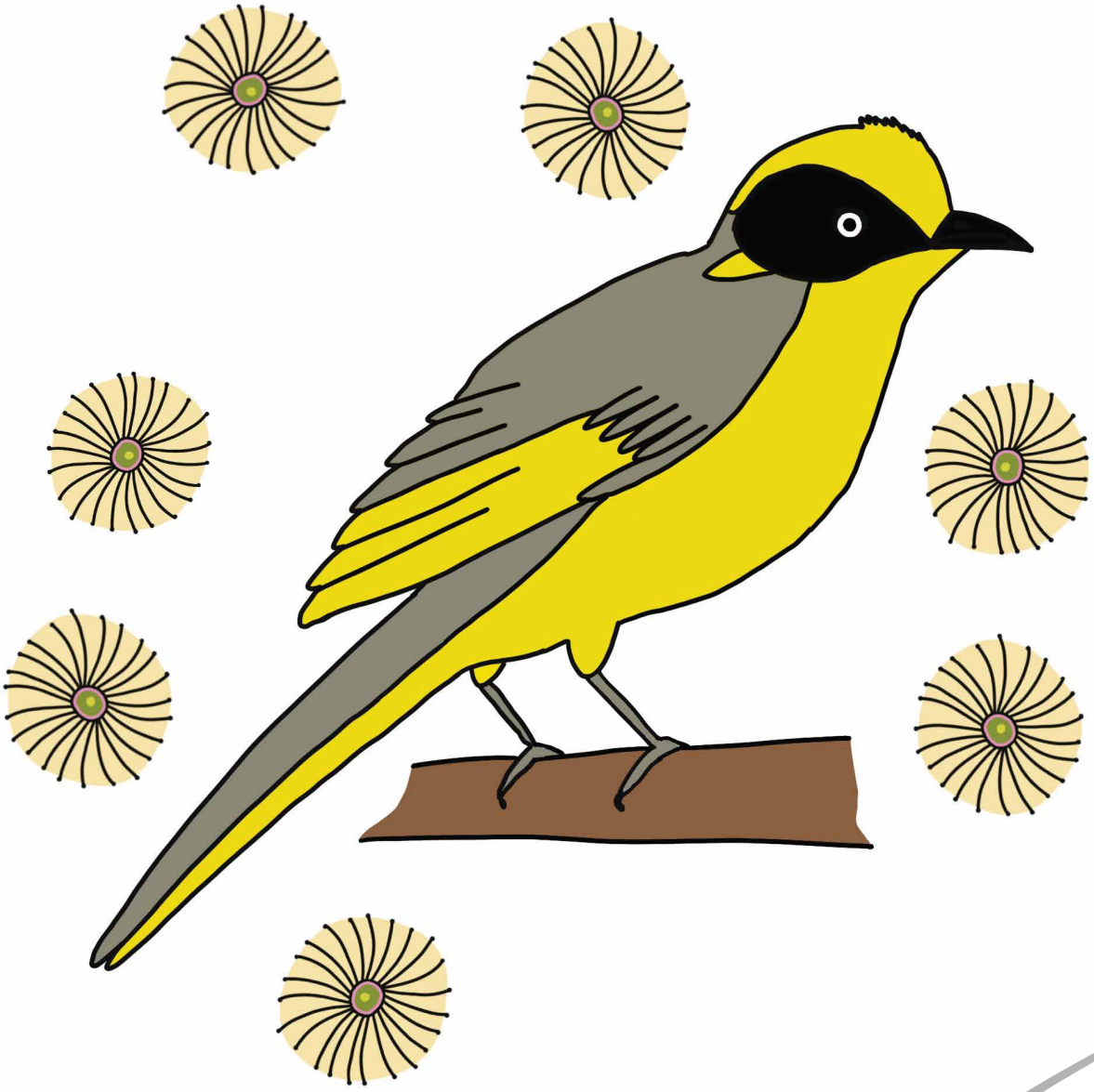
The Helmeted Honeyeater

Education Kit



Port Phillip & Westernport CMA

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Andrew Silcocks

BirdLife Australia is a member-based not-for-profit organisation engaging thousands of volunteers across the country. BirdLife Australia's mission is to create a bright future for Australia's birds through community engagement and education, scientific monitoring and research, and policy development and advocacy. BirdLife Australia recognises the value of improving knowledge and empowering communities to take action to protect birds.

The Friends of the Helmeted Honeyeater is a volunteer-based not-for-profit organisation that formed to conserve the Helmeted Honeyeater. The Friends of the Helmeted Honeyeater aim to increase suitable habitat for the Helmeted Honeyeater through revegetation and restoration efforts, and to facilitate community education, raising awareness and enlisting community support for Helmeted Honeyeater conservation.

Acknowledgements

The Helmeted Honeyeater Education Kit has been developed by BirdLife Australia, with the support of the Friends of the Helmeted Honeyeater and the Port Phillip and Westerport CMA's Yarra4Life program, with funding from the Australian Government's National Landcare Program.

This Education Kit has been developed to contribute to the recovery objectives of the Helmeted Honeyeater Recovery Team (HHRT), as outlined in the National Recovery Plan for the Helmeted Honeyeater (Menkhorst & HHRT 2008). Specifically, this Education Kit supports the recovery objective to improve public awareness and support for the Helmeted Honeyeater recovery program, through developing educational resources for schools, stakeholder groups and community, to educate people about Helmeted Honeyeaters.

This Education Kit is the most recent of a series of education kits produced by BirdLife Australia, including Bringing the Coast to the Classroom: Beach- Nesting Birds Education Kit, Threatened Mallee Birds Education Kit and the Powerful Owl Education Kit. It is also the most recent education kit produced about the Helmeted Honeyeater, with an earlier education kit by the Friends of the Helmeted Honeyeater launched in 1992.

A number of the activities included in this Kit are widely used in environmental education. The *My Habitat* activity is based on an activity from the NSW National Parks and Wildlife Service (Papp & Thompson, 2003), and the *Musical Habitats* game is based on an activity from the State of NSW and Office of Environment and Heritage (2015). Video and images from Zoos Victoria, Friends of the Helmeted Honeyeater and BirdLife Australia are referenced as they appear on the resources accompanying the Education Kit.

This kit was developed by Alexandra Johnson, with assistance from Janelle Thomas, Alan Clayton, Gretchen Szabat, Bruce Quin and Cecilia Imre. Andrew Silcocks, Stephen Garth, Sue Tardif, Merrilyn Serong and Jason Edwards took the photographs used in the Education Kit and accompanying resources. The layout and design of the kit is by Pam Bradsworth of Bradsworth Design. The text and illustrations can be photocopied without permission for not-for-profit educational purposes.

This project is supported by the Port Phillip and Westernport CMA, through funding from the Australian Government's National Landcare Program.

This Education Kit contains lesson plans and resources for teachers and educators to deliver an education program focused on the Helmeted Honeyeater, a Critically Endangered bird restricted to remnant streamside swamp forest to the east of Melbourne. The Helmeted Honeyeater is a charismatic bird that captures the hearts of all those involved in its conservation.

The Helmeted Honeyeater makes an excellent case study to be the focus of student learning about biological sciences, geography, and sustainability, as it illustrates the needs of different species for particular habitat requirements, the impacts that human activities can have on habitats, and how science and conservation management can drive the recovery of species – and students can be involved in this action! It is hoped that through this Education Kit, students and educators will grow their appreciation of, and connection with this bird, enjoy participating in conservation action to protect it and its environment, and develop a broader understanding and commitment to looking after the natural world.

How to use this kit

This Helmeted Honeyeater Education Kit contains five lessons for Early Years/ Kindergarten students and twelve lessons for primary school students. Lessons for primary school students are presented at Levels Foundation-Two, Levels Three-Four and Levels Five-Six. The lessons are sequenced using an inquiry-based learning approach to develop an understanding of the Helmeted Honeyeater and related conservation issues. Lessons contain Learning Intentions and Success Criteria that aim to build this understanding of the Helmeted Honeyeater progressively throughout the unit. The Learning Intention and Success Criteria for each lesson are similar for each level, and vary according to the curriculum requirements.

The Education Kit is designed to allow flexibility for teachers to adapt and deliver lessons as required in their classroom and school. The program can be taught over a whole school term, with one or two lessons taught per week, or over a shorter time period, as desired to meet classroom and school needs. Lessons can be modified or excluded. An excursion or incursion lesson, as well as excursion or incursion preparation and reflection lessons for primary school levels, are included and can be adapted as required.

This Education Kit also contains information about the Helmeted Honeyeater as background reading for teachers. The headings in the *Information for Teachers* section of this Education Kit correspond with lessons in the Education Kit, so can be read by teachers prior to delivering each lesson. This section also provides a useful summary that some students may be able to use, if determined by the teacher. Further information for teachers and students can be found using the list provided in the *Websites and Resources – Student Friendly*, section of this document, and in the References.

Recommended resources are listed for each lesson and can be adapted depending on resources available or student needs. The lesson content is broken into a *Tune in, Main activity and Reflection*, with suggested approximate timeframes. Curriculum Links and possible Assessment opportunities for each lesson are included in tables separate from the lesson plans, in the *Assessment and Curriculum Links* chapter. Curriculum Links and Assessment listed are limited to Biological Sciences and Geography, however teachers may wish to assess or address other areas of the curriculum through lessons.

Lessons have resources provided such as PowerPoint presentations, worksheets and information cards. Teachers may choose to use these or not, as appropriate in their classrooms and schools. For example, as an alternative to printing templates and information cards, students can complete these activities in existing workbooks, and information cards can be displayed on screens (interactive whiteboards, classroom televisions, or student devices) depending on school resources. PowerPoint presentations are a flexible resource and can be printed for students, shown on interactive whiteboards, classroom televisions, or student devices.

Stephen Garth

This Education Kit aligns with the Victorian Early Years Learning and Development Framework (2016), the Victorian Curriculum (2017), and the Australian Curriculum (2017). The Kit supports the Science (Biological Sciences) and Humanities (Geography) curriculum and contains level-appropriate learning activities separated into Early Years/ Kindergarten, Foundation to Grade Two, Grades Three and Four, and Grades Five and Six. The Education Kit is also strongly connected with the Victorian Curriculum and Australian Curriculum Cross-curriculum Priority of Learning About Sustainability.

Detailed information about the curriculum covered at all levels is provided in tables that match curriculum to activities in the program. These tables can be found in the *Curriculum Links and Assessment* chapter, following the *Lesson Plans* chapters. Curriculum Links listed in the Education Kit are limited to Biological Sciences and Humanities – Geography, however there are many other links with the broader curriculum. Teachers may wish to address and assess other areas of the curriculum through the lessons.

Excursions and Incursions

An excursion or incursion is an excellent way to engage students in their learning. This Education Kit contains an excursion lesson, as well as excursion preparation and reflection lessons for the primary levels. The excursion lesson has been positioned at the end of the unit, however the excursion lesson should be delivered where the teacher sees it as appropriate. The Friends of the Helmeted Honeyeater, Zoos Victoria at Healesville Sanctuary, and Greening Australia at Haining Farm, all have education programs that are suitable to support the learning in this Education Kit. As the Friends of the Helmeted Honeyeater are involved in the development of this Education Kit, the excursion with the Friends of the Helmeted Honeyeater is outlined in the excursion lessons of the Kit.

Summary of Lessons

Early Years, Kindergarten Lesson Plans

Lesson Number	Lesson Name	Content
1	Hello to the Helmeted Honeyeater	Introduction and features of the Helmeted Honeyeater
2	Dinner Party	Food and bird beaks
3	Nests and Eggs	Nests and breeding
4	Excursion or Incursion	Excursion or incursion
5	And Action	Participate in an action

Foundation to Level Six Lesson Plans

Lesson Number	Lesson Name	Content
1	Hello to the Helmeted Honeyeater	Introduction and Helmeted Honeyeater features
2	Dinner Party	Diet and adaptations
3	Nests and Eggs	Nests and breeding
4	My Habitat	All living things have a habitat that meets their needs
5	Helmeted Honeyeater Habitat	Specialised habitat of the Helmeted Honeyeater
6	Staying Alive	Threats to the Helmeted Honeyeater
7	Helmeted Honeyeater Heroes	Helmeted Honeyeater recovery team and efforts
8	Be Prepared	Preparing for the excursion or incursion
9	Excursion or Incursion	Excursion or incursion
10	Reflect and Share	Excursion or incursion reflection and communication
11	Action Plan	Plan an action for the class to take
12	And Action	Complete the action

The following information about the Helmeted Honeyeater is provided as background reading for teachers. The headings below correspond with lessons in the Education Kit. This section also provides a useful summary that some students may be able to use, if determined by the teacher. Further information for teachers and students can be found using the list provided in the Websites and Resources – Student Friendly, section of this document.

Andrew Silcocks

Helmeted Honeyeater	*Lichenostomus melanops cassidix*
Distribution	Found in the Yellingbo Nature Conservation Reserve, Victoria
Status	Critically Endangered
Population Size	Approximately 219 birds

Hello to the Helmeted Honeyeater – Introduction and Helmeted Honeyeater Features

Helmeted Honeyeaters, with the scientific name *Lichenostomus melanops cassidix*, are a bright yellow, black and olive-brown honeyeater, with bright gold ear tufts and crest or helmet on their head. The outer tail feathers are tipped white. There is no colour difference between male and female birds. The Helmeted Honeyeater is approximately 20cm from bill to tail tip. In 1971, the Helmeted Honeyeater was chosen as Victoria's bird emblem.

The Helmeted Honeyeater is the largest and most colourful subspecies of the Yellow-tufted Honeyeater. A subspecies is usually a population or group of a species that has been isolated from others of the species, and due to this isolation, has developed different characteristics to the other populations or groups of the species. Helmeted Honeyeaters have longer yellow feathers on their forehead, which they can push up to create their distinctive look of wearing a helmet.

Dinner Party – Food and Bird Beaks

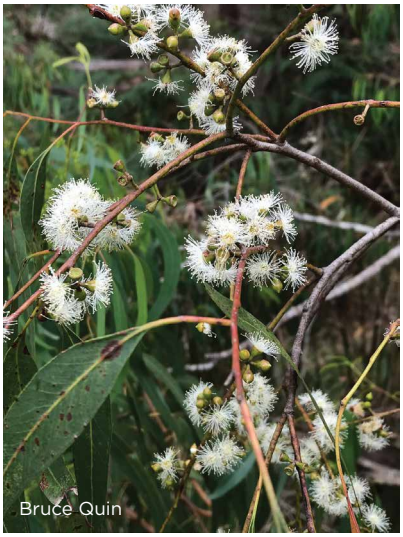
Approximately 25% of the Helmeted Honeyeater's diet is nectar and 75% comes from sources including manna, honeydew, lerp and insects. Helmeted Honeyeaters eat manna (sap) from the Manna Gum, Mountain Swamp Gum and Swamp Gum, and nectar from flowers of native species, such as Eucalypts and Banksia. They eat honeydew (a sweet substance exuded from some insects), and lerp (a sugary substance produced by insects called Psyllids to protect themselves in the nymphal stage whilst they suck food from eucalyptus leaves). Helmeted Honeyeaters also eat berries from some indigenous plants, and small invertebrates like moths, spiders and caterpillars.

Helmeted Honeyeaters eat nectar, manna, and honeydew using their thin, curved, pointed beaks and long tongues. They can stick their tongues out past the tips of their beak to collect nectar from long tube-like flowers, honeydew from deep cracks in bark and manna from tree trunks and branches. Helmeted Honeyeater tongues are not just long. Their tongues are also 'brush-tipped', working in much the same way as a paintbrush does, soaking up fluids by capillary action. This adaptation of the tongue means Helmeted Honeyeaters can lap up fluids at rates of 10 or more licks per second and can empty a flower in less than one second.

Helmeted Honeyeater feeding.

Psyllid and lerp.

Swamp Gum Blossom



Green Scent Bark Blossom.

Nests and Eggs – Nests and Breeding

The Helmeted Honeyeater breeding season runs from August to March each year, during which, a pair may breed and raise up to four clutches of chicks. The female Helmeted Honeyeater builds a cup-shaped nest of grass, leaves, small twigs and bark, woven together with cobweb and lined with soft materials such as plant material, fur or feathers. Nests are usually built in dense shrubs. Mostly two eggs are laid, but occasionally one or three, which the female incubates for about two weeks. Once hatched, nestlings remain in the nest for a further 13 to 14 days and are reared by both parents. Fledglings leave the nest and continue to be fed by their parents while they learn to fly and feed. At approximately 40 days of age, the young birds are ready to fend for themselves.

Andrew Silcocks

Helmeted Honeyeater Habitat – Specialised Habitat of the Helmeted Honeyeater

The Helmeted Honeyeater lives in dense riparian forests, along the banks of creeks, rivers and swamps. These forests occur at low altitudes, with high and dependable rainfall (800-1200 mm per year). They are dominated by Manna Gum *Eucalyptus viminalis*, Swamp Gum *Eucalyptus camphora* and Mountain Swamp Gum *Eucalyptus camphora subspecies humeana*. The understory can be dominated by tussock grasses and sedges, and with shrubs and smaller trees, such as Woolly tea-tree *Leptospermum lanigerum*, Broom Tea-tree *Leptospermum scoparium*, Scented paperbark *Melaleuca squarrose*, Swamp paperbark *Melaleuca ericofolia*, Yarra Burgan *Kunzea leptospermoides* and Prickly currant-bush *Coprosma quadrifida*. In the wild, the Helmeted Honeyeater is currently restricted to the riparian and swamp forest within the Yellingbo Nature Conservation Reserve.

Stephen Garth

Staying Alive – Threats to the Helmeted Honeyeater

Much of the historical habitat of the Helmeted Honeyeater has been lost due to land clearing. Riparian forests are now rarely more than 200m in width in agricultural areas such as Yellingbo. In 1990, just 50 Helmeted Honeyeaters were recorded. Now, with the population around 219 Helmeted Honeyeaters, threats such as bushfire, drought, disease, inbreeding depression, and climate change, are intensified due to the small size of the population and its concentration into a small geographic area.

Habitat degradation is also a problem, eucalypt, tea-tree and melaleuca die-off, maturation and lack of regeneration, has resulted in a change in habitat to more open woodland, unsuitable for the Helmeted Honeyeater. In the past, competition with colonies of the native Bell Miner *Manorina melanophrys* has reduced the breeding success of Helmeted Honeyeaters. Finally, there is the threat posed to Helmeted Honeyeaters by predators. Native predators including the Sugar Glider, Tiger Snake, Pied Currawong and Laughing Kookaburra, and introduced predators such as the Red Fox and Black Rat prey on eggs or young birds. Predators recorded taking fledglings and adult Helmeted Honeyeaters are the Grey Butcher Bird and unidentified Hawks.

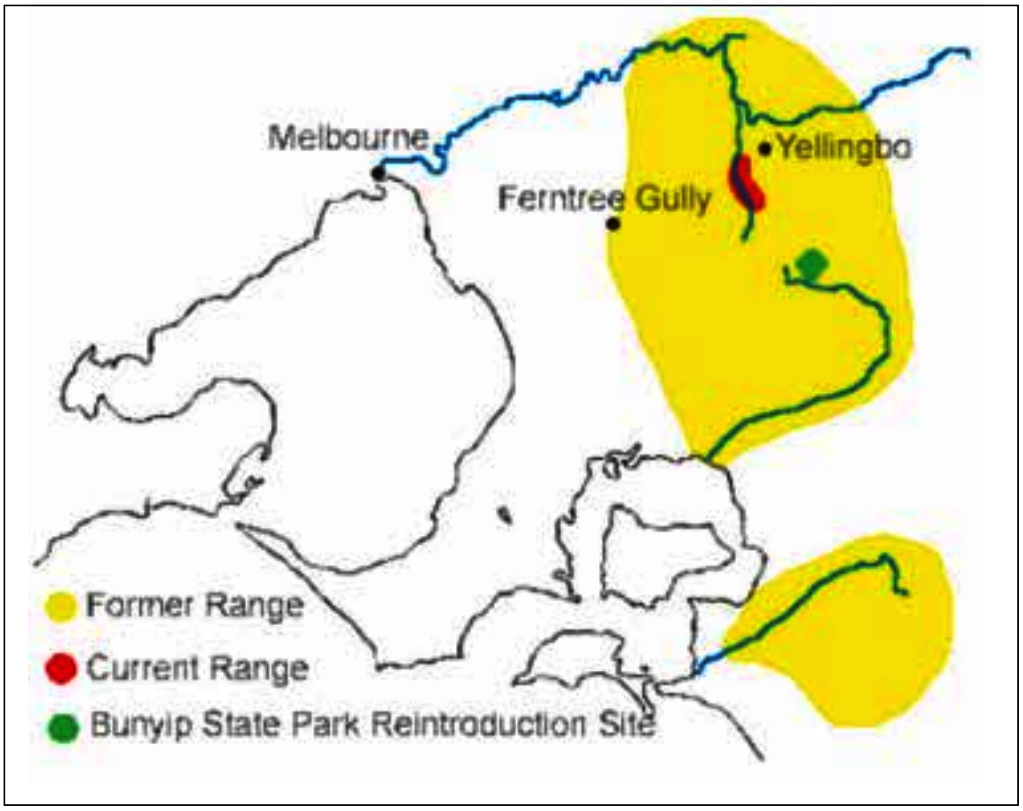


Figure 1: The former and current range of the Helmeted Honeyeater.
Source: Friends of the Helmeted Honeyeater

Helmeted Honeyeater Heroes – Recovery Team and Efforts

Stephen Garth

Helmeted Honeyeaters are critically endangered, with a current population of approximately 219 birds. To save the Helmeted Honeyeater, the Helmeted Honeyeater Recovery Team was formed in 1989. The Recovery Team includes representatives from Birdlife Australia, Cardinia Shire Council, the Department of Environment, Land, Water and Planning, Friends of the Helmeted Honeyeater, La Trobe University, Melbourne Water, Parks Victoria, Port Phillip and Westernport Catchment Management Authority, Royal Botanic Gardens, Yarra Ranges Council and Zoos Victoria.

The Recovery Team manages the implementation of the National Recovery Plan for the Helmeted Honeyeater. The focus of the National Recovery Plan for the Helmeted Honeyeater is on increasing the population of Helmeted Honeyeaters and managing the bird's habitat. The specific objectives of the Recovery Plan are to increase the size of the wild population, with the captive breeding program and release of captive-bred Helmeted Honeyeaters into the wild population contributing to these numbers; provide supplementary feeding to the wild population to supporting them; maintain and improve habitat in the Helmeted Honeyeater's current and former distribution areas, through ongoing revegetation works; manage the captive population, with the maintenance of its genetic diversity and evolutionary potential; and improve public awareness and education about the Helmeted Honeyeater Recovery program.

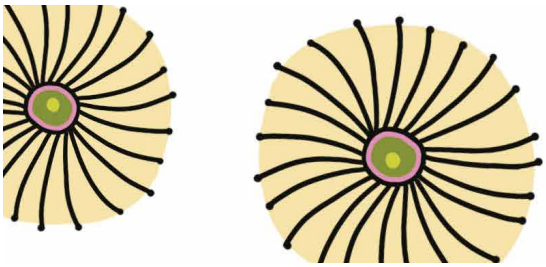
Sue Tardif

Planting new habitat

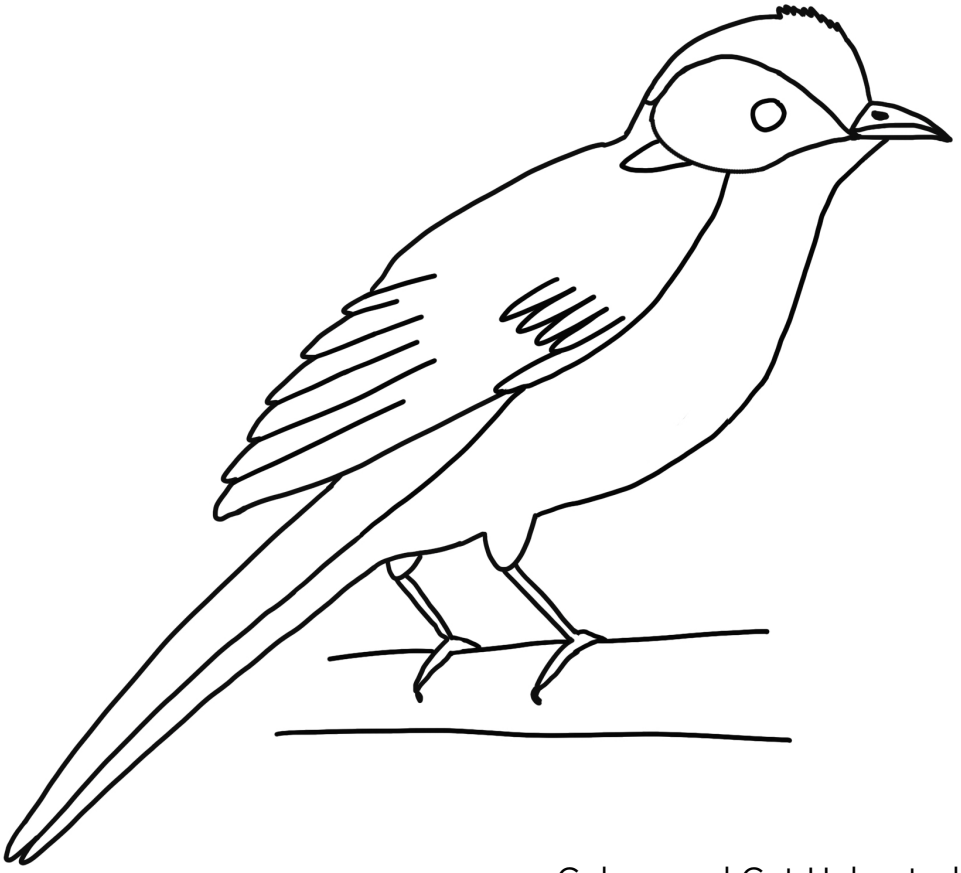
Student-friendly Websites and Resources

The following websites and resources are useful and student-friendly. Teachers and students may wish to use the below list for further research about the Helmeted Honeyeater.

Topic	Website Address
The Friends of the Helmeted Honeyeater website	www.helmetedhoneyeater.org.au
Zoos Victoria Priority Species Flighting Extinction, Helmeted Honeyeater recovery program summary PDF (2 pages)	www.zoo.org.au/sites/default/files/ZV_FEInsert_%20HelmetedHoneyeater_A4_FINAL_LR.pdf
Zoos Victoria, Helmeted Honeyeater webpage, including information, distribution map and photographs	www.zoo.org.au/healesville/animals/helmeted-honeyeater
Museums Victoria Collections, including photographs and description of the Helmeted Honeyeater	collections.museumvictoria.com.au/species/14382
Zoo Aquarium Association, including description of the Helmeted Honeyeater	www.zooaquarium.org.au/index.php/helmeted-honeyeater-2/
ABC Radio National Off Track Episode, Born to be Wild	www.abc.net.au/radionational/programs/offtrack/helmeted-honeyeater/10254942
ABC Radio National Off Track Episode, Helmet on, Wings Spread	www.abc.net.au/radionational/programs/offtrack/helmet-on,-wings-spread/10254954
ABC Radio National Off Track Episode, Big Brother Bird Breeding	www.abc.net.au/radionational/programs/offtrack/big-brother-bird-breeding/10254948
Zoos Victoria news article, Happy 21st Birthday Charles Henry	www.zoo.org.au/news/happy-21st-birthday-charles-henry
Zoos Victoria news article, Helmeted Honeyeaters hatch their first eggs for the season	www.zoo.org.au/news/helmeted-honeyeaters-hatch-their-first-eggs-for-the-season
Map of Yellingbo Nature Conservation Reserve, Parks Victoria	parkweb.vic.gov.au/explore/parks/yellingbo-n.c.r.
Map showing current and former range of the Helmeted Honeyeater, Friends of the Helmeted Honeyeater	www.helmetedhoneyeater.org.au/fact-files/helmeted-honeyeaters/



Lesson 1: Hello to the Helmeted Honeyeater



Colour and Cut Helmeted Honeyeater

Level	Early Years, Kindergarten
Resources	• PowerPoint presentation • Screen to show PowerPoint presentation • Art and craft materials or Colour and Cut Helmeted Honeyeaters
Learning Intention	We are learning about the parts of a Helmeted Honeyeater.
Success Criteria	I can create a Helmeted Honeyeater, including parts of the bird e.g. beak, wings, eyes.
Tune in (5-10 mins)	Show the PowerPoint presentation introducing the Helmeted Honeyeater and talk about the body parts of a bird.
Main (30-40 mins)	Students make an artistic representation of the Helmeted Honeyeater using the PowerPoint presentation introduction as a guide. Alternatively students can make their Colour and Cut Helmeted Honeyeaters.
Reflection (5-10 mins)	When students are finished, hold a 'Gallery Walk', for which students move around the classroom looking at and appreciating other students' work, as they would at a gallery. Display student work in the classroom.

Lesson 2: Dinner Party

Level	Early Years, Kindergarten
Resources	• PowerPoint presentation about honeyeaters – beaks and food • Craft or drawing materials • Beak' tools for students to test e.g. paint brush, tweezers, tongs, fork, spoon • Materials to act as 'bird food' e.g. natural materials like water, seeds, fruit, gumnuts, flowers, or classroom materials like counters, beads, blocks
Learning Intention	We are learning about what Helmeted Honeyeaters eat, how they eat their food, and where they find it.
Success Criteria	I can work with my team to experiment with tools to have a bird dinner party.
Tune in (5-10 mins)	Show the PowerPoint presentation about honeyeaters – beaks and food and discuss.
Main (30-40 mins)	Students work in small teams. They experiment with tools while having a bird dinner party. Encourage discussions about what tools are useful or not for the different kinds of foods. Remind students that birds usually use only their beak, not their feet.
Reflection (5-10 mins)	During eating time for students, ask them to think about the way that they are eating, their mouth shape, their teeth, and their hands, which they are using to help them eat. While they are eating ask them to compare their own features to that of the Helmeted Honeyeater and other birds.

The 'brush-tipped' tongue of the Helmeted Honeyeater.

Lesson 3: Nests and Eggs

Andrew Silcocks

Level	Early Years, Kindergarten
Resources	• PowerPoint presentation showing Helmeted Honeyeater nests • Colour and Cut Helmeted Honeyeaters • Craft materials, some natural if possible – grasses, bark, leaves, small twigs, cobweb, soft plant material, fur or feathers. Alternatively non-natural materials such as torn or cut/shredded strips of paper, string, pipe-cleaners, plasticine and paddle pop or match sticks
Learning Intention	We are learning about Helmeted Honeyeater nests and eggs.
Success Criteria	I can make a nest and eggs like a Helmeted Honeyeater.
Tune in (5-10 mins)	Show the PowerPoint presentation of the Helmeted Honeyeater nest Play and sing the song, 'Eggs' from Playschool: www.youtube.com/watch?v=lX5CWS0SU1A Students can draw egg shapes in the air along to the tune.
Main (30-40 mins)	Students collect natural materials from the playground, being mindful to leave some behind for living things that also need them, or use resources available, to make a cup-shaped nest. They could also make a clutch of one, two or three eggs to place in their nest. Students make their Colour and Cut Helmeted Honeyeaters if they are not already made.
Reflection (5-10 mins)	Allow time for students to play with their Colour and Cut Helmeted Honeyeaters and the nests they have made.

Lesson 4: Excursion or Incursion

Note: If the students participate in an excursion where they are taking action such as planting native plants, the lessons 4 and 5 may be combined.

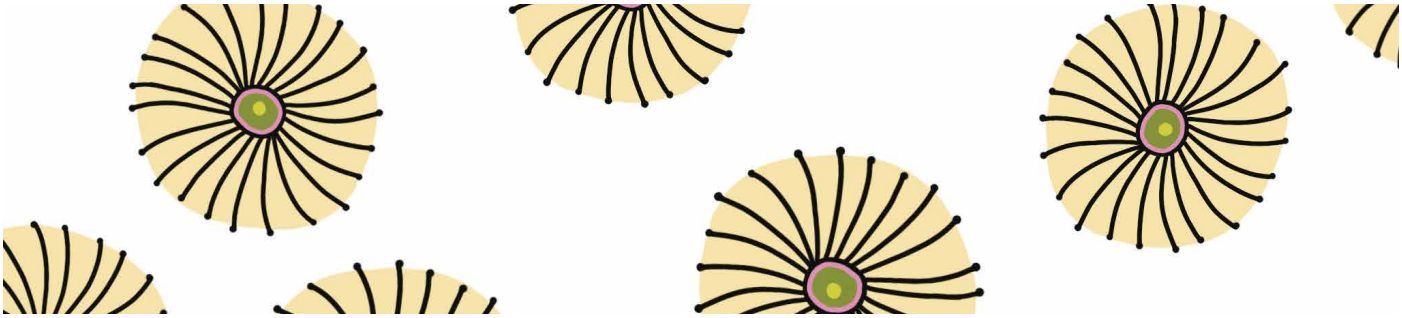
The details of the planned excursion or incursion will determine the activities of the excursion and incursion. For the purposes of this Education Kit, the lesson plan for Lesson 4 outlines possibilities for an excursion with the Friends of the Helmeted Honeyeater. For classes choosing a different excursion or incursion, teachers will be able to adapt these lessons to meet their needs. Please see the Excursions and Incursions section of this document for information about possible excursions and incursions.

Level	Early Years, Kindergarten
Resources	• Excursion Booklet can be used, alternatively the Friends of the Helmeted Honeyeater can provide appropriate worksheets • Writing and drawing materials • Binoculars if available • Cameras
Learning Intention	We are learning to investigate and to draw what we see.
Success Criteria	I can be a scientist and draw what I see.
Tune in (5-10 mins)	Travel to destination.
Main (dependent on activities planned)	The Friends of the Helmeted Honeyeater Environmental Coordinator delivers the program at Yellingbo Nature Conservation Reserve, and can tailor the program to meet the class or school's needs. Activities in the on-site classroom include presentations, worksheets, games, and looking at seeds and nests. Outdoors, school groups can help with citizen science activities relating to habitat, revegetation and the Helmeted Honeyeater. Students can explore the Helmeted Honeyeater's habitat, learn how to plant a plant, and help with revegetation of the Helmeted Honeyeater's habitat. Students can also observe the birds, learning how to use binoculars and record which birds they have seen. During the excursion, students should observe birds, their habitat, and other features of the environment and conservation work, and record their observations in their Excursion Booklets if the teacher has chosen to use these.
Reflection (5-10 mins)	Allow time for students to reflect on the excursion and draw pictures of what they see in their Excursion Booklets if the teacher has chosen to use these.

Lesson 5: And Action

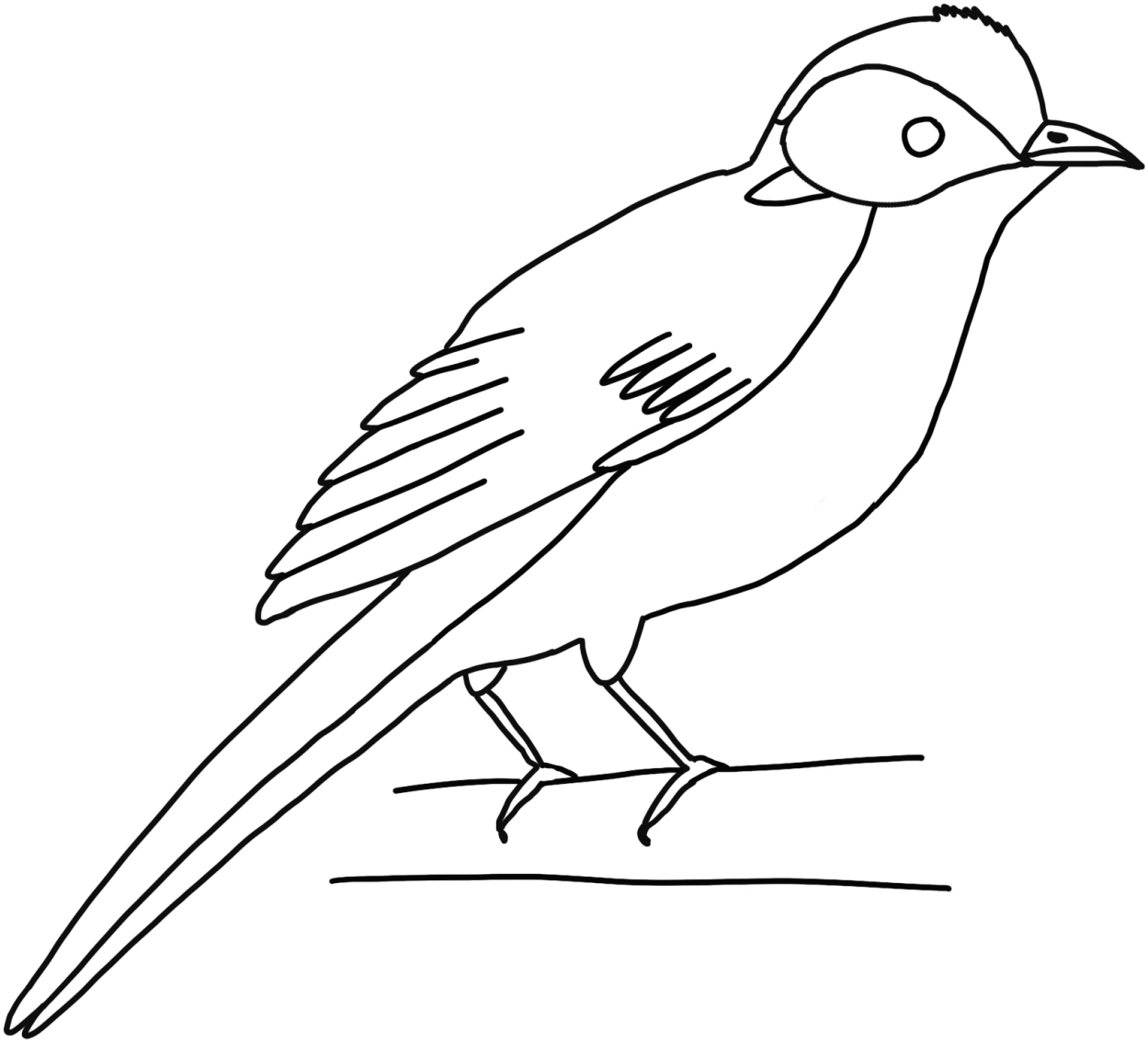
Note: this lesson can take as long as the teacher and school allows. It can be limited to one lesson or undertaken for a number of lessons. Teachers will plan the action that students will be taking part in. If the students participate in an excursion where they are taking action such as planting native plants, the excursion lesson and action lessons may be combined.

Level	Early Years, Kindergarten
Resources	• Resources for this lesson depend on the action students take
Learning Intention	We are learning to carry out an action.
Success Criteria	I can help to carry out an action to help the Helmeted Honeyeater.
Tune in (5-10 mins)	Explain to students what the project will be and how they will be part of it.
Main (30-40 mins or ongoing for a number of lessons)	Students carry out an action designed to help the Helmeted Honeyeater. Carrying out the action should be a celebration of the learning that has taken place. Possible actions could range from creating awareness raising posters, making a garden, producing a bird watching guide, putting on a performance or planting trees. The action will depend on the students, teachers and school community, and their capacity to undertake certain activities. This lesson can take as long as the teacher and school allows. It can be limited to one lesson or undertaken for a number of lessons. Teachers will plan the action that students will be taking part in.
Reflection (5-10 mins)	Students should be given the opportunity to share their action with an audience, through displaying work, making a presentation, or another form of sharing, appropriate to the action taken.



Lesson 1: Hello to the Helmeted Honeyeater

Level	F-2	3-4	5-6
Resources	• PowerPoint presentation • Screen to show PowerPoint presentation • Art and craft materials • Colour and Cut Helmeted Honeyeater (optional)	• PowerPoint presentation • Screen to show PowerPoint presentation • Art and craft materials	• PowerPoint presentation • Screen to show PowerPoint presentation • Art and craft materials
Learning Intention	We are learning about the features of the Helmeted Honeyeater.	We are learning about the features of the Helmeted Honeyeater.	We are learning about the features and adaptations that help the Helmeted Honeyeater to survive.
Success Criteria	I can create an artistic representation of a Helmeted Honeyeater, including features of the bird e.g. beak, wings, eyes.	I can create an artistic representation of a Helmeted Honeyeater including detail of observable features.	I can create an artistic representation of a Helmeted Honeyeater including structural features and adaptations that help it to survive.
Tune in (5-10 mins)	Show the PowerPoint presentation introducing the Helmeted Honeyeater, which shows its features and adaptations.		
Main (30-40 mins)	Students make an artistic representation of the Helmeted Honeyeater using the PowerPoint presentation introduction as a guide. A Colour and Cut Helmeted Honeyeater is provided in the resources for students to use if this is preferred. When students are finished, hold a 'Gallery Walk', for which students move around the classroom looking at and appreciating other students' work, as they would at a gallery. Display student work in the classroom.		
Reflection (5-10 mins)	Now students have been introduced to the Helmeted Honeyeater, facilitate a brainstorming session for students to think about what they already know, or think they might know about the bird, and what they would like to know about it. Prior knowledge and questions can be recorded in student workbooks or on a display board in the classroom. These notes can be updated as learning occurs and questions are answered during the unit.		



Colour and Cut Helmeted Honeyeater

Lesson 2: Dinner Party

The 'brush-tipped' tongue of the Helmeted Honeyeater.

Level	F-2	3-4	5-6
Resources	• Bird Dinner Party information sheet • PowerPoint presentation about honeyeaters' beaks and food • Craft or drawing materials • 'Beak' tools for students to test e.g. paint brush, tweezers, tongs, fork, spoon • Materials to act as 'bird food' e.g. natural materials like water, seeds, fruit, gumnuts, flowers, or classroom materials like counters, beads, blocks	• Bird diet and beak information sheet and worksheet • PowerPoint presentation about honeyeaters' beaks and food • 'Beak' tools for students to test e.g. paint brush, tweezers, tongs, fork, spoon • Materials to act as 'bird food' e.g. natural materials like water, seeds, fruit, gumnuts, flowers, or classroom materials like counters, beads, blocks	• Bird diet and beak information sheet and worksheet • PowerPoint presentation about honeyeaters' beaks and food • 'Beak' tools for students to test e.g. paint brush, tweezers, tongs, fork, spoon • Materials to act as 'bird food' e.g. natural materials like water, seeds, fruit, gumnuts, flowers, or classroom materials like counters, beads, blocks

Level	F-2	3-4	5-6
Learning Intention	We are learning about what Helmeted Honeyeaters eat, how they eat their food, and where they find it.	We are learning about what Helmeted Honeyeaters eat, how they eat, and how they depend on their environment for food.	We are learning about what Helmeted Honeyeaters eat, how they have adapted, and how they depend on their environment for food.
Success Criteria	I can work with my team to experiment with tools to have a bird dinner party.	I can discuss how birds can be grouped based on their features, and how birds depend on their environment for food.	I can discuss features and adaptations of birds, and how their environment affects their growth and survival.
Tune in (5-10 mins)	Show the PowerPoint presentation about honeyeaters' beaks and food and discuss different types of beaks and foods.	Show the PowerPoint presentation about honeyeaters' beaks and food and discuss how Honeyeaters are grouped based on their features, and how birds depend on their environment for food.	Show the PowerPoint presentation about honeyeaters' beaks and food and discuss features and adaptations of the birds, and how their environment affects their growth and survival.
Main (30-40 mins)	Students work in small teams. They use the Helmeted Honeyeater Dinner Party information sheet to experiment with tools while having a bird dinner party. Encourage discussions about what tools are useful or not for the different kinds of foods. Make sure students keep in mind birds usually use only their beak, not their feet.	Students work in small teams to use the Bird Dinner Party information sheet to experiment with tools while having a bird dinner party. Encourage discussions about features of the Helmeted Honeyeater from the PowerPoint presentation, and how birds depend on their environment for food.	Students work in small teams to use the Bird Dinner Party information sheet to experiment with tools while having a bird dinner party. Encourage discussions about features and adaptations of the Helmeted Honeyeater from the PowerPoint presentation, and how birds depend on their environment to survive. Students complete the Bird Dinner Party worksheet.
Reflection (5-10 mins)	During eating time for students, ask them to think about the way that they are eating, their mouth shape, their teeth, and their hands, which they are using to help them eat. While they are eating ask them to compare their own features to that of the Helmeted Honeyeater.		

Andrew Silcocks

Andrew Silcocks

Lesson 3: Nests and Eggs

Level	F-2	3-4	5-6
Resources	• PowerPoint presentation of the Helmeted Honeyeater life cycle and nest • Craft materials, some natural if possible – grasses, bark, leaves, small twigs, cobweb, soft plant material, fur or feathers. Alternatively non-natural materials such as torn or cut/ shredded strips of paper, string, pipe-cleaners, plasticine and paddle pop or match sticks	• PowerPoint presentation of the Helmeted Honeyeater life cycle and nest • Craft materials, some natural if possible – grasses, bark, leaves, small twigs, cobweb, soft plant material, fur or feathers. Alternatively non-natural materials such as torn or cut/ shredded strips of paper, string, pipe-cleaners, plasticine and paddle pop or match sticks	• PowerPoint presentation of the Helmeted Honeyeater life cycle and nest • Craft materials, some natural if possible – grasses, bark, leaves, small twigs, cobweb, soft plant material, fur or feathers. Alternatively non-natural materials such as torn or cut/ shredded strips of paper, string, pipe-cleaners, plasticine and paddle pop or match sticks
Learning Intention	We are learning about the life cycle of the Helmeted Honeyeater.	We are learning about the life cycle of the Helmeted Honeyeater and how their environment affects this.	We are learning about the life cycle of the Helmeted Honeyeater and how the environment affects this.

Level	F-2	3-4	5-6
Success Criteria	I can make a nest and eggs like a Helmeted Honeyeater.	I can show the life cycle of the Helmeted Honeyeater using a model nest and poster and including why their environment is important.	I can show the life cycle of the Helmeted Honeyeater using a model nest and poster including a nest and eggs, information about adaptations and how the environment can affect this.
Tune in (5-10 mins)	Show the PowerPoint presentation of the Helmeted Honeyeater life cycle and nest. With younger students, play and sing the song, 'Eggs' from Playschool: www.youtube.com/watch?v=IX5CWS0SU1A Students can draw egg shapes in the air along to the tune.	Show the PowerPoint presentation of the Helmeted Honeyeater life cycle and nest.	Show the PowerPoint presentation of the Helmeted Honeyeater life cycle and nest.
Main (30-40 mins)	Students collect natural materials from the playground, being mindful to leave some behind for living things that also need them, or use resources available, to make a cup-shaped nest. They could also make a clutch of two eggs to place in their nest.	Students create a poster that shows the life cycle of the Helmeted Honeyeater. They should note that materials from the environment, and an appropriate nesting place must be available for this life cycle to be successful.	Students create a poster that shows the life cycle of the Helmeted Honeyeater. They should note the adaptations (physical and behavioural) that Helmeted Honeyeaters have, and that materials from the environment, and an appropriate nesting place must be available for this life cycle to be successful.
Reflection (5-10 mins)	Students colour in a picture of the Helmeted Honeyeater life cycle.	Students collect natural materials from the playground, or use resources available, to make a cup-shaped nest and clutch of two eggs to place in their nest.	Students collect natural materials from the playground, or use resources available, to make a cup-shaped nest and clutch of two eggs to place in their nest.

Lesson 4: My Habitat

Level	F-2	3-4	5-6
Resources	• Small pieces of paper and drawing materials • Large piece/s of paper or display area/s		
Learning Intention	We are learning that living things exist in a habitat that meets their needs.	We are learning that living things depend on their environment and each other to survive.	We are learning that living things depend on their features, adaptations and environment to survive.
Success Criteria	I can draw my house, and work with others to make a town/suburb that shows that people live in towns where their needs are met.	I can work with others to make a town/suburb that shows that people depend on each other and the environment to survive.	I can work with others to make a town/suburb that shows that people depend on their features, adaptations and environment to survive.
Tune in (5-10 mins)	My Habitat activity – students draw a picture of their house on a small piece of paper.		
Main (30-40 mins)	As a whole class or in small groups, guide all students to put their pieces of paper together onto the large piece/s of paper or display area/s, creating a town/suburb. As a class or in small groups, students discuss what else people in a town/suburb need, for example, roads, parks, schools, and shops and add these to the display. Note: As an alternative to drawing for this activity, if classrooms or schools have access to Lego or other building materials including donated cardboard or plastic food or goods packaging to be reused, 3D models of houses and the town/suburb could be made.		
Reflection (5-10 mins)	Once these additions have been made, the teacher explains that the word 'habitat' can be used to describe the place a living thing lives and has needs met. Explain that together we have created a human 'habitat'. Discuss, comparing the town to a natural habitat e.g. both provide shelter, food, and places for young people or other living things to learn.		
Reflection continued	Encourage discussion about how people live in towns/suburbs where their needs are met.	Encourage discussion about how people depend on each other and the environment to survive.	Encourage discussion about the structural features and adaptations of humans that help them survive in their environment.

Lesson 5: Helmeted Honeyeater Habitat

Level	F-2	3-4	5-6
Resources	• Helmeted Honeyeater Habitat PowerPoint presentation • Screen to show PowerPoint presentation • Art and craft materials	• Helmeted Honeyeater Habitat PowerPoint presentation • Screen to show PowerPoint presentation • Art and craft materials	• Helmeted Honeyeater Habitat PowerPoint presentation • Screen to show PowerPoint presentation • Poster making materials or ICT resource and devices (dependent on teacher preference and resources available)
Learning Intention	We are learning about the habitat that Helmeted Honeyeaters rely on.	We are learning about the habitat that Helmeted Honeyeaters rely on.	We are learning about the habitat that Helmeted Honeyeaters rely on.
Success Criteria	I can create an artistic depiction of a healthy habitat for Helmeted Honeyeaters.	I can create an artistic depiction of a healthy habitat for Helmeted Honeyeaters.	I can research and communicate findings of one aspect of the habitat of the Helmeted Honeyeater and explain why it is important.
Tune in (5-10 mins)	Visioning activity – students close their eyes and are encouraged to imagine they are in the place being described, as the teacher reads a description of the Helmeted Honeyeater habitat. Once this activity is completed, show photographs on the classroom screen of the Helmeted Honeyeater habitat from the Helmeted Honeyeater Habitat PowerPoint.		
Main (30-40 mins)	Students create their own artistic depiction of the habitat of the Helmeted Honeyeater using the images of the PowerPoint as a guide.	Students create their own artistic depiction of the habitat of the Helmeted Honeyeater using the images of the PowerPoint as a guide..	Using the information from the PowerPoint, students create a poster or ICT resource (dependent on teacher preference and resources available) showing the habitat of the Helmeted Honeyeater and choose one aspect of the habitat and explain why it is important to the Helmeted Honeyeater.
Reflection (5-10 mins)	Create a classroom display of student work, or alternatively students could take this home to share with their families.		

Lesson 6: Staying Alive

Level	F-2	3-4	5-6
Resources	• A large piece of paper, chair or hoop for each student • Music or recording of Australian bush or river sounds •Threats to Helmeted Honeyeater Cards	• A large piece of paper, chair or hoop for each student • Music or recording of Australian bush or river sounds •Threats to Helmeted Honeyeater Cards	• A large piece of paper, chair or hoop for each student • Music or recording of Australian bush or river sounds •Threats to Helmeted Honeyeater Cards
Learning Intention	We are learning that threats impact on living things survival.	We are learning that threats impact on living things survival.	We are learning that threats impact on living things survival.
Success Criteria	I can participate in the game and class discussion about threats to the Helmeted Honeyeater.	I can participate in the game and class discussion about threats to the Helmeted Honeyeater.	I can participate in the game and class discussion about threats to the Helmeted Honeyeater.
Tune in (5-10 mins)	Spread the pieces of paper on the ground or place chairs in the space and explain the rules of the Musical Habitats game, a game similar to musical chairs: 1. The students role-play Helmeted Honeyeaters. 2. Each piece of paper/chair represents habitat for the Helmeted Honeyeater. The teacher can guide students to recall what is present in the Helmeted Honeyeater habitat. 3. Each piece of paper/chair can only support one Helmeted Honeyeater. 4. The teacher will play music or a recording of Australian bush or river sounds. While the music/recording is playing, students role-play the Helmeted Honeyeaters moving around the habitat. 5. When the teacher stops the music, students must move to a piece of paper/chair. Students must be on their own piece of paper/chair. 6. As the game continues, the teacher will remove one or more pieces of paper/chairs from the game, before stopping the music/recording on each round of the game. 7. Depending on the number of pieces of paper/chairs removed on each round, the students who don't have a piece of paper/chair anymore, will be out of the game.		

Level	F-2	3-4	5-6
Main (30-40 mins)	Students move to their places on the pieces of paper/chairs, and begin to play the Musical Habitats game. As students are removed from the game, the teacher should provide threat scenarios using the Threats to Helmeted Honeyeater Cards, e.g. clearing native vegetation for a housing development or farm, a bushfire, cats and foxes move into the habitat, the small population of Helmeted Honeyeaters means that there is a decrease in the genetic diversity of the Helmeted Honeyeater so the babies are not as healthy as they should be. Optional additions: • Pieces of paper become tattered by students moving on them, and can represent bushland that is degraded and no longer good habitat for animals. Students on these sheets are also removed from the game. • To illustrate the threat of competition from native or non-native birds including the Bell Miner, the teacher can reintroduce a number of students that have been eliminated from the game, explaining that they are competing for the resources that the Helmeted Honeyeater needs to survive. The students role-playing Bell Miners should be differentiated from the students role-playing the Helmeted Honeyeaters. This could be done with a sports bib or sash, or paper label or headband. Play until there are few students left in the game. Following the game, facilitate small group or whole class discussion about the game and ideas it generates. Either in small groups, or as a class, make a list of the threats that were introduced in the Musical Habitats game and encourage thinking to ask and answer questions e.g. What do fires do to Helmeted Honeyeater habitat? How do native birds like the Bell Miner threaten the Helmeted Honeyeater?		
Reflection (5-10 mins)	Students draw a picture and write about one threat to the Helmeted Honeyeater that they learnt about.		

Lesson 7: Helmeted Honeyeater Heroes

Level	F-2	3-4	5-6
Resources	• Student work from previous lesson summarising threats to Helmeted Honeyeaters • Recovery Efforts PowerPoint presentation • Screen to show PowerPoint presentation • Cardboard or cardboard tubes/ cylinders • Excursion Booklet	• Student work from previous lesson summarising threats to Helmeted Honeyeaters • Recovery Efforts PowerPoint presentation • Screen to show PowerPoint presentation • Threats and Solutions template • Excursion Booklet	• Student work from previous lesson summarising threats to Helmeted Honeyeaters • Recovery Efforts PowerPoint presentation • Screen to show PowerPoint presentation • Threats and Solutions template • Excursion Booklet
Learning Intention	We are learning that people, including us, can use what they know about Helmeted Honeyeaters to make a plan to protect them.		
Success Criteria	I can connect threats to the Helmeted Honeyeater to solutions.		
Tune in (5-10 mins)	Ask students to recall the threats to the Helmeted Honeyeater from the previous lesson. This recollection could be assisted by short presentations by selected students of their work focused on specific threats from the previous lesson. Make a class list of the threats to Helmeted Honeyeaters. Using this list of threats for reference, facilitate a small group or whole class brainstorm of possible actions that could help to reduce or remove these threats to the Helmeted Honeyeater.		
Main (30-40 mins)	Explain to students that there is a Recovery Plan for the Helmeted Honeyeater that lots of people are working on together. Show the PowerPoint presentation that summarises the work being done to save the Helmeted Honeyeater. Note: If the class is going on an excursion or having an incursion at this point in the program, either with the Friends of the Helmeted Honeyeater or Zoos Victoria, explain to students that they will have the chance to engage with people working on the recovery plan, and be part of it, during their excursion or incursion. Alternatively, if the class is not having an excursion or incursion the next stage is for the program can be Lesson 11.		

Level	F-2	3-4	5-6
	Students record what they have learnt about the Helmeted Honeyeater Recovery Program on the Threats and Solutions template. Make 'binoculars' out of cardboard tubes.	Students record what they have learnt about the Helmeted Honeyeater Recovery Program on the Threats and Solutions template.	
Reflection (5-10 mins)	As a class or in small groups students devise questions they want to find out the answers to during the excursion. Students are given an Excursion Booklet to record their questions. Explain that while on the excursion, students should aim to answer their questions, by asking experts, making observations, or collecting data.		

Lesson 8: Be Prepared

Note: If the students participate in an excursion where they are taking action, such as planting native plants, lessons 8 and 11, and 9 and 12 may be combined.

The details of the planned excursion or incursion will determine the activities of the excursion and incursion and associated lessons. For the purposes of this Education Kit, the lesson plans for Lessons 9, 10 and 11 outline possibilities for an excursion with the Friends of the Helmeted Honeyeater. For classes and schools choosing a different excursion or incursion, teachers will be able to adapt these lessons to meet their needs.

Level	F-2	3-4	5-6
Resources	• Excursion Booklet • Device with access to the Internet or map	• Excursion Booklet • Device with access to the Internet or map	• Excursion Booklet • Device with access to the Internet or map
Learning Intention	We are learning to identify, describe and map the place that we are going to on our excursion.	We are learning to identify, describe and map the place that we are going to on our excursion.	We are learning to identify, describe and map the place that we are going to on our excursion.
Success Criteria	I can use a map of Yellingbo Nature Conservation Reserve to make my own map to use on the excursion.	I can use a range of maps of Yellingbo Nature Conservation Reserve to make my own map to use on the excursion.	
Tune in (5-10 mins)	Show students the Google maps, including Google maps and satellite view (links to more maps in resources list), for Yellingbo Nature Conservation Reserve.	Show students how to use the map resources, including Google maps and satellite view (links to more maps in resources list), and model how to create their map.	
	Students draw their own map in their Excursion Booklet, identifying the features shown on their map.	Students explore and compare maps of Yellingbo Nature Conservation Reserve including on Google maps. In their excursion booklets, students should draw their own map of Yellingbo Nature Conservation Reserve and the surrounding area, including important features such as creeks, land use and boundaries, towns, and places of significance to them. This lesson can also be time for students to do any other planning tasks for the excursion or incursion necessary, such as creating a data-recording sheet and allocating jobs or teams.	
Reflection (5-10 mins)	Students note what they would like to observe during the excursion in their Excursion Booklet.		

Lesson 9: Excursion or Incursion

Note: If the students participate in an excursion where they are taking action, such as planting native plants, lessons 8 and 11, and 9 and 12 may be combined.

The details of the planned excursion or incursion will determine the activities of the excursion and incursion and associated lessons. For the purposes of this Education Kit, the lesson plans for Lessons 9, 10 and 11 outline possibilities for an excursion with the Friends of the Helmeted Honeyeater. For classes and schools choosing a different excursion or incursion, teachers will be able to adapt these lessons to meet their needs. Please see the Excursions and Incursions section of this document for details about possible excursions and incursions.

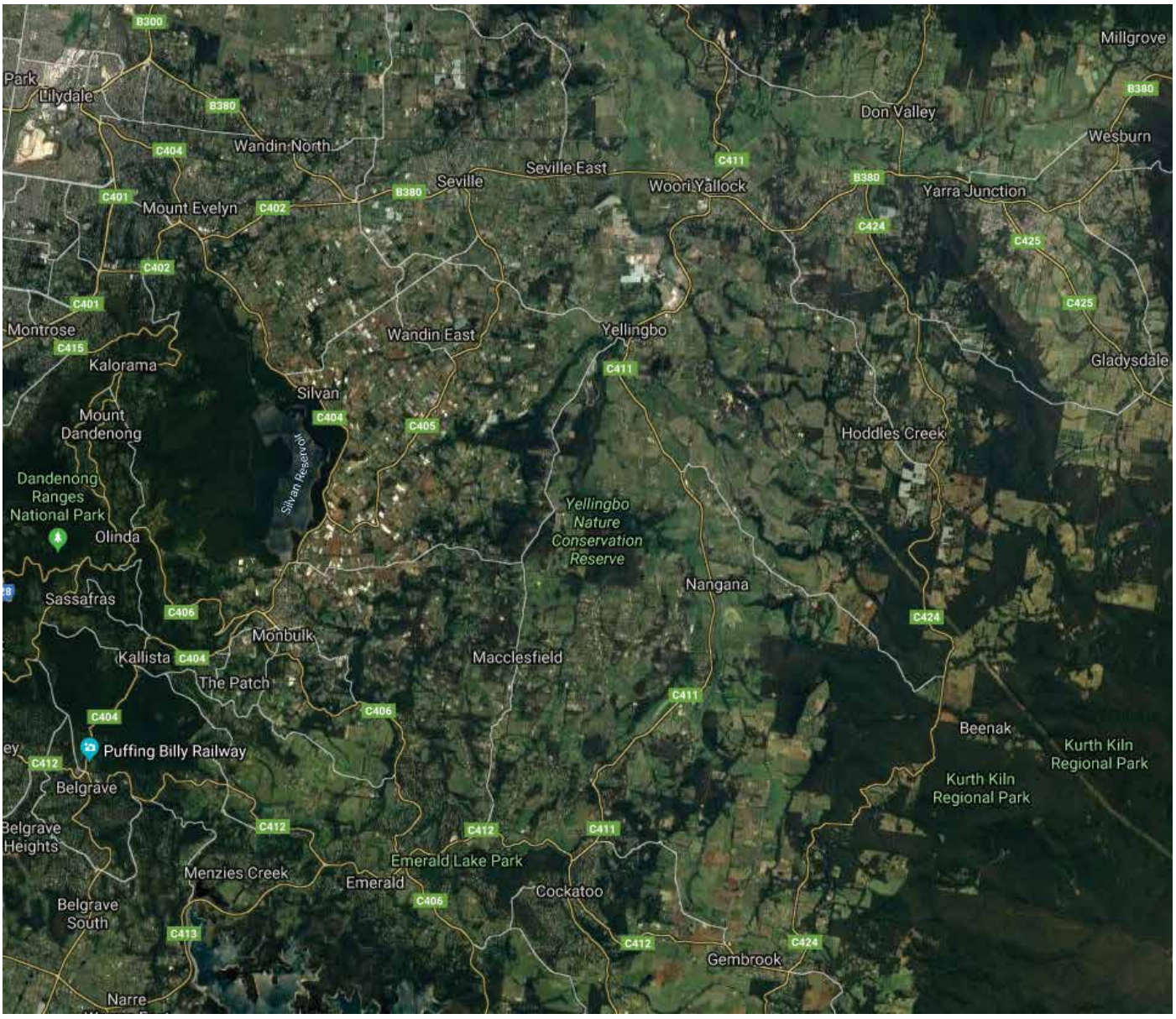


Figure 2: Students explore and compare different maps. Source: Google Maps.

Foundation - Level Six Lesson Plans

Level	F-2	3-4	5-6
Resources	• Excursion Booklet can be used, alternatively the Friends of the Helmeted Honeyeater can provide appropriate worksheets • Writing and drawing materials • Binoculars if available • Cameras	• Excursion Booklet can be used, alternatively the Friends of the Helmeted Honeyeater can provide appropriate worksheets • Writing and drawing materials • Binoculars if available • Cameras	• Excursion Booklet can be used, alternatively the Friends of the Helmeted Honeyeater can provide appropriate worksheets • Writing and drawing materials • Binoculars if available • Cameras
Learning Intention	We are learning to participate in investigations and to make and record observations.		
Success Criteria	I can work with my team to be a scientist including making and recording my observations.		
Tune in (5-10 mins)	Travel to destination.		
Main (dependent on activities planned)	The Friends of the Helmeted Honeyeater Environmental Coordinator delivers the program at Yellingbo Nature Conservation Reserve, and can tailor the program to meet the class or school's needs. Activities in the on-site classroom include presentations, worksheets, games, and looking at seeds and nests. Outdoors, school groups can help with citizen science activities relating to habitat, revegetation and the Helmeted Honeyeater. Students can explore the Helmeted Honeyeater's habitat, learn about the plant species and their importance to the birds, complete activities to find important species and analyse an area to determine suitability as a habitat. Students can participate in the revegetation process by visiting the nursery, learning how to plant a plant, and helping with revegetation of the Helmeted Honeyeater's habitat. Students can also observe the birds, learning how to use binoculars and record which birds they have seen. During the excursion, students should observe birds, their habitat, and other features of the environment and conservation work, and record their observations in their Excursion Booklets if the teacher has chosen to use these.		
Reflection (5-10 mins)	Allow time for students to reflect on the excursion and make notes and record observations in their Excursion Booklets if the teacher has chosen to use these.		

Lesson 10: Reflect and Share

Note: The details of the planned excursion or incursion will determine the activities of the excursion and incursion and associated lessons.

Level	F-2	3-4	5-6
Resources	• Photographs taken while on the excursion • Screen to show photos • Excursion Booklets	• Photographs taken while on the excursion • Screen to show photos • Excursion Booklets	• Photographs taken while on the excursion • Screen to show photos • Excursion Booklets
Learning Intention	We are learning to communicate observations and ideas.		
Success Criteria	I can prepare and make a presentation about the excursion.		
Tune in (5-10 mins)	Show or display the photos taken while on the excursion. Facilitate a class discussion about what was learnt on the excursion and what was observed.		
Main (30-40 mins)	Students use their Excursion Booklets and photographs to discuss what they learnt during the excursion and prepare a presentation on this topic.		
Reflection (5-10 mins)	Students are given the opportunity to share their presentation with an audience (partner, class, or wider audience as appropriate).		

Stephen Garth

Lesson 11: Action Plan

Note: If the students participate in an excursion where they are taking action, such as planting native plants, lessons 8 and 11, and 9 and 12 may be combined.

Andrew Silcocks

Level	F-2	3-4	5-6
Resources	• Action Planner	• Action Planner	• Action Planner
Learning Intention	We are learning to show what we know about why some places are special and should be looked after, through planning an action to protect a place.	We are learning to show what we know about the importance of the environment, and how and why places should be protected, through planning an action to protect a place.	We are learning to show what we know about the importance and management of the environment, and factors that influence people's awareness and opinion of places, through planning an action to protect a place.
Success Criteria	I can work with my group to design an action to help the Helmeted Honeyeater, and to explain why this action is being planned.		
Tune in (5-10 mins)	Explain that the students are going to show their learning through taking action on an aspect of the Helmeted Honeyeater. As a whole class, in small groups, pairs or as individuals, allow students to brainstorm ideas and choose ideas that are appropriate for the class and school.		
Main (30-40 mins)	Possible actions could range from creating awareness raising posters, writing letters to members of parliament or local councils, producing a bird watching guide, constructing a board game, making a presentation, planting trees, raising money, or developing signage for local areas. The action will depend on the students, teachers and school community, and their capacity to undertake certain activities. Students complete the Action Planner.		
Reflection (5-10 mins)	Students share their action and explain why the action is being planned.	Students share their action and explain why the action is being planned.	Students share their action and explain why the action is being planned.

Lesson 12: And Action

Note: If the students participate in an excursion where they are taking action, such as planting native plants, lessons 8 and 11, and 9 and 12 may be combined.

This lesson can take as long as the teacher and school allows. It can be limited to one lesson or undertaken for a number of lessons.

Level	F-2	3-4	5-6
Resources	• Resources for this lesson depend on the action students take	• Resources for this lesson depend on the action students take	• Resources for this lesson depend on the action students take
Learning Intention	We are learning to show what we know about why some places are special and should be looked after, through carrying out an action to protect a place.	We are learning to show what we know about the importance of the environment, and how and why places should be protected, through carrying out an action to protect a place.	We are learning to show what we know about the importance and management of the environment, and factors that influence people's awareness and opinion of places, through carrying out an action to protect a place.
Success Criteria	I can work with my group to carry out an action to help the Helmeted Honeyeater, and explain why this action is being taken.		
Tune in (5-10 mins)	Remind students of the need for actions to show learning from the unit.		
Main (30-40 mins)	Individually, in small groups or as a whole class, students carry out an action designed to help the Helmeted Honeyeater. Carrying out the action should be a celebration of the learning that has taken place. Students should be given the opportunity to share their action with an audience, through displaying work, making a presentation, or another form of sharing, appropriate to the action taken. This lesson can take as long as the teacher and school allows. It can be limited to one lesson or undertaken for a number of lessons.		
Reflection (5-10 mins)	In their groups or individually, students reflect on their learning during the unit, their work and action successes, and give and receive student-to-student and teacher feedback. Students assess their action and with teacher support, assess their learning, and the learning of others, over the course of the unit.		

Early Years, Kindergarten Curriculum Links

Lessons	Curriculum Links
1	• When provided with many opportunities and a rich supply of natural and manufactured materials and tools, children create, build, sculpt, draw, paint and construct, and they enjoy taking part in sustained shared conversations focused on their interests. • They manipulate objects to investigate, assemble, invent and construct, and they use their own and others' feedback to revise and build on an idea.
2	• Children are active learners exploring the world through touch, sight, sound, taste, smell and movement. • Periods of uninterrupted play give children time to invent, investigate and discover, using a rich variety of open-ended materials and resources. • Young children begin to develop explanations for observed phenomena, and consider what they can learn from experiences. • Children teach others and broaden their learning about the world through connecting with people, places, technologies and natural materials.
3	• Children are active learners exploring the world through touch, sight, sound, taste, smell and movement. • Periods of uninterrupted play give children time to invent, investigate and discover, using a rich variety of open-ended materials and resources. Time in the natural world builds confidence and supports discovery. • When provided with many opportunities and a rich supply of natural and manufactured materials and tools, children create, build, sculpt, draw, paint and construct, and they enjoy taking part in sustained shared conversations focused on their interests. • They manipulate objects to investigate, assemble, invent and construct, and they use their own and others' feedback to revise and build on an idea.
4	• Students learn ways to care for the environment and contribute to a sustainable future. • Children are active learners exploring the world through touch, sight, sound, taste, smell and movement. • Periods of uninterrupted play give children time to invent, investigate and discover, using a rich variety of open-ended materials and resources. Time in the natural world builds confidence and supports discovery. • Young children begin to develop explanations for observed phenomena, and consider what they can learn from experiences. • As children learn and develop they expand their scientific thinking skills. When given opportunities to generate questions about situations and phenomena, make predictions, carry out systematic courses of action and evaluate results they build further on their skills and knowledge. From birth, children are highly engaged with their environment, and this is the basis for important concept development. • Children teach others and broaden their learning about the world through connecting with people, places, technologies and natural materials.
5	• Children learn ways to care for the environment and contribute to a sustainable future.

Science Curriculum Links

F-2	Lessons	3-4	Lessons	5-6	Lessons
Living things have a variety of external features.	1, 2	Living things can be grouped on the basis of observable features.	1, 2	Living things have structural features and adaptations that help them to survive in their environment.	1, 2, 3, 4, 5
Living things live in different places where their basic needs, including food, water and shelter, are met.	2, 3, 4, 5, 6, 7	Different living things depend on each other and the environment to survive.	2, 4, 5, 6, 7		
Living things grow, change and have offspring similar to themselves.	3	Living things have different life cycles and depend on each other and the environment to survive.	3, 6	The growth and survival of living things are affected by the physical conditions of their environment.	3, 4, 5, 6, 7
People use science in their daily lives.	6, 8	Science knowledge helps people to understand the effects of their actions.	6, 8	Scientific understandings, discoveries and inventions are used to inform personal and community decisions and to solve problems that directly affect people's lives.	6, 8
Participate in guided investigations, including making observations using the senses, to explore and answer questions.	10	Safely use appropriate materials, tools, equipment and technologies.	10	Use equipment, technologies and materials safely, identifying potential risks and accurately observe, measure and record data.	10
Represent and communicate observations and ideas in a variety of ways.	11	Represent and communicate observations, ideas and findings using formal and informal scientific language.	11	Communicate ideas and processes using evidence and identify simple cause-and-effect relationships.	

Geography Curriculum Links

F-2	Lessons	3-4	Lessons	5-6	Lessons
Identify and describe the features of places at a local scale and how they change, recognising that people describe the features of places differently.	6, 9	Identify and describe the characteristics of places in different locations at a range of scales.	6, 9	Describe and explain the diverse characteristics of places in different locations from local to global scales.	6, 9
Natural, managed and constructed features of places, their location and how they change.	6	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; the use and management of natural resources and waste, and different views on how to do this sustainably.	6	Influence of people, including the influence of Aboriginal and Torres Strait Islander peoples, on the environmental characteristics of Australian places.	6
				Impacts of bushfires or floods on environments and communities, and how people can respond.	6
				Environmental and human influences on the location and characteristics of places and the management of spaces within them.	6
Describe and explain where places and activities are located.	9	Identify and describe locations and spatial distributions and patterns.	9	Identify and describe locations and describe and explain spatial distributions and patterns.	9
Represent data and the location of places and their features by constructing tables, plans and labeled maps.	9	Represent data and the location of places and their characteristics by constructing tables and simple graphs and maps of appropriate scale that conform to cartographic conventions of border, scale, legend, title and north point.	9	Represent the location of places and other types of geographical data and information in different forms including diagrams, field sketches and large-scale and small-scale maps that conform to cartographic conventions of border, scale, legend, title, north point and source; using digital and spatial technologies as appropriate.	9

F-2	Lessons	3-4	Lessons	5-6	Lessons
Interpret data and information to draw conclusions and describe the direction and location of places, using terms such as north, south, opposite, near, far.	9	Interpret maps and other geographical data and information to develop identifications, descriptions, explanations and conclusions, using geographical terminology including simple grid references, compass direction and distance.	9	Interpret maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology.	9
Collect and record geographical data and information from the field and other sources.	10	Collect and record relevant geographical data and information from the field and other sources.	10	Collect and record relevant geographical data and information from the field and secondary sources, using ethical protocols.	10
Represent data and the location of places and their features by constructing tables, plans and labeled maps.	10	Represent data and the location of places and their characteristics by constructing tables and simple graphs and maps of appropriate scale that conform to cartographic conventions of border, scale, legend, title and north point.	10	Represent the location of places and other types of geographical data and information in different forms including diagrams, field sketches and large-scale and small-scale maps that conform to cartographic conventions of border, scale, legend, title, north point and source; using digital and spatial technologies as appropriate.	10
Reasons why some places are special and some places are important to people and how they can be looked after.	12	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; the use and management of natural resources and waste, and different views on how to do this sustainably.	12	Environmental and human influences on the location and characteristics of places and the management of spaces within them.	12
	12	Similarities and differences in individuals' and groups' feelings and perceptions about places, and how they influence views about the protection of these places.	12	Factors that influence people's awareness and opinion of places.	12

Foundation - Level Six Assessment

Lessons	F-2	3-4	5-6
1	Identifies features of the Helmeted Honeyeater e.g. beak, wings, eyes.	Shows how the Helmeted Honeyeater can be identified on the basis of observable features.	Shows structural features and adaptations that help the Helmeted Honeyeater to survive.
2	Identifies features of Helmeted Honeyeaters that allow them to eat, and what they find where they live to eat.	Identifies features of the Helmeted Honeyeater that it uses to feed, and how it depends on other living things and the environment to feed.	Identifies features and adaptations of the Helmeted Honeyeater, and how its growth and survival are affected by being able to find enough to eat in their environment.
3	Shows an understanding that living things grow, change and have offspring, and that they find materials in the places they live to build nests.	Shows an understanding of the life cycle of the Helmeted Honeyeater.	Shows an understanding of the life cycle and adaptations of the Helmeted Honeyeater and how the environment can affect this.
4	Shows an understanding that living things live in different places where their basic needs, including food, water and shelter, are met.	Shows an understanding that living things depend on each other and the environment to survive.	Shows an understanding that the growth and survival of living things are affected by the physical conditions of their environment.
5	Shows an understanding that living things live in different places where their basic needs, including food, water and shelter, are met.	Shows an understanding that living things depend on each other and the environment to survive.	Identifies structural features and adaptations that help living things survive in their environment.
6	Identifies natural, managed and constructed features of places, their location and how they change.	Shows an understanding of the significance of vegetation and environments to animals and people, and different views on how places and resources can be protected or used sustainably.	Identifies environmental and human influences on the environmental characteristics of Australian places, the location and characteristics of places and the management of spaces within them.
7	Shows an understanding that living things live in different places where their basic needs, including food, water and shelter, are met.	Shows an understanding that different living things depend on each other and the environment to survive.	Shows an understanding that the growth and survival of living things are affected by the physical conditions of their environment.
8	Shows an understanding that people can use scientific knowledge to make plans to protect the environment.	Shows an understanding that people can use scientific knowledge to make plans to protect the environment.	Shows an understanding that people can use scientific knowledge to make plans to protect the environment.
9	Identify features of Yellingbo Nature Conservation Reserve by colouring the map.	Identifies, describes and maps the place that we are going to on our excursion.	Identifies, describes and maps the place that we are going to on our excursion.
10	Participates in investigations and to make and record observations.	Participates in investigations and to make and record observations.	Participates in investigations and to make and record observations.
11	Represents and communicates observations and ideas in a variety of ways.	Represents and communicates observations, ideas and findings using formal and informal scientific language.	Communicates ideas and processes using evidence and identify simple cause-and-effect relationships.

Lessons	F-2	3-4	5-6
12	Shows an understanding of why some places are special and should be looked after and plan an action to achieve this.	Shows an understanding of the importance of the environment, how and why these places should be protected, and plans an action to protect a place.	Shows an understanding of the importance and management of the environment, factors that influence people's awareness and opinion of places, and plans an action to protect a place.
13	Teacher will be able to use the student work produced during the unit and the final Action, to assess student progress.	Teacher will be able to use the student work produced during the unit and the final Action, to assess student progress.	Teacher will be able to use the student work produced during the unit and the final Action, to assess student progress.

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