**2021 Shorebirds Competition Accompanying Lessons**

Years 3-6 English

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| **Strand** | **Sub-strand** | **Content Description** |
| **Language** | Expressing and developing ideas | * Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments (ACELA1483)
* Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (ACELA1496)
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| **Literacy** | Creating texts | * Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704)
* Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)
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| **Cross-curriculum Priorities and General Capabilities** |
| * Sustainability
* Critical and Creative Thinking
 | * Literacy
* Ethical Understanding
 | * Personal and Social Capability
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*This lesson would best be included after students have studied multimedia forms of persuasive texts, such as advertising materials, and/or visual literacy. It could be used as an assessment piece at the end of a unit of study.*

Eco-tourism: an introduction

Introduce the students to the term “eco-tourism”. Firstly, ask students to brainstorm what they think this may mean and then share some examples of eco-tourism in Australia (tourism websites for well-known places such as Uluru and the Great Barrier Reef are a good place to start). With each example, highlight the type of language used, images and the key message.

*Extension task: ask students to find their own eco-tourism advertisement and identify the key features.*

Ask students to think-pair-share why eco-tourism is beneficial to a particular environment or species of animal.

Planning an eco-tourism poster

Explain the outline of the 2021 Shorebirds Competition to students. Based on the previous lesson, students will understand that the way they organise their posters will be important for sending a strong message. Using the prior-knowledge students have gained regarding a local wetland area and the shorebirds that frequent them (refer to other accompanying lessons/units from our website), students work in pairs or individually to complete the attached **Activity Sheet**.

Students should consider who the audience of the poster will be. What is the main conservation message they will be trying to give? Wetland areas are vital to migratory shorebirds who have travelled long distances without any food or water before arriving at our shores. What species of shorebird will they include in their poster? They should also consider the language they will use and what elements of visual literacy that will add meaning to their poster.

After planning the poster, students commence work individually on preparing their poster. Be sure to remind students of the competition guidelines and good luck!

**Activity Sheet – Eco-Tourism Poster Planning**

Name of wetland \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| Who is the intended audience for your poster? | What species of shorebird visits this wetland? |
| What key messages will you be giving? Why would people want to visit and conserve this wetland? | What elements of visual literacy will you use to add meaning to your poster? |
| List some adjectives that describe this wetland and/or the shorebirds. |

Your poster should include a small amount of text to help give your message. It could be a slogan or some information about the wetland. Draft your text here: