

# 2024 Shorebirds Competition Unit of Work

## Years 3 – 4 Geography

Strand	Sub-strand	Content Description
<b>Knowledge and Understanding</b>	Geography	<ul style="list-style-type: none"> <li>The importance of environments, including natural vegetation, to animals and people (ACHASSK088)</li> </ul>

Cross-curriculum Priorities and General Capabilities		
<ul style="list-style-type: none"> <li>Sustainability</li> <li>Critical and Creative Thinking</li> </ul>	<ul style="list-style-type: none"> <li>Literacy</li> <li>Ethical Understanding</li> </ul>	<ul style="list-style-type: none"> <li>Personal and Social Capability</li> </ul>

### Lesson 1: Different perspectives

Ask students to think about a place that they might have visited that is a protected environment (for example a local park or waterway). Ask them to share why they think these environments are protected.

Discuss as a class what it means to have a protected environment. Provide some examples that your students would be familiar with.

Provide students with images of different types of natural environments (images could include coral reefs, local parks, national parks, wetland areas, beaches etc). In small groups or individually, ask students to arrange the images into an order of which they think is the most important environmental area. Once complete, ask students to take turns explaining how they chose the most important environment in their ordered groups. Were they all the same? Why not? Do they feel differently about some of the environments now?

Read *Circle* by Jeannie Baker to the students. Ask students to think-pair-share which environments could or should be protected in this text and why. Alternative picture book: *Red Knot* by Nancy Carol Willis.

Using a map, identify a wetland in your local area or State/Territory that is visited by shorebirds. After reading about the journey that the bar-tailed godwit makes every year, encourage students to consider how valuable this area must be to ensuring they can return to the northern hemisphere. Explain that we protect environmental areas for many reasons – including if they are important to animals.

### Lesson 2: Wetland study

Provide information for students to use to complete the **Activity Sheet** on the chosen wetland area from the previous lesson.

### Lesson 3: Prepare a Postcard featuring a shorebird and its wetland.

Using their wetland study, students prepare a submission for the 2024 Shorebirds Competition (please refer to the website for competition outline). Students should refer to the class discussions from Lesson 1 to consider how perspectives of environments are different and how they can display this in their postcard.

### **Teacher Resources**

- Department of Agriculture Water and the Environment – wetland videos: [https://www.youtube.com/watch?v=dKcX3i3JuVI&list=PLdBE4pIIXjZHBs29U\\_kMoEdc9J5RjDNPJ](https://www.youtube.com/watch?v=dKcX3i3JuVI&list=PLdBE4pIIXjZHBs29U_kMoEdc9J5RjDNPJ)
- Information on migratory shorebird species that visit Australia <https://wingthreads.com/about/>
- Port Phillip & Westernport CMA, Victoria: [Ramsar Protection Program: protecting world-class wetlands - YouTube](#)
- List of Ramsar Wetland sites in Australia: [Ramsar Wetlands of Australia \(environment.gov.au\)](https://www.environment.gov.au/ Ramsar/Wetlands)

## Activity Sheet - Wetland Study

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

Where is this site located?	What species of shorebird visits this wetland?
What does the shorebird use this wetland for?	What threats does this wetland have?
Interesting facts.	How are people looking after this wetland?

Why do you think wetlands are important? \_\_\_\_\_

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