



## Program : Teddy Bear's Picnic

### General Descriptor of Program:

#### K - 1

Bring your Teddies to discover what they and all animals need to survive in the bush! Play Teddy Bear Tag and Musical Trees to learn how trees provide us with the needs of life.

Go on a special kind of bushwalk and use your senses to explore the bush around you. Don't lose your Teddy or you will have to go on a hunt to find them!

Enjoy a picnic under the shady trees with your Ted and friends.

End the day by planting a seed because you now know what we need to do to make sure we always have trees.

### Cross – Curriculum Priorities: Sustainability

Sustainable patterns of living meet the needs of the present without compromising the ability of future generations to meet their needs.

Education for sustainability develops the knowledge, skills, values and world views necessary for people to act in ways that contribute to more sustainable patterns of living.

**OI.2** All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.

**OI.3** Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.

**OI.4** World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice are essential for achieving sustainability.

**OI.6** The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future.

**OI.7** Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.

**OI.9** Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.

General Capabilities		Cross-Curriculum Priorities		
<input type="checkbox"/> Literacy <input type="checkbox"/> Numeracy <input type="checkbox"/> Information and communication technology (ICT) competence <input type="checkbox"/> Critical and creative thinking <input checked="" type="checkbox"/> <b>Ethical behaviour</b> <input type="checkbox"/> Personal and social competence <input type="checkbox"/> Intercultural understanding		<input type="checkbox"/> Aboriginal and Torres Strait Islander histories and cultures <input type="checkbox"/> Asia and Australia's engagement with Asia <input checked="" type="checkbox"/> <b>Sustainability</b>		
Years targeted	Australian Curriculum links - Science			
	Science Understanding	Science as a Human Endeavour	Science Inquiry Skills	
Foundation	<p>Living things have basic needs, including food and water (ACSSU002)</p> <p>Daily and seasonal changes in our environment, including the weather, affect everyday life (ACSSU004)</p>	Science involves exploring and observing the world using the senses (ACSHE013)	<p>Respond to questions about familiar objects and events (ACSIS014)</p> <p>Explore and make observations by using the senses (ACSIS011)</p> <p>Share observations and ideas (ACSIS012)</p>	
Year 1	<p>Living things have a variety of external features (ACSSU017)</p> <p>Living things live in different places where their needs are met (ACSSU211)</p>	Science involves asking questions about, and describing changes in, objects and events (ACSHE021)	Respond to and pose questions, and make predictions about familiar objects and events (ACSIS024)	

Year 1 Cont		People use science in their daily lives, including when caring for the environment and living things (ACSHE022)	Compare observations with those of others (ACSIS213)  Represent and communicate observations and ideas in a variety of ways such as oral and written language, drawing and role play (ACSIS029)
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