

2022 Shorebirds Competition Accompanying Lessons

Years 3-6 English

Strand	Sub-strand	Content Description
Language	Expressing and developing ideas	<ul style="list-style-type: none"> 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)
Literacy	Creating texts	<ul style="list-style-type: none"> 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)

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

Wetlands as habitat: an introduction

Introduce the students to the term “habitat”. Firstly, ask students to brainstorm what they think this may mean and then share some examples of wetland habitats. With each example, highlight the special features and discuss what makes it a habitat.

Ask students to think-pair-share why it is important to look after a particular environment or species of animal.

Planning a wetland and shorebird poster

Explain the outline of the 2022 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 about their wetland and its value as a habitat. Using the prior-knowledge students have gained regarding a local wetland area (or one in your State or Territory) 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 - Wetland and Shorebird Poster Planning

Name of wetland _____

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 (No more than 15 words): _____
