

# ParksWide Education Program Descriptions – Early Learning

Environmental Education Programs  
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## Early Learning Programs

Exploring the Bush – Using our Bush Senses to explore the bushland environment

Using our senses (sound, colour, texture, smell)

Habitats – Where do things live? Who lives where?

Caring for the bush – Acknowledgement of the Land, caring for our bush

Minibeasts – What are they and where to find them?

Seasons – What are the changes that occur in the bush? What effect do the seasons have on the bush?

Plants - Explore the different types of plants that we may find

Fungi – Explore the different types of Fungi that we may find (season dependent)

Birds - Explore the different birds that we may find, how do they communicate (bird calls)

Nocturnal Animals – What types of animals are active at night?

Lifecycles – Different life cycles of plants and animals

Wildflowers (season dependent) – Explore the different types of wildflowers that grow in the bush

Human Impact on the environment – Including Penny the Picnicker and Litter Avengers

Water Life – What are some of the animals and plants that live in the water? How are they suited to living there?

Water Cycle – Explore the water cycle and the effect it has on the bushland and city

## Outcomes achieved through Environmental Education – Victorian Early Years Framework

### Children have a strong sense of identity

- Children learn to interact in relation to others with care, empathy and respect

### Children are connected with and contribute to their world

- Children become socially responsible and show respect for the environment.

### Children have a strong sense of wellbeing

- Children become strong in their social, emotional and spiritual wellbeing
- Children take increasing responsibility for their own health and physical wellbeing

### Children are confident and involved learners

- Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating
- Children transfer and adapt what they have learnt from one context to another
- Children resource their own learning through connecting with people, place, technologies and natural and processed materials

### Children are effective communicators

- Children interact verbally and non-verbally with others for a range of purposes.
- Children begin to understand how symbols and pattern systems work.