

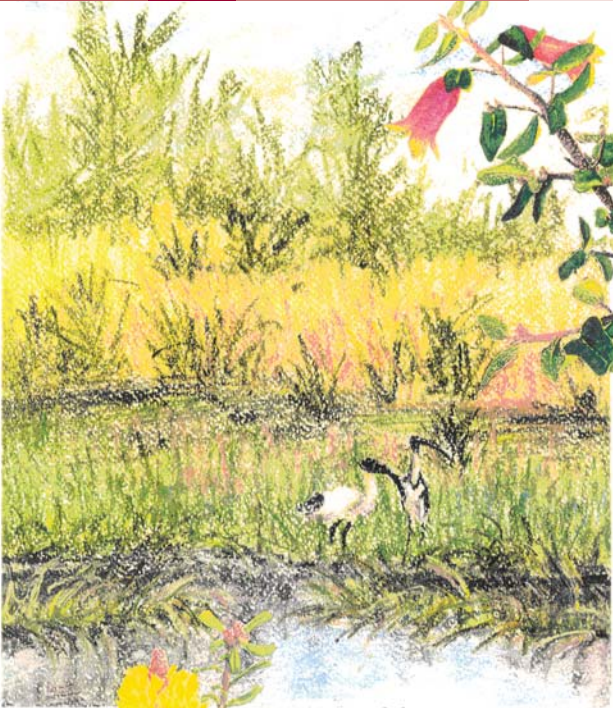


**PORTLAND  
ALUMINIUM**

Partnering Stronger Communities

# coming to our senses

Portland Aluminium Environmental Education



coming to our senses

Helping you protect our environment



## UNIT SUMMARY

This unit of work focuses on the stimulation of students, senses and awareness of the environment around them. The proposed activity sequence incorporates elements of an interactive approach to teaching, whereby students use their prior knowledge, explore topics, pose their own questions and report their findings. This unit can be linked to other units within the 'Environmental Education for the South West Resource Kit'.

## LEARNING OBJECTIVES / FOCUS AREAS

Students will be able to:

- Use their senses to investigate objects.
- Investigate plants grown for their fragrance & flavour.
- Discover the culinary delights of bush tucker.
- Use their observation skills to spot the intruders.
- Interpret the magical sounds of nature.

## RESOURCES ATTACHED

- Suggested Teaching Sequence
- Activity Sheet 1 (Environmental Bingo)

## SPECIALIST MATERIALS

- [www.gould.edu.com.au](http://www.gould.edu.com.au)
- Activities in, for and About the Environment (Vol 4); Gould League, 1994

## LEARNING OUTCOMES

Relevant outcomes from the Victorian Essential Learning Standards:

Science: Structure and function – Level 2

- Students will be able to use their experiences to stimulate awareness and sensitivity towards the total environment
- Identify and link observable features to their functions in living things
- What do we know? What would we like to know?



## TEACHING SEQUENCE OUTLINES

### Pre-visit (~1 lesson)

#### Senses walk

- Divide the class into four groups. Walk along a trail with each group using a different sense.
- Group 1 (sight), Group 2 (sound), Group 3 (touch), Group 4 (smell)
- Groups come together at the end and report their experiences. Swap and return.

### The Visit (1/2 Day at Portland Aluminium Wetlands)

- Feely boxes (guessing game)
- Blind Fold & Smell Activity
- Bush Tucker taste test
- Blind Fold & Listen
- Spot the intruder game
- Environmental Bingo Scavenger Hunt (Activity Sheet 1)

### Further Study Suggestions:

- Refer to other units represented in the "Environmental Education for the South West Resource Kit".

## ACTIVITY INFORMATION

The visit to Portland Aluminium's Education Centre

- Students will be briefed on safety
- Students will be given a background talk about the relationship between Alcoa & the 'Smelter in the Park'
- Students will be divided into small groups of 8-10
- Students will go to stations relevant to units studied and spend ~30 min at each
- Students will observe, discuss and participate in hands on activities
- Students will complete activity sheets relevant to their year level

## MATERIALS REQUIRED

### School:

- Clipboards, pencils, walking shoes, jacket, sunscreen, hat, etc.

### Portland Aluminium:

- Guides, activity sheets,



## BACKGROUND INFORMATION

Our senses help us to interpret the world and bring us pleasure.

- Sight** - tells us about shape and colour, and in most cases recognises an object for us.
- Sound** - tells us about the tone and loudness of noise and recognises voices. It can tell us how far away things are and tell us about things we cannot see.
- Smell** - can affect how we feel about something, and tell us whether foods may be edible. Many animals have a much better sense of smell than we do.
- Touch** - is a very important sense that we don't use enough. It can tell us how things feel and whether they are hot or cold.
- Taste** - can tell us whether things are nice or yucky to eat. Each of us has a different sense of taste. The older we get the less sensitive our taste buds are.

### Bush Tucker

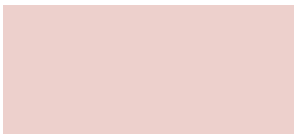
Before European settlement, Australian Aborigines lived for some 40,000 years in harmony with nature, surviving on the food that the land provided. Being nomadic, they inhabited large areas of the continent, moving about according to the seasonal availability of certain foods. Aborigines enjoyed seeds, leaves, stems and roots from a variety of plants, as well as a varied diet of birds, animals and insects. Below is some information about some of the bush tucker they enjoyed.

- Lily Pilly** Purple, pink or white berry-like fruits fall from these trees. Aborigines ate the fruit raw.
- Wattles** Twelve species of these yellow-flowering plants produce edible seeds after flowering in summer and autumn. The seedpods were roasted and the seeds were eaten.
- Banksias** A sweet drink can be made from the nectar of this large flower.
- Braken** A type of fern, which is available year round, has underground stems that can be beaten into a paste with a grinding stone then roasted.
- Pigface** This hardy perennial succulent has fleshy leaves and fruit that were eaten raw or baked.
- Treefern** Before the fronds uncurl, the soft, pithy tissue near the top of the trunk was eaten either raw or cooked.

## ENVIRONMENTAL BINGO

### Activity Sheet 1

Explore the area around you and see if you can find objects to fill the spaces below.  
Use the glue stick to attach your object.



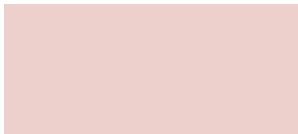
SOMETHING ROUGH



SOMETHING SHINY



SOMETHING SMELLY



SOMETHING CHEWED



SOMETHING SMOOTH



SOMETHING POINTED