



# Connected Classrooms Lesson Information

School	School
Phone	
Contact Teacher	
Teacher Mobile	
Date	
Time	
Class	
Student Numbers	
Anticipated Cost	
Theme	Digital Habitats

- Thank you for registering for a Connected Classrooms Lesson. Please read through this document so you are familiar with the program, resources and materials needed on the day.
- This program costs **\$5.00** per student. No GST is payable. **Your school will be invoiced based on student numbers at the time of booking.** Please contact the centre immediately if there is any major variation to these numbers.
- **Cancellations** with less than two week's notice will incur a \$50 administrative fee.
- For this video conference students will be sowing native grass seedlings. **Details of the materials your school needs to provide** are on the third page.
- Please **use the exact details below** when you dial in and log on.
- We highly recommend you **begin connecting at least 20min before** the session is due to start. If you have never used the equipment before it would be beneficial to practice before hand. Details of how to set up your Video Conference are on the following page.
- If you experience **technical issues** the presenter may not be able to assist you. Please follow these steps:
  1. Notify the presenter of the trouble.
  2. Call 1800 824 737 from a normal phone or
  3. Pick up the IP phone in the Connected Classroom box and speak to IT support.
- Once connected, **please turn your microphone to MUTE** until it is your turn to speak. If microphones are not muted, they may be remotely muted by IT Support and unfortunately you will not be able to answer questions.

## How to set up your Video Conference:

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- Dial the virtual meeting room number on your Tandberg VC remote. This will connect you to the Video Conference.
- Please PRESS MUTE ON YOUR REMOTE when you are not contributing to the VC.
- Using the connected classrooms computer, logon to your DEC portal. Click on the 'My Applications' tab.
- Find Bridgit and click to download. Follow the on-screen instructions to download and run.
- Once Bridgit is running, look for the meeting name for your session and select 'Join'. Enter the relevant password.
- Always have 2-3 students waiting at the IWB as part of the VC.
- It helps to have a school banner with your school's name on it visible in field of view.

## Things to think about before the VC starts:

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- This is an interactive video conference. Are you and your students familiar with [VC etiquette](#)?
- There may be other schools dialing in. Consider asking them a question or planning another collaborative VC together.
- Interactive video conferences are a core part of teaching and learning. How can you make this experience part of the student's assessment? You are welcome to contact Field of Mars EEC to discuss ways of integrating VCs into learning.

## Syllabus Foundation Statements (Stage 3) - Refer to syllabus documents for stage statements and outcomes.

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### Science and Technology

Students use, select and evaluate equipment, computer-based technology and other resources to meet the requirements and constraints of investigations.

Students consider the implications of design and production in relation to environmental, aesthetic, cultural, ethical, safety and functional factors.

Students select, safely use and evaluate equipment, computer-based technology and other resources to meet the requirements and constraints of design tasks.

Students identify, describe and evaluate interdependent relationships between living things and the environment within ecosystems.

Students recognise that built environments are systems created to meet the needs and requirements of people and communities.

### Human Society and its Environment

Students analyse Australian environments, identifying environmental issues and problems and they explore ways in which individuals and groups can contribute to solutions for these.

Students investigate human interactions with environments and recognise ecologically sustainable development.

### English

Students communicate effectively, using considered spoken language to entertain, inform and influence audiences for an increasing range of purposes.

### Environmental Education Objectives

Students will develop:

*knowledge and understandings about:*

- the nature and function of ecosystems and how they are interrelated (K1)
- the impact of people on environments (K2)
- the principles of ecologically sustainable development (K4)
- career opportunities associated with the environment (K5)

*skills in:*

- applying technical expertise within an environmental context (S1)
- identifying and assessing environmental problems (S2)
- communicating environmental problems to others (S3)
- resolving environmental problems (S4)
- adopting behaviours and practices that protect the environment (S5)
- evaluating the success of their actions (S6)

*values and attitudes relating to:*

- a respect for life on Earth (V1)
- a commitment to act for the environment by supporting long term solutions to environmental problems (V3).

# Digital Habitats

## Overview

*What do we want the students to learn?*

This activity should provide the students with an understanding that:

- Biodiversity refers to the variety of all living things.
- Ecosystems and habitats can be restored with careful planning.
- People can make a positive impact on biodiversity conservation.

## Background

*Why does it matter?*

Native plants provide different habitat values to different animals. For example, a ground cover of native grasses and herbs planted as a seed supply for finches, is also home to lizards, small mammals and butterfly larvae. Trees and shrubs are often planted to attract birds seeking nectar or pollen, but they are equally attractive to leaf eaters like possums, and a host of wonderful insects.

Schools can play a vital role in the conservation and restoration of biodiversity because they often have land they can set aside for this purpose.

## Sample Outcome: (Stage 3)

**ENS3.5** *Demonstrates an understanding of the interconnectedness between Australia and global environments and how individuals and groups can act in an ecologically responsible manner.*

A student:

- Describes different plant layers and their role as habitats in the school grounds.
- Identifies ways in which the school, community and themselves can act to rehabilitate native habitats.



## Learning Activities

In this Video conference students will learn about a variety of Australian environments and the plants and animals that live there.

They will also explore the ingredients required to create native habitats and increase biodiversity in their own school grounds.

Students will use the interactive whiteboard and Bridgit desktop sharing to construct a virtual habitat blueprint for native animals using flowering plants, grasses, ground covers, rocks, logs and aquatic elements.

To conclude, students will have an opportunity to grow a variety of native grasses for themselves or for their school re-vegetation projects.

## Planting Instructions:

1. Cut or punch two or three small holes in the base of a small container (*200g yoghurt tubs are ideal*).
2. Ensure the students are wearing gloves when handling seed raising mix.
3. Fill the container with potting mix to within 1cm of the top.
4. Add a pinch of seeds (about 10 seeds).
5. Dampen the seeds with 10 good squirts from a spray bottle.
6. Scatter a teaspoon of soil over the seeds to just cover them.
7. Write student name and species on some masking tape and stick to the side of the pot.
8. Using cling wrap or recycled clear plastic cover the pot and secure with a rubber band. This creates a mini-greenhouse.
9. Place the pots in a tote-tray standing in 1-2cm of water in a sunny spot. Leave for several weeks, adding more water as needed.
10. Once the leaves of the seedlings touch the plastic, the plastic film can be removed. When the seedlings are 5-10 cm tall they should be ready to plant.

**Field of Mars EEC provides:** Native grass seeds, mailed to you prior to the VC

## School Provides:

- A few digital photos of the area that might be turned into a native garden in your school. One of these will be used during the video conference. **Photos must be emailed to the center before the video conference.**
- 2 or 3 small pots per student (200g yoghurt tubs are ideal).
- Seed raising mix, preferably for native plants (available from Bunnings and garden centres - a 25l bag is usually enough for 2 classes)
- Reusable gloves
- Rubber bands
- Masking tape
- Cling wrap or clear plastic
- Spray bottles filled with water