

2024 Shorebirds Competition 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 	<ul style="list-style-type: none"> Literacy Ethical Understanding 	<ul style="list-style-type: none"> 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 shorebird and wetland postcard

Explain the outline of the 2024 Shorebirds Competition to students. Based on the previous lesson, students will understand that the way they organise their postcard will be important for creating a visually strong postcard featuring their shorebird in its wetland 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**.

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 postcard? They should also consider the language they will use and what elements of visual literacy that will add meaning to their postcard.

After planning the postcard and the message/interesting fact they will include on the back, students commence work individually on preparing their postcard. Be sure to remind students of the competition guidelines and good luck!

Activity Sheet - Shorebird and wetland Postcard Planning

Name of shorebird _____

Who is the intended audience for your postcard?	What type of wetland will you find your shorebird in?
What key messages will you be giving? Why would people want to visit and protect the shorebird and this wetland?	What elements of visual literacy will you use to add meaning to your postcard?
List some adjectives that describe your shorebird and its wetland.	

Your postcard should include a small amount of text to describe why your shorebird is special or an amazing fact about it. Draft your text here (No more than 15 words): _____
