



Teacher Resource Pack Kindergarten

Early Years Learning Framework: Outcomes

| Outcome | Descriptor | Elaboration |
|--|--|---|
| Children Have a Strong Sense of Identity | Children feel safe, secure and supported | <ul style="list-style-type: none"> Express their feelings and ideas in their interactions with others Responds to ideas and suggestions from others |
| | Children develop their emerging autonomy, inter-dependence, resilience and sense of agency | <ul style="list-style-type: none"> Be open to new challenges and discoveries Increasingly co-operate and work collaboratively with others |
| | Children develop knowledgeable and confident self identities | <ul style="list-style-type: none"> Explore different identities and points of view in dramatic play |
| | Children learn to interact in relation to others with care, empathy and respect | <ul style="list-style-type: none"> Engage in and contribute to shared play experiences. |
| | Children develop a sense of belonging to groups and communities and an understanding | <ul style="list-style-type: none"> Broaden their understanding of the world in which they live. |

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|---|---|--|
| Children are connected with and contribute to their world | of the reciprocal right and responsibilities necessary for active community participation | |
| | Children become socially responsible and show respect for the environment | <ul style="list-style-type: none"> • Use play to investigate, project and explore new ideas. • Demonstrate an increasing knowledge of, and respect for natural and constructed environments. • Explore, infer, predict and hypothesise in order to develop an increased understanding of the interdependence between land, people, plants and animals. • Show growing appreciation and care for natural and constructed environments. • Develop an awareness of the impact of human activity on environments and the independence of living things. |
| Children are confident and involved learners | Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity | <ul style="list-style-type: none"> • Express wonder and interest in their environments • Are curious and enthusiastic participants in their learning • Use play to investigate, imagine and explore ideas • Participate in a variety of rich and meaningful inquiry-based experiences |
| | Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising and investigating | <ul style="list-style-type: none"> • Apply a wide variety of thinking strategies to engage with situations and solve problems, and adapt these strategies to new situations • Explore their environment |

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|--------------------------------------|---|---|
| | Children transfer and adapt what they have learned from one context to another | <ul style="list-style-type: none"> Use the processes of play, reflection and investigation to solve problems |
| | Children resource their own learning through connecting with people, place, technologies and natural and processed materials | <ul style="list-style-type: none"> Use information and communication technologies (ICT) to investigate and problem solve |
| Children are effective communicators | Children interact verbally and non-verbally with others for a range of purposes | <ul style="list-style-type: none"> Use language and representations from play, music and art to share and project meaning |
| | Children engage with a range of texts and gain meaning from these texts | <ul style="list-style-type: none"> View and listen to printed, visual and multimedia texts and respond with relevant gestures, actions, comments and/or questions |
| | Children express ideas and make meaning using a range of media | <ul style="list-style-type: none"> Use the creative arts such as drawing, painting, sculpture, drama, dance, movement, music and storytelling to express ideas and make meaning. |
| | Children use information and communication technologies to access information, investigate ideas and represent their thinking | <ul style="list-style-type: none"> Use information and communication technologies to access images and information, explore diverse perspectives and make sense of their world. |

Audit of existing website resources (Kindergarten)

Literacy

Factual texts:

- **Fact sheets**
<https://www.enviro-print.com.au/SaveTheBilbyFund/2015/pages/resources.html>
- **Fact sheet, 2 pages long**
<http://www.savethebilbyfund.com/bilbies.php>
- **National Geographic Article**
<http://www.australiangeographic.com.au/society/fundraising/2014/03/save-the-bilby-fundraiser>
- **Image of a Greater Bilby**, 'Macrotis lagotis'. Retrieved from (Scootle) <http://www.scootle.edu.au/ec/viewing/R9612/index.html> (ESA, 2015)

Fictional texts:

- **Identified gap in resources**

Activities:

- **I can draw a bilby**
<https://www.enviro-print.com.au/SaveTheBilbyFund/2015/pages/resources.html>
- **Dot to Dot**
<https://www.enviro-print.com.au/SaveTheBilbyFund/2015/pages/resources.html>
- **Go Green for Bilbies**
<http://www.enviro-print.com.au/SaveTheBilbyFund/2015/pages/GoGreenForBilbies.html>
- **Adopt a Bilby**
<http://shop.dreamworld.com.au/Tickets/AAA>
- **Sponsor a bilby**
http://www.enviro-print.com.au/SaveTheBilbyFund/Sponsorship/Become_a_Bilby_Buddy.html
- **Resource Kit** (includes a times table sheet) (\$60)
<http://www.enviro-print.com.au/OnlineOrdering/Joey-Bilby-School-Activity-Kit-ENVIROPRINT.html>
- **Word search**
<https://www.enviro-print.com.au/SaveTheBilbyFund/2015/pages/resources.html>
- **Maze**
<https://www.enviro-print.com.au/SaveTheBilbyFund/2015/pages/resources.html>

Information Communication Technologies

Websites:

- www.easterbilby.com (unable to audit due to password restrictions, as discussed with the Fund)

Videos:

- **Wiggles support the Save The Bilby Fund video**
<https://youtu.be/dz-JyXUStXo>

Games and webquests:

- ***Identified gap in resources***

Unit plans and lessons

- ***Identified gap in resources***

Creative Arts

Music:

- ***Identified gap in resources***

Arts and Crafts:

- ***Identified gap in resources***

Role play:

- ***Identified gap in resources***

Experiences

Field trips:

- **Charleville Bilby Experience**
<http://www.savethebilbyfund.com/charleville-bilby-experience.php>
- **Ipswich Nature Centre, Nocturnal Bilby Exhibit** URL ON Bilby Fund SITE N/A. This one works:
<http://www.discoveripswich.com.au/attraction/ipswich-nature-centre/>
- **Featherdale Wildlife Park**
<http://www.featherdale.com.au/school-excursions/>

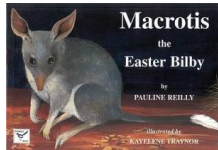
School visits:

- **Featherdale Wildlife Park**
<http://www.featherdale.com.au/school-excursions/>
- **Dreamworld: Wildlife for kids**
<https://www.dreamworld.com.au/education/teachers/wildlife-for-kids>

Recommended resources (Kindergarten)

Literacy

Factual texts:

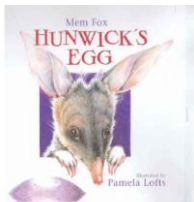


Macrotis the Easter Bilby. Written by Pauline Reilly; Illustrated by Kayelene Traynor. Non-fiction picture book for 3 to 8 years. Each book tells in story form the life history of an individual animal (National library of Australia, 2016).

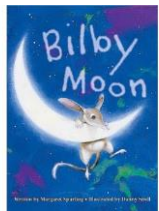


Bilby Secrets. Written by Edel Wignell; Illustrated by Mark Jackson. Non-fiction picture book for 3 to 9 years.

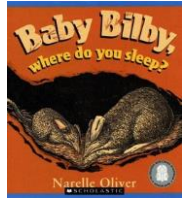
The story depicts a young bilby's birth, habitat, behaviour and diet. When Baby Bilby is born, he is as long as your little toe. He crawls into his mother's warm pouch, where he feeds and grows. Baby Bilby is soon ready to leave the safety of the burrow. He follows his mother closely, sniffs the night air, and hops into the moonlight for his first desert adventure (Walker books Australia and New Zealand, 2015).



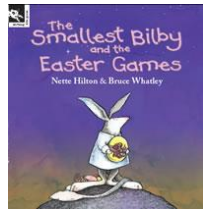
Hunwick's Egg. Written by Mem Fox; illustrated by Pamela Lofts. Picture book 4 to 9 years. When a mysterious egg appears outside Hunwick's burrow, no one is quite certain what to think. And when it doesn't hatch right away, everyone is even more bewildered. Everyone except Hunwick, that is. Hunwick understands that the egg is his friend, and he is the only one who knows its secret (Fox, 2016).



Bilby Moon. Written by Margaret Spurling; illustrated by Danny Snell. Picture book 4 to 8 years. Each night Little Bilby looks up to greet the moon and each night the moon looks down and smiles. One night the moon doesn't smile. Little Bilby is concerned as the full moon has begun to disappear and goes on a search for the missing piece, asking everyone she meets for their help, including Sand-dragon, Hopping Mouse and Boobook Owl (Australian Picture Books, 2016).



Baby Bilby, Where do you sleep? Written by Narelle Oliver. Picture book 4 to 6 years. Take a peek through the peepholes and discover the secret hiding places of baby bilby and other Australian desert creatures (Oliver, 2011).



The Smallest Bilby and the Easter Games. Written by Nette Hilton; illustrated by Bruce Whatley. Picture book 3 to 5 years. When the rabbits decide to stop delivering Easter eggs, all the bush animals want to be the new Easter Bunny. After all, Easter wouldn't be the same without eggs! But how can the rabbits choose the best animal for the job? The lop-eared rabbit has an idea - and that's when the Easter games begin (The Big Little Book Club, 2016).



The Smallest Bilby and the Midnight Star. Written by Nette Hilton; illustrated by Bruce Whatley. Picture book 3 to 5 years. Every night the smallest bilby looks up at the midnight sky and searches for his favourite star – the smallest one that hangs close to the edge of the sky. Every night she shines down on him. But one night, fearful that she may go away and never come back, the smallest bilby decides to give her something that will make her remember him forever and always (Penguin Books, 2016).

Activities:

- **Native animal habitat play table.**
Create a table with a sand tray, native animal toys and other habitat accessories.
- **Move like a bilby.**
Children move around the room like a bilby to music, when the music stops they must crouch down and 'hide in the burrow'.
- **Bilby art.**

Provide pictures of bilbies and inspire the children to create bilby themed art with collage, paints and clay.

Information Communication Technologies

Websites:

- Kaye Kessing: <http://www.kayekessing.com/> (teacher resource to purchase Bilby related books, novels, posters)
- Bilby Blog: <http://www.kayekessing.com/bilbys-blog> (information on the Bilby with the ability to ask questions)

Video:



Vulnerable Bilbies can be seen at Taronga Zoo.

Informative video presentation from a senior keeper about the conservation and care of bilbies.

Taronga Sydney. (2010, August, 31). *Vulnerable Bilbies can be seen at Taronga Zoo*. Retrieved from

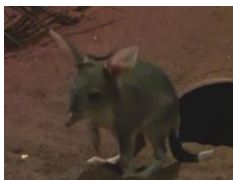
<https://youtu.be/vzEHTEPy7Q>



Bilby Joeys at Perth Zoo

Perth Zoo. (2012, September, 10). *Bilby Joeys at Perth Zoo* [video file]. Retrieved from

<https://youtu.be/5FUKn9LuYXk>



Baby Bilbies at Adelaide Zoo

Zoos SA. (2009, January, 28). *Baby Bilbies at Adelaide Zoo* [video file]. Retrieved from <https://youtu.be/0D4iJj8tNAI>

Games and webquests:

- **Identified gap in available resources**

Unit plans and lessons

- **The Smallest Bilby and the Easter Tale** teacher notes: http://www.workingtittlepress.com.au/teachers_notes.html
- **Bilby Moon** teacher notes: http://www.workingtittlepress.com.au/teachers_notes.html
- **Baby Bilby English** teacher notes: [www.education.nt.gov.au/ data/assets/pdf file/0020/.../baby bilby.pdf](http://www.education.nt.gov.au/data/assets/pdf_file/0020/.../baby_bilby.pdf)
- **Bilby Early** learning resources: <http://ourworldwideclassroom.blogspot.com.au/2012/03/easter-bilby-printable-bambino-pack.html>
- **The Smallest Bilby and the Easter Games** teacher notes: http://www.workingtittlepress.com.au/teachers_notes.html
- **The Smallest Bilby and the Midnight Star** teacher notes: http://www.workingtittlepress.com.au/teachers_notes.html

Creative Arts

Music:

- **Identified gap in available resources**

Art and Craft:

- **Bilby Mask**
www.forteachersforstudents.com.au/site/wp.../pdfs/tmpl-bilby-mask.pdf

Role play:

- **Identified gap in available resources**

Experiences

Field Trips:



Adelaide Zoo learning experiences

Learning experiences for all age groups, linked to the curriculum. Retrieved from

<http://www.zoossa.com.au/zoo-learning-programs/>



Bunyaville Environmental Education Centre, programs for all year levels & curriculum links & risk assessment info.
Retrieved from

<http://www.bunyavileec.eq.edu.au/programs/easter-bilby-adventure/easter-bilby-adventure.html>

School visits:

- ***See existing resources***