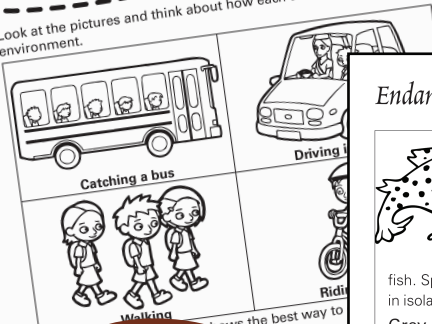


# World Environment Day

13 pages of awesome activities

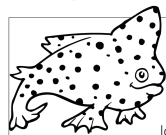
## Getting to school

1. (a) Look at the pictures and think about how each activity affects the environment.



- (b) Which shows the best way to get to school?

## Endangered Sea Life – 1



### The Spotted Handfish

Spotted handfish are only found in certain parts of Tasmania, in Australia. They live in very shallow water in the sand or silt. Handfish have lots of spots, but each fish looks different from another.

They eat shrimp, small marine animals and small fish. Spotted handfish are endangered because they live and grow in isolated areas and lay only a few eggs which are easily disturbed.

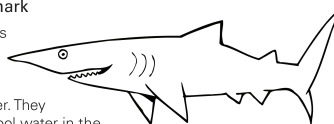
### Grey Nurse Shark

Grey nurse sharks grow slowly and usually have no more than two pups per litter. They live in warm to cool water in the ocean, usually near rocky caves, inshore reefs and islands, and in sandy gullies on the seabed. The sharks eat fish, eels, small sharks, squid and crustaceans. Many grey nurse sharks are captured in big fishing nets, in beach meshing programs and for their fins. Often they are killed accidentally by fishermen or because they look like other more dangerous sharks.

### Green Sea Turtle

The green turtle is an amphibian with a dark green or brown shell. It can not pull its head and neck into its shell so it uses its size and the ability to move to escape enemies. The green turtle feeds on algae, marine plants, crustaceans, jellyfish and sponges. It lives in warm, shallow coastal waters.

The female lays her eggs on the beach at night. Turtle eggs and hatchlings are eaten by other animals. Turtles do not lay eggs very often. The green turtle is hunted for its meat, shell, leather and oil.



## Mini-beast environments

Mini-beasts are small animals. They can be found anywhere we look ... in the air, on the ground, in our homes or gardens.

Here are some interesting mini-beasts you might have seen.



**Bees:** Honeybees live in large groups called colonies. They feed on pollen and nectar from flowers. Honeybees make wax to build their home, called a hive. They have bright yellow and black stripes to warn that they can sting.

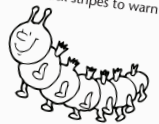
**Millipedes:** A millipede means 'a thousand legs', but most have 750 legs! They live among and eat rotting plants. Some millipedes curl up in a ball to protect themselves from danger.

**Snails:** Snails are found in dark, damp places and eat leaves. They have shells to protect their soft bodies. Snails are most active at night.

**Earthworms:** Earthworms have long, thin slippery bodies. They live in the soil and eat rotting plants. Earthworms recycle their food into the soil to give the garden a rich soil for plants.

**Ants:** Like bees, ants live in large colonies. They live below ground in nests that look like 'little cities' inside. Ants keep busy building, collecting food such as decaying plants or seeds, or protecting the nest where the queen ant keeps her eggs. Some can carry food that is up to fifty times their own size.

**Ladybirds:** Oval-shaped insects are often seen flying. They are brightly red with black spots, ladybirds are often seen eating garden pests like aphids, spider mites. When in danger, the ladybird 'plays dead'. It has spots that don't move.



QUICK THEMES

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## Quick themes (*World Environment Day*)

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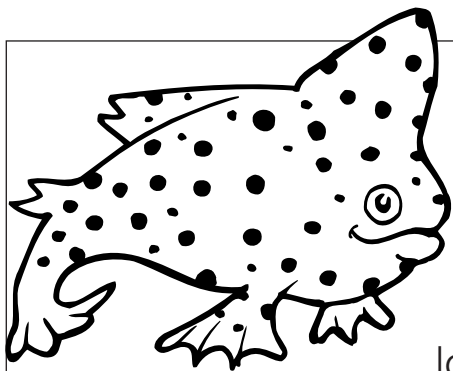
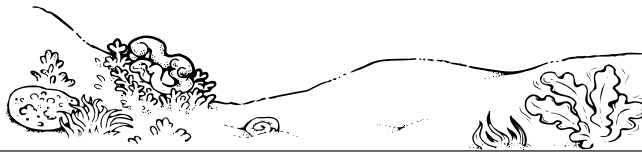
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# Endangered Sea Life – 1



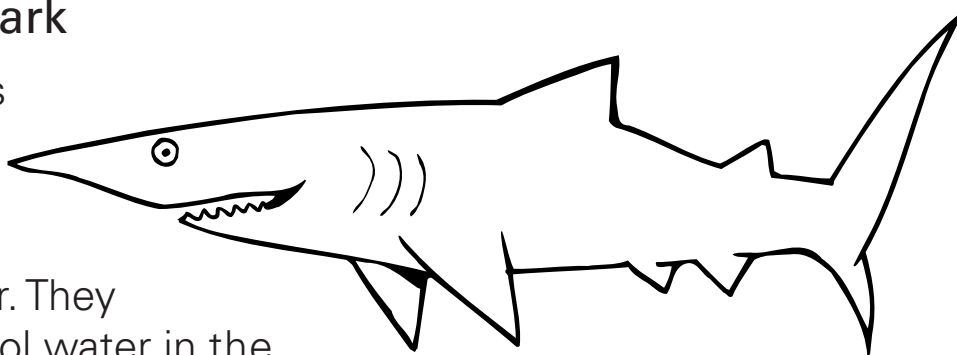
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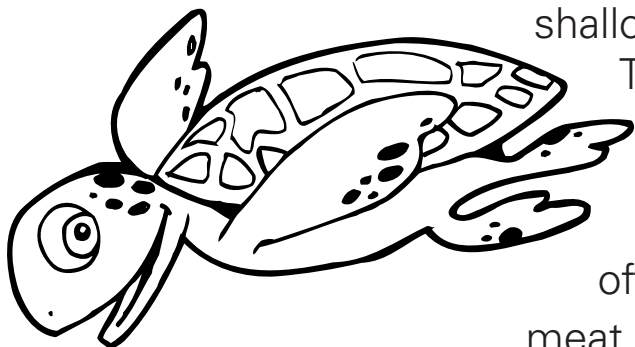
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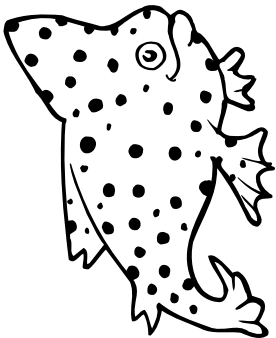
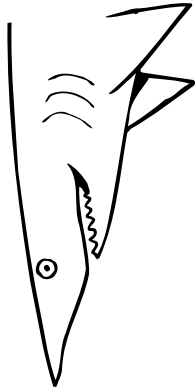
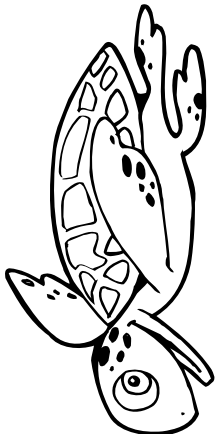


The female lays her eggs on the beach at night. Turtle eggs and hatchlings are eaten by other animals. Turtles do not lay eggs very often. The green turtle is hunted for its meat, eggs, shell, leather and oil.



# Endangered Sea Life – 2

Complete the chart with information about these endangered sea creatures.

Label and colour the sea creature.	Where does it live?	What does it eat?	Why is it endangered?
	   	   	   
	   	   	   
	   	   	   

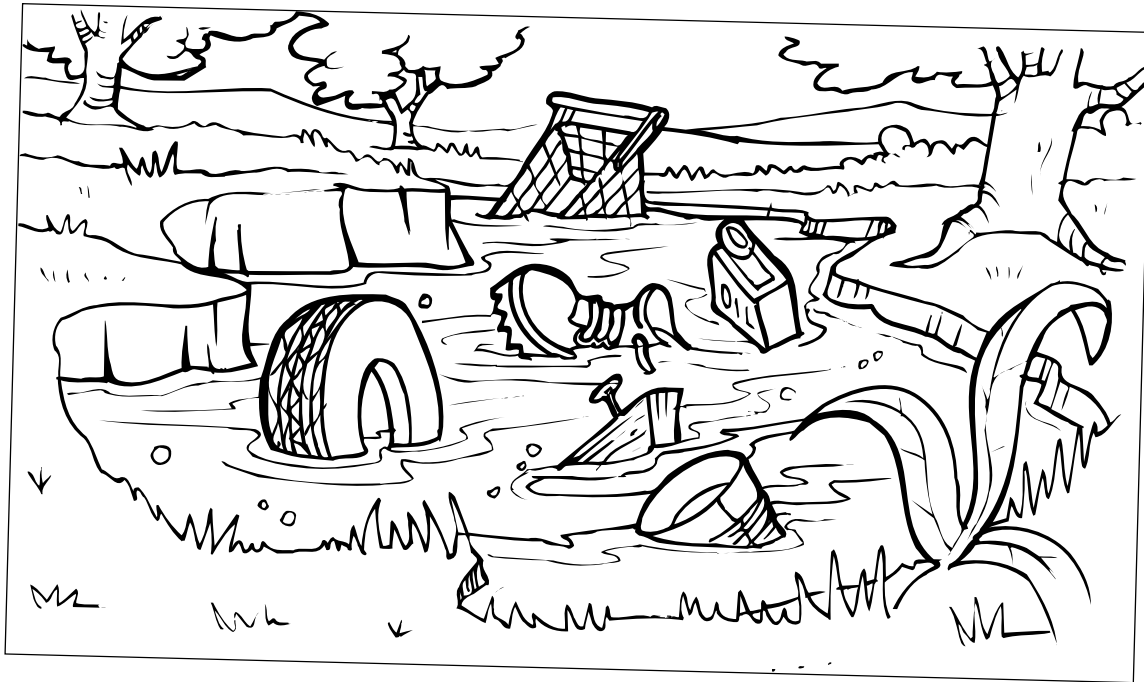
Indicator: Extracts information from a text to complete a retrieval chart.



# Family Day at the Waterhole



Every Sunday, my family spend the day together. Sometimes we go to a park, visit our relatives, go to the beach or just hang out together at home. Last Sunday we decided to go bushwalking. We came across a waterhole that had been polluted. We took a photo. Here it is.



Circle all things that are causing pollution.

My family and I have decided to help fix the waterhole by spending some of our time there every Sunday. What could we do to help?



Your family could \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Discuss the types of things students do with their families on the weekend.  
Indicator: Observes and offers suggestions to help improve a polluted environment.

# Mini-beast environments

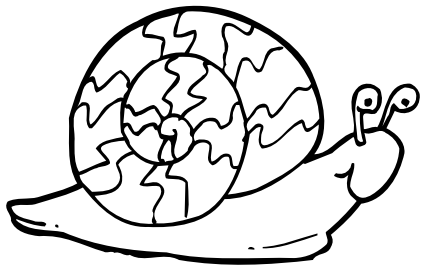
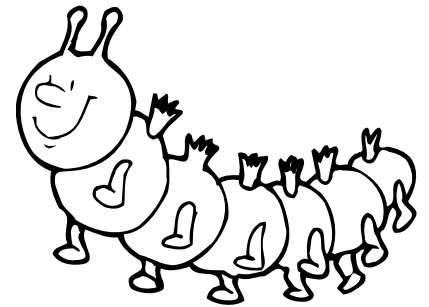
Mini-beasts are small animals. They can be found anywhere we look ... in the air, on the ground, in our homes or gardens.

Here are some interesting mini-beasts you might have seen.



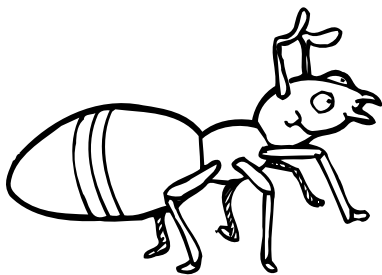
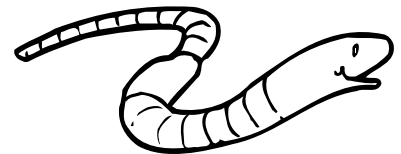
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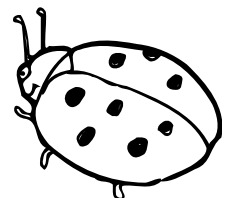
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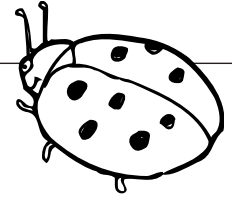


**Ants:** Like bees, ants live in large colonies. They live below ground in nests that look like 'little cities' inside. Ants keep busy building, collecting food such as decaying plants or animals and food scraps, or protecting the nest where the queen ant keeps her eggs. Ants are very strong for their size. Some can carry food that is up to fifty times heavier than themselves.

**Ladybirds:** These small, oval-shaped insects are often seen flying around our gardens. Mostly red with black spots, ladybirds are helpful to gardeners. They eat garden pests like aphids, spider mites and mealy-bugs. When in danger, the ladybird 'plays dead'. Most animals will not eat things that don't move.



# Mini-beast environments



Answer these questions.

1. Use keywords to complete the chart about three mini-beasts of your choice.

Mini-beast	What it looks like	Where it lives	What it eats

2. Name two mini-beasts that ...

(a) live in large groups

\_\_\_\_\_

(b) have soft or slippery bodies

\_\_\_\_\_

(c) live in a special home

\_\_\_\_\_

3. Fill in the missing words from the text.

(a) A millipede has about \_\_\_\_\_ legs.

(b) A \_\_\_\_\_ is most active at night.

(c) An ant can carry food that is up to \_\_\_\_\_ times heavier than itself.

(d) A honeybee's \_\_\_\_\_ and \_\_\_\_\_ stripes warn other animals it can sting.

Indicator : Extracts information from a text about mini-beasts.

# Land Pollution

1. Find a partner.



*Imagine you both decide to start a group that helps people understand why they should stop littering the environment.*

- (a) Write a catchy name for your group; e.g. Anti-litter Action

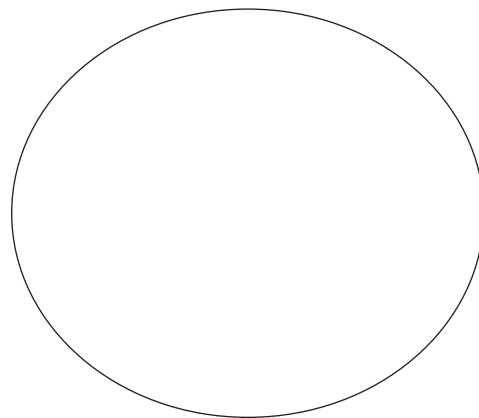
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- (b) Design a badge for your group members to wear.



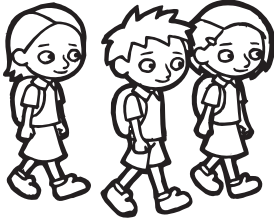
2. What would you need to tell people about littering the environment? Write sentences below to explain.

3. Use these ideas to design a poster for display.

Indicator: Discusses, shows understanding of and records the effects of littering on the environment. Works with a partner to record ideas.

# Making a difference

1. Match the words and pictures about the things you can do to make a difference to the environment.



**Switch off lights.**



**Save water.**



**Walk to school.**



**Pick up rubbish.**



**Plant a tree.**

2. How will you make a difference? Finish the sentence and draw a picture of what you do.

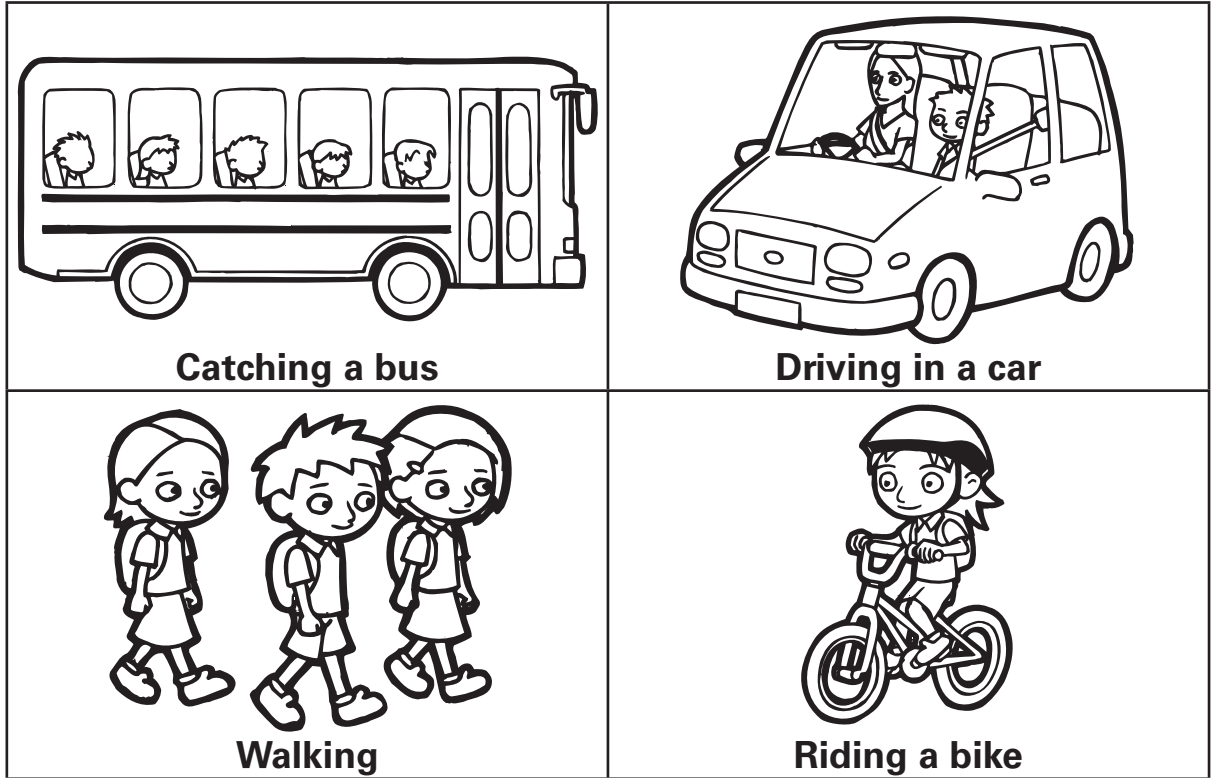
I will make a difference to the environment by \_\_\_\_\_

A large, empty rectangular box with a thin black border, intended for a child to draw a picture of their environmental action.

Indicator 1: Matches words and pictures.  
Indicator 2: Considers how to make a personal difference to the environment.

# Getting to school

1. (a) Look at the pictures and think about how each activity affects the environment.



- (b) Write **1** in the picture that shows the best way to get to school and help the environment.
- (c) Write **2** in the activity that is second best, **3** in the third best and **4** in the fourth best.
- (d) Colour the picture that shows how you came to school today.

2. (a) Find out how the children in your class came to school and write the numbers in the boxes.

walked  bike  car  bus

- (b) Most people in my class \_\_\_\_\_.
- (c) I think this is good/bad/okay for the environment. (Circle your answer)
- (d) It would be better for the environment if \_\_\_\_\_.

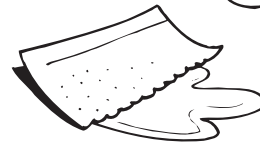
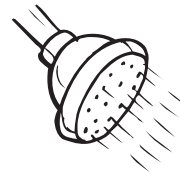
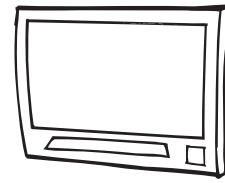


# Your planet needs you



1. Read what you can do or stop doing to help your planet.
2. Write **Do** or **Don't** in each box and colour the pictures.

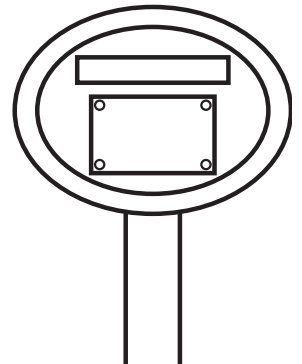
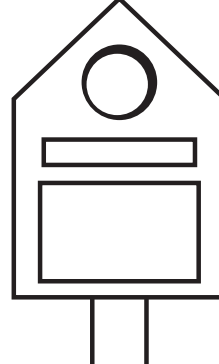
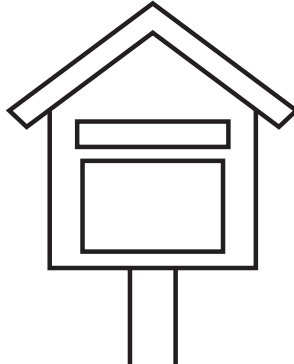
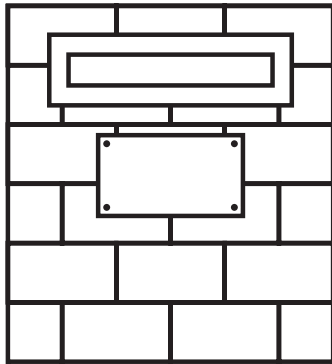
_____ turn off lights and the TV.
_____ leave the fridge door open.
_____ have long showers.
_____ turn off taps.
_____ use paper towels to wipe up spills.
_____ save bottles, cans and papers.
_____ plant trees.
_____ walk or ride to school.
_____ leave the tap running when brushing teeth.
_____ pick up rubbish.
_____ write on both sides of paper.



Indicator: Identifies ways he or she can help the environment.

# Outdoor maths

- Write four numbers with two digits on each letterbox below.  
When its digits are added, each number must add up to five.  
For example: 32 = 3 + 2 = 5.

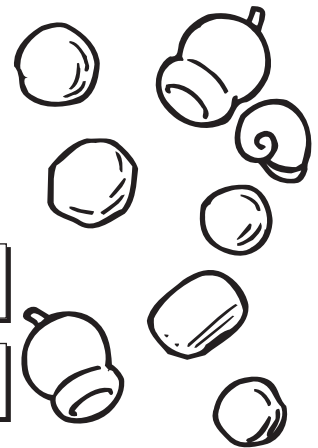


- Find some lumpy objects outside about the same size;  
e.g. pebbles.

Write the name of the objects. \_\_\_\_\_

How many can you pick up in one hand?

How many can you pick up with ten hands?



- Find some flat objects outside about the same size;  
e.g. fallen leaves.

Write the name of the objects. \_\_\_\_\_

How many did it take to cover your handprint?

How many did it take to cover your footprint?

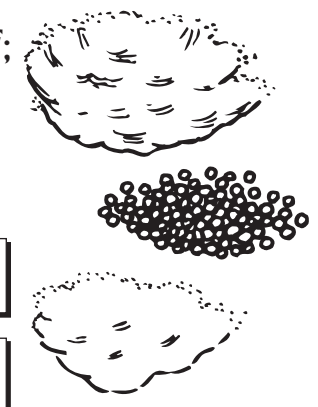


- Find something outside that you can weigh handfuls of;  
e.g. sand.

Write the name of the material. \_\_\_\_\_

How much did one handful weigh?

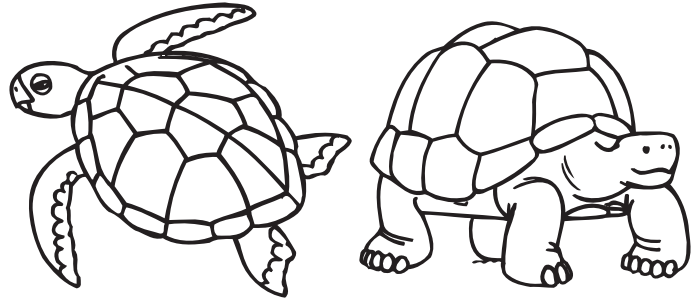
How much did ten handfuls weigh?



# Turtles and tortoises in danger!

An *endangered* animal is an animal whose numbers have become so low that it is in danger of dying out. If this does happen, it is said to be *extinct*. A well-known group of extinct animals are the dinosaurs.

Turtles and tortoises are animals that are in the same family. However, turtles spend most of their life in water, on land or in the ocean. Tortoises spend their life on land. All over the world, the numbers of many types of turtles and tortoises are getting smaller. Many are now endangered.



There are many reasons why animals are endangered. On land, people are building houses and factories where the turtles and tortoises live. Animals such as foxes and birds eat young turtles and tortoises. Sea turtles get accidentally caught in fishing nets. They drown because they can't swim to the surface to breathe air. When plastic bags are thrown in the water, turtles think they look like fish and eat them. They die when the bag gets stuck inside them.

Chemicals from factories can pollute the land and water and kill these animals. Many turtles and their eggs are taken by people to use in foods such as turtle soup. Turtle and tortoise shells are used in making ornaments.

We need to help save turtles and tortoises so they don't become extinct.

## Answer the questions.

1. What does it mean if an animal is 'endangered'?

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2. Label each picture 'turtle' or 'tortoise'.
3. Use a highlight pen to trace over at least five reasons many turtles and tortoises are endangered.
4. Explain one way people can help to protect turtles and tortoises.

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Indicator 1: Understands what an endangered animal is.  
Indicator 2: Considers some of the reasons why many turtles and tortoises are endangered and what could be done to protect them.

This worksheet is designed for more capable lower primary students. Ideas for use: 1. Give each student a copy of the page. Provide a range of materials and allow them to choose one activity. 2. Cut out individual activities and assign them to individuals or pairs of students based on their learning styles.

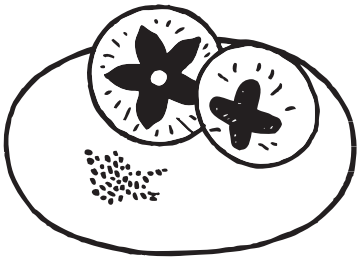
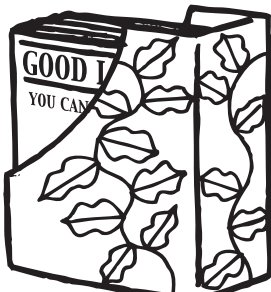
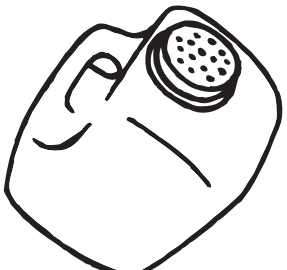

# World Environment Day – 1

The *environment* is the natural world we live in. It is the air, the rivers, the plants, the rocks, the ocean and animals.

World Environment Day is held on 5 June each year. It celebrates the environment. It encourages everyone to help care for the environment and take responsibility for the way their actions affect it. That doesn't just mean adults—it means you, too.

So what can you do? How can you help care for the environment?

**Read the ideas below. Choose and complete one activity you would most like to do to help the environment.**

<p><b>GROW and PLANT:</b></p> 	<p>Find some dry gumnuts. Tap them on a table to shake the seeds out. Plant the seeds in some potting mix in a small container. When the seedlings have grown, plant them in your neighbourhood or at school.</p>
<p><b>REUSE</b></p> 	<p>Use things again instead of throwing them out. Make a magazine holder from an empty cereal box. Cut the top from the box, then cut a diagonal line from the top to 10 cm up from the opposite corner. Repeat on the other side of the box. Cover it with used white paper or white paint, then decorate.</p>
<p><b>SAVE WATER</b></p> 	<p>Use water wisely in the garden.</p> <ul style="list-style-type: none"> <li>• Make your own watering can. Wash out a 2-litre plastic orange juice or milk container. Carefully hammer holes in the lid with a nail. (Maybe an adult can help!) Fill the container with water and sprinkle over your plants.</li> </ul>
<p><b>PROMOTE:</b></p> 	<p>Make a poster promoting World Environment Day, or encouraging others to care for the environment</p>

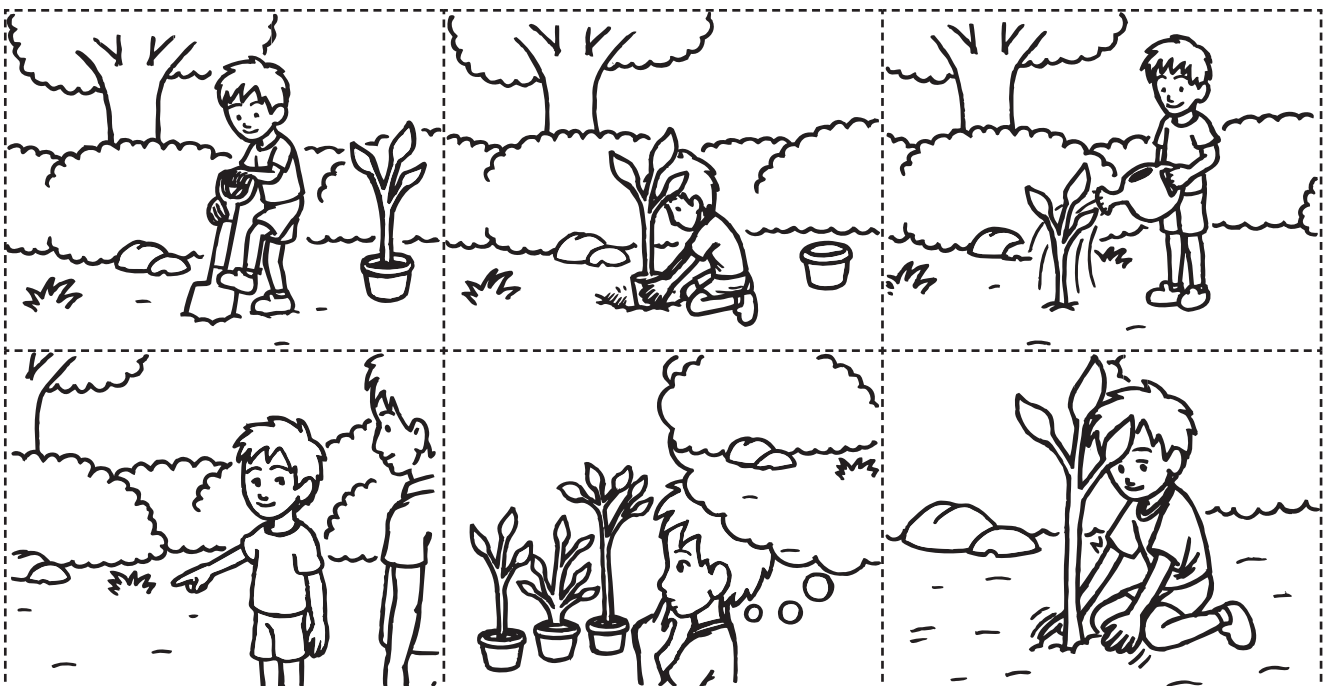
# World Environment Day – 2

Lots of things will change by the time you are grown up. But one thing probably won't—we will still be living on the same planet.

For Earth to stay safe, clean and beautiful, we have to take care of it. One way you can help to look after Earth is to plant trees.

**Colour and cut out the pictures at the bottom of the page. Glue them in order in the boxes. Read your tree planting story to a friend.**

1.	2.	3.
4.	5.	6.



Instructions for use: Enlarge to A3 for younger students. Read the text together, then students cut the pictures from the bottom of the page and glue them in order in the boxes provided.