





Bass Coast Landcare Network Environmental Detectives Activities linked to ResourceSmart Schools Actions



[Education - BASS COAST LANDCARE NETWORK](#)




[ResourceSmart Schools | Sustainability Victoria](#)

Each Environmental Detectives activity has been linked to the relevant ResourceSmart Schools actions for the Water and Biodiversity Modules. This means you can complete an Environmental Detectives activity and use it to mark any one or more of the corresponding actions as complete in ResourceSmart Schools Online, progressing you closer to module completion or keeping your module up to date. Alternatively, if you are not sure how to complete a ResourceSmart Schools biodiversity/water action or are looking for more ideas, check this list of actions, then see if an Environmental Detectives activity will work for your school.

Environmental Detectives Activity	ResourceSmart Schools Actions
 <p>Water bug discovery - Aquatic macro-invertebrates sampling Students discover the world of water bugs, their importance in freshwater ecology and how their presence gives us indicators of the health of our water systems and the wider Catchment.</p> <ul style="list-style-type: none"> • YEAR ROUND 1.5-2 hours • INCURSION/EXCURSION 	<p>Biodiversity module B1.3 We have included authentic, immersive, hands-on learning opportunities in our biodiversity education program. C3.1 We have collaborated with our local council and/or regional authorities to develop and participate in biodiversity related projects within the school and/or wider community. C3.2 We have participated in local biodiversity activities. C3.5 We have received support for biodiversity related projects from local, state and federal governments, local businesses and local friends' groups.</p> <p>Water module B1.3 We have included authentic, immersive, hands-on learning opportunities in our water education program. B1.6 We have participated in educational activities such as Waterwatch, Saltwatch, Coastcare, Catchment Management Authority or equivalent water habitat focused programs. C3.1 We have collaborated with our local council and/or water authority to develop and participate in water related projects within the school and/or wider community. C3.2 We have actively participated in local water related activities. C3.5 We have received support for water related projects from local, state and federal governments, local businesses and local friends' groups.</p>

	<p>Testing physical & chemical features of Water</p> <p>Students test water from a local dam or waterway with a range of physical and chemical tests using scientific instruments then discover the health of the water based on their results.</p> <ul style="list-style-type: none"> • YEAR ROUND 1.5-2 hours • INCURSION/EXCURSION 	<p>Water Module</p> <p>B1.3 We have included authentic, immersive, hands-on learning opportunities in our water education program.</p> <p>B1.6 We have participated in educational activities such as Waterwatch, Saltwatch, Coastcare, Catchment Management Authority or equivalent water habitat focused programs.</p> <p>C3.1 We have collaborated with our local council and/or water authority to develop and participate in water related projects within the school and/or wider community.</p> <p>C3.2 We have actively participated in local water related activities.</p> <p>C3.5 We have received support for water related projects from local, state and federal governments, local businesses and local friends' groups.</p>
	<p>Soils Ain't Soils</p> <p>Students learn about the structure of soil by getting their hands dirty doing a range of simple soil tests, then discuss the importance of soil to the health of our landscape and our ability to produce healthy food.</p> <ul style="list-style-type: none"> • YEAR ROUND 1.5-2 hours • INCURSION/EXCURSION 	<p>Biodiversity module</p> <p>B1.3 We have included authentic, immersive, hands-on learning opportunities in our biodiversity education program.</p> <p>C3.1 We have collaborated with our local council and/or regional authorities to develop and participate in biodiversity related projects within the school and/or wider community.</p> <p>C3.2 We have participated in local biodiversity activities.</p> <p>C3.5 We have received support for biodiversity related projects from local, state and federal governments, local businesses and local friends' groups.</p>
	<p>A coastal and bush pantry</p> <p>Students discover a range of plants and animals that helped to sustain countless generations of Aboriginal people in Australia. See our landscape as the chemist, hardware and supermarket, and discuss various uses for fibers and materials still found in our region today.</p> <ul style="list-style-type: none"> • YEAR ROUND - 1.5 to 2 hours 	<p>Biodiversity module</p> <p>B1.3 We have included authentic, immersive, hands-on learning opportunities in our biodiversity education program.</p> <p>B1.4 We have incorporated Aboriginal and Torres Strait Islander learning perspectives in the development of our biodiversity education program.</p> <p>C3.1 We have collaborated with our local council and/or regional authorities to develop and participate in biodiversity related projects within the school and/or wider community.</p> <p>C3.2 We have participated in local biodiversity activities.</p> <p>C3.5 We have received support for biodiversity related projects from local, state and federal governments, local businesses and local friends' groups.</p>

	<ul style="list-style-type: none"> • EXCURSION <p>Tree planting Students participate in planting trees at local properties to help restore communities of plants that existed before land was cleared for farming and settlement. Students can watch plants grow and develop over the years, knowing that they helped create our future landscapes.</p> <ul style="list-style-type: none"> • JUNE-SEPTEMBER - 930am-130pm • EXCURSION 	<p>Biodiversity module B1.3 We have included authentic, immersive, hands-on learning opportunities in our biodiversity education program. C3.1 We have collaborated with our local council and/or regional authorities to develop and participate in biodiversity related projects within the school and/or wider community. C3.2 We have participated in local biodiversity activities. C3.5 We have received support for biodiversity related projects from local, state and federal governments, local businesses and local friends' groups.</p> <p>Energy module A7.4 We have planted or contributed to the maintenance of indigenous and/or native trees as a carbon sink on the school grounds or in our local area.</p>
	<p>Seed collection & propagation Students learn general techniques and special secrets of seed collecting, germinating and growing indigenous plants. A field trip to a local reserve or foreshore to collect seed can be run as a 1.5-2hr stand-alone activity or combined with sessions on propagation at our Nursery in Bass.</p> <ul style="list-style-type: none"> • YEAR ROUND - 1.5 hrs to Half day • EXCURSION 	<p>Biodiversity module B1.3 We have included authentic, immersive, hands-on learning opportunities in our biodiversity education program. C3.1 We have collaborated with our local council and/or regional authorities to develop and participate in biodiversity related projects within the school and/or wider community. C3.2 We have participated in local biodiversity activities. C3.5 We have received support for biodiversity related projects from local, state and federal governments, local businesses and local friends' groups.</p>

	<p>Exploration trail nature walks</p> <p>Looking at everything from geography, environmental and science subjects to the history of European settlement and all that came before. Tailored to your units of study.</p> <ul style="list-style-type: none"> • YEAR ROUND - Half day • EXCURSION 	<p>Biodiversity module</p> <p>B1.3 We have included authentic, immersive, hands-on learning opportunities in our biodiversity education program.</p> <p>B1.4 We have incorporated Aboriginal and Torres Strait Islander learning perspectives in the development of our biodiversity education program.</p> <p>C3.1 We have collaborated with our local council and/or regional authorities to develop and participate in biodiversity related projects within the school and/or wider community.</p> <p>C3.2 We have participated in local biodiversity activities.</p> <p>C3.5 We have received support for biodiversity related projects from local, state and federal governments, local businesses and local friends' groups.</p>
	<p>Bug bits</p> <p>Students search for, collect and learn about the many features of the bugs of their school yard or local reserve and the roles they play in their environment.</p> <ul style="list-style-type: none"> • YEAR ROUND - 1.5-2 hours • INCURSION/EXCURSION 	<p>Biodiversity module</p> <p>B1.3 We have included authentic, immersive, hands-on learning opportunities in our biodiversity education program.</p> <p>C3.1 We have collaborated with our local council and/or regional authorities to develop and participate in biodiversity related projects within the school and/or wider community.</p> <p>C3.2 We have participated in local biodiversity activities.</p> <p>C3.5 We have received support for biodiversity related projects from local, state and federal governments, local businesses and local friends' groups.</p>
	<p>Little big things</p> <p>An extension of the 'Bug Bits' activity, Students learn about and collect bugs from the garden, magnify them and have fun drawing or painting their image.</p> <ul style="list-style-type: none"> • YEAR ROUND - 2-3 hours • INCURSION 	<p>Biodiversity module</p> <p>B1.3 We have included authentic, immersive, hands-on learning opportunities in our biodiversity education program.</p> <p>C3.1 We have collaborated with our local council and/or regional authorities to develop and participate in biodiversity related projects within the school and/or wider community.</p> <p>C3.2 We have participated in local biodiversity activities.</p> <p>C3.5 We have received support for biodiversity related projects from local, state and federal governments, local businesses and local friends' groups.</p>



Set up a Citizen Science Program at your school or local reserve using iNaturalist

Connect your school with the natural world by setting up your own Citizen Science monitoring project either at your school or a local reserve through the iNaturalist platform. This activity introduces the platform, shows you how to set up a project and includes a mini discovery session where students record pictures of local plants and animals. We then load up some of the images to the platform which are then identified by other scientists online, then once verified, your findings are contributed to national biodiversity databases.

- YEAR ROUND - 1.5-2hrs
- COMBINATION INCURSION/EXCURSION (Classroom access, Smartboard and recording devices/tablets required, access to School grounds, reserve or other local environment.)

Biodiversity module

B1.3 We have included authentic, immersive, hands-on learning opportunities in our biodiversity education program.

C3.1 We have collaborated with our local council and/or regional authorities to develop and participate in biodiversity related projects within the school and/or wider community.

C3.2 We have participated in local biodiversity activities.

C3.5 We have received support for biodiversity related projects from local, state and federal governments, local businesses and local friends' groups.