

≡ CROAK-CROAK

≡ BOMP

≡ FLUFF

≡ QUACK

≡ YAMMER

≡ PEEP-PEEP

≡ SQUEAK

≡ CACKLE

NOISY BY NATURE



Curriculum planning handbook for
Early Childhood Educators

≡ WARBLE

≡ HOOT-HOOT

≡ GURGLE

≡ GROWL

≡ SCREECH

≡ WOOT

≡ GRUNT

Developed by ABC Kids Early Education
Ultimo, Sydney, NSW.
Australia.

Copyright 2021.

For more information about this resource email earlyeducation@abc.net.au.

*Thank you to the children and educators at Footprints Early Learning Centre,
Erina, NSW for your involvement in the development of this resource.*



CONTENTS

HANDBOOK

BACKGROUND..... 2

About the presenter..... 2

Ann Jones.....2

PODCASTS AS PROVOCATIONS FOR
INQUIRY-BASED LEARNING 3

LISTENING AS A GATEWAY TO NEW UNDERSTANDINGS..... 4

EARLY EDUCATION CURRICULUM LINKS..... 5

Environmental awareness5

Respect for diversity.....6

Mindfulness.....6

Science.....7

FOLLOW-UP OUTDOOR EDUCATION 8

Whats next? Excursion Support Materials..... 9



BACKGROUND

Australian nature is full of strange, surprising and sometimes silly sounds! From cicadas that sound like sprinklers to moaning mutton birds, there are heaps of noises to discover. This ABC Kids listen *Noisy by Nature* podcast series hosted by nature lover, Dr Ann Jones,

encourages young children to use their ears to listen to the different sounds that Australian nature makes. Along the way, she shares fun facts to help develop young children's understandings and respect for biodiversity in different natural environments.



Image: Pexels

ABOUT THE PRESENTER

Ann Jones

If you're going on an adventure in the outdoors, you should take Ann Jones along! She loves birdwatching, pointing out lizards, looking at tiny ants crawl along branches and listening for frogs in the creek. She even likes admiring spider webs and weird mushrooms! She's got a lovely set of binoculars to look at things, and she's a Doctor who works with ABC Science. Ann also hosts *Off Track*, the ABC's nature podcast for grown-up's, where she travels around Australia talking to people who love nature almost as much as she does.



Photographer: Corey Hague

PODCASTS AS PROVOCATIONS FOR INQUIRY-BASED LEARNING

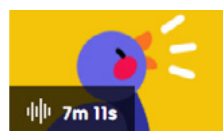
Engaging *Noisy by Nature* offers opportunities for educators to share high quality, interesting and age-appropriate audio content with young children. Listening to these podcasts together can help teachers scaffold children's development of important dispositions for learning such as curiosity, interest, enthusiasm, and imagination (**The Early Years Learning Framework, Learning Outcome 4.1**). Well-chosen audio resources can be an engaging way to develop inquiry-based learning projects in partnership with young children.

When considering the diverse learning styles of children, 'Noisy by Nature' can offer an inspiring new dimension to educator planning and practice.

Noisy by Nature episodes can be used as provocations to help educators intentionally engage children in learning. Sparking further exploration of focus animals or animal groups (marsupials, nocturnal animals, insects, amphibians, mammals) *Noisy By Nature* can be used at any stage of an investigation. The podcasts allow pre-schoolers to be absorbed and fascinated by nature's phenomena, which provides the perfect springboard for meaningful inquiry-based and play-based project work.

Noisy by Nature encourages children to engage with big ideas relating to **The Early Years Learning Framework (EYLF) Outcome 2: 'Children are connected with and contribute to their world'**. Each episode promotes wonder and interest about Australian animals living in different natural and constructed environments.

Aligning with the **National Quality Standard (NQS) Element 1.2.2 'Responsive teaching and scaffolding'**, these entertaining podcasts support the co-construction of knowledge about our sometimes weird and always wonderful world.



[Croaking Green Tree Frogs](#)

The *Noisy by Nature* ['Croaking Green Tree Frogs'](#) episode invites children to be sound detectives in their own backyards! Children can have fun listening to and mimicking the 'calling sound' of the Green Tree Frog. Along the way, children can also learn interesting facts such as where frogs live and the remarkable way they drink water.

LISTENING AS A GATEWAY TO NEW UNDERSTANDINGS

The three main learning styles; visual, auditory and kinesthetic, all relate to information relayed by the five senses. Auditory learning involves children listening and learning through sound, words and music. Co-listening to the *Noisy by Nature* podcast series together, can help children learn skills for 'efferent' listening (listening for factual information or ideas) as an essential part of communication. It helps train little ears to listen to the chorus of calls that make up the natural world around us!



Consider the Early Childhood Australia (ECA) [Statement on young children and digital technologies](#):

- **1.2 Children, peers and digital technologies** - *“In educational settings, educators can create opportunities for children to use digital technologies collaboratively for shared purposes. This could involve creating content, developing ideas and documenting learning”* (p.6).
- **4.2 Digital technologies in play and learning** - *“Joint media engagement involves children, peers and/or adults participating in digital activities together, for example co-playing games and apps, co-viewing or co-listening to digital content. When children experience joint media engagement they can ask questions, put forward ideas and receive feedback from adults and other children in relation to a common activity. This helps build opportunities for language development and fosters collaborative learning”* (p.19).



The *Noisy by Nature* [‘Your Babbling Birds’](#) episode shares children’s personal audio recordings of different Australian bird sounds in nature. Questions are posed to encourage children to listen to nature in their local area – *“What other birds have you heard near your home?”*. The process of children creating their own audio recording content supports them to become *“familiar with how the different functions on digital technologies operate”* through exploratory play in a digital context (ECA Statement, 4.1 Digital Play).



EARLY EDUCATION CURRICULUM LINKS

Environmental awareness

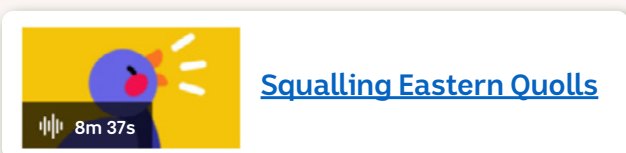
The fascinating facts shared about insects, animals and their natural habitats *provide* opportunities for educators to link programming to **EYLF Learning Outcome 2.1 “Children become socially responsible and show respect for the environment”**. Thought-provoking learning experiences can focus on environmentally responsible practices and conservation to foster an appreciation of the earth and animals that inhabit it for future generations.



Image: Wikimedia Commons

The **Noisy by Nature** [‘Squalling Eastern Quolls’](#) episode expands children’s knowledge and understandings about conservation by discussing the importance of protecting Australian animals and their habitats.

It explores how scientists have been working working to rehabilitate the Tasmanian marsupial species in mainland Australian woodland. Children are encouraged to be actively involved by making the sounds of animals featured on each episode, like the “growly bark” of the Squalling Eastern Quoll.



Respect for diversity

Noisy by Nature supports educators in promoting a greater understanding of Aboriginal and Torres Strait Islander ways of knowing and being, including respect for their surrounding environment (EYLF, Principle 4). Indigenous lands, languages and peoples across Australia are respectfully acknowledged and identified throughout

these podcasts to encourage children to care for Country. Educators can build on children's knowledge of Indigenous Australia by further exploring how the land, waters and animals are of great importance to the culture, beliefs and way of life for the Aboriginal and Torres Strait Islander peoples.



Reading together on Darkinjung Country

Mindfulness

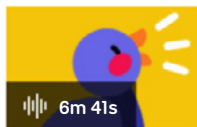
Mindfulness and relaxation experiences have become an important inclusion in many early childhood programs. *Noisy by Nature* encourages young listeners to slow down and focus on the sounds we hear around us every day – whether in the bush, park, backyard or playground. By engaging in this ‘purposeful listening’ educators can help young children train their minds and bodies to learn to listen with intent, which results in a natural calmness. Educators can also help children practice mindfulness outside in nature, by noticing the special things they hear *and* see.



Science

Noisy by Nature creates opportunities for teaching and learning through science based processes. By providing a range of follow-up curriculum experiences that encourage children to actively engage in

deeper investigations about the natural world, educators can “*actively promote the investigation of ideas, complex concepts and thinking, reasoning and hypothesising*” (NQS Element 1.1.1).



[Squabbling Fruit Bats](#)

Noisy by Nature [‘Squabbling Fruit Bats’](#) shares many fascinating facts about bats, introducing new scientific language and concepts for young children. Ann describes the way bats hang upside down; how they live in groups; what they like to eat; the texture of their wings and their vital role in seed dispersal.

Expand children’s thinking and scientific knowledge through conversation and questioning, such as “*What is another name for a Fruit Bat?*”. Together as co-learners, teachers can extend children’s understandings by engaging in experimentation, problem-solving, researching and investigations (**EYLF Learning Outcome 4.2**). For example, provide small cardboard boxes and other open-ended craft/ natural materials for children to construct & create a ‘*bat habitat*’ (tree, cave or

garage). Science experiments that explore how bats fly using open-ended materials (straws, tape, ribbon) & cardboard bat cut-outs can scaffold problem-solving as children learn through trial and error.



FOLLOW-UP OUTDOOR EDUCATION

After listening to *Noisy by Nature*, plan follow-up learning experiences in outdoor spaces to open-up further inquiry and investigations into the natural world. Play spaces in natural environments “*invite open-ended interactions, spontaneity, risk-taking, exploration, discovery and connection with nature*” (EYLF, Principle: Learning environments).

Outdoor excursions including ‘*Bush Kindy*’, ‘*Beach Kindy*’ and ‘*Neighbourhood Walks*’ have become a valuable component of many early childhood programs. Teachers have an educational obligation to encourage children’s sense of wonder and discovery, as well as promote understandings about their responsibility to care for the planet. Exploration of the natural environment “*encourages children to develop an appreciation of the natural world, an awareness of human activity on the environment, and ways in which they can contribute to a sustainable future*” (QA3 Physical Environment).

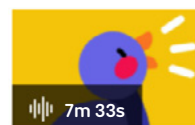
Hands-on, real life experiences in nature provide opportunities for children to connect to land, community and culture. Including the exploration of nature in early childhood outdoor education programs “*fosters an*



appreciation of the natural environment, develops environmental awareness and provides a platform for ongoing environmental education” (EYLF, Principle: Learning environments).



The *Noisy by Nature* [Singing Cicadas](#) episode shares fun facts about the many different kinds of cicadas in Australia. Ann discusses what type of creature cicadas are and why they leave behind a shell. This episode invites many follow-up inquiry-based learning opportunities in nature as children listen to cicada noises and observe/ collect cicada shells from tree trunks. These shared outdoor experiences can also lead to different pathways for research and investigation about insects and seasons.



[Singing Cicadas](#)

WHAT'S NEXT?

Check out the *Noisy by Nature 'Excursion Support Materials'*.

Our excursion guides share ways educators can extend young children's learning by exploring places outside the early education setting. Use these tools to effectively plan excursions by considering learning experiences across the curriculum.

- 'Before you go...'
- 'While you are there...' and
- 'When you get back...'



Ensure a thorough risk assessment is conducted before children are taken on an excursion. Consult the [ACECQA template and matrix](#) for support in undertaking risk assessments before children leave an early childhood service premises as part of an excursion.

Noisy by Nature excursion planning guides include:



1. [At the Beach: Excursion support materials](#)



2. [In the Bush: Excursion support materials](#)



3. [In your Neighbourhood: Excursion support materials](#)

Share the ways you have engaged with these *Noisy by Nature 'Excursion Support Materials'* with children and families at your early childhood setting!

We would love to share your photos and learning stories in the [ABC Kids Early Education Reflective Journal](#). Email us at earlyeducation@abc.net.au.

QUACK

SCREECH

SQUEAK

PEEP-PEEP

CROAK-CROAK

BOMP

CACKLE

YAMMER

GURGLE

FLUFF

HOOT-HOOT

WOOT

GRUNT

GROWL

WARBLE



Noisy by Nature podcast

www.abc.net.au/abckids/early-education/

Copyright ABC Kids Early Education 2021