

The following curriculum links for South Australian primary school teachers align with the [Australian Curriculum Version 9.0](#)

Cross-Curriculum Priorities & Capabilities

- **Sustainability:** Students explore how human actions (rescue/rehab) impact the environment and learn to value biodiversity.
- **Ethical Understanding:** Developing empathy and a sense of responsibility toward native wildlife.
- **Personal and Social Capability:** Learning how to stay calm and act safely around native wildlife.

*Our program supports **Active Citizenship** by showing students how they can contribute to South Australia's biodiversity through local volunteerism and advocacy.*

Curriculum Concepts & Links

Year Level	Learning Area	Curriculum Strand / Focus	Key Concepts & Content Links
Foundation	Science	Biological Sciences	Exploring external features of animals and grouping them by similar characteristics.
Year 1	Science	Biological Sciences	Identifying basic needs of animals (food, water, shelter) and how environments meet these needs.
Year 2	Science	Biological Sciences	Understanding how living creatures grow, change, and have offspring similar to themselves.
Year 3	Science	Biological Sciences	Grouping living creatures based on observable features and distinguishing them from non-living things.

Year 4	Science	Biological Sciences	Examining life cycles of animals and how they depend on each other and the environment to survive.
Year 5	Science	Biological Sciences	Understanding structural adaptations and behaviours that solve survival problems in specific habitats.
Year 6	Science	Biological Sciences	Investigating how physical conditions of an environment affect the survival of living things.
R-6	H&PE	Safety & Wellbeing	Developing personal safety skills, identifying risks (snake awareness), and practicing help-seeking behaviours.

Teacher Resources

- **Safety Policies:** Reference the [Snake Awareness Policy \(Flagstaff Hill PS\)](#) for local SA school safety alignment.
- **Environmental Support:** Schools can link this program with [Green Adelaide's Sustainable Schools](#) to investigate wildlife habitats on campus.

Expanded Curriculum Links: Action & Citizenship

Year Level	Learning Area	Strand / Focus	Content Link to SOWFI
Foundation – Year 2	HASS (Civics)	Community & Care	Identifying how people can take care of places and the animals within them.
Year 3 – 4	HASS (Geography)	Environment & Impact	Exploring how people perceive and protect places; sustainable use of resources to protect habitats.
Year 5 – 6	HASS (Civics)	Active Citizenship	Investigating the role of volunteer groups (like SOWFI) and how individuals can contribute to the community.
Foundation – Year 6	H&PE	Safety & First Aid	Identifying risks (snakes) and learning the protocols for wildlife safety.

Foundation – English
Year 6

Persuasive
Texts

Using SOWFI stories to write letters or posters advocating for wildlife protection or habitat preservation.

*We bridge the gap between **Biological Science and Ethical Understanding**, helping students transition from curious observers to responsible environmental stewards.*

Specific Environmental & Advocacy Links

1. Sustainability (Cross-Curriculum Priority)

The SOWFI Wildlife Education Program helps students understand:

- **Interdependence:** Human actions (like habitat clearing or littering) have direct consequences for wildlife.
- **Action-Based Learning:** Moving from "learning about" animals to "doing something for" them (e.g. building "lizard lounges," keeping cats in at night, or reporting injured wildlife).

2. Ethical Understanding (General Capability)

At the heart of students take-aways:

- **Empathy:** Developing a sense of care for a creature that is "different" (especially snakes).
- **Responsibility:** Understanding the ethical duty humans have to rehabilitate animals injured by human-made factors (cars, litter, pets).

3. Personal and Social Capability

- **Help-seeking Behaviours:** Teaching children exactly **who to call** and **how to help** an adult when they find an animal in distress. This builds confidence and reduces the "bystander effect."

