SWAG FAMILY WORLD RIDE

YEAR: 1–2

ADVENTURE · STORIES · CULTURE

Official Student Journal

Year 1–2

NAME:

Dear teachers and students,

Hello and welcome to the Official Student Journal. We're most likely riding along somewhere by the time you get your hands on this. Hopefully we have a tail-wind and a downhill run into a gorgeous campsite!

Anyway, we had a lot of trouble coming up with a name for this workbook. It turns out to be not super 'official' and not really a 'journal'. But, it's definitely for students (you). That part of the title is accurate. And another major upside to it is that it's freely available to all teachers and students.

It has been created to be used on it's own or alongside the Explore Your Corner or Create Your Own Adventure unit's. It's a grab bag of individual, group and class activities that you might enjoy. It's not supported by detailed teaching notes or curriculum links. In a mischievous adventure sort of way, we're just handing it over and seeing what you make of it.

Over to you....

Yours adventurously,

The Swag Family

Adventure

Using the letters of adventure write and/or draw one word that has something to do with adventure and why. E.g. A is for apple (a good food for adventure).

A

D

V

E

N

T

U

R

E

Where is the Swag Family expedition now?

Track the Swag Family on their journey. Mark on the map where your school is, the closest city or town to you and where the Swag Family is now.

Have you seen:

AIATSIS map - Indigenous Australia: https://aiatsis.gov.au/explore/articles/aiatsis-map-indigenous-australia

Animal diary

During the expedition the Swag Family will be uncovering, stumbling over, coming face to face with all sorts of amazing animals from across the world. Create a diary of animals that you spot on the Swag Family World Ride inaturalist Project via www.inaturalist.org/projects/swag-family-world-ride or through your own research.

						Animal
						Habitat
						Interesting Facts

Plant Diary

During the expedition the Swag Family will be passing by, discovering, taste testing (some), and asking the locals about all sorts of plants from across the world. Create a diary of plants that you spot on the Swag Family World Ride inaturalist Project via www.inaturalist.org/projects/swag-family-world-ride or through your own research.

						Plant
						Habitat
						Interesting Facts

Weather Watch
Write or draw your answers.

 **What does it LOOK like outside? (rain/sun/clouds)**	
 **What does the air FEEL like on your skin?**	
 **What do we HEAR?**	
 **What does it SMELL like outside?**	
 **What should we WEAR on a day like today?**	

The Swag Family will be regularly talking about the weather in their reports throughout the expedition. Record your own weather observations for up to 5 different days in the table below and compare it to the Swag Family weather.

Day			
My Weather			
Swag Family Weather			

Day			
My Weather			
Swag Family Weather			

Check out:

- The Bureau of Meteorology Indigenous Weather Knowledge section - http://www.bom.gov.au/iwk/
- Torres Strait Islander seasons - https://www.crackerjackeducation.com.au/resources/torres-strait-islands-weather-seasons-wheel/
- Behind the News: Indigenous seasons report http://www.abc.net.au/btn/story/s4761972.htm

ABC Podcast for kids: Imagine This

This is a great resource with all sorts of short podcasts made for kids. Here is one we like -

Why does rain only come from grey clouds? https://www.abc.net.au/kidslisten/imagine-this/why-does-rain-only-come-from-grey-clouds/10199488

Ride my way

As the Swag Family ride around this vast landscape they will discover stories from far and wide - stories of and from the interesting, remarkable and everyday people of thw world.

Search the Swag Family Reports for someone you find interesting.

Who were they? _____

_____

Where are they from? _____

_____

Something interesting from their story? _____

_____

_____

_____

_____

What surprised you? _____

_____

_____

_____

_____

What question would you have asked? _____

_____

_____

_____

_____

Your Interview:

Conduct your own interview with someone (it might be your grandmother, the local shopkeeper, historian or groundsman) who can share stories from the past about the place where you live. You could ask them the Swag Family questions or design your own. You might want to video or audio record your interview - but remember to ask permission first!

Who? _____

_____

_____

Where are they from? _____

_____

_____

Your questions:

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

4. _____

_____

_____

Calendar of special events

A year is a long time and there will be important dates to celebrate across the world and in your local area. Research what and when these special days occur in Australia:

	Fill in the date:
Clean up Australia Day https://www.cleanup.org.au/	
Ride to School Day https://www.bicyclenetwork.com.au/rides-and-events/ride2school/	
National Reconciliation Week https://www.reconciliation.org.au/national-reconciliation-week/	
NAIDOC Week https://www.naidoc.org.au/get-involved/2019-theme	
Plastic Free July https://www.plasticfreejuly.org/	
Outdoor Classroom day https://outdoorclassroomday.com.au/	

Is your class doing anything special to mark these dates? Design an activity for one of these days and share it with your teacher!

Special event: _____

_____

_____

My idea: _____

_____

_____

_____

_____

_____

_____

_____

_____

Swag Family Adventure Glossary

Build a glossary of words that you come across during the expedition.

Word	Meaning

Swag Family Adventure Glossary

Word	Meaning

STEM CHALLENGE #1
Design Your Own Tent

A year in a tent pitted the Swag Family against all the elements of the Australian outdoors in 2019: torrential rain, hurtling hail, blazing sunshine, freezing nights and fierce winds to name a few... Imagine riding around the world! Your challenge is to design a mini tent that you think can handle a range of elements.

Natural elements that my tent needs to withstand: _____

_____

_____

_____

Materials I will use: _____

_____

_____

_____

My Tent Design:

STEM CHALLENGE #1
Design Your Own Tent (continued)

Testing process: (how will you test your tent?): _____

_____

_____

_____

_____

_____

How did your tent go against the natural elements?: _____

_____

_____

_____

_____

_____

What would you change about your tent?: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

STEM CHALLENGE #2
Build your own Bio Water Filter

Source: Water Filtration (adapted from Scott Foresman, Discover the Wonder)

Outcome: Students will understand the importance of clean water for healthy living and how the land managers work to ensure we have enough clean water to grow food and use in our homes and workplaces. This experiment brings awareness of the important role plants play in cleaning our water and why a healthy catchment is about the land the water runs through just as much as the waterway.

Materials:

- Clear plastic containers or cups (2 per group)
- About 4 litres of dirty water (you can just mix water with potting soil)
- About ten two litre bottles cut in half (you may choose to cut them beforehand) (one per group)
- Gravel and sand (the soil plants grow in)
- Charcoal (explain how plants are carbon based lifeforms)
- Cotton balls (acts as 'transpiration' through plants leaves, in this model)
- Rulers

Display the 4 litres of dirty water at the front of the class. Tell the students that they are to design a prototype of a water filter to solve the problem of the dirty water using only the materials displayed.

Problem: You have dirty water which needs to be cleaned.
Solution: Design and build a water filter out of the materials presented.

Procedure:

1. Allow your water sample to settle undisturbed while you are following the other directions.
2. Cut your bottle nearly in half so that the bottom part is slightly bigger than the top part. Keep the bottom of the bottle to use in step 7.
3. Put a layer of cotton about 3 cm thick into the neck of the bottle. The cotton should fill the narrow part of the neck and go just past the part where the bottle widens.
4. Put a layer of charcoal about 1 cm thick on top of the cotton.
5. Put a layer of gravel about 3 cm thick on top of the charcoal.
6. Put a layer of sand about 3 cm thick on top of the gravel.
7. Place the neck of the bottle over the bottom of the bottle you put aside in step 2.
8. Look at your container of water. Is there some dirt floating on the top or some sediment stuck on the bottom? Skim whatever you can off of the top with a spoon and discard. Leave the sediment alone.
9. Pour the rest of the water into a plastic cup. Leave any sediment behind in the first container.
10. Take the water in the plastic cup and slowly pour it through your filter. You may pour it through the filter as many times as you wish.

STEM CHALLENGE #3
Water Soaks (Outside Learning)

Find out which areas in your school grounds are good at soaking up water. Explore your school grounds for the areas listed below. Use your drink bottle and observe what happens when water (raindrops) hits the ground in these areas.

Area	Observation
Grassy slope	
Hard bare slope where people walk	
Mulch or moist leaf litter	
Garden bed	
Low growing plants, ground cover	
Concrete/asphalt/bricks	
Your own – describe	

Source: Our Land, Landcare Activities for upper primary, Dept of Conservation, Forests and Lands, Victoria, 1989.

STEM CHALLENGE #4
SOLAR COOKER (Outside Learning)

How can you cook your food without a microwave or an oven... The Swag family will use a Trangia and open fire - but is there another way?

The matches have run out!! Luckily, hiding in the bottom of the pannier, behind the pocket knife and under a smelly sleeping bag is something special. Tucked in there are just FOUR marshmallows. Your challenge is to build a solar oven to help the Swag Family cook them. They'd love a treat of a crispy-skinned marshmallow each!

Question: What design elements make a good solar oven?

Hypothesis (prediction): Changing ..... will make the solar oven cook a marshmallow faster.

Suggested equipment: Foil tray, aluminium foil, cardboard box (pizza box), scissors, glad wrap, sticky tape.

Suggested procedure:

- Work in small groups and sketch a design for a solar oven. Consider how large to make it, what materials, if you have a door, how it will be positioned.
- Build the solar oven.
- As a class bring all the different solar ovens together and make predictions about which will cook a marshmallow fastest. How will you measure this?
- Place ovens in the sun and position for optimal performance.
- At exactly the same time place a marshmallow in each oven and start a timer.
- Remove marshmallows at exactly the same time.
- Measure how well cooked the marshmallows are. What measures will you use? Record the results in a table.

The thing we have changed in our experiment is: _____

_____

_____

_____

Results: (Create a table to record your results).

Discussion: (What do the results mean for your hypothesis?) _____

_____

_____

_____

_____

_____

Conclusion: (Was this a fair test? How could it be improved? What did you learn?): _____

_____

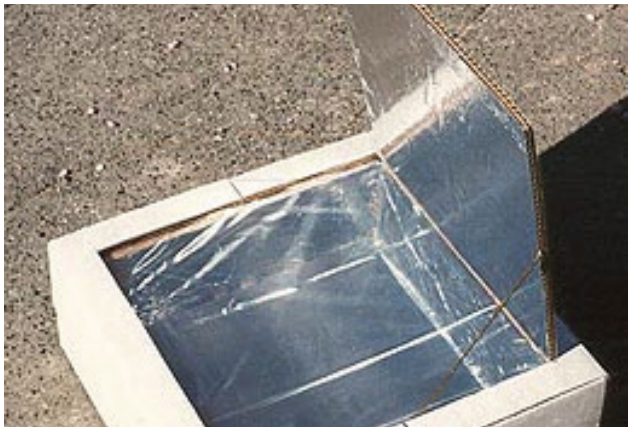
_____

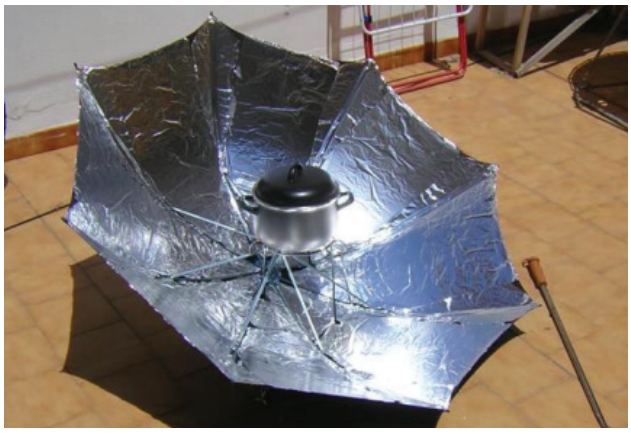
_____

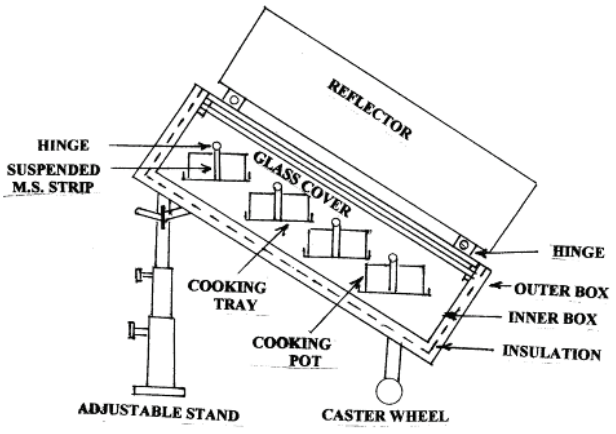
_____

_____

Solar oven design ideas
www.solarcooking.org/plans/







STEM CHALLENGE #5
NATURE PLAY CHALLENGES (Outside Learning)

The Swag Family will need to think outside the box and use the things they find to keep the kids busy and learning on the road. Here are a few ideas we could use from **Nature. Be In It.** Do you have any more ideas for outside learning and play? If so, share them on the discussion board AND how you went with these challenges.

1. Build mini or large bird nests. Nests have a shallow cup on the top, lined with fresh twigs and leaves.
2. Make paper planes and see whose can travel the furthest, modify shape and size.
3. Lay down under a tree or on the grass and look up - count clouds, make cloud creatures.
4. Bring a story book on eagles or birds to read out loud to the group(s).
5. Build cubbies with found sticks.
6. Close your eyes and listen to all the different sounds you can hear in 2-3 minutes of silence. Act out those sounds and play charades.
7. Create out of mud if there is any.
8. Go on a bug hunt with magnifying glasses brought from school. Observe closely what you find. How many legs? Colours?
9. Sketch, draw record the bugs / leaves / trees / birds you see.
10. Play nature games. Search “nature games for kids” and choose your favourite. We like bingo or treasure hunts (bring a paper bag each for the group with a list of non-living items to find stapled to the outside.) A Treasure hunt sheet is included below.

By Naturebeinit.com

Nature.
Be in It.

Ecological Detective

A living thing that is growing. _____

Something that has changed. _____

Something that is non-living. _____

Something that is impossible to count. _____

Something you can't photograph. _____

A natural thing that could be used as a tool. _____

Something that shouldn't be there. _____

Something that won't be there in 100 years. _____

Something that is white. _____ yellow _____

Something with a cross symbol on it. *Collect it.*

A leaf larger than your hand laying on the ground. *Collect it*.

A fungi. What colour is it? _____ Does it smell? _____

By Naturebeinit.com

Nature.
Be in It.

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www.swagfamily.au

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