



**SWAG
FAMILY**
WORLD RIDE

YEAR:

3-4



ADVENTURE • STORIES • CULTURE



Teacher Guide

Year 3-4

NAME:







The Swag Family World Ride is an **adventure learning** project, designed for primary school students and teachers. It combines a real life journey to explore the world by bicycle with an online learning space crammed with lessons and authentic engagement.

As we (Nicola, Andrew, Hope, Wilfy and Jeannie Hughes) travel, we are searching for stories to share with classrooms. We are exploring our connection to place, and how people have shaped the environment over time. We will meet and learn from a wide range of people, with an emphasis on hearing and sharing their perspectives first hand. We have tried to sum it up in three words: adventure, stories, culture.

Teacher Guide

In this guide there are two Australian Curriculum aligned units: **Explore Your Corner** and **Create Your Own Adventure**. These can be completed at any time of the year and we suggest allowing a term to follow the adventure, dedicating 6-8 weeks per unit. If you'd like to take it further we suggest a weekly website check-in throughout the year where you track the journey and create your own learning opportunities based on student engagement. *A large wall map of the world is a great way to get started.*

To get the most of out the adventure:

-  **1. Download the Student Workbooks for Explore Your Corner and Create Your Own Adventure**
-  **2. Sign up for FREE "Classroom Updates"** that include classroom specific letters from the road, Swag Family report clips, written stories and podcasts updates. Go to www.swagfamily.au/resources/ to keep in the educational loop.
-  **3. Connect your class directly with us** through a special 30 minute video call during the expedition. Email us via family@swagfamily.au to organise.
-  **4. Explore the website www.swagfamily.au** including the map and statistics bar. In your classroom you can dive in and out of the website as time and student interest allows. It's flexible and can be used a little or a lot... and at any time of year.
-  **5. Download the Official Student Journal.** This 25-page student activity workbook for primary school students is designed to be used flexibly during the expedition for classroom or home school use. It is not supported by a Teacher Guide.
-  **6. Get outside and have some fun -** *maybe even get students on their bikes* (and participate in [National Ride to School Day](#))

What is Inquiry Learning?

Inquiry based learning can be messy, in the sense that by being more responsive to what students say, do and reveal, there is less the teacher can control from the onset. It is an approach where the overall goal is for students to make meaning. While teachers may guide the inquiry to various degrees (externally facilitated) and set parameters for a classroom inquiry, true inquiry is internally motivated.

Kath Murdoch explains it in 13 Core Principles guiding the Teacher's practice:

1. Ownership
2. Interest
3. Reflection
4. Purpose
5. Prior Learning
6. Transfer
7. Collaboration
8. Resilience
9. Time
10. Feedback
11. Environment
12. Openness
13. Joy

There are numerous processes and models for inquiry based learning, emerging from discipline areas, key educators and educational groups or other more generic inquiry approaches. Using a particular model can be helpful in structuring a unit for flow.

Common inquiry processes / models used in schools include:

- Action research - http://www.qcaa.qld.edu.au/downloads/publications/research_qscs_ose_primary_00.docx (page 8)
- Design Thinking - <http://notosh.com/what-we-do/the-design-thinking-school/>
- 5E's – developed in the context of Science education, the 5e's has been used by the Primary Connections program <https://www.primaryconnections.org.au/about/teaching>
- Social Investigation Strategy - <https://www.qcaa.qld.edu.au/3517.html> - second article under SOSE includes a focus on this inquiry model
- Kath Murdoch Inquiry approach - http://www.kathmurdoch.com.au/fileadmin/_migrated/content_uploads/phasesofinquiry.pdf

We use Kath Murdoch's inquiry approach:

- Tuning in
- Finding out
- Sorting out
- Going further
- Reflecting, Acting & Evaluating

References

<https://www.australiancurriculum.edu.au/media/1360/lutheran-education-queensland-inquiry-based-learning.pdf>

<http://www.kathmurdoch.com.au/> and Murdoch, Kath. The Power of Inquiry. Seastar Education, Victoria 2015.

Unit 1: Explore Your Corner



The Big Question

How have people shaped the environment over time, from the first peoples of Australia to the current day?

This unit will guide a class through a research project to learn about and share understanding of a local natural environment. Students will create a fact card including living and non-living things, cultural history, geography, weather and images or drawings. Teachers can take it further and get students to create a poster, PowerPoint, 'Travel Documentary' movie, or podcast with their research findings.







Although the Unit is focused on Australia and a local natural environment, classes might like to take this further and investigate different environments around the world as they follow the Swag Family World Ride adventure. If you want to have more of an Australian focus, check out the Swag Family 2019 adventure via www.swagfamily.au/australia.

Whether you choose to have a local or global focus, having a world map in your classroom is worthwhile to compare your environment to, and plot where the Swag Family is going!

Australian Curriculum

Science, HASS, Digital Technologies, Sustainability, Aboriginal and Torres Strait Islanders Histories and Cultures, General Capabilities.

Unit icons

	<p>Student workbook activity Students are directed to certain activities in the Create your Adventure Student workbook</p>
	<p>Whole-class teacher directed activity</p>
	<p>Outside learning</p>
	<p>Group planning/thinking activity</p>
	<p>Swag Family website ('Classroom Updates' / map) Go to www.swagfamily.au and sign up to get the latest educational content.</p>
	<p>Research</p>

	<p>Swag Family Map Go to www.swagfamily.au and click on the globe icon to see where the Swag Family is and has been.</p>
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Learning Goals

Know

- That scientific, technological and geographical knowledge can be used to solve problems and inform community decisions.
- Aboriginal and Torres Strait Islander peoples have special connections and custodial responsibility to country/place.

Understand

- The difference between living and non-living and/or life cycles.
- The survival of living things is dependent on their environment.
- The dual names and locations of some major places in Australia.

Do

- Use scientific and geographical understanding to create an identification fact card for the local area to share.
- Use an inquiry framework to collaborate with others to meet determined success criteria in a final product.
- Explain and share their work and reflect on their learning journey with an audience.

Assessment Task

In teams, students will research and design a fact card by:

- Applying concepts and using terminology related to biology and geography.
- Seeking feedback to refine their fact card.
- Sharing learning and design achievements with the whole class.

Timing - 7 weeks, 1.5 hours a week*

Week	What
1	Tune-in to the inquiry - introduction
2-4	Find out about your place (including excursion if applicable)
5	Sort out the information
6	Go further and find out a little more
7	Reflect, act and evaluate

*Length may vary, gauge student interest and tailor to your class.

Resources

This unit outline is to be used with:

- *Explore Your Corner 3-4 Student Workbook*
- *Explore Your Corner 3-4 Teacher Guide*
- Swag Family report clips and adventure updates. Teachers can sign up to 'Classroom Updates' through www.swagfamily.au/resources.

Materials you'll need

- Access to computers
- Binoculars
- Magnifying glasses
- Field identification books or internet
- iPad or camera
- Clipboards

Learning sequence

Stage	Lesson	Key Questions
<i>Tuning in</i>	1. Where are the Swag Family? 2. Mystery objects	What are Australia's states and territories? What is the difference between living and non-living?
<i>Finding out</i>	3. Explore your corner 4. Habitats 5. What's in a name?	What lives here, large and small? Who can I ask? What do habitats offer that help creatures survive? How are places named in Australia?
<i>Sorting out</i>	6. Create your fact card	What are the cultural and environmental impacts? How can we care for others on the adventure?
<i>Going Further</i>	7. Caring for country	What do the living things need to survive and thrive? What is the custodial responsibility of Aboriginal and Torres Strait Islander peoples to place?
<i>Reflecting, Action & Evaluating</i>	8. Revise fact card & share	Present final designs to class and community, and reflect on your learning journey.

Australian Curriculum Connections – Year 3 & 4

CROSS CURRICULUM PRIORITIES

Sustainability

Organising idea 9 - All life forms, including human life, are connected through ecosystems on which they depend for their well being and survival.

Organising idea 9 - Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.

Aboriginal and Torres Strait Islander Histories and Cultures

Organising idea 2 - Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place.

Organising idea 9 - The significant contributions of Aboriginal Peoples and Torres Strait Islander Peoples in the present and past are acknowledged locally, nationally and globally.

CONTENT DESCRIPTORS

Biological Science

Yr 3 - Living things can be grouped on the basis of observable features and can be distinguished from non-living things (ACSSU044)

Yr 4 - Living things have life cycles (ACSSU072)

Yr 4 - Living things depend on each other and the environment to survive (ACSSU073)

Humanities and Social Sciences (HASS) History

Yr 3 - The importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples who belong to a local area (ACHASSK062)

HASS Geography

Yr 3 - The representation of Australia as states and territories and as Countries/Places of Aboriginal and Torres Strait Islander Peoples; and major places in Australia, both natural and human (ACHASSK066)

Yr 4 - The importance of environments, including natural vegetation, to animals and people (ACHASSK088)

Yr 4 - The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences views about sustainability (ACHASSK089)

Digital Technologies Processes and Production Skills

Yr 3/4 - Collect, access and present different types of data using simple software to create information and solve problems (ACTDIP009)

Yr 3/4 - Plan, create and communicate ideas and information independently and with others, applying agreed ethical and social protocols (ACTDIP013)

GENERAL CAPABILITIES

- Literacy
- ICT Capability
- Personal and Social Capability
- Intercultural Understanding

Time: 60 minutes

Outcome: To understand Australia is made up of states and territories, where they are and their significant features.

Resources:

Access to smartboard or projector and computer



The Swag Family website:

www.swagfamily.au



and map.



Explore Your Corner student workbook

cultural history, geography, weather and images or drawings. There is a fact card proforma, students can go further and create a poster, PowerPoint, movie or podcast to present their findings.



Share the **Share Your Corner: Fact Card** sample with the class to understand how they will share theirs online (optional).

- General description of your site - for example, environmental features, land formations and habitat. (200 words max.)
- Identified plants - common or scientific names. (up to 10 entries)
- Identified animals - descriptive, common or scientific names. (up to 10 entries)
- Non-living features. (up to 10 entries)
- Description of seasonal changes for this area. (200 words max)
- Traditional owners name and connection to place (if known, 200 words max)
- Historical and/or recent use. (200 words max)
- Web links to good research sites that were used. (up to 10 entries)
- Future ideas for this site. (200 words)
- Other comments. (200 words max)

3. Australia's states and territories.

In the student workbooks, ask students to create a map of Australia using as much detail as they can and researching online or with an atlas. Be sure to add:

- State and territory boundaries
- Capital cities
- Geographical features e.g. mountains, large lakes
- Special places in their state or territory e.g. Uluru

Learning sequence



1. Introduce the Swag Family and their adventures



In 2019 the Swag Family set out on a journey around Australia on 2 tandem bikes, and from 2024 they go further, this time on a tandem and triplet to explore the world. As they travel they document and share their discoveries along the way.



Share the website with the whole class, and look at "Our Journey" and the map in particular. If you have time checkout the Australia trip too! Watch the latest Swag Family report by signing up for "Classroom Updates" on the website.

2. Introduce 'The Big Question' and 'Challenge':

How do we research, document and share knowledge about a special place in our local area?

This unit will guide a class through a research project to learn about and share understanding about a local natural environment (classes may however like to broaden this to a global focus as they follow the Swag Family). Students will create a fact card including living and non-living things,

Time: 60 minutes

Outcome: To understand the difference between living and non-living things and the characteristics of living things.

Resources:



Prepare to go outside to find living and non-living things

Bring in your own mystery objects to share with the class



Explore Your Corner student workbook

Learning sequence



1. Check in with students to see how many of the seven characteristics of living things they name and can explain.

1. *Movement*
All living things move in some way. This may be obvious. For example, animals that are able to walk, or less obvious. For example, plants that have parts that move to track the movement of the sun.
2. *Respiration / breathing in animals*
Respiration is a chemical reaction that happens within cells to release energy from food.
3. *Sensitivity*
The ability to detect changes in the surrounding environment.

4. *Growth*
Growth is seen in all living things. It involves using food to produce new cells.
5. *Reproduction*
The ability to reproduce and pass genetic information to their offspring.
6. *Excretion*
Getting rid of waste products that are produced in the many chemical reactions within cells.
7. *Nutrition - Eat / Drink*
The intake and use of nutrients. This occurs in very different ways in different kinds of living things.

Source: https://assets.cambridge.org/97805216/80547/excerpt/9780521680547_excerpt.pdf



2. Draw the 7 characteristics of living things in the student workbook



3. Head outside to find living and non-living things. Record in the students workbook table.



4. Share Mystery Objects. Display Student's mystery objects (from home or outside) on a table - make sure you set some rules about what you're happy to have in your classroom!! Items should be labelled with 'who' found them and 'where' they were found. Get students to wander around the table and form their own hypothesis whether the item is... or was living or non-living.

Going further: *Discuss in pairs:*

Is water a living thing? Fire? Rocks? Seeds? Present your answer to the class as to why or why not?

Time: 60+ minutes

(depending on where you explore outside)

Outcomes: To use scientific understanding and language to start to investigate a local natural area and record this information accurately to the best of their ability

Resources:



Plan ahead to go outside and explore a natural area.

Bring clipboards, paper, pencils, camera, magnifying glasses and field guides.



The identification app *inaturalist* <https://www.inaturalist.org/> can work well if you can install on portable devices the week before and practice in the classroom.



On the Swag Family website: Watch www.swagfamily.au/australia/reports/being-a-field-naturalist/ and www.swagfamily.au/australia/reports/explore-your-corner-knocklofty-reserve/



Explore Your Corner student workbook.

iNaturalist.org

This app is available for free and is a great way to help identify living things. Simply take a photo and iNaturalist suggests what it might be. Once uploaded, others can comment and let you know if you are correct.

Learning sequence:



1. Plan and prepare to explore your corner

Let's get outside and start exploring. There might be a lot more to your local corner than there appears at first glance. Choose a site in your school ground or a nearby bushland, park or natural area. The best sites will have a mix of grass, trees, shrubs, leaf litter and look a little messy.

Discuss the following with the class:

Before we go, we need a plan to collect the information we are seeking, and to be safe. If you were planning an excursion to a local foreshore or park what do you need to think about before you head outside?

- Brainstorm some possible locations, look them up on a map.
- How will everyone travel there?
- Are there toilets nearby?
- What tools will help us find what is living and non-living?
- What equipment do we need to record what we find?



2. As a class watch the 'Being a field naturalist' clip



Check out the Swag Family World Ride *inaturalist* project to find out and record what plants and animals they have discovered so far www.inaturalist.org/projects/swag-family-world-ride. Students can record what the Swag Family have found in their student work books.

Take a look at Lansdowne Crescent Primary School's report on their local reserve.

3. Head outside to your chosen site and explore.



Allow at least 45 minutes outside to explore, 1.5 hours would be great.

Undertake some nature play challenges if you have the time. We suggest you bring magnifying glasses, clip-boards, paper and pencils, iPads, plastic bag for rubbish and another for samples.



Record findings as drawings, photos, written descriptions and/or videos.

- Look under rocks, leaf litter, bark, search high and low.
- Record how many living plants and animals you see and add more detail of what you find.
- Use *inaturalist* to help identify your findings.

Going further: Students research to learn more about what they noticed, discovered and found in their corner outside and record in their workbooks (near the back). Note, this is part of the Learning sequence in Lesson 5, however students can get started earlier.

Nature Play Challenges (from the Official Student Journal)

1. Build mini or large bird nests. Nests have a shallow cup on the top, lined with fresh twigs and leaves. Sticks are added by a bird while it stands in the nest.
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 with a nature theme 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 not any can you make some?
8. Go on a bug hunt with magnifying glasses brought from school. Observe closely what you find. How many legs? Colours?
9. Sketch, draw or count the bugs / leaves / trees / birds you see.
10. Play nature games. Search "nature games for kids" and choose your favourite. We like nature bingo or treasure hunts. Bring a paper bag for each student 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.

Time: 60+ minutes (depending on research time given)

Outcome: To understand the importance of habitats and how habitat contributes to the survival of living things. To research and record the life cycles of a plant and animal.

Resources:



Explore Your Corner student workbook



Some research websites:

- [https://parkweb.vic.gov.au/learn/student-portal - Q & A on park management](https://parkweb.vic.gov.au/learn/student-portal-Q-A-on-park-management)
- <https://parks.des.qld.gov.au/experiences/connect-with-nature/>
- <https://www.parks.sa.gov.au/understanding-parks>
- <https://northernterritory.com/things-to-do/nature-and-wildlife/national-parks>
- <https://www.nationalparks.nsw.gov.au/plants-and-animals>
- <https://www.dpaw.wa.gov.au/plants-and-animals>
- <https://www.environment.act.gov.au/home>
- <https://parksaustralia.gov.au/>

Learning sequence



1. Habitat relationships between living and non-living for survival.

What do living things need to survive? THEIR HABITAT!

Habitat is where living things shelter, feed and survive. On the board share the photos you took during the excursion outside and discuss the interactions between the living things you identified in your corner. For example, birds would eat an insect and an insect would eat a plant to survive.

Show creatures from other parts of the world. Would a tiger survive in your corner?

Do living things need non-living things to survive? YES!

Think of other connections that are not as obvious and how non-living things interact with the living.

(Non-living = leaf litter, soil, water, rotting logs, sunlight, air, rocks etc.)

For example,

- Rotting logs play an important role by creating new soil through decomposition. As a log decomposes it becomes a habitat for many different living things, including, fungi, bacteria and invertebrates.



2. Further refine your research from your corner.



Students choose what aspect of their corner they would like to know more about. Be sure that sources are recorded, images are credited and that new and interesting facts are also recorded.



If your corner is on the school grounds, students may wish to head back outside to take photos and observe their living thing more closely. Ask, what do you notice?



Going further: Student to investigate and record the life cycle of the plant and animal they researched. Include a diagram of the life cycle and draw it in their workbook.

Time: 60 minutes

Outcome: To understand the significance of place names.

Resources:

"What's in a name?" video - https://www.youtube.com/watch?v=2PSrq_XklDw&feature=youtu.be



Explore Your Corner student workbook

Learning sequence



1. See below for **Reconciliation Australia's information sheet** on naming places. Read out loud the "Did you know?" section.



2. **Watch this 10 minute video "What's in a Name?"** It "highlights the significance of geographical names and the part they play in our everyday lives. It stars Ernie Dingo telling the story of how geographical places get their names and explains the role of the Committee for Geographical Names in Australasia (CGNA)." https://www.youtube.com/watch?v=2PSrq_XklDw&feature=youtu.be



3. **Discuss with the person next to you this quote from the film.**

"Every name has an origin and a story."



3. **Tell us a story.**

Record, write, act out or tell a story about a place you know. Students can complete this task as a research project or creatively.

Research

Investigate the origins of a local place name. Research includes using the internet, AND importantly talking to people as many Aboriginal and Torres Strait Islander stories are not written down and available on the internet, in particular stories about your local place may only be found by talking with people. Ask grandparents and/or elders in the community.

Creatively

Use creative writing skills to decide on a name and share the origins of it through a short story or play about the origins of your corner or a place that is special to you. It could be your home, vacation spot or a tree in your school grounds. Be as creative as you like. Share with your class and family, you may just create a new name!

You may need to head outside for inspiration, after all, this is about naming places outside your classroom!

Going further: Ask students to complete the 'See - Think - Wonder' in their student workbook using this image below, or an image more relevant to your local area.



This is a digitally altered image of a proposed new dual name for Hobart. What do you think?

Source: Mercury newspaper May 2018 full article in link: <https://www.abc.net.au/news/2018-05-30/hobart-aboriginal-name-suggested-as-nipaluna/9815422>

Also see: <https://www.kidsnews.com.au/humanities/hobarts-traditional-aboriginal-name-unveiled-and-offered-to-the-city/news-story/2a2da098ae7bf4f8d974109231ef851c>



The NAIDOC theme for 2015 is 'We all Stand on Sacred Ground.' It highlights the connections Aboriginal and Torres Strait Islander peoples have to country. Across the world, the names we give a place can represent history, culture and identity. To celebrate the NAIDOC theme, we're exploring Aboriginal and Torres Strait Islander place names that have been part of Australia for thousands of years, and asking 'what's in a name?'

Did you know?

- The name 'Canberra' came from a local Aboriginal name for the area. It was first recorded as 'Kamberra' or 'Kambery', and then named Canberra in 1913 when it became the capital.¹
- Tasmania has dual named a number of natural features like *kanamaluka* / River Tamar and *truwana* / Cape Barren Island.²
- Since 1992 naming authorities have been encouraged by governments to [use Aboriginal place names](#) to acknowledge their importance.
- Bennelong Point, the site of Sydney Opera House was known as 'Dubbagullee' by local Aboriginal people.³
- In the 1970s the Yolngu people responded to the arrival of English road signs by stating "This place already has a name".⁴

What's in a name?

You might have heard of the co-naming of Mt Panorama / Wahluu and kunanyi / Mount Wellington with their traditional Aboriginal names. Using traditional place names acknowledges and shows respect for the Traditional Owners of Country and their relationship to an area. It celebrates Aboriginal and Torres Strait Islander cultures, languages and histories and can help to build respectful relationships between government, visitors and local communities. What do you think? What's in a name? [Find out more here.](#)



¹ <http://www.australia.gov.au/about-australia/australian-story/canberra-australias-capital-city>

² <http://tacinc.com.au/dual-names-2013/>

³ Anita Heiss and Melodie-Jane Gibson, *Aboriginal People and Place*, Barani, Sydney's Aboriginal History. Available: <http://www.sydneybarani.com.au/sites/aboriginal-people-and-place/>

⁴ Melanie Wilkinson, Dr R. Marika and Nancy M. Williams. 'This place already has a name'. In *Aboriginal Placenames – naming and re-naming the Australian landscape*. Available: http://press.anu.edu.au/wp-content/uploads/2011/02/whole_book10.pdf

Starting a trend...

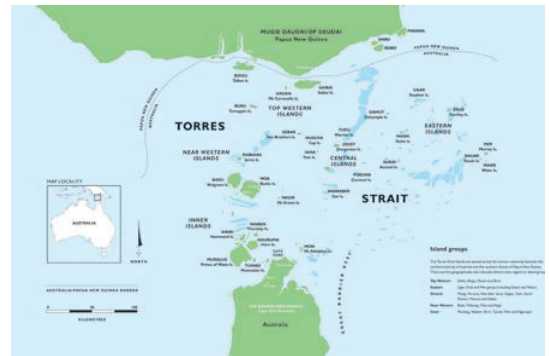
One of the best known traditional names in Australia is Uluru. In 1993, the iconic landmark became the first in the Northern Territory to be dual named. Officially it became 'Ayres Rock / Uluru' and is written that way on signs, maps and other materials. This change led to a wave of dual naming across Australia.

Uluru is the name given to the landmark by the Anangu people who have been caretakers of the site for 30,000 years. Despite, Uluru being named 'Ayres Rock' by explorer William Gosse, the Anangu people have continued to refer to it as Uluru. The surrounding Uluru-Kata Tjuta National Park was handed back to the Anangu in 1985 and this year we celebrate 30 years since the handback. It took until 1993 for the official dual naming of Uluru. From 1993 until 2002 Uluru was officially known as 'Ayres Rock / Uluru' before it was changed to 'Uluru / Ayres Rock' to recognise the significance of the Anangu name.

The change in the official name of Uluru led to broader acceptance of the recognition of Aboriginal and Torres Strait Islander language place names and cultures. It has led to interest in cultural activities at or around Uluru, and fostered greater understanding of Anangu culture and history. [You can find more information on the Uluru-Kata Tjuta National Park here.](#)

Some statistics...

- Many of the **274** Torres Strait Islands are known by their traditional and European names. This includes Coconut Island (Poruma), Darnley Island (Erub), Mabuiag (Jervis Island).⁵
- There are **100s** of dual named places in New Zealand. The dual naming process began in the 1920s and continues to this day. The Māori name is usually used first, for example, Aoraki / Mount Cook.⁶



Take action...

- Learn some of the stories and traditional names of the sacred ground you live on.
- Find out the meaning of dual named places in your area and their significance.
- Contact your local council to see what their policy is on dual names.
- Find out if there are any dual naming movements happening in your area.
- Campaign for the Aboriginal or Torres Strait Islander names of significant landmarks in your community to be recognised.
- Participate in the annual [NAIDOC week](#) activities around the country.

Reconciliation Australia would like to thank the Intergovernmental Committee on Surveying and Mapping for their assistance in developing this factsheet.

Photo credits:

Banner: Wayne Quilliam

Torres Strait map: [National Museum of Australia](#)

⁵ http://www.abc.net.au/ra/pacific/places/country/torres_strait_islands.htm

⁶ Frameworks of the New Zealand Geographic Board Ngā Pou Taunaha o Aotearoa Version 7 April 2015

See - Think - Wonder - Teacher notes

See/think/wonder is a thinking tool that you can utilise to explore an image.

See: What do you see/notice?

Encourage the students to look closely at the image and to name anything they see and notice. There are no silly answers. Their observations might start off as simple as there are two names. As they progress, encourage them to try and look at small details. For example, what do you notice about the ...? Describe its shape or size.

Think: What does that make you think?

This is the students chance to explain and justify why their observations might be the way they are. For example, if you see children close to the Aboriginal name – what does that make you think about? Why might they be there?

Wonder:

This is the students' opportunity to direct their learning and for you to hear their questions.

- What questions do you have based on your observations?
- Is there anything you might need to research, to find out more?
- Where might you take your learning next?
- Did one of your observations make you curious?

Time: 60 minutes + depending on research time needed

Outcome: To use thinking skills and student directed learning to sort through information about their study area. Find any gaps in their knowledge to complete the fact card, use research skills and record information found accurately.

Teachers note: This is a good time to decide what work you would like to use for Assessment. We suggest you either: work individually, in teams and give each team 1 section of the fact card to their best work OR a combination of the two.

The suggested Assessment Task: In teams, students will research and complete a Share Your Corner: Fact Card by:

- Applying concepts and using terminology related to biology and cultural knowledge.
- Seeking feedback and refining their fact card to present a final draft on paper or digitally.
- Sharing learning and design achievements with the whole class.

Resources: Field identification books, fact sheets and websites on your local area e.g. local Parks Service



Some research websites:

<https://www.parks.tas.gov.au/index.aspx?base=307>

[https://parkweb.vic.gov.au/learn/student-portal - Q & A on park management](https://parkweb.vic.gov.au/learn/student-portal-Q&A-on-park-management)

<https://parks.des.qld.gov.au/experiences/connect-with-nature/>

<https://www.parks.sa.gov.au/understanding-parks>

<https://northernterritory.com/things-to-do/nature-and-wildlife/national-parks>

<https://www.nationalparks.nsw.gov.au/plants-and-animals>

<https://www.dpaw.wa.gov.au/plants-and-animals>

<https://www.environment.act.gov.au/home>

<https://parksaustralia.gov.au/>



Explore Your Corner student workbook

Learning sequence



1. What key information needs to be on the Share Your Corner: Fact Card?

Looking through all the information collected in the student workbooks you now need to summarise this to write in each section of the fact card - in less than 200 words! This is an excellent skill to learn and teachers may wish to discuss summarising and give examples before you start this task in the workbook.



2. What is missing? Add it!

We are getting to the end of our research about our corner, now is the time to check what is missing. If working in teams, have 2 groups swap and check each other's work. Writing feedback on a sticky note works well, use the structure:

- Something that is clear or works well.
- Something that is unclear or a question you have.



3. Introduce the assessment rubric

Ideally teachers will discuss and create the rubric with the class and discuss the selection criteria. There is an example on the next page. Ensure everyone has a copy and understands what is expected.

Share your corner - Fact Card Rubric

Student(s):

	4 - Super Star	3 - Well Done	2 - Good	1 - Needs Effort
<i>Draft & research in student workbook</i>	Draft fact card is neat, complete and accurate with more than 2 facts for each heading. Research is very detailed and 3 sources are recorded.	Draft fact card is neat and accurate with 1 or 2 facts for each heading. Research is accurate and at least 1 source is recorded.	Draft fact card is difficult to read and only 1 fact per heading. Research is mostly accurate with 1 or no sources recorded.	Draft fact card is messy and/or incomplete. Research is incomplete and 0 sources recorded.
<i>Final fact card</i>	The draft is included to highlight changes you made in the final draft. Fact Card has an accurate image or labelled diagram.	The draft is included but final design doesn't show many changes made. Fact Card has an image or diagram.	The draft is included but not the final design. Fact Card has no image or diagram.	Draft and final design is messy and/or incomplete. Fact Card has no image or diagram.
<i>Team / Individual Presentation</i>	Presented as a team, all members spoke clearly and accurately. All questions were answered accurately.	Presented by almost all team members speaking clearly and accurately. Almost all questions were answered.	Some team members did not speak, some were unclear, most questions were answered.	Presentation was unclear and team was not able to answer questions.

Comment:

Time: 45 minutes

Outcome: To understand that people have special connections to places and other living things and that these connections influences how we care for places.

Resources:

<http://www.birdsinbackyards.net/sites/www.birdsinbackyards.net/files/page/attachments/Beaks%20Feet%20and%20Feathers%20Teaching%20Resource.pdf>



Swag Family website / reports via 'Classroom Updates'

www.swagfamily.au/resources/



Explore Your Corner student workbook

Learning sequence



1. Read one or two of the Aboriginal Dreamtime / Creation Stories from the Birds in Backyards resource (or share stories from your community.)

"Aboriginal Dreamtime stories are a learning pathway to build our cultural competencies by increasing our knowledge and understanding of Aboriginal Australia. Creation or Dreamtime stories often explain how the country, animals and people came to be as they are. They tell us when things were made, why they were made and how they were made. Creation stories are children's stories with moral tones that reinforce correct behaviour. *The following stories are those as told by Uncle Wes Marne, Bigambul Elder of NSW and remain his intellectual property.*"

Source: <http://www.birdsinbackyards.net/sites/www.birdsinbackyards.net/files/page/attachments/Beaks%20Feet%20and%20Feathers%20Teaching%20Resource.pdf>



Why not read the stories outside under a shady tree, or even in your corner?

Students may be inspired to write their own stories about what they see outside. Remember stories do not have to be written down, they can be told, recorded or acted out.

The Aboriginal Dreamtime / Creation Stories in the link above:

- The lyrebird and how it got its voice
- Why does the kookaburra laugh?
- How the blue wren got his colours
- Bundeluk: totems and the crimson rosella



Watch the stories found and shared by the Swag Family.

- Do you have a story to share about living things?
- What do these stories tell us about Aboriginal and Torres Strait Islander peoples connection to place and living things?



2. Research more about the people and place connections to your corner. Many Aboriginal and Torres Strait Islander peoples have a deep connection to place and living things and this influences how they care for and manage the land.

Guiding questions:

- Who are the Traditional Owners of your corner? How can you find out?
- What has your corner been used for in the past? Is used for now? Future uses?
- Who manages and looks after your corner? Can you talk to them or write them an email?



Students fill in the sections of the **Share Your Corner: Fact Card** that they can thus far. In particular the *Traditional Owners and Historical and Recent Use* sections. Divide class to work in small teams per section if preferred. Find the *fact card* template in the student workbook.

Going Further: Who can you invite from your community to talk to you about your corner?



For example, a representative of the local Aboriginal community, a land manager from local council or Parks Service, a farmer, a fire service worker or a local naturalist group. Local councils often have free outreach to schools in a number of different areas. Record the discussion in student workbooks. Be sure to ask, "What can I do to help?"



Aboriginal Education
Department of Education Tasmania
knowledge | learning | empowerment



RECONCILIATION
AUSTRALIA

Time: 60 minutes

Outcome: To reflect on, take action and present the final fact card information to class and / or community and reflect on the learning journey.

Teacher note: We'd love to see what you've been up to in your class. Drop us an email with a couple of examples via family@swagfamily.au and let us know if you're happy for us to share them with our adventure community through our newsletter.

Resources:



Explore Your Corner student workbook:

- Self assessment
- Peer assessment

Rubric created with class

Learning sequence

Reflecting



1. Reflecting on the learning journey is an important part of the inquiry process. In the student workbook is a self assessment and peer assessment. These can be used as reflection tools when used in a safe environment. Introduce to class, complete and share between teams.

Acting



2. With this new feedback, students or teams will make some changes to their final presentation and fact card information to improve their work. For example, they include an action they will take outside in their corner to reduce a threat.

Evaluating



3. Students or teams then prepare to present their information to the whole class, school, or local community for their assessment.

Unit 2: Create Your Own Adventure



The Big Question

How do you design and prepare for your own dream adventure?


The Swag Family have dreamed up, researched and are now undertaking their adventure around the world... what will your adventure be?

This unit of inquiry allows students to design their own dream adventure with a purpose. Through this design process students will explore areas including the concept of risk and why some risk-taking is important and healthy. They will also consider adventure design, mapping, healthy food choices, the importance of 'Leaving No Trace' and equipment requirements. Students will understand actions that make a classroom a safe, active and healthy place. They will also identify activities that make them feel safe, healthy and happy.

Taking it further:

Students and/or classes can take this process further by:

Designing a **mini** adventure that students can undertake at home with their friends/family, or

 Designing a **real** adventure outside linked to the 'Explore Your Corner' Unit, to assist classes in investigating outside natural areas further.

Structure

This unit is linked to 'Classroom Updates', reports, and multimedia resources. It involves whole class discussion and group or individual work. This teachers guide is accompanied by the student workbook, *Create Your Own Adventure*.

Unit icons

	Student workbook activity Students are directed to certain activities in the Create your Adventure Student workbook
	Whole-class teacher directed activity
	Outside learning
	Group planning/thinking activity
	Swag Family website (Classroom Updates) Go to www.swagfamily.au/resources/ and sign up to get the latest educational content.
	Research

	Swag Family Map Go to www.swagfamily.au and click on the globe icon to see where the Swag Family is and has been.
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Australian Curriculum – HPE, English, HASS, Digital Technologies, Sustainability, General Capabilities, The Arts (as an extension task)

Learning Goals

Know

- The elements of an adventure.
- The difference between physical and social risks.
- What cultural and environmental impacts are.

Understand

- Cultural and environmental impacts can arise from adventure and how to manage them.
- How to plan and practice activities that promote health and wellbeing.
- That participation in outdoor adventure activities promotes personal identity

and connection to others and natural environments.

- How successes, failures and challenges strengthen what we know about ourselves.

Do

- Use appropriate cartographic conventions to create a map of a dream adventure.
- Design a healthy adventure menu plan and justify choices.
- Identify cultural and environmental impacts of adventures.
- Explain and share their adventure.
- Reflect on their learning journey.

Assessment Task

Students will plan their own dream adventure by:

- Applying concepts and using terminology related to Health and Physical Education.
- Preparing a detailed plan and final report for their dream adventure.
- Sharing learnings with the whole class.

Timing – Minimum 8 weeks, 2 hours a week*

Week	What
1	Tune-in to the inquiry - introduction
2-5	Find out about your adventure
6	Sort out the information
7	Go further and find out a little more
8	Share, reflect and evaluate

*Length may vary, gauge student interest and tailor to your class.

Resources

This unit outline is to be used with:

- *Create Your Own Adventure 3-4 Student Workbook*
- *Create Your Own Adventure 3-4 Teacher Guide*
- Swag Family report clips and adventure updates. Teachers can access by signing up to 'Classroom Updates' through www.swagfamily.au/resources.

Learning sequence

Stage	Lesson	Key Questions
<i>Tuning in</i>	1. What is an adventure?	Who? What? Where? How? Why? Learn the key ingredients for adventure.
<i>Finding out</i>	2. What about risks? 3. What will your adventure be? 4. Mapping 5. Meal planning 6. Pack your swag	What type of risks are there? Should we take risks? Why? Why not? How will you plan your adventure? What? Who? Where? When? How? Where will you go, exactly? What will you eat to keep healthy? What will you pack to be warm, dry, safe, happy and keep the weight down?
<i>Sorting out</i>	7. What impact will you have?	What are the cultural and environmental impacts? How can we care for others on the adventure?
<i>Going Further</i>	8. Design your logo 9. <i>Extension: Role play or news report</i> 10. Challenge yourself	How will you share your story visually? Why do you need a logo? <i>Use your imagination and creativity to share your adventure.</i> How will you challenge yourself... and what will it be?
<i>Reflecting, Action & Evaluating</i>	11. Share your adventure & revise your plan	Present final design to class and community. Reflect on your learning journey.

Australian Curriculum Connections – Year 3 & 4

CROSS CURRICULUM PRIORITIES

Sustainability

Organising idea 7 - Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.

Organising idea 9 - Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.

CONTENT DESCRIPTORS

Health and Physical Education

Year 3 / 4

- Explore how success, challenge and failure strengthen identities (ACPPS033)
- Identify and practise strategies to promote health, safety and wellbeing (ACPPS036)
- Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040)
- Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing (ACPPS041)

HPE Focus Area connections:

- Food and nutrition (FN)
- Health benefits of physical activity (HBPA)
- Safety (S)
- Challenge and adventure activities (CA)

English Literacy

Year 3

- Listen and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676)
- Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features. Selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682)
- Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1792)

Year 4

- Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687)
- Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a broadening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694)
- Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688)
- Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)

Australian Curriculum Connections – Year 3 & 4

Humanities and Social Sciences (HASS)

Geography

Year 3

- Record, sort and represent data and the location of places and their characteristics in different formats, including simple graphs, tables and maps, using discipline-appropriate conventions (ACHASSI054)
- Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI060)

Year 4

- Record, sort and represent data and the location of places and their characteristics in different formats, including simple graphs, tables and maps, using discipline-appropriate conventions (ACHASSI075)
- Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI081)

The Arts - Drama (extension task)

Year 3 / 4

- Explore dramatic action, empathy and space in improvisations, play building and scripted drama to develop characters and situations (ACADRM035)

The Arts - Visual Arts

Year 3 / 4

- Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111)
- Present artworks and describe how they have used visual conventions to represent their ideas (ACAVAM112)
- Identify intended purposes and meanings of artworks using visual arts terminology to compare artworks, starting with visual artworks in Australia including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR113)

Digital Technologies Processes and Production Skills

Year 3 / 4

- Collect, access and present different types of data using simple software to create information and solve problems (ACTDIP009)
- Plan, create and communicate ideas and information independently and with others, applying agreed ethical and social protocols (ACTDIP013)

GENERAL CAPABILITIES

- **Literacy**
- **ICT Capability**
- **Personal and Social Capability**
- **Intercultural Understanding**

Time: 60 minutes

Outcome: To learn, understand and identify the key ingredients of adventure.

Resources:



Swag Family report - 'Ingredients of adventure'

www.swagfamily.au/australia/reports/ingredients-of-adventure/



Create Your Own Adventure workbook:

- Ingredients of adventure
- Swag Family adventure poll

Butchers paper

Timer (eg. phone / watch and bell)

Learning sequence:

1. What makes an adventure? What are the things that make an adventure an adventure?



Ingredients of adventure: Ask students to draw a large mixing bowl (taking up the whole page) and add (brainstorm) the ingredients of adventure to their mixing bowl. Students may like to work individually, in pairs or small groups for this task.



Ask students to share some of their ideas with the class.

2. Swag Family - Key ingredients of adventure



As a class watch the 'Ingredients of adventure' clip recorded on the Australia ride.

Discuss (and record on the whiteboard/butchers paper for students to refer to later): *What are the key ingredients of adventure from the clip?*

Key ideas from the clip include:

- Challenge (physically/mentally) and risk to the person - it's hard!
- Outside of the normal - not something that you do every day
- Unknown ending
- It makes you feel excited

- It raises questions that you're interested in
- It seeks to answer questions that you are interested in

Why is the Swag Family going on an adventure?

3. Undertake an Adventure Poll



Swag Family Adventure Poll: In small groups of (4-6) students conduct a poll to find out who would or would not want to go on the Swag Family Adventure. Students must also provide a justification for their view. To provide more structure to this activity students can be given a 60 second time limit before they must move to the next person, this means that students should be able to succinctly justify their position. When students have finished their poll, ask them to tally up their responses (yes/no) to create a class tally and determine which position was in the majority.

Going further: Students can create their own graph, chart, and/or summary statement about the results.

eg. 'More than half our group said they would like to go on the Swag Family Adventure.'

'Less than a third of the class said that they would not like to go on the Swag Family Adventure.'

4. Introduce the big question



How do you design and prepare for your own dream adventure?

There are many elements to designing an adventure, starting with a purpose, a challenge or a question and.... an adventurous mindset! Over the next couple of weeks your task is to dream up an adventure, plan it and then either undertake it or present it. We'll be looking at who's joining you, where you'll be going, what you need to pack, the food you'll need to take and how you can 'Leave No Trace'. You will be investigating these areas using your Student Workbook and then preparing a detailed plan (adventure brief) to present to the class detailing all the elements of your dream adventure.



Link to 'Explore Your Corner' unit

Will you be undertaking the Swag Family - 'Explore Your Corner' Unit and heading outside on a real adventure? Tie it into this unit with these prompts.

Time: 60 minutes

Outcomes: Students will understand different types of risks, that risks are individual in nature and why some risk-taking is important to help strengthen our identities, regardless of whether we fail or succeed.

Resources:



Swag Family Report - 'Risky business' www.swagfamily.au/australia/reports/risky-business-normanton-to-burketown/



Create your Adventure workbook:

- Ordering risk
- Risky business comic

Print out Risky Business Cards on A3 paper and cut out

Learning sequence:

1. Adventures involve risks - but what sort of risks are they?



As a class check out the 'Risky Business' report from the 2019 Australia trip.

As a class discuss:



- What risks were involved?
- Should we take risks?
- When do you feel safe to take a risk?
- What physical or social risks might the Swag Family come across?

2. Risky business - the importance of taking risks

Taking risks is an important part of adventure, challenging yourself - and discovering your limits.

Risks can be both social and physical and are often related to the individual and what they feel comfortable with and are capable of. To create a strong team it's important not to feel judged and that all team members contribute to a safe

environment so that people can explore their limits. Importantly, humans are prone to failure - and that's how we learn, through our mistakes.

"Attitude is the difference between an ordeal and an adventure" – Bob Bitchin

Ask for 8 volunteers to stand in a line facing the class. Give each of these students a '**Risky Business**' card to hold and read out.

- Ask students to **order the risks** in a line from most to least challenging - and provide reasons why they think it should hold that position.
- Add in your own risks - students call out and stand where they think they are on the line.
- Then ask students with a 'social risk' to hold their cards up high. As a class, look where the 'social' and 'physical' risks fall within the order that the students have decided upon.



Ordering risk: Get students to allocate their own order to the risks. Ask students to record someone's name against each risk who they think could undertake the challenge. This could be a class member, a family member or someone else they know.

3. Creating risky comics



Risky business comic: Students create a comic strip of a time when they have taken a physical or social risk.

In each box students should draw a picture showing:

- **What was the risk?**
- **What did it feel like?**
- **What did they learnt from taking or not taking that risk?**

And use speech and/or thought bubbles to illustrate this.





This comic was created at www.MakeBeliefsComix.com. Go there and make one now!

Hints for creating comics:

- Show students some examples of comic strips before they begin.
- Get students to use pencil to begin with, including drawing three lines for speech/ thoughts at the top of each box to write on (these can be rubbed out at the end).
- Encourage students to use speech and/or thought bubbles to illustrate their points.
- When students are happy with their comic they can trace over the pencil with black pen and if they choose, colour in the comic.

Going further:

Students can create their comic online through www.makebeliefscomix.com



Link to 'Explore Your Corner' unit

Come up with a class adventure agreement - to ensure that everyone has a great time when they head outside.

**Stand up to a
bully and say
they are not
being nice.**

**Climb to
the top of a
tall tree.**

**Jump off
a bridge
into water.**

**Ride your bike
to school with
your friends.**



**Ask someone
new to come
and play
with you.**

**Let your friend
know they have
done something
you don't like.**

**Present in a
whole school
assembly.**

**Camp in a
tent outside
overnight.**



Time: 60 minutes

Outcome: Students will identify the key elements (What? Who? Where? When? How?) of adventures, brainstorm and begin planning their own dream adventure.

Resources:



Create your Adventure workbook:

- Past adventures
- Dream adventure ideas



Adventure websites:

- Expedition Class (Archive section): www.expeditionclass.com/archive.php
- Australian Geographic Past Adventures of the Year: <https://www.australiangeographic.com.au/awards/>

Further reading on great adventures:

- <http://content.time.com/time/specials/packages/completelist/0,29569,1981290,00.html>
- <https://www.theguardian.com/travel/2016/mar/08/top-10-inspiring-female-travel-adventurers>
- <https://www.theguardian.com/travel/2016/dec/30/10-of-the-most-inspiring-adventures-2016-patagonia-viking-expedition>

Further reading on Australian Adventurers:

- Justin and Jonesy - <http://justinjonesy.com/>
- Jessica Watson - <https://www.jessicawatson.com.au/about/>

Books on amazing places/or explorers/adventurers (create a class adventure library)

Learning sequence:

1. Adventures come in many shapes and sizes

Near or far from one's home, with one or many people involved - adventures all have a purpose... be it to find out about yourself (and understand your limits) or the world around you.



As a class check out some of Andrew's past adventures on the Expedition Class website www.expeditionclass.com under the Archive, or on the Australian Geographic Society Adventure Awards page <https://www.australiangeographic.com.au/awards/>. Choose one adventure to talk through as a class and identify where possible:

- **Name of adventure:**
- **Purpose of adventure / question to be answered:**
- **Location of adventure:**
- **When:**
- **Length of time of adventure:**
- **Other adventure team members (and their role):**
- **Type of transport for adventure:**



Past Adventures: Using one of the adventure websites, students choose an adventure and identify its features in their workbooks.



2. Get creative and brainstorm dream adventure ideas



Now that students have an idea that there are several elements to designing an adventure, students can brainstorm two possible dream adventure ideas that they would like to continue to work on for the rest of the unit. Encourage students to dream big and adventurously!!



Students may like to have some time to look at other adventures or interesting places. This could be done by establishing a classroom adventure library with key books for students to use for inspiration or through a targeted web search (suggested links are provided in the resource list).

3. Which adventure will it be? Get feedback and make a decision



Once students have completed their two ideas get them to share them with a partner.

Students need to provide **60 seconds of feedback** on how they think their partner could achieve their adventure.

- E.g. *Do they need a support team? Or an expert in a particular field [eg. volcanoes/deep sea diving etc...] to assist them.*

- *Do they need to be 18 so that they can drive?*
- *Do they need to develop certain skills (reading a map, kayaking, parachuting, flying a rocket?)*

Students can decide on which adventure they would like to create and list any ideas to help them achieve their adventure in their student workbooks.



Link to 'Explore Your Corner' unit

Where could you go as part of the 'Explore Your Corner' Unit? Who will come with you? What will you hope to find out? Think about some special places locally that you could visit to explore your corner.

Time: 60 minutes

Outcomes: Students will create a map of their adventure using key cartographic conventions

Resources:



Swag Family Adventure Map
www.swagfamily.au



Create Your Adventure workbook:

- Key Map Features
- Mapping My Adventure

Class examples of different types of maps for students to look at

'BOLTSS Geo skills' 3 minute clip on the key features via: <https://www.youtube.com/watch?v=cZUtOZqpBBI>

Learning sequence:

1. Where are the Swag Family?



As a class check out the Swag Family adventure map.

- *Where are they now?*
- *Where have they been (in Australia and around the world)?*
- *Have they been close to your school or are they heading your way?*
- *What type of map is this and what information can we gain from it?*

2. Where are we?

Give students an idea of scale by looking at the Swag Family map on the website:



Click on the world image in the top right side of the top toolbar on the website (this is the link to the map)

In the map legend section of the Swag Family map, select the menu (3 vertical dots) and choose *View map* in Google Earth.

Locate your school on the Google Earth map, then locate where the Swag Family is... or has been. Get students to guess how far away the Swag Family are.

Using the ruler tool (located in the top bar) measure the distance between your school and the Swag Family.

3. Are all maps the same? What can they be used for? Where do we find different maps?



Ask students to name different types of maps. If you have some, show students different examples of maps - or invite students to bring in different types of maps from home to show to the class. For example:

- Road maps
- Political maps
- Weather maps
- Grid maps
- Orienteering maps

Where we might find different maps (in the car, on phones, in a book, or on our toilet walls).

4. What are the key features of a map?



Ask students to brainstorm 'What features do maps need?'

A handy acronym is BOLTSS, this stands for:

- Border – to illustrate the edges of a map
- Orientation – what direction is north (up, down etc), this can be done with a compass or arrow to point to north
- Legend – this shows what the symbols on the map mean
- Title – to describe what the map is about
- Scale – to illustrate how big the actual distance is compared to the map
- Source – to credit who made the map

There are lots of handy youtube clips to explain this including 'BOLTSS Geo skills' - a 3 minute clip: <https://www.youtube.com/watch?v=cZUtOZqpBBI>



5. Key Map Features: Students can record the key features and their descriptions.

6. Where will your adventure take you?



Mapping my adventure: Ask students to create a map of their adventure. Students should use key mapping features and lots of symbols to illustrate things such as their route, campsites, points of interest e.g. deep dark cave, wild raging river, steep ravine.

Going further: Students can create their own digital map using the Google 'My Maps' feature, save it for later, print it out and stick it in their student workbooks. Check out How to create a "My Map" in Google Maps via <https://www.youtube.com/watch?v=TftFnot5uXw> for some basic instructions on marking routes, points of interest and other special map features.

Note: Students need to sign into a Google account to access this feature (My Maps is part of the Google education suite which is available to Victorian Government teachers and students through EduSTAR).



Link to 'Explore Your Corner' unit

Map out where you will go before you go, or when you return, create a map of where you went. The start? The finish? Interesting points along the way? Don't forget the scale. Google maps can also be of great assistance!

Time: 60 minutes+ (1-2 lessons)

Outcomes: Students will design a healthy adventure menu plan and justify their choices.

Resources:



Swag Family website
www.swagfamily.au



Create Your Adventure workbook:

- Adventurous Food Brainstorm
- Food Labels
- My Adventurous Menu Plan



Online resources:

- Australian Guide to Healthy Eating - attached
- National recommended number of serves for children, adolescents and toddlers: <https://www.eatforhealth.gov.au/food-essentials/how-much-do-we-need-each-day/recommended-number-serves-children-adolescents-and>
- Sample meal plan for child: https://www.eatforhealth.gov.au/sites/default/files/content/The%20Guidelines/adg_sample_meal_plan_child.pdf
- Nutrition online calculators: <https://www.eatforhealth.gov.au/eat-health-calculators>
 - Average Recommended Number of Serves Calculator
 - Calculate your daily energy needs
 - Calculate your daily nutrient requirements

Food group, nutrients and functions of the body: <https://www.healthyactivekids.com.au/wp-content/uploads/2014/01/1L2R2FoodGroupNutrientsAndFunctionsOfTheBody.pdf>

A range of different packaged foods with food labels or a range of food labels with nutritional information

Scales (optional)

Learning sequence:

1. Food for adventure



As a class watch some of the Swag Family reports to get an idea of what they eat on the road.



Adventurous Food Brainstorm:

Brainstorm and record as a class (and/or in student workbooks) the *key things* to think about when planning food for an adventure. For example:

- Storage/packaging/rubbish
- Weight
- Refrigeration
- Long lasting
- Energy
- Balanced diet
- Ability to restock

2. What does healthy eating look like for me?

As a class look at:



- Australian Guide to Healthy Eating chart (attached) (students can fill in the blank version in their workbooks)
- Recommended number of serves for children, adolescents and toddlers - <https://www.eatforhealth.gov.au/food-essentials/how-much-do-we-need-each-day/recommended-number-serves-children-adolescents-and>
- You can also see what a serve equates to - <https://www.eatforhealth.gov.au/food-essentials/how-much-do-we-need-each-day/what-serve>



Australian Guide to Healthy Eating:

Using guide and the online calculator (<https://www.eatforhealth.gov.au/eat-health-calculators>) instead of to -

- Fill in the Average Recommended Number of Serves per food group for themselves (under each category description)
- Fill in their daily energy needs (you may need some scales to calculate this)



Food Labels: Using collected packaged food items (or printed food labels via online food stores), ask students to record and:

- Determine which food category it falls into from the Australian Guide to Healthy Eating
- Read the nutritional information
- Record the nutritional information on the labels and compare with their own daily nutrient requirements. Students can calculate this by using the 'Daily nutrient requirements calculator' <https://www.eatforhealth.gov.au/eat-health-calculators>

3. Design an adventurous menu plan



My own adventurous meal plan: Now that students have an idea of what makes a healthy meal and what the limitations are for taking food on adventures, they can plan their own and justify their choices.

Going further:

- Get students to cook an adventurous meal in class.
- Undertake an experiment illustrating the importance on limiting salt and staying hydrated - see: <https://www.healthykids.nsw.gov.au/kids-teens/kids-activities/healthy-kids-activities.aspx>



Email family@swagfamily.au with an adventurous meal suggestion - they might publish it in the newsletter or attempt to cook it!



Link to 'Explore Your Corner' unit

What does an adventurous lunch box look like? What will you take when you *Explore Your Corner* to stay healthy and give you enough energy? You could even set a class challenge of having a nude lunch box (waste free) - are you up for the challenge?



Australian Government
National Health and Medical Research Council
Department of Health and Ageing

www.eatforhealth.gov.au

Australian Guide to Healthy Eating

Enjoy a wide variety of nutritious foods from these five food groups every day.
Drink plenty of water.



Grain (cereal) foods, mostly wholegrain and/or high cereal fibre varieties



Vegetables and legumes/beans



Lean meats and poultry, fish, eggs, tofu, nuts and seeds and legumes/beans



Milk, yoghurt, cheese and/or alternatives, mostly reduced fat



Fruit



Use small amounts



Only sometimes and in small amounts



Time: 60 minutes

Outcomes: Students will identify and justify important equipment choices for adventures.

Resources:



Swag Family Report Clip - "What will we pack?" (from the Australia trip in 2019).

www.swagfamily.au/australia/reports/what-will-we-pack/



Create Your Adventure workbook:

- Survival items
- Pack your swag

Learning sequence:

1. What do you need to survive on an adventure?



Survival Items: Students order the items in terms of survival needs and justify.



Ask students to share their ideas with each other.

2. What are the Swag Family taking on their adventure?



As a class watch the Swag Family report clip 'What will we pack?'. This report is from the 2019 Australia trip.



Through a class discussion **ask students:**

- What you think is the most important thing you would take on the Swag Family adventure?
- Is there anything missing?
- What else would/wouldn't you take?
- Do you think their equipment will be different on their World Ride? What would be the same? What else would they need?

3. What are YOUR adventure essential items?



Pack your swag: Students are to make a list of the top 10 items they think they will need to survive on their adventure and justify their choices.

Going further: Students can create a gear list for their adventure, thinking about the categories of equipment and the individual items within those categories.



Link to 'Explore Your Corner' unit

What essential equipment will you take to explore your corner? Create a class and person equipment list.

Time: 60 minutes+ (1-2 lessons)

Outcomes: Students will understand what cultural and environmental impacts are, and identify and suggest strategies to minimise these impacts during their own adventures.

Resources:

Uluru Kata Tjuta National Park - Please don't climb Fact Sheet (Background reading for teacher) (attached)

Tasmanian Parks and Wildlife poster - 7 Principles: Leave No Trace (attached)



Create Your Adventure workbook:

- Adventure impacts



Online resources (there are a huge number on the net).

- Behind The News 'Uluru Uproar' <http://www.abc.net.au/btn/story/s2627617.htm>
- Behind The News 'Uluru climbing ban' <http://www.abc.net.au/btn/story/s4759791.htm>
- Australian Traveller - 5 reasons the Uluru climbing ban makes total sense <https://www.australiantraveller.com/nt/red-centre/uluru/5-reasons-you-should-not-climb-uluru/>

Leave No Trace principles further explained:

- Tasmanian Parks and Wildlife Leave No Trace principles <https://www.parks.tas.gov.au/index.aspx?base=406>
- Leave No Trace <http://www.Int.org.au/programs/7-principles.html#considerate>

Learning sequence:

1. Banning the climb: the reasons behind it



Have you heard of Uluru? Where is it?

What do you know about it? Using the

Swag Family map from the Australia trip www.swagfamily.au/australia/where/ - identify where Uluru is, where the Swag Family went, and where you are.

- Watch the Behind The News clip 'Uluru uproar'- (3mins) (July 2009): <http://www.abc.net.au/btn/story/s2627617.htm>
- Behind The News clip 'Uluru climbing of ban' (3mins) (November 2017): <http://www.abc.net.au/btn/story/s4759791.htm>



As a class, or individually, read through the 'Please don't climb fact sheet' (attached).

Discuss - What is culture? What is the environment? What are the cultural and environmental IMPACTS of climbing Uluru? Record the impacts on the board as either:

- Environmental
- Cultural

Ask students 'What could be done to reduce these impacts?'

Ask students for examples of other types of cultural and environmental impacts (not necessarily limited to the Uluru case study).

2. How can we Leave No Trace?



Introduce the concept of 'Leave No Trace'.

This internationally recognised set of 7 principles is 'recommended as a guide to minimise the impact of our visits to the natural and cultural heritage areas. Leave No Trace depends more on attitude and awareness than on rules and regulations.' (taken from: <http://www.Int.org.au/programs/7-principles.html>)

"The earth, like the sun, like the air, belongs to everyone — and to no one." - Edward Abbey

The principles 'provide guidance to enjoy our natural world in a sustainable way that avoids human-created impacts'. (taken from: <https://Int.org/learn/7-principles>)

As a class look at the principles of 'Leave No Trace' poster (attached) and ask students to think about how they could use these principles to help reduce the impacts of their adventure.

3. What impacts might your adventure have?



Think, pair, share - What impacts might your adventure have? (cultural and/or environmental)



Adventure impacts: Students should record possible impacts in their workbooks and suggest any changes they need to make to their adventure to have less, no or a positive impact on the place they visit.

Going further: Undertake a web search for other articles detailing the reasons for banning the climb.



Link to 'Explore Your Corner' unit

Think about what your impacts might be when you explore your corner and how you can minimise these. You could create a class agreement or poster. Consult with relevant stakeholders of the area to learn how you can 'Leave No Trace' and be sensitive to the needs of others, be it Parks and Wildlife, your local council or the Traditional Owners.



'That's a really important sacred thing that you are climbing. You shouldn't climb. It's not the real thing about this place. The real thing is listening to everything' - Traditional owner.

Anangu traditional owners of Uluru-Kata Tjuta National Park have a responsibility to teach and safeguard visitors to our land. We feel great sadness when a person dies or is hurt on our land. We would like to educate people on the reasons we ask you not to climb and if you choose to climb, we ask that you do so safely.

Cultural reasons

We ask visitors not to climb Uluru because of its spiritual significance as the traditional route of the ancestral Mala men on their arrival at Uluru. We prefer that visitors explore Uluru through the wide range of guided walks and interpretive attractions on offer in the park. At the Cultural Centre you will learn more about these, and about the significance of Uluru in *Anangu* culture.

Safety reasons

The climb is physically demanding and can be dangerous. At least 35 people have died while attempting to climb Uluru and many others have been injured. At 348 metres, Uluru is higher than the Eiffel Tower, as high as a 95-storey building. The climb is very steep and can be very slippery. It can be very hot at any time of the year and strong wind gusts can hit the summit or slopes at any time. Every year people are rescued by park rangers, many suffering serious injuries such as broken bones, heat exhaustion and extreme dehydration.

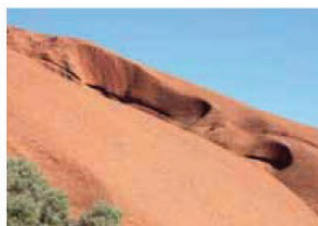
Environmental reasons

There are also significant environmental impacts of climbing Uluru. If you have a close look you can see the path is smooth from millions of footsteps since the 1950s. This erosion is changing the face of Uluru.

Also, there are no toilet facilities on top of Uluru, and no soil to dig a hole. You can imagine what happens many times a day when the climb is open. When it rains, everything gets washed off the rock and into the waterholes where precious reptiles, birds, animals and frogs live and depend on that water.

Fewer people are climbing

Most of the people who visit Uluru today choose not to climb. They choose not to climb for many reasons, including their own fitness, but most people tell us it is out of respect for *Anangu*. Other reasons people don't climb is lack of interest, safety concerns and fear of heights. We encourage all our visitors to think about the other great ways to experience Uluru – taking our daily ranger-guided walk, a cultural tour or dot painting workshop, discover the many surprising wonders of this landscape by taking our base walk right around Uluru, or taking on the challenge of the Valley of the Winds walk out at Kata Tjuta.



Source: <https://parksaustralia.gov.au/uluru/pub/fs-pleasedontclimb.pdf>

Alternative walking opportunities

Alternative walking opportunities in the park include the Uluru Base walk, the Kuniya walk which takes you to Mutitjulu Waterhole, and the ranger-guided Mala walk each day at 8.00 am - October to April and 10.00 am - May to September. There are also two walks at Kata TjuȚa, the Valley of the Winds walk and Walpa Gorge walk.

The Base walk takes you around the perimeter of Uluru, this walk is 10.6 kilometres in length and an easy grade, and the Kuniya walk takes you into Mutitjulu Waterhole, an easy walk of one kilometre return.

Risks and safety precautions

If you choose to climb, please be aware of the following risks and safety precautions. Do not attempt to climb Uluru if you have high or low blood pressure, heart problems, breathing problems, a fear of heights, or if you are elderly, a young child, or not reasonably fit.

For your safety the climb is always closed:

- OVER NIGHT - from 5.00 pm
- SUMMER - from 8.00 am during December, January and February
- HEAT - from 8.00 am if the temperature forecast (at 5.00 pm the day before) is 36 degrees Celsius or above*

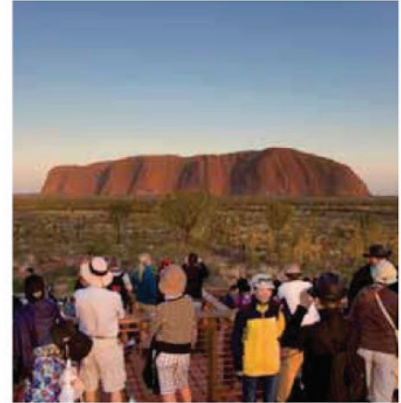
The climb is also closed with little or no notice due to:

- HEAT - if the actual temperature at Yulara reaches 36 degrees Celsius or above*
- RAIN - when there is greater than 20 per cent chance of rain within three hours*
- STORMS - when there is greater than 5 per cent chance of thunderstorms within three hours*
- WIND - if the estimated wind speed at the summit reaches 25 knots or above*
- WET - when more than 20 per cent of the rock surface is wet after rain
- CLOUD - when cloud descends below the summit
- RESCUE - during rock rescue operations
- CULTURE - if the traditional owners request closure for a significant cultural reason, such as a period of mourning for an important traditional owner

(* in consultation with the Bureau of Meteorology)

Safety precautions – don't risk your life!

- Carry and drink one litre of water per person for every hour (it takes roughly three hours to climb Uluru)
- Wear sturdy, rubber-soled boots or shoes, a hat with a secure strap, a long sleeve shirt and maximum protection sunscreen
- Do not try to retrieve items that have dropped or blown away from the climbing track
- Do not drink alcohol or eat a large meal before climbing
- Walk in the cooler part of the day (before 11.00 am)





7 PRINCIPLES LEAVE NO TRACE



Source: Tasmanian Parks and Wildlife Service

Time: 60 minutes

Outcomes: Students will understand the reasons behind logo creation, and the key features of good logo design. Students will design a logo for their adventure that reflects the key message of their adventure.

Resources:



Create Your Adventure workbook:

- Swag Family logo
- Design your own adventure logo

Patrick Badger's Swag Family logo development notes (attached)

Learning sequence:

1. What is a logo and what makes an effective logo?

Ask students:



- *What is a logo?* (eg. A symbol used by organisations or individuals to assist with recognition).
- *Can anyone give an example of a well known logo?*
- *Why are logos used?*
 - Helps with promoting to get funds
 - Assists to share the story / promoting the cause
 - Brand recognition
 - Communicates an identity, values... eg. tough, caring, funny,
- *What makes a good logo?*
Great logos are:
 - Simple
 - Memorable
 - Timeless
 - Appropriate (convey the right message)
- *What is the logo for the Swag Family?*

2. How did the Swag Family logo come to be?



Swag Family logo: Read how and why Patrick Badger designed the Swag Family Logo back in 2018 for the first Swag Family adventure - around Australia.

Students can choose their favourite from the others Patrick created, and justify their decision.



Take a look at the Swag Family Australia trip www.swagfamily.au/australia/ and the World Ride www.swagfamily.au/ - what design differences and similarities can you notice? Why do you think these design choices were made?



As a class discuss, *what were the key design elements that Patrick chose to use in his Swag Family logo?*

Design element categories:

- Colours
- Graphics
- Font
- Layout

For more information on the design process refer to Patrick Badger's Swag Family logo development notes below.

3. Identify, design and create your own adventure logo



Design your own adventure logo: Students brainstorm the key ideas that they want their logo to illustrate about their adventure, then create a logo to reflect these ideas through the design elements they chose. Students should justify their design choices.

Going further: Students could create a bumper sticker using a drawing program on the computer or a flag using an iron-on printout.



Link to 'Explore Your Corner' unit
Create a logo for the area that you will explore.

Swag Family logo development notes - Patrick Badger

A **good logo design** should satisfy a range of project-specific criteria, but most importantly, a logo should:

- Clearly identify a business, organisation or project simply and quickly
- Represent and promote the core values and objectives of the organisation
- Be memorable, flexible and long-lasting

My logo designs follow a **creative process** that includes the following steps:

1. Research – examining background material related to the project and looking at starting points for the design.
2. Concept design – looking at different ways ideas from the project can be simply conveyed in visual form, generally developed through a range of sketches and notes. In these sketches, I try to create a visual short-hand for bigger, more complex ideas.
3. Design development – extending the ideas discovered in the concept stage to broaden the visual language. The identified approach is then refined and added to, creating a library of visual elements that can be combined in different ways and ultimately become the style and approach for the design.
4. Implementation – applying the logo and related design elements to applications such as websites, printed materials and promotions.

For the Swag Family project, I looked at Australian Aboriginal symbols, map making, and Australian iconography to develop a range of simple but evocative illustrations. I also used cycling and camping references

that related to adventure, exploration and discovery. I further developed the design by creating a range of textures and patterns that represented the outback including: sand patterns, creeks, rock formations, plants and animal tracks. These elements were used to create a rich counterpoint to the simple illustrations, adding detail and interest to the design. Colours were selected to reference natural elements and be the starting point for an extended palette that could be used to differentiate website topics and create hierarchies of information. While the logo is generally the starting point for most of my projects, I try to keep in mind the broader scope of any project and imagine the designs functioning in their final applications, and being used by the intended audience.

When creating logos and graphics, I always try to have fun and arrive at a point where I can ‘play’ with the design. When I get to this point, I know the design is working and my client will be happy! The creative process can lead in many directions and there is no single ‘right’ answer. Ultimately the design process is a collaboration between designer and client – working together to achieve the best result.



Time: 60 minutes (for either lesson)

ROLE PLAY

Outline: Students will summarise their adventure through a storyboard, present their adventure to their peers and then discuss and choose one adventure to perform as a group improvisation.

Resources:



Create Your Adventure workbook:
Adventure Storyboard

Box of props or costumes

1. Create a storyboard of your adventure to pitch



Using the Share your adventure: Adventure story board, students imagine how their adventure might unfold and create a storyboard of it to use to help pitch their adventure.



In groups of two to four, students then present a sixty second pitch of their adventure. Groups choose which adventure to then perform to the class through an improvised role play.

2. What does an improvised adventure look like?

Groups then plan, rehearse and present an improvised adventure to the class.

Going further: Have a box of props or costumes handy for students to get inspired with.



Find an outside space to help the adventure improvisations come to life.

NEWS REPORT

Outline: Students will learn about the text type of news reports and create their own news report of their adventure.

Resources:



Create Your Adventure workbook:

- Share your adventure: Interviewing for a news report
- Share your adventure: News report
- Newspaper articles

1. What are the main features of a news report?



Ask students to bring in a news article. Provide opportunities for students to share and read these. As a class identify the main features of a news report. (Who, what, where, when, why, how... and the use of quotations!)



Ask students to each imagine they have just completed their adventure - and think about *how did it go? What were the challenges? Did anything go wrong? What was the best / worst part?*

2. Stop press!



In pairs, students conduct an interview to then create and write up a news report of their partner's adventure. Students record the answers to their partner's questions in the student workbook and then create their news report from this.

Going further: Students may like to create a segment for the evening news and film the interview.



Link to 'Explore Your Corner' unit

Students can write up their news article based on exploring their corner.

Time: 60 minutes (planning time) plus undertaking time

Outline: Students will set and undertake a physical challenge and then reflect on their efforts.

Resources:



Create Your Adventure workbook:
• Challenge

National Ride2School Day Resources:
<https://www.bicyclenetwork.com.au/rides-and-events/ride2school/>

1. Challenging ideas

The Swag Family are undertaking a big physical challenge... Riding a tandem and triplet bike around the world.

Ask students to think about a physical challenge that they could undertake. This could be:

- As a class, or
- With their family/or friends outside of school.

Challenge ideas could be:

- Riding to school (In Australia National Ride to School Day is in March)
- Going on a bushwalk
- Rock climbing...



Think, Pair, Share: What challenge could you undertake?

2. Set yourself a challenge



Challenge: Students design a physical challenge to undertake, describe why they believe this will be challenging, and the strategies they will use if/when it gets hard.

If students are undertaking this outside of school, set this as a homework task to work on with their family to ensure that it is an achievable challenge.

3. Undertake the challenge



Either as a class, or In their own time, get students to complete their challenge.

4. Overcoming the challenge



Challenge: Students reflect on how they went with their challenge.



Link to 'Explore Your Corner' unit

Students could undertake their challenge as part of the 'Explore Your Corner' Unit.

Time: 3 lessons minimum

Outline: Students will prepare and present their final adventure design to the class. Students will also reflect on their learning journey through a self and peer assessment.

Resources:



Create Your Adventure workbook:

- Self assessment of adventure brief
- Peer assessment of adventure brief

1. Create your official adventure brief

Drawing on all the work that they have undertaken through this unit, students create their adventure brief - detailing all the aspects of their adventure. Students can present this as either a slideshow, brochure or poster.

2. Reflect on your adventurous learning



Once complete, students present their brief and undertake a self assessment and peer assessment of another student's work.

Going further: There is a template in the student workbook for a peer and self assessment. As a class, prior to beginning the final project, brainstorm what should and will be assessed to then design the assessment criteria as a class.



Link to 'Explore Your Corner' unit

If classes are linking this unit to the 'Explore Your Corner' Unit - you can use the briefs as an opportunity to choose which location to explore as a class.

Swag Family World Ride Student Workbooks and Teacher Guides

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www.swagfamily.au

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swagfamily.au

**SWAG
FAMILY**
WORLD RIDE

© Adventure Learning Australia
PO Box 68, Woodbridge TAS 7162 Australia
family@swagfamily.au

 **ADVENTURE
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AUSTRALIA