



YEAR:

1-2



ADVENTURE • STORIES • CULTURE



Schools Information & Curriculum Outline

Year 1-2

The Swag Family: Year 1-2

*The Swag Family project is adventure learning designed for primary school students and teachers. It combines a real life journey to explore Australia by tandem bicycle with an online learning space crammed with lessons and authentic engagement. As we (Nicola, Andrew, Hope and Wilfy 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 from the first people of Australia to the current day. We will meet and learn from a wide range of knowledgeable people, with an emphasis on Aboriginal and Torres Strait Islander perspectives. We've summed it up in three words: **adventure, stories, culture.***

How to get involved:

Free for everyone

- Any time from February to December 2019, begin following the regular website reports in class or at home. These will be themed around the curriculum topics and the unfolding adventure story. They will focus on the people that we meet along the way, and the changing environments that we pedal through.
- Download and print the Official Student Journal. This is a fun workbook with activities for all ages. It is designed to accompany the regular online reports and be used at any time during the expedition.

Only for classroom subscribers*

- Book your classroom visit from the Swag Family. This will be a 30 minute Skype, Zoom or Facetime with Andrew or Nicola (or both) directly from the expedition! This will help to personalise and connect your class with the adventure. (Not available with home school/family subscriptions.)



- Join the moderated discussion boards where we'll be staying in touch with students and teachers on a regular basis. There will also be invited experts who will pop up to answer or comment on special topics such as the animals we find along the way. Depending on age this can be as individual students or class groups.
- Download and print one or both of the curriculum units at any time during 2019. Each unit includes opportunities to upload student work to the Swag Family website to be viewed and shared with other participating schools around Australia. See the unit outlines in the following pages. Please note that Student Workbooks and Teacher Guides are supplied as PDFs only.

Tasmanian Department of Education schools receive free and unlimited subscriptions for use in classrooms.

*Subscriptions are being offered at \$275 per class + \$50 per additional class from the same school OR \$500 for a whole school subscription OR \$50 per home school/family subscription. We have limited funding to assist schools in remote and regional areas, or where there are special circumstances, so please check the website for the latest news on free subscriptions.

Subscribe now at: swagfamily.com.au >

Unit 1: Explore Your Corner



The Big Question

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 of a local natural environment. Students have the opportunity to upload a natural inventory of their study area onto the Swag Family website as an *Our Corner: Fact Card*. The card will include living things, cultural history, geography, weather and images or drawings. This will be displayed for other students to see on a specially created map of Australia on the website.

Australian Curriculum links – Science, HASS, Digital Technologies, Sustainability, Aboriginal and Torres Strait Islanders Histories and Cultures, General Capabilities

Learning Goals

Know

- That scientific and cultural knowledge can be used to solve problems and inform community decisions.
- Aboriginal and Torres Strait Islander Peoples have special connections to country/place.

Understand

- There is a variety of external features of living things.
- That living things live in different places to meet their needs.
- The ways the weather and seasons differ across Australia, and ways Aboriginal and Torres Strait Islander Peoples describe them.

Do

- Use scientific and geographical understanding to create a diagram or model on something about their local area.
- 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 create a diagram or model by:

- Applying concepts and using terminology related to biology and geography.
- Seeking feedback to refine their first attempt.
- Sharing learning and design achievements with the whole class and online community through the Swag Family website.

Timing – 7 weeks, 1.5 hours a week*

Week	What
1	Frame the inquiry - introduction
2	Tune into the inquiry
3-4	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 1-2 Student Workbook*
- *Explore Your Corner 1-2 Teacher Guide*
- Regular live reports online
- Discussion forums

Materials you'll need

- Access to computers
- Binoculars
- Magnifying glasses
- Plastic jars
- Clipboards

Key Vocabulary

- Living things
- Seasons
- Places
- Offspring
- External features
- Needs
- Environment

Learning Sequence

Stage	Lesson	Key Questions
<i>Framing the Inquiry</i>	1. Meet the Team	Who? What? Where? How? Why? Learn all about the expedition
<i>Tuning in</i>	2. Our seasons	What are Australia's seasons? How do Aboriginal and Torres Strait Islander Peoples describe seasons?
<i>Finding out</i>	3. Explore your corner 4. Living things outside	What's the weather like here? Is it the same or different to where Swag Family are? What lives here? How are their needs met?
<i>Sorting out</i>	5. Create a diagram or model	What key information needs to be on the diagram or model? Who can I ask who knows about this place?
<i>Going Further</i>	6. Naming places	Why do we name places? How does naming places help us?
<i>Reflecting, Action & Evaluating</i>	7. Revise diagram or model & share	Present final diagrams or models to class, submit a photo to the Swag Family website, and reflect on the learning journey.

Australian Curriculum Links

CROSS CURRICULUM PRIORITIES

Sustainability

Organising idea 9

- All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing 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 1 - Living things have a variety of external features (ACSSU017 - Scootle)

Yr 1 - Living things live in different places where their needs are met (ACSSU211 - Scootle)

Yr 2 - Living things grow, change and have offspring similar to themselves (ACSSU030 - Scootle)

Humanities and Social Sciences (HASS) Geography

Yr 1 - The weather and seasons of places and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples, describe them (ACHASSK032 - Scootle)

Yr 2 – The idea that places are parts of Earth’s surface that have been named by people, and how places can be defined at a variety of scales (ACHASSK048 - Scootle)

Yr 2 - The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place (ACHASSK049 - Scootle)

Digital Technologies Processes and Production Skills

F to 2 – Explore how people safely use common information systems to meet information, communication and recreation needs (ACTDIP005 - Scootle)

Create and organise ideas and information using information systems independently and with others, and share these with known people in safe online environments (ACTDIP006 - Scootle)

GENERAL CAPABILITIES

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

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 Australia... 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 'treading lightly' and equipment requirements. Students will understand actions that make a classroom a safe, active and healthy place and 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 as a class in the form of an adventure excursion. The latter can be linked to the Swag Family unit - Explore Your Corner, to assist classes in investigating outside natural areas further.

Structure

This unit is linked to the online Swag Family forums and live reports. It involves whole class discussion, and group and/or individual work.

Australian Curriculum – HPE, HASS, English, Digital Technologies, Sustainability, General Capabilities, (The Arts as an extension task)

Learning Goals

Know

- What an adventure is.
- What it means to 'tread lightly'.
- What risks are and why we take them.

Understand

- Actions that make a classroom a safe, active, healthy place.
- Identify activities that help make us feel healthy, safe and happy.
- Identify places outside where we can be physical and active.

Do

- Draw a simple map of their dream adventure.
- Discuss and write a healthy adventure meal.
- Explain and share their adventure and 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 simple plan with drawings/ collage of their dream adventure.
- Sharing learnings with the whole class and the online community on the Swag Family website.

Timing – Minimum 8 weeks, 2 hours a week*

Week	What
1	Frame the inquiry - introduction
2	Tune into the inquiry
3-5	Find out about your place (including excursion if applicable)
6	Sort out the information
7	Go further and find out a little more
8	Reflect, act 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 1-2 Student Workbook*
- *Create Your Own Adventure 1-2 Teacher Guide*
- Swag Family discussion boards
- Swag Family live reports

Key Vocabulary

- Adventure
- Healthy food pyramid
- Meal
- Tread lightly
- Role play
- Collage
- Map
- Safe
- Active
- Wellbeing

Learning Sequence

Stage	Lesson	Key Questions
<i>Framing the Inquiry</i>	1. What is an adventure?	Who? What? Where? How? Why? Learn about adventures.
<i>Tuning in</i>	2. What about risks?	How do you feel when you take a risk? What do risks feel like?
<i>Finding out</i>	3. What will your adventure be? 4. Mapping 5. Meal planning 6. Pack your swag	What is an adventure to you? How do maps help us? Is some food healthier than others? How do we know? What do you need to be warm, dry, safe and happy?
<i>Sorting out</i>	7. Tread lightly	What does it look, sound, feel like to 'tread lightly'?
<i>Going Further</i>	8. Make a collage 9. <i>Extension:</i> <i>Role play</i>	What does your adventure look like? <i>Use your imagination and creativity to share your adventure with an audience.</i>
<i>Reflecting, Action & Evaluating</i>	10. Share your adventure	Present final design to class, community, submit to the online Swag Family forum and reflect on your learning journey.

Australian Curriculum Connections – Year 1 & 2

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.

Australian Curriculum Connections – Year 1 & 2 (continued)

CONTENT DESCRIPTORS

Health and Physical Education

Yr 1/2:

- Explore actions that help make the classroom a healthy, safe and active place (ACPPS022 - Scootle)
- Identify and explore natural and built environments in the local community where physical activity can take place (ACPPS023 - Scootle)
- Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018 - Scootle)
- Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPS015 - Scootle)

Humanities and Social Sciences (HASS) Geography

- Yr 1 - Sort and record information and data, including location, in tables and on plans and labelled maps (ACHASSI020 - Scootle)
- Yr 2 - Sort and record information and data, including location, in tables and on plans and labelled maps (ACHASSI036 - Scootle)
- Yr 2 - The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place (ACHASSK049 - Scootle)

English Literacy

- Yr 1 - Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656 - Scootle)

Yr 1 - Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate Yr Yr 1 - multimodal elements, for example illustrations and diagrams (ACELY1661 - Scootle)

Yr 2 - Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666 - Scootle)

Yr 2 - Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671 - Scootle)

The Arts Drama (extension task)

Yr 1/2 - Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama (ACADRM031 - Scootle)

Digital Technologies Processes and Production Skills

F to 2 – Explore how people safely use common information systems to meet information, communication and recreation needs (ACTDIP005 - Scootle)

Create and organise ideas and information using information systems independently and with others, and share these with known people in safe online environments (ACTDIP006 - Scootle)

GENERAL CAPABILITIES

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



WHO ARE THE SWAG FAMILY?

Nicola, Andrew, Hope and Wilfrid live in the rural Tasmanian district of Flowerpot, Tasmania. In 2019 Hope will have finished her first year at school and Wilfy will be a busy 3 year old, digging in the sand pit and racing about on his toy motorbike.

Nic works in the outdoor education team at a Hobart school and enjoys seeing students grow up with skills for life that can't always be taught in a classroom. Andrew works for the not for profit Bookend Trust and, beyond his family, has made going on adventures the centre of his life. The job sees him depart for at least a month each year and create an online world of cave dwelling, tree climbing or sea kayaking for

thousands of kids around Australia. He's ridden a bicycle around Australia twice before, but not quite like this. This family have adventure in their blood, but are they up to the challenge ahead?

They'll be towing bike trailers loaded with whatever they need to survive a journey with a long list of unknowns. Heading north they will travel to meet Aunty Patsy Cameron to start the conversation that will eventually span a continent. They will ask, "What can we learn from the past to help us understand the present and create a better future? And where do we go next, who else can we talk to?"

2019

swagfamily.com.au

**SWAG
FAMILY**

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