



YEAR:

3-4



ADVENTURE • STORIES • CULTURE



Schools Information & Curriculum Outline

Year 3-4

The Swag Family: Year 3-4

*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, 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 and online community through the Swag Family website.

Timing – 8 weeks, 1.5 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:

- *Explore Your Corner 3-4 Student Workbook*
- *Explore Your Corner 3-4 Teacher Guide*
- Swag Family discussion boards
- Swag Family live reports

Materials you'll need

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

Key Vocabulary

- Collaborator
- Self-manager
- Researcher
- Thinker
- Survival
- Habitat
- Dual Naming
- Aboriginal and Torres Strait Islander Peoples

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. Where are the Swag Family? 3. Mystery Objects	What are Australia's seasons? How do Aboriginal and Torres Strait Islander Peoples describe seasons?
<i>Finding out</i>	4. Explore your corner 5. Habitats 6. Aboriginal dual naming of places	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>	7. Create your fact card	What key information needs to be on the fact card? Who can I ask who knows about this place?
<i>Going Further</i>	8. 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>	9. Revise fact card & share	Present final designs to class, community, submit to the Swag Family team and reflect on your 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 3 - Living things can be grouped on the basis of observable features and can be distinguished from non-living things (ACSSU044 - Scootle)

Yr 4 - Living things have life cycles (ACSSU072 - Scootle)

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

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 - Scootle)

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 - Scootle)

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

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

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 - Scootle)

Yr 3/4 - Plan, create and communicate ideas and information independently and with others, applying agreed ethical and social protocols (ACTDIP013 - 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 or 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, multimedia resources. It involves whole class discussion, and group and/or individual work.

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

- How success, failures and challenges strengthen what we know about ourselves.
- How to plan and practice activities that promote health and wellbeing.
- Participation in outdoor adventure activities promotes connection to ourselves, others and natural environments.

Do

- Use appropriate cartographic conventions to create a map of their dream adventure.
- Design a healthy adventure menu plan and justify their choices.
- Identify cultural and environmental impacts of adventures.
- Explain and share their final design 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 detailed plan and final report for 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 3-4 Student Workbook*
- *Create Your Own Adventure 3-4 Teacher Guide*
- Swag Family discussion boards
- Swag Family live reports

Key Vocabulary

- Adventure
- Social risk
- Physical risk
- Healthy food pyramid
- Food groups
- Recipe
- Leave no trace principles
- News report

Learning Sequence

Stage	Lesson	Key Questions
<i>Framing the Inquiry</i>	1. What is an adventure?	Who? What? Where? How? Why? Learn the key ingredients of adventure.
<i>Tuning in</i>	2. What about risks?	What type of risks are there? Should we take risks? Why? Why not?
<i>Finding out</i>	3. What will your adventure be? 4. Mapping 5. Meal planning 6. Pack your swag	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 new report</i>	How will you share your story visually? Why do you need a logo? <i>Use your imagination and creativity to share your adventure.</i>
<i>Reflecting, Action & Evaluating</i>	10. Share your adventure & revise your plan	Present final design to your class and submit to the online Swag Family forum. 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.

Australian Curriculum Connections – Year 3 & 4 (continued)

CONTENT DESCRIPTORS

Health and Physical Education

- Yr 3/4 - Explore how success, challenge and failure strengthen identities (ACPPS033 - Scootle)
- Yr 3/4 - Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040 - Scootle)
- Yr 3/4- 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 - Scootle)

English Literacy

- Yr 3 - Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676 - Scootle)
- Yr 3 - Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682 - Scootle)
- Yr 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 - Scootle)
- Yr 4 - Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694 - Scootle)

Humanities and Social Sciences (HASS) Geography

- Yr 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 - Scootle)
- Yr 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 - Scootle)

The Arts Drama (extension task)

- Yr 3/4 - 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

- Yr 3/4 - Collect, access and present different types of data using simple software to create information and solve problems (ACTDIP009 - Scootle)
- Yr 3/4- Plan, create and communicate ideas and information independently and with others, applying agreed ethical and social protocols (ACTDIP013 - 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**

© Expedition Class

PO Box 68, Woodbridge TAS 7162 Australia

family@swagfamily.com.au

Tel. 0488 046 353

