

SWAG
FAMILY

YEAR:

5-6

ADVENTURE • STORIES • CULTURE

Create Your Own Adventure

Year 5-6

NAME:

Lesson 1. Adventure Ingredients

What ingredients make a good adventure? Draw a large mixing bowl below and add (write/draw) the ingredients inside the bowl. Leave some space for a few more.

Lesson 2. Ordering Risk

- Order these risks from least (1) to most (8) challenging and write the number in the box
- Next to each risk write the name of someone you know who would take this risk

RISKS

- 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 (not yet your friend) to come and play with you
- Let your friend know if they have done something you don't like
- Speak in assembly to the whole school
- Camp in a tent outside overnight

Who would take this risk?

Risky Business Comic

Create a comic strip of a time where you have taken a physical or social risk.

Box 1. *What was the risk*

Box 2. *What did it feel like?*

Box 3. *What did you learn?*

Don't forget to include **speech** and **thought** bubbles!



1.	2.	3.
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Lesson 3. Past Adventures

“Only those who **risk** going too far can possibly find out how far they can go.” - T.S. Eliot

Choose one past adventure and list the following:

Name of past adventure	
Purpose of adventure / question to be answered	
Location of adventure	
When (year of adventure)	
Length of time of adventure	
Other adventure team members (and their role)	
Type of transport for adventure	
Risks involved	

Dream adventure ideas

Over the next couple of weeks you are going to be planning your dream adventure. You can go anywhere in the world, or your local area - as long as you have a purpose... and it's adventurous! Write down two possible dream adventures and then share them with a partner.

*“Travel far enough, you meet **yourself**.”- David Mitchell*

Lesson 3. Past Adventures (continued)

Title of adventure idea #1	
Purpose of adventure	
Location of adventure	
Length of time	
Adventure team members (skills, personal qualities, strengths, qualifications)	
Transport on adventure	Walk Ride Sail Kayak Fly Drive Swim Climb Other: _____
Top 3 possible risks	1.
	2.
	3.

Title of adventure idea #2	
Purpose of adventure	
Location of adventure	
Length of time	
Adventure team members (skills, personal qualities, strengths, qualifications)	
Transport on adventure	Walk Ride Sail Kayak Fly Drive Swim Climb Other: _____
Top 3 possible risks	1.
	2.
	3.

How can my dream adventure be achieved? _____

Lesson 4. Key Map Features

	Feature	Description
B	<i>Border</i>	To illustrate the edges of a map
O		
L		
T		
S		
S		

Feature descriptions:

(Fill in the table above with the correct map feature and its description from the below options).

- To describe what the map is about
- **Title**
- To illustrate which direction north is
- **Orientation**
- **Source**
- To illustrate the edges of a map ✓
- To credit who made the map
- **Scale**
- **Border** ✓
- To illustrate how big the actual distance is compared to the map
- To illustrate what the symbols on the map mean
- **Legend**

Lesson 4. My Adventure Map

Lesson 5. Adventurous food brainstorm

When planning an adventurous meal I need to think about....



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

Fruit

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

Use small amounts

Only sometimes and in small amounts

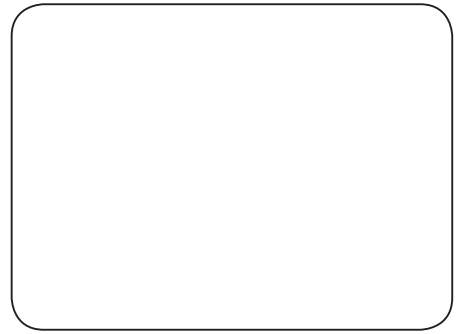
My daily energy requirements: _____

Lesson 5. Food Labels

Item Name: _____

Healthy food category: _____

Servings per package: _____



Draw your food item in the box

NUTRITIONAL INFORMATION	AVERAGE QUANTITY PER SERVING	MY OWN DAILY REQUIREMENTS
ENERGY		
FAT - TOTAL		
FAT - SATURATED		
CARBOHYDRATE		
SUGARS		
DIETARY FIBRE		

Would this be a good food to take on an adventure? Why or why not? _____

My adventurous menu plan

Meal	Justification for choices
Breakfast	
Lunch	
Dinner	
Other	

Lesson 6. Survival Items

Order the below items in terms of survival needs. Which item is the most important for survival on an adventure? Justify your choices.

Matches	Water	Sleeping bag	Tarpaulin	Food
Strong tape	Book	Tooth brush	Band-aids	Torch

Order of survival importance	Why?
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Lesson 6. Pack your Swag

Draw and list your top ten items for your adventure - make sure you justify your choices!

	1. _____
	2. _____
	3. _____
	4. _____
	5. _____
	6. _____
	7. _____
	8. _____
	9. _____
	10. _____



'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.



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 Tjuta, 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*

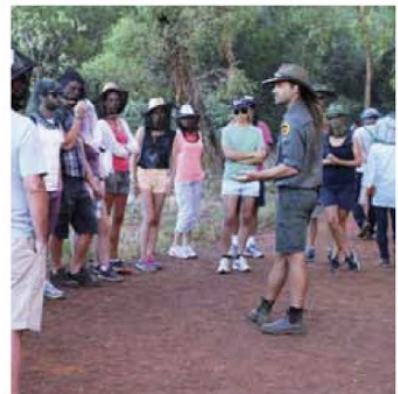
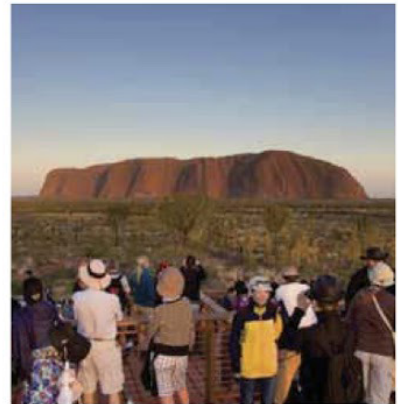
The climb is also closed with little or no notice due to:

- 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)



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

Lesson 7. Adventure Impacts

Adventures can have unintended impacts if they're not thought through.

Thinking about your adventure, what **cultural** and **environmental impacts** might your adventure have? Suggest ideas for how you could reduce or have no impact.

Cultural Impacts	How could I reduce or have no cultural impact on my adventure?

Environmental Impacts	How could I reduce or have no environmental impact on my adventure?



7 PRINCIPLES LEAVE NO TRACE



Source: Tasmanian Parks and Wildlife Service

Lesson 8. Swag Family Logo

Patrick Badger, on how and why he created the Swag Family logo.

For the Swag Family project, I looked at Australian Aboriginal symbols, map making, and Australiana 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.



Other logo ideas from Patrick

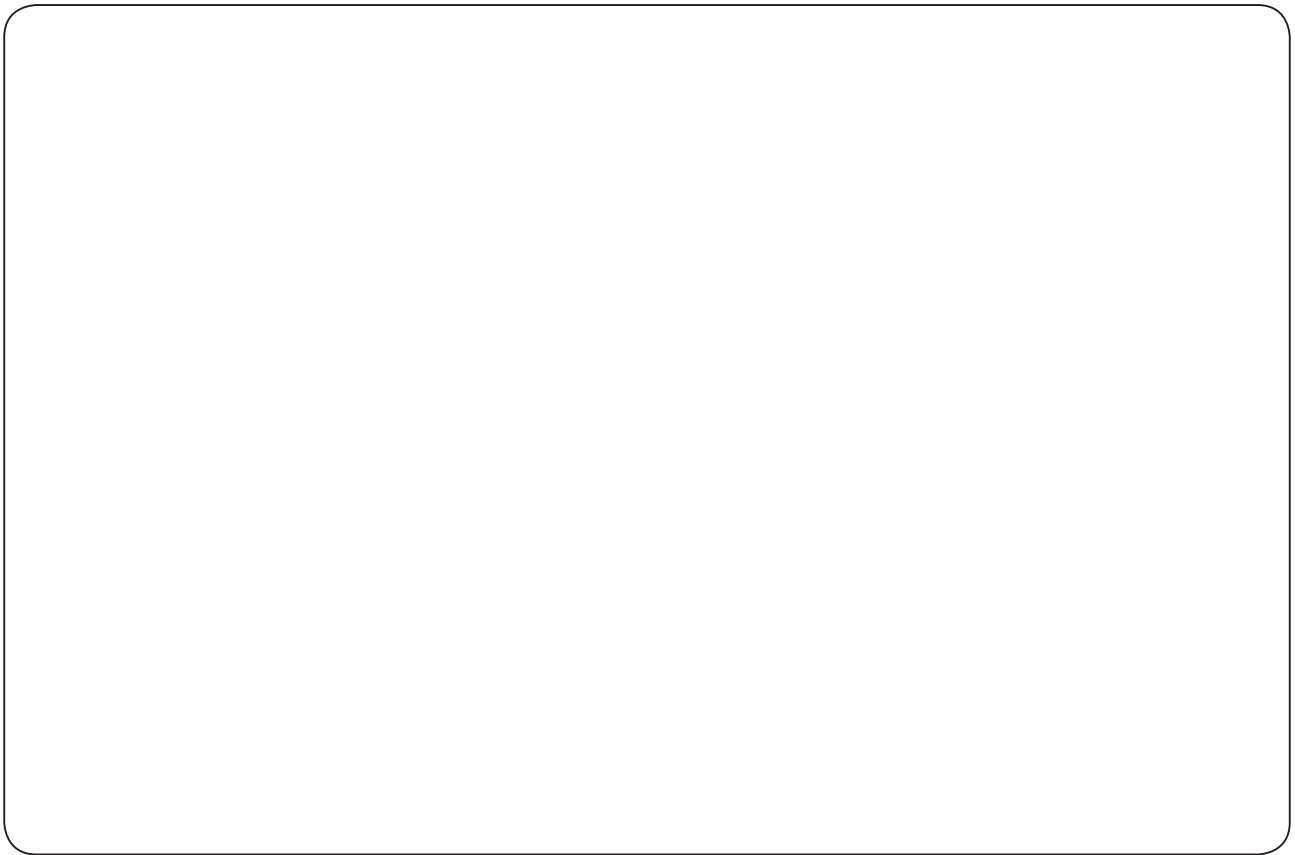


Which is your favourite (circle it) and explain why? _____

Lesson 8. Design your own Adventure Logo

What are the key ideas that you want your logo to communicate to other people about your adventure?

Design your own adventure logo in the box below



How do the design elements (eg. colours, font, image, layout) of your logo communicate your ideas about your adventure?

Lesson 9. Share your adventure: Adventure Story board

Plot out the story of your adventure so that you can pitch it to your group

Board 1 - 3: *How does it begin* (Location, why you are undertaking the adventure, team)

Board 4: *What was the challenge?* (E.g. What went wrong? What was hard?)

Board 5: *Did you overcome the challenge and how?*

Board 6: *How does it end? What did you learn? Where to now?*

1. Set the scene	2.
3.	4. Challenge
5. Overcoming the challenge	6. Ending

Lesson 9. Share your adventure: Interviewing for a news report

Stop Press! A news report is written and published (usually in a newspaper or online) when an event or incident of public interest takes place. It gives accurate information without giving personal opinions. Interview a partner about **their adventure** - *this was no ordinary adventure... Did something go wrong? Did they discover something quite incredible, completely unheard of?*

Read a selection of real life newspaper reports as research. Think of a suitable headline for your report.

Person being interviewed (interviewee): _____

Who was on the adventure? _____

When was the adventure? _____

Where was the adventure? _____

What went wrong / What did you discover? _____

Write your own question: _____

Lesson 10. Challenge:

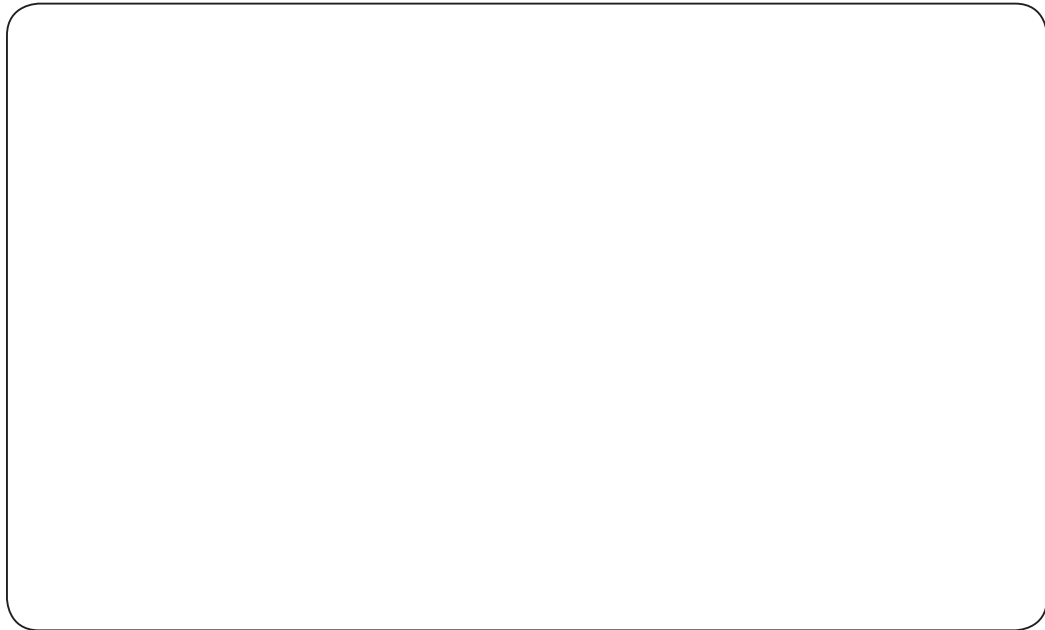
The Swag Family are undertaking a big physical challenge... riding tandem bikes around Australia. What challenge will you undertake?

Date I will undertake my physical challenge: _____

My physical challenge is: _____

Why I think this will be challenging (hard) because: _____

Strategies to overcome the hard times: _____



Picture of me undertaking my challenge

How did you go?

Lesson 11. Self assessment of adventure brief

Did you complete all areas of your adventure brief:

- | | |
|-----------------------------------------------------------------|----------------------------------------------------------------------|
| <input type="checkbox"/> Title | <input type="checkbox"/> Adventure menu |
| <input type="checkbox"/> Adventure brief (summary of adventure) | <input type="checkbox"/> Equipment |
| <input type="checkbox"/> Adventure team members (+ roles) | <input type="checkbox"/> Managing impacts (environmental / cultural) |
| <input type="checkbox"/> Map of adventure | |
| <input type="checkbox"/> Other: _____ | |
| <input type="checkbox"/> Other: _____ | |
| <input type="checkbox"/> Other: _____ | |

	Disagree 👎	Agree 👍	Strongly agree 👍👍👍
I found this work interesting.			
I am proud of my work.			
I made a strong effort.			




Strengths of your adventure brief (what did you do well?) _____

How could you improve your adventure brief? _____

Lesson 11. Peer assessment of adventure brief

Did you complete all areas of your adventure brief:

- | | |
|-----------------------------------------------------------------|----------------------------------------------------------------------|
| <input type="checkbox"/> Title | <input type="checkbox"/> Adventure menu |
| <input type="checkbox"/> Adventure brief (summary of adventure) | <input type="checkbox"/> Equipment |
| <input type="checkbox"/> Adventure team members (+ roles) | <input type="checkbox"/> Managing impacts (environmental / cultural) |
| <input type="checkbox"/> Map of adventure | |
| <input type="checkbox"/> Other: _____ | |
| <input type="checkbox"/> Other: _____ | |
| <input type="checkbox"/> Other: _____ | |

	Disagree 	Agree 	Strongly agree 
They found this work interesting.			
They should be proud of their work.			
They made an effort.			

Strengths of their adventure brief (what did they did well?) _____

How could they improve their adventure brief? _____

Swag Family Student Workbooks and Teacher Guides

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www.swagfamily.com.au

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This resource is made freely available to all Tasmanian Government schools thanks to the Tasmanian Department of Education. Find out more about the other organisations and individuals that have generously helped us make this adventure possible on the Swag Family website. We've worked hard to make this resource accurate and user friendly, but for the inevitable mistakes that remain we apologise in advance. To the teachers who introduce this adventure to their students, and to the students who take up the challenge, a very big thank you.



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