



YEAR:

1-2



ADVENTURE • STORIES • CULTURE



Teacher Guide

Year 1-2

NAME:

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 Peoples 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 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 Australia 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. **Tune in to the [bi-weekly expedition reports](#)** from Jan-Dec 2019. Sharing the adventure as it's really happening is what makes this project fun and exciting. We will be reporting live from the field twice a week for viewing on Mondays and Thursdays during term time. If joining us later in the year, we suggest you introduce the class to the project with one or two of the early reports and then skip straight to the current reports. There are a number of ways you can sort through the reports on the website:

- by [chronological order](#)
- by **category**




Adventure – every Monday we will update how we are going on the road.

Biology – these reports will feature plants, animals (and places) that we find along the way.

Stories – in these reports we will meet and learn from people we meet.

Challenges – pop-up lessons, adventure philosophy, teaching and learning snippets.

Swag – gear we use, RAP progress, funny snippets... everything else!

- by **state and territory**
 - by **searching for individual reports** using the search button (this is a handy way to find reports specifically linked to unit lessons). 
3. **Connect your class directly with us** through a special 30 minute video call during the expedition. Use the [Subscribers resource link](#) via the website to find out more.
4. **Join the dedicated (and moderated) [discussion board](#)** where classes can interact with us, scientists and others in a safe online environment. 
5. **Explore the website** 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. 
6. **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.
7. **Get outside and have some fun** - *maybe even get students on their bikes* ([National Ride to School Day is Friday 22 March 2019](#))

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 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. Students have the opportunity to upload a natural inventory of their study area onto the Swag Family website as a *Share Your Corner: Fact Card*. The card will include living and non-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. A strong throughline explores Aboriginal and Torres Strait Islander perspectives.

Australian Curriculum

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

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 (report clip / map / discussion board) Go to www.swagfamily.com.au and search for the title provided to watch the relevant report
	Research

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

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 – 6 weeks, 1.5 hours a week*

Week	What
1	Tune-in to the inquiry
2-3	Find out about your place (including excursion if applicable)
4	Sort out the information
5	Go further and find out a little more
6	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*
- Swag Family discussion boards
- Swag Family live reports

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. Our seasons	What are Australia's seasons? How do Aboriginal and Torres Strait Islander peoples describe seasons?
<i>Finding out</i>	2. Explore your corner - weather 3. Explore your corner - living things	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>	4. Research & create a diagram	What key information needs to be on the diagram or model?
<i>Going Further</i>	5. What's in a name?	Why do we name places? How does naming places help us?
<i>Reflecting, Action & Evaluating</i>	6. What have I learned that I can share with others?	Present final diagrams or models to class, submit a photo to the Swag Family website, and reflect on the learning journey.

Australian Curriculum Connections – Year 1 & 2

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 1 - Living things have a variety of external features (ACSSU017)

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

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

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)

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)

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

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)

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

GENERAL CAPABILITIES

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

Time: 45 minutes

Outcome: To understand Australia’s varying seasons around the country and the different ways Aboriginal and Torres Strait Islander Peoples describe them.

Resources:

Access to smartboard or projector and computer



The Swag Family website



Explore Your Corner student workbook

Learning sequence



1. Introduce the Swag Family adventure



The Swag Family are exploring Australia by bike and sharing their discoveries along the way. Share the website with whole class, watch and read the latest report on the website and notice the daily weather report. <https://www.swagfamily.com.au/>



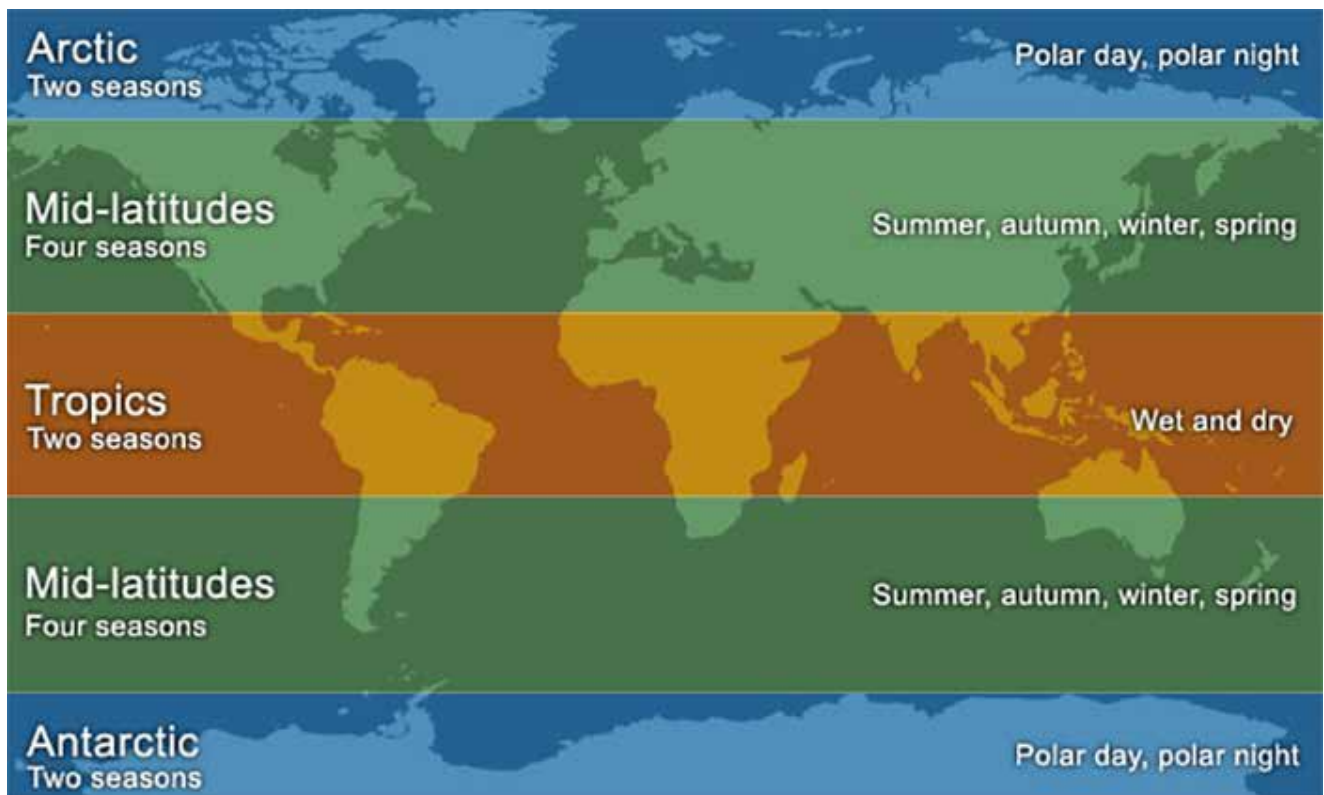
2. How many seasons do we have in Australia?

Depending on where you live in Australia you will answer this question differently. Some will say 2 - wet and dry, while others will say 4 - winter, spring, summer and autumn.



Ask students to draw the weather for today and the season in their workbooks.

Share the map below with the class and discuss why it is this question has different answers.



Source: Only the mid-latitudes experience four seasons. (ABC science article by Julie Ramsden)



3. Watch “Indigenous Seasons” by ABC Behind the News

“We all know the names of the seasons; summer, autumn, winter and spring. But did you know Australia’s Indigenous cultures had completely different seasons each designed around local weather conditions?” <http://www.abc.net.au/btn/classroom/indigenous-seasons/10522128>

As a class discuss these questions from the ABC guide:

- Finish the following sentence: *Instead of using dates to mark the change of a season, they follow the cycle of...*
- Around the Tiwi Islands in the Northern Territory, there are _____ seasonal changes.
- How are Indigenous seasons similar or different to Australia’s European descriptions?
- What was surprising about the Indigenous Seasons story?



4. Indigenous seasonal calendars tell us much about the natural areas of a place.

Share one or both of these excellent Indigenous seasonal calendar resources with your class.

CSIRO worked with six different cultures around Australia to develop and share with your their Indigenous Seasons calendars. Explore this site and the different calendars. Is there one from your local area? <https://www.csiro.au/en/Research/Environment/Land-management/Indigenous/Indigenous-calendars/About-the-calendars>

Australian Government Bureau of Meteorology, Indigenous Weather Knowledge

“Aboriginal and Torres Strait Islander people have developed an intricate understanding of the environment over many thousands of years.” This interactive website also shares Indigenous weather knowledge. <http://www.bom.gov.au/iwk/>

Discuss: What do you notice?

Time: 10 minutes a day for 5 days or look back over one week

Outcome: To understand Australia's varying seasons around the country and the different ways Aboriginal and Torres Strait Islander peoples describe them (hands on learning).

Resources:

Access to smartboard or projector and computer



The Swag Family website



Explore Your Corner student workbook

Learning sequence

1. Weather watch

The Swag Family are out in all sorts of weather conditions. *Weather is the day-to-day changes in temperature, wind speed and direction, rainfall, cloud cover and stuff like that.* On any expedition it is important to know what weather is coming to keep you safe. Therefore, the Swag Family record the weather during each video report of the expedition.



Students record the weather wherever the Swag Family has been for the past five reports, or from the scrolling statistics on the Swag Family homepage, in the table in their student workbooks.



Students record the local weather where they are for five days and compare the similarities and differences.

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 of a local natural environment. Students have the opportunity to upload a natural inventory of their study area to the Swag Family website as a *Share Your Corner: Fact Card*. The card will include living and non-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. A strong throughline explores Aboriginal and Torres Strait Islander perspectives.

Time: 60+ minutes (depending on where you go outside)

Outcome: To use scientific understanding and language to start an investigation of a local natural area for living things and record this information accurately to the best of their ability.

Resources:



Plan ahead to be outside and explore a natural area. (If going outside the school grounds prepare your excursion forms ahead of this lesson.)

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



The Swag Family website - search "Being a field naturalist" and "Biology" in reports section



Explore Your Corner student workbook

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.

Before we head out, brainstorm on the front board the answers to the following:

- What is a living thing?
- What features do they have? What do they look like?
- Where do they live?



2. As a class watch the 'Being a field naturalist,' clip and another biology themed report to see what plants and animals the Swag Family have found.



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, clipboards, paper and pencils, plastic bag for rubbish and another for samples.



Record findings in drawings, photos, written descriptions or videos.

- Look under rocks, leaf litter, under bark, search high and low.
- Record a count of how many living things you see and more detail on what you find.
- Take photographs for later.

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: 45+ minutes (depending on research time given)

Outcome: To understand the different features of living things and how to record them in a labelled diagram.

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/>

Note: If creating models, start to gather materials which are easy to use and represent certain features, buttons for eyes, fake fur or material for fur, straws or wire for whiskers etc.

Learning sequence



1. Research a plant and animal from your corner.



Now that you have investigated what lives in your corner, recall what was found.

Students choose a living thing they would like to know more about. Let students know that, in small teams or individually, they will be creating a detailed diagram or model of one living thing. Their research and drawings go into their student workbook.



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.

2. Create a draft your living thing



Students start to draw and/or design their model of a living thing with its features.

Complete a draft in their student workbook. Share the diagram of a kangaroo as an example to guide them.

3. Introduce the assessment rubric (if assessing this work)

Ideally teachers will discuss and create the rubric with the class and discuss the selection criteria set, there is an example on page 15. Ensure everyone has a copy and understands what is expected.

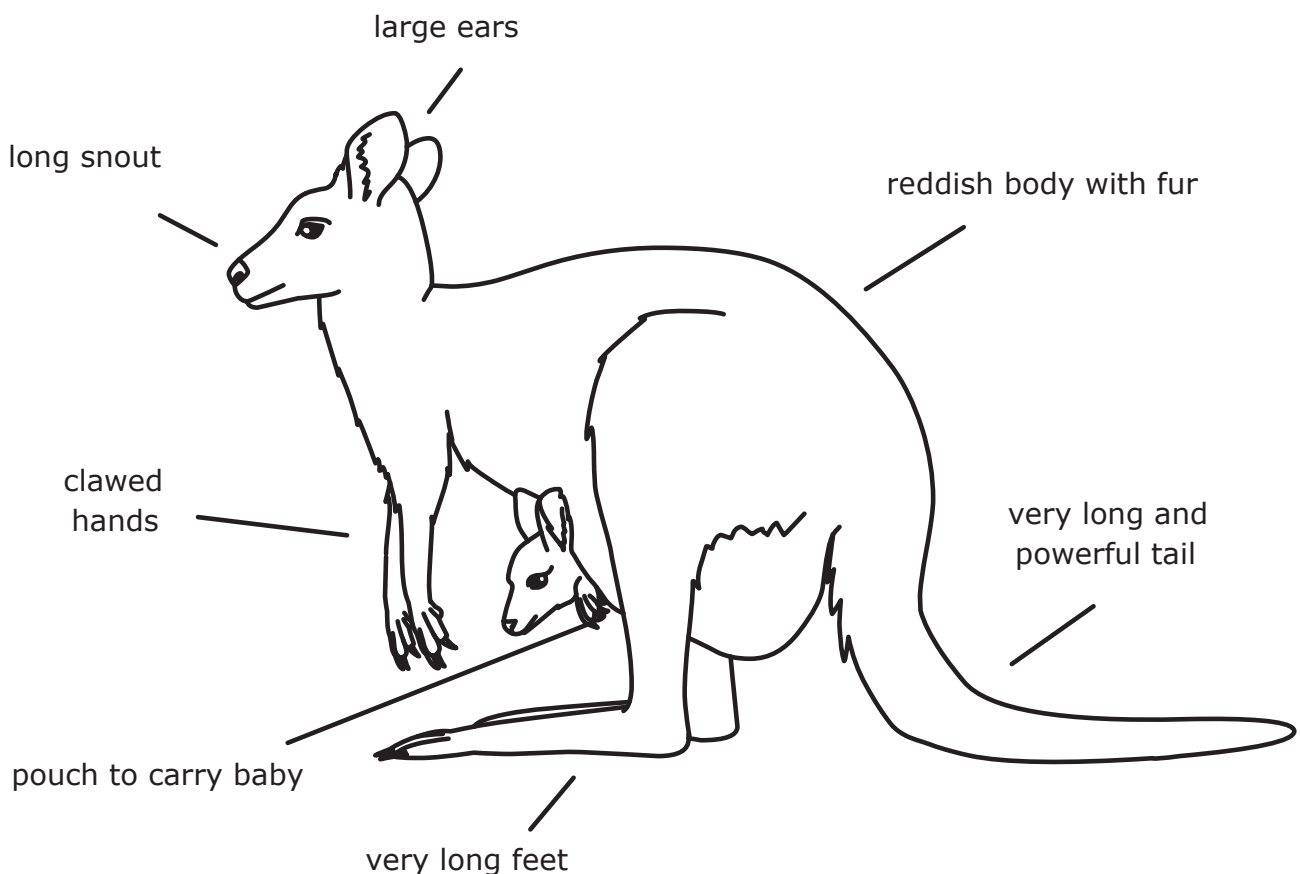
Teacher note: You can choose to assign each student a different section of the fact card or a different living thing so as to create a good inventory of your corner. You can choose to share this online on the Swag Family website or not. If you do there is a set format to the fact card you need to adhere to, see below.

Share the Share Your Corner: Fact Card sample with the class to understand how they will share theirs online (optional). You might decide to only do number 1 to 4 or 1 to 5 with your class.

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

KANGAROO

ANATOMY



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 final design. Card is uploaded to website with an accurate image or labelled diagram.	The draft is included but final design doesn't show many changes made. Card is uploaded to website with an image or diagram.	The draft is included but not the final design. Card is uploaded to website with no image or diagram.	Draft and final design is messy and/or incomplete. Card is not uploaded to website.
<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.

Score and Comment:

Time: 60 minutes

Outcome: To understand place names including streets, suburbs, towns and states and territories to tell us where we are and introduce the concept of dual naming for cultural acknowledgement of place.

Resources:



Explore Your Corner student workbook

Beforehand: Teachers do your own research into the origins of your city or town's name.

Learning sequence



1. See below **Reconciliation Australia's** information sheet on naming places. Read out loud the "Did you know?" section and discuss as a class why we do this.

2. **Where am I?**



To put names into a student scale ask students the name of the street where they live, or the school is. Students draw and record in their workbooks:

- On what street is your house?
- In what suburb, town or city is your house and/or school?
- In what state or territory is your city?

3. **Design a crest for your suburb, city or town.**



Share with the class the origins of the name of your local city or town (**teachers you need to do your own research for this one!**).

In the student workbooks students have the opportunity to design a crest for their own city or town which encompasses the origins of the name. If your city already has a crest, present it to the class and ask them to update it with their own ideas.

Going further: Send off your best designs to the town council with a letter from the class explaining the project and invite them to come and speak about their corner of the world!



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 Plan, Barani, Sydney's Aboriginal History*. Available: <http://www.sydneymarani.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

Time: 60 minutes

Outcome: To reflect on and create a final labelled diagram and/or model of a living thing and present the information to class and/or community. Submit the completed fact card to the Swag Family website (optional) and/or for assessment.

Resources:

Note: If creating models provide the materials you have gathered

Rubric created for class

Learning sequence

Reflecting



1. **Draw or create a final copy of a living thing and all its features.** Students



share their draft diagram with another team or person and provide and receive feedback. Be sure to introduce how to give feedback before you start. Model as a class.

Acting



2. With this new feedback, students or teams will make changes to their final diagram or model to improve their work.

Evaluating



3. Students or teams then prepare to present their information to the whole class and/or upload to the Swag Family website for their assessment.

Teacher Note: You can upload a photograph of students diagrams or models, or scan in their work. The whole fact card does NOT need to be completed for you to upload and share their work. We would love to see it!

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 '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 the online Swag Family discussion forums, live 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 (report clip / map / discussion board) Go to www.swagfamily.com.au and search for the title provided to watch the relevant report
	Research

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

- Actions that make a classroom a safe, active and 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 create a healthy food poster to pair with their adventure
- 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 relating 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	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 1-2 Student Workbook*
- *Create Your Own Adventure 1-2 Teacher Guide*
- Swag Family discussion boards
- Swag Family live reports

Learning sequence

Stage	Lesson	Key Questions
<i>Tuning in</i>	1. What is an adventure?	Who? What? Where? How? Why? Learn about adventures.
<i>Finding out</i>	2. What about risks? 3. What will your adventure be? 4. Mapping 5. Adventure food 6. Pack your swag	How do you feel when you take a risk? What do risks feel like? 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. Leave No Trace	What does it look, sound, feel like to 'Leave No Trace'?
<i>Going Further</i>	8. Design your logo 9. <i>Extension: Role play</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 with an audience.</i> How will you challenge yourself... and what will it be?
<i>Reflecting, Action & Evaluating</i>	11. 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.

CONTENT DESCRIPTORS

Health and Physical Education

Year 1 / 2

- Explore actions that help make the classroom a healthy, safe and active place (ACPPS022)
- Identify and explore natural and built environments in the local community where physical activity can take place (ACPPS023)
- Recognise situations and opportunities to promote health, safety and well-being (ACPPS018)
- Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPS015)
- Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017)

HPE Focus Area connections:

- Food and nutrition (FN)
- Health benefits of physical activity (HBPA)
- Safety (S)

English Literacy

Year 1

- Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656)
- Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661)
- Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788)

Year 2

- Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666)
- 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)
- Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1789)

Australian Curriculum Connections – Year 3 & 4

Humanities and Social Sciences (HASS) Geography

Year 1

- Sort and record information and data, including location, in tables and on plans and labelled maps (ACHASSI020)
- Reflect on learning to propose how to care for places and sites that are important or significant (ACHASSI026)

Year 2

- Sort and record information and data, including location, in tables and on plans and labelled maps (ACHASSI036)
- Reflect on learning to propose how to care for places and sites that are important or significant (ACHASSI042)

The Arts - Drama (extension task)

Year 3 / 4

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

The Arts - Visual Arts

Year 1 / 2

- Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists (ACAVAM106)
- Create and display artworks to communicate ideas to an audience (ACAVAM108)
- Respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR109)

Digital Technologies Processes and Production Skills

Year 1 / 2

- Explore how people safely use common information systems to meet information, communication and recreation needs (ACTDIP005)
- Create and organise ideas and information using information systems independently and with others, and share these with known people in safe online environments (ACTDIP006)

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'



Create your Adventure workbook:

- Ingredients of adventure

Learning sequence:

1. What is an adventure?



As a class discuss - What is an adventure?

Record student ideas/key words on the board.



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.



Discuss: *Were our ideas of adventure the same as The Swag Family's?*

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



Ingredients of adventure: Ask students to draw a large mixing bowl (taking up the whole page) and add (brainstorm) the key adventure words to their mixing bowl.

3. Would you go on this adventure?



Think, pair, share: Ask students to think about whether they would want to go on this adventure and come up with a reason why. Students can then discuss their thoughts with a partner. Ask pairs to join another pair and share their thoughts.

4. Introduce the big question



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

There are many elements to designing an adventure - but the first starts 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 plan (adventure brief) with 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'

Risky Business Cards - printed out on A4

Playdough/clay/plasticine and/or other materials



Create your Adventure workbook:
• Creating Risky Creations

Learning sequence:

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



As a class check out the 'Risky business' report - here the Swag Family will share adventures with both physical and social risk, success and failure.

As a class discuss:



- What is a risk?
- What risks do we take at school?
- Should we take risks?

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

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



Create a line of challenge: Read out the 'Risky business' cards 1 at a time. For each 'risk' ask students to decide on a position and then stand on the 'line' between most to least challenging. As a class discuss which are social and which are physical risks.

Ask - *What does the classroom need to look, feel and sound like for you to take a social risk?*

3. Collect and Create: Risky Creations



Find a space outside to collect various materials off the ground (e.g. bark, sticks, leaves, feathers etc. - encourage students to look after the natural area), and using playdough/clay/or plasticine, students create a risky situation that they have been involved with.

In each box students should draw a picture showing:

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



Take a photo of students creations and get them to stick this in their workbook with a description of what it is about.

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.

Risky business cards [blow up and spread 2 - 4 per page]

- 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.

Time: 60 minutes

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

Resources:



Create your Adventure workbook:

- Dream Adventure Idea



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. An adventure could be:

- Taking a trip to the moon to see if there really is cheese there
- Finding the deepest, darkest cave in Africa
- Climbing the highest mountain in the world
- Or going on a bug hunt in your backyard to discover who lives there



As a class, brainstorm different adventures on the board. Choose one adventure to talk through as a class and identify where possible:

- WHAT would they be doing on the adventure
- WHY would they be going on the adventure (purpose / question to be answered)
- WHERE would they be going (location of adventure)
- HOW would they get there (mode of transport)
- WHO would need to go on the adventure? (the team and their roles)
- TIME - how long would it take them

2. Get creative and brainstorm a dream adventure



Dream Adventure Idea: Now that students have an idea that there are several elements to designing an adventure, students can brainstorm a dream adventure that they would like to continue to work on for the rest of the unit. Encourage students to dream big and adventurously (they can also use one that has been recorded on the board)!!



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.

Going further:



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/>

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.com.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?*
- *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. 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) E.g.

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

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

3. What are the key features of a map?



Ask the class to help you draw a map of the classroom on the whiteboard and then mark out a track to get from certain points eg. the art corner, to the reading area and to the door.

Key questions:

- *What should go at the top of a map?*
- *Which way should the map face?*
- *How can we fit our whole classroom on the board?*
- *What does a map need?*
- *How can we represent things?*

Remind students that: a map is always drawn from a bird's eye perspective

Try to include (following the BOLTSS method):

- **Border:** To illustrate the edges of a map
- **Orientation:** What direction is north? Make that the top of your map and illustrate with a compass or arrow to point to north (check out the 'Going further' ideas to extend and explore learning on cardinal points).
- **Legend:** to show what the symbols on the map mean (door, sink, chill out area, teachers chair etc)
- **Title:** 'Our Classroom'
- **Scale:** to illustrate how big the actual distance is compared to the map eg. 10cm = 1m
- **Source:** 'By Mr Smith' to credit who made the map

4. Where will your adventure take you?



Mapping my adventure: Ask students to create a mud map of their adventure.

Students should try to 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 rivers, steep ravine. Students could create maps straight into their workbooks or using a drawing tool on the computer.



In groups of four, students can explain their map and illustrate how you get from the start to the end of your adventure.

Going further: You could explore cardinal directions as a class outside. Create chalk compasses on the ground and check out this great lesson by National Geographic <https://www.nationalgeographic.org/activity/explore-cardinal-directions/>

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 and 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 report
- 'Food for adventure'



Create Your Adventure workbook:

- Australian Guide to Healthy Eating blank chart (source: www.eatforhealth.gov.au)
- Adventurous Food



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>

Food/supermarket catalogues to be cut up
Scissors and glue

Learning sequence:

1. Food for adventure



As a class watch the Swag Family 'Food for adventure' clip.



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. E.g.

- Storage/packaging/rubbish
- Weight
- Can't be kept cold
- Long lasting
- Energy
- Balanced diet

2. What does healthy eating look like?



As a class, brainstorm what healthy eating looks like, then look at the *Australian Guide to Healthy Eating chart* (attached).



Australian Guide to Healthy Eating:

Students can draw an image in each section to represent the main categories.

3. Design an adventurous food poster



Adventure Food: Now that students have an idea of what the body needs to stay healthy and what the limitations are for taking food on adventures, students can create an Adventure Food poster. Using food catalogues students can cut out, categorise, and stick food onto their poster as either 'sometimes' food or 'healthy' food. Students may like to make their poster on a separate sheet and then glue it into their workbook once completed.

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>

Check out:

- 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>



Suggest an adventurous meal for the Swag Family and share it on the discussion board.

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 Guide to Healthy Eating

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

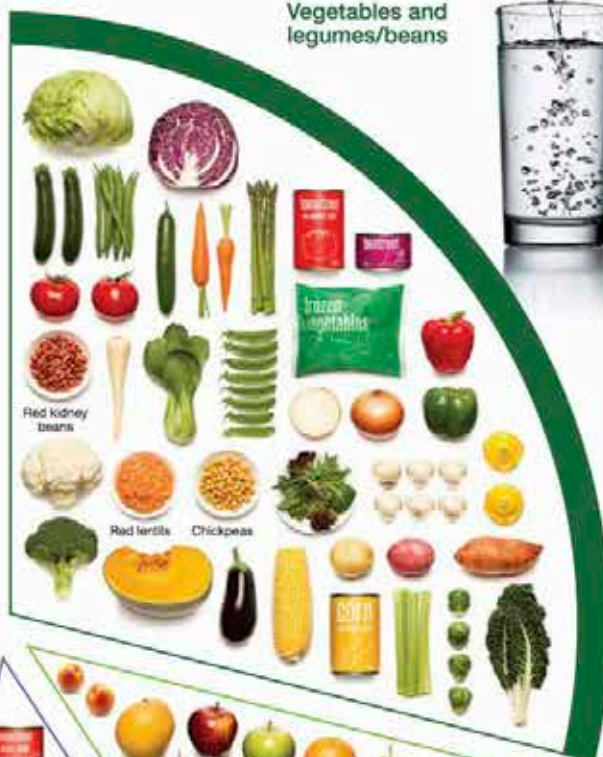
Drink plenty of water.



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



Source: https://www.eatforhealth.gov.au/sites/default/files/content/The%20Guidelines/n55_agthe_large.pdf

Time: 60 minutes

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

Resources:



Swag Family report clip
- 'Packing for the adventure'



Create Your Adventure workbook:
• Survival items

Learning sequence:

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



Ask students to share their ideas

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



As a class watch the Swag Family report clip 'Packing for the adventure'



Through a class discussion

- ask students:

- What do 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? (Students can jump on the discussion and post their ideas)

3. What are YOUR adventure essential items?



Survival items: From the list of items, students chose the top 5 items they think they will need to survive on their adventure.

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



Jump on the online discussion with questions about equipment or suggest an item the Swag Family should or shouldn't take!

Link to 'Explore Your Corner' unit

What essential equipment will you take to explore your corner? Create a class equipment list. Now try making a list of your own!

Time: 60 minutes+ (1-2 lessons)

Outcomes: Students will understand what it means to Leave No Trace, identify possible impacts from their adventure and suggest strategies to minimise these.

Resources:

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



Create Your Adventure workbook:

- Adventure impact poster



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. 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.

2. What impacts might your adventure have?

As an adventurer your job is to Leave No Trace - this means you don't hurt the special places you visit, the animals that live there, or the reasons why it's special to other people.



Think, pair, share - What impacts might your adventure have?



Adventure Rules: Through writing/drawing students create their own adventure rules to help Leave No Trace on their adventures.

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.



7 PRINCIPLES LEAVE NO TRACE



Source: Tasmanian Parks and Wildlife Service

Time: 60 minutes

Outcomes: Students will understand what a logo is and the reasons behind logo creation. Students will design a logo for 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. Students can choose their favourite from the others Patrick created, and justify their decision.



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: Students create a logo for their own adventure.

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



Students can share their logos on the Swag Family discussion board.

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

ROLE PLAY

Outline: Students will pitch their adventure to their peers and then discuss and choose one adventure to perform as a group improvisation.

Resources:



Prop / costume box

1. Create a storyboard of your adventure to pitch



In groups of two to four, students then present a sixty second pitch of their adventure. Students imagine how their adventure might unfold. Did anything go wrong? What was discovered on their adventure? Was it scary, dangerous, funny and why? Groups then create an improvisation of their chosen adventure and perform it to the class.

2. What does an improvised adventure look like?



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

Going further: Have a box of props or costumes handy for students to use for inspiration.

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

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 tandem bikes around Australia. What challenge will you undertake?

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 (National Ride to School day is 22 March 2019)
- 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 and submit it to the online Swag Family forum. 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 students work.

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

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 Student Workbooks and Teacher Guides

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© Expedition Class

PO Box 68, Woodbridge TAS 7162 Australia

family@swagfamily.com.au

Tel. 0488 046 353

