SWAG FAMILY

YEAR: 5–6

ADVENTURE · STORIES · CULTURE

Teacher Guide

Year 5–6

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_qscc_sose_primary_00.docx (page 8)
- Design Thinking - http://notosh.com/what-we-do/the-design-thinking-school/
- 5E's – developed in the context of Science education, the 5e's has been used by the Primary Connections program https://www.primaryconnections.org.au/about/teaching
- Social Investigation Strategy - https://www.qcaa.qld.edu.au/3517.html - second article under SOSE includes a focus on this inquiry model
- Kath Murdoch Inquiry approach - http://www.kathmurdoch.com.au/fileadmin/_migrated/content_uploads/phasesofinquiry.pdf

We use Kath Murdoch's inquiry approach:

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

References

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

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

Unit 1: Explore Your Corner

The Big Question

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

This unit will guide a class through a research project to learn about and share understanding 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**

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 work scientifically through indigenous cultural land management and conservation methods.

Understand

- The growth and survival of living things are affected by their environment.
- Living things have behavioural and structural adaptations which help them survive.
- That humans can impact the environment in a variety of ways.

Do

- Use scientific and geographical understanding to create an information card for a local place.
- 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 complete a Share Your Corner: Fact Card by:

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

Timing – 7 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
6-7	Reflect, act and evaluate

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

Resources

This unit outline is to be used with:

- *Explore Your Corner 5-6 Student Workbook*
- *Explore Your Corner 5-6 Teacher Guide*
- Regular live reports online
- Discussion boards

Resources

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

Learning sequence

Stage	Lesson	Key Questions
Tuning in	1. A burning landscape	How and why do people manage the land? How has land management changed in Australia over time?
Finding out	2. Explore your corner	What lives here, large and small? How will we collect the data?
	3. Adaptations for survival	How do local plants and animals adapt to their environment? How do adaptations help them survive?
	4. People and place	What do we know about this place and who can tell us more?
Sorting out	5. Create your fact card	What key information needs to be on the fact cards?
Going Further	6. Threats to your corner	What are the key threats to your natural environment? How can we care for our local natural environment?
Reflecting, Action & Evaluating	7. Revise fact card & share	Present final designs to class and community, submit to the Swag Family website (optional) and reflect on your learning journey.

Australian Curriculum Connections – Year 5 & 6

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.

Sustainability

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 5 - Living things have structural features and adaptations that help them to survive in their environment (ACSSU043)

Yr 6 - The growth and survival of living things are affected by physical conditions of their environment (ACSSU094)

Humanities and Social Sciences (HASS)
Geography

Year 5

Yr 5 - The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places (ACHASSK112)

Yr 5 - The environmental and human influences on the location and characteristics of a place and the management of spaces within them (ACHASSK113)

Digital Technologies Processes and Production Skills

Yr 5/6 - Explain how student solutions and existing information systems are sustainable and meet current and future local community needs (ACTDIP021)

Yr 5/6 - Plan, create and communicate ideas and information, including collaboratively online, applying agreed ethical, social and technical protocols (ACTDIP022)

GENERAL CAPABILITIES

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

Time: 60 minutes

Outcome: To understand how and why people manage land and introduce how fire is used in some land management.

Resources:

Access to smartboard or projector and computer

The Swag Family website - search "Biology" and "Stories" in the reports section

Explore Your Corner student workbook

Learning sequence:

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

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

The Challenge: As a class you will be completing a research project to learn about and share knowledge of your local natural environment. Students will produce a natural inventory of their study area and have the option to upload onto the Swag Family website as a Share Your Corner: Fact Card. Each fact card will include 10 sections, not every section needs to be completed to share your card. The sections touch upon topics including living and non-living things, cultural history, weather and future thinking. They can include videos, photographs and drawings. If uploaded to the the Swag Family website, the work will be shared with students all over Australia. A strong throughline considers Aboriginal and Torres Strait Islander peoples perspectives.

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

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 ideas for this site. (200 words)
10. Other comments. (200 words max)

2. Discuss as a Think. Pair. Share. activity with key questions as:

- What would be the purpose of doing this research? Of sharing our learning online?
- What do we already know about these topics in our local area?
- What is a natural inventory?
- Of these topics, which do we know a lot about and not much at all?
- How and why have people managed land?
- How has land management changed in Australia over time?
- What do we know about fire in the Australian landscape?

3. Introduction to land management

Background information - share with class:

Human society is dependent on the land and waterways for food, shelter, clothing, recreation and more. The things we need and enjoy in our day to day lives started at one point from a natural resource, close to home or from far away. We manage the land and waterways to provide these things to our society. What are some examples of how we manage the land for;

- Food?
- Shelter?
- Clothing?
- Recreation?

"Aboriginal peoples are the oldest surviving culture in the world, having established ways of managing their land and society that were sustainable and ensured good health. They have occupied Australia for at least 60,000 years."

source: http://shareourpride.reconciliation.org.au/sections/our-shared-history/

"Aboriginal (Aboriginal and Torres Strait Islanders peoples) people learnt to harness the naturally recurring fire caused by lightning and other sources to their advantage, which resulted in skilful burning of landscapes for many different purposes.

Fire was used to manage the land to:

- make access easier through thick and prickly vegetation
- maintain a pattern of vegetation to encourage new growth and attract game for hunting
- encourage the development of useful food plants, for cooking, warmth, signalling and spiritual reasons.

Early European explorers and settlers commented on the Aboriginal people's familiarity with fire, and the presence of fire in the landscape continually throughout the year. Most of the fires were relatively low intensity and did not burn large areas.

This constant use of fire by Aboriginal people as they went about their daily lives most likely resulted in a fine grained mosaic of different vegetation and fuel ages across the landscape. As a result, large intense bushfires were uncommon."

Source: Government of Western Australia, Dept. of Biodiversity, Conservation and Attractions, 2013.

Additional reference - Landcare Australia, Traditional Aboriginal burning in modern day land management, 2017.

4. Case Study: "Midlands Patch Burning Project"

A. Watch this short clip of "...a real-world experiment drawing on the concept of renewal ecology (study of the earth) to help explore the relationship between fire and herbivore activity (grazing animals) in Tasmania's Midlands." Rummin Productions: **https://vimeo.com/276817400**

Watch twice, the second time ask students to write down key words such as:

- Scats
- Herbivores
- Biodiversity
- Fuel load
- Patch
- Fuel management
- Conserving
- Sustainable future

B. **"Returning patrula / fire - Teaser"**

Watch this second short film which has a stronger Tasmanian Aboriginal throughline.

"Filmed in the midlands plains of lutruwita / Tasmania, this is the story of an unusual alignment between a farmer, a scientist and the Tasmanian Aboriginal community. From a simple idea to run a science experiment emerged the story of a community returning an important cultural fire practice and reconnecting to lands where brutal dispossession took place. The collaboration benefits each in different ways but relies on a mutual trust heading into uncharted waters. The film highlights the importance of a traditional pakana practice that society is awakening to in an era of ecological collapse and global warming." Rummin Productions: **https://vimeo.com/285783217**

Watch twice, the second time ask students to write down key words.

5. Reflection Activity: Complete the ***See, Think, Wonder*** chart in the student workbook, introduce to whole class and freeze a few different images from the films to explore in more depth.

Going further:
Discuss in pairs: How has land management changed over time, from before European occupation to the present day? How is this case study bridging this gap?

Cool Australia's free (you will have to register) primary unit entitled 'Cool Burning' is a full unit looking at the way that Indigenous Australian land managers conduct controlled burns during the cool season of Australia's tropical savanna regions. (The Swag Family has no relationship with Cool Australia it just looks great if you would like to investigate further on this topic.) https://www.coolaustralia.org/unit/cool-burning-primary/

See/think/wonder - Teacher notes

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

See: What do you see/notice?
Encourage the students to look closely at the images as you pause the videos and name anything they see and notice. There are no silly answers. Their observations might start off as simple as red fire. As they progress, encourage them to try and look at small details, freeze part of the film for them to see. For example, what can you see on the ground? What do you notice about the ...? Describe its shape or size.

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

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

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

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

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

Resources:

Plan ahead to go outside and explore a natural area. (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 identification app inaturalist https://www.inaturalist.org/ can work well if you can install on portable devices the week before and practice in the classroom.

The Swag Family website - search " Being a field naturalist" and "Biology" in reports section Explore Your Corner student workbook.

iNaturalist.org

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

Learning sequence:

1. Plan and prepare to explore your corner

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

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

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

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

- Students record what the Swag Family have found over the past few weeks in the table provided in their student workbook.

3. Head outside to your chosen site and explore.

Allow at least 45 minutes outside to explore, 1.5 hours would be great. Undertake some nature play challenges if you have the time. We suggest you bring magnifying glasses, clip-boards, paper and pencils, iPads, plastic bag for rubbish and another for samples.

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

- Look under rocks, leaf litter, bark, search high and low.
- Record how many living plants and animals you see and add more detail of what you find.

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

Nature Play Challenges (from the Official Student Journal)

1. Build mini or large bird nests. Nests have a shallow cup on the top, lined with fresh twigs and leaves. Sticks are added by a bird while it stands in the nest.
2. Make paper planes and see whose can travel the furthest, modify shape and size.
3. Lay down under a tree or on the grass and look up - count clouds, make cloud creatures.
4. Bring a story book with a nature theme to read out loud to the group(s).
5. Build cubbies with found sticks.
6. Close your eyes and listen to all the different sounds you can hear in 2-3 minutes of silence. Act out those sounds and play charades.
7. Create out of mud, if there is not any can you make some?
8. Go on a bug hunt with magnifying glasses brought from school. Observe closely what you find. How many legs? Colours?
9. Sketch, draw or count the bugs / leaves / trees / birds you see.
10. Play nature games. Search “nature games for kids” and choose your favourite. We like nature bingo or treasure hunts. Bring a paper bag for each student with a list of non-living items to find stapled to the outside. A Treasure Hunt sheet is included below.

By **Naturebeinit.com**

Nature.
Be in It.

Time: 60 minutes

Outcome: To understand more about the term adaptation, the difference between structural and behavioural adaptation and how adaptations affect living things survival.

Resources:

Access to computer and projector for these bird adaptation resources:

http://www.vtaide.com/png/bird-adaptations3.htm

http://dragonflyissuesinevolution13.wikia.com/wiki/File:Adaptations.png

http://www.qm.qld.gov.au/Learning+Resources/Resources#.XByIIM8zZg0

Swag Family website - search "Biology" on reports page of site

Explore Your Corner student workbook

Learning sequence:

1. Introduce adaptation

Share with the class: All living things are adapted to their environment in order to survive. Animals and plants have features that are needed for survival and reproduction where they live (their habitat). For example, the platypus moves around by swimming and walking, therefore it's feet have adapted to have a web for swimming and claws for gripping and toes for walking.

Students record in workbooks the definition of adaptation - e.g. "An adaptation is a special skill which helps an animal to survive and do everything it needs to do. Adaptations could be physical changes to the animals body or behavioural changes in how an individual animal or a society do things in their daily lives."

http://wildlife.durrell.org/kids/fun-factsheets/adaptation-factsheet/

2. Features and adaptation.

Show a detailed drawing of a bird with features labelled, such as this one:

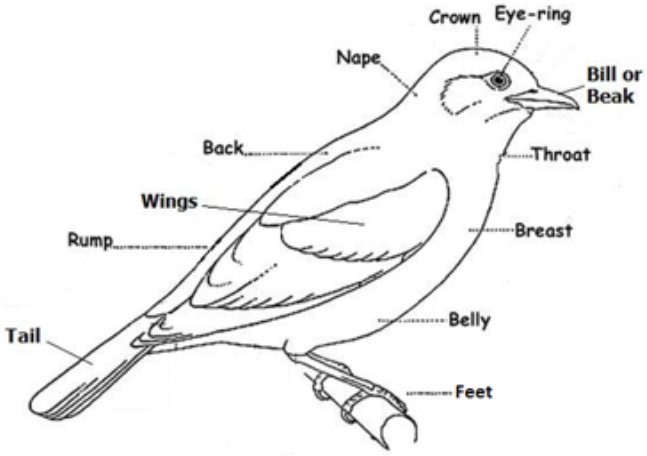


Image by Jason Morrow at http://losybc.blogspot.com.au/2014_10_01_archive.html

This is a labelled diagram of a bird. These features help the bird survive in its specific habitat. Therefore, it's features can tell us about where it lives and what it eats.

What can we guess about this bird? e.g.

- Toe either side, claws - to perch in trees?
- Short beak - to crack nuts and seeds?

We can tell a lot about what a bird eats from its beak. Look at these interactive images of bird beaks and discuss what each on eats. http://www.vtaide.com/png/bird-adaptations3.htm

Bird Beaks and Feet by the Queensland Museum is an excellent 2 page worksheet to understand adaptations. Visit http://www.qm.qld.gov.au/Learning+Resources/Resources#.XByIIM8zZg0 and scroll down to "Bird Beaks and Feet PDF".

3. Students will now draw their own **scientific diagram** of a living thing they found in their corner outside. Be sure to include labelled features.
4. Students to complete the **adaptations table** in their workbook looking at features of all the different insects or birds they found outside and how those features help them to survive.

Going further: Students to complete the T chart on behaviour (what they do / actions) and structural (what they have / features) adaptations in their workbook.

Extra fun: Beak Adaptation Game

There are a lot of different adaptation games out there, here is one you can do with your class.

Students, using everyday objects that model different bird beaks, will try to gather the food and place it in their "stomachs". A class discussion on specialisation of each beak type should follow.

Materials:

Food resources:
uncooked shell macaroni, small crackers, gummy worms, chocolate sprinkles, peanuts, sunflower, seeds, dried fruit, cereals (you get the idea!)

Beaks (utensils): one set per group
clothespin, toothpick, straw, spoon, small plastic scoop, tweezers/small scissors

Other:
paper plate for feeding dish (1 per group); small cup for stomach (1 per student), whistle/bell to signal change of feeding

Instructions:

1. Students work in groups of 4-6, either at a table or around a clean mat on the floor.
2. Distribute one type of "beak" (utensil) to each student, instructing them to hold it in one hand and place the other hand behind their back.
3. Place a "stomach" (cup) in front of each student. Place one type of food in each group's feeding area (plate) and instruct students that, at your signal, they must compete for as much of that food resource as they can gather with their "beaks".
4. Remind them that their survival depends on their ability to gather food.
5. Give the signal, then allow each group 5-10 seconds to "feed". All food must go into their "stomach" (cups)!
6. After 10 seconds, give the signal to stop. Have the students tell which beak was most successful in gathering that type of food.
7. Repeat the procedure for each type of food available.

Source: http://pubs.usgs.gov/of/1998/of98-805/lessons/chpt2/act5.htm

If it is a nice day try this game outside.

Time: 45 minutes

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

Teachers note: Only one fact card will be uploaded per class. This is a good time to decide what work you would like for assessment and what you will share on the Swag Family website.

We suggest you either work individually and select the best entries for each section to share online. OR work in teams and give each team 1 section of the fact card to do their best work. OR a combination of the two.

The suggested assessment task:

In teams, students will research and complete an Share Your Corner: Fact Card by:

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

Resources:

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

Swag Family website - search "Stories" on the reports page

Explore Your Corner student workbook

Learning sequence:

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

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

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

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

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

The Aboriginal Dreamtime / Creation Stories in the link above:

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

Listen to stories found and shared by the Swag Family. Search "Stories" in the reports section of the website. Do you have a story to share about living things?

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

Guiding questions:

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

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

- Find the fact card template in the student workbook.

Going Further: Who can you invite from your community to talk to you about your corner? Such as a representative of the local Aboriginal community, a land manager from local council or Parks Service, a farmer, a fire service worker or a local naturalist group. Local council often has free outreach to school in a number of different areas. For example:

RINGWOOD FIELD NATURALISTS CLUB Inc.

PARKS AND WILDLIFE COMMISSION NORTHERN TERRITORY

W.A. FIRE & RESCUE

Aboriginal Education
Department of Education Tasmania
knowledge | learning | empowerment

RECONCILIATION AUSTRALIA

Time: 60 minutes + depending on research time needed

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

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

Some research websites:

- https://www.parks.tas.gov.au/index.aspx?base=307
- https://parkweb.vic.gov.au/learn/student-portal - Q & A on park management
- https://parks.des.qld.gov.au/experiences/connect-with-nature/
- https://www.parks.sa.gov.au/understanding-parks
- https://northernterritory.com/things-to-do/nature-and-wildlife/national-parks
- https://www.nationalparks.nsw.gov.au/plants-and-animals
- https://www.dpaw.wa.gov.au/plants-and-animals
- https://www.environment.act.gov.au/home
- https://parksaustralia.gov.au/

Explore Your Corner student workbook

Learning sequence

1. What have schools around Australia found in their corner of the world?

Go to the Swag Family website - go to the map to see what other schools have contributed. (Unless you are in Term 1, schools may not have had a chance to upload their fact card yet - you could be the first!)

2. Further refine your research from your corner.

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

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

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

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

4. What is missing? Add it!

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

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

5. Introduce the assessment rubric

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

Share your corner - Fact Card Rubric

Student(s):

	4 - Super Star	3 - Well Done	2 - Good	1 - Needs Effort
Draft & research in student workbook	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.
Final fact card	The draft is included to highlight change you made in final. 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 not image or diagram.	Draft and final design is messy and/or incomplete. Card is not uploaded to website.
Team / Individual Presentation	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: 40 minutes

Outcome: To understand what is meant by threats to a natural landscape and that through applying scientific thinking and understanding we can act to minimise threats to care for our environment.

Resources:

- Print out for each student this ABC news article "Australian wildlife under threat" https://www.abc.net.au/news/2014-10-09/ideology-threatening-wildlife-in-national-parks-conservationists/5798564
- Watch Behind the News clip "World Heritage" http://www.abc.net.au/btn/classroom/world-heritage/10528756
- Watch "Landcare Kids" Behind the News http://www.abc.net.au/btn/classroom/landcare-kids/10527736

Explore Your Corner student workbook

Learning sequence

1. What are the key environmental threats to your study corner?

An environmental threat is something that is likely to have adverse effects on living organisms and the environment where you are. Threats to natural environments can come in many forms. Start a discussion as a class through a mind map on the front board with threats in the middle.

Some common threats are:

- Pollution (e.g. littering, soil and water contamination)
- Invasive species (weed plants and animals)
- Diseases
- Warming climate

Record the discussion in student workbook.

Teacher Note: If you have invited in an expert to talk about your corner this is a great question to ask them about!

Options to increase understanding on threats to natural areas:

A) Print out this short ABC news article and ask students to highlight key words then write out, or share, a short summary. Discuss in small groups or as a whole class. *Australian wildlife under threat, conservationists say, as governments declare national parks 'open for business'* By Eric Tlozek, 9 Oct 2014 https://www.abc.net.au/news/2014-10-09/ideology-threatening-wildlife-in-national-parks-conservationists/5798564

B) Watch this ABC Behind the News clip "World Heritage" discussing a development threat to the Great Barrier Reef Marine Park in Queensland. Discuss as a class. http://www.abc.net.au/btn/classroom/world-heritage/10528756

2. How can we care for our local natural environment?

There are many simple things we can do to reduce the threats to our corner and care for our natural area. Often it takes our time and energy, speaking with people or getting your hands dirty without much financial cost. Many different organisations are often happy to work with you.

Watch this short clip "Landcare Kids" by ABC Behind the News on a school that got involved in weeding and then planting out their local patch during National Landcare Week.

http://www.abc.net.au/btn/classroom/landcare-kids/10527736

National days of action we know of:

- Friday March 1 - Clean Up Australia Day https://www.cleanupaustraliaday.org.au/
- Wednesday June 5 - World Environment Day http://worldenvironmentday.global/
- Friday July 27 - National Tree Day - Planet Ark https://treeday.planetark.org/ (local council often give away free native plants!)
- First week in September - National Landcare Week https://landcareaustralia.org.au/landcare-week/
- Thursday Nov 7 - Outdoor Classroom Day https://outdoorclassroomday.com.au/
- Any time - talk to your local council for donations of time and resources- some have volunteer bushcare groups who will come to you site.

Brainstorm or Think - Pair - Share as a class what you can do to care for your corner in student workbooks.

Time: 60 minutes

Outcome: To reflect on, take action and present the final fact card information to class and / or community and reflect on the learning journey. Submit the completed fact card to the Swag Family website (optional) and / or for assessment.

Resources:

Explore Your Corner student workbook:

- Self assessment
- Peer assessment

Rubric created with class

Learning sequence

Reflecting

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

Acting

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

Evaluating

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

Unit 2: Create Your Own Adventure

The Big Question

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

The Swag Family have dreamed up, researched and are now undertaking their adventure around 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

- Cultural and environmental impacts can arise from adventure and how to manage them.
- How to plan and practice activities that promote health and wellbeing.
- That participation in outdoor adventure activities promotes 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 adventure.
- Reflect on their learning journey.

Assessment Task

Students will plan their own dream adventure by:

- Applying concepts and using terminology related to Health and Physical Education.
- Preparing a detailed plan and final report for their dream adventure.
- Sharing learnings with the whole class 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 you've found
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 5-6 Student Workbook*
- *Create Your Own Adventure 5-6 Teacher Guide*
- Swag Family discussion boards
- Swag Family live reports

Learning sequence

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

Australian Curriculum Connections – Year 5 & 6

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 5 / 6

- Plan and practise strategies to promote health, safety and well-being (ACPPS054)
- Explore how participation in outdoor activities supports personal and community health and well-being and creates connections to natural and built environments (ACPPS059)
- Explore how success, challenge and failure strengthen identities (ACPPS033)

HPE Focus Area connections:

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

English Literacy

Year 5

- Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699)
- Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702)
- Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704)
- Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)

Year 6

- Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)
- Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)
- Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELY1712)

Australian Curriculum Connections – Year 5 & 6

Humanities and Social Sciences (HASS)
Geography

Year 5

- Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions (ACHASSI096)
- Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI104)

Year 6

- Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions (ACHASSI124)
- Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI132)

The Arts - Drama (extension task)

Year 5 / 6

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

The Arts - Visual Arts

Year 5 / 6

- Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions
- Explain how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artworks

Digital Technologies Processes and Production Skills

Year 5 /6

- Plan, create and communicate ideas and information, including collaboratively online, applying agreed ethical, social and technical protocols (ACTDIP022)

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
- Swag Family adventure poll

Butchers paper

Timer (eg. phone / watch and bell)

Learning sequence:

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

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

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

2. Swag Family - Key ingredients of adventure

As a class watch the 'Ingredients of adventure' clip.

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

Key ideas from the clip include:

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

Why is the Swag Family going on an adventure?

3. Undertake an Adventure Poll

Swag Family Adventure Poll: Students interview their classmates to find out who would or would not want to go on the Swag Family adventure. Students must also provide a justification for their view. To provide more structure to this activity students can be given a 30 second time limit before they must move to the next person, this means that students should be able to succinctly justify their position. When students have finished their poll, ask them to tally up their responses (yes/no) to create a class tally and determine which position was in the majority.

The 'Adventure Poll' activity can be done in small groups and then shared with the class where time is limited.

Going further: Students can create their own graph, chart, and/or summary statement about the results. e.g. 'More than half the group said they would like to go on the Swag Family adventure.' 'Less than a third of the group said that they would not like to go on the Swag Family adventure.'

4. Introduce the big question

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

There are many elements to designing an adventure. It usually 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 detailed plan (adventure brief) to present to the class detailing all the elements of your dream adventure.

Link to 'Explore Your Corner' unit

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

Time: 60 minutes

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

Resources:

Swag Family Report - 'Risky business'

Create your Adventure workbook:
- Ordering risk
- Risky business comic

Risky business cards - printed out on A4

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

2. Risky business - the importance of taking risks

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

Risks can be both social and physical and are often related to the individual and what they feel comfortable with and are capable of. To create a strong team it's important not to feel judged and that all team members contribute to a safe environment so that people can explore their limits. Importantly, humans are prone to failure - and that's how we learn, through our mistakes.

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

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

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

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

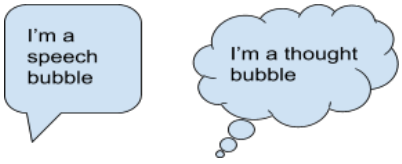
3. Creating risky comics

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

In each box students should draw a picture showing:

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

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



Hints for creating comics:

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

Going further:

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

Link to 'Explore Your Corner' unit

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

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:

- Past adventures
- Dream adventure ideas

Adventure websites:

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

Further reading on great adventures:

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

Further reading on Australian Adventurers:

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

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

Learning sequence:

1. Adventures come in many shapes and sizes

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

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

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

Past adventures: Using one of the above adventure websites, students chose one other adventure and identify its features in their workbooks.

2. Get creative and brainstorm up dream adventure ideas

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

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

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

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

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

- E.g. *Do they need a support team? Or an expert in [eg. volcanoes/deep sea diving etc…] to assist them.*
- *Do they need to be 18 so that they can drive?*
- *Do they need to develop certain skills (reading a map, kayaking, parachuting, flying a rocket?)*

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

Link to 'Explore Your Corner' unit

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

Time: 60 minutes

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

Resources:

Swag Family Adventure Map (www.swagfamily.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)

- Road maps (e.g. shows main roads and minor roads and places of interest to a traveller)
- Topographic maps (e.g. has contour lines and shading to represent elevation above sea level)
- Climate maps (e.g. shows weather and climate information such as monthly rainfall, wind direction and speed)
- Political maps (e.g. shows boundaries between municipalities, states, countries and often show major cities and towns)

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

3. What are the key features of a map?

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

A handy acronym is BOLTSS, this stands for:

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

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

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

4. Where will your adventure take you?

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

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

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

Link to 'Explore Your Corner' unit

Map out where you will go before you go, or when you return, create a map of where you went. The start? The finish? Interesting points along the way? Don't forget the scale 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:
- Adventurous Food Brainstorm
- Food Labels
- My Adventurous Menu Plan

Online resources:
- Australian Guide to Healthy Eating - attached
- National recommended number of serves for children, adolescents and toddlers: https://www.eatforhealth.gov.au/food-essentials/how-much-do-we-need-each-day/recommended-number-serves-children-adolescents-and
- Sample meal plan for child: https://www.eatforhealth.gov.au/sites/default/files/content/The%20Guidelines/adg_sample_meal_plan_child.pdf
- Nutrition online calculators: https://www.eatforhealth.gov.au/eat-health-calculators
  - Average Recommended Number of Serves Calculator
  - Calculate your daily energy needs
  - Calculate your daily nutrient requirements
- Food group, nutrients and functions of the body: https://www.healthyactivekids.com.au/wp-content/uploads/2014/01/1L2R2FoodGroupNutrientsAndFunctionsOfTheBody.pdf

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

Scales (optional)

Learning sequence:

1. Food for adventure

As a class watch 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 for me?

As a class look at:

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

Australian Guide to Healthy Eating:
Using guide and the online calculator (https://www.eatforhealth.gov.au/eat-health-calculators) ask students to -

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

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

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

3. Design an adventurous menu plan

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

Going further:

- Record the nutritional values of a planned meal - students can look up nutritional information of packaged food on the Woolworths website www.woolworths.com.au
- 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

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?

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
- Pack your swag

Learning sequence:

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

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

Ask students to share their ideas to each other.

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 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?

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

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

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 and person equipment list.

Time: 60 minutes+ (1-2 lessons)

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

Resources:

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

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

Create Your Adventure workbook:

- Adventure impacts

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

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

Leave No Trace principles further explained:

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

Learning sequence:

1. Banning the climb: the reasons behind it

Have you heard of Uluru? Where is it? What do you know about it? Using the Swag Family map www.swagfamily.com.au - identify where Uluru is, where the Swag Family currently is and where you are.

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

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

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

- Environmental
- Cultural

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

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

2. How can we Leave No Trace?

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

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

3. What impacts might your adventure have?

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

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

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

Link to 'Explore Your Corner' unit

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

Australian Government
Parks Australia

Fact Sheet
Uluṟu-Kata Tjuṯa National Park

PLEASE DON'T CLIMB

'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.

Aṉangu traditional owners of Uluṟu-Kata Tjuṯa 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 Uluṟu because of its spiritual signifcance as the traditional route of the ancestral Mala men on their arrival at Uluṟu. We prefer that visitors explore Uluṟu 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 signifcance of Uluṟu in *Aṉangu* culture.

Safety reasons

The climb is physically demanding and can be dangerous. At least 35 people have died while attempting to climb Uluṟu and many others have been injured. At 348 metres, Uluṟu 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 signifcant environmental impacts of climbing Uluṟu. 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 Uluṟu.

Also, there are no toilet facilities on top of Uluṟu, 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 Uluṟu 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 Aṉangu. 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 Uluṟu – 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 Uluṟu, or taking on the challenge of the Valley of the Winds walk out at Kata Tjuṯa.




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

Australian Government
Parks Australia

Fact Sheet
Uluṟu-Kata Tjuṯa National Park

Alternative walking opportunities

Alternative walking opportunities in the park include the Uluṟu Base walk, the Kuniya walk which takes you to Muṯitjulu 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 Tjuṯa, the Valley of the Winds walk and Walpa Gorge walk.

The Base walk takes you around the perimeter of Uluṟu, this walk is 10.6 kilometres in length and an easy grade, and the Kuniya walk takes you into Muṯitjulu 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 Uluṟu 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 Uluṟu)
- 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

Source: Tasmanian Parks and Wildlife Service

Time: 60 minutes

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

Resources:

Create Your Adventure workbook:
- Swag Family logo
- Design your own adventure logo

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

Learning sequence:

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

Ask students:

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

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

Swag Family logo: Read how and why Patrick Badger designed the Swag Family logo. 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

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

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

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 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.

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

Time: 60 minutes (for either lesson)

ROLE PLAY

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

Resources:

Create Your Adventure workbook:

- Adventure Storyboard

1. Create a storyboard of your adventure to pitch

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

In groups of two to four, students then present a sixty second pitch of their adventure. Groups choose which adventure to then perform to the class and create an improvisation of it.

2. What does an improvised adventure look like?

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

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

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

NEWS REPORT

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

Resources:

Create Your Adventure workbook:

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

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

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

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

2. Stop press!

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

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

Link to 'Explore Your Corner' unit
Students can write their news article up based on exploring their corner.

Time: 60 minutes (planning time) plus undertaking time

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

Resources:

Create Your Adventure workbook:

- Challenge

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

1. Challenging ideas

The Swag Family are undertaking a big physical challenge... riding 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 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: There is a template in the student workbook for a peer and self assessment. As a class, prior to beginning the final project, brainstorm what should and will be assessed to then design the assessment criteria as a class.

Link to 'Explore Your Corner' unit

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

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www.swagfamily.com.au

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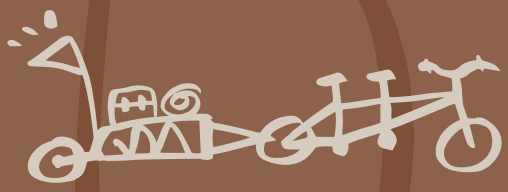
This resource is made freely available to all Tasmanian government schools thanks to the Tasmanian Department of Education. Find out more about the other organisations and individuals that have generously helped us make this adventure possible on the Swag Family website. We've worked hard to make this 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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