

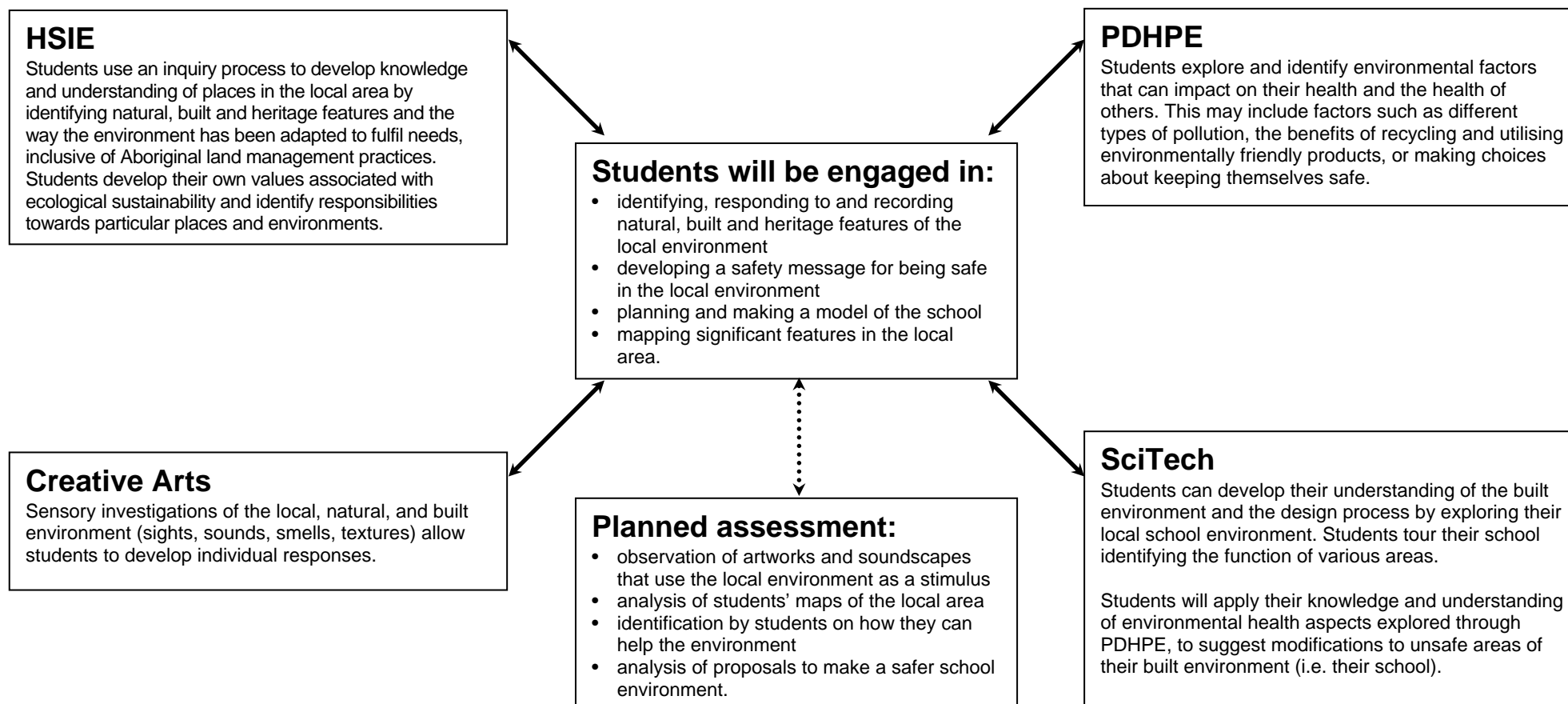
# Local places

Stage 1



## Connected Outcomes Group (A)

*Connection focus:* exploring our relationship with the natural, built and heritage environments in our local area, considering how we interact with, and modify, our local environment.



## Planning page

Organisation:	Resources needed:	Literacy links include:	Numeracy links include:
<ul style="list-style-type: none"> <li>organise an excursion to view natural, built and heritage features of the local area or school.</li> </ul>	<p>Copies of DET and BOS resources have been sent to all schools.</p> <ul style="list-style-type: none"> <li><i>Move ahead with street sense. Stage 1: a road safety resource to support the PDHPE K–6 syllabus</i> (available through the regional Road Safety consultant)</li> <li><i>Caring for Place – caring for Country</i> – (DET); available as pdf at <a href="http://www.curriculumsupport.education.nsw.gov.au/primary/hsie/assets/pdf/caring/caringplace.pdf">http://www.curriculumsupport.education.nsw.gov.au/primary/hsie/assets/pdf/caring/caringplace.pdf</a>. Spare copies of <i>Caring for Country</i> are also available from regional offices - contact your regional curriculum SEO2 or Aboriginal Education consultant.</li> <li><i>Hands on learnscapes</i> CD-ROM (DET)<sup>#</sup></li> <li><i>Beyond the frame</i> - image kit (DET)<sup>#</sup></li> <li><i>Quantum leaps</i> video<sup>#</sup></li> <li><i>Vocal-Ease modules 1 and 2</i> (DET)<sup>#</sup> (teachers' book is available as a pdf on <i>arts action CD-ROM</i> [DET]<sup>#</sup>)</li> <li>Discovering Democracy video segment <i>Joining in</i></li> <li><i>Big mob books for little fullas</i> (BOS) (currently out of print).</li> </ul> <p>Collaborate with your teacher-librarian for teaching and resource support.</p> <p><sup>#</sup>Additional copies of these DET resources are available from DET sales at: <a href="https://www.det.nsw.edu.au/doingbusiness/product_service/schcurresource/index.htm">https://www.det.nsw.edu.au/doingbusiness/product_service/schcurresource/index.htm</a></p>	<ul style="list-style-type: none"> <li>mapping - uses technical language and other organisers</li> <li>uses information to produce texts that inform other students in the school</li> <li>identifies descriptive language – nouns and adjectives in poetry</li> <li>relates the subject matter and characters in books to their own experiences.</li> </ul>	<ul style="list-style-type: none"> <li>describes the position of objects in the school playground using everyday language</li> <li>represents position of objects using symbols on maps</li> <li>creates a column or picture graph of data collected from parent survey.</li> </ul>

## Term planner (teachers may want to use this to plan the work over a term)

Week	Creative Arts	HSIE	PDHPE	SciTech
1	Dance - Exploring space and location	Developing concepts of location and environment Mapping		
2	Dance - (cont.)		Keeping safe in my environment	Design, plan and produce a proposal for a safer school environment
3	Visual Arts - Investigating the school environment	Our environment	Design, plan and produce a proposal for a safer school environment	Design, plan and produce a proposal for a safer school environment
4	Visual Arts - Mapping a path	Environmental diversity Living with the land	Design, plan and produce a proposal for a safer school environment	Design, plan and produce a proposal for a safer school environment
5	Dance - Lines and shapes in the natural and built environments Visual Arts - Art appreciation: an artist's environment	Aboriginal features of the local area	Design, plan, and produce a proposal for a safer school environment	Design, plan and produce a proposal for a safer school environment
6	Visual Arts - Art appreciation (cont.)	Caring for the environment Connection to place and country	Caring for the environment	
7	Visual Arts - Art appreciation (cont.) Music - Creating a soundscape	Connection to place and country (cont.) Effect of changing the environment		
8	Music - (cont.)	Respecting the environment		

## Unit of work

Outcomes	Learning experience	Planned assessment
<p><b>HSIE</b>  <b>ENS1.5</b> Compares and contrasts natural and built features in their local area and the ways in which people interact with these features</p> <ul style="list-style-type: none"> <li>uses a range of geographical terms to describe location and features.</li> </ul> <p><b>SciTech</b>  <b>BES1.1</b> Creates, modifies or models built environments to the suit needs of users</p> <ul style="list-style-type: none"> <li>there are fundamental differences between natural and made environments</li> <li>people create outside spaces as well as inside spaces for a variety of purposes.</li> </ul> <p><b>Mathematics</b>  <b>SGS1.3</b> Represents the position of objects using models and drawings and describes using everyday language.</p> <p><b>English</b>  <b>TS1.2</b> Interacts in more extended ways with less teacher intervention, makes increasingly confident oral presentations and generally listens attentively.</p>	<p><b>Developing concepts of location and environment – the school</b></p> <ul style="list-style-type: none"> <li>Find a safe spot in the playground to sit and observe a number of environmental features e.g. trees, hill, creek, school buildings, boundary. Identify the compass points of north, south, east and west and draw or indicate on the playground. Introduce location words e.g. 'behind', 'in front', 'up', 'down', 'below', 'above', 'between', 'next to'.</li> <li>Play a game of <i>I spy</i> using location terminology. For example: <ul style="list-style-type: none"> <li>I spy a large building to the right, what is it?</li> <li>I spy something tall and green to the north, what is it?</li> <li>I spy something in front of the flag pole, what is it?</li> </ul> </li> <li>Move to a different location and locate north, south, east and west, using features of the environment identified in the <i>I spy</i> activity. Review the meaning of the word 'environment' as a place or a space. Identify the differences between natural and built features in the environment.</li> <li>Continue the <i>I spy</i> game using words to describe: <ul style="list-style-type: none"> <li>whether the area is natural or made - I spy something made of brick, what is it?</li> <li>how the area is used - I spy something used for children to play on, what is it?</li> </ul> </li> <li>Divide the class into small groups and assign each group a different area of the school. Ask students to imagine they are a bird looking down on the area.</li> <li>Have each group draw a plan of their assigned area and label their section of the school.</li> <li>On a large sheet of paper construct a map of the school from the students' drawings/plans. Keep this map for reference in later lessons.</li> <li>Discuss the purpose and use of each of the areas represented on the map.</li> <li>Students use the map and terms 'left' and 'right' to give directions to places in the school. (<i>Numeracy link</i>)</li> </ul> <p>Note: This activity provides prior learning for a design task presented later in the unit.  NB shaded text is background information for teachers.</p> <p>(<i>Literacy link</i>: listens for positional language in instructions)  (<i>Numeracy link</i>: describes the position of objects in the school playground using everyday language)</p>	

Outcomes	Learning experience	Planned assessment
<p><b>HSIE</b>  <b>ENS1.5</b> Compares and contrasts natural and built features in their local area and the ways in which people interact with these features</p> <ul style="list-style-type: none"> <li>• <i>develops an understanding of the concepts involved in depicting locations as a map</i></li> <li>• <i>makes and interprets models of features and places of a particular location</i></li> <li>• <i>demonstrates an awareness that the features and places that are a part of their local area exist within a broader context</i></li> <li>• <i>represents a well known place as a map using some symbols and different colours to show different features.</i></li> </ul> <p><b>Mathematics</b>  <b>SGS1.3</b> Represents the position of objects using models and drawings and describes using everyday language.</p> <p><b>English</b>  <b>WS1.14</b> Identifies the structure of own literary and factual texts and names a limited range of related grammatical features and conventions of written language.</p>	<p><b>Mapping</b></p> <ul style="list-style-type: none"> <li>• Show students a world globe or world map. Identify land masses, seas, north/south poles, Australia and own town or city (approximately).</li> <li>• Write some statements of location e.g. we live near the sea, the mountains, the river, we are north of ..., we are south of ..., near where we live is ...</li> <li>• Show students some examples of aerial photographs, contour maps and landform maps. Discuss: <ul style="list-style-type: none"> <li>- what a map is and what it can represent e.g. different types of maps can represent different things e.g a bird's eye view</li> <li>- how places and features on a map can be represented by symbols and different colours</li> <li>- examples of simple maps</li> </ul> </li> <li>• Select and make photocopies of a simple map that uses a simple key and some symbols.</li> <li>• Discuss what the symbols and colours on the map represent and why they are used.</li> <li>• Play a simple game to locate the use of the different symbols. As each symbol is located, cover with a counter.</li> </ul> <p>Assessment: Each student draws a freehand map of the location they have studied, using some symbols and a simple key to represent different features on their map. Ask students to explain some of the symbols they have used and what they represent.</p> <p><i>(Literacy link: labels own maps - using technical language and other organisers e.g. a key, symbol)</i>  <i>(Numeracy link: describes the position of places on a simple map)</i></p>	<p><b>Assessment strategy</b>  The teacher:</p> <ul style="list-style-type: none"> <li>• analyses the student's freehand map drawing of a location.</li> <li>• asks the student about the location they have selected and the symbols and colours used to represent different features of this location.</li> </ul> <p><b>Assessment criteria</b>  The student:</p> <ul style="list-style-type: none"> <li>• represents a well known place as a hand drawn map in some detail</li> <li>• uses symbols to represent different features of the well known location</li> <li>• uses colour to differentiate features.</li> </ul> <p>These criteria relate to outcomes <b>ENS1.5, SGS1.3, SGS1.3</b></p>
<p><b>Creative Arts: Dance</b>  <b>DAS1.1</b> Performs dances demonstrating expressive qualities and control over a range of locomotor and -non locomotor movement</p> <ul style="list-style-type: none"> <li>• <i>investigates personal and general space</i></li> <li>• <i>performs with awareness of other dancers and the performing space.</i></li> </ul> <p><b>PDHPE</b>  <b>DAS1.7</b> Performs simple dance sequences incorporating basic movement skills and patterns</p> <ul style="list-style-type: none"> <li>• <i>shows movement with various parts of the body</i></li> <li>• <i>follows simple movement skills and patterns.</i></li> </ul> <p><b>Mathematics</b>  <b>SGES1.3</b> Represents the position of objects using models and drawings and describes using everyday language.</p> <p><b>English</b>  <b>TS1.2</b> Interacts in more extended ways with less teacher intervention, makes increasingly confident oral presentations and generally listens attentively.</p>	<p><b>Exploring space and location through dance</b></p> <ul style="list-style-type: none"> <li>• Play the movement game <i>Near and far</i> to reinforce students' understanding of space and location. Before you begin, identify locations within the room: north, south, east, west, up, down. On the teacher's signal, the group moves: <ul style="list-style-type: none"> <li>- as close as possible to each other in the centre of the room without touching</li> <li>- as far away from each other as possible</li> <li>- to the north, south, east and west.</li> </ul> </li> <li>• Repeat the game several times, moving in a variety of ways, e.g. marching, sliding, hopping.</li> <li>• Direct students to explore their use of personal space in the room. Instruct students to: <ul style="list-style-type: none"> <li>- find a space alone. Come to me; now we are all crowded together</li> <li>- find a space alone. Sit in your space. Come to me, without touching anyone</li> <li>- find a space of your own on the other side of the room. Spin around in your space</li> <li>- make a big shape in your space to fill it up</li> <li>- make a shape with your body that reaches up into the space</li> <li>- make a shape with your body that reaches down towards the floor</li> <li>- lie down, long and thin, in your space.</li> </ul> </li> <li>• Develop students' understandings about the use of space as they move about the room. Instruct students to: <ul style="list-style-type: none"> <li>- stand in your space. Walk towards the nearest wall, without touching others</li> <li>- walk to the opposite wall without touching anyone</li> <li>- walk anywhere in the room, avoiding other people.</li> </ul> </li> </ul>	

Outcomes	Learning experience	Planned assessment
	<ul style="list-style-type: none"> <li>• Repeat this activity, varying ways of travelling, building up to running activities. Students:               <ul style="list-style-type: none"> <li>- run, lifting the knees high</li> <li>- run sideways</li> <li>- run with the head pushed forward.</li> </ul> </li> <li>• Alternate marching at normal speed with marching in slow motion for a cool-down activity. Use tambourine signals, for example:               <ul style="list-style-type: none"> <li>- one tap = normal speed</li> <li>- two taps = slow motion</li> <li>- three taps = stop.</li> </ul> </li> <li>• Walk in the space next to a partner. Walk one behind the other. Change the lead as you walk, one in front, then the other. Copy the leader's movements.</li> </ul> <p>Extension: Choreograph a class movement sequence based on using space and incorporating individual, partner and group travelling phrases.</p> <p><i>(Numeracy link: listens for positional language in instructions)</i></p>	
<p><b>PDHPE</b>  <b>SLS1.13</b> Recognises that their safety depends on the environment and the behaviour of themselves and others</p> <ul style="list-style-type: none"> <li>• <i>identifies the need for rules in order to keep safe.</i></li> </ul> <p><b>DMS1.2</b> Recalls past experiences in making decisions</p> <ul style="list-style-type: none"> <li>• <i>predicts consequences of options when making decisions.</i></li> </ul> <p><b>English</b>  <b>WS1.9</b> Plans, reviews and produces a small range of simple literary and factual texts for a variety of purposes on familiar topics for known readers.</p> <p><b>WS1.13</b> Identifies how own texts differ according to their purpose, audience and subject matter.</p>	<p><b>Keeping safe in my environment</b></p> <ul style="list-style-type: none"> <li>• Review and discuss the school or class rules. Ask:           <ul style="list-style-type: none"> <li>- who makes these rules?</li> <li>- why do we have rules?</li> <li>- why is our safety important?</li> </ul> </li> <li>• List other environments in which students need to keep safe. Ask:           <ul style="list-style-type: none"> <li>- in what other environments do we have safety rules? (e.g. pool, on the road, home, school)</li> <li>- what would happen if these rules were not in place?</li> </ul> </li> </ul> <p><b>Keeping safe as a pedestrian</b></p> <ul style="list-style-type: none"> <li>• Read the big book <i>Where's Banjo, Mum?</i> (located in <i>Move ahead with street sense Stage 1</i> kit). Focus students to the <i>Hold my hand</i> sign on page 1. Discuss what this sign means. Ask students where they have seen this sign before. Reread the text and ask students to identify other parts where the sign could be placed. Discuss:           <ul style="list-style-type: none"> <li>- why is it important to hold an adult's hand when crossing the road?</li> <li>- how does this keep us safe?</li> </ul> </li> <li>• Keeping safe as a passenger or wheels user. Ask students to identify the rules when travelling in the car, or when using a wheeled device e.g. scooter, skateboard, bike. Safety rules may include always wear a seatbelt, keep hands inside the car and wear a helmet. Ask students to give reasons why we have these rules.</li> <li>• In small groups, ask students to devise a safety slogan, song or poem for a specific environment where student safety may be at risk. This may include the home, school, the local pool, the railway, on the farm, as a pedestrian, passenger or wheels user. Ask students to consider the following when developing their safety message, for example:           <ul style="list-style-type: none"> <li>- what is the risk in this environment?</li> <li>- who is at risk?</li> <li>- what is the message you want to get across?</li> </ul> </li> </ul>	<p><b>Assessment strategy</b>          The teacher:</p> <ul style="list-style-type: none"> <li>• analyses students' safety slogan, song or poem.</li> </ul> <p><b>Assessment criteria</b>          The student:</p> <ul style="list-style-type: none"> <li>• identifies rules that are needed to keep safe</li> <li>• addresses safety risk in the slogan, song or poem.</li> </ul> <p>These criteria relate to outcomes <b>SLS1.13, DMS1.2</b></p>

Outcomes	Learning experience	Planned assessment
	<ul style="list-style-type: none"> <li>Students present their safety slogan, song or poem to the class. (<i>Literacy link</i>: uses different ways to present information to a target audience)</li> </ul> <p>For further information refer to <i>Move ahead with street sense. Stage 1 - a road safety resource to support the PDHPE K–6 syllabus</i> DET, 1999.</p>	
<p><b>SciTech</b> <b>DMS1.8</b> Develops and implements own design ideas in response to an investigation of needs and wants</p> <ul style="list-style-type: none"> <li>explores common products and environments (places) and suggests how the features of their design meet the needs of users</li> <li>develops design concepts through drawing and modelling</li> <li>shares design ideas with others and responds to feedback</li> <li>works cooperatively and safely to develop and implement own design ideas</li> <li>suggests how products and places could be improved to better meet the needs of users.</li> </ul> <p><b>BES1.1</b> Creates, modifies or models built environments to suit the needs of users</p> <ul style="list-style-type: none"> <li>people's needs determine how places and spaces are designed and used</li> <li>people create outside spaces as well as inside spaces for a variety of purposes</li> <li>drawings and models can be used to work out ideas for places and spaces and to communicate ideas to other people.</li> </ul> <p><b>PDHPE</b> <b>SLS1.13</b> Recognises that their safety depends on the environment and the behaviour of themselves and others</p> <ul style="list-style-type: none"> <li>identifies things needed to play safely e.g. when using playground equipment</li> <li>describes ways of dealing with a dangerous situation.</li> </ul> <p><b>DMS1.2</b> Recalls past experiences in making decisions</p> <ul style="list-style-type: none"> <li>identifies safe and unsafe places to play.</li> </ul> <p><b>English</b> <b>RS1.5</b> Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts.</p>	<p><b>Design task: design, plan and produce a proposal for a safer school playground environment</b></p> <p>Students will require sufficient time over several lessons to complete this design task. The following sequence outlines the process for working through this design task.</p> <p>This learning experience provides an authentic task with an opportunity for school improvement. Involvement of the principal with planning this activity is recommended to help ensure that identified risks are responded to appropriately. Note: If you do identify a risk you need to take action to address the risk, especially if the likelihood of an accident occurring is high.</p> <p><b>Exploring the task</b></p> <ul style="list-style-type: none"> <li>Display a map of the school playground and ask students: <ul style="list-style-type: none"> <li>what activities do students do in the playground?</li> <li>in what part of the playground do these activities occur?</li> </ul> </li> <li>Refer to the map of the school the students have developed and have students annotate some of the activities that occur.</li> <li>Identify, and using a legend, record on the map the purpose and use of each area e.g. sitting area, running games, quiet games, climbing games, out of bounds, thoroughfare.</li> <li>Introduce students to the design task. Discuss the terms used in the task. Review the design process used in previous design tasks.</li> <li>Focus on the playground areas identified on the map and discuss any unsafe areas, such as a place where injuries may occur. The most common injuries that occur in schools involve slips, trips and falls.</li> <li>With your class, visit areas around the school that students have identified as having possible hazards. How is the area used? Who uses the area? What features of the area are unsafe? Some examples include exposed tree roots, uneven paving or asphalt.</li> <li>Ask: what criteria will we use to judge our proposed changes? From class discussion, the teacher synthesises a short list of criteria that can be used to evaluate the changes proposed for a safer playground environment. The list will include statements like: 'will help students play a variety of games safely', 'fewer accidents', 'less serious accidents'.</li> <li>Introduce the term 'risk' and ask students to explain how risk relates to safety. Discuss how students can assess the risks in an area. Consider the likelihood of an accident occurring and the severity if it occurred. Suggestions may include observing an area, photographing, video or surveying people e.g. teachers, the principal, parents, the person in charge of first aid and other students.</li> <li>Jointly construct a survey form that students may use to find out about the type and frequency of injuries or near misses in the identified areas. Questions may include: <ul style="list-style-type: none"> <li>have you ever had an accident or near miss in this area?</li> <li>what caused the accident?</li> </ul> </li> </ul>	<p><b>Assessment strategy</b> Use the criteria for success established by the class.</p> <p>The teacher:</p> <ul style="list-style-type: none"> <li>analyses student proposals and their explanations of their design ideas</li> <li>analyses student self assessment.</li> </ul> <p><b>Assessment criteria</b> The student:</p> <ul style="list-style-type: none"> <li>explains how the proposals address the criteria</li> <li>identifies how well they address the criteria</li> <li>makes suggestions on how to improve the design.</li> </ul> <p>These criteria relate to outcomes <b>DMS1.8, BES1.1</b></p>

Outcomes	Learning experience	Planned assessment
<p><b>RS1.6</b> Draws on an increasing range of skills and strategies when reading and comprehending texts.</p> <p><b>WS1.9</b> Plans, reviews and produces a small range of simple literary and factual texts for a variety of purposes on familiar topics for known readers.</p> <p><b>WS1.13</b> Identifies how own texts differ according to their purpose, audience and subject matter.</p>	<ul style="list-style-type: none"> <li>• Use the data from the students' findings to plot the frequency of injuries in the identified areas.</li> </ul> <p><b>Generating ideas and realising solutions</b></p> <ul style="list-style-type: none"> <li>• Ask: what play equipment is used in parks and other places? What features of the play equipment make it safe/safer to play with? Visit a local play area and evaluate play equipment by assessing the risk involved in each play activity. Evaluate the safety of the general area, e.g. signage, supervision of those playing in the area, access and pathways.</li> <li>• Select one area of the school playground that appears to have resulted in a significant number of injuries. The class should revisit the selected area and record their findings about potential causes. Use drawings, photographs or annotations on their plan for clarification.</li> <li>• Discuss the unsafe features of the area and propose what can be done to address these. Students may suggest ideas involving changed usage patterns, playground equipment, supervision, signage, growing grass, clearing bushes, redesigning walk ways, erecting barriers.</li> <li>• Discuss with students the criteria for determining the success of their proposed solutions i.e. If we redesign this area, how will we know that our proposed solution is successful?</li> <li>• Review earlier design tasks and revise the methods used to communicate ideas and plans.</li> <li>• Ask: what are the best ways we can communicate our proposed changes to an audience e.g. detailed plan, model, annotated photographs. In groups students discuss and plan how they will present their proposed solutions, incorporating their ideas of how to make the area safer.</li> <li>• Students present their plans to peers, other classes, teachers, and principal. Students make modifications to their plans in response to feedback. Students should write a brief explanation of their modifications.</li> <li>• With teacher guidance, students create a procedure that can be followed. They list materials and equipment (resources) needed to develop and present their final proposal.</li> <li>• Students use identified resources and procedures to develop their proposals.</li> </ul> <p>Assist students to develop their proposals. Seek help from technical experts where necessary but ensure that helpers do not interfere in student-developed design ideas.</p> <p><b>Evaluating processes and solutions</b></p> <ul style="list-style-type: none"> <li>• Ask: how will we evaluate our proposed changes? Refer students to the criteria developed earlier to evaluate the success of their proposed changes. Consider: interviewing users, teachers, parents. Consider interview questions or surveys based on the 'success criteria'. Questions could include: <ul style="list-style-type: none"> <li>- do you think our ideas will lead to fewer accidents?</li> <li>- do you think that accidents (if they occur) will be less serious?</li> <li>- do our suggested modifications interfere with students' games?</li> <li>- are all students' needs met?</li> <li>- will it be possible for the school to make these changes?</li> </ul> </li> <li>• Students may make modifications to their proposal.</li> <li>• Encourage students to reflect on their progress at the conclusion of the process. Consider difficulties and suggest solutions.</li> <li>• Take photos to record the design process of redesigning/modifying unsafe areas.</li> </ul>	

Outcomes	Learning experience	Planned assessment																														
	<ul style="list-style-type: none"> <li>Have students reflect on the design process they used. Consider: what could we do differently if we did the project again? Guide students toward discussion of the process, e.g should we have talked to the school principal at an earlier stage? Did we ask the right evaluation questions?</li> </ul> <p>(Literacy link: uses information gathered to produce texts that inform other students in the school)</p>																															
<p><b>HSIE</b>  <b>ENS1.5</b> Compares and contrasts natural and built features in their local area and the ways in which people interact with these features</p> <ul style="list-style-type: none"> <li>categories photographs into natural and built environments</li> <li>discusses changes to the natural environment to meet needs.</li> </ul> <p><b>SciTech</b>  <b>BES1.1</b> Creates, modifies or models built environments to suit the needs of users</p> <ul style="list-style-type: none"> <li>people's needs determine how places and spaces are designed and used.</li> </ul>	<p><b>Our environment</b></p> <p>Use <a href="http://www.pictureaustralia.org/trails.html">http://www.pictureaustralia.org/trails.html</a> to view the picture trails on <i>Architecture &gt; built environments</i> and <i>The environment &gt; national parks</i>. These images will provide examples of different natural and built environments, including heritage environments. Alternatively, images from library books or an image kit such as <i>The curve of the bridge</i> from <i>Enter Art</i> (DET), image No. 4, could also be used to illustrate an example of the built environment.</p> <ul style="list-style-type: none"> <li>Discuss each picture: <ul style="list-style-type: none"> <li>what was the building used for and when was it built?</li> <li>what is the purpose of the building today?</li> <li>what makes the buildings 'old'?</li> </ul> </li> <li>If possible, organise a walk to explore the local environment. Take a digital camera to record natural, built and heritage features. Invite a speaker from the local council or local historical society.</li> <li>Identify a heritage building in your school or your local area. Discuss the term 'heritage environment', and: <ul style="list-style-type: none"> <li>develop a simple time line for the building showing some of the different owners and uses of the building e.g. built in the 1800s, used as a hotel, then became a boarding house, a private home and is now a restaurant</li> <li>explore what the natural environment might have looked like before the building was built.</li> </ul> </li> <li>Refer to natural environment images.</li> <li>Discuss how and why the natural environment has been changed. List possible reasons for these changes.</li> <li>Develop a retrieval chart of features in <i>Our environment</i>. The retrieval chart could include:</li> </ul> <table border="1" data-bbox="618 986 1751 1366"> <thead> <tr> <th>Sites in our local area</th> <th>Features of the site</th> <th>Name of site and where this site is located</th> <th>Why this site is important</th> <th>How this site is used – purpose</th> </tr> </thead> <tbody> <tr> <td>Buildings e.g. heritage and other buildings of significance such as a hospital, school, church, bridges</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Parks and reserves</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Infrastructure e.g. roads, electricity lines, dams</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Natural environment e.g. bush, water ways, beach</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Farm land e.g. land used for grazing and cropping</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>(Literacy link: interprets information presented in images and diagrams, selects texts related to the topic)</p>	Sites in our local area	Features of the site	Name of site and where this site is located	Why this site is important	How this site is used – purpose	Buildings e.g. heritage and other buildings of significance such as a hospital, school, church, bridges					Parks and reserves					Infrastructure e.g. roads, electricity lines, dams					Natural environment e.g. bush, water ways, beach					Farm land e.g. land used for grazing and cropping					
Sites in our local area	Features of the site	Name of site and where this site is located	Why this site is important	How this site is used – purpose																												
Buildings e.g. heritage and other buildings of significance such as a hospital, school, church, bridges																																
Parks and reserves																																
Infrastructure e.g. roads, electricity lines, dams																																
Natural environment e.g. bush, water ways, beach																																
Farm land e.g. land used for grazing and cropping																																

Outcomes	Learning experience	Planned assessment
<p><b>Creative Arts: Visual Arts</b></p> <p><b>VAS1.1</b> Makes artworks in a particular way about experiences of real and imaginary things</p> <ul style="list-style-type: none"> <li>investigates details (textures) of a range of objects.</li> </ul> <p><b>VAS1.2</b> Uses the forms to make artworks according to varying requirements</p> <ul style="list-style-type: none"> <li>experiments with media (crayons, pencils, charcoal) to make rubbings.</li> </ul>	<p><b>Investigating the school environment</b></p> <ul style="list-style-type: none"> <li>In the classroom, students look at and feel different surface textures. Ask students to shut their eyes and use words to describe what they ‘feel’ e.g. smooth, bumpy, spiky, hairy, soft, hard. <ul style="list-style-type: none"> <li>have you felt something similar before? Where?</li> </ul> </li> <li>Students look closely at the surfaces and describe the visual look of the texture referring to patterns, shapes and lines. A magnifying glass may be used to help identify the shapes and patterns.</li> </ul> <p><b>Rubbings and sketches</b></p> <ul style="list-style-type: none"> <li>Demonstrate how to record textures and patterns by using rubbing techniques (frottage). Use different media on various surfaces. Show how to place a sheet of paper on a surface and and make an ‘frottage’ by carefully rubbing over the surface with a pencil, crayon or charcoal to re-create lines, patterns, shapes and textures.</li> <li>Explore the natural, built and heritage features of the school environment.</li> <li>Students select plants and buildings found in the school environment. They make rubbings and sketches to record details of their selected features with various media (crayon, pencil and charcoal) on different papers.</li> <li>In the classroom, students tear and cut out parts of their recordings and assemble these into an artwork representing the different features of the school environment. Additional connecting lines, textures and a wash can be added to create interest.</li> </ul>	
<p><b>HSIE</b></p> <p><b>ENS1.5</b> Compares and contrasts natural and built features in their local area and the ways in which people interact with these features.</p> <p><b>ENS1.6</b> Demonstrates an understanding of the relationship between environments and people</p> <ul style="list-style-type: none"> <li>communicates an understanding of living and non-living, natural and built features</li> <li>describes how they interact with a special place.</li> </ul> <p><b>English</b></p> <p><b>TS1.4</b> Recognises that different types of predictable spoken texts have different organisational patterns and features.</p> <p><b>WS1.10</b> Produces texts using the basic grammatical features and punctuation conventions of the text type.</p>	<p><b>Environmental diversity</b></p> <p>Investigate diversity in the environment. Diversity can be expressed through variables such as shady/sunny, wet/dry, noisy/quiet, windy/calm, warm/cold, clean/dirty.</p> <ul style="list-style-type: none"> <li>Develop language associated with different places – shady/sunny, old/new, little/big, wet/dry, warm/cool, hot/cold. Identify places, from students’ experience, to match each description. Classify places as natural or built.</li> <li>Look more closely at the natural environment and classify into living and non-living features. Relate to places that students are familiar with in the local and wider community e.g. in our playground we have trees and rocks; trees are living; rocks are non-living.</li> <li>Use the language of diversity to make sets of contrasting environmental labels or word cards. Use the labels to order degrees of diversity e.g. icy, cold, cool, warm, hot; dry, moist, damp, wet.</li> <li>Organise students into pairs to read and explain the environmental label they have been given. Students: <ul style="list-style-type: none"> <li>identify a place to match the word or label, giving reasons for their selection and indicating if the place has features that are living/non living</li> <li>draw their favourite place and use labels to describe the type of environment</li> <li>write or give reasons for the choice of this favourite place.</li> </ul> </li> </ul> <p>(Literacy link: using descriptive language and language of comparison)</p> <p>For additional information, refer to: Stage 1 unit <i>Environmental diversity</i> (Task 2 p. 4) - a pdf file found on the <i>Learnsapes</i> (DET) CD-ROM.</p>	

Outcomes	Learning experience	Planned assessment
<p><b>HSIE</b>  <b>ENS1.6</b> Demonstrates an understanding of the relationship between environments and people</p> <ul style="list-style-type: none"> <li>• <i>participates in discussion on the connections between Aboriginal people and the land</i></li> <li>• <i>identifies some of the strategies Aboriginal people used to manage the environment.</i></li> </ul> <p><b>English</b>  <b>RS1.5</b> Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts.</p> <p><b>RS1.7</b> Understands that texts are constructed by people and identifies ways in which texts differ according to their purpose, audience and subject matter.</p>	<p><b>Living with the land</b></p> <p>From the <i>Big mob books for little fullas</i> (BOS) literacy teaching kit, choose either <i>Ten little Jarjum</i> or <i>Paddy's Island</i>. Alternatively, use <i>Gami's place</i> included in the <i>Caring for Place – caring for Country</i> (DET) teaching kit, or similar stories that address Aboriginal peoples connection with the land.</p> <ul style="list-style-type: none"> <li>• <i>Ten little Jarjum</i>: refer to the activities on p. 67 of the blackline masters, the oral history included on the tape and to the Bungalong names on the inside back cover of the big book.</li> <li>• <i>Paddy's Island</i>: refer to activities on pp. 101–102 of the blackline masters.</li> <li>• Listen to additional oral stories and information included on the tape.</li> <li>• Use the discussion points to develop an understanding of Aboriginal peoples' connection to the land. Show some examples of how Aboriginal people lived with the land.</li> <li>• <i>Gami's Place</i>: refer to Topic 1, <i>What is Place?</i> p. 21 <i>Caring for Place – caring for Country</i>. Use the lesson activities related to the story <i>Gami's place</i> on p. 22.</li> </ul> <p>(<i>Literacy link</i>: shared reading to relate the relationship between the subject matter (the environment) and the characters, to their own experiences)</p>	
<p><b>Creative Arts: Visual Arts</b>  <b>VAS1.1</b> Makes artworks in a particular way about experiences of real and imaginary things</p> <ul style="list-style-type: none"> <li>• <i>investigates details of the built and natural features on a walk.</i></li> </ul> <p><b>VA1.2</b> Uses the forms to make artworks according to varying requirements</p> <ul style="list-style-type: none"> <li>• <i>uses media to record sites as sketches, rubbings and text.</i></li> </ul>	<p><b>Mapping a path</b></p> <ul style="list-style-type: none"> <li>• Review the previous Visual Arts lesson <i>Investigating the school environment</i>.</li> <li>• Discuss options for a short walk to record or map the built and natural features along the way. The features to be mapped and recorded may include significant sites such as Aboriginal sites and heritage sites. The recording of information may include compiling a log using descriptive words and phrases, sketches, rubbings and photographs.</li> <li>• Students collect information at each feature site. They should record their observations of details of objects, patterns, textures and colours, as well as sensations (feelings, sounds, smells). Collectively the students will cover a range of aspects of the site. The recordings of the journey can be kept as individual logs or folios.</li> <li>• In the classroom, students can discuss and compare their recordings and consider how they could put all the information together and present it to an audience in the form of an artwork.</li> </ul> <p>The students make individual or group artworks representing their journey in the Visual Arts activity <i>An artist's environment</i>.</p>	

Outcomes	Learning experience	Planned assessment
<p><b>HSIE</b></p> <p><b>ENS1.5</b> Compares and contrasts natural and built features in their local area and the ways in which people interact with these features</p> <ul style="list-style-type: none"> <li>identifies and locates natural and built features</li> <li>listens to and talks about features of the local area from Aboriginal and non-Aboriginal perspectives.</li> </ul> <p><b>ENS1.6</b> Demonstrates an understanding of the relationship between environments and people</p> <ul style="list-style-type: none"> <li>compares and contrasts natural and built features in their local area and the ways in which people interact with these features</li> <li>recognises Aboriginal peoples' special relationship with the land.</li> </ul> <p><b>English</b></p> <p><b>RS1.5</b> Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts.</p> <p><b>RS1.7</b> Understands that texts are constructed by people and identifies ways in which texts differ according to their purpose, audience and subject matter.</p>	<p><b>Aboriginal features of the local area</b></p> <p>The following activities are from <i>A shared history</i> at <a href="http://www.curriculumsupport.education.nsw.gov.au/shared/index.htm">http://www.curriculumsupport.education.nsw.gov.au/shared/index.htm</a></p> <ul style="list-style-type: none"> <li>Review the list of natural and built local environment features included in the retrieval chart of the local area.</li> <li>Refer to maps of school location and the use of symbols in mapping. Design a map of the local area to show the location of the school and the named features. Discuss how the features can be represented as symbols e.g. waterholes in Aboriginal art work.</li> <li>Students select natural features from the retrieval chart. Add known Aboriginal names of these features. Where possible, work with the local Aboriginal community to build knowledge.</li> <li>Each student compiles a list of known local places with natural features.</li> <li>Use the following questions to initiate a class or group discussion. Ask: <ul style="list-style-type: none"> <li>which is your favourite place to visit?</li> <li>what do you do there?</li> <li>who do you go with?</li> <li>what makes this place so special?</li> </ul> </li> <li>Use, with permission from the local Aboriginal community, a local Dreaming story to compare and contrast student and Aboriginal views of the local environment. Alternatively, <i>The little flying fox</i>, in the <i>Big mob books for little fullas</i> (BOS) could be used. The story is told on the tape by Pauline McLeod, an Aboriginal storyteller.</li> </ul> <p>(Literacy link: reads stories and own writing to relate the land and the people who interact with it to their own experiences)</p> <p>For additional teaching ideas refer to the web site: <i>A shared history</i>. <a href="http://www.curriculumsupport.education.nsw.gov.au/shared/index.htm">http://www.curriculumsupport.education.nsw.gov.au/shared/index.htm</a></p> <p>This web site provides links to other sites that explain Aboriginal culture. For additional information, refer to Topic 4, <i>Belonging to Place and Country</i> pp. 36–38 of the 2005 DET teaching resource <i>Caring for Place: caring for Country</i>.</p>	
<p><b>Creative Arts: Dance</b></p> <p><b>DAS1.2</b> Explores and selects movement using the elements of dance to express ideas, feelings or moods</p> <ul style="list-style-type: none"> <li>experiments with different actions and qualities to represent a theme.</li> </ul> <p><b>DAS1.3</b> Gives personal opinions about the dances and their purpose that they view and/or experience</p> <ul style="list-style-type: none"> <li>talks about ideas related to the movement observed in the work of others.</li> </ul>	<p><b>Dance stimulus: lines and shapes in natural and built environments</b></p> <ul style="list-style-type: none"> <li>Warm-up: using imagery from the local natural and built environment, instruct students to: <ul style="list-style-type: none"> <li>slowly make a bridge over the [local name] river (move the body into an arch shape, with hands and feet on the floor)</li> <li>slowly make a flat bridge over the river (push-up position)</li> <li>slowly put your nose in the river (kneel, with bottom on heels, arms extended forward along the floor, head down)</li> <li>slowly come up for air (kneel upright, extend arms over the head and look to ceiling with the chest open). Repeat.</li> </ul> </li> <li>Students view their drawings, rubbings and pictures of local features of the environment for ideas. They make body shapes and pathways through the air and across the floor to represent lines and shapes in the local environment.</li> <li>Students use different body parts, e.g. right hand, left foot, ear, knee, hip, nose, to make a pathway of a slow, winding, wide river.</li> </ul>	

Outcomes	Learning experience	Planned assessment
<p><b>PDHPE</b>  <b>DAS1.7</b> Performs simple dance sequences incorporating basic movement skills and patterns</p> <ul style="list-style-type: none"> <li>• <i>shows movements with different body parts.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Students sit, kneel or stand to explore curving pathways with hand, ear, foot, knee, hip, and nose.</li> <li>• In pairs, students mirror each other's movements very carefully. Ask students to perform the movements at a low, medium and high level. They perform the same movements, but facing away from each other, at different levels, fast and slow, smooth and jerky etc.</li> <li>• Four pairs at a time, students perform their movements for the class. After each performance, briefly discuss the movements and how it made the dance look different.</li> <li>• View two dance works from the <i>Quantum leaps</i> video: <i>excerpt from Philippe Genty's stowaways</i> and <i>excerpt from Fish</i>.</li> <li>• Discuss the pieces using focus questions, for example: <ul style="list-style-type: none"> <li>- what sort of environment has been created?</li> <li>- what does it remind you of?</li> </ul> </li> <li>• Describe the movement of the dancers, for example: <ul style="list-style-type: none"> <li>- what shapes did the dancers use?</li> <li>- how do they use their arms?</li> <li>- how do they move through the space?</li> <li>- what is the dance about?</li> </ul> </li> </ul>	
<p><b>Creative Arts: Visual Arts</b>  <b>VAS1.3</b> Realises what artists do, who they are and what they make</p> <ul style="list-style-type: none"> <li>• <i>understands that the artist has recorded a journey using images.</i></li> </ul> <p><b>VAS1.4</b> Begins to interpret the meaning of artworks, acknowledging the roles of artist and audience</p> <ul style="list-style-type: none"> <li>• <i>understands that an artwork has meaning for the artist and the audience.</i></li> </ul> <p><b>VAS1.1</b> Makes artworks in a particular way about experiences of real and imaginary things</p> <ul style="list-style-type: none"> <li>• <i>constructs an artwork using recorded information.</i></li> </ul> <p><b>VA1.2</b> Uses the forms to make artworks according to varying requirements</p> <ul style="list-style-type: none"> <li>• <i>uses a variety of media and techniques to represent a journey.</i></li> </ul>	<p><b>An artist's environment</b></p> <ul style="list-style-type: none"> <li>• Look at <i>Travels by motorail: Booyong table setting</i>, by Gary Jolley image 16 from <i>Beyond the frame</i> image kit (DET). Introduce the artwork and discuss the subject matter (what the picture is about). The reverse side of the image contains information about the work.</li> <li>• Compare images from Gary Jolley's train journey with the students' folio of sketches from the previous art activity – <i>Mapping a path</i>.</li> <li>• Students recall the purpose i.e. recording natural and built features, as well as information collected during the walk.</li> <li>• Students create an artwork using the collected information (sketches, diagrams, rubbings, photos) from the walk. The information can be put together in individual or group artworks representing the local environment. The works may be two or three dimensional and use a variety of techniques and media.</li> <li>• The artworks are displayed and students discuss the meaning of their works, what the artwork is about, how it was constructed and what it represents. They also explain the reasons for their choice of media.</li> </ul>	<p><b>Assessment strategy</b>  The teacher:</p> <ul style="list-style-type: none"> <li>• creates an artwork (using the folio of sketches from <i>Mapping a path</i>)</li> <li>• discusses features of their own and an artist's work.</li> </ul> <p><b>Assessment criteria</b>  The student:</p> <ul style="list-style-type: none"> <li>• creates an artwork based on recorded information using a variety of media and techniques</li> <li>• talks about the meaning of their artwork</li> <li>• understands how an artist can record a journey using images.</li> </ul> <p>These criteria relate to outcomes <b>VAS1.1, VAS1.2, VAS1.3 VAS1.4</b></p>

Outcomes	Learning experience	Planned assessment
<p><b>PDHPE</b>  <b>PHS1.12</b> Recognises that positive health choices can promote well-being</p> <ul style="list-style-type: none"> <li>identifies environmental factors that impact on their health.</li> </ul> <p><b>HSIE</b>  <b>ENS1.6</b>  Demonstrates an understanding of the relationship between environments and people</p> <ul style="list-style-type: none"> <li>undertakes activities to learn about recycling</li> <li>enhances knowledge and understanding of practical applications of recycling</li> <li>shows an understanding of environmental issues</li> <li>identifies wise and unwise use of resources.</li> </ul> <p><b>English</b>  <b>TS1.1</b> Communicates with an increasing range of people for a variety of purposes on both familiar and introduced topics in spontaneous and structured classroom activities.</p> <p><b>TS1.2</b> Interacts in more extended ways with less teacher intervention, makes increasingly confident oral presentations and generally listens attentively.</p>	<p><b>Caring for the environment</b></p> <ul style="list-style-type: none"> <li>Initiate a class discussion about pollution. Ask: What is pollution and what are some different types of pollution? e.g. smog, car fumes, discharge from factories, fertilisers ending up in drains, overspraying of crops.</li> <li>Complete a class mind map listing types of pollution and consequences i.e. how it might affect our health. Air pollution can trigger asthma, polluted water can harm us if we drink it or swim in it and noise pollution can affect hearing.</li> <li>Ask: do we have pollution in our school? Students may discuss factors such as rubbish attracting vermin and lids being left off bins attracting dogs looking for food scraps.</li> <li>Play the recycling game at: <a href="http://www.olliesworld.com/aus/html/sortgame.html">http://www.olliesworld.com/aus/html/sortgame.html</a>. Model first as a class, then play in small groups or pairs.</li> <li>Students organise bins or containers in the classroom for plastic, paper, cans and glass. Place the waste generated in the classroom in the appropriate bin. Monitor the amount in each bin over the period of one week. Discuss what can be done to reduce the amount of waste the class produces.</li> <li>Ask students to examine the amount of recyclable material. Ask students questions such as: <ul style="list-style-type: none"> <li>what material has our class collected most?</li> <li>what can be done with this material?</li> <li>can we use this material in another way? e.g. reuse the paper</li> <li>how do you recycle at home?</li> <li>how does our school recycle? Could we improve on this?</li> <li>how does recycling help the environment?</li> <li>does recycling help our health? e.g. it could reduce pollution</li> </ul> </li> <li>Brainstorm ideas for reducing waste e.g. not using plastic bags for shopping, walking short distances instead of driving, using public transport, walking or biking to school, choosing products with minimal packaging, reusing or recycling clothing and household items such as furniture, choosing items that are designed to be robust and last for a long time.</li> </ul> <p>For additional ideas refer to the HSIE Multistage unit Responsible citizenship pp. 22–25 on Environmental responsibilities at:  <a href="http://www.curriculumsupport.education.nsw.gov.au/primary/hsie/teaching/multistage/index.htm">http://www.curriculumsupport.education.nsw.gov.au/primary/hsie/teaching/multistage/index.htm</a></p> <p>(Literacy link: uses information gathered in class discussions)</p>	

Outcomes	Learning experience	Planned assessment
<p><b>Creative Arts</b></p> <p><b>MUS1.1</b> Sings, plays and moves to a range of music, demonstrating an awareness of musical concepts</p> <ul style="list-style-type: none"> <li>• <i>maintains a steady beat</i></li> <li>• <i>sings in unison</i></li> <li>• <i>adds actions to accompany singing.</i></li> </ul> <p><b>MUS1.2</b> Explores, creates, selects and organises sound in simple structures</p> <ul style="list-style-type: none"> <li>• <i>explores available sound sources to create a seascape.</i></li> </ul>	<p><b>Creating a soundscape</b></p> <ul style="list-style-type: none"> <li>• Teach a traditional song such as ‘Taba Naba’ (from <i>Vocal-Ease modules 1 &amp; 2</i>, p. 53, track 19).</li> </ul> <p>‘Taba Naba’ is a song from Darnley Island in the Torres Straits. It is about rowing out to the reef in a dinghy and is accompanied by actions which are performed while sitting and singing.</p> <ul style="list-style-type: none"> <li>• Encourage the students to keep the beat on their knees while listening to the song.</li> <li>• Teach the song and actions.</li> <li>• Add simple ostinato patterns to accompany the singing. Ostinatos are repeated rhythms or melodies.</li> <li>• Experiment with creating a sea soundscape. Discuss sounds you may hear near the sea and use voices, environmental sounds and available instruments to recreate the sounds. Organise sounds into a class seascape to introduce the song.</li> </ul>	<p><b>Assessment strategy</b></p> <p>The teacher:</p> <ul style="list-style-type: none"> <li>• observes student participation in class activities.</li> </ul> <p><b>Assessment criteria</b></p> <p>The student:</p> <ul style="list-style-type: none"> <li>• maintains a steady beat while listening</li> <li>• demonstrates an awareness of pitch, duration and tone colour in singing and organising sound activities.</li> </ul> <p>These criteria relate to outcomes <b>MUS1.1, MUS1.2</b></p>
<p><b>HSIE</b></p> <p><b>ENS1.5</b> Compares and contrasts natural and built features in their local area and the ways in which people interact with these features</p> <ul style="list-style-type: none"> <li>• <i>examines the values that Aboriginal people place on natural features of their land.</i></li> </ul> <p><b>ENS1.6</b> Demonstrates an understanding of the relationship between environments and people</p> <ul style="list-style-type: none"> <li>• <i>demonstrates an aesthetic appreciation of another environment</i></li> <li>• <i>recognises that Aboriginal people have a unique relationship with the environment.</i></li> </ul> <p><b>English</b></p> <p><b>RS1.5</b> Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts.</p> <p><b>RS1.6</b> Draws on an increasing range of skills and strategies when reading and comprehending texts.</p> <p><b>RS1.8</b> Identifies the text structure and basic grammatical features of a limited range of text types.</p>	<p><b>Connection to place and country</b></p> <p>These activities are from Topic 6: <i>Connection to Place and Country</i> pp. 69–70 of <i>Caring for Place - caring for Country</i> (DET). They are based on the poem <i>My Land</i> by Aunty Beryl Carmichael which describes how she feels about her country.</p> <ul style="list-style-type: none"> <li>• Identify the nouns or parts of the land that Aunty Beryl has described e.g. gumtrees, and the words she used to describe them e.g. tall, swaying in the breeze</li> <li>• Discuss the meaning of the poem. Ask: <ul style="list-style-type: none"> <li>- what does Aunty Beryl’s Land look like?</li> <li>- how does Aunty Beryl feel about her Land?</li> <li>- why does she feel this way?</li> </ul> </li> <li>• Develop students’ understanding of the physical, emotional and spiritual connections Aunty Beryl has to her Land. Locate Ngyampa country on an Aboriginal language map at <a href="http://www.curriculumsupport.education.nsw.gov.au/shared/abmaps/maps.htm">http://www.curriculumsupport.education.nsw.gov.au/shared/abmaps/maps.htm</a></li> <li>• Refer to other books and read and discuss how some Aboriginal people have similar connections to the land as Aunty Beryl. What words do the authors use to describe the connections they have to their land?</li> <li>• Students write a poem about their special place in the local area, using words to describe their connection to this place.</li> </ul> <p><i>(Literacy link: identifies descriptive language – nouns and adjectives in poetry. This may form a series of lessons taught in the English block)</i></p>	

Outcomes	Learning experience	Planned assessment
<p><b>HSIE</b> <b>ENS1.5</b> Compares and contrasts natural and built features in their local area and the ways people interact with these features.</p> <p><b>ENS1.6</b> Demonstrates an understanding of the relationship between environments and people</p> <ul style="list-style-type: none"> <li>examines the values that people place on features in the local environment</li> <li>identifies ways in which people depend on the environment.</li> </ul> <p><b>Mathematics</b> <b>DS1.1</b> Gathers and organises data, displays data using column and picture graphs, and interprets the results.</p> <p><b>English</b> <b>RS1.6</b> Draws on an increasing range of skills and strategies when reading and comprehending texts.</p> <p><b>WS1.9</b> Plans, reviews and produces a small range of simple literary and factual texts for a variety of purposes on familiar topics for known readers.</p>	<p><b>The effects of changing the environment</b> Refer to the <i>Our environment</i> retrieval chart.</p> <ul style="list-style-type: none"> <li>Work with students to construct a simple survey of their family members, referring to places included in the chart. The survey can be in two parts.             <ol style="list-style-type: none"> <li>How important are the following features in the local area to you?                 <ul style="list-style-type: none"> <li>list about eight different sites from the local area e.g. historic house, river/creek, shopping centre, Aboriginal sites, farms</li> <li>circle, or colour code the answer – not important, important, very important</li> </ul> </li> <li>Using the list, number in priority order (one being the highest priority)                 <ul style="list-style-type: none"> <li>include about eight features relevant to the local area e.g. better roads, better libraries, more bush, more sports grounds, more parks.</li> </ul> </li> </ol> </li> <li>Copy the survey for students to take home to survey family members.</li> <li>Tally results and construct either a column or picture graph.</li> <li>Interpret the graph and discuss what the results indicate about the values people in the community hold about their environment. (<i>Numeracy link</i>)</li> </ul> <p>(<i>Literacy link</i>: organises information gathered from survey questions into lists and graphs) (<i>Numeracy link</i>: records data using tally marks; interprets data presented as a column or picture graph)</p>	
<p><b>HSIE</b> <b>ENS1.6</b> Demonstrates an understanding of the relationship between environments and people</p> <ul style="list-style-type: none"> <li>suggests ways of caring for sites, features, places and environments to which they can contribute.</li> </ul> <p><b>English</b> <b>WS1.9</b> Plans, reviews and produces a small range of simple literary and factual texts for a variety of purposes on familiar topics for known readers.</p> <p><b>WS1.13</b> Identifies how own texts differ according to their purpose, audience and subject matter.</p>	<p><b>Respecting the environment</b> <b>Assessment</b></p> <ul style="list-style-type: none"> <li>Create a worksheet, poster or class display based on 'How I help the environment'.</li> <li>Individually, or in small groups, or as a class, write a short statement and include some illustrations on:             <ul style="list-style-type: none"> <li>I/we will help the environment at home by ...</li> <li>I/we will help the environment at school by ...</li> <li>I/we will help the environment in my street by ...</li> <li>I/we will try to get other people to help the environment by ...</li> </ul> </li> </ul> <p>(<i>Literacy link</i>: uses information gathered to produce texts that inform and reflect)</p>	<p><b>Assessment strategy</b> The teacher:</p> <ul style="list-style-type: none"> <li>analyses students' presentations to determine their understanding of the relationship between environments and people.</li> </ul> <p><b>Assessment criteria</b> The student:</p> <ul style="list-style-type: none"> <li>evaluates ways of caring for sites, features, places and environments they are familiar with (HSIE)</li> <li>suggests some civic action to care for different environments (HSIE)</li> <li>plans and produces a factual text that explains how to care for and contribute to their environment. (English)</li> </ul> <p>These criteria relate to outcomes <b>ENS1.6, WS1.9, WS1.13</b></p>