Human Society & Its Environment K-6

Units of Work
Acknowledgements

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Lisarow Public School
Mona Vale Public School
Port Macquarie Public School
Orange Grove Public School
Ourimbah Public School
PLC, Croydon
St Kieran's Primary School, Manly Vale
Walgett Public School
Westdale Public School
Wiley Park Public School.
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Introduction

This support document has been developed to assist teachers in the use of the Human Society and Its Environment K–6 Syllabus. It contains units of work that are organised from Early Stage 1 to Stage 3. Each unit contains teaching notes, learning experiences and outcomes. Indicators have also been developed for each unit. These indicators may differ from syllabus indicators, as some are based on a particular case study.

Information in these units will assist teachers and schools in their planning, programming and assessing. Teaching notes accompany each unit of work. These notes include information about the subject matter and learning opportunities that have been selected from the syllabus. They also include key resources, links with other key learning areas and literacy notes. Within each unit of work, teachers will find a number of opportunities to focus on aspects of literacy such as vocabulary-building and spelling.

Student work samples based on the units of work are also included. Work samples, along with other evidence of student learning, help teachers to monitor the progress of individual students and to make on-balance judgements about the achievement of stage outcomes. Demonstration of the achievement of an outcome is usually not evident in a single work sample. Rather, it is evident over time and in a number of ways. A work sample may illustrate progress towards the achievement of one outcome rather than all outcomes referred to in the unit of work.

The units of work are not mandatory. It is expected that teachers and schools will adapt the units according to the needs of their students, the availability of or preference for particular resources and the nature of school policies and priorities. This might mean that teachers and schools:

- implement all of the units as outlined;
- implement some of the units and develop school-designed programs to complement them;
- modify the units to suit student needs and available resources;
- use the Outcomes and Content sections of the Human Society and Its Environment K–6 Syllabus (1998) as the basis for planning, making use of their own units, units developed by other educational authorities or commercially produced units.

Some units suggest a preferred sequence of learning experiences. Other units, particularly those in Early Stage 1, provide a number of learning experiences from which teachers are encouraged to select those which are most appropriate.

The ‘Sample School Plans for Human Society and Its Environment’ section provides some examples of school plans based on units in this document. These sample plans have been developed to indicate the ways in which different schools could ensure that students have access to the content and outcomes of the syllabus from Kindergarten through to Year 6.

The ‘Teaching Strategies and Practices for Human Society and Its Environment’ section elaborates on the strategies and practices that are referred to in the units of work. Student work samples are used in this section to illustrate these strategies and practices.
Units of Work

Unit Descriptions
Sample School Plans for Human Society and Its Environment
  Sample Plan A
  Sample Plan B
  Sample Plan C
  Sample Plan D
  Sample Plans E(i) and E(ii)
  Sample Plan F
  Sample Plan G

Early Stage 1 Units
  Overview of Outcomes
  Outcomes in Units of Work
  Units of Work

Stage 1 Units
  Overview of Outcomes
  Outcomes in Units of Work
  Units of Work

Stage 2 Units
  Overview of Outcomes
  Outcomes in Units of Work
  Units of Work

Stage 3 Units
  Overview of Outcomes
  Outcomes in Units of Work
  Units of Work
## Unit Descriptions

**EARLY STAGE 1**

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<th>Unit Description</th>
<th>Page</th>
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</thead>
<tbody>
<tr>
<td><strong>School Days</strong></td>
<td>25</td>
</tr>
<tr>
<td>This unit provides opportunities for students to explore the school, its surroundings and its people, highlighting intercultural understanding and democratic processes. The unit emphasises the skill of social participation. It focuses on classroom routines and responsibilities, with some opportunities to find out about schools in other places and times.</td>
<td></td>
</tr>
<tr>
<td><strong>This Is Me!</strong></td>
<td>29</td>
</tr>
<tr>
<td>This unit provides opportunities to explore students' lives and special characteristics, highlighting beliefs and moral codes. The unit emphasises the skill of organising and comparing information. It focuses on the students' backgrounds, past experiences and memories, and on important people in their lives. It provides opportunities for students to compare themselves with others in their class and with people from different places and times.</td>
<td></td>
</tr>
<tr>
<td><strong>Places We Know</strong></td>
<td>33</td>
</tr>
<tr>
<td>This unit provides opportunities for students to explore the immediate environment, which will include the school or classroom, highlighting ecological sustainability in the care of places. The unit emphasises the skill of recording information gathered through direct observation. It focuses on the differences between familiar features and places, and between the activities that occur there.</td>
<td></td>
</tr>
<tr>
<td><strong>Meeting Needs</strong></td>
<td>37</td>
</tr>
<tr>
<td>This unit provides opportunities for students to explore their immediate needs — food, shelter, clothing and love — highlighting social justice and beliefs and moral codes. The unit emphasises the skill of classifying information. It focuses on how needs are met by people and resources, as well as students' responsibilities in meeting these needs.</td>
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<tr>
<td>STAGE 1</td>
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</tr>
<tr>
<td><strong>Workers in the Community</strong></td>
<td>43</td>
</tr>
<tr>
<td>This unit provides opportunities for students to explore the different roles and responsibilities of people with whom they interact within their family, school and community, highlighting democratic processes. The unit emphasises the skill of social and civic participation. It focuses on how roles and responsibilities connect to help meet needs.</td>
<td></td>
</tr>
</tbody>
</table>

| **Transport** | 47 |
| This unit is a case study only. It provides opportunities for students to explore transport systems in their local area, highlighting ecological sustainability. The unit emphasises the skill of organising and storing information in different ways. It focuses on the benefits and responsibilities of transport use.  
*Note: Teachers may prefer to base this unit on a different system, eg a communication, electricity or water system.* |

| **Celebrations** | 51 |
| This unit provides opportunities for students to explore the types of customs and practices associated with celebrations, highlighting intercultural understanding and beliefs and moral codes. The unit emphasises the identification of values. It focuses on what celebrations mean to people and the similarities and differences in the ways in which people celebrate. |

| **Families Past and Present: Stories and Histories** | 55 |
| This unit provides opportunities for students to explore the reasons why people, events and particular days are important, using narratives, traditional stories and recounts, and highlighting beliefs and moral codes, intercultural understandings and lifelong learning. The unit emphasises the skill of acquiring information through historical artefacts and stories. It focuses on continuity and change in different families, looking at the value of what is maintained and why changes are made. |

| **Identifying Us** | 59 |
| This unit provides opportunities for students to explore the groups to which they and others belong and the benefits of belonging to a group, highlighting beliefs and moral codes and intercultural understanding. The unit emphasises skills in communicating information. It focuses on the diverse activities and practices of groups and the associated clothing, equipment, symbols and rules. |

| **The Need for Shelter** | 63 |
| This unit provides opportunities for students to explore the need of people and other living things for shelter, and how built and natural environments can provide this, highlighting social justice. The unit emphasises the skill of synthesising information and making generalisations. It focuses on the students’ local area and safety needs in familiar environments. |

| **The Way We Were** | 67 |
| This unit provides opportunities for students to explore the changes and continuities in the ways that families have done things over time, highlighting intercultural understandings. The unit emphasises the skill of synthesising information through comparisons between the past and present. It focuses on the effects of changing technology as well as changes in gender roles. |

| **Wet and Dry Environments** | 71 |
| This unit is a case study only. It provides opportunities for students to explore the differences between natural and built environments in their community, with a focus on exploring a wet or dry environment, and highlighting ecological sustainability. The unit emphasises the skills of gathering information from direct sources and organising this information. It focuses on people’s interactions with, and responsibilities towards, environments.  
*Note: Teachers may prefer to base this unit on a different comparison of environments, eg built and natural environments, old and new built environments or hot and cold environments.* |
<table>
<thead>
<tr>
<th>STAGE 2</th>
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</thead>
<tbody>
<tr>
<td><strong>Cooperating Communities</strong></td>
<td>77</td>
</tr>
<tr>
<td>This unit provides opportunities for students to explore ways in which environments and social systems and structures in local areas meet people’s needs, influence the lifestyles and contribute to community identity, highlighting democratic processes and social justice. The unit emphasises the skill of social and civic participation. It focuses on the opportunities people have to participate in the community and their willingness to do so.</td>
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</tr>
<tr>
<td><strong>Australia: You’re Standing in It</strong></td>
<td>81</td>
</tr>
<tr>
<td>This unit provides opportunities for students to explore natural, heritage and built features in Australia, highlighting ecological sustainability and intercultural understandings. The unit emphasises the skill of mapping to find and record information. It focuses on investigating and evaluating the significance of particular sites and places, and what people value about them.</td>
<td></td>
</tr>
<tr>
<td><strong>British Colonisation of Australia</strong></td>
<td>85</td>
</tr>
<tr>
<td>This unit provides opportunities for students to explore issues related to Australia’s original inhabitants, explorers before the British, and the British arrival and occupation of Australia, highlighting intercultural understanding, ecological sustainability and social justice. The unit emphasises the skill of acquiring information through a variety of sources in order to develop understandings of a shared history, where different viewpoints of the one event are held.</td>
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</tr>
<tr>
<td><strong>Places: Then, Now and Tomorrow</strong></td>
<td>93</td>
</tr>
<tr>
<td>This unit provides opportunities for students to investigate aspects of local history such as transport, housing, Aboriginal traditions, education, women, and the arrival of different cultural groups, highlighting intercultural understanding, ecological sustainability and social justice. The unit emphasises the skill of locating relevant information. It focuses on historical inquiry and the ways in which information about the past can be gathered.</td>
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<tr>
<td><strong>People and Their Beliefs</strong></td>
<td>97</td>
</tr>
<tr>
<td>This unit provides opportunities for students to explore major religions and beliefs, highlighting beliefs and moral codes and intercultural understandings. The unit emphasises skills in expressing and listening to viewpoints. It focuses on how religions and beliefs influence individuals and groups.</td>
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</tr>
<tr>
<td><strong>State and National Parks</strong></td>
<td>101</td>
</tr>
<tr>
<td>This unit provides opportunities for students to explore the issues, values and attitudes associated with the establishment of State and national parks, highlighting ecological sustainability. The unit emphasises the skill of gathering information through direct and mediated observations of a particular place. It focuses on relevant case studies of State and national parks in NSW and Australia.</td>
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</tr>
<tr>
<td><strong>Living in Communities</strong></td>
<td>105</td>
</tr>
<tr>
<td>This unit provides opportunities for students to explore the diversity of communities within Australia, highlighting beliefs and moral codes and intercultural understandings. The unit emphasises values and focuses on examining the characteristics of a community that contribute to its identity, as well as the diversity of communities that contribute to an Australian identity.</td>
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<tr>
<td><strong>Who Will Buy?</strong></td>
<td>109</td>
</tr>
<tr>
<td>This unit provides opportunities for students to explore the goods and services that provide for needs and wants and the responsibilities of producers and consumers, highlighting ecological sustainability. The unit emphasises the skill of analysing information. It focuses on the changes that have occurred and the influences of technologies.</td>
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</tbody>
</table>
Gold!

This unit is a case study only. It provides opportunities for students to explore the influence of the discovery of gold on Australian identity, environment and heritage, highlighting social justice and democratic processes. The unit emphasises the skills of gathering, analysing and synthesising information through a variety of primary and secondary sources. It focuses on significant events, actions and people to build a broad picture of a particular time in Australia’s history.

Note: Teachers may prefer to base this unit on a different period or major event, eg early exploration or governors.

Global Environments: Rainforests

This unit is a case study only. It provides opportunities for students to investigate a rainforest environment in Australia, highlighting ecological sustainability. The unit emphasises the skills of synthesising information and evaluating the values contained in a variety of viewpoints. It focuses on comparing environmental patterns in Australia with other places in the world.

Note: Teachers may prefer to base this unit on another global environment, eg deserts, coral reefs or mountains.

State and Federal Government

This unit provides opportunities for students to investigate the people and processes involved in the legislative, executive and judicial functions of State and federal governments, highlighting democratic processes. The unit emphasises the skills of acquiring information and civic participation. It focuses on the responsibilities of different levels of government and how parliaments work.

Current Issues: Antarctica

This unit is a case study only. It provides opportunities for students to explore issues and decision-making surrounding a current issue, highlighting ecological sustainability and beliefs and moral codes. The unit emphasises the skill of acquiring current information through relevant sources such as the Internet, newspapers and television. It focuses on how beliefs about human interaction have changed over time and how they vary according to each person’s perspective and interest.

Note: Teachers may prefer to base this unit on another current issue, eg mining in the Northern Territory, feral animals in the Australian bush or impacts of weather patterns.

Australian Democracy

This unit provides opportunities for students to explore beliefs and ideals associated with democracy, both in past societies and contemporary Australia, highlighting democratic processes and social justice. The unit emphasises the skill of civic participation. It focuses on the principles of representative government.

Study of a Cultural Group: Bali

This unit is a case study only. It provides opportunities for students to develop understanding and appreciation of traditional Balinese culture and how it has changed as a result of interactions with other cultures, highlighting intercultural understandings, beliefs and moral codes and social justice. The unit emphasises the skill of presenting information. It focuses on people’s experiences as part of a cultural group or with other cultures.

Note: Teachers may prefer to base this unit on a different cultural group.

Identity and Values

This unit provides opportunities for students to explore the contribution of different cultural groups to Australian identity, highlighting intercultural understandings, beliefs and moral codes and social justice. The unit emphasises the skill of values analysis. It focuses on the diversity of Australian life, past and present influences and the changing nature of these influences.

Global Connections

This unit provides opportunities for students to explore global communication systems, highlighting social justice and intercultural understanding. The unit emphasises the skill of synthesising information in order to form generalisations. It focuses on how and why different countries have access to different resources, including global systems and changing technologies. It also examines students’ own use of these resources.
Sample School Plans for Human Society and Its Environment

The following sample school plans have been developed to assist schools in using the units of work from Early Stage 1 through to Stage 3.

The sample plans are offered as a guide only. Schools are in the best position to determine the order and timing of units.

Sample Plan A has been developed for a school organised in single-year classes.

Sample Plan B has been developed for a school where the class organisation includes a number of multi-age groupings.

Sample Plan C has been developed for a school that uses a semester plan.

Sample Plan D has been developed for a small school that is mainly based on multi-age groupings.

Sample Plans E(i) and E(ii) have been developed for a small school using a four-year cycle.

Sample Plan F has been developed for multi-age classes and schools.

Sample Plan G has been developed for class programs based on three units per year.
Sample Plan A

Context

This plan has been developed for a school that is organised in single-year groupings.

<table>
<thead>
<tr>
<th>Early Stage 1</th>
<th>Stage 1</th>
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<tbody>
<tr>
<td>Term 1</td>
<td>School Days</td>
</tr>
<tr>
<td>Term 2</td>
<td>This Is Me!</td>
</tr>
<tr>
<td>Term 3</td>
<td>Places We Know</td>
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<tr>
<td>Term 4</td>
<td>Meeting Needs</td>
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</tbody>
</table>

Sample Plan B

Context

This plan has been developed for a school that includes a number of multi-age class groupings.

<table>
<thead>
<tr>
<th>Early Stage 1</th>
<th>Stage 1</th>
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<tbody>
<tr>
<td>Term 1</td>
<td>School Days</td>
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<tr>
<td>Term 2</td>
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<td>Term 3</td>
<td>Places We Know</td>
</tr>
<tr>
<td>Term 4</td>
<td>Meeting Needs</td>
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</tbody>
</table>
Key Feature

This plan varies the focus across the school in each term so that the use of bulk resource material can occur without the need to duplicate or share key resources.

<table>
<thead>
<tr>
<th>Stage 2</th>
<th>Stage 3</th>
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<tbody>
<tr>
<td>People and Their Beliefs</td>
<td>British Colonisation of Australia</td>
</tr>
<tr>
<td>Cooperating Communities</td>
<td>Identity and Values</td>
</tr>
<tr>
<td>Living in Communities</td>
<td>Australian Democracy of Australia</td>
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<tr>
<td>State and National Parks</td>
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<tr>
<td>Who Will Buy?</td>
<td>Study of a Cultural Group: Bali</td>
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</tbody>
</table>

Key Feature

This plan enables the school to use an odd/even year rotation of units so that repetition can be avoided.

<table>
<thead>
<tr>
<th>Stage 2</th>
<th>Stage 3</th>
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<tbody>
<tr>
<td>Places: Then, Now and Tomorrow</td>
<td>Study of a Cultural Group: Bali</td>
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<tr>
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<td>Cooperating Communities</td>
<td>Gold!</td>
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<tr>
<td>State and National Parks</td>
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<tr>
<td>Australia: You’re Standing in It</td>
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<td>Living in Communities</td>
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<tr>
<td>People and Their Beliefs</td>
<td>Global Environments: Rainforests</td>
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<tr>
<td>Who Will Buy?</td>
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</tbody>
</table>
Sample Plan C

Context
Sample Plan C has been developed for a school that uses a semester plan.

<table>
<thead>
<tr>
<th></th>
<th>Early Stage 1</th>
<th>Stage 1</th>
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<tbody>
<tr>
<td>Semester 1</td>
<td><strong>School Days</strong></td>
<td><strong>Identifying Us</strong></td>
</tr>
<tr>
<td></td>
<td><strong>This Is Me!</strong></td>
<td><strong>The Need for Shelter</strong></td>
</tr>
<tr>
<td>Semester 2</td>
<td><strong>Places We Know</strong></td>
<td><strong>Workers in the Community</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Meeting Needs</strong></td>
<td><strong>The Way We Were</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Families Past and Present:</strong></td>
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<tr>
<td></td>
<td></td>
<td><strong>Stories and Histories</strong></td>
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</tbody>
</table>

Sample Plan D

Context
Sample Plan D has been developed for a small school that is mainly based on multi-age groupings.

<table>
<thead>
<tr>
<th></th>
<th>Early Stage 1</th>
<th>Stage 1</th>
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</thead>
<tbody>
<tr>
<td><strong>EVEN YEAR</strong></td>
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<td></td>
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<tr>
<td>Term 1</td>
<td><strong>School Days</strong></td>
<td><strong>Families Past and Present:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Stories and Histories</strong></td>
</tr>
<tr>
<td>Term 2</td>
<td><strong>This Is Me!</strong></td>
<td><strong>Identifying Us</strong></td>
</tr>
<tr>
<td>Term 3</td>
<td><strong>Places We Know</strong></td>
<td><strong>The Way We Were</strong></td>
</tr>
<tr>
<td>Term 4</td>
<td><strong>Meeting Needs</strong></td>
<td><strong>Transport</strong></td>
</tr>
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<td><strong>ODD YEAR</strong></td>
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<tr>
<td>Term 1</td>
<td><strong>School Days</strong></td>
<td><strong>The Need for Shelter</strong></td>
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<tr>
<td>Term 2</td>
<td><strong>This Is Me!</strong></td>
<td><strong>Celebrations</strong></td>
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<tr>
<td>Term 3</td>
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<td><strong>Workers in the Community</strong></td>
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<tr>
<td>Term 4</td>
<td><strong>Places We Know</strong></td>
<td><strong>Wet and Dry Environments</strong></td>
</tr>
</tbody>
</table>
Key Feature

This plan provides teachers with greater flexibility in the management of available time and resources for Human Society and Its Environment and other key learning areas. The degree of adjustment required to the duration of units, the timing of school vacation periods, and the focus of school initiatives and programs are key considerations when using this plan.

<table>
<thead>
<tr>
<th>Stage 2</th>
<th>Stage 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Places: Then, Now and Tomorrow</strong></td>
<td><strong>British Colonisation of Australia</strong></td>
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<tr>
<td><strong>Cooperating Communities</strong></td>
<td><strong>State and National Parks</strong></td>
</tr>
<tr>
<td><strong>Living in Communities</strong></td>
<td><strong>Australia: You're Standing In It</strong></td>
</tr>
<tr>
<td><strong>People and Their Beliefs</strong></td>
<td><strong>Who Will Buy?</strong></td>
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</tbody>
</table>

Key Feature

In this two-year plan, links can be made between Early Stage 1, Stage 1, Stage 2 and Stage 3 units. This plan is particularly suited to classes spanning several stages.

<table>
<thead>
<tr>
<th>Stage 2</th>
<th>Stage 3</th>
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</thead>
<tbody>
<tr>
<td><strong>EVEN YEAR</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Living in Communities</strong></td>
<td><strong>Study of a Cultural Group: Bali</strong></td>
</tr>
<tr>
<td><strong>State and National Parks</strong></td>
<td><strong>Global Environments: Rainforests</strong></td>
</tr>
<tr>
<td><strong>British Colonisation of Australia</strong></td>
<td><strong>Gold!</strong></td>
</tr>
<tr>
<td><strong>Who Will Buy?</strong></td>
<td><strong>Global Connections</strong></td>
</tr>
<tr>
<td><strong>ODD YEAR</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Places: Then, Now and Tomorrow</strong></td>
<td><strong>Australian Democracy</strong></td>
</tr>
<tr>
<td><strong>People and Their Beliefs</strong></td>
<td><strong>Identity and Values</strong></td>
</tr>
<tr>
<td><strong>Cooperating Communities</strong></td>
<td><strong>State and Federal Government</strong></td>
</tr>
<tr>
<td><strong>Australia: You're Standing in It</strong></td>
<td><strong>Current Issues: Antarctica</strong></td>
</tr>
</tbody>
</table>
Sample Plans E(i) and E(ii)

Context

Sample Plans E(i) and E(ii) have been developed for a small school.

Plan E(i): In this plan, students would work with 12 units from Kindergarten to Year 2 and 16 units from Year 3 to Year 6.

<table>
<thead>
<tr>
<th>Early Stage 1/Stage 1</th>
<th>Stage 2/Stage 3</th>
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<tbody>
<tr>
<td><strong>Year A</strong></td>
<td><strong>Year A</strong></td>
</tr>
<tr>
<td><strong>Term 1</strong></td>
<td><strong>Term 1</strong></td>
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<tr>
<td>This Is Me!</td>
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<tr>
<td>The Need for Shelter</td>
<td>State and National Parks</td>
</tr>
<tr>
<td><strong>Term 3</strong></td>
<td><strong>Term 3</strong></td>
</tr>
<tr>
<td>Identifying Us</td>
<td>Gold!</td>
</tr>
<tr>
<td><strong>Year B</strong></td>
<td><strong>Year B</strong></td>
</tr>
<tr>
<td><strong>Term 1</strong></td>
<td><strong>Term 1</strong></td>
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<tr>
<td>Meeting Needs</td>
<td>Australian Democracy</td>
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<td><strong>Term 3</strong></td>
<td><strong>Term 3</strong></td>
</tr>
<tr>
<td>Celebrations</td>
<td>Current Issues: Antarctica</td>
</tr>
<tr>
<td><strong>Term 4</strong></td>
<td><strong>Term 4</strong></td>
</tr>
<tr>
<td>School Days</td>
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<tr>
<td><strong>Year C</strong></td>
<td><strong>Year C</strong></td>
</tr>
<tr>
<td><strong>Term 1</strong></td>
<td><strong>Term 1</strong></td>
</tr>
<tr>
<td>Families Past and Present: Stories and Histories</td>
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<tr>
<td><strong>Term 4</strong></td>
<td><strong>Term 4</strong></td>
</tr>
<tr>
<td>Wet and Dry Environments</td>
<td>Global Environments: Rainforests</td>
</tr>
<tr>
<td><strong>Year D</strong></td>
<td><strong>Year D</strong></td>
</tr>
<tr>
<td><strong>Term 1</strong></td>
<td><strong>Term 1</strong></td>
</tr>
<tr>
<td>Places We Know</td>
<td>Change and Continuity in the Local Area</td>
</tr>
<tr>
<td><strong>Term 2</strong></td>
<td><strong>Term 2</strong></td>
</tr>
<tr>
<td>Identifying Us</td>
<td>Study of a Cultural Group: Bali</td>
</tr>
<tr>
<td><strong>Term 3</strong></td>
<td><strong>Term 3</strong></td>
</tr>
<tr>
<td><strong>Term 4</strong></td>
<td><strong>Term 4</strong></td>
</tr>
<tr>
<td>The Way We Were</td>
<td>Who Will Buy?</td>
</tr>
</tbody>
</table>

18
Key Features

In each of these plans, some modification of the suggested units is required to adequately incorporate the outcomes for each stage.

Plan E(ii): In this plan, students would work with 12 units from Kindergarten to Year 2 and 16 units from Year 3 to Year 6.

<table>
<thead>
<tr>
<th>Early Stage 1/Stage 1</th>
<th>Stage 2/Stage 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year A</strong></td>
<td><strong>Year A</strong></td>
</tr>
<tr>
<td><strong>Term 1</strong></td>
<td><strong>Term 1</strong></td>
</tr>
<tr>
<td><em>This Is Me!</em></td>
<td><em>Living in Communities</em></td>
</tr>
<tr>
<td><strong>Term 2</strong></td>
<td><strong>Term 2</strong></td>
</tr>
<tr>
<td><em>The Need for Shelter</em></td>
<td><em>State and National Parks</em></td>
</tr>
<tr>
<td><strong>Term 3</strong></td>
<td><strong>Term 3</strong></td>
</tr>
<tr>
<td><em>The Way We Were</em></td>
<td><em>Gold!</em></td>
</tr>
<tr>
<td><strong>Term 4</strong></td>
<td><strong>Term 4</strong></td>
</tr>
<tr>
<td><em>Identifying Us</em></td>
<td><em>Identity and Values</em></td>
</tr>
<tr>
<td><strong>Year B</strong></td>
<td><strong>Year B</strong></td>
</tr>
<tr>
<td><strong>Term 1</strong></td>
<td><strong>Term 1</strong></td>
</tr>
<tr>
<td><em>Meeting Needs</em></td>
<td><em>British Colonisation of Australia</em></td>
</tr>
<tr>
<td><strong>Term 2</strong></td>
<td><strong>Term 2</strong></td>
</tr>
<tr>
<td><em>Transport</em></td>
<td><em>Global Connections</em></td>
</tr>
<tr>
<td><strong>Term 3</strong></td>
<td><strong>Term 3</strong></td>
</tr>
<tr>
<td><em>Identifying Us</em></td>
<td><em>Study of a Cultural Group: Bali</em></td>
</tr>
<tr>
<td><strong>Term 4</strong></td>
<td><strong>Term 4</strong></td>
</tr>
<tr>
<td><em>Celebrations</em></td>
<td><em>People and Their Beliefs</em></td>
</tr>
<tr>
<td><strong>Year C</strong></td>
<td><strong>Year C</strong></td>
</tr>
<tr>
<td><strong>Term 1</strong></td>
<td><strong>Term 1</strong></td>
</tr>
<tr>
<td><em>School Days</em></td>
<td><em>Cooperating Communities</em></td>
</tr>
<tr>
<td><strong>Term 2</strong></td>
<td><strong>Term 2</strong></td>
</tr>
<tr>
<td><em>Places We Know</em></td>
<td><em>Australia: You’re Standing in It</em></td>
</tr>
<tr>
<td><strong>Term 3</strong></td>
<td><strong>Term 3</strong></td>
</tr>
<tr>
<td><em>Families Past and Present: Stories and Histories</em></td>
<td><em>Australian Democracy</em></td>
</tr>
<tr>
<td><strong>Term 4</strong></td>
<td><strong>Term 4</strong></td>
</tr>
<tr>
<td><em>Wet and Dry Environments</em></td>
<td><em>Global Environments: Rainforests</em></td>
</tr>
<tr>
<td><strong>Year D</strong></td>
<td><strong>Year D</strong></td>
</tr>
<tr>
<td><strong>Term 1</strong></td>
<td><strong>Term 1</strong></td>
</tr>
<tr>
<td><em>This Is Me!</em></td>
<td><em>Places: Then, Now and Tomorrow</em></td>
</tr>
<tr>
<td><strong>Term 2</strong></td>
<td><strong>Term 2</strong></td>
</tr>
<tr>
<td><em>The Need for Shelter</em></td>
<td><em>Current Issues: Antarctica</em></td>
</tr>
<tr>
<td><strong>Term 3</strong></td>
<td><strong>Term 3</strong></td>
</tr>
<tr>
<td><em>The Way We Were</em></td>
<td><em>State and Federal Government</em></td>
</tr>
<tr>
<td><strong>Term 4</strong></td>
<td><strong>Term 4</strong></td>
</tr>
<tr>
<td><em>Identifying Us</em></td>
<td><em>Who Will Buy?</em></td>
</tr>
</tbody>
</table>
Sample Plan F

Context

This plan has been developed for multi-age classes. It is particularly suitable for a K–6 class.

Program 1

The following units could be redesigned into one unit, with a focus on the natural and built features, location, purpose, maintenance and care of the environments considered.

<table>
<thead>
<tr>
<th>Early Stage 1</th>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Places We Know</strong></td>
<td><strong>Wet and Dry Environments</strong></td>
<td><strong>State and National Parks</strong></td>
<td><strong>Global Environments:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Rainforests</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Australia:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>You’re Standing in It</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Current Issues:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Antarctica</strong></td>
</tr>
</tbody>
</table>

*The sequence of outcomes and subject matter of the Environments strand will assist teachers to connect these units of work.*

Program 2

The following units could be redesigned into one unit, with a focus on exploring the past using different sources such as artefacts, stories and other primary and secondary sources. A common thread — such as technological change, change for Aboriginal people or the changing role of women — may be followed throughout these units to further link them.

<table>
<thead>
<tr>
<th>Early Stage 1</th>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Days</strong></td>
<td><strong>The Way We Were</strong></td>
<td><strong>Places: Then, Now and Tomorrow</strong></td>
<td><strong>Gold!</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Families Past and Present: Stories and Histories</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>British Colonisation of Australia</strong></td>
<td></td>
</tr>
</tbody>
</table>

*The sequence of outcomes and subject matter of the Change and Continuity strand will assist teachers to connect these units of work.*
Key Features

This plan enables teachers to link units of work across the stages. The four strands provide a focus for study. The sequence of outcomes and subject matter in each strand underpin the program. Learning experiences and sequences are derived from the connected units and the sequence of outcomes in each strand enable the teacher to plan, program, assess and report according to the stage outcomes that apply to each student.

Program 3

The following units could be redesigned into one unit, with a focus on the students’ own identities and cultural backgrounds, the culture of others and the notion of an Australian identity.

<table>
<thead>
<tr>
<th>Early Stage 1</th>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>This Is Me!</td>
<td>Identifying Us</td>
<td>People and Their Beliefs</td>
<td>Identity and Values</td>
</tr>
<tr>
<td></td>
<td>Celebrations</td>
<td>Living in Communities</td>
<td>Study of a Cultural Group: Bali</td>
</tr>
</tbody>
</table>

The sequence of outcomes and subject matter of the Cultures strand will assist teachers to connect these units of work.

Program 4

The following units could be redesigned into one unit, with a focus on how needs are met and the roles, responsibilities and rights of people in meeting their own needs and caring about and behaving responsibly towards other people and the environment.

<table>
<thead>
<tr>
<th>Early Stage 1</th>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting Needs</td>
<td>The Need for Shelter</td>
<td>Who Will Buy?</td>
<td>Global Connections</td>
</tr>
<tr>
<td></td>
<td>Transport</td>
<td>Cooperating</td>
<td>State and Federal Government</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communities</td>
<td>Australian Democracy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Workers in the</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Community</td>
<td></td>
</tr>
</tbody>
</table>

The sequence of outcomes and subject matter of the Social Systems and Structures strand will assist teachers to connect these units of work.
**Sample Plan G**

**Context**

This plan has been developed for schools that may wish to use the units of work for only three terms of the year. It couples units that address similar sets of outcomes. While this plan suggests choices that can be made between units of work, teachers will ideally incorporate learning experiences from the coupled units to ensure that the content is being taught.

<table>
<thead>
<tr>
<th>Early Stage 1</th>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>eg Kindergarten</em></td>
<td><em>eg Year 1</em></td>
<td><em>eg Year 3</em></td>
<td><em>eg Year 5</em></td>
</tr>
<tr>
<td><strong>School Days</strong></td>
<td><strong>Identifying Us/ Celebrations</strong></td>
<td><strong>State and National Parks/ Australia: You’re Standing in It</strong></td>
<td><strong>Australian Democracy</strong></td>
</tr>
<tr>
<td><strong>This Is Me!</strong></td>
<td><strong>Transport</strong></td>
<td><strong>People and Their Beliefs/ Living in Communities</strong></td>
<td><strong>Global Connections/ Global Environments: Rainforests</strong></td>
</tr>
<tr>
<td><strong>Places We Know/ Meeting Needs</strong></td>
<td><strong>The Need for Shelter</strong></td>
<td><strong>Places: Then, Now and Tomorrow</strong></td>
<td><strong>Gold!</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Early Stage 1</th>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>eg Kindergarten</em></td>
<td><em>eg Year 2</em></td>
<td><em>eg Year 4</em></td>
<td><em>eg Year 6</em></td>
</tr>
<tr>
<td><strong>School Days</strong></td>
<td><strong>Families Past and Present: Stories and Histories/ The Way We Were</strong></td>
<td><strong>British Colonisation of Australia</strong></td>
<td><strong>State and Federal Government</strong></td>
</tr>
<tr>
<td><strong>This Is Me!/Meeting Needs</strong></td>
<td><strong>Workers in the Community</strong></td>
<td><strong>Who Will Buy?</strong></td>
<td><strong>Identity and Values</strong></td>
</tr>
<tr>
<td><strong>Places We Know</strong></td>
<td><strong>Wet and Dry Environments</strong></td>
<td><strong>Cooperating Communities</strong></td>
<td><strong>Study of a Cultural Group: Bali/Current Issues: Antarctica</strong></td>
</tr>
</tbody>
</table>
Overview of Outcomes

Outcomes in Units of Work

Units of Work

School Days
This Is Me!
Places We Know
Meeting Needs
Early Stage 1 Overview of Outcomes

Change and Continuity

<table>
<thead>
<tr>
<th>Significant Events and People</th>
<th>CCES1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time and Change</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Describes events or retells stories that demonstrate their own heritage and the heritage of others.</td>
</tr>
</tbody>
</table>

Cultures

<table>
<thead>
<tr>
<th>Identities</th>
<th>CUES1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Diversity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communicates some common characteristics that all people share, as well as some of the differences.</td>
</tr>
</tbody>
</table>

Environments

<table>
<thead>
<tr>
<th>Patterns of Place and Location</th>
<th>ENES1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationships with Places</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gathers information about natural and built environments and communicates some of the ways in which they interact with, and can care for, these environments.</td>
</tr>
</tbody>
</table>

Social Systems and Structures

<table>
<thead>
<tr>
<th>Resource Systems</th>
<th>SSES1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roles, Rights and Responsibilities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identifies ways in which their own needs and the needs of others are met, individually and cooperatively.</td>
</tr>
</tbody>
</table>

Early Stage 1 Outcomes in Units of Work

<table>
<thead>
<tr>
<th>CCES1</th>
<th>CUES1</th>
<th>ENES1</th>
<th>SSES1</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Days</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This Is Me!</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Places We Know</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meeting Needs</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
School Days

This unit provides opportunities for students to explore the school, its surroundings and its people. The unit focuses on classroom routines and responsibilities and provides some opportunities to find out about other schools in other places and times.

Unit Duration  Approximately 6–8 weeks

Subject Matter Focus In this unit, students learn about:

- personal and class needs and how they are met
- roles, rights and responsibilities in the classroom and at home
- classroom rules and routines
- natural and built features of their immediate environment and of areas they have visited
- experiences and interactions with their immediate environment and with areas they have visited
- places and environments that are clean and safe

Implications for Learning In this unit, students have opportunities to:

- identify and locate classroom resources
- list classroom resources using different categories
- ask questions of people who work in the school about their roles
- participate in the organisation of waste in the classroom, including recycling
- participate in the development of class rules
- observe, locate and gather information about their environment
- organise the waste in the classroom and decide what to recycle, what to throw away and what could be useful for others and the environment

Literacy Notes

This unit provides opportunities for students to explore observations, descriptions, procedures and procedural recounts. The HSIE teaching strategies/practices in this unit include joint construction of picture graphs and matrices.

Links with Other Key Learning Areas

English: The structure and language features of the text types that students create and interpret (see above).
Science and Technology: Content from the Built Environment strand considers the spaces within and surrounding buildings. The ‘Look Around You’ unit suggests some related learning experiences.
Mathematics: 3D models, following and giving directions, comparing groups pictorially, daily routines, sorting.
Creative and Practical Arts: Songs, singing games, dance, role-play, rhymes, artwork, exploring visual forms and objects.
Personal Development, Health and Physical Education: Personal characteristics, positive relationships, individual qualities, child protection.

Resources

The Board’s website (http://www.boardofstudies.nsw.edu.au) lists current available resources such as selected background information sheets, websites, texts and other material to support this unit.

Texts about the classroom, school life and routines in different cultures, places and times; visual texts such as photographs and pictures showing different students, classrooms and schools.

Visitors to talk about other schools and school life in other places and times.

Board of Studies publications such as Aboriginal Literacy Kit and Big Mob Books for little fullas.
School Days

Outcomes and Indicators

SSES1
Identifies ways in which their own needs and the needs of others are met, individually and cooperatively.
- identifies their own needs and the needs of others
- identifies their own rights, roles and responsibilities and those of others at home and in the classroom
- participates in activities that ensure that the classroom is a happy, healthy and safe place
- demonstrates an awareness of the rights of others in the classroom
- participates in the formation of classroom rules and routines
- follows class and school rules
- demonstrates ways in which they can take responsibility for meeting their own needs
- makes connections between personal and class needs and people who meet these needs, including peers and adults in the school.

CUES1
Communicates some common characteristics that all people share, as well as some of the differences.
- talks about the characteristics that we all share
- recognises easily identifiable Australian symbols
- describes the groups that individuals belong to, including the class, the family group, friendship groups
- identifies and describes their own characteristics
- compares their own characteristics with those of others
- identifies and gathers information about aspects of the cultural backgrounds of students in the class or school
- talks about other children in Australia and in other countries
- identifies languages spoken in the class and in the community
- identifies words and expressions from other languages
- observes and describes different forms of communication
- contributes to class discussions about special events and holidays important to them
- identifies their own desires and abilities, and reasons for these.

ENES1
Gathers information about natural and built environments and communicates some of the ways in which they interact with, and can care for, these environments.
- identifies activities that occur in specific places
- uses and makes 3D models of environmental features
- names and talks about places and features in their home, school and immediate environment
- demonstrates ways in which they can care for their home, classroom, school and local community.

Learning Experiences

Key assessment opportunities are marked: ☆

Learning Sequence 1: A Happy, Healthy, Safe Classroom

- Set up activity centres as a focus for students to learn to share equipment, get to know each other and discuss activities.
- Organise the class to share setting up, packing up, sorting waste and recycling materials to develop ideas about roles, routines and responsibilities and to identify places in the classroom where resources and equipment belong.
- Play games that involve group participation and cooperation.
- Discuss what students need to be happy, healthy and safe at school. Provide opportunities for students to complete artworks and then display these with their observations, such as ‘I am happy at school when …, At school I like to …, At school I feel safe when …’. ☆
- Read texts and talk about friendships. Take photographs of each student with a new class friend and display all photos. Ask students to identify what they like about their new friend.
- Discuss classroom routines and ask students to pictorially represent different times in the day. Sequence these representations and label them with everyday vocabulary associated with time. ☆
- Ask students about rules: what they think a rule is; what they see as the purpose of rules. Have students suggest rules needed for the classroom. List, illustrate and display classroom rules. Use categories focusing on safety, cooperation, care and individual rights. Talk about what happens when rules are not followed and individual rights are not respected.
- Visit the playground and discuss the use and care of the school’s equipment and grounds.
- Ask students to identify ways of caring for and using the places, features, facilities, equipment and resources they use.
- Discuss ways of looking after the school grounds, eg caring for existing plant and animal life, recycling waste such as grass clippings and lunch scraps.
Learning Sequence 2: Who’s in the Classroom?

- Have students paint/draw self-portraits and display these as part of a class mural.
- Ask students to bring a favourite object, toy or book to school, or to select one from the classroom. Provide opportunities for each student to talk about what they have chosen and why.
- Discuss care and responsibility for other living things in the classroom, eg plants, pets.
- Sing songs and teach expressions that involve a non-Standard English language that the students relate to in some way, eg a community language or a language spoken by someone in the classroom or in the school.
- Talk about who goes to the school, including other family members, students who live in the local area, students who belong to the same sporting, social or religious group. Talk about these groups, including where they meet and what they do.
- Talk about languages spoken at home. Build students’ field knowledge of languages spoken by other class members, eg Arabic, Mandarin, Cantonese, Aboriginal English.
- Provide discussion times when students can share information about their likes and dislikes, their families, their out-of-school activities, travelling to school, what they enjoy at school, what they hope to learn at school. Pictorially record and display some categories of similarity and difference. Display statements such as ‘All/Some/Many/Few students …’.
- Discuss why students come to school, how they get there and what they bring with them.
- Discuss how this year (at school) compares with the year before (eg at home, at preschool).
- Use spoken, visual and written texts that show other students coming to school in other places, cultures and times.
- Jointly construct and display a concept map of words that students use to describe school or things they do at school.
- Discuss events and holidays celebrated by students and provide opportunities for students to learn about special events celebrated by families and individuals, eg birthdays, anniversaries.
- Read and view texts about various schools and about students who have different school experiences.
- Visit another school in the local area. Invite visitors to the school and have students take them on tours.
- Invite students’ older relatives and friends to visit the classroom and talk about what school life was like. Ask students to compare these experiences with their own.
- Provide opportunities for students to reflect on earlier school or preschool experiences and to discuss what they have learned. Ask them what they think are the good things about being at school and how they could make things better for themselves, for others and for the school.

Learning Sequence 3: Places at School

- Have students identify places, resources and equipment in the classroom and discuss each, where it is located and its purpose. Have them complete illustrations of these.
- Discuss care of the classroom, its resources and equipment.
- Ask students to discuss similarities and differences between the classroom and other places, including rooms in their homes and other rooms in the school.
- Encourage students to use construction materials to make 3D models representing features within the classroom.
- Provide regular opportunities for students to explore the school and its surroundings, visiting different areas each time. Discuss each area’s features, location and function, who uses it and who works there. Take photographs and display them. Refer to them often. Point out visible symbols that relate to Australia, eg the national and/or Aboriginal flag, or symbols that relate to the school, eg the school emblem or crest.

Learning Sequence 4: Who Helps Me at School?

- Invite people into the classroom who can talk to the students about where they work and what they do.
- Discuss the roles of a teacher and other people in the school. Ask students to consider what a teacher’s day might be like. How do teachers help students?
- Discuss people who visit the school, eg school nurse, police, performing groups. Make a class book of school visitors, showing what they do. Add pages after each visit.
Student Work Sample

**Context**

Following a discussion on what they thought were the good things about being at school, students developed a series of independent responses to an incomplete sentence: ‘I am happy at school when …’. This is Tamara’s response.

- identifies activities that occur in specific places (ENES1)
- describes the group that individuals belong to (CUES1)
- participates in activities that ensure that they are happy, healthy and safe (SSES1)
- demonstrates ways in which they can take responsibility for meeting their own needs (ENES1)

**Where to from Here?**

To understand their feelings and to extend their verbal skills, have students explain why they enjoy these things at school. Ask them to compare their responses with others’ to identify similarities and differences.

Student Work Sample

**Context**

During exploration of the school grounds, students observed features of their environment. They worked in groups to make a 3D representation of the school, taking special note of the size, shape and position of built features and the topography of the environment. This group chose to use Duplo and the sand tray for their model and asked the teacher to label particular places. The group presented the model to the whole class, describing its features and explaining what happens in each place depicted.

- identifies activities that occur in specific places (ENES1)
- uses and makes 3D models of environmental features (ENES1)
- names and talks about places and features in their home, school and immediate environment (ENES1)
- demonstrates an awareness of flat and sloping places (ENES1)

**Where to from Here?**

Ask students to list the purpose, people, equipment and activities associated with each building. Encourage them to relocate any buildings or areas that have been misplaced. Draw attention to the location of places in relation to each other. The model(s) may be kept as a reference during the remainder of the unit.
This Is Me!

This unit provides opportunities to explore students’ lives and special characteristics. The unit focuses on students’ backgrounds, past experiences and memories, and on important people in their lives. It provides them with opportunities to compare themselves with others in their class and with people from different places and times.

Unit Duration  Approximately 6–8 weeks

Subject Matter Focus  In this unit, students learn about:

- their own and others’ characteristics, desires and abilities
- family languages
- their own class and family group
- special events that they celebrate
- family origins, including countries of origin
- events shared with class members and with family
- past and present changes in their lives
- changes to people and places in their neighbourhood
- family, school, local, national and global events.

Implications for Learning  In this unit, students have opportunities to:

- listen to texts about the lives of other people, including children and families in other places and times
- participate in activities that encourage cultural awareness
- reflect on shared characteristics that reveal their humanity, eg emotions and feelings, likes and dislikes
- label aspects of culture in some way, including language differences of class members and others in the neighbourhood
- recount and share past events in their lives that they consider to be significant
- make connections between their own memories of events and other students’ recounts of the same events
- share familiar family stories with the class
- bring photographs/items from home that relate to their lives
- discuss photographs, paintings, drawings and pictures from the past, looking for evidence of a former time, and relate them to their own lives and experiences
- sequence photographs, drawings or pictures that show changes in people and ways of doing things
- present information to others, in various ways, about events and stages in their lives and in the lives of relatives and friends
- predict future events
- listen to texts about change — both literary and factual.

Literacy Notes

This unit provides opportunities for students to explore factual descriptions, procedures, procedural recounts and narratives. The HSIE teaching strategies/practices in this unit include viewing and labelling pictures and photographs, using visiting speakers and displaying artefacts.

Links with Other Key Learning Areas

*English*: The structure and language features of the text types students create and interpret (see above).

*Mathematics*: 3D models, printing and tracing around 3D shapes, comparing groups pictorially, names of days, sorting groups.

*Personal Development, Health and Physical Education*: Personal characteristics, positive relationships, individual choices. The ‘I Am Special’ unit suggests some related learning experiences.

Resources

The Board’s website ([http://www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)) lists current available resources such as some selected background information sheets, websites, texts and other material to support this unit.

Texts about children and family groups in different cultures, places and times, eg *Whoever You Are* by Mem Fox.

A home corner with material that will encourage students to role-play different family situations.

Photographs and pictures showing children of various ages and their lives and homes, including children who are younger than the children in the class.

Relatives of the students who can bring in photographs of themselves at various stages in their lives, eg as infants, as students, in later life.

Baby-sized dolls and clothes for students to dress.

Visitors who can talk about their family or their childhood; a parent, with a baby, who can show how a baby is bathed or fed.

Board of Studies publications such as *Aboriginal Literacy Kit* and *Big Mob Books for little fullas*.
This Is Me!

Outcomes and Indicators

CUES1
Communicates some common characteristics that all people share, as well as some of the differences.

- talks about the characteristics that we all share
- identifies and describes their own characteristics
- identifies their own desires and abilities, and reasons for these
- describes the groups that individuals belong to, including the family group, friendship groups
- talks about their own worth as an individual
- compares their own characteristics with others
- talks about other children in Australia and in other countries
- contributes to class discussions about special events and holidays important to them, including events they celebrate with their family and those they share with their class.

CCES1
Describes events or retells stories that demonstrate their own heritage and the heritage of others.

- recounts events and situations involving themself and others
- recalls aspects of their family heritage, including countries their relatives came from, valued family possessions and religious practices
- listens to and talks about stories of other families and their heritage, including countries of origin
- links people to events in their own life, both past and present
- identifies and refers to relatives and people in their neighbourhood who are relevant to their life and community
- refers to current family, school, local, national and global events
- sequences events and stages in their own life and in the lives of others
- talks about then and now
- describes changes in their life, in their family and in other families
- communicates information about change
- reflects on events in their life and what their life could be like in the future
- uses everyday vocabulary associated with understanding time and change.

Learning Experiences

Key assessment opportunities are marked: ✤

Learning Sequence 1: How Do I Compare with Others?

- Read and jointly view texts about children and families. Provide opportunities to discuss the characteristics that people share and how people are different. Talk about the relationships in the texts and how they compare with those in students’ families.
- Organise a class mural of hand and foot tracings.
- Pictorially record students’ hair or eye colours, birth dates, favourite colours, foods or activities. Have students make observations and list these around the display.
- Provide opportunities for students to discuss what makes them happy or sad and draw pictures. Group the sad and happy pictures and talk about the similarities and differences.
- Provide opportunities for students to talk about how they are the same as their friends and how they are different. Suggest that they consider physical characteristics, personal qualities and abilities, and preferences for food, colour, clothing and interests.
- Have each student complete a book or a collection of artworks, drawings and other sources of information about themself. Students could include a self-portrait, their name, a fingerprint, a current photograph, a baby or preschool photograph, their birth date and place of birth, a drawing or photograph of their family group, home or friend, and their favourite foods, colours, games, clothes or interests.
- Use a full-length mirror or individual mirrors so students can study their physical characteristics and talk to someone else about the things they notice about themselves.
- Blindfold students and ask them to feel and describe another’s face. Ask blindfolded students to identify classroom members. Discuss whether, and how, students were able to identify a person by feeling their face.
- Ask students to close their eyes and identify mystery speakers. Discuss the distinguishing features of voices throughout this activity. (Games: Kangaroo Skippy Roo, Postman’s Knock.)
Prepare an audio tape of students talking about themselves. Ask class members to identify the voices.

Select small groups of students to stand behind a screen, only revealing their feet or hands, and ask other students to identify them.

Ask students to examine their own finger, hand and foot prints using a magnifying glass, and those of other students. Discuss whether any of the prints are similar. Ask students to make pictures from their prints.

Have students complete self-portraits and describe their special characteristics. The descriptions can be written independently or scribed, and displayed with the portraits. ✩

Organise a full-length tracing of each student’s body, which can be painted and decorated and displayed with the their name underneath.

Learning Sequence 2: My Family Group

Read texts and show pictures of families and family life. Talk about who can be a member of a family and what family members do for each other.

Ask students to bring photographs or draw picture of their family, or family symbols, and display these.

Provide a collection of pictures and read texts that show how families can differ in size, age and composition.

Provide activities where the students can represent their family in various ways, eg through images and/or text. Provide opportunities for students to discuss their own family, including family members, household tasks and what adult members do for children. ✩

Ask students to talk about people who are not related to them but who are special in their lives and discuss why they are special.

Provide a play area or space and materials where students can explore different family situations such as meal times, going out, household tasks and general care of family members.

Discuss family situations where the students may feel unhappy, worried or angry. Provide opportunities for students to draw pictures about how they feel and jointly construct descriptions of some of the situations discussed. Talk about ways of changing how we feel, and appropriate ways of dealing with feelings.

Learning Sequence 3: How We Have Grown and Changed?

Discuss the physical changes that have occurred to the students since they were babies. Read stories about children of various ages, and provide pictures. Consider the stages that students have gone through, such as developing from crawling to walking. Compare what they can do now with what they could do before they started school, eg ball skills, bicycle riding and other skills that allow independence.

Ask students to collect magazine pictures and make charts showing ‘Things We Did as Babies’, ‘Things We Do Now’, ‘Things We Might Do in the Future’. ✩

Ask students to bring in photographs or related objects from their infancy and discuss how they have changed. Consider appearance, activities and clothes worn. Play guessing games where students observe a photograph and have to guess who it shows.

Invite a parent to show how to bath or feed a baby. Encourage students to ask questions about how a baby differs from children of their own age.

Have an ‘It’s Too Small Day’ and ask students to bring in clothes that are now too small for them. Display the clothes and ask students to guess the ages at which they were worn. Provide baby-sized dolls and clothes so that students can dress them and understand the extent to which they have changed.

Jointly view visual texts such as pictures, videos and photographs and read texts about adults and older children. Discuss the differences between the students and these older people.

Organise for the class to observe older children involved in school activities, eg fitness activities, designing and making tasks. Ask what these older children can do now that they couldn’t do when they were younger. Ask the students to think of reasons why they are unable to do some of the things that the older students can do.

Ask students to bring in photographs or drawings of older family members as babies, as students and as adults, and discuss the changes. Ask students to sequence a group of pictures chronologically. ✩

Learning Sequence 4: Our Lives Now and Then

Ask students’ families to share information about their cultural backgrounds, including countries/locations of origin of family members and other aspects of family heritage such as religious practices, traditions and significant events or people. Invite family members or friends of students to visit the classroom and share aspects of their culture and background. Display artefacts and personal objects in the classroom and refer to them often.

Provide regular opportunities for students to talk about their lives, including the happy, exciting, sad or upsetting things that have happened. Ask them what they remember about people in their lives and why they remember particular people. Arrange for them to develop artworks about remembered experiences and people. ✩

Provide opportunities for students to discuss and illustrate school and family events that have occurred, are occurring, and will possibly occur. Talk about the events that all students share and those that individuals or families celebrate. ✩

Early Stage 1
Student Work Sample

**Context**

The students brainstormed things they could do ‘now they were older’. The teacher scribed these onto a class chart. Students were each given a sheet and asked to complete the sentence ‘Now I am older I can …’, then drew an illustration to accompany it. These were displayed.

- talks about then and now (CCES1)
- describes changes in life, changes in their family and changes in other families (CCES1)
- communicates information about change (CCES1)
- identifies and describes their own characteristics (CUES1)
- recounts events and situations involving themself and others (CCES1)

Where to from Here?

Using their individual responses, have students mime the things they can now do. Ask their peers to guess what is being portrayed.

Student Work Sample

**Context**

The students explored characteristics they shared with others and characteristics that made them special. As a result of their discussion, they created a mural including handprints, self-portraits, pictures of people, places and things that made them happy and a statement describing their special features.

- talks about the characteristics we all share (CUES1)
- identifies and describes their own characteristics (CUES1)
- compares their own characteristics with others’ (CUES1)

Where to from Here?

Encourage students to look for characteristics other than physical features. Discuss the features that they share with family members. These characteristics might include behaviours, facial expressions, ways of saying things, and likes and dislikes. Have students share this information in small groups.
**Places We Know**

This unit provides opportunities for students to explore the immediate environment, which will include the school or classroom. They focus on the differences between familiar features and places, and between the activities that occur there. They make decisions about the care of these features and places.

**Unit Duration**  
Approximately 6–8 weeks

**Subject Matter Focus**  
In this unit, students learn about:

- features and places in the immediate environment
- the natural and built features of their immediate environment and of areas they have visited
- places and environments that are clean and safe
- care of natural things in the immediate environment
- experiences and interactions with their immediate environment and with areas they have visited.

**Implications for Learning**  
In this unit, students have opportunities to:

- locate, observe and gather information about their immediate environment, including the home, classroom and school, through frequent contact and experience
- identify ways of distinguishing the classroom from other familiar places
- examine information about their immediate environment by viewing a variety of materials, by listening to guest speakers, and to each other, and sharing this information
- make 3D models of familiar features and draw maps
- listen to others’ experiences of place, including through observations, recounts and literary descriptions
- talk about, make decisions about, and accept and fulfil responsibilities about caring for their home, classroom and school environments.

**Literacy Notes**

This unit provides opportunities for students to explore observations, narratives, descriptions and procedures.

The HSIE teaching strategies/practices in this unit include mapping, developing charts and constructing 3D models.

**Links with Other Key Learning Areas**

**English:** The structure and language features of the text types students create and interpret (see above).

**Science and Technology:** Content from the Built Environment strand. The ‘Look around You’, ‘Let’s Communicate’ and ‘Kids Care’ units provide some related suggested learning experiences.

**Mathematics:** 3D models, printing and tracing around 3D shapes, comparing groups pictorially, position.

**Creative and Practical Arts:** Songs, singing games, dance, rhymes, artwork, exploring visual forms and objects, perceiving qualities and relationships in the environment, investigating other people’s artworks, exploring different media and art materials.

**Personal Development, Health and Physical Education:** Individual choices, safe practices.

**Resources**

The Board’s website (http://www.boardofstudies.nsw.edu.au) lists current available resources such as some selected background information sheets, websites, texts and other material to support this unit.

Spoken and visual texts about natural and built features. Picture books about special places.

Photographs, pictures and 3D models of local features and places.

Walks/excursions to immediate environments around the school and neighbouring streets, to observe both natural and built environments.
Places We Know

Outcomes and Indicators

**ENES1**
Gathers information about natural and built environments and communicates some of the ways in which they interact with, and can care for, these environments.

- identifies activities that occur in specific places
- talks about the features and location of their home
- matches features in photographs, pictures, books and models to those seen in their environment
- demonstrates an awareness of flat and sloping places
- uses and makes 3D models of environmental features
- names and talks about places and features in their home, school and local area
- describes places that they view as special
- uses a variety of senses to gather information about their environment
- uses everyday vocabulary associated with understanding location, position and place, eg up, down, over, under, near, far
- demonstrates ways in which they can care for their home, classroom, school and local community
- demonstrates an awareness that the world extends beyond their immediate environment.

**SSES1**
Identifies ways in which their own needs and the needs of others are met, individually and cooperatively.

- identifies their own needs and the needs of others
- demonstrates ways in which they can take responsibility for meeting their own needs
- makes connections between personal and class needs and people who meet these needs, including peers and adults in the school.

Learning Experiences

*Key assessment opportunities are marked: ✪*

**Learning Sequence 1: Special Places**

- Read or tell narratives about special places, eg ‘The Three Little Pigs’, ‘Goldilocks and the Three Bears’. Discuss why the places were important to the characters. Discuss which places are important to students, especially rooms, houses, buildings or land, and ask how they would feel if somebody came along and used these places in the wrong way or actually destroyed them.

- Discuss special places and how the students feel about them. Ask students to discuss, with friends, their favourite places at home, at school and in their local area. Ask students to tell the class about a special place: What makes it special? How can it be kept special? Does it change? Do you share it with anyone? How do you care for it? ✪

- Have students draw or paint special places in the classroom. Walk around the school and find special places there. Ask questions such as: Where is this special place? What is it? What is it like? How did it get like that?

- Read texts and jointly view pictures that show classrooms and schools in various communities throughout the world. Talk about the similarities and differences between students’ special places and similar places in other areas.

- Organise for students to explore their immediate environment, including the neighbouring streets or the periphery of the school. Encourage them to use positional and geographic terminology such as hill, street, corner, up, down, front of, near, far. Ask them to observe the different shapes of buildings, and the features of buildings such as roofs, fences, walls, paths, windows and how they can vary. Organise for students to draw what they see. ✪

- Have students trace around the bases of 3D models — eg boxes of different shapes and sizes, including milk cartons and matchboxes — to make a plan of buildings and streets. Relate the streets they have made to neighbouring streets they have observed. If there are no streets, use round shapes and ask them to represent trees, dams and other features that relate to their immediate environment.

- Show students different types of maps, including street directories. Talk about how they are used and point out some of the symbols.

- Ask students to map out the route from their classroom to another school building or from their home to the school, or to map imaginary places they have heard about in narratives. ✪
Learning Sequence 2: How Do We Use the Places We Know?

- When looking at visual texts such as pictures and photographs, point out natural and built features that students could relate to in some way, such as hills, shops, fire stations, religious buildings/spiritual sites, and beaches. Talk about the range of possible activities that could occur in or around each feature.

- Provide opportunities for students to observe roads and streets and who uses them. They could count how many cars go by in a certain time and draw pictures of what they see. Ask them to speculate on where people are going. Talk about what people may have done before there were roads.

- Provide opportunities to observe flat, sloping and curved places, as well as signs on roads. Point out cliffs, embankments, bridges, tunnels, walls, waterfalls, roof lines and fences in pictures and photographs and also when students are walking around school areas, parks, streets and fields. Point out how we can use slopes for fun and how we can get up a slope by using stairs, lifts and escalators. Point out the dangers of slopes and why we should stay away from high places and holes.

- Organise for students to find examples of flat and sloping places in magazines and complete class charts.

- Provide opportunities for students to use sand and plasticine or play dough to make their own flat and sloping areas.

- Jointly observe the different types of houses in the immediate environment. Talk about the materials that have been used to build different houses. Ask the students to talk about what their houses are made of. Discuss why people live in houses.

- Ask students to observe other aspects of their environment, such as the clouds and the sky, and talk about how these aspects can tell us about the weather. Point out evidence of changing seasons such as leaves turning, flowering plants, seasonal farming activities, bird migrations. Students can complete drawings and paintings about the weather and the seasons.

- Discuss, and make rules about, safety at school and at home. Talk about road safety and playing safely in parks and in the bush. Jointly construct procedures for safety, eg at school, at home, around roads.

Learning Sequence 3: What Can We Do to Care for the Places We Know?

- Go on an excursion to a special place such as a part of the school playground, the local park or a small area of bush. Talk about ways to care for such a place. Organise a ‘cleaning bee’ with parents where everyone can help to pick up litter, care for the plants and discuss an ongoing plan for continuing care of the special place.

- Talk about ways in which students can care for their home, classroom, school and special places. Discuss why they have a responsibility to help with care and what their roles are or could be. Ask students to draw pictures of themselves caring for special places.
Student Work Sample

Context

Following various 3D mapping and modelling experiences, students in groups labelled plans of the school, using the names of familiar locations.

- talks about features and their location (ENES1)
- matches features in photographs, pictures, books and models to those seen in their environment (ENES1)
- names and talks about places and features in their home, school and immediate environment (ENES1)
- uses everyday vocabulary associated with location, position and place (ENES1)

Where to from Here?

Have students copy words from the labels on the large map onto their own smaller version. They could then draw a route on the smaller map showing a pathway around the school. In pairs, they could try to interpret one another’s map and follow the given path.
Meeting Needs

This unit provides opportunities for students to explore their immediate needs — food, shelter, clothing and love. The unit focuses on how these needs are met by people and resources, as well as students’ responsibilities in meeting these needs.

Unit Duration  Approximately 6–8 weeks

Subject Matter Focus  In this unit, students learn about:

- personal and class needs and how they are met
- the use of money
- people who have met their needs in the past
- roles, rights and responsibilities in the classroom and at home
- the structure of students’ families
- groups that individuals belong to
- products that they use and where they come from.

Implications for Learning  In this unit, students have opportunities to:

- gather information about their own needs and the needs of other students, and ways in which these needs are met
- listen to texts, both spoken and read aloud, about the needs of people in other communities
- talk about other groups they belong to, and what needs these groups meet
- make connections between their own family and other families
- organise resources for different activities — collecting them beforehand, putting them away, not wasting them
- become aware of who is at school and what they do, including teachers, office staff, parent helpers, volunteers and others who help the school to function.

Literacy Notes

This unit provides opportunities for students to explore descriptions, procedures, information reports and explanations.

The HSIE teaching strategies/practices in this unit include displays, jointly constructed matrices, flow charts and role-plays.

Links with Other Key Learning Areas

English: The structure and grammatical features of the text types students create and interpret (see above).

Science and Technology: Content from the Products and Services strand. The ‘What’s for Lunch’ unit provides some related suggested learning experiences.

Creative and Practical Arts: Songs about food, singing games, dance, rhymes, artwork, exploring visual forms and objects, perceiving qualities and relationships in the environment.

Mathematics: Jointly graphing pet ownership data.

Personal Development, Health and Physical Education: Personal characteristics, positive relationships, individual choices, child protection.

Resources

The Board’s website (http://www.boardofstudies.nsw.edu.au) lists current available resources such as some selected background information sheets, websites, texts and other material to support this unit.

Texts and other resources that refer to basic needs — food, shelter, clothing and love.

Hands-on activities and corners of the classroom where students can experience wearing different clothes and can role-play shopping.

Students’ pets, or photographs of pets.
Meeting Needs

Outcomes and Indicators

SSES1
Identifies ways in which their own needs and the needs of others are met, individually and cooperatively.
- identifies their own needs and the needs of others
- demonstrates ways in which they can take responsibility for meeting their own needs
- makes connections between personal and class needs and people who meet these needs, including peers and adults in the school
- talks about the origins of products used
- explains how to use money and participates in activities involving the use of money.

CUES1
Communicates some common characteristics that all people share, as well as some of the differences.
- compares their own characteristics with those of others
- identifies and gathers information about aspects of the cultural backgrounds of students in the class or school.

Learning Experiences

Key assessment opportunities are marked: ✭

Learning Sequence 1: Our Needs

- Discuss care of pets. If possible, have some students bring their pets to school and talk about what they need in terms of food and protection, and what we need to do to keep them healthy. Ask students to paint or draw pictures and to complete spoken and jointly constructed descriptions of pets, and procedures for caring for pets. Ask students to compare their pets' needs with their own needs and to look for similarities. Discuss responsibilities of pet owners, using local council guidelines. ✭
- Ask students to look through magazines and select pictures that show what people need in order to live. Discuss the pictures and have students categorise them into what we need and what we would like.
- Discuss what happens when people do not have enough to eat or drink, have nowhere to sleep or have no clothing to keep warm.
- Provide opportunities for students to dress up toys (including dolls) and look after their ‘needs’ by feeding them, keeping them warm and sheltered and giving them love.
- Ask students to think about what they would take if they were going camping for a few days: which things would they need when away from home, and which things could they do without? Ask students to draw/write what they would take and why. ✭
- Read and jointly view texts about basic needs and how different children have their needs met in different ways. Consider children from different communities and different parts of the world. Note different homes, foods and clothing. Avoid cultural stereotyping.
- Discuss when people might meet as a group, e.g. family, friends, sport, church. Ask students if they belong to any group and to bring in an item for discussion and display (uniform, trophy, photograph). Students write about and/or draw the group. What need does each group meet? Discuss similarities and differences between groups.

Learning Sequence 2: We Need Food!

- Read picture books that show food as a basic need for people and animals. Discuss where foods come from. Learn songs and poems about food.
- Ask students to collect pictures of food and make a class mural. Categorise food under the headings ‘Food We Need’ (healthy) and ‘Food We Don’t Need’ (best eaten in small amounts/occasionally). Discuss people’s right to have food.
- Display and organise the cooking of different pasta and noodles. Talk about the cultural differences in food preparation and consumption, noting contrasts with food that students might eat. ✭
**Learning Sequence 3: We Need Shelter!**

- Discuss: What is a shelter? Why do we need shelters? How do we use them? Talk about what happens when it rains, when it is windy, when the sun is shining, when it is dark, when it is cold. Have students draw pictures of different shelters and categorise them, e.g., designed to protect from cold, wind, rain, sun.
- Read about, and jointly view pictures of, homes in various environments. Discuss how they might be different from and similar to those of students, and how they shelter people in different ways.
- Discuss shelters for different pets and also for plants and animals in the environment. Find resources that show a variety of shelters. Discuss students’ perceptions of people who are homeless.
- Provide opportunities to talk about the care of shelters and the responsibilities involved. Include built and natural shelters.

**Learning Sequence 4: We Need Clothes!**

- Provide opportunities for students to match clothes with their use in a particular environment, climate or weather condition.
- Have students role-play different situations such as snuggling up in bed, being outside on a freezing day, putting on winter clothes.
- Have a dress-up box with clothes used for different weather and environments, e.g., scarf, sarong, gloves, raincoat.
- Discuss our right to adequate clothing, considering circumstances where people do not have enough clothes to keep them warm/dry and what can be done to prevent these circumstances from arising.
- Provide opportunities to discuss the care of clothes and the shared responsibilities involved, e.g., putting clothes away, keeping clothes clean and dry.

**Learning Sequence 5: We Need Love!**

- Read, talk about and jointly view pictures and videos about the need for love and belonging and having people (and pets) who show care and affection toward us.
- Discuss the pleasure of caring for others, including family, friends and pets. Ask students how it makes them feel to be loved and cared for. What does it feel like when they think people don’t care?
- Invite students to discuss, draw and write about times when they have felt cared for and loved, and times when they have felt that nobody cared. Provide support and positive strategies for dealing with these situations.

**Learning Sequence 6: Where Does It Come From?**

- Discuss and jointly observe shops and the people who work in them. Ask students to draw/paint and write about shops, the people who work in them and the goods and services that can be bought.
- Provide opportunities for students to role-play shopping. Encourage students to provide the resources for a class shop, e.g., empty packets, containers.
- Ask parents or community members who are involved in providing resources/services that support basic needs to visit and discuss what they do. If appropriate, ask them to show the tools or equipment that they use and the clothes that they wear.
- Visit a farm and/or provide opportunities for students to find out what comes from a farm. Help them to find out what else besides food comes from a farm, e.g., cotton, wool, timber. Provide opportunities for students to discuss, draw/paint and write about their observations.
- Provide visual sources that show what produce is grown on a farm and what products it becomes.
- Provide opportunities to jointly sequence pictures that show where raw materials such as food, wool, cotton or timber come from and what products they become. Discuss products produced from recycled materials.
- Provide opportunities to discuss the importance of farms and farm workers in providing for our needs, and the responsibilities of farmers towards the environment. Discuss the effects of too much fertiliser, too much grazing or too much tree-clearing.
- Discuss unpaid workers and their roles, including canteen helpers at school and parents who help in the classroom and at school events.
- Encourage students to think of ways that they provide for their own needs. Discuss what they can do for themselves. Ask questions such as: What can you do by yourself? Can you organise food for yourself when you are hungry? Do you help with family jobs? How do you help others?
- Discuss who provides students with love and care. Discuss the roles of family members and friends. Talk about friendships, pets and favourite toys. Imaginary friends could be discussed.
Student Work Sample

Context

Students were asked to discuss, in groups, how they care for their clothes at home. Transcripts were made as each student reported ways in which this happened in their home, explaining shared roles and responsibilities to the whole group.

- demonstrates ways in which they can take responsibility for meeting their own needs (SSES1)
- describes activities that involve shared work processes (SSES1)

Andrew: I put the clothes in the wash. I put washing powder into the washing machine and then Mum goes and dries them on the clothes line and then Mum folds them and then she puts them into the cupboard.

Chloe: My Mum washes my clothes. She puts the water in the washing machine and then she puts my clothes in, then she puts the washing powder in the washing machine.

Ryan: When I get home I change my clothes. I put them in the wash. I wait a few hours. I hang them on the clothes line.

Where to from Here?

Extend students’ understandings about the role taken as part of other home responsibilities, eg cleaning, mowing the lawn, caring for children. Avoid gender stereotyping. Have students consider who fulfils these roles and responsibilities at various times and why/how these roles can change at different times. Have them role-play some of the responsibilities, choosing a variety of roles.
Stage 1 Units

Overview of Outcomes

Outcomes in Units of Work

Units of Work

- Workers in the Community
- Transport
- Celebrations
- Families Past and Present: Stories and Histories
- Identifying Us
- The Need for Shelter
- The Way We Were
- Wet and Dry Environments
# Stage 1 Overview of Outcomes

## Change and Continuity

**Significant Events and People**

- **CCS1.1**
  Communicates the importance of past and present people, days and events in their life, in the lives of family and community members and in other communities.

**Time and Change**

- **CCS1.2**
  Identifies changes and continuities in the local community.

## Cultures

**Identities**

- **CUS1.3**
  Identifies customs, practices, symbols, languages and traditions of their family and of other families.

**Cultural Diversity**

- **CUS1.4**
  Describes the cultural, linguistic and religious practices of their family, their community and other communities.

## Environments

**Patterns of Place and Location**

- **ENS1.5**
  Compares and contrasts natural and built features in their local area and the ways in which people interact with these features.

**Relationships with Places**

- **ENS1.6**
  Demonstrates an understanding of the relationship between environments and people.

## Social Systems and Structures

**Resource Systems**

- **SSS1.7**
  Explains how people and technologies in systems link to provide goods and services to satisfy needs and wants.

**Roles, Rights and Responsibilities**

- **SSS1.8**
  Identifies roles and responsibilities within families, schools and the local community, and determines ways in which they should interact with others.

# Stage 1 Outcomes in Units of Work

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Workers in the Community

This unit provides opportunities for students to explore the different roles and responsibilities of people with whom they interact in their family, school and community. The unit focuses on how these roles and responsibilities connect to meet needs and wants.

**Unit Duration**  Approximately 6–7 weeks

**Subject Matter Focus**  In this unit, students learn about:

- personal needs and wants
- the function of families and family activities
- roles, rights and responsibilities in the family and at school
- the roles and responsibilities of people who work in services in the community, both paid and unpaid
- interconnections between technologies, workers, users and the environment.

**Implications for Learning**  In this unit, students have opportunities to:

- make connections between their needs and wants for goods and services and how these needs and wants are satisfied
- examine the structure and functions of their families, comparing and contrasting their families with others’
- list the people who help them in the community, describing what they do, the equipment they use and typical situations in which they perform their roles
- explore the nature of paid and unpaid work, considering why people do voluntary work and the meaning of service.

**Literacy Notes**

This unit provides opportunities for students to explore information reports, recounts, descriptions and discussions. The HSIE teaching strategies/practices in this unit include conducting interviews, developing retrieval charts and surveys, using guest speakers and presentations.

**Links with Other Key Learning Areas**

*English:* The structure and grammatical features of the text types students create and interpret (see above).

*Personal Development, Health and Physical Education:* Interpersonal relationships, care and cooperation, safety.

*Mathematics:* Gathering numerical data and graphing the responsibilities of each student at home, money.

*Science and Technology:* Content from the Products and Services strand deals with systems designed to provide particular services, the effect of various products and services on people and organisations, and the equipment and skills that workers need to do their work.

**Resources**

Note: Resources in this unit should not stereotype gender roles and responsibilities and should highlight the range of roles and responsibilities that all people have.

The Board’s website (http://www.boardofstudies.nsw.edu.au) lists current available resources such as some selected background information sheets, websites, texts and other material to support this unit.

Arrange interviews with people in the school and community.

Consult with the teacher-librarian about texts, picture/photograph sets and videos that show people in families, schools and communities performing roles that help to meet needs and wants.
Workers in the Community

Outcomes and Indicators

SSS1.7
Explains how people and technologies in systems link to provide goods and services to satisfy needs and wants.
- identifies different goods and services that fulfil their needs
- explains how people help them, including paid and unpaid helpers and workers.

SSS1.8
Identifies roles and responsibilities within families, schools and the local community, and determines ways in which they should interact with others.
- explains how the different roles and responsibilities of family members meet family needs
- identifies roles and responsibilities of community workers, both paid and unpaid
- describes their responsibilities as a family, school and community member.

Learning Experiences

Key assessment opportunities are marked: ✡

Learning Sequence 1: Needs and Wants – What Are Our Needs and Wants?

- Ask students what they need each day and why.
- Have students draw and label some of their needs and wants and compare them with other students’. ✡
- Develop a class display of ‘Needs and Wants’. Help students to categorise their drawings into needs and wants. Add other pictures to the display.
- Ask students about how they obtain needs and wants and who helps them to do so. Introduce the terms ‘roles’ and ‘responsibilities’. Explain that because children cannot meet all of their own needs, adults have a role and responsibility to care for them. Explain that adults also need help from other people to meet their needs, and for this reason people have different roles and responsibilities within communities.
- Add labels, naming the titles of people who have roles and responsibilities in the community, to the display. Draw students’ attention to the various roles and responsibilities that individuals/groups have in the community, eg waste collection services, emergency services, bushfire brigade.

Learning Sequence 2: Roles and Responsibilities of People at Home – What Roles Do People Have at Home and Why?

- Read texts about people in families and how family members interact to meet each other’s needs.
- Discuss how members helped each other in the texts. Ask students about other ways in which people in families can help each other. Invite a guest speaker to talk about their family.
- Create a floor map to show rooms in a home. Question students about what people usually do in each room of the home. Ask them to role-play the responsibilities that people may have in each room.
- Discuss the jobs/responsibilities that students have at home. Graph the results. Discuss ways in which other people are responsible for helping them do tasks, then discuss how students help others in the family. Have students draw and label themselves participating in one of these activities. Sort and display the pictures in categories. If picture sets are available, add these to the categories. Discuss the display and highlight the diversity of people in families taking different responsibilities at different times. ✡
- Question students about what would happen if people didn’t take responsibility, eg ‘What would happen if no one cooked or bought food for the family to eat?’
- Have each student survey people in their family about how they (the student) might be able to take more responsibility at home.
- Have students develop a personal contract for these new responsibilities. Question students about how they are going with their new responsibilities throughout the unit. ✡
- Read texts about children undertaking jobs and/or responsibilities at home.
Learning Sequence 3: Roles and Responsibilities of People at School – Who Are the People Who Help Us at School and Why?

- Have students draw a picture of someone helping them at school and develop descriptions about what they have drawn. Display these for later reference.
- Introduce the retrieval chart (see below) and explain that students will interview some of the people who have a role and particular responsibilities in the school.
- Have students interview several members of the school community. Jointly develop questions that they could use, e.g., ‘How do you help the students at school?’, ‘Why do you do this?’, ‘How can students help you to perform your role?’
- Record interview information on the retrieval chart. Add drawings or photographs of the people interviewed.

<table>
<thead>
<tr>
<th>Person</th>
<th>What do they do for us?</th>
<th>Why do they do this?</th>
<th>How can we make their job easier?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer support leader</td>
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<tr>
<td>Reading helpers</td>
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<tr>
<td>Canteen manager</td>
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<td>Principal</td>
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<td>Teacher-librarian</td>
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</tbody>
</table>

- Ask the students about the different things people do at school for them and why. Jointly compile the major reasons why people help them at school, e.g., to aid learning, safety, enjoyment, provision of needs.
- Have students identify a member of the school community who has helped them. Ask them to draw a picture of this person and write who they are, what they did to help, why they did this and how the student felt. Have students share their texts with the class and add them to the display.
- Refer to the column ‘How can we make their job easier?’ Ask students to draw and label themselves helping a school member.

Learning Sequence 4: Roles and Responsibilities of People in the Community – Who Are the People Who Have Roles and Responsibilities in the Community and Why?

- Provide groups of students with pictures of a range of people in the community who are responsible for meeting the needs and protecting the rights of others. Ask groups to identify the role of the person, what the person does, and to search the picture for equipment that the person uses in fulfilling their role.
- Have groups prepare, write and present their findings to the class.
- Arrange for people who have specific roles in the community to visit the class. Jointly develop questions that can be used by students to interview the visitors. Questions might include: ‘Whose needs do you help meet?’, ‘What do you do in your role?’, ‘Why do you do it?’, ‘What do you need (equipment and skills) to perform your role?’, ‘How can people make your role easier/more enjoyable?’
- Record interview information on a retrieval chart. Add drawings or photographs of the people interviewed.

<table>
<thead>
<tr>
<th>Person</th>
<th>What do they do for us?</th>
<th>Why do they do this?</th>
<th>What do they need (skills and equipment) to do this?</th>
<th>How can we make their job easier?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Police officer</td>
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<td>Bus driver</td>
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<td>Local retailer</td>
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<tr>
<td>Meals-on-Wheels helper</td>
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<tr>
<td>Local librarian</td>
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</table>

- Students could e-mail or fax questions to people in the community whose work hours or activities prevent them from visiting the school. The responses obtained should be added.
- Refer to the chart and ask groups of students to role play community members at work. Ask the students about how the equipment and skills used by each community member makes their work easier, and what could happen if these people were not in the community.
- Arrange for groups of students to draw one of the people interviewed on a page for a class big book. They could then write short texts about why this person’s role is important to the community and how children can take more responsibility for assisting this person and others in the community.
Learning Sequence 5: Culmination – Citizenship Appreciation

- Have students make ‘Appreciation Awards’ to present to people in their family, class, school and community, in appreciation of the work they do for the students and the community.

Student Work Sample

Context

Students surveyed family members to find out how they (the students) might take on more responsibilities at home. The students then developed ‘personal contracts’ indicating the new responsibilities they would take on.

- describes their responsibilities as a family, school and community member (SSS1.8)

Where to from Here?

Each student could keep a personal diary of the dates and times when their chosen responsibility has been carried out. Parents could also write comments regarding their child’s performance. Students could write a recount of their progress.

Student Work Sample

Context

Various guest speakers spoke about their roles and responsibilities at school. The students interviewed them and the information was recorded on a retrieval chart. The students then selected someone from the retrieval chart and wrote a short explanation about what that person did for them, in order to develop an appreciation of that role.

- explains how people help them, including paid and unpaid helpers and workers (SSS1.7)
- explains how paid and unpaid workers within the school and classroom help to meet their needs (SSS1.7)

Where to from Here?

Discuss how the students can be helpers too. Jointly construct a procedural text based on a familiar task, focusing on structural and language features. Have each student develop their own procedure for performing the skills used by their selected worker/helper. These skills could then be used to help a peer.
Transport

This unit provides opportunities for students to explore transport systems in their local area. The unit focuses on the benefits and responsibilities of transport use.

Unit Duration  Approximately 6–7 weeks

Subject Matter Focus  In this unit, students learn about:
- systems for producing goods and services
- interconnections between technologies, workers, users and environments
- roles and responsibilities of people who work in services in the community, both paid and unpaid.

Implications for Learning  In this unit, students have opportunities to:
- observe and gather information about the local area
- investigate ways in which their lives depend on the natural and built environments
- investigate ways in which people adapt their environment to fulfil their needs
- reflect on the environmental changes that have occurred, talk about future consequences and jointly plan possible responsible action
- read and listen to texts about caring for the environment, both natural and built
- make connections between their needs and wants for goods and services and how these needs and wants are satisfied
- investigate human and environmental responses to systems of goods and services.

Literacy Notes
This unit provides opportunities for students to explore information reports, recounts, procedures, observations and descriptions.

The HSIE teaching strategies/practices in this unit include interviews, consequence charts, mind maps, diagrams, retrieval charts, mapping, presentations and role-play.

Links with Other Key Learning Areas

English: The structure and language features of the text types students create and interpret (see above).

Personal Development, Health and Physical Education: Road safety, including passenger, pedestrian and bike safety.

Science and Technology: Content from the Built Environments and Products and Services strands examines the impact of transport systems. The units ‘Getting About’ (Stage 1) and ‘Out and About’ (Stage 2) include learning experiences that are relevant to this unit.

Creative and Practical Arts: Role-playing people who use and work with transport systems. Portraying the components and links of a transport system through creative movement.

Mathematics: 3D models of modes of transport.

Resources

The Board’s website (http://www.boardofstudies.nsw.edu.au) lists current available resources such as some selected background information sheets, websites, texts and other material to support this unit.

Pictures showing a wide variety of forms of transport (eg hot-air balloon, train, snow plough, space shuttle) powered by a range of energy sources.

Transport toys and models.

A large map of the local area, drawn by the teacher or provided by the local council.

An excursion to local transport facilities, including interviews with workers at each location, eg railway station, bus depot, repair garage, ferry wharf, police station (or invite these people to visit the class).

A variety of visual texts, such as large pictures, newspapers or video clips from news programs, that show problems caused by transport and suggested solutions.
Transport

Outcomes and Indicators

**SSS1.7**
Explains how people and technologies in systems link to provide goods and services to satisfy needs and wants.
- explains how people help them
- depicts and labels components of a system designed to meet needs and wants, eg model of a transport system
- examines the impact of a system on lifestyle and on the environment
- outlines social and environmental responsibilities when operating in or using a system.

**ENS1.6**
Demonstrates an understanding of the relationship between environments and people.
- evaluates the results of human activity in environments relevant to them
- describes interactions with the environment that can affect their life or the lives of others
- identifies ways that places in their immediate environment have changed and are continuing to change.

Learning Experiences

Key assessment opportunities are marked: ✪

**Learning Sequence 1: Introduction – How Transport Makes Links**
- Pose the problem: How would you get koalas from a bushland reserve in Australia to a zoo in Japan? Show students a globe to locate Australia and Japan and explain that there are oceans that they will need to cross.
- Ask students, in groups, to try to solve the problem. Have them record and present their solutions. Question the students about the role that transport would play in their solutions.
- Introduce the unit, ‘Transport’: How does transport affect people and the environment?
- Ask students to suggest how they could find out about transport and its effects.

**Learning Sequence 2: Reason For Transport – Why Do We Need Transport?**
- Provide students with pictures of different forms of transport. Ask them to label each form, indicating what it can do for people and the environment.
- Display the labelled pictures, read the labels and question the students to identify the variety of needs that people have for transport.
- Provide opportunities for students to use models of transport to simulate moving goods between places or providing services.
- Ask students to add additional information to the pictures of the different forms of transport, ie purpose, features. Discuss situations where people would be affected if certain forms of transport were not available. Have students develop consequence charts.
- Have students, in groups, discuss and complete the sentence: ‘We need transport so we can …’. ✪

- Categorise transport shown in visual texts, eg pictures or photographs, into road, rail, air, water or pedestrian transport.
- Provide groups of students with visual texts from one of the categories.
- Have groups study the pictures/photographs and draw a mind map of all the people, signs, buildings, facilities, businesses and so on connected with that category of transport.
- Ask students about the transport facilities in the local area. Use a large map to locate these. Identify places that will be visited during an excursion, eg railway station, ferry wharf, bus depot, airport, service station, NRMA, smash repairs, stock yard.
- On the excursion, focus students’ attention on facilities and help them to identify components of the transport system that are linked, eg road signs and pedestrian crossings. Have students interview people connected with the transport system about: their roles; how the form of transport that they are connected with helps people; what is necessary for the system to work, eg coordinated planning of facilities such as taxi, bus and car-parking facilities near a railway station; coordinated timetables; what problems the system can cause for people and the environment; rules that people should follow when using the system; and the costs involved, eg materials, staff, maintenance.
Learning Sequence 4: Benefits of Transport – How Does the Transport System Help Us?

- Referring them to labelled pictures and information gained from the interviews on the excursion, ask students to list the ways in which transport helps people.
- Refer to the retrieval chart recording the excursion interviews. Explain that these people all work in the transport system so that they can earn money. Add to the list ‘Transport helps people earn money’.
- Read or jointly view texts about truck drivers, fire fighters, police officers and/or ambulance drivers to learn how they use forms of transport to help people. Interview or contact these people to find out more about their work.
- Jointly (or have students independently) write information reports about the ways in which different forms of transport help us. An illustration with labels may add to the information provided in the information report.

Learning Sequence 5: Transport Problems – How Does Transport Cause Problems for People and the Environment?

- Referring to interviews recorded during the excursion, ask students to list, on a retrieval chart, the problems for people and the environment caused by transport systems.

<table>
<thead>
<tr>
<th>Transport</th>
<th>Problem</th>
<th>Effects on people</th>
<th>Effects on environment</th>
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- Read and discuss texts about air pollution, noise pollution, road accidents or habitat destruction. Incorporate issues that are relevant to the students’ local area or of interest to them.
- Organise for groups to study one or two pictures, or video clips from news programs, that show problems caused by transport, eg air pollution over a city or town; noise pollution; stacks of rubber tyres; derelict cars; accidents; oil spillage; water pollution from road drains; habitat disturbance; graffiti on trains, railway stations and bus shelters.
- Have groups identify how the problems shown in the pictures have been caused by transport, how these problems affect people and the environment, and some possible solutions. Have students prepare and present their findings and proposed solutions.

Learning Sequence 6: Responsible Transport Citizens – How Can We Be Responsible Transport Citizens?

- Refer students to the excursion interviews. Ask them to list responsible behaviours when using road, rail, air, water or pedestrian transport.
- Arrange for students to interview a police officer or road safety education officer about bicycle and pedestrian safety and/or a bus operator about responsible bus behaviour and/or an environmental education officer about the environmental impact of transport. Add the information obtained to earlier lists.
- Have students role-play safe pedestrian, bicycle and bus behaviour.

Learning Sequence 7: Culmination

- Discuss how the lives of students and others in the community would change if there were no motorised transport. Students could design a mode of transport that is not motorised.
- Have students present, at school assemblies, their suggestions for how school members can be responsible users of transport.
Student Work Sample

Context

Students chose a picture of a mode of transport to discuss in a small group. One student from each group reported information gained from this discussion to the whole class. Following the reporting session, students labelled the pictures, then used this information to complete a worksheet headed ‘We need transport so we can …’.

- explains how goods and services help them (SSS1.7)
- examines the impact of a system on lifestyle and on the environment (SSS1.7)

Where to from Here?

List all the different modes of transport that students have used, including where they have been and why. Share and discuss this information. Ask students to consider the similarities and differences in the types of transport used, their destinations and the reasons for using them.
Celebrations

This unit provides opportunities for students to explore the customs and practices associated with celebrations. The unit focuses on what celebrations mean to people, and the similarities and differences in the ways people celebrate.

Unit Duration  Approximately 8–10 weeks

Subject Matter Focus  In this unit, students learn about:

- origins of significant days and holidays that the students celebrate
- customs and practices important to students in the class, including celebrations
- belief systems of groups and families that students know
- school, local, national and global events.

Implications for Learning  In this unit, students have opportunities to:

- examine why people, events and particular days are important to themselves, their families and their communities
- recall and relate the familiar practices, traditions and original stories associated with significant celebrations
- engage in activities associated with current family, school and local events as well as relevant national and global events
- gather information about significant family and community events, using a variety of sources
- compare and contrast the groups they belong to with groups involving other class members
- learn about families and groups from familiar and unfamiliar cultures and communities through various sources
- acquire information about other families and reflect on the similarities between their own family and other families
- become aware of cultural differences between students and their family and community groups
- learn about and share experiences of events celebrated by students in the class.

Literacy Notes

This unit provides opportunities for students to explore recounts and information reports.

The HSIE teaching strategies/practices in this unit include retrieval charts, picture graphs, interviews, presentations and guest speakers.

Links with Other Key Learning Areas

English: The structure and grammatical features of the text types students create and interpret (see above).

Creative and Practical Arts: Opportunities to appreciate the music, dance and visual arts associated with celebrations and customs of different cultures and to learn different techniques for producing their own music, dance and artwork.

Mathematics: Developing a picture graph to represent the different events and special days celebrated by students in the class.

Science and Technology: Using the design process to develop products and events associated with celebrations, eg invitations, venue, organisation and program.

Resources

The Board’s website (http://www.boardofstudies.nsw.edu.au) lists current available resources such as some selected background information sheets, websites, texts and other material to support this unit.

Pictures of celebrations.

Visitors who have had a recent celebration to talk to the class and show video clips, photographs or artefacts.

A selection of 4–6 celebrations that show a wide range of cultural practices.

Visitors to talk to the class about each celebration, using associated memorabilia and artefacts.
Celebrations

Outcomes and Indicators

CUS1.3
Identifies customs, practices, symbols, languages and traditions of their family and of other families.
- designs interview questions to gather first-hand information about several different cultural and religious celebrations
- gives information about their own family background, including the languages spoken, religions, traditions, practices, customs, celebrations and stories.

CUS1.4
Describes the cultural, linguistic and religious practices of their family, their community and of other communities.
- nominates people and places in the community who could help them find information about aspects of cultures
- identifies cultural, spiritual and/or religious aspects of their family life
- recounts cultural, spiritual and/or religious practices in their community
- communicates an understanding of how families express their cultures through customs, celebrations, practices, symbols and traditions.

CCS1.1
Communicates the importance of past and present people, days and events in their life, in the lives of family and community members and in other communities.
- identifies the origins of significant days and events celebrated by their family and their community
- explains why a personal, family or community event is significant.

Learning Experiences

Key assessment opportunities are marked: ✭

Learning Sequence 1: Initiate the Learning

- Decorate the room for a party to celebrate the beginning of the term. This should be organised after a recess or lunch break. Include balloons, streamers, a cake and a small gift for each student, e.g. bookmark.
- Ask students how they knew that this was a party, whether they have been to other parties, the purpose of the party, what happened and how they felt.
- Ask students about other celebrations that they may know of, where they could find information about some of these and who they could contact. ✭
- Introduce the unit, 'Celebrations': How and why do people celebrate special days and events? Have students brainstorm and list their initial answers to this question.
- Commence a calendar of celebrations involving class members, and a media file for news clippings and photographs of celebrations in which the students, their families and members of the community are involved. ✭

Learning Sequence 2: Celebrating Special Days and Events – What Makes a Celebration?

- Have students study pictures of common celebrations and annotate them with the name of the special day or event, why they think it is celebrated, and what people are doing. Have groups or pairs present their work.
- Display the pictures and annotations. Question the students to determine common and differing elements of celebrations, e.g. clothing, food, music, symbols, gifts, customs.
- Invite two visitors to talk to the students (separately) about a similar event that they have celebrated recently (e.g. birthday or name day, anniversary, wedding), showing slides, photographs or video clips of their event, playing some of the music featured and talking about why they had the celebration, who came and why, what people did, and how they felt.
- Ask the visitors to talk about how the customs and practices of the particular celebration have changed over time. What changes have been made to adapt to current circumstances?
Complete the following retrieval chart after each visit:

<table>
<thead>
<tr>
<th>Celebration</th>
<th>Purpose</th>
<th>When</th>
<th>Special behaviours</th>
<th>Symbols</th>
<th>Music</th>
<th>Food</th>
<th>Clothing</th>
<th>Gifts</th>
</tr>
</thead>
</table>

- Have students, in groups, discuss and list the similarities and differences in the two celebrations. Ask the groups to prepare and present their information to the class.

- Have students investigate similar events that their family members have attended — who went and why, what people did, wore and ate, and whether there are any photographs. Ask the students to record the information on individual retrieval charts. ✫

- Discuss how the celebrations were similar in order for students to generalise and complete the statement: ‘Celebrations usually have … (special food, music, clothing, customs …)’.

**Learning Sequence 3: Special Days and Events Celebrated — What Special Days and Events Do People Celebrate and Why?**

- Investigate four or five different types of celebrations of special days or events, eg religious, cultural, national, community, family. Have students use various sources, eg visitors and their memorabilia and artefacts and visual texts (including electronic texts such as bookmarked or copied websites). ✫

- Add information about each celebration to the retrieval chart.

- Discuss the types of special days/events on the chart and why people celebrate these. Develop a list of major categories of celebrations and those investigated under each category. ✫

- Provide students with images of a variety of celebrations and ask them to categorise these and add them to the display.

**Learning Sequence 4: Feelings About Special Days and Events — How Do Special Days and Events Affect People?**

- Have students interview a family member about celebrations of special days and events in which the family participates. Students should also find out why their family celebrates these days/events.

- Have students draw, on separate sheets of paper, images of different kinds of celebrations that are important to them or their family and list the feelings they have about each of these. In groups, have students share their information, identifying whether all students celebrate the same days and/or events and whether they have the same or different feelings about these days and/or events. ✫

- Develop a class picture graph of the results.

- Analyse the graph to highlight the diversity of celebrations that students think are important and the variety of feelings that celebrations evoke.

- Ask students to recall the interviews with the visitors and family members and to list the types of feelings that these people expressed about their celebrations. ✫

- Ask students whether they have negative feelings about any celebrations.

**Learning Sequence 5: Organising a Special Day or Event**

- Organise for the students to design and hold a class celebration. Jointly decide the purpose of the celebration, the symbols that will acknowledge this purpose, special music that should be played and customs to be practised. Groups could be given responsibilities for designing and preparing invitations, decorations, food and entertainment.

- Following the event, have students reflect on how they felt about the celebration.
Student Work Sample

Context

A Buddhist nun, Aiya, was invited to visit the class and explain the significance of Vesak for buddhists. Students asked questions about Vesak and about Buddhism in general. This student wrote a recount from the information she had acquired and then illustrated her recount with a drawing of Buddha.

- recounts cultural, spiritual and/or religious practices in their community (CUS1.4)
- designs interview questions to gather first-hand information about religious celebrations (CUS1.3)

On Tuesday Aiya came to our school to talk about Buddha’s birthday. Aiya is a buddhist nun. She told us they gave Buddha a bath every birthday and they walk around him three times and they give him flowers each birthday. By Mironda

Where to from Here?

Look at significant people, entities and practices from students’ own religions (where appropriate). The students could interview their parents to acquire information and then share this information with peers in small-group discussions. Model proofreading skills for spelling and punctuation (eg using capital letters at the beginning of sentences and for people’s names). Add misspelt words to a personal spelling list (eg they, Tuesday).
This unit provides opportunities for students to explore, through stories told, the reasons why certain people, events and days are important to themselves and their families. The unit focuses on continuity and change in different families, looking at the value of what is retained and why changes are made.

**Unit Duration**  Approximately 6–8 weeks

**Subject Matter Focus**  In this unit, students learn about:

- original stories of the students, their families, their community and other communities
- people who are important in the lives of students in the class
- days, holidays and events celebrated by the students and their school, families and communities
- changes, both past and present, caused by changing needs
- cultural characteristics of families
- groups to which students belong, including the family
- similarities between ways in which families express their culture
- customs and practices important to students in the class, including celebrations.

**Implications for Learning**  In this unit, students have opportunities to:

- examine why people, events and particular days are important to themselves, their families and their communities
- recall and relate the familiar practices, traditions and original stories associated with significant days celebrated
- gather information about significant family and community events, using a variety of sources
- look for examples of changing technologies in their home or community
- examine the similarities and differences between the sequence of events in their own lives and the sequences of events in the lives of others
- draw connections between changes and reasons for changes in their families, school and community
- reflect on the reasons for, and the value of, belonging to a group, including their family groups
- learn about families and groups from familiar and unfamiliar cultures and communities through various sources
- acquire information about other families and reflect on the similarities between their own family and other families
- become aware of cultural differences between students and between their family and community groups
- learn about, and share experiences of, events celebrated by students in the class.

**Literacy Notes**

This unit provides opportunities for students to explore recounts, narratives and factual descriptions. The HSIE teaching strategies/practices in this unit include timelines, oral history, retrieval charts, brainstorming and artefacts.

**Links with Other Key Learning Areas**

*English:* The structure and grammatical features of the text types students create and interpret (see above).

*Creative and Practical Arts:* Role-playing events in the lives of people, both past and present. Representing the stories people tell through music, dance, drama and visual arts.

**Resources**

The Board’s website (http://www.boardofstudies.nsw.edu.au) lists current available resources such as some selected background information sheets, websites, texts and other material to support this unit.

Classroom visits by people of an older generation from either students’ families or within the community.

Tape recorder, microphone, tapes, video, digital camera (to collect oral histories).

A visit to a local museum.

Artefacts from the past that have been kept in students’ families.

A safe place for artefacts to be displayed, eg a cabinet.
Families Past and Present: Stories and Histories

Outcomes and Indicators

CCS1.1
Communicates the significance of past and present people, days and events in their life, in the lives of family and community members and in other communities.
- identifies and talks about the lives of people in their family and community
- identifies the origins of significant days and events celebrated by their family and community
- retells the original stories associated with traditions of their family and community
- explains why a personal, family or community event is significant.

CCS1.2
Identifies changes and continuities in their own life and in the local community.
- communicates the value of the contribution of past generations to community life
- describes and sequences stages and events in their life and in the lives of family members, and reflects on the significance of these stages and events.

CUS1.3
Identifies customs, practices, symbols, languages and traditions of their family and of other families.
- gives information about their own family background, including languages spoken at home, religions, traditions, practices, customs, celebrations and stories
- explains ways in which family members learn from each other about customs and traditions, eg recounts, songs, dances
- identifies characteristics that make another family different from or similar to their own.

Learning Experiences

Key assessment opportunities are marked: ☆

- Have students brainstorm what they know about history. List their responses. Point out that we all have our own family history. Recount a family event that you remember from your past. Have students contribute to a class book with episodes relating to a similar family event, eg the arrival of a sibling/cousin, a family holiday.
- After jointly constructing a recount of a past class/school event, have students independently construct recounts of another shared event. Emphasise the importance of chronological sequencing in recounts. Record students’ oral presentations of their recounts. ☆
- Explain to students that they are giving oral recounts of past events. Point out that this is called oral history in historical research, and that it is a useful way of gaining information about the past. An oral history is a recount rather than an interview. The person giving the oral history generally gives the information that they wish to share. It is important for students to understand that the person giving information about an event may have a distinctive interpretation of what happened.
- Read texts about family events.
- Have students develop categories for the different kinds of events that they have experienced, eg births, deaths, accidents, holidays, a new pet, moving house.
- Invite some parents or grandparents to talk to the class about significant events in their lives. Ask if their oral histories can be taped for later reference.
Learning Sequence 2: Using Oral Histories – What Do Oral Histories Tell Us About the Past?

- Categorise the stories told by the parents/grandparents (e.g. about accidents, about holidays, about moving house/country) and compare these with the events that students have experienced.
- Jointly construct timelines sequencing the major events that each person spoke about. Compare and discuss similarities and differences between the timelines. Were there any common events/experiences? Did these relate to events that were happening in Australia or the world at the time?
- Jointly listen to the tape recording of one of the oral histories. Ask students to list aspects of life that the person mentioned in their talk, e.g. work, home, food, activities, technology, local businesses.
- Using the categories, jointly construct a retrieval chart to record aspects of past and present life. On the retrieval chart, record the visitors’ recollections of the past and include present-day information about similar aspects. Information from other oral histories may be added to the chart.
- Referring to the chart, ask students to write about how lifestyles have changed. Ask them to consider how lifestyles may change in the future. ✥
- Ask students to consider which aspects of the oral histories they can remember well. Why did these aspects stand out? Were they funny, sad, dramatic, interesting? Were they well told? Did they deal with a familiar event?

Learning Sequence 3: Artefacts – How Do Artefacts Provide Information?

- Explain that an artefact is any object made by humans for their use. By examining artefacts, students are able to gain an insight into the technology and lifestyles of people from particular cultural groups or other times. Ask students to bring in artefacts that people in their family have kept from past times. Discuss the value of these items and the care that must be taken in displaying them at school.
- Organise a visit to a museum to see artefacts on display. During the visit, draw attention to the types of items and how they are presented.
- On returning to school, discuss ways in which the artefacts that students have brought in might be arranged and displayed, e.g. according to age, according to different aspects of lifestyle/purpose. Discuss the information that students will need to know about the artefacts to organise the display. ✫
- Jointly devise a list of questions for students to use to interview the person who knows about the artefact. Construct an interview sheet that students can use to acquire the information.
- Have students ask why the artefact has been kept. Ask students to remember this piece of information when reporting back to the class.
- Use information on the interview sheets to write museum place cards for the artefacts and to determine the organisation of the class display. ✫
- Have students present their data to the class. After the presentations, discuss how each artefact indicates what has been valued (this may not be the artefact itself, but who owned it, or when it was obtained/used).
- Discuss the things from our time that may be artefacts in the future.

Learning Sequence 4: Valued Stories – What Stories Are Told in Families?

- Discuss any folk stories or traditional tales that are told in students’ families. List some of the stories. Are some stories unique to particular families in the community (include both written and spoken texts)? Ask students about the purpose of the stories and the intended audience.
- Some stories have been passed down from generation to generation. Ask students why these stories are still told, e.g. because they entertain, because they teach a lesson.
- Provide opportunities for students to hear/learn about narratives or recounts that are valued in the local community.
- Have students, in their own words, retell familiar narratives. Explain that this is how stories have been passed on, and may produce different versions of stories. Explore examples of traditional stories that have been told/retold in different ways by different cultural groups/individuals.
- Use a retrieval chart to categorise these stories. Record the purpose of each story, e.g. to entertain, to teach us how to behave, to share cultural/spiritual knowledge. ✫
- Have students compare characters, settings and events in the stories.
- Have students reflect on oral histories, recounts and narratives that they have heard over the course of the unit. Develop class generalisations about similarities and differences in the texts.
Student Work Sample

Context

Students and/or parents presented artefacts to the class, describing why they were significant. Information was gathered on a retrieval chart. Students then wrote up 'museum cards' for some of the artefacts. In this work sample, a student wrote about another child's family Bible after a father had talked about it to her class.

- explains why a personal, family or community event or object is significant (CCS1.1)
- retells the original stories associated with traditions of families and communities (CCS1.1)

Where to from Here?

Model the use of a timeline for locating events chronologically. Jointly construct a recount, emphasising the need to place events in time sequence and alternatives to repeating dates, eg 'in the same year'.

Have each student identify personal items that they consider to be artefacts of their earlier childhood years. They could write 'museum cards' for their items, with each card describing the selected item and why it is valued. Students could also develop recounts featuring their selected items. Model the inclusion of personal comments and the use of adjectives to describe nouns.
Identifying Us

This unit provides opportunities for students to explore the groups to which they and others belong, and the benefits of belonging to a group. The unit focuses on the diverse activities and practices of these groups and the associated clothing, equipment, symbols and rules.

Unit Duration  Approximately 8–10 weeks

Subject Matter Focus  In this unit, students learn about:

- groups to which students belong, including the family
- significant people who belong to these groups
- symbols used by groups that students belong to, eg badges, flags
- similarities between ways in which families express their culture, eg celebrations
- uses of places in their local area
- adaptations to environments to meet needs
- changes to the immediate environment as a result of meeting needs and wants
- family, school and community rules and their purposes.

Implications for Learning  In this unit, students have opportunities to:

- identify and describe groups that they belong to, including the activities they enjoy together, when they meet and who attends
- compare and contrast the groups that they belong to with groups involving other class members
- discuss the contributions that they make to the groups that they belong to
- express feelings and values about places that they and others feel are important
- investigate ways in which people adapt their environment to meet their needs, eg air/noise insulation for a house, handrails.

Literacy Notes

This unit provides opportunities for students to explore information reports and descriptions.

The HSIE teaching strategies/practices in this unit include retrieval charts, displays, interviews, consequence charts and photographs.

Links with Other Key Learning Areas

English: The structure and grammatical features of the text types students create and interpret (see above).

Science and Technology: Content from the Built Environments strand (how people modify environments to meet their needs).

Resources

The Board’s website (http://www.boardofstudies.nsw.edu.au) lists current available resources such as some selected fact sheets, websites, texts and other material that can be used to support this unit.

A wide range of visitors from older classes and the community, who can to talk about the sporting, leisure, artistic or religious groups to which they belong and show some of the associated clothing, equipment and symbols. Try to ensure a gender balance, eg male and female dancers, netball players and soccer players, horse riders, children who attend Saturday or afternoon ethnic schools, church clubs, skateboarders.

A simple, large map of the local area.

Videos, pictures and books showing activities in a variety of environments and climates.

E-mail or letter contact with students in schools in different environments (to investigate how environments can affect available community activities).
Identifying Us

Outcomes and Indicators

CUS1.3
Identifies customs, practices, symbols, languages and traditions of their family and of other families.
- identifies and describes the groups that individuals belong to, including family, class and school groups, sporting groups, a community, religious groups
- describes the activities, clothing, equipment and symbols that give identity to groups
- recognises that each person is an individual but that people also belong to a variety of groups, eg family, school, sporting, artistic, religious and community groups
- locates and identifies the symbols and names used by family, school and community groups, eg surname, school flags, badges, signage.

CUS1.4
Describes the cultural, linguistic and religious practices of their family, their community and other communities.
- communicates an understanding of how families express their cultures through customs, celebrations, practices, symbols and traditions.

ENS1.6
Demonstrates an understanding of the relationship between environments and people.
- describes interactions with the environment that can affect their life or the lives of others, eg moving from the country to the city, engaging in sport and leisure, dressing appropriately, building and modifying housing, planning and constructing roads.

SSS1.8
Identifies roles and responsibilities within families, schools and the local community, and determines ways in which they should interact with others.
- describes their responsibilities as a family, school and community member
- identifies similarities between their rights, roles and responsibilities in their family and at school
- explains the importance of having rules in the family, at school and in the local community.

Learning Experiences

Key assessment opportunities are marked: ✤

Learning Sequence 1: Initiate the Unit: ‘Identifying Us’

- Provide groups of students with samples of photographs, hats, clothing, equipment or badges that symbolise a variety of children’s sporting, leisure, artistic or religious groups. Ask the students to suggest the types of groups to which the items belong. Ask each of the student groups to share their suggestions with the class, then ask if any of the students or members of their family belong to these groups.
- Commence a display of different groups.
- Introduce the investigation question: Why do people join groups?
- Explain that the students will meet and interview community members from a range of different groups in order to learn about why people join groups.
- Introduce the following retrieval chart and explain that the class will keep a record of each interview on the chart.

Name of Visitor’s Group: _______________________________

<table>
<thead>
<tr>
<th>What does the group do?</th>
<th>Clothing and symbols</th>
<th>Equipment</th>
<th>Rules and responsibilities</th>
<th>Environment</th>
<th>Benefits</th>
</tr>
</thead>
</table>

Learning Sequence 2: Groups in Our Community – What Groups Do Children Belong to in Our Community, and Why?

- Prior to the first interview, ask students to suggest questions that will help the class to complete the chart.
- After each interview, add to the chart.
- Have students complete the retrieval chart using themselves, as a group, as an example.
- Have students draw each person interviewed participating in their group activity. Ask them to label any clothing, equipment etc depicted. Emotional and social aspects of group membership may also be listed. Display students’ work. ✤
Ask students to indicate if they or members of their families belong to any of the listed groups, and to bring to class any artefacts that symbolise this membership. Add these to the display.

Have each student complete an identity sheet that records information about a group that they belong to, including a self-depiction that identifies them as part of this group.

Build students’ field knowledge about the functions and purpose of particular clothing, eg swimming costume/goggles; soccer uniform/goalie’s uniform; horse riding helmet/bicycle helmet.

Refer to the visits and the display in order to jointly list groups in the community. Categorise the groups under labels such as ‘Sporting’, ‘Artistic’, ‘Religious’, ‘Leisure’, ‘Cultural’, ‘Other’.

Refer students to the ‘Benefits’ column of the chart and ask them to identify benefits of belonging to the various types of groups. Construct class statements, eg ‘Sporting groups can provide exercise and enjoyment’.

Generalise to develop a class answer to the question: What groups do children belong to in our community and why?

Learning Sequence 3: Environments and Groups – How Does the Environment Influence Groups to which Children Belong?

Review the ‘Environment’ column of the retrieval chart and assist students to locate and mark venues for groups on a simple, large map of the local area. Label the venues as natural or built environments.

Ask students why particular types of environments are necessary for particular group activities and whether seasons influence the activities, eg: Why couldn’t the swimming group learn to swim at the netball courts? Do people swim all year? Why or why not?

Provide students with print-based and electronic visual texts of different activities in a variety of climates and venues. Ask the students to decide whether each activity would be possible in their own community and to give reasons why or why not.

Arrange for students to make contact (eg via e-mail or by writing letters) with students in schools in different environments to find group activities that are available in different environments and at different times of the year.

Jointly develop a chart linking environments with activities available at different times, eg:

<table>
<thead>
<tr>
<th>Community and environment</th>
<th>Activities available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alpine environment</td>
<td>Winter: Skiing, tobogganing</td>
</tr>
<tr>
<td></td>
<td>Summer: Horse riding, bushwalking</td>
</tr>
<tr>
<td></td>
<td>All year: Dancing</td>
</tr>
</tbody>
</table>

Have students select aspects of information from the chart and draw pictures to illustrate the chart.

Learning Sequence 4: Group Responsibilities – How Can I Be a Good Group Member?

Have students consider school or class rules and the consequences of not observing them.

Refer students to the rules for different groups listed on the retrieval chart. Ask students to read the rules and discuss why each group needs to have rules. Ask ‘What would happen if … (particular rules did not exist)?’ Jointly construct consequence charts.

Ask students to think of a rule from one of the groups to which they belong. Have each student draw themselves obeying the rule. Ask them to annotate the drawing with a statement saying why the rule needs to be followed.

Display the drawings and discuss the annotations to identify how rules help groups, eg ‘Rules protect members or equipment and help the activity to be fair and enjoyable for everyone’.

Learning Sequence 5: Personal Groups – What Groups Do I Belong to Now and What Groups Would I Like to Belong to in the Future?

Jointly construct a picture book about groups that students belong to. Have each student draw, on separate pages, themselves as a member of the following groups: family; class; school; group(s) to which I belong now; groups to which I would like to belong in the future.

Have students select one of the groups to which they belong now. Ask each student to identify a person who has helped them to enjoy being a group member. They could then write a thank-you message to that person.
Student Work Sample

Context

Each student drew themself as a member of a group to which they belong, identifying features associated with being a member of this group and categorising these under headings.

- identifies and describes the groups that individuals belong to (CUS1.3)
- locates and identifies the symbols and names used by family, school and community groups (CUS1.3)
- describes the activities, clothing, equipment and symbols that give identity to groups (CUS1.3)
- describes their responsibilities as a family, school and community member (SSS1.8)

Where to from Here?

Ask students to identify other class members who belong to their group. Have students share information, observing similarities and differences. They could then add new information to their sheets, using a different colour to signify updating.

Student Work Sample

Context

Students focused on the school rules in order to develop consequence charts for what happens when the rules are disregarded. They talked about each of the school rules. Tu then developed her consequence chart, based on the rule 'Learn all you can'. After developing the charts, the students explored values associated with the different rules.

Where to from Here?

Students could discuss whether some rules are more important than others. Jointly classify the rules to identify areas of emphasis.
The Need for Shelter

This unit provides opportunities for students to explore the need of people and other living things for shelter, and how built and natural environments can provide this. The unit focuses on the students’ local area and safety needs in familiar environments.

Unit Duration  Approximately 6–8 weeks

Subject Matter Focus  In this unit, students learn about:

- everyday words for location, position and direction
- uses of places in the local area
- natural, built and heritage features in the immediate environment and in other areas
- adaptations to environments to meet needs
- changes to the immediate environment as a result of meeting needs and wants
- personal and shared values and responsibilities towards features, sites, places and environments.

Implications for Learning  In this unit, students have opportunities to:

- investigate ways in which humans and animals depend on the natural environment
- investigate ways in which people adapt their environment to meet their needs
- reflect on environmental changes that have occurred, talk about future consequences and jointly plan possible responsible action
- read and listen to texts about caring for the environment, both natural and built
- accept and fulfil responsibilities towards the class and school environments
- participate in activities to maintain and improve the school environment
- appreciate that people are responsible for environmental change, both negative and positive
- draw and label aspects of the local area.

Literacy Notes

This unit provides opportunities for students to explore information reports, descriptions and recounts.

The HSIE teaching strategies/practices in this unit include flow charts.

Links with Other Key Learning Areas

English: The structure and language features of the text types students create and interpret (see above).

Science and Technology: Content from the Built Environments and Products and Services strands.

Mathematics: 3D shapes, models, length, area, tracing, grouping.

Personal Development, Health and Physical Education: Positive relationships, individual choices, safe practices and responsibilities.

Resources

The Board’s website (http://www.boardofstudies.nsw.edu.au) lists current available resources such as some selected background information sheets, websites, texts and other material to support this unit.

Source material and resources about how animals and humans use the environment for shelter, about how the process of making shelters can change the environment, and about our responsibilities towards the environment.
The Need for Shelter

Outcomes and Indicators

**ENS1.6**
Demonstrates an understanding of the relationship between environments and people.
- identifies ways in which people depend on the environment
- identifies ways in which people's interactions with the environment can change that environment
- evaluates results of human change on environments relevant to them
- describes interactions with the environment that can affect their life or the lives of others
- identifies ways that places in their immediate environment have changed and are continuing to change
- participates in activities that demonstrate personal and shared responsibilities about the care of environments
- recognises that Aboriginal peoples have interacted positively with the environment for a long time.

**ENS1.5**
Compares and contrasts natural and built features in their local area and the ways in which people interact with these features.
- examines the differences between natural and built features and sites
- identifies similarities and differences between natural features and sites in their local area and those in other areas
- describes and categorises places in their local area
- uses a range of geographical terms to describe location and features
- examines the values that people place on natural and built features and places
- associates geographic terms for places and features with visual images
- makes and interprets 3D models of features and places in their local area
- expresses feelings for particular environments and why they have these feelings.

Learning Experiences

Key assessment opportunities are marked: ✭

**Learning Sequence 1: Everyone Needs a Home**

- Read and show texts about how animals use the environment for shelter. Discuss how animals live within the environment, adapting to it with skin covering, life cycles and behaviour including the building of shelters, eg compare birds, rabbits. Look in detail at how they shelter and how they survive. Compare these with human shelters.
- Look at texts about plants, noting their requirements for shelter and how they adapt to harsh environments. Find examples of animals that modify environments for shelter, eg the platypus makes a burrow in the side of a bank. Discuss what people do to modify their environments for shelter.
- Jointly construct a description of a shelter. Refer to the dictionary definition to verify or amend the description. Have students draw pictures or complete a model of an animal shelter or plant environment. Ask students to describe their picture or model. Encourage students to imagine how they would feel in this environment. Add this to the description. ✭
- Read and display texts about people and how they adapt to different environments. Look at some harsh environments, such as those with extreme temperatures, eg Antarctica, deserts. Talk about the lengths that scientists and explorers in Antarctica went through to survive. Point out that changes are taking place in these environments due to global warming.
- Organise an excursion around the local area to observe and draw pictures of homes and other buildings that show adaptation to the environment, and discuss how these provide shelter.
Learning Sequence 2: Changing the Environment

- Read and view texts, draw on students’ experiences and observe examples of how humans change the environment by using it to help provide shelter, eg farming for wool and cotton for clothing, cutting down trees for building materials, building dams for water. Discuss the changes that occur and the effects on the environment (including the effects on other living things).
- Jointly construct flow charts of the building of shelters, showing where the changes and damage to the environment can occur.
- Discuss the responsibilities that humans have to the environment when making shelters, and ways that the environment can be protected, eg using fewer natural resources and less energy, farming/logging sustainably, minimising environmental disturbance, recycling waste and water, regenerating cleared bushland.
- Discuss the damage that animals can cause when they make shelters, eg rabbits.
- Provide opportunities for students to observe the homes in their local area, including their own, and make judgements about efforts being made to protect the environment, any damage that is being caused and changes that could be made.

Learning Sequence 3: Safe as Houses

- Read and jointly view texts about safety at home and at school, and students’ responsibilities. Ask students to complete a poster showing a safety rule for their home.
Student Work Sample

Context

Students had viewed texts depicting various natural and built features. Texts about building sites had also been shared. Through class discussion, a flow chart was constructed depicting how a shelter is built. The students indicated the order in which aspects of the house would be built, the various building materials that might be used and how/where these are obtained. The teacher noted the contributions of each student. Students then drew representations of homes, labelling particular features to show ‘how homes are changed to give us shelter’.

- identifies component parts of a built environment (house) (ENS1.5)
- examines the differences between natural and built environments (ENS1.5)
- describes 3D models (houses) in their local environment (ENS1.5)

Where to from Here?

Have students investigate environmentally friendly shelters, looking for aspects such as the best use of materials and environmentally responsible adaptations. Use published diagrams to point out features such as labelling, headings and other visual devices (eg arrows).
The Way We Were

This unit provides opportunities for students to explore the changes and continuities in the ways families have done things over time. The unit focuses on the effects of changes in technology and gender roles.

Unit Duration  Approximately 6–8 weeks

Subject Matter Focus In this unit, students learn about:

- the function of families and family activities
- interconnections between technologies, workers, users and the environment
- roles, rights and responsibilities in the family and at school
- roles and responsibilities of people who work in services in the community, both paid and unpaid
- people who are important in the lives of students in the class
- technology, both past and present
- changes, both past and present, caused by changing needs
- school, local, national and global events.

Implications for Learning In this unit, students have opportunities to:

- look for examples of changing technologies in their home or community
- examine the similarities and differences between the sequence of events in their own lives and the sequences of events in the lives of others
- reflect on past events and stages in their lives and compare these with what is happening now and what they consider may happen in the future
- draw connections between changes and reasons for changes in their families, school and community
- construct simple timelines of events in their own lives
- examine the structure and functions of their families, comparing and contrasting their families with others
- list the people who help them in the community, describing what they do, the equipment they use and typical situations in which they perform their roles.

Literacy Notes

This unit provides opportunities for students to explore information reports, discussions and procedural recounts.

The HSIE teaching strategies/practices in this unit include brainstorming, timelines, concept maps, surveys, graphs, retrieval charts and role-play.

Links with Other Key Learning Areas

English: The structure and language features of the text types students create and interpret (see above).
Science and Technology: Content from the Products and Services, Information and Communication, and Built Environments strands. Examining changes in technology over time. The ‘Toy World’ unit provides some related suggested learning experiences.
Mathematics: Data representation (graphing communication technologies over a week or more).

Resources

The Board’s website (http://www.boardofstudies.nsw.edu.au) lists current available resources such as some selected background information sheets, websites, texts and other material to support this unit.

Literary and factual texts related to how things were done in the past, eg Papa and the Olden Days by Ian Edwards; Changing Time series: Toys, In the Home, Housework and History from Objects.

A visit to a local historical museum (or possibly a ‘Museum in a Box’), the Powerhouse Museum; Toy Museum.

The A A Milne poem The End.

Older community members who may be prepared to talk to students and show some simple items from their past.
The Way We Were

Outcomes and Indicators

CCS1.2
Identifies changes and continuities in their own life and in the local community.
- describes and sequences stages and events in their life and in the lives of family members, and reflects on the significance of those stages and events
- identifies ways in which previous generations in their family and community played and worked
- explains how different generations of people lived in the local area
- describes people at different stages of their life
- compares how things were with the way they are now and how they would like them to be
- links changes in their life with changes in the community.

SSS1.7
Explains how people and technologies in systems link to provide goods and services to satisfy needs and wants.
- explains ways in which families, schools and communities change to meet needs
- identifies different goods and services that meet their needs
- examines the impact of changing technologies on lifestyle and on the environment.

Learning Experiences

Key assessment opportunities are marked: ✤

Learning Sequence 1: What People Do

Read the poem *The End* by A A Milne. Ask students to recall some of the stages in their lives so far and talk about what students might be doing in the future. Construct a class timeline to explore this:

<table>
<thead>
<tr>
<th>Baby</th>
<th>Toddler</th>
<th>Preschooler</th>
<th>Year 1</th>
<th>Year 6</th>
<th>Teenager</th>
<th>Parent</th>
<th>Grandparent</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Under each stage of the timeline, write some of the things people do at each stage of life.</td>
<td></td>
<td></td>
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<tr>
<td>■ Using old magazines, have students locate pictures of people at different stages of life doing various activities. Ask them to paste or draw pictures onto the classroom timeline.</td>
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<td>■ Explain to the students that what people do and how they do it is called their lifestyle. Explain that lifestyles have changed a lot over time, for many different reasons, including changes in technology.</td>
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<tr>
<td>■ Ask the students to brainstorm all the activities that they do. Using a concept map, have them categorise these activities into: What I play with; What I eat; How I get from place to place; People that I know.</td>
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Learning Sequence 2: The Toys We Play with

- Ask students to brainstorm all the toys that they have or play with. Develop a wall chart with drawn pictures, advertising material, magazines and so on.
- Have students construct a simple survey to ask parents and grandparents or others in those generations about the toys that they had when they were children. Compile the results of this survey on one or two separate charts. ✤
- Read and jointly view factual texts that show photographs of toys from the past.
- Visit a local museum to see its collection of toys from the past, if possible.
- Have students bring in photographs or actual toys that people they know have kept from the past, and old toys of their own. Use these to form a class museum of ‘Toys from the Past’.
- Jointly categorise toys into those played with by: own generation; parents’ generation; grandparents’ generation.
- Discuss the differences between the toys that students play with and toys from the past. Discuss the changes that have taken place. Jointly construct a class retrieval chart.

<table>
<thead>
<tr>
<th>Then</th>
<th>The materials the toys are made from</th>
<th>How they are operated</th>
<th>When and where they can be played</th>
<th>The noise that they make</th>
<th>What you need to play with them</th>
</tr>
</thead>
<tbody>
<tr>
<td>Now</td>
<td></td>
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</table>
Have students choose a toy from the past and a current toy to compare. Ask them to focus on technologies involved. Have each student present their ‘findings’ to a small group.

Jointly list which technologies are involved in the toys that children use today that weren’t available in past generations.

Ask students: What has changed? How many toys are similar across generations? What aspects are similar? What do children still play with today that they played with in previous generations? Ask the students why they think this is. Jointly formulate a generalisation to explain why some toys have maintained their popularity.

Explore gender differences in the choice of toys in the past and now.

Have people’s attitudes towards their toys changed? Ask students to ask someone older how they felt about their toys when they were young. Ask them to compare this with their own feelings about their toys.

Ask students what they think of the toys from the past. Do they think toys are better today? Why or why not? Have students, in pairs, develop an oral exposition to present a point of view.

Ask students to use the information they have gathered about toys (differences, similarities, changes, continuities, technologies, feelings) to write an information report about changes in toys and why changes occur.

Learning Sequence 3: The Technology We Use

Have students examine other examples of changing technology in their home or community. Use factual texts that depict different technologies over time.

Have students identify the different technologies that are used in each room in their home, eg the kitchen, living room, laundry, bathroom, and their effects on the environment.

Begin a retrieval chart by listing the different technologies in each room. Jointly identify whether these items would have been there when students’ parents and grandparents were growing up. What might have been there instead?

Explore other questions: How have the changes in technology changed the ways in which people do things? What effect has that had on people and on the environment? Ask students to choose one room in the house and to role-play the differences in how they might have done things ‘then’ and ‘now’ in that room.

Learning Sequence 4: The Food We Eat

Jointly investigate how food has changed over generations: the way it is grown; the way it is prepared/provided; the variety/services.

Have students ask a known adult about the meals they had for dinner when they were young: How has dinner changed and what has changed it? What do people do during dinnertime now? What did people do in the past?

Ask students what their favourite food is. Have students ask another known adult about their favourite food when they were in Year 1 or 2. Jointly compare the information found.

Discuss the types of food that were mentioned by older people and make joint generalisations about why these foods might differ from foods eaten by students in the class.

Learning Sequence 5: The People We Keep in Contact with

Note that, as well as things like toys, food and technology, human interactions change throughout life. Ask students to reflect on past events and stages in their lives, then to compare these with what is happening now and what they consider may happen in the future.

Have students think about all the ways in which they communicate with the people who are close to them during the week, and the technologies used. Have students develop individual graphs to represent their data, starting with five important people in their lives. They could add to the graph each day to compare how they keep in contact with the people close to them.

Ask students to suggest how people in past generations might have kept in contact with each other when they were young. How has technological change in communication affected people’s lives?

Explore changes that new communications have brought about, eg people often live further away from family members, people travel more, family members often live in different places.

Learning Sequence 6: Culmination

Discuss changes that students have experienced in their lifetime.
Student Work Sample

**Context**

Students discussed the differences between toys today and toys from the past. A retrieval chart was compiled to illustrate the different aspects of the toys and the changes that the students noticed. Students used the information they had gathered to write an information report about toys in the past and toys in the present.

- compares how things were with the way they are now and how they would like them to be (CCS1.2)
- identifies ways in which previous generations in their family and community played and worked (CCS1.2)
- examines the impact of changing technologies on lifestyle and on the environment (SSS1.7)

<table>
<thead>
<tr>
<th>Toys</th>
<th>Materials</th>
<th>How the toys are made</th>
<th>How long they can last</th>
<th>The noise the toys can make</th>
<th>What do you need to play with them?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past</td>
<td>Wood</td>
<td>Usually made of wood</td>
<td>Inside</td>
<td>Simple toys</td>
<td>Dolly clothes, plastic bags</td>
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<td></td>
<td>China</td>
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<td></td>
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<tr>
<td></td>
<td>Fabric</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present</td>
<td>Plastic</td>
<td>Usually made of plastic</td>
<td>Inside</td>
<td>Simple toys</td>
<td>Dolly clothes, plastic bags</td>
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<tr>
<td></td>
<td>Metal</td>
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</table>

**Student Work Sample**

- identifies ways in which previous generations in their family and community played and worked (CCS1.2)
- compares how things were with the way they are now and how they would like them to be (CCS1.2)

In the past children's toys were not as good as now. They were mostly made of wood, metal or china. Parents used to make a lot of toys for their children.

Present:

Now there are plastic toys. Barbie dolls are very good. They bend their arms and legs. Plastic is very good for dolls. Dolls are much cheaper than they used to be.

Dolls are better now because a person invented better plastic to make them. Amy says that they are cheaper now too. Girls still like dolls. Boys have transformers and Actionmen dolls to play with. Dolls will always be popular.

*Where to from Here?*

Have students identify their preferences for particular toys, considering patterns in the data. Discuss some changes that students would make to their own toys. Letters could then be written to toy manufacturers, communicating students’ ideas (and designs).
Wet and Dry Environments

This unit provides opportunities for students to explore life in a wet or dry environment. It allows students to focus on people’s interactions with, and responsibilities towards, these environments.

**Unit Duration** Approximately 7–9 weeks

**Subject Matter Focus** In this unit, students learn about:

- everyday words for location, position and direction
- uses of places in their local area
- natural, built and heritage features in the immediate environment in other areas
- adaptations to environments to meet needs
- changes to the immediate environment as a result of meeting needs and wants
- personal and shared values and responsibilities towards features, sites, places and environments
- care of resources, including waste disposal.

**Implications for Learning** In this unit, students have opportunities to:

- observe and gather information about the local area
- use simple maps and directories to locate places and follow routes in their local area
- investigate and give simple explanations about natural and built environments in their local area, and compare these environments
- express feelings and values about places that they and others feel are important
- investigate ways in which their lives depend on the natural environment (eg food, weather) and the built environment (eg transport)
- reflect on environmental changes that have occurred, talk about future consequences and jointly plan possible responsible action (if appropriate)
- read and listen to texts about caring for the environment, both natural and built
- appreciate that people are responsible for environmental change, both negative and positive
- draw and label aspects of the local area.

**Literacy Notes**

This unit provides opportunities for students to explore observations, descriptions, information reports and procedures.

The HSIE teaching strategies/practices in this unit include mind maps, retrieval charts, flow charts, models, guest speakers and diagrams.

**Links with Other Key Learning Areas**

*English:* The structure and language features of the text types students create and interpret (see above).

*Science and Technology:* Content from the Living Things strand. The ‘Our Australia’ unit provides some related suggested learning experiences.

*Mathematics:* Graphs, tables.

*Personal Development, Health and Physical Education:* Individual choices, safe practices.

**Resources**

The Board’s website (http://www.boardofstudies.nsw.edu.au) lists current available resources such as some selected background information sheets, websites, texts and other material to support this unit.

Materials that include factual and literary texts, websites, posters and photographs that relate to wet and dry environments, eg Towards a New Dreaming: Future Directions for Land Management in Australia (Clean Up Australia Ltd, 1995).

Local Aboriginal organisations for information about Aboriginal land management practices, eg management of water as a scarce resource.

Other local organisations that have a role in the care of environments.

Excursions to natural or built, wet or dry environments, eg a dam, a river, a beach, a bore well.
Wet and Dry Environments

Outcomes and Indicators

ENS1.5
Compares and contrasts natural and built features in their local area and the ways in which people interact with these features.
- examines the differences between natural and built features and sites
- identifies similarities and differences between natural features and sites in their local area and those in other areas
- uses a range of geographical terms to describe location and features, eg east, west, mountain, valley, hill, city, and terms for geographical tools, eg map, globe, atlas
- uses geographical tools to locate and investigate places, eg maps, globes, atlases
- examines the values that people place on natural and built features and places
- associates geographical terms for places and features with visual images
- recognises the globe as a representation of Earth, differentiating between land and water
- makes and interprets 3D models of features and places in their local area
- constructs pictorial maps and uses these maps to locate real features
- expresses feelings for particular environments and why they have these feelings
- demonstrates an awareness that the features and places that are a part of their local area exist within a broader context, eg within a town/city, country.

ENS1.6
Demonstrates an understanding of the relationship between environments and people.
- identifies and labels how the elements of an environment rely on each other
- identifies ways in which people depend on the environment
- identifies ways in which people’s interactions with the environment can change that environment, eg the result of blocking up a river or chopping down trees
- evaluates results of human change on environments that are relevant to them
- identifies ways in which places in their immediate environment have changed and are continuing to change
- shows an interest in environmental issues at local, national and global levels
- identifies wise and unwise use of resources
- suggests ways of caring for sites, features, places and environments, and through which they can contribute
- recognises that Aboriginal peoples have interacted positively with the environment for a long time.

Learning Experiences

Key assessment opportunities are marked: ✪

Learning Sequence 1: Wet and Dry Environments, Features, Places and Sites

- Read and jointly view texts about natural and built wet and dry environments, places and features, eg a dam, a river, a beach, a weir, a backyard pool, a swamp, a desert, drought-affected country, a river bed. Talk about the students’ direct experiences with these environments, places or features: how they felt about being there; the smells, sounds, look, feel, colours and textures; and which places were their favourites. Show images of wet and dry places.
- Categorise wet and dry environments and jointly look at a map of Australia. Discuss the areas of Australia that students think may be wet or dry. Ask them why they think this is so. What features of a map indicate the wet and dry places?
- Talk about where these places are located and use appropriate geographical terminology such as mountain, river, desert, lake, ocean, inland, coast. Gather tourist magazines of a variety of wet and dry locations in Australia. Have students cut pictures out and place them in appropriate locations on an enlarged Australian map.
- Jointly identify all the wet and dry places in the local area. Are there more wet or more dry areas? Jointly locate the area on the map of Australia: Is your local area in a wet or dry part of Australia? What particular features does it have because of its location in Australia? Jointly observe the natural and built features in the wet and dry places found in your local area.
- Jointly develop a local area map using 3D models, relief material or pictures to represent different wet and dry environments and associated natural and built features. Use geographical terminology to label the map. Try to keep the map simple. Have students locate areas in relation to each other, using a well-known environment or feature as a reference point. Explain that Australia is the driest continent in the world, yet it has many natural wetlands.
Learning Sequence 2: Use, Activity and Needs

- After visiting and discussing wet and dry environments in the local area (and combinations of the two), ask students to think about the animals and people that are connected to them. Also discuss any products, such as town water or timber, that come from these environments. List all the features/products that each environment provides. Complete the retrieval chart:

<table>
<thead>
<tr>
<th>How the ____________________________ (environment) meets the needs of:</th>
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<tbody>
<tr>
<td>Animals</td>
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- Ask students to reflect on how they feel about each place. They should consider how other people might feel about these places also.

- Ask students to choose a local environment to investigate, independently or as a group. Ask them to gather information about the environment through direct observation and secondary sources.

- Have students independently construct an information report describing aspects of the environment using the information they have gathered. Display these along with maps, diagrams, photographs and sketches. The information reports should locate the environment, describing the features, animals, plants and people that occupy it, the activities that people do, who works there, changes brought about by humans or animals, and responsibilities for its care. They should also include reasons why the type of environment, wet or dry, has an impact on what happens there.

Learning Sequence 3: Human Interaction and Change to Wet and Dry Environments

- Help students find out how and why the places and features in their local area have changed and are continuing to change. Organise opportunities for students to observe and identify the effects of human interaction on natural places and features, eg the damming of a river, the cutting down of trees along the banks of a river, the prawning of a river, the digging of a well or bore. Explain that human constructions change environments from natural to built environments. Use local area books that may be available in the local library or through local historical societies.

- Have students close their eyes and ask them to ‘walk’ through some places that you suggest. Ask them to identify, in their mind, the things that humans have changed. Consider what the community has gained or lost from the changes. Develop retrieval charts for different changes:

<table>
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<tr>
<th>Change: ________________________________________________________________________</th>
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<tr>
<td>Gain to people</td>
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- Have students identify any places in the local area that have not been modified by people, and where human interaction has been limited. Why is this the case? What are these areas called?

- Use local community and service organisations as sources of information. Invite visitors to come and talk about the care of these places or provide pamphlets and leaflets from the local council and other organisations that care for environments in the local area. Include information gained from local Aboriginal organisations about care of wet and dry environments and land management practices. Dreaming stories can also provide perspectives on these. Invite guest speakers to talk about their experiences with wet or dry places.

- Have students construct models or diagrams that show how natural environments have been changed by human interaction and modification over time. Texts that depict changes, such as Where the Forest Meets the Sea by Jeannie Baker, may help to illustrate this idea.

- Discuss some of the natural changes that occur in wet and dry environments, eg floods, droughts, fires. Have students consider the effects that these changes have on people and on the environment.

Learning Sequence 4: Water!

- Jointly construct a mind map or flow chart about the use of water. Include the different uses of water by people and animals.

- Have students consider how people’s need for water has changed over time: How have people’s actions affected the source of water over time? What might be some of the reasons for this? Read a text such as Lester and Clyde by James Reece and discuss how people’s actions and choices affect the environment.

- Provide opportunities for students to view, listen to or talk to people who work in wet environments, eg rangers, prawn farmers, pearl divers. Jointly investigate leisure activities such as sailing and swimming. Ask students to develop diagrams showing how people depend on water for work and leisure.

- Jointly investigate the wise and the unwise use of water and the individual’s, the family’s and the community’s roles and responsibilities in the use of water. Point out why water is a scarce resource, why it is valued, why all living things depend on it.
Ask students to consider ways in which water and wet environments can be better valued, and how students can take a role in preserving this scarce resource. Ask them to suggest strategies to encourage the care and valuing of water and wet environments in their local area.

**Learning Sequence 5: What’s Special about the Local Area?**

- Have students identify what is special about their own area by comparing their own wet or dry environments with a different area. Organise a link-up with another school through the Internet, where students can gain information from one and other, or obtain travel brochures, texts, photos and videos about another area.
- As an extension activity, students may identify and design travel brochures advertising a wet or dry environment that is special or significant in their own area. They may include: 1) how to get there (including a map); 2) what it looks like; 3) what animals and plants live there and their adaptations; 4) the people who live and work there and their adaptations; 5) why they recommend this environment; 6) what activities are available for recreation; 7) rules for people living in or visiting this environment. The completed brochure may be sent to their ‘Internet partner’.

**Student Work Sample**

**Context**

Students visited the local dam to gather information about its use. They then wrote descriptions detailing its features.

- identifies ways in which people depend on the environment (ENS1.6)
- identifies ways in which people’s interactions with the environment can change that environment (ENS1.6)

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**Manly Dam**

Manly dam is a water environment. People built a wall across a stream to make a dam. The dam was to provide water for people to drink. We don’t use it for drinking water any more. Now we use the dam for fishing, sailing and swimming.

People have picnics at the dam and go on bush walks. Manly dam is a natural environment.

**Where to from Here?**

Have students role-play activities that occur at the dam. Students could consider whether any of the activities are harmful to the environment and suggest ways of minimising any harmful effects. Provide opportunities for handwriting practice.
Overview of Outcomes

Outcomes in Units of Work

Units of Work

- Cooperating Communities
- Australia: You’re Standing in It
- British Colonisation of Australia
- Places: Then, Now and Tomorrow
- People and Their Beliefs
- State and National Parks
- Living in Communities
- Who Will Buy?
# Stage 2 Overview of Outcomes

## Change and Continuity

**Significant Events and People**
- CCS2.1
  - Describes events and actions related to the British colonisation of Australia and assesses changes and consequences.

**Time and Change**
- CCS2.2
  - Explains changes in the community and family life and evaluates the effects of these on different individuals, groups and environments.

## Cultures

**Identities**
- CUS2.3
  - Explains how shared customs, practices, symbols, languages and traditions in communities contribute to Australian and community identities.

**Cultural Diversity**
- CUS2.4
  - Describes different viewpoints, ways of living, languages and belief systems in a variety of communities.

## Environments

**Patterns of Place and Location**
- ENS2.5
  - Describes places in the local area and other parts of Australia and explains their significance.

**Relationships with Places**
- ENS2.6
  - Describes people’s interactions with environments and identifies responsible ways of interacting with environments.

## Social Systems and Structures

**Resource Systems**
- SSS2.7
  - Describes how and why people and technologies interact to meet needs and explains the effects of these interactions on people and the environment.

**Roles, Rights and Responsibilities**
- SSS2.8
  - Investigates rights, responsibilities and decision-making processes in the school and community and demonstrates how participation can contribute to the quality of their school and community life.

# Stage 2 Outcomes in Units of Work

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<thead>
<tr>
<th>CCS2.1</th>
<th>CCS2.2</th>
<th>CUS2.3</th>
<th>CUS2.4</th>
<th>ENS2.5</th>
<th>ENS2.6</th>
<th>SSS2.7</th>
<th>SSS2.8</th>
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<td>Cooperating Communities</td>
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<td>Australia: You’re Standing in It</td>
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<td>British Colonisation of Australia</td>
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<td>Places: Then, Now and Tomorrow</td>
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<td>State and National Parks</td>
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<td>Living in Communities</td>
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<td>Who Will Buy?</td>
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Cooperating Communities

This unit provides opportunities for students to explore ways in which environments and social systems and structures in local areas meet people’s needs, influence the lifestyles of people and contribute to community identity. The unit focuses on the opportunities people have to participate in the community, and their willingness to do so.

Unit Duration  Approximately 6–7 weeks

Subject Matter Focus  In this unit, students learn about:

- locations of major cities, rivers and mountains in NSW and the capital cities in Australia
- significant natural, heritage and built features in the local area, NSW and Australia, and their uses
- local and other Australian communities
- consumer and producer rights and responsibilities
- roles and responsibilities of citizens in local government
- services and contributions made by community organisations and groups
- changes in technologies in community organisations and systems, and effects on lifestyles and environments
- goods, services and facilities in communities
- contributions of paid and unpaid workers and voluntary organisations in the community
- local government structure and processes.

Implications for Learning  In this unit, students have opportunities to:

- compare the features of their own community with those of other communities by using source material such as written and visual texts and selected bookmarked sites on the Internet
- locate and map their area with reference to NSW, Australia and the world, using maps and globes
- evaluate current uses of their local environment and consider possible future uses and issues
- evaluate systems in their community that have been designed to meet community needs
- examine the contribution of commercial and non-commercial services to community life
- consider their responsibilities within and towards a community system of goods and services
- investigate current community issues and link these issues to people and procedures in local government
- make connections between constitutions of various community clubs and organisations
- explore avenues, both formal and informal, for improving community life, including through local government agencies and procedures.

Literacy Notes

This unit provides opportunities for students to explore factual descriptions, discussions and explanations.

The HSIE teaching strategies/practices in this unit include mapping, interviews, diagrams, flow charts, prediction charts, surveys, retrieval charts and presentations.

Links with Other Key Learning Areas

English: The structure and language features of the text types students create and interpret (see above).

Mathematics: Mapping skills used to scale and represent the local area.

Personal Development, Health and Physical Education: The use of leisure time, facilities available in the local area to pursue sport and other leisure activities. Relates to issues of fitness and lifestyle.

Science and Technology: Content from the Products and Services strand concerned with means of delivery, distribution and the environmental consequences of production and consumption.

Resources

The Board’s website (http://www.boardofstudies.nsw.edu.au) lists current available resources such as some selected background information sheets, websites, texts and other material to support this unit.

Maps of the local community, including a council/shire/municipal map.

Resource material about diverse Australian communities from tourist information centres, travel agencies, libraries.

Discovering Democracy units of work (Curriculum Corporation, 1998) such as ‘Rules and Laws’ and ‘Joining in’.

Visits by representatives from a variety of community services and organisations.

The Community Services section of your local council.

An excursion to the local council.
Cooperating Communities

Outcomes and Indicators

ENS2.5
Describes places in the local area and other parts of Australia and explains their significance.
- names and locates natural, built and heritage features in their community and evaluates their significance
- locates and names the capital city of Australia and of each State/Territory, and major regional centres
- uses geographical terminology to describe natural and built features in their community
- examines possible consequences if a system changes in some way
- discusses Aboriginal place names.

SSS2.7
Describes how and why people and technologies interact to meet needs and explains the effects of these interactions on people and the environment.
- examines a variety of systems that have been designed to meet needs in communities and identifies the advantages and disadvantages of their use
- identifies the components of a system that provides goods and services and how the components need to interlink.

SSS2.8
Investigates rights, responsibilities and decision-making processes in the school and community and demonstrates how participation can contribute to the quality of their school and community life.
- describes how decisions are made in local government and the roles and responsibilities of those involved
- explains the processes involved in civic action within the community
- describes rights of individuals and groups
- contributes to decision-making processes in the class and school.

Learning Experiences

Key assessment opportunities are marked: ⭐

Learning Sequence 1: What Are Communities and Where Are They?
- Using a map of Australia, point out the main political and physical features.
- Use the map to jointly recall and identify those States, places, regions and landscapes of Australia with which the students are familiar. Add labels, photographs and pictures to create a display. Discuss Aboriginal place names and nations. ⭐
- Locate and label the students’ community within Australia. Discuss the meaning of the term ‘community’.
- Introduce the unit, ‘Cooperating Communities’: how and why do people cooperate in communities?
- Point out that in pre-colonial Australia, Aboriginal communities cooperated and relied upon each other across the continent for material and cultural exchange.
- Select, locate and label a variety of communities in diverse regions of Australia.
- Establish e-mail links with schools in these communities or gather information from tourist information or travel centres, library resources and/or websites to find out about:
  - natural and built features: What is a natural feature? What are built features?
  - employment and leisure opportunities: What is the difference between employment and leisure?
  - ways in which people meet their needs — food, water, flora, fauna, clothing
  - what students like about their community
  - what students would like to improve in their community.

Learning Sequence 2: Identifying the Community – Where Is Our Community and What Is It Like?
- Jointly study NSW, city shire or municipality maps to locate the local community, then identify and label its major natural and built features. Have students collect photographs and pictures of these features. ⭐
- Ask students to gather information about the work and leisure activities of people in the community by surveying their family members. Organise the survey results on class tally charts and graphs to identify patterns of work and leisure in the community.
- Have students generalise in order to write descriptions of the local community, eg whether it is urban, rural, industrial; the benefits of its location; the things that give it its identity.
- Jointly construct a class description about the community, eg Chapter 1: ‘What Is Our Community Like?’.
Learning Sequence 3: Community Services and Facilities – What Do People in Communities Share and Why?

- On a community walk, ask students to observe and list the variety of facilities that community members share, e.g., libraries, drains, street rubbish bins. Students could then draw associations between these facilities and the needs of community members.
- Arrange for students to interview a variety of people who provide community services or facilities. Student-devised questions could acquire information about, for example, what service they provide and for whom; why they provide the service or facility; how they obtain funding and how they operate.
- Collate information from the interviews on a chart or database for analysis and discussion.
- Discuss the information in order to generalise about ways in which services and facilities can be organised and funded by individuals, businesses, organisations or governments to provide for the shared needs of community members. Display findings.
- Have groups construct prediction/consequence charts showing how the lives of community members could change if particular services or facilities were not available.

Learning Sequence 4: Local Government – What Does Our Local Council Do?

- Have students gather information on the roles, responsibilities and decision-making procedures of the local council from printed/electronic texts or by visiting the local council. Ask the community services officer at the local council how ordinary people can be responsible community members.
- Ask students to organise information about the local council onto retrieval charts using categories such as roles and responsibilities.
- Ask students to locate media articles about local council activities or people voicing their views about local activities, issues or projects.
- Have students write letters to the local council that compliment existing council projects or that request projects that the students consider to be necessary. Ensure that students have developed and included supporting arguments for their requests.
- Discuss the local council’s commitment to youth participation in celebrations, e.g., Australia Day celebrations, Reconciliation.

Learning Sequence 5: Interdependence of Communities – How Are Communities Similar and Different?

- Jointly investigate a different type of community (e.g., a community identified in Learning Sequence 1) and record the gathered information on a retrieval chart.
- Jointly compare this community with the local community, noting their respective locations, resources and facilities.
- Jointly identify communities that supply goods or services to the local community, and those which might receive goods or services from the local community.
- Have students draw diagrams to show the flow of goods and services between the local community and other communities.
- Discuss other ways in which communities depend on and cooperate with each other, e.g., disaster relief. Ask students to find media examples.

Learning Sequence 6: Community Citizenship – How Can We Be Cooperative Community Members?

- Review information gathered from the local council about the roles and responsibilities of community members, and jointly study media articles collected.
- Discuss what would happen if people did not: cooperate when using community facilities or services; volunteer to help with community projects; participate in community decision-making.
- Ask students to identify ways in which they can be responsible, cooperative community members.
- Have students prepare a presentation on an issue they feel is important to the local community. The presentation could be given to parents and other community members, including councillors. It might include video clips, slides and/or charts about the local community, aspects that the students value about the community and suggestions for improving the community.
Student Work Sample

**Context**

Students jointly brainstormed existing community services and/or facilities. They then independently selected five of these to include on an individual matrix, listing how the removal of these services/facilities would effect them, their family, the school and the community.

- examines a variety of systems that have been designed to meet needs in communities and identifies the advantages and disadvantages of their use (SSS2.7)
- examines possible consequences if a system changes in some way (ENS2.5)

### How could our lives change if some of the services available in our community were removed?

<table>
<thead>
<tr>
<th>Service or Facility</th>
<th>Changes that effect 'Me'</th>
<th>Changes that effect My Family</th>
<th>Changes that effect 'Our School'</th>
<th>Changes that effect 'Our Community'</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sporting complex</td>
<td>I couldn't play sport on weekends</td>
<td>My family couldn't play sports</td>
<td>We couldn't have our sports carnival</td>
<td>A lot of people would not be fit</td>
</tr>
<tr>
<td>Swimming pool</td>
<td>I couldn't go for a swim with my friends on a hot summers day</td>
<td>My family couldn't go for a swim when they felt like it</td>
<td>We couldn't have our swimming carnival</td>
<td>Our community couldn't go for a swim to cool down</td>
</tr>
<tr>
<td>Showgrounds</td>
<td>I couldn't go to the Tamworth show when it was on</td>
<td>We couldn't go to the Royal Easter show every year</td>
<td>Our school couldn't put exhibits in at the show</td>
<td>A lot of people wouldn't watch the trots and the dog races</td>
</tr>
<tr>
<td>Rubbish dump</td>
<td>It would spread diseases around</td>
<td>My family's house would have rubbish all around it</td>
<td>Our school wouldn't like a rubbish dump</td>
<td>The town wouldn't have rubbish all around it</td>
</tr>
<tr>
<td>Town library</td>
<td>I couldn't borrow books</td>
<td>My family couldn't go and borrow books</td>
<td>Our school couldn't borrow books for assignments</td>
<td>Our community wouldn't have books to take home</td>
</tr>
</tbody>
</table>

**Where to from Here?**

Discuss alternatives if the changes happened, eg if there was no library, students could borrow books from friends and family. Have students develop generalisations and write statements outlining advantages and disadvantages of the use of these services/facilities. Using an interactive CD-ROM such as *The Talk of Toppsville* (ICAC, 1997), students could further investigate the implications of changes to the community.
Australia: You’re Standing in It

This unit provides opportunities for students to explore natural, heritage and built features in Australia. The unit focuses on investigating and evaluating the significance of particular sites and places and what people value about them.

**Unit Duration**  Approximately 6–8 weeks

**Subject Matter Focus**  In this unit, students learn about:

- geographic terminology
- significant natural, heritage and built features in the local area, NSW and Australia, and their uses
- the location of major cities, rivers and mountains in NSW and of the capital cities in Australia
- management and care of features, sites, places and environments
- groups associated with places and features, including Aboriginal communities.

**Implications for Learning**  In this unit, students have opportunities to:

- investigate and evaluate why particular natural and built features in Australia are significant, considering different points of view
- evaluate management plans and examine possible alternative plans for key features and sites in Australia
- locate and map their local area with reference to NSW, Australia and the world, using maps and globes.

**Literacy Notes**

This unit provides opportunities for students to explore factual descriptions, information reports, explanations, expositions and discussions.

The HSIE teaching strategies/practices in this unit include concept maps, retrieval charts, flow charts, computer databases, displays, learning games, mapping and diagrams.

**Links with Other Key Learning Areas**

*English:* The structure and language features of the text types students create and interpret (see above).

*Science and Technology:* Content from the Built Environments, Earth and Its Surroundings and Physical Phenomena strands.

*Mathematics:* Simple directions, constructing simple maps, investigating and describing grids, coordinates.

*Creative and Practical Arts:* Responses to the beauty and significance of the sites selected through visual art, music, drama and dance.

**Resources**

The Board’s website (http://www.boardofstudies.nsw.edu.au) lists current available resources such as some selected background information sheets, websites, texts and other material to support this unit.

Posters, videos and tourist brochures of significant places in Australia.

Database software.


A variety of maps of Australia.

Guest speaker, eg a Waterwatch representative, a member of the local Aboriginal Land Council.
Australia: You’re Standing in It

Outcomes and Indicators

<table>
<thead>
<tr>
<th>ENS2.5</th>
<th>ENS2.6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describes places in the local area and other parts of Australia and explains their significance.</td>
<td>Describes people’s interactions with environments and identifies responsible ways of interacting with environments.</td>
</tr>
<tr>
<td>locates and names the capital city of Australia and of each State/Territory, and major regional centres</td>
<td>identifies issues about the care of places in the community or places of importance to them</td>
</tr>
<tr>
<td>gives reasons why particular activities may be associated with particular natural, built and heritage features and places</td>
<td>examines the effects of regulations, laws and practices associated with the management and care of natural and built features and sites</td>
</tr>
<tr>
<td>compares natural and built features, sites and places in their local area with other locations in Australia or the world</td>
<td>evaluates the necessity of caring for and conserving a feature, site or place</td>
</tr>
<tr>
<td>describes how people can construct and modify environments in a manner that reflects ideas, culture, needs and wants</td>
<td>identifies the consequences of using features, sites and places in different ways.</td>
</tr>
<tr>
<td>locates and maps cities, rivers and mountains in NSW and uses locational terminology such as north, south, east, west</td>
<td></td>
</tr>
<tr>
<td>recognises that Aboriginal nations and boundaries provide a way of understanding the Australian continent</td>
<td></td>
</tr>
<tr>
<td>recognises Aboriginal place names for places in Australia.</td>
<td></td>
</tr>
</tbody>
</table>

Learning Experiences

Key assessment opportunities are marked: ✤

**Learning Sequence 1: What’s in Australia?**

- Display posters, photographs and tourist brochures of different places in Australia. Discuss some of these places and other places in Australia that students have visited, heard about or read about, or would like to visit.
- Provide students with examples of maps in atlases and on broadsheets. Ask them to identify features and sites, e.g., cities, rivers, mountains, lakes. Ask the students why these places might be seen as significant. Discuss strategies used by students to determine significance. Construct a retrieval chart to record the significance of these places.
- Discuss Aboriginal Dreaming stories that record changes to the continent which have occurred over thousands of years, e.g., the formation of the Three Sisters.
- Have students do some pre-mapping exercises, e.g., following directions and drawing routes, exploring simple coordinates.
- Draw the four points of the compass on the school playground. Play games associated with compass points, e.g., ‘Everyone stand to the north of Minh’, ‘Everyone south of me run to the tree’.
- Construct a large class map of Australia by locating State/Territory boundaries and capital cities. Point out Aboriginal place names and find the meaning, e.g., Canberra, Wagga Wagga.
- Model how to draw a sketch map of NSW. Indicate the compass reading. On the map, mark the location of the local area and examples of major rivers, mountains, and cities. Check students’ understanding of the four compass points by playing location games using a map, e.g., ‘Find a river north of Sydney.’ Have students independently construct their own map of NSW. ✤
- Encourage students to add rivers, mountains and towns to their maps as they are mentioned or viewed.

**Learning Sequence 2: What a Site!**

- Introduce the term ‘site’. Discuss the fact that, as well as places, there are particular sites that are thought of as significant.
- Compile a list of significant sites in Australia. Discuss why students think these sites are significant and whether they think all people would agree. Ask students to think of reasons why a site may be thought of as significant, e.g., natural beauty, unique construction/design, risks taken to discover it, historical significance, spiritual significance, environmental significance. Discuss the special significance of Aboriginal sites, e.g., bora grounds, carved trees.
- Have students categorise these sites as natural, built or cultural. Then ask them to locate the selected sites on a map of Australia and to identify them as being close to particular significant places. ✤
- Choose enough sites/places in Australia so that everyone in the class has one to research. Have students undertake individual research on their selected site/place. Provide a range of resources. ✤
During their research, have students record factual information about the site/place — State/Territory in which it is located, nearest city or town, why it is significant, nearest capital city, nearest river, nearest mountain, nature and number of visitors, major attractions, key features, ownership, maintenance, management, environmental impacts that have affected the site, how the site can be managed sustainably.

Have students produce a tourist brochure encouraging people to visit their selected site/place, incorporating the specific information they have found. They should include a map, with the relevant geographic information, locating the site in Australia. A locality map could also be included.

Construct a class database using the information. Jointly determine the fields in the database, eg location, nearest city, number of visitors, major attraction, employees, maintenance.

Use the database for group activities such as designing a tour to three places near Sydney or two sites near the Hunter River.

Jointly design a board game to build students’ general knowledge, eg a game involving picking up question cards along a road around and across Australia. Designated stops may be at the selected sites/places. Have students with expertise on a particular site/place write the questions and answers.

Learning Sequence 3: What’s in a Site?

Draw a concept map that outlines the various views that people may have about a selected site, eg Aboriginal people may regard a site as having significance for family heritage/spiritual reasons, a real estate developer might see it as a good site for a development, a public works official might think of it as a good place for a road, a community group might want it for an entertainment centre or park.

 Invite a representative of a group involved in the preservation of the natural environment to talk to the class about development, eg a Waterwatch representative, a member of the local Aboriginal Land Council.

 Invite an alternative representative to talk about a new development in the local area and to give their reasons for supporting this development.

 Explain that development changes a site and that, over time, different decisions made by different people can mean that change has been constant.

 Middens are special Aboriginal sites where discarded shells from eating areas have accumulated over hundreds, even thousands, of years. They are important indicators of long-term Aboriginal occupation and land use. Ask students to imagine that a midden has been dug up on a significant site that they have researched. Discuss how this might change their feelings, and others’ feelings, about the site.

 Ask students to consider the changes that may have occurred to their selected significant site over time. Have students draw a diagram to depict these changes.

 Compare diagrams. Discuss the fact that certain sites are often maintained because they are more valued than others. Point to examples of where the significance of a site is contested.

Learning Sequence 4: To Change or Not to Change?

Use information from organisations such as the National Trust and the Australian Heritage Commission to explain what heritage sites are and how places become listed as heritage sites.

 Return to the original list of significant sites/places. Identify which sites/places are heritage listed.

 Consider the heritage sites. Have students investigate groups associated with preserving these sites, such as the National Trust, the Australian Heritage Commission, the World Heritage Commission and the National Parks and Wildlife Service.

 Discuss places in the local area that might have heritage value. Ask students to list those which they would nominate for heritage listing, and why.

 Discuss ways in which students can assist in caring for places. Jointly examine the pros and cons of such involvement. Have students develop action plans to assist in the preservation of a site.
Student Work Sample

Context

Students constructed freehand maps of NSW and located geographic features, including their own local area. They then presented their maps to the class, highlighting places and features that they had visited or researched.

- locates and names the capital city of NSW, and the major regional centres (ENS2.5)
- locates and maps cities, rivers and mountains in NSW and uses locational terminology such as north, south, east, west (ENS2.5)
- compares natural and built features, sites and places in their local area with other locations in Australia or the world (ENS2.5)

Where to from Here?

Have students find other class members who have visited or acquired information about the same places as themselves. Working in pairs, they could discuss these places and then design a flyer to advertise a particular place. Point out the features of maps, including the use of a key and the need to distinguish capital cities, large cities and other localities.

Student Work Sample

Context

Students studied Australian landforms, landmarks and heritage sites, locating each on a map. The importance of each site was brainstormed. Students discussed and listed ways in which each site could be preserved. This was recorded on a worksheet.

- names and locates natural, built and heritage features in their community and evaluates their significance (ENS2.5)
- identifies issues about the care of places in the community or places of importance to them (ENS2.6)
- evaluates the necessity of caring for and conserving a feature, site or place (ENS2.6)
- gives reasons why a specified feature, place or site should be cared for (ENS2.6)

Where to from Here?

Model the development of arguments through a jointly constructed exposition. Focus on the use of modal verbs and adverbs to persuade readers. Have students write letters to the Australian Heritage Commission, listing the natural and built features that they feel should be listed as heritage sites, presenting their arguments and seeking a response.
British Colonisation of Australia

This unit provides opportunities for students to explore issues related to Australia’s original inhabitants, explorers before the British and the British arrival and occupation of Australia. The unit focuses on the evaluation of viewpoints about the consequences of British colonisation for people, groups and the environment, and on formulating informed opinions.

Unit Duration  Approximately 8–10 weeks

Subject Matter Focus  In this unit, students learn about:

- the voyage of James Cook in relation to colonisation and world exploration at the time
- the establishment of a British colony — aspects of life, significant people (including Arthur Phillip), achievements, events and places
- Aboriginal resistance to the establishment of a British colony — significant people (including Pemulwuy), achievements, events and places
- changes to people and places in the Sydney region as a result of British colonisation
- the contribution of people and groups from other countries to Australian heritage.

Implications for Learning  In this unit, students have opportunities to:

- evaluate points of view about the consequences of British colonisation for people, groups and the environment, and formulate their own informed opinions
- consider how people they are learning about might feel/have felt by participating in activities such as role-play, drama
- ask questions and extract required details when searching a variety of information sources such as library databases and CD-ROMs for details about the lives of people in the Sydney region
- complete case studies of different people in the Sydney region following British colonisation.

Literacy Notes

This unit provides opportunities for students to explore literary and factual recounts, information reports and literary descriptions.

The HSIE teaching strategies/practices in this unit include mapping, jigsaw groups, brainstorming, timelines, matrices, consequence charts, databases and role-plays.

Links with Other Key Learning Areas

English: The structure and language features of the text types students create and interpret (see above).
Creative and Practical Arts: Collages, 3D modelling, drawings, murals.

Resources

The Board’s website (http://www.boardofstudies.nsw.edu.au) lists current available resources such as some selected background information sheets, websites, texts and other material to support this unit.

The teacher-librarian for available primary and secondary sources that present various perspectives — texts, CD-ROMs, documents, letters, novels, biographies, autobiographies, paintings.

Encyclopedias such as The Encyclopedia of Aboriginal Australia (Horton (ed), 1994), Australians: A Historical Library (1987).

CD-ROM databases that include information on the First Fleet.

Extracts from videos and television programs that re-enact events of this time from various perspectives, eg Babakeiria.

An excursion to the historic sites associated with prior occupation and early British occupation of Sydney.

Aboriginal education consultant (government schools) or local Aboriginal Land Council, families of Aboriginal students, Aboriginal education workers, local Aboriginal Education Consultative Group (AECG).
British Colonisation of Australia

Outcomes and Indicators

CCS2.1
Describes events and actions related to the British colonisation of Australia and assesses changes and consequences.
- sequences significant events related to human occupation in Australia
- explains the roles played by significant people during the British colonisation of Australia as a penal colony
- describes some of the consequences of British invasion for Aboriginal peoples
- identifies the consequences of the assumption of terra nullius by the British Government
- describes the involvement of people and groups from other countries in Australia’s heritage, including European and Asian contact and exploration
- describes aspects of ways of life and achievements in the early colony for male and female convicts and ex-convicts, the military and their families, officials and officers, Aboriginal people, free settlers
- refers to different viewpoints and perspectives on a significant historical event
- explains why terms such as ‘invasion’, ‘occupation’, ‘settlement’, ‘exploration’ and ‘discovery’ reflect different perspectives on the same event
- acquires and critically evaluates information from source material.

ENS2.6
Describes people’s interactions with environments and identifies responsible ways of interacting with environments.
- identifies the consequences of using features, sites and places in different ways
- identifies issues about the care of places in the community or places of importance to them.

Learning Experiences

Key assessment opportunities are marked: ✪

Learning Sequence 1: Original Inhabitants –
What Was Life Like for Aboriginal People Before British Colonisation?

Note: Refer to Information Sheet 1: ‘The Eora’ at the end of this unit.

- Explain to students that the Australian continent has always been multicultural. Before 1788, there were approximately 500 different language groups or nations. Current scientific understandings indicate that Aboriginal occupation dates back to between 50 000 and possibly 100 000 years before present (BP). Many Aboriginal people believe that they have always been here.
- Construct a timeline to represent 100 000 years, where 1 cm = 200 years. Five metres will represent what may be 100 000 years of Aboriginal occupation. Indicate that the last centimetre on this timeline represents the 200+ years since British colonisation.
- Using an Aboriginal languages map, point out the diversity of Aboriginal cultures in Australia. Jointly locate the Aboriginal language group for your local community. Find the names of the Aboriginal peoples who came from the area now known as Sydney.
- Explain to students that, over thousands of years of careful observation, Aboriginal people acquired an intimate knowledge of physical features of the land, animals, plants and people, and their interconnectedness. They managed the environment according to ancient laws and customs that are recorded in Dreaming stories. These stories describe ways of caring for the land as well as changes to the continent that have occurred over thousands of years, such as climatic and sea-level changes, volcanic eruptions and megafauna. Locally developed practices, such as construction of fish traps in rivers and the use of fire to increase new growth, increased biodiversity and maintained the food supply for small and sustainable populations of Aboriginal peoples throughout Australia.
- Have students investigate Aboriginal place names and food sources in the local area. ✪
Learning Sequence 2: Explorers before the British

Before commencing this sequence students will need to be aware of the context of European colonisation. During the 17th and 18th centuries, sea-going European countries were expanding their power and wealth through the creation of colonies. This process, called colonisation, created new markets and provided resources for European economies. Exploration, eg da Gama’s search for the Spice Islands, played an important role in colonisation.

Have students, in groups, research early explorers of Australia and produce an information report on each, eg Jansz, Torres, Hartog, Thijssen, Tasman. ✤

Using a map, have students indicate areas of Australia charted before Cook and have them use a string or tape to indicate from where these explorers journeyed. Discuss the evidence of this activity, eg trade relations between the Macassan people of Indonesia and Aboriginal peoples of the Gulf of Carpentaria and Arnhem Land, the Dauphin map.

Refer to James Cook’s voyage and have students map his route. ✤

Have students examine excerpts from James Cook’s diary and discuss his impressions of Australia’s peoples and land features. Jointly view drawings of flora and fauna observed on the voyage.

Explain the concept of terra nullius in the context of British recognition of Aboriginal peoples at the time. (In 1770, the British Government sent Captain James Cook to look for the Great South Land that was believed to exist somewhere in the Pacific Ocean. His orders were that, if it was uninhabited, he should claim it, but if there were people living there he should take possession of those parts of the country that the inhabitants agreed to. Even though Cook had encountered Aboriginal people, he claimed the east coast of Australia as a British possession as if the country was uninhabited or terra nullius. This decision was based on a different understanding of land management. Because he saw no fences or other features that indicated land management in European terms, Cook assumed that the land was unused. As a result, Aboriginal peoples did not have the rights to which other conquered people were entitled to under European law at the time.)

Learning Sequence 3: The British Arrival

Jointly view videos, paintings or pictures that depict conditions in England before the First Fleet. Discuss why convicts were transported to Australia.

Discuss and jointly map the journey of the First Fleet to Sydney Cove. What were conditions like for the various groups on board? What did they bring with them?

Read the following extract, written by Watkin Tench on his arrival in Australia.

‘... even at the harbour’s mouth we had reason to conclude the country more populous than Mr Cook thought it, for on the Supply’s arrival in the Bay on the 18th of the month, there were assembled on the beach of the south shore, to the number not less than forty persons, shouting and making uncouth signs and gestures.’


Have students consider what Tench found surprising.

Present other historical recounts to students concerning various aspects of colonisation. Prior to reading from the texts, have students suggest the problems that the various groups from the colony might have encountered (governors, convicts, soldiers, women, free settlers). Compare these suggestions with the indications from the recounts. Ask questions such as ‘Who wrote the text?’, ‘Is the author writing a first-hand (personally seen/experienced) or second-hand (conveyed by another person) account?’.

Use a First Fleet database to acquire information about the first convicts, officers, soldiers and settlers that arrived in Australia.

Have students independently research one of the convicts in preparation for an information report. A short factual recount could also be developed, including the reason the convict was transported, where they were sentenced, the length of their transportation, the ship they were transported on, their age and other statistics. Students could draw a picture of how this person may have looked and write a summary of the information gained, then locate this person on a class display of the ships of the First Fleet. ✤

Brainstorm some questions that may arise as a result of the students’ research, eg Were there more men than women on the First Fleet? Were there special ships that did not have convicts? If so, what did they carry? What age were most of the convicts? What occupations did most of the convicts have before being transported? For what reasons were most convicts transported? Where did most of the convicts come from (England or Ireland? London or the provinces?)? Were there particular ships for the different sexes?

Have students, in groups, find answers to the questions generated and reflect on the nature of the data. Have students develop information reports as oral presentations. ✤

Explain to students that history is recorded through primary and secondary sources. Lead them to understand that many incidents regarding Aboriginal people are missing from official accounts of Australian history. Very few records remain of the words or views of Aboriginal people at the time of contact. Ask students to think of reasons why this might be so, eg Aboriginal deaths, a selective recording of events, the oral nature of Aboriginal history. (One of the least-known aspects of Australia’s history is the resistance of Aboriginal people to the British dispossession. Pemulwuy waged a guerilla war against the British for 15 years, yet, like many acts of Aboriginal resistance, his campaign was left out of official reports.)
■ Ask students why they think there are few women's voices from this time.

■ Have students consider the colonisation ‘from the ship’ and ‘from the shore’. Discuss the following: Why do many Aboriginal people observe Australia Day as Survival Day? Do you think the British Government would have seen the establishment of the colony as an invasion? Have students consider the terms discovered and explorer. Do you think Aboriginal people would have used these terms to describe colonisation? How might they have seen it?☆

■ Explain to students that the British chose to establish their colony on the land belonging to the Cadigal clan of the Eora people, who called Sydney Harbour Tuhbowgule. Ask students to list changes to the environment that might have resulted from the construction of the colony, eg tree-felling, construction of buildings, roads and fences, depletion of local resources, introduced animals, land-clearing. As early as May 1788, food shortages among the Eora people were reported. Ask students to discuss and list the possible reasons for this. Explain that the Eora people were exposed to diseases against which they had no immunity. Coastal communities were decimated by smallpox epidemics. As the colony spread out from Sydney, Aboriginal peoples to the north and west of Sydney were forced to relocate away from their country. However, smallpox preceded the expansion of the colony and many Aboriginal people died before any contact with Europeans.

■ Using the writings of the diarists at the time of colonisation, such as Cook, Phillip, Tench and Dawes, have students research the nature of contacts between Aboriginal people and the British (colonists, soldiers and convicts). Refer to Information Sheet 2: ‘Diary Extracts from the Time of Colonisation’ at the end of this unit.

■ Have students, in groups, construct a matrix of the similarities and differences between the Eora people and the colonists. This might include food, housing, language, culture, belief systems, attitudes towards land, technology.

■ Read the following extract by Surgeon White about a catch of fish that occurred in 1789.

‘While the people were employed on the shore, the natives came several times among them and behaved with a cautious friendship. One evening while the seine was hauling, some of them were present and expressed great surprise at what they saw, giving a shout of astonishment and joy when they perceived the quantity that was caught. No sooner were the fish out of the water when they began to lay hold of them as if they had a right to them, or that they were their own; upon which the officer of the boat, I think very properly, restrained them, giving however to each of them a part.’


■ Explore this account with students: Why do you think the Aboriginal people thought that the fish belonged to them? What does this tell you about the British and Eora people’s knowledge and understanding of each other’s laws? Ask students to suggest other things that each may not have known about the other.

**Learning Sequence 4: Consequences of British Colonisation for Aboriginal People**

■ Investigate the impact of British occupation on the Eora people of the Sydney region, and their response to it. Construct a consequence chart, eg:

**CONSEQUENCES OF BRITISH COLONISATION FOR THE EORA PEOPLE**

<table>
<thead>
<tr>
<th>Loss of the land</th>
<th>Imposition of colonial rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>(the economic, social, cultural and spiritual base)</td>
<td></td>
</tr>
<tr>
<td>loss of food resources</td>
<td>resistance</td>
</tr>
<tr>
<td>no access to sacred sites</td>
<td>loss of life</td>
</tr>
<tr>
<td>population decrease</td>
<td>disease</td>
</tr>
<tr>
<td></td>
<td>murder</td>
</tr>
<tr>
<td></td>
<td>social disruption</td>
</tr>
</tbody>
</table>

■ Ask students to consider how these events might affect Aboriginal people today.

■ If possible, visit a site such as Old Sydney Town or The Rocks, or view picture sets, to provide students with an impression of what the British colony would have been like.

■ Investigate key people from the various groups associated with the early British colonisation — governors, settlers, explorers, convicts, women, soldiers, Aboriginal people. Use case studies of particular people to compare their life with others in the colony, eg Arabanoo, Bennelong, Elizabeth Macarthur, Francis Greenway, James Ruse, Richard Johnson, Lachlan Macquarie, Mary Reiby, Pemulwuy.☆

■ Have students reflect on life in the colony and consider the positive and negative aspects of living in early Sydney for the different groups. They could then represent this visually, perhaps using computer technology.☆

■ Explain to students that the dispossession of Aboriginal people occurred all over Australia in different ways and at different times. Locate information about the initial contact between Aboriginal people and the colonists in your local area, including the name of the language group, the year and nature of initial contact (eg Wiradjuri people, 1815 in the Bathurst area). Students should be helped to understand that where it is difficult to find information, it is because it is missing and not because contact did not occur.

*Note:* As an extension, teachers may wish students to examine the expansion of the colony, including the role of explorers such as Blaxland, Wentworth and Lawson, Hume and Hovell, Oxley, Sturt, Bass and Flinders.
Student Work Sample

Context

Students used a variety of source material, both primary and secondary, to acquire information about people on the First Fleet. Electronic databases were used to compile sufficient data for exploring the composition of the First Fleet population so that some conclusions could be reached. In this work sample, two students are working together, using the Internet, to acquire secondary information about a transported convict.

- acquires and critically evaluates information from source material (CCS2.1)

Student Work Sample

Context

Students drew impressions of ‘contact’ following consideration of colonisation ‘from the ship’ and ‘from the shore’. Students then described their drawings, explaining aspects of their work such as the motivations behind the statements and actions of those depicted.

- refers to different viewpoints and perspectives on a significant historical event (CCS2.1)
- explains why terms such as ‘colonisation’, ‘occupation’, ‘settlement’, ‘exploration’ and ‘discovery’ reflect different perspectives on the same event (CCS2.1)

Where to from Here?

Have students return to the database/diaries to locate information about early contact between British and Aboriginal people. Point out grammatical features (such as noun groups, adverbs) in selected texts that indicate attitudes towards the Aboriginal peoples by diarists and others. Have students consider what the oral texts of Aboriginal peoples may have revealed had these been recorded.
The Eora

Eora is thought to be the name of the Aboriginal language group who lived in the area now called Sydney. The Eora people called Sydney Harbour Tuhbowgule and Botany Bay was called Kamay. The valley in which the colony was established was known as Warrane and belonged to the Cadigal clan. For several reasons, but mainly due to the drastic decline in the local Aboriginal population due to disease and dispossession, only a very limited vocabulary of the Eora was ever recorded. Despite this, words still remain that give detailed information about plant and animal life in the area, weather conditions and geographical features. There are still words for concepts and feelings such as love (injubadi), trust (mari), anger (urabata), frightened (hagard), ashamed (waral), sympathy (mudjara), and passionate (gurara). Several Eora words have found their way into Australian English, eg dingo, gibba and woomera. The word for ship was the same as the word for island.

The area around what is now known as Sydney Harbour was food rich. The Eora lived well on fish and shellfish. There was also a wide variety of available animals, like guurangi (wild duck), mirral (crested pigeon), bunmarra (lizard) and bulada (snake), plants, like the midjuburi (lilly-pilly), guwigan (wild cherry) and miding (yam), and honeybees and danguyinuwa, a tasty worm found at the base of grass trees.

Men and boys fished with a variety of spears from the shores or from canoes, depending on the prey and the weather. Women fished with a line and hook and jagged for fish using oysters and shellfish as burly. The lines were made from the bark of the kurrajong tree, with a stone sinker and a shell hook. Both men and women used nuwi — light bark canoes. They fished during the day and at night, and would carry on board a small fire, which would repel insects, provide light and warmth, and could be used for cooking. They lived in huts made of branches and bark, or caves, and probably spent several months at one campsite. While they wore no clothing, they decorated their hair and adorned their bodies with head, neck and waist bands, body ochre and scarification.

Like other Aboriginal peoples, the Eora had developed a sophisticated and practical response to their environment so that they could sustain their small populations. Members of a clan were spiritually tied to a specific piece of land but were not restricted to it, and would travel for social and ceremonial reasons such as for initiation ceremonies or to a feast where a whale had beached itself.

The Eora had rituals for commemorating a person’s death, indicating their understanding of the concept of the human soul or spirit. Young people were buried, while older people were cremated. Personal items were buried or burned with the bodies, showing a belief in an afterlife.

Urban development has destroyed many of the Aboriginal sites in Sydney, yet some still remain on the harbour and ocean foreshores. Middens are special Aboriginal sites where discarded shells from eating areas have accumulated. They are important indicators of long-term Aboriginal occupation and land use. In early Sydney, middens from the Cooks River were used for landfill and road bases.

Evidence of the artistic expression of the Sydney people can still be found today. Representations of animals, fish and familiar objects were drawn with charcoal and ochre on the walls of rock shelters. Stencil art — produced by using hands or objects (such as boomerangs) as a stencil and blowing pigment around them — can also be found. They also engraved familiar objects were drawn with charcoal and ochre on the walls of rock shelters. Stencil art — produced by using hands or objects (such as boomerangs) as a stencil and blowing pigment around them — can also be found. They also engraved...
Information Sheet 2

Diary Extracts from the Time of Colonisation

The following are selected extracts from the writings of the colony’s diarists. Remind students that few words of Aboriginal people from this time were recorded (the final excerpt from Mahroot is an exception). Read the extracts, paraphrasing where necessary. Using the writings as a starting point, ask students to describe the nature of the interactions that occurred between Aboriginal people and the colonists. Ask them to consider why the different groups reacted to each other in the way they did.

... the musquet seems to be the only thing to keep them to awe ... that some have been killed by musquet balls, both at Port Jackson by our people and Botany Bay by the French, I have not the least doubt.

The natives were well pleas’d with our people until they began clearing the ground, at which they were displeased with them and wanted them to be gone.

William Bradley

In the year of 1789 they were visited by a disorder which raged among them with all the appearance and virulence of smallpox. The number that it swept off, by their own accounts was incredible. At the time a native was living with us; and on our taking him down to the harbour to look for his former companions, those who witnessed his expression and agony can never forget either ... the excavations in the rocks were filled with the putrid bodies of those who had fallen victim to the disorder: not a live person was anywhere to be met with.

David Collins

The Indians for a little while after our arrival paid us frequent visits, but in a few days were observed to be more shy of our company. From what cause their distance arose we never could trace, as we had made it our study, on these occasions to treat them with kindness and load them with presents. No quarrel had happened, and we had flattered ourselves, from Governor Phillip’s first reception among them, that such a connection would be established as would tend to be in the interest of both parties.

With the natives we were very little more acquainted than on our arrival in the country. Our intercourse with them was neither frequent nor very cordial. They seemed studiously to avoid us, either from fear, jealousy or hatred. When they met with unarmed stragglers they sometimes killed and sometimes wounded them.

Our first object was to win their affections and the next to convince them of the superiority we possessed; for without the latter, the former we knew would be of little importance.

These people seemed at a loss to know (probably from our want of beards) of what sex we were, which having understood, they burst into the most immoderate fits of laughter, talking to each other at the same time with such rapidity and vociferation as I had never before heard. After nearly an hour’s conversation, by signs and gestures they repeated several times the word ‘whurra’, which signifies ‘begone’, and walked away from us to the head of the bay.

To prevent them from being plundered of their fishing tackle and weapons of war, a proclamation was issued forbidding their sale among us, but it was not attended to with the good effect which was hoped for from it.

Like ourselves, the French found it necessary, more than once, to chastise a spirit of Rapine and intrusion which prevailed among the Indians around the Bay.

Watkin Tench
I now doubt whether it will be possible to get any of these people to remain with us, in order to get their language, without using force; they see no advantage that can arise from us that may make amends for that loss of the harbour in which we occasionally employ the boats in fishing.

Governor Phillip

Source: Historical Records of NSW, Vol 1, Part 2.

Well Mister ... all black-fellow gone! All this my country! Pretty place Botany! Little piccaninny, I run about here. Plenty black-fellow then, corroboree: great fight: all canoe about. Only me left now, Mister. Poor gin of mine tumble down and die. All gone! Bury her like a lady, Mister: all put in coffin, English fashion. I feel lump in throat when I talk about her: but I buried her very genteel, Mister.

Mahroot (so-called last man) of the Botany Bay tribe giving evidence about what had happened to his people to the NSW Legislative Council’s Select Committee on the Aborigines in 1845. (For a full transcript, see Butler K, et al, ‘The Myth of Terra Nullius’, in Invasion and Resistance: Untold Stories (kit), Board of Studies NSW, Sydney, 1995.)
Places: Then, Now and Tomorrow

This unit provides opportunities for students to investigate aspects of local history such as transport, housing, Aboriginal traditions, education, women and the arrival of different cultural groups. The unit focuses on historical inquiry and the ways in which information about the past can be gathered.

Unit Duration  Approximately 8–10 weeks

Subject Matter Focus  In this unit, students learn about:

- significant natural, heritage and built features in the local area, NSW and Australia, and their uses
- differing viewpoints about community heritage
- the contribution of people and associated places and events to community heritage, including knowledge of original Aboriginal nations and boundaries
- causes and effects of change in the local community and other communities
- changes to people and places in the Sydney region as a result of British colonisation
- continuing and changing roles, traditions, practices and customs in the local community
- environmental changes
- origins and backgrounds of people in the local community
- the diversity of groups within and between communities.

Implications for Learning  In this unit, students have opportunities to:

- evaluate points of view about the consequences of British colonisation for people, groups and the environment and formulate their own informed opinions
- consider how people they are learning about might feel/have felt by participating in activities such as role-play, drama
- ask questions and extract required details when searching a variety of information sources, such as library databases and CD-ROMs, for details about the lives of people in the local community
- complete case studies of different people in the local community following British colonisation
- investigate aspects and versions of local history
- collect information about their school and local community through direct and indirect experiences, including interviewing members of the community.

Literacy Notes

This unit provides opportunities for students to explore information reports, recounts and procedural recounts.

The HSIE teaching strategies/practices in this unit include brainstorming, mapping, matrices, timelines, concept maps, retrieval charts, diagrams, family trees, guest speakers and artefacts.

Links with Other Key Learning Areas

English: The structure and language features of the text types students create and interpret (see above).

Science and Technology: Content from the Built Environments and Living Things strands.

Resources

The Board’s website (http://www.boardofstudies.nsw.edu.au) lists current available resources such as some selected background information sheets, websites, texts and other material to support this unit.

Local historical societies for information about community history. If they have a museum, visit it and plan an appropriate excursion itinerary.

The local Aboriginal Land Council.

The local Aboriginal education consultant (government schools), AECG or Aboriginal education worker.

An Aboriginal language map of NSW.

The local council or shire library.

The local paper for relevant archives.

Members of the local community for possible interviews.


Texts such as My Place (Wheatley & Rawlins, 1987).
Places: Then, Now and Tomorrow

Outcomes and Indicators

CCS2.2
Explains changes in the community and family life and evaluates the effects of these on different individuals, groups and environments.
- identifies the contributions of significant people and events to local community heritage
- collects and uses primary and secondary sources to investigate the history of their community
- explains why some natural and built features in the local area are heritage sites and why they are valued
- demonstrates an understanding that different groups may have different points of view about changes in the local community
- compares different versions of local history, beginning with the Aboriginal community that lives/lived in the area
- identifies the effects of change on different individuals and groups in the local area
- identifies the effects of change on the environment
- identifies continuing and changing roles, practices, traditions and customs of men and women in the community
- listens to life stories of Aboriginal people
- uses historical language when referring to source material
- distinguishes between primary and secondary source material when acquiring information
- compares their local history with that of another local area
- discusses Aboriginal place names.

CCS2.1
Describes events and actions related to the British colonisation of Australia and assesses changes and consequences.
- sequences significant events related to human occupation in Australia
- investigates the local area to identify the peoples who originally lived there and those who live there now

CUS2.3
Explains how shared customs, practices, symbols, languages and traditions in communities contribute to Australian and community identities.
- examines the different perceptions that people living within a community have of that community
- identifies some customs, practices and traditions of their local community, beginning with Aboriginal people
- gives some reasons why their local community is different to others and why it is of value and should be respected.

Learning Experiences

Key assessment opportunities are marked: ✤

Note: Before visiting Aboriginal sites, contact local Aboriginal Land Councils or national parks to seek permission and to ensure correct protocols are observed.

Learning Sequence 1: The Lives of Aboriginal People in the Local Area Prior to 1788

- Jointly investigate pre-contact Aboriginal trade routes and their importance within Australia.
- Discuss and determine the boundaries of the local community to be studied. Locate the local community on maps of NSW and Australia. Draw a map of the local community, pointing out particular features, eg streets, supermarkets, fields, schools. Jointly develop a key for the map. Compare this map with an earlier map of the same area (this may be only 10 years earlier or may be 200 years earlier).
- Discuss and determine the Aboriginal boundaries of the local community. Discuss the significance of hills, trees, rivers etc.
- Investigate the remnant native vegetation of the community. A local botanical garden or local council may have examples or may be able to recommend a guest speaker. Discuss, if applicable, Aboriginal names for flora.
- Ask students to consider how Aboriginal people may have lived in the area before European occupation. Have students look for animal and plant life that may have provided food. Have students consider the preparation of this food without stoves or microwaves.
- Discuss students’ responses to questions such as: Could you survive if there were no shops or dams? Can you drink the water that runs off the roof? Why or why not? Can you drink the water in the local creeks or streams? Why or why not? What would life have been like before buildings, roads, cars, electricity?
Contact local Aboriginal families, the Aboriginal education consultant or AECG to assist in building students’ field knowledge of the lives of the original inhabitants of the local area. Ask how the ways of the past connect with contemporary life.

Construct a matrix to record the information provided. Have students identify categories to organise their information, eg food, clothing, moral codes, shelter, leisure, beliefs. ♦

Discuss and compare changes and continuities in the lives of Aboriginal people in the local community. Record this data, eg on a retrieval chart or matrix. ♦

**Learning Sequence 2: Lives of Older People in the Local Area and Connections to the Past**

Listen to stories of the local Aboriginal community. (Contact an Aboriginal education consultant or the AECG.) Have students reflect on what the stories tell about Aboriginal people’s way of life, beliefs and significant sites.

Invite older members of the community to express a range of views and experiences about aspects of their life in this community. Have students prepare interview questions and ask the interviewee for permission to record the conversation. Topics could range from the location of things in the community, eg the first house, the horse paddock, the bus stop, women’s roles, school days, kinds of work, transport, clothes, farming techniques, office practices, factory workings, food, washing and sewing, shopping, early vegetation, early personalities, significant events and water quality.

Have students develop timelines and/or role-plays based on the information provided by the guest speakers. ♦

Brainstorm ways to add additional information. (Invariably, oral histories are not complete sources of information. There are things that people do not remember and recounts are not always accurate.) Provide opportunities for students to use other sources of information (including other oral histories) to consider with the information they have already acquired.

**Learning Sequence 3: Evidence of Past Lives in Natural and Built Features**

Visit an Aboriginal site in your area or region. Have students write an information report to explain its importance.

Visit built heritage sites in your community. Have students draw outlines of the various architectural styles. Jointly search buildings for signs of when they may have been built. What were these buildings made from? Why? What other clues can be observed to help ascertain the period of construction? Have students photograph statues of people of note in the past community.

Have students make line drawings of the shape of the natural landscape. Ask them to suggest which aspects of the natural environment have been there for a long time. Identify why remnant vegetation is vital to biodiversity within the local area. Note the names of streets and buildings that may provide information about the early history. Have students draw details of ironwork and other decorations on heritage buildings.

Visit a historic cemetery. Determine beforehand which tombstones are of particular interest. Ensure that students are away from any areas used for present-day burials. From headstones, students can find occupations, life spans, popular names and details of catastrophes that have occurred in the local community. Prior to the visit, ensure that students are briefed about safety issues and sensitivities when visiting a cemetery.

Provide texts (such as old magazines available from your local library or archives) so that students can explore advertisements as guides to the way of life in the past in your community. Jointly compare everyday utensils, such as irons, depicted in these old advertisements with those depicted in contemporary advertising. Use library resources to encompass a number of stages in the development of these utensils.

Jointly examine old photographs. If the photographs are of places, try to organise a class visit to some of these sites now and take photographs for comparison. Examine these using questions, eg How is this place different to the past? What evidence is there of change? Can you find out when change occurred? What might have prompted the change? What might the people in the photograph have done? How have the changes affected the people in the old photograph? How do we find out what the people who lived through these changes might have thought about them? Locate sites of photographs on maps. The information gained can be organised in a variety of ways, eg concept maps, retrieval charts, diagrams, timelines. ♦

Create a class museum of community artefacts from the past. Invite community guests to view and comment on them.

**Learning Sequence 4: Other Evidence of Past Lives in the Local Area**

Arrange class visits to museums, historic homes or sites (including Aboriginal sites after consultation with the Aboriginal community) in your community, especially ones that provide opportunities for students to interact with artefacts and experience the ways of life from the past.

Jointly compare aspects of your local community history with the history of another community. This can be a community that the students are communicating with in another part of Australia or the world.

Have students independently develop a history of the local community. Copies can be placed in a time capsule, school library or local library, or the local historical museum. Brainstorm the strengths and weaknesses of students’ histories. Ask: What evidence did you find? What evidence couldn’t you find? What areas would you like to pursue in a follow-up study? Have students include these observations in their histories for future historians to ponder. ♦
Student Work Sample

Context

After viewing three photographs of Tamworth in 1881, 1936, and 1976 — taken from the same camera angle and location — students discussed, compared and researched the changes that had occurred and the implications for members of the community. They investigated why particular buildings remained, inquiring into the factors behind heritage decisions. This student listed changes and continuities observed and researched.

- explains why some built features in the local area are heritage sites and why they are valued (CCS2.2)
- collects and uses primary and secondary sources to investigate the history of their community (CCS2.2)
- identifies the effects of change on the environment (CCS2.2)


Where to from Here?

Have students examine the various buildings/sites in their community and identify those that they consider to be significant. They should justify their selections by presenting reasons for their choices and ways in which they could support the preservation of the selected buildings/sites. Model proofreading skills to check for spelling and punctuation.
People and Their Beliefs

This unit provides opportunities for students to explore major religions and belief codes. The unit focuses on how these religions and belief codes influence individuals and groups.

**Unit Duration**  Approximately 8–10 weeks

**Subject Matter Focus**  In this unit, students learn about:

- the diversity of groups within and across communities
- languages spoken within communities, including the original Aboriginal languages spoken in the local community
- places of religious and spiritual significance in the local community, including the special relationship of Aboriginal people to the land
- traditional and religious stories about significant people and entities of major community religions
- major customs and celebrations of religious and other community groups.

**Implications for Learning**  In this unit, students have opportunities to:

- observe life in the community, looking for shared and diverse characteristics such as languages, spiritual beliefs, religions, traditions, customs, symbols
- describe the lifestyle and experiences that relate to their own cultural, linguistic and belief systems and compare these with other groups
- discuss who is seen to be valued in their community and why
- make informed judgements about who and what they value in their community and present these judgements in various ways.

**Literacy Notes**

This unit provides opportunities for students to explore recounts, description, information reports and narratives. The HSIE teaching strategies/practices in this unit include performances, developing retrieval charts and displays.

**Links with Other Key Learning Areas**

*English:* The structure and language features of the text types students create and interpret (see above).

*Creative and Practical Arts:* Appreciation of religious artworks, dance, music, songs, chants.

**Resources**

The Board’s website (http://www.boardofstudies.nsw.edu.au) lists current available resources such as some selected background information sheets, websites, texts and other material to support this unit.

Parents/caregivers, who should be informed about the subject matter of the unit.

Written texts or video footage of people whose beliefs and actions have influenced others’ lives, eg Mother Theresa, Ian Kiernan, Eddie Mabo; a copy of *The Rainbow Serpent* (Oodgeroo, 1988) and several other examples of the Dreaming; copies of children’s literature, poems or songs that instruct or provide a message, eg *Sadako and the Thousand Paper Cranes* (Coerr, 1981), *The Lorax* (Dr Seuss, 1972).

The teacher-librarian, to identify written texts, picture sets or videos that describe, simply, beliefs and customs of the Dreaming and three or four major religions.

Excursions to sacred places or places of worship, open to the public, in the community; interviews with a range of religious adherents.

A class visit from someone in the community whose beliefs influence their work or lifestyle.

The Internet, e-mail and written texts for information about others’ beliefs.
People and Their Beliefs

Outcomes and Indicators

CUS2.3
Explains how shared customs, practices, symbols, languages and traditions in communities contribute to Australian and community identities.

- identifies some of the community groups that people can belong to
- identifies major world religions
- identifies diverse customs, practices and symbols shared by their local community and all communities within Australia
- examines the different perceptions that people living within a community have of that community
- identifies some customs, practices and traditions of their local community, beginning with Aboriginal people
- gathers information about the roles, symbols and practices of some community groups
- listens to and retells traditional, religious and ethical stories that relate to their local community
- gives some reasons why their local community is different to others and why it is of value and should be respected
- identifies major community religions and places of religious significance in their local community, eg temple, church, synagogue, mosque.

CUS2.4
Describes different viewpoints, ways of living, languages and belief systems in a variety of communities.

- gathers information and explains the various lifestyles and experiences that different groups have within communities in Australia
- examines the different viewpoints that people might have about cultural, linguistic and religious issues that arise in their local community and in other communities
- describes different ways in which citizens can value and respect others, eg acknowledging that people have the right to hold differing viewpoints
- examines religious groups and forms of spirituality in the community
- gathers information about, and participates in, local community celebrations
- recognises examples of systemic unfairness, eg discrimination based on religious belief.

Learning Experiences

Key assessment opportunities are marked: ✪

Learning Sequence 1: Initiate the Unit

- Read or jointly view texts about someone whose religious or spiritual beliefs influenced the lives of students or others, eg Mother Theresa. Read or view texts about someone whose environmental or human rights beliefs influenced the lives of students or others, eg Ian Kiernan, Eddie Mabo. Investigate: What is a belief?
- Discuss each person’s beliefs and what they did/do as a result of these beliefs.
- Have students list anything that they, or members of their family, do that is important to them and is based on a belief. They should identify, if possible, whether it is a religious belief or a belief in a particular cause or issue. They could then share their lists in groups. ✪
- Make it clear that the students will be investigating how beliefs influence people’s lives. Explain that they will be investigating some religions, as well as beliefs that people have in causes or issues. Brainstorm with students the possible sources of information that they could use. ✪

Learning Sequence 2: Religious Beliefs – What Are Some Major Religions and Their Beliefs?

- Have students investigate three or four case studies of major religions or beliefs, eg Buddhism, Christianity, Hinduism, Judaism, Islam. Have students include Aboriginal beliefs in their case studies (see the Board of Studies website under ‘HSIE K–6 Resource List’ for references to investigate the different religions).
- Read or present some texts from the Dreaming, including The Rainbow Serpent.

Note: The Dreaming has different meanings for different Aboriginal groups. The Dreaming can be seen as the embodiment of Aboriginal creation, which gives meaning to everything — the essence of Aboriginal belief about creation, spiritual and physical existence. It establishes the rules governing relationships between the people, the land and all things for Aboriginal people.
After each text, have students identify and record what was created in the Dreaming and by whom, any special or sacred places that are identified and any laws that Aboriginal people should follow, eg:

<table>
<thead>
<tr>
<th>Dreaming</th>
<th>What was created?</th>
<th>Who created this?</th>
<th>Did this spirit identify any sacred places?</th>
<th>Did the spirit give rules for how to live?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Rainbow Serpent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

After several examples of the Dreaming, ask students: Who are the sacred beings in the Dreaming? Why do you think there are a variety of these? Which purposes are being achieved? Discuss and clarify students’ responses to develop understandings about the Dreaming.

Discuss: What sorts of rules, laws and/or guidance do the spirits give Aboriginal people? Be aware of rules and/or laws determined by gender.

If possible, arrange for an Aboriginal person(s) to: visit the class to tell a text from the Dreaming that is important to them; talk about the way the Dreaming explains creation and gives laws for how Aboriginal people should behave; explain how Aboriginal people are connected to the land and living things through their totems; and explain special ceremonies or times of the year that may be associated with the Dreaming. Allow students to ask the visitor questions.

Share texts that explain the Dreaming, totems, sacred ceremonies, and religious practices of various Aboriginal peoples today.

Have students create a drawing from a Dreaming story and write a few sentences to explain the drawing, whether it connects with any rules for behaviour and how people might learn these rules in special ceremonies.

Display the drawings and annotations and discuss the role of the Dreaming in the lives of Aboriginal peoples. Assist students to generalise about the Dreaming: ‘The Dreaming tells ...’.

Have students investigate the other chosen case studies and gather information from a variety of sources: excursions to sacred places or places of worship (be aware of restrictions to/in some sites); interviews with religious adherents; videos, picture sets, print-based and electronic texts. The students’ experiences of the diversity of religions in Australia should be extended, even though the diversity within the local community may be limited. Have students present and display their information.

Develop a retrieval chart based on information acquired:

<table>
<thead>
<tr>
<th>Religion</th>
<th>Some major beliefs or stories</th>
<th>Sacred place(s)</th>
<th>Special ceremonies or times of year</th>
<th>Some laws or rules for how people should behave</th>
</tr>
</thead>
</table>

**Learning Sequence 3: Comparing Religions – How Are Religions Similar and Different?**

Refer to the retrieval charts and the displays for all the religions studied, including the Dreaming. Jointly list the similarities, eg ‘All religions provide rules or laws for how people should live’, ‘All religions have special ceremonies’, ‘All religions have sacred places’.

Ask students whether they think all followers of a religion observe its rules and laws to the same degree. Students should reflect on the information they acquired in Learning Sequence 2 as well as their own experiences. Discuss students’ responses.

Have students refer to the retrieval charts and the displays for all the religions studied, including the Dreaming, to list the differences, eg ‘The religions have different sacred places’, ‘Each religion has some beliefs that are different to the others’.

Provide students with a profile of an adherent of one of the studied religions, eg Wafaa, who is a follower of Islam. In groups, have students discuss how they would behave to show respect and sensitivity to that person and their religion if they were to visit their sacred place. Ask the groups to present their ideas. Repeat for another studied religion.

Have groups of students develop displays that represent an aspect of a religion. The displays could include: a model of the site of worship with followers of the religion in attendance and following a custom; diagrams of symbols and artefacts significant to the religion; a diorama of a custom or ritual associated with the religion. Ensure that students are sensitive to particular customs or practices in which the religion places restrictions on who or what can participate in, or represent, the custom or practice. Have groups present their displays.
Learning Sequence 4: Effects of Beliefs on Behaviours – How Do Other Beliefs Affect What People Do?

- Read texts that contain a peace or environmental message, eg Sadako and a Thousand Paper Cranes, The Lorax. Jointly listen to songs or read poems that have similar messages.
- Discuss the messages in the texts, songs or poems and identify the beliefs that the authors may have.
- Conduct class interviews with a variety of people from the community whose beliefs influence their work or lifestyle, eg charity workers, WIRES representatives, vegans, social activists. Information could be acquired by arranging visiting speakers or by contacting organisations by letter, fax or e-mail.
- Have students develop a description of one of the people interviewed performing their work or daily task, focusing on the beliefs that influence this person.

Learning Sequence 5: Reflection and Culmination

- Have students review the interviews and experiences they have had in order to discuss beliefs that are important to them. Each student could then create a collage or montage to express beliefs that are important to them and which influence their daily life.
- Display the collages/montages to demonstrate the diversity and richness of beliefs in the class.

Student Work Sample

Context

Student groups researched world religions, based on a set of inquiry questions. They acquired information from various sources, then presented their information about each religion on a single sheet. This work sample is a student’s contribution to the class file of information.

identifies major world religions (CCS2.3)

examines religious groups and forms of spirituality (CUS2.4)

Religion — Hinduism

Some major beliefs or stories —

This is how the god got his elephant head. Once there was a queen. She wanted a husband. So she made a clay boy out of dirt on her skin. She asked the statue to go to her house. When the statue was minding the house, the husband came but the statue wasn’t allowed in. He cut off his head. They put an elephant head on the boy. And sacred place — that is how the god got his head.

A sacred place is the shrine.

Special ceremonies or times —

The September parade for the elephant god.

 Laws for how people should behave —

They won’t people to be biter people.

Where to from Here?

Develop a class database from students’ work. Model proofreading skills to identify errors in spelling and punctuation. Add selected words to this student’s personal spelling list (eg once, want). Use familiar narratives as models to identify and label orientation, complication and resolution.
State and National Parks

This unit provides opportunities for students to explore issues, values and attitudes associated with the establishment of State and national parks. The unit focuses on case studies of State and national parks in NSW and Australia.

Unit Duration  Approximately 7–9 weeks

Subject Matter Focus  In this unit, students learn about:

- significant natural, heritage and built features in the local area, NSW and Australia, and their uses
- groups associated with places and features, including Aboriginal people
- management and care of features, sites, places and environments.

Implications for Learning  In this unit, students have opportunities to:

- investigate and describe natural, heritage and built features in their community using direct and indirect experiences
- give their opinion of how and why they value features in their community, through spoken and written discussion
- compare the features of their own community with those of other communities by using source materials such as written and visual texts and bookmarked sites on the Internet
- locate and map their local area (with reference to NSW, Australia and the world) and its features, sites, places and environments
- manage and care of features, sites, places and environments.

Implications for Learning  In this unit, students have opportunities to:

- evaluate current uses of their local environment and consider possible future uses and issues
- investigate and evaluate why particular natural and built features in Australia are significant, considering different viewpoints
- evaluate management plans and examine possible strategies for alternative plans for key features or sites in Australia
- acquire information and express a view about Australian, Asian and global environmental issues
- participate in events and activities to promote environmental awareness and care of the environment.

Literacy Notes

This unit provides opportunities for students to explore descriptions and information reports.

The HSIE teaching strategies/practices in this unit include recorded observations, note-taking and retrieval charts.

Links with Other Key Learning Areas

English: The structure and language features of the text types students create and interpret (see above).
Science and Technology: Content from the Built Environments and Living Things strands. The unit ‘Our Australia’.
Mathematics: Developing graphs, tables.

Resources

The Board’s website (http://www.boardofstudies.nsw.edu.au) lists current available resources such as some selected background information sheets, websites, texts and other material to support this unit.

Source materials that include factual and literary texts, websites, posters and photographs that relate to Australian parks and care of natural environments, especially in your local area.

Local Aboriginal organisations, to find out about Aboriginal land and land management practices. If possible, obtain the map ‘Aboriginal Australia’ (available from the Australian Institute of Aboriginal and Torres Strait Islander Studies).

Visits from State or national park employees to discuss their job descriptions and park management practices, or contact through some other means, eg e-mail, fax, letter.

The Environmental Defender’s Office for information on environmental laws.

Local environmental organisations.

An excursion to a local State or national park. Encourage students to make their own visits and record their own observations.

Materials about parks in other countries and World Heritage sites in Australia and in other parts of the world.
State and National Parks

Outcomes and Indicators

ENS2.6
Describes people’s interactions with environments and identifies responsible ways of interacting with environments.

- identifies organisations concerned with the care of features, places and environments in the community
- examines the effects of regulations, laws and practices associated with the management and care of natural and built features and sites
- gives reasons why groups are associated with a feature or site, e.g., Streamwatch, National Trust
- evaluates the necessity of caring for and conserving a feature, site or place
- presents alternatives and consequences of using features, sites and places in particular ways
- identifies the viewpoints of others regarding how sites, places and features can be cared for, and demonstrates an appreciation of the rights of others to have these viewpoints
- gives reasons why a specified feature, place or site should be cared for
- compares uses of environments in Australia with uses outside Australia
- recognises that Aboriginal people have a special relationship with the land and sea
- plans a strategy for caring for a particular place.

ENS2.5
Describes places in the local area and other parts of Australia and explains their significance.

- names and locates natural, built and heritage features in their community and evaluates their significance
- gives reasons why particular activities may be associated with particular natural, built and heritage features and places
- compares natural and built features, sites and places in their local area with those in other locations in Australia or the world
- compares ways in which members of the community use features of the community to meet their needs
- recognises the importance of some Aboriginal land and water management practices
- uses geographical terminology to describe natural and built features in their community
- locates and maps national parks in NSW and uses locational terminology such as north, south, east, west.

Key assessment opportunities are marked: ✤

Learning Experiences

Learning Sequence 1: State and National Parks

- Read or jointly view literary texts about being in a park or going camping, or about some other experience of a natural environment. Talk about the text and relate it to students’ experiences. Show images of national and State parks and talk about students’ experiences of parks. Ask questions such as: Have you ever been to a park? What is a park? What sorts of things can you do there? What can’t you do? Why do they have rules in a park? Why do we have parks?
- Collect information under the headings: ‘What We Know about Parks’ and ‘What We Would Like to Know about Parks’. Jointly plan what the students need to find out about parks and determine how they should undertake their inquiry. Assist students to acquire the information they need. Suggest the use of the Internet, libraries, field study centres, environmental organisations (e.g., Streamwatch), heritage organisations (e.g., National Trust), Aboriginal organisations (e.g., land councils), the National Parks and Wildlife Service or individuals who work in parks such as rangers. Encourage students to write letters and send e-mails and facsimiles to organisations and individuals.
- Have students share visual and written texts and other resources about parks. They could then complete a retrieval chart about what all parks have in common and how they are different.
- Provide maps of NSW and Australia that show the location of national and State parks. Ask students to find information about: the number of parks, reserves and refuges that have been set aside in Australia; their location; their purposes; the names of State and national parks.
Discuss how loggings of old-growth or ecologically mature forests would affect the ecosystem of a State or national park. Discuss ecologically sustainable timber industries based on secondary forests and plantations.

Ask students to locate and identify particular parks, using questions such as: Which is the largest park? Which parks have desert environments? Which park is surrounded by a city? Which park is closest to our local area? Which parks have Aboriginal sites?

Display the information that the students find.

Complete a class case study of a park. It could be a local park or another of your choosing. If possible, organise an excursion to the park or make contact with park administrators.

Have students formulate questions that they can ask people who work in the park; What do they do? How do they manage the park? What people go there? What activities are available? What are their responsibilities towards the care and conservation of the park's environment? What are the rules of the park? Students will need to record their observations and answers and pool the information in a retrieval chart.

Jointly construct a written description using the information that has been gathered and display it along with diagrams, photographs and sketches.

Invite representatives of the local Aboriginal community to come and talk about their view of land management practices, Aboriginal sites that exist in the park, correct behaviour when visiting Aboriginal sites, and the value of the park or other lands around the local area.

Read and view texts about parks in other countries. Compare them with the local park or other State or national parks in Australia.

Provide opportunities to look at local heritage sites and World Heritage sites in Australia and in other parts of the world. Briefly look at what these areas are and why they are of value.

Learning Sequence 2: Rights, Roles and Responsibilities

Talk to students about the rules people need to consider when visiting a park. Write up these as Do's and Don’ts. Ask questions such as: Why do the parks have rules? What would happen if there were no rules? What are our own responsibilities when we visit a park? How do the things left behind (rubbish) effect the native plants and animals living in the park? Ask them to design a poster illustrating an important rule.

Provide opportunities for students to find out about the rules in State and national parks and parks in other countries.

Organise for the school playground to become a ‘park’. Pose questions for the students to consider, such as: Which areas would need to be locked away and conserved? What would the rules be to protect this environment? What environmentally friendly activities would there be for visitors? Who would work in this park and what would their duties be? What would be the rights and responsibilities of the visitors to this park?

Look at environmental laws that give legal protection for threatened species (both animals and plants) and native vegetation. Discuss why these laws exist and what could happen if they did not exist.

Ask the students to decide on a management plan, including rules, for the school playground ‘park’, and to develop and display posters of ‘Park Rules’ in the playground. Provide an opportunity for students to have a Park Day when they manage the playground like a park, assigning themselves duties and organising the visitors and possible activities.

Learning Sequence 3: Putting It All Together

Ask students to design posters advertising a park, reserve or refuge that particularly interests them. They will need to include: 1) how to get there (including a map); 2) hours it is open; 3) tours available; 4) accommodation available; 5) food and meals available; 6) activities available and times they are available; 7) areas in the park; 8) rights and responsibilities of visitors and workers; 9) protected animals and plants; 10) rules of the park; 11) unique opportunities within the park environment.
Student Work Sample

Context

After viewing photographs and a video about national parks, students were asked to design a concluding segment that would include rules about caring for national parks. Students contributed to a joint discussion on how national parks can be protected and preserved while still enabling people to visit them. An extensive set of rules was developed, which students then selected from to construct their own poster.

- examines the effects of regulations, laws and practices associated with the management and care of natural features (ENS2.6)
- plans a strategy for caring for a particular place (ENS2.6)

Where to from Here?

Have students, in pairs, choose a State or national park and investigate its regulations, laws and practices. Students could devise a checklist of points for the ranger to use to ensure these are being obeyed. A list of consequences for people who don’t obey these regulations, laws and practices could then be developed.
Living in Communities

This unit provides opportunities for students to explore the diversity of different communities within Australia. It examines the characteristics of a community that contribute to its identity as well as the diversity of communities that contribute to an Australian identity.

Unit Duration  Approximately 8–10 weeks

Subject Matter Focus  In this unit, students learn about:

- the origins and backgrounds of people in the local community
- the diversity of groups within and across communities
- easily recognisable symbols used by the local community
- languages spoken within communities, including the original Aboriginal languages spoken in the local community
- places of religious and spiritual significance in the local community, including the special relationship of Aboriginal people to the land
- traditional and religious stories about significant people and entities of major world religions
- major customs and celebrations of religious and other community groups
- goods, services and facilities in communities.

Implications for Learning  In this unit, students have opportunities to:

- collect information about their school and local community through direct and indirect experiences, including interviews with members of the community
- observe life in the community, looking for shared and diverse characteristics
- reflect on contributions made by individuals, families and other groups in the community
- discuss who is seen to be valued in their community and why
- make informed judgements about who or what they value in their community and present these judgements in various ways, including in written and spoken texts such as expositions and discussions
- describe the lifestyle and experiences that relate to their own cultural, linguistic and belief systems and compare these with other groups
- identify the characteristics they have that make them a part of their own cultural or religious group
- consider examples where individuals and groups are treated unfairly
- participate in activities that encourage positive relationships between members of their school and with other members of their local community
- evaluate systems that have been designed to meet community needs.

Literacy Notes

This unit provides opportunities for students to explore descriptions, discussions and expositions.

The HSIE teaching strategies/practices in this unit include note taking, mapping, interviews and developing retrieval charts.

Links with Other Key Learning Areas

English: The structure and language features of the text types students create and interpret (see above).

Science and Technology: Content from the Built Environments strand.

Mathematics: 3D models, grouping, graphing.

Resources

The Board’s website (http://www.boardofstudies.nsw.edu.au) lists current available resources such as some selected background information sheets, websites, texts and other material to support this unit.

Resources and texts about communities, eg Nikki’s Walk by Jane Tanner, including the local community, communities in Australia and those in other areas of the world; maps and directories, travel brochures, postcards and guide books; material about the different cultures, traditions, practices, customs, celebrations, religious practices and places of religious and spiritual significance within communities.

Traditional, Dreaming and/or religious stories that relate to your community.

Information and source material about events celebrated by people in your community, eg Australia Day/Survival Day, Anzac Day, Chinese New Year, NAIDOC, Easter, Passover, Feast of Eid.

Resources about the original Aboriginal languages in your local area and, if possible, in other areas. The map ‘Aboriginal Australia’ (available from the Australian Institute of Aboriginal and Torres Strait Islander Studies) is a useful guide. The NSW Aboriginal Land Council can also assist with language information.
Living in Communities

Outcomes and Indicators

CUS2.4
Describes different viewpoints, ways of living, languages and belief systems in a variety of communities.
- describes the cultural, linguistic and religious diversity of communities in Australia
- gathers information and explains the various lifestyles and experiences of different groups within communities in Australia
- examines the different viewpoints that people might have about cultural, linguistic and religious issues that arise in their local community and in other communities
- describes different ways in which citizens can value and respect others, e.g., acknowledging that people have the right to hold different viewpoints
- examines religious groups and forms of spirituality in the community
- gathers information about, and participates in, local community celebrations
- recognises examples of systemic unfairness, e.g., discrimination based on race, skin colour, language, religious belief, gender.

CUS2.3
Explains how shared customs, practices, symbols, languages and traditions in communities contribute to Australian and community identities.
- identifies some of the community groups that people can belong to
- identifies diverse customs, practices and symbols shared by their local community and all communities within Australia
- examines the different perceptions that people living within a community have of that community
- identifies some customs, practices and traditions of their local community, beginning with Aboriginal people
- gathers information about the roles, symbols and practices of some community groups
- listens to and retells traditional, religious and ethical stories that relate to their local community
- identifies major community religions and places of religious significance in their local community, e.g., temple, church, synagogue, mosque
- locates and identifies evidence of the languages used in their local community, beginning with the original Aboriginal languages
- identifies the advantages and disadvantages of living within a community.

SSS2.7
Describes how and why people and technologies interact to meet needs and explains the effects of these interactions on people and the environment.
- examines the goods and services provided within the community and by community organisations to meet needs
- describes ways in which people cooperate with and depend on one another in their work
- describes ways in which people obtain goods and services in the local community
- identifies some ways in which religious and/or belief systems operate to satisfy needs.

Learning Experiences

Key assessment opportunities are marked: ✴

Learning Sequence 1: Places

- Read and view texts about community life. Ask questions such as: Who lives there? What were the special places? What sort of buildings were there? How were those buildings used? What did the people do? What sort of people lived there? In what ways is our community different? In what ways is it the same?
- Organise for students to complete personal maps of an area of their community with which they are familiar, where they spend most of their time, or which gives meaning to their lives, e.g., their home, a sports oval, the local park, a religious/spiritual site, an area of the bush, a favourite shop, a popular meeting place. On the map, they could record what they do there and how they get there. Have students share their maps and discuss the significant people who share this familiar area with them.
- Provide opportunities for the students to observe their community, e.g., ask students to observe what they see and then ask questions such as: What buildings are there? What happens in them? How old are they? What used to happen in some of these buildings? Which buildings do people live in? Which buildings do people work in? What people can they see? What are they doing? Where do people meet? What other areas are there? What happens there? What signs and symbols can you see? Ask them to list their observations and complete retrieval charts. Have them photograph places and aspects of community life, including people, buildings, streets, parks/open spaces, other special places. Label and display these. ✴
Living in Communities

Learning Sequence 2: Celebrating

- Discuss events that have recently occurred in the local community. Ask students to interview family and other community members about the events that occur regularly. Organise students to gather information from local newspapers, the Internet and public notices, including posters, about events that are happening now.

- Have students list and categorise the events that have occurred this year and those which will be occurring. Display this information as a calendar or some other type of retrieval chart.

- As each event occurs, the students should consider how and why their family celebrates the event, how their school celebrates it and how other cultures in the local and wider community, including other countries, celebrate it (eg Blessing of the Fleet, Chinese New Year, Halloween). Consider events that have national significance for Australians but are not celebrated in other countries (eg Australia Day/Survival Day, Anzac Day). Provide opportunities to discuss why a significant event is celebrated, and the value of events, their traditions and customs to community life. Discuss how taking place in celebrations makes an individual feel like they belong to a family or group.

- Have students research information about an event they have attended recently. They should use libraries and interview relevant people about the origins of this event, why it is celebrated and why it is valued. They will need to consider their own opinion of the value of the event and, finally, present their information as a written or spoken discussion.

Learning Sequence 3: Community Life

- Read texts and organise visitors to present oral recounts and narratives that relate to the local community. They could be traditional texts from different cultures, from the Dreaming and religious stories. Discuss how they relate to people and groups who live in the community and to community life. Provide opportunities to dramatise some of these.

- Provide opportunities for students to find out about the original languages spoken by the local Aboriginal group, as well as languages spoken by other cultural groups within the local community. Provide opportunities for students to learn songs and expressions in these languages (where appropriate).

- Ask students to think about their life in their local community. Read texts (including poetry) and jointly view visual texts (including interviews) about community life. Discuss how people feel about living in their community. Provide opportunities for students to express how they feel and to reflect on their own life in the community.

- Discuss how students can be involved in community action groups such as local environmental groups. Students could write to local councils to find out about existing groups and current strategies for environmental action.

- Organise for students to communicate with students in another school in Australia or overseas. They could ask these students to describe where they live, the community facilities available, their home and home life, places they go to, their activities, groups they belong to, why they like or don't like living in their community and what improvements they would make if they could.
**Student Work Sample**

**Context**

Students interviewed family members about the events that occur in their community. This information was used to complete a retrieval chart/calendar, along with information from newspapers, radio, posters and the Internet, giving details about each event.

- **gathers information about local community celebrations (CUS2.4)**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Venue</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEAM FEST.</td>
<td>21-5</td>
<td>MAITLAND</td>
<td>Where there is a festival where steam train get together on show.</td>
</tr>
<tr>
<td>SURF TO CITY</td>
<td>2-8</td>
<td>COSFORD</td>
<td>Where people swim from the surf and go to the city.</td>
</tr>
<tr>
<td>BRITISH CAR DAY</td>
<td>16-8</td>
<td>BERKELEY VALE</td>
<td>Where it is a show with all British cars.</td>
</tr>
<tr>
<td>WHITE ROSE DAY</td>
<td>23-8</td>
<td>THE WORLD</td>
<td>To Remember about Princess Diana.</td>
</tr>
<tr>
<td>JEANS FOR GENES</td>
<td>7-8</td>
<td>AUSTRALIA</td>
<td>To raise money for children's diseases.</td>
</tr>
<tr>
<td>CAROLS BY CANDLES</td>
<td>19-12</td>
<td>GRAHAM PARK</td>
<td>Where people sing songs by candlelight.</td>
</tr>
<tr>
<td>MOTOR SHOW</td>
<td>25-4</td>
<td>MT PENANG</td>
<td>Where cars are on display.</td>
</tr>
<tr>
<td>ANZAC MARCH</td>
<td>25-4</td>
<td>CENTRAL COAST</td>
<td>People march down the Hi way.</td>
</tr>
<tr>
<td>ORCHID FESTIVAL</td>
<td>8/9-8</td>
<td>GOPFORD SHOWGROUND</td>
<td>ORCHIDS ARE on display.</td>
</tr>
<tr>
<td>Easter Show</td>
<td>Apr/1</td>
<td>Homebush Bay</td>
<td>It is like a festival.</td>
</tr>
<tr>
<td>New Years Eve</td>
<td>31-12</td>
<td>Terrigal</td>
<td>Firewords are being displayed.</td>
</tr>
<tr>
<td>Elvis Festival</td>
<td>16-8</td>
<td>MINGARA</td>
<td>People dress up like Elvis.</td>
</tr>
<tr>
<td>Daffodil Day</td>
<td>21-8</td>
<td>AUSTRALIA</td>
<td>Where people raise money for sick children.</td>
</tr>
</tbody>
</table>

**Where to from Here?**

Use the data collected by students to develop a class database. This information could then be reviewed and discussed by groups, with a focus on events considered to be significant by all, some, or a few. Model proofreading skills to check for spelling and punctuation.
Who Will Buy?

This unit provides opportunities for students to explore the goods and services that provide for needs and wants and the responsibilities of producers and consumers. It explores the changes that have occurred and the influences of technology.

Unit Duration  Approximately 8–10 weeks

Subject Matter Focus  In this unit, students learn about:

- goods, services and facilities in communities
- contributions of paid and unpaid workers and voluntary organisations in the community
- services and contributions made by community organisations and groups
- consumer and producer rights and responsibilities.

Implications for Learning  In this unit, students have opportunities to:

- use flow charts and diagrams to demonstrate connections between elements of systems that provide goods and services, and explore consequences when elements change
- evaluate systems in their community that have been designed to meet community needs
- examine the contribution of paid and unpaid services in the community to community life
- consider their responsibilities within and towards a community system of goods and services
- be aware of, and reflect on, changes to the provision of goods and services.

Literacy Notes

This unit provides opportunities for students to explore information reports, descriptions, explanations and procedural recounts.

The HSIE teaching strategies/practices in this unit include flow charts, retrieval charts, concept maps, interviews, moral dilemmas and labelling.

Links with Other Key Learning Areas

English: The structure and language features of the text types students create and interpret (see above).

Mathematics: Notions of profit and loss, prices, change, measurement units used to sell goods, wholesale and retail prices, specials, shopping lists, using calculators, estimating, money, 3D models.

Science and Technology: Content from the Products and Services strand.

Personal Development, Health and Physical Education: Positive relationships between consumers and producers.

Resources

The Board’s website (http://www.boardofstudies.nsw.edu.au) lists current available resources such as some selected background information sheets, websites, texts and other material to support this unit.

Spoken, written and visual texts about shopping and shops. Include examples from other countries in the world as well as different cultural communities in Australia.

Resources for a class ‘business’, including plastic money, uniforms and possible ‘goods’.
Who Will Buy?

Outcomes and Indicators

<table>
<thead>
<tr>
<th>SSS2.7</th>
<th>SSS2.8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describes how and why people and technologies interact to meet needs and explains the effects of these interactions on people and the environment.</td>
<td></td>
</tr>
<tr>
<td>Investigates rights, responsibilities and decision-making processes in the school and community and demonstrates how participation can contribute to the quality of their school and community life.</td>
<td></td>
</tr>
</tbody>
</table>

- Identifies the components of a system that provides goods and services and how the components need to interlink.
- Examines a variety of systems that have been designed to meet needs in communities and identifies the advantages and disadvantages of their use, eg sewerage treatment works, postal system, electricity system.
- Examines possible consequences if a system changes in some way, eg if components are missing or break down, if technology improves.
- Explains the changes to a system over time and the advantages and disadvantages of these changes, eg shops, market gardens.
- Examines the goods and services provided within the community and by community organisations to meet needs.
- Makes statements about the social and environmental responsibilities of producers and consumers.
- Describes how changes in technology have affected lifestyles and the environment, eg media technologies.
- Identifies the different technologies involved with monetary exchange.

Learning Experiences

Key assessment opportunities are marked: ☆

Learning Sequence 1: The Need to Shop

- Provide opportunities to investigate the students’ basic needs, as well as their wants, for food, clothing and housing. Ask them to complete a retrieval chart that distinguishes between food, clothing and housing needs and wants.
- Have students investigate the possible sources for satisfying needs and wants, eg shops, farms, factories, home produce, community organisations, government organisations, and complete a retrieval chart.
- Discuss the importance of shopping as a means of satisfying needs and wants. Jointly compile a list of a variety of shops, then have students complete a concept map that categorises the list in some way. ☆
- Organise for students to gather information from newspaper and magazine advertisements about buying and selling and to categorise these according to needs and wants, goods and services.
- Organise for students to interview adults and friends about the importance of shopping in their lives. Jointly formulate questions such as: How often do you visit a local shop? What items do you buy most often? What is bought in different shops? How far would you go to buy something you need?
- Organise for students to interview elders (eg grandparents, senior citizens) about how they used to shop when they were younger, and the changes that have occurred: Which changes are they happy about, and which ones would they rather had not happened? What changes in technology they have observed (eg the growth of shopping centres and malls, the use of bar codes, credit cards, EFTPOS)?
- Jointly construct retrieval charts that categorise the differences between then and now. Discuss the advantages and disadvantages of shopping then and now. Ask students to predict future developments. ☆
- Jointly complete a concept map that will demonstrate ways of characterising and distinguishing between shops, other businesses associated with goods and services, local council offices and other community organisations, eg the veterinary practice, a factory, the council chambers, the CWA, local Aboriginal organisations. ☆
Encourage students to use a variety of sources and resources to write information reports about shopping in other communities/other countries.  

Ask students to investigate what can be, or is, produced at home and ways of ‘shopping’ that do not involve money, eg subsistence farming, bartering, cooperatives. Investigate bulk buying.

Ask students to investigate different options that provide for needs (community organisations, government), especially for people who cannot pay for goods or services.

Pose a moral dilemma about obtaining goods that you might need, such as food or clothing, when you don’t have any money. What options would be available and which options would be fair or unfair? Ask students to form opinions about options for people.

Learning Sequence 2: Doing Business – Shops and Services

Ask students to investigate and write a description of a local shop, including: why the shop is located where it is; the layout; shop design; location of furniture and equipment; stock available and stock control; packaging, storage and display; methods of delivery; use of technology; repair needs and methods; energy use; people who work there; customers and customer service; typical purchases and methods of payment; wholesale and retail prices of different products.

Provide opportunities for students to observe the location of shops in the local area, locate them on a directory, map them or make a 3D model. Ask them to label the shops accordingly to type. Ask them to consider the differences, similarities, advantages and disadvantages of shopping locally instead of in a large central shopping centre, and complete a retrieval chart. To gather information, they will need to interview consumers and formulate questions such as: Which shops provide for your preferred method of purchase (eg EFTPOS, credit card, account, cash, cheque)? Which is the most convenient location? Which packaging would you prefer? What customer service provides best for your needs?

Discuss and jointly design a ‘shop/business’: establish a shop management team; make decisions about what stock to use and where to get it; plan procedures for obtaining stock; decide how to attract customers, store, display and package the stock; decide on the allowable methods of purchase.

Visit a supermarket, a shopping centre or a market and ask students to observe and pose questions for people who work there about how the system works. Questions they could ask are: Who works here? What are their roles? Where does the produce come from? How is it delivered? What type of produce is there? How does the selling of goods work? Do you advertise? What happens when you have specials or sale periods? How do your customers buy goods? What can go wrong? What happens if the system breaks down in some way? What happens if a delivery doesn’t arrive or industrial action taken by your suppliers? What happens if there is a disaster such as a fire or a flood? When do you have to call the police? Ask students to prepare a checklist to record their observations and answers.

Learning Sequence 3: Where Do the Goods Come from?

Organise students to gather and present information to show the production and distribution of food. They will need to formulate and answer questions such as: Where do the goods come from (eg dairy, orchard, factory, home garden, market garden)? Are they natural or processed? How are they prepared for distribution (eg refrigeration, cleaning, packaging)? Where are they processed? Where are they stored before they go to the shop (eg a warehouse)? How are they delivered?

Have students visit the school canteen and interview the people who work there. They can complete flow charts on how the food/produce gets to the canteen and where it comes from. They should investigate the roles and responsibilities of the canteen staff. They could also investigate how ‘green’ the canteen is, eg reducing waste, conserving energy.

Learning Sequence 4: Responsibilities of Consumers and Producers

Have students investigate issues that relate to energy use, care of the environment, waste management and the responsibilities of consumers and producers. Ask them to provide alternative plans of action in situations where there is obvious misuse.
Student Work Sample

**Context**

Students surveyed adults at home about where they preferred to shop, and why. The results were collated, then graphed. Students made generalisations about their findings and determined common reasons for the choice of shopping area.

- explains the changes to a system over time and the advantages and disadvantages of these changes (SSS2.7)
- examines the goods and services provided within the community (SSS2.7)
- describes how changes in technology have affected lifestyles and the environment (SSS2.7)

---

**Where to from Here?**

Arrange to visit the manager of a shopping centre to find out how it operates, including the range of services offered. Have students compile a list of questions they will need to ask to obtain relevant information. They could then consider the services offered in the light of their original findings about community preferences.
Stage 3 Units

Overview of Outcomes
Outcomes in Units of Work
Units of Work
  Gold!
  Global Environments: Rainforests
  State and Federal Government
  Global Issues: Antarctica
  Australian Democracy
  Study of a Cultural Group: Bali
  Identify and Values
  Global Connections
## Stage 3 Overview of Outcomes

### Change and Continuity

<table>
<thead>
<tr>
<th>Significant Events and People</th>
<th>CCS3.1</th>
<th>Explains the significance of particular people, places, groups, actions and events in the past in developing Australian identities and heritage.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time and Change</td>
<td>CCS3.2</td>
<td>Explains the development of the principles of Australian democracy.</td>
</tr>
</tbody>
</table>

### Cultures

<table>
<thead>
<tr>
<th>Identities</th>
<th>CUS3.3</th>
<th>Describes different cultural influences and their contribution to Australian identities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Diversity</td>
<td>CUS3.4</td>
<td>Examines how cultures change through interactions with other cultures and the environment.</td>
</tr>
</tbody>
</table>

### Environments

<table>
<thead>
<tr>
<th>Patterns of Place and Location</th>
<th>ENS3.5</th>
<th>Demonstrates an understanding of the interconnectedness between Australia and global environments and how individuals and groups can act in an ecologically responsible manner.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationships with Places</td>
<td>ENS3.6</td>
<td>Explains how various beliefs and practices influence the ways in which people interact with, change and value their environment.</td>
</tr>
</tbody>
</table>

### Social Systems and Structures

<table>
<thead>
<tr>
<th>Resource Systems</th>
<th>SSS3.7</th>
<th>Describes how Australian people, systems and communities are globally interconnected and recognises global responsibilities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roles, Rights and Responsibilities</td>
<td>SSS3.8</td>
<td>Explains the structures, roles, responsibilities and decision-making processes of State and federal governments and explains why Australians value fairness and socially just principles.</td>
</tr>
</tbody>
</table>

## Stage 3 Outcomes in Units of Work

<table>
<thead>
<tr>
<th>CCS3.1</th>
<th>CCS3.2</th>
<th>CUS3.3</th>
<th>CUS3.4</th>
<th>ENS3.5</th>
<th>ENS3.6</th>
<th>SSS3.7</th>
<th>SSS3.8</th>
</tr>
</thead>
</table>

### Gold!

**Global Environments: Rainforests**

**State and Federal Government**

**Current Issues: Antarctica**

**Australian Democracy**

**Study of a Cultural Group: Bali**

**Identity and Values**

**Global Connections**
Gold!

This unit provides opportunities for students to explore the influence of the discovery of gold on Australian identity, environment and heritage. The unit focuses on significant events, actions and people as well as lifestyles and perspectives of the people and groups living at that time.

**Unit Duration**  
Approximately 8–10 weeks

**Subject Matter Focus**  
In this unit, students learn about:

- origins of days/weeks, events and places remembered nationally
- world achievements by Australians, past and present
- significant events that have shaped Australia’s identity, including the discovery of gold, colonial exploration and expansion
- cultural influences and other factors affecting identity
- changes in work practices and industry in Australia
- patterns of human involvement and use of environments
- effects of human and natural changes on environments
- different perspectives about the maintenance and improvement of environments.

**Implications for Learning**  
In this unit, students have opportunities to:

- critically investigate the contributions of significant events and people to Australian heritage, using a variety of primary and secondary sources
- examine different viewpoints about significant events and issues and demonstrate these viewpoints through debates, discussions and expositions
- investigate and report on the discovery of gold in Australia and the consequences of this discovery
- present information and demonstrate their understandings in various ways
- explore changes in the roles of men, women and children
- construct sequences of events and periods, using timelines
- identify the development of the rights and responsibilities of being an Australian citizen
- clarify and reflect on varying perspectives about the use of environmental resources.

**Literacy Notes**

This unit provides opportunities for students to explore information reports, literary and factual recounts, explanations, expositions and discussions.

The HSIE teaching strategies/practices in this unit include role-plays, learning games, graphs, mapping and flow charts.

**Links with Other Key Learning Areas**

*English:* The structure and language features of the text types students create and interpret (see above).

*Science and Technology:* Content from the Products and Services and the Earth and Its Surroundings strands. The units ‘Ancient Land’, which explores landform, rocks and elements in the local area, and ‘Environment Matters’, which looks at the effects of human activities on environments and how environmental damage can be addressed.

*Mathematics:* Constructing scale models, position and mapping, interpreting and drawing graphs, distances, areas, volume, mass, measurement, temperature, timelines, money.

**Resources**

The Board’s website (http://www.boardofstudies.nsw.edu.au) lists current available resources such as some selected background information sheets, websites, texts and other material to support this unit.

Resources about the discovery of gold in Australia and in other countries, and about life in the past, including life in the goldfields. Primary and secondary sources such as photographs, videos, websites, paintings and newspaper articles.

Local museums, historical societies and art galleries.

Experts who can talk about information and issues related to the discovery of gold in Australia.

Excursions to places and sites that had significance during the goldrush period and where students can see the effects of gold mining on the environment.
Gold!

Outcomes and Indicators

CCS3.1 Explains the significance of particular people, groups, places, actions and events in the past in developing Australian identities and heritage.
- describes some aspects of colonial exploration and expansion and its impact on all Australians, including Aboriginal peoples
- identifies the origins of events, days and actions of national significance to Australian citizenship and examines these events from different perspectives
- examines viewpoints of women, and of Aboriginal, Chinese and British people about events, people and actions associated with the goldrush era in Australia
- describes ways of life associated with the goldrush era and colonial expansion from different perspectives, including those of women, children, Aboriginal people, Chinese people, miners and settlers
- identifies places associated with nationally significant events and people
- outlines the effect that events from the past have had on a particular issue of significance
- examines countries that have influenced Australia’s heritage.

CCS3.2 Explains the development of the principles of Australian democracy.
- examines issues that have influenced the development of Australian democracy.

ENS3.6 Explains how various beliefs and practices influence the ways in which people interact with, change and value their environment.
- evaluates alternative views about the use of the natural and built environments
- examines how natural, cultural, religious, historical, economic and political factors can influence people's interactions with environments
- identifies the different viewpoints of groups and individuals, including Aboriginal people, farmers and miners, about uses of land
- expresses a personal point of view on an environmental issue and provides supporting evidence.

Learning Experiences

Key assessment opportunities are marked: ✡

Learning Sequence 1: Discovery of Gold – a Significant Event

- Provide texts for students to read and view. Have students construct ‘What I Know’ and ‘What I Would Like to Know’ charts about gold and gold discoveries. They should categorise the information under suitable headings, eg significant events, significant people, inventions, disasters, celebrations.
- Have students bring in any sources and resources that they can find about gold and gold discoveries within and outside of Australia.
- Jointly read and view literary and factual texts about different events and aspects of life that relate to the discovery of gold. Include ballads, poems and songs.
- Jointly construct a flow chart showing major global events related to gold discovery and use. Use world maps to locate and mark countries and regions that relate to these major events.
- Drawing on primary and secondary source material, ask students to gather information and report on an individual or group involved in the discovery of gold. Develop research questions such as: Where did he/she/they find gold? What was the geographic area like? What were the weather conditions like? How much gold was found? What methods were used to mine the gold? What happened to him/her/them?

Learning Sequence 2: Effects of the Discovery of Gold

- Have students find out the name of the Aboriginal language group in the Bathurst area and other areas where gold was discovered. Discuss the impact of the discovery of gold on Aboriginal peoples, eg loss of land, food. Discuss government policies and their effects on indigenous people at that time.
- Using statistics taken at the time, ask students to graph such phenomena as the increase in population. Discuss the possibility of bias in the collection/recording/reporting process.
- Ask students to choose an event during the goldrush period in Australia and to write a diary or journal entry from the perspective of someone who lived through the event. ✡
- Make up cards that name people, groups and events from the goldrush period. Play ‘Celebrity Heads’. (Choose three
students at a time. Place an ‘identity’ card on the head of each. These students then ask questions of the class in an
attempt to determine their ‘identity’. The class may only answer ‘yes’ or ‘no’. If the answer is ‘no’, then the next student
has a turn until a student finally guesses their ‘identity’.)
- Have students role-play or dramatise significant events during the goldrush era. They could also make 3D models of
goldfield scenes.
- Jointly compile a list of significant events from the goldrush period in Australia, demonstrate the structural and
organisational features of newspaper articles and have students write a newspaper article from the goldrush era. A class
newspaper could then be constructed using publishing software.
- Ask students to locate, on a map of Australia, significant places associated with gold discoveries, noting the towns that
were established during this period.

**Learning Sequence 3: Influences on Australian Identity and Heritage**

- Provide opportunities, through excursions to museums, by listening to and questioning visitors, and through written
and visual source material, to explore the effects and influences of the discoveries of gold in Australia on Aboriginal
people. Ask students to compare the colonists’ view and Aboriginal peoples’ view of the land. Organise for students to
find out about conflicts that occurred, especially in their local areas, as well as the skills and assistance that Aboriginal
people provided on the goldfields.
- Provide students with information such as graphs and statistical data, as well as photographs and other texts, to enable
them to look closely at the changing patterns of immigration and settlement during the goldrush era. Ask students to
pose their own questions about the motives of migrants, diversity within the migrant population and the difficulties
migrants faced. They should also explore the religious beliefs and practices and cultural traditions of different migrant
groups, using source material such as paintings, biographies, autobiographies, diaries, journals and letters.
- Draw on primary and secondary source material to explore the events leading up to the Eureka Stockade and their
significance in the development of Australian democracy. Ask students to gather information about the sort of society
that existed in the goldfields and in the large cities. Ask them to pose and discuss questions such as: How democratic
were these societies? What rights did all individuals have? What were their roles (eg military, miners, police)?
- Provide opportunities for students to identify influences of the goldrush era on Australia today, including the
development of transport (eg roads, railways, shipping, towns) and construction (eg use of materials, drainage,
sewerage). Have students choose one aspect of Australian life today that was influenced by the goldrush era and give a
written or oral presentation.

**Learning Sequence 4: Way of Life**

- Have students research significant goldrush towns and identify reasons why some of these endured while others
flourished for a short period and then quickly diminished. Have them pose questions about why people would settle
where they did. They should consider such factors as water supply, protection from the weather and availability of
particular resources.
- Explore the interaction between settlers, miners and the local Aboriginal people, eg the Wiradjuri.
- Have students research the different roles played by men, women and children during the goldrush period. They should
investigate family life, educational opportunities, leisure, living conditions, housing, work, dress, transport, chores.
They should analyse the differences in family status and wealth and how these factors influenced roles. Have students
view and analyse texts such as photographs and paintings of families during this period to determine what they reveal
about relationships between parents and children, and family and gender roles. Compare family life in the goldfields to
family life today.
- Sources such as photographs and recounts (biographies and autobiographies) of life on the goldfields should be used by
students to gather information about aspects of life such as transport, waste disposal, food supplies, water supplies,
housing, disease, medical and hospital facilities. General inadequacies should be explored as well as inadequacies that
existed for particular groups, eg women, migrants, Aboriginal peoples.
- Have students explore and identify the effects of prosperity and poverty on the colony.

**Learning Sequence 5: Influences on the Environment**

- Have students gather evidence of the effects of gold discoveries on the environment, ecosystems and biodiversity, using
photographs and paintings. They should be encouraged to look directly at examples such as erosion, deforestation and
damming. They could present the information found as part of a spoken or written discussion on the legacy of the
goldrush era for Australia today.
Student Work Sample

Context
The students gathered evidence of the effects of gold discoveries on Australia's environmental, social and economic condition, and formed a class display. They worked in groups to identify the main advantages and disadvantages of the discovery of gold in Australia. A class list was then compiled and displayed. The students later wrote letters to ‘relatives’ from the perspective of a young person living in the goldfields.

- explains the effects of one significant event on the environment (ENS3.6)
- outlines the legacy of events from the past (CCS3.1)
- examines points of view of women in the goldrush era (CCS3.1)
- describes ways of life associated with the goldrush era from different perspectives (CCS3.1)

Where to from Here?
Jointly explore aspects of gold mining today, such as technologies, people involved, lifestyle, global connections and environmental issues. This information could then be compared with information relating to the goldrush era.
Global Environments: Rainforests

The unit provides opportunities for students to investigate a rainforest environment in Australia. The unit focuses on comparing environmental patterns in Australia with those in other places in the world.

Unit Duration  Approximately 7–8 weeks

Subject Matter Focus  In this unit, students learn about:

- physical, political and cultural regions and main reference points in Australia and the world, including the continents and some capital cities
- geographic terminology
- communities, regions and environments in Australia and the world
- patterns of human involvement and use of environments
- effects of human and natural changes on environments
- different perspectives about the maintenance and improvement of environments.

Implications for Learning  In this unit, students have opportunities to:

- investigate some environments in Australia
- compare environmental patterns in Australia, Asia and elsewhere
- locate features on world maps, including political boundaries, latitude and longitude, major cities
- explore changes that occur in environmental areas, incorporating a case study
- clarify and reflect on various perspectives about environmental use, including negative aspects
- participate in activities that contribute to environmental sustainability
- investigate some case studies of Australia’s global interdependence, including some indications of our export and import industries.

Literacy Notes

This unit provides opportunities for students to explore descriptions and information reports.

The HSIE teaching strategies/practices in this unit include mapping, concept/mind maps, role-plays, diagrams/flow charts.

Links with Other Key Learning Areas

English: The structure and language features of the text types students create and interpret (see above).

Science and Technology: Content from the Earth and Its Surroundings and Living Things strands.

Creative and Practical Arts: The natural beauty of the rainforest provides stimulus for all of the Creative and Practical Arts strands. Reflecting the colours and textures of the rainforest through visual art, and the serenity and atmosphere through music, dance and drama, provides students with opportunities to interpret information they gather about rainforests and express their responses.

Resources

The Board’s website (http://www.boardofstudies.nsw.edu.au) lists current available resources such as some selected background information sheets, websites, texts and other material to support this unit.

Tourist departments, organisations and agents, for information about the tourist industry and rainforests.

Videos on rainforests, eg through the ABC, Film Australia and Classroom Videos. Posters, photographs, music and taped sounds of the rainforest are also available.

Texts such as Where the Forest Meets the Sea (Baker, 1988), electronic texts such as Imagination Express: Destination Rainforest CD-ROM (by Edmark, 1995).

Resources that include Aboriginal peoples’ interaction with the rainforest.

Internet sites related to rainforests around the world, eg http://www.ran.org/ran/kids
Global Environments: Rainforests

Outcomes and Indicators

ENS3.5
Demonstrates an understanding of the interconnectedness between Australia and global environments, and how individuals and groups can act in an ecologically responsible manner.

■ uses maps and globes to locate global and Australian reference points
■ locates and describes patterns of human involvement in environmental areas of Australia
■ compares human use of an environmental area with uses in another area of the world
■ explains the effects of human changes on an environment, evaluating the positive and negative aspects of these changes
■ draws accurate sketch maps of a known area and includes title, key, scale and direction
■ uses geographic terminology and tools to locate and investigate environments.

ENS3.6
Explains how various beliefs and practices influence the ways in which people interact with, change and value their environment.

■ examines factors that may give rise to different views about the care of places
■ identifies the different viewpoints of groups and individuals, including Aboriginal people, farmers and miners, about uses of land
■ expresses a personal point of view on an environmental issue and provides supporting evidence.

Learning Experiences

Key assessment opportunities are marked: ✫

Learning Sequence 1: What Is a Rainforest?

■ Ask students what they know about rainforests. Brainstorm and list possible questions.
■ Share written and visual texts such as Where the Forest Meets the Sea (Baker, 1988). Seek students’ responses to such questions as: Have you been to a place/heard about a place like this? Where is it located? What might you hear, smell, feel, touch, see there? What does the text tell us about the rainforest?
■ Have students independently construct a concept/mind map showing what they already know about the rainforest.
■ Where possible, jointly visit a rainforest or view a video and/or visual texts that depict a rainforest. Provide opportunities for students to gain access to a range of texts on rainforests, including electronic texts.
■ Have students write a description of a particular rainforest. They could include diagrams or flow charts about the interactions between elements of rainforests.
■ Return students to their concept/mind maps and have them add their newly acquired knowledge in a different colour. ✫
■ Provide students with atlases. Ask them to locate a rainforest on a map of Australia, eg the Daintree. Have students draw sketch maps of Australia, using a key and directional points to locate the rainforest region.
■ Have students work in pairs to answer some geographical questions related to the location of the selected rainforest, eg What is the rainfall? What is the nearest town? What State is it in? What ocean is nearby? What roads run into it? What latitude and longitude is it near? What other geographical features are near it? Students should use the information gathered to add more detail to their maps of Australia.
■ Organise for students to research aspects of Australian tropical rainforests such as insects, reptiles, birds, plants, frogs and fish, the ecosystem and interrelationships, using a range of sources. Have students present their findings as information reports or explanations.
■ Develop a classroom display representing a rainforest with emergent growth, canopy, understorey and forest floor. Label where particular animals and plants would be typically located.
■ Explain how sections of the rainforest are interdependent. Have students construct terrariums out of recycled plastic drink bottles as a simple model of an interdependent environmental system.
■ Discuss and identify the main dangers affecting rainforests, including species extinction.
Learning Sequence 2: People and Rainforests

- Jointly research the life of Aboriginal peoples of the tropical rainforests of Australia. Use texts such as those written by Sue and John Erbacher, *Aborigines of the Rainforest* and *Survival in the Rainforest*, and the *Encyclopedia of Aboriginal Australia* (Horton (ed), 1994).
- Have students develop a concept/mind map to indicate the interdependence of the people and the forest, eg examples where the rainforest meets the needs of the people and where people maintain and manage the rainforest.
- Locate media articles/reports about the building of the road through the Daintree rainforest and the consequences associated with it. Have students critically examine the viewpoints expressed and visual images presented in these texts.
- Ask students to locate examples of where human impact on Australian rainforests is minimised, eg ecotourism, sustainable logging. Students could present an example as a flow chart.
- Have students formulate responses to questions such as: What are the benefits of our rainforests to the global community?

Learning Sequence 3: Rainforests in Other Parts of the World

- Use a variety of resources, including the Internet and CD-ROMs, to compare the Daintree rainforest with a rainforest in another part of the world:

<table>
<thead>
<tr>
<th>(Daintree or another Australian rainforest)</th>
<th>(A rainforest in another part of the world)</th>
</tr>
</thead>
<tbody>
<tr>
<td>animals</td>
<td></td>
</tr>
<tr>
<td>plants</td>
<td></td>
</tr>
<tr>
<td>people</td>
<td></td>
</tr>
<tr>
<td>issues</td>
<td></td>
</tr>
<tr>
<td>solutions</td>
<td></td>
</tr>
</tbody>
</table>

- Jointly construct, or have students independently construct, a multimedia text on rainforests, drawing on a range of resources and technologies.

Learning Sequence 4: What Can We Do?

- Have students survey peers and adults to obtain their views on rainforest preservation. Organise a class discussion on the topic: How can we best preserve our rainforests?
- What can we do? A good reference here is the Rainforest Action Network (http://www.ran.org/ran/kids), which provides some options for student action.
- Have students reflect on these options and consider the possible positive and negative aspects of these actions, eg role-play a development proposal for a tourist resort in a rainforest area with students as developers, environmentalists, local government officers, residents, shop owners.
- Encourage students to choose an appropriate form of environmental action, eg design a poster, write a letter, debate an issue.
Student Work Sample

Context

Student groups were allocated a rainforest in another part of the world. The groups researched the animals, plants, peoples, issues and solutions concerning that environment. They then made a comparison with Daintree rainforest. Over a period of one week, each group developed a multimedia presentation. These presentations included audiotapes, videos, computer-generated information or photographs. Each presentation was critically appraised by fellow students.

- uses texts and multimedia to investigate facts about rainforests (ENS3.5)
- compares human use of an environmental area with use in another area of the world (ENS3.5)
- uses tools to locate and investigate environments (ENS3.5)
- locates and describes patterns of human involvement in environmental areas (ENS3.5)

Student Work Sample

Context

After holding a public meeting in which they presented the viewpoints of different interest groups, students presented their opinions on whose responsibility it is to preserve rainforests. Students shared their ideas on how to present their information during the draft stage. This work sample shows a student’s mind map exploring group responsibilities towards preserving rainforests. The final product was displayed and students discussed their findings.

- identifies the different viewpoints of groups about uses of land (ENS3.6)
- expresses a personal point of view on an environmental issue (ENS3.6)
- examines peoples’ responsibilities for environments (ENS3.6)
- explains the effects of humans on an environment (ENS3.5)
- evaluates solutions to environmental problems (ENS3.5)

Where to from Here?

Discuss the use of exposition in letters. Model the use of language with high modality, eg “The logging of the … Rainforest will …”. Have students write letters to environmental organisations, eg Greenpeace, to express their concerns regarding particular issues raised on their mind maps.
**State and Federal Government**

The unit provides opportunities for students to investigate the people and processes involved in legislative, executive and judicial functions of State and federal governments. The unit focuses on the responsibilities of different levels of government and how parliaments work.

**Unit Duration**  
Approximately 8–10 weeks

**Subject Matter Focus**  
In this unit, students learn about:

- State and federal government structures and the relationships between them  
- processes by which laws are made and changed in State and federal governments  
- electoral processes  
- community, school and class decision-making and democratic processes.

**Implications for Learning**  
In this unit, students have opportunities to:

- investigate the people and processes involved in legislative, executive and judicial functions of State and federal governments  
- become involved in classroom and school activities that use democratic processes  
- identify, through a variety of media, situations where civic action has led to the improvement of community living  
- accept civic responsibility through community involvement.

**Literacy Notes**

This unit provides opportunities for students to explore discussions, expositions and information reports. The HSIE teaching strategies/practices in this unit include interviews, matrices, mind maps, guest speakers and role-play.

**Links with other Key Learning Areas**

*English:* The structure and language features of the text types students create and interpret (see above).

**Resources**

The Board’s website (http://www.boardofstudies.nsw.edu.au) lists current available resources such as some selected background information sheets, websites, texts and other material to support this unit.

The Australian Electoral Commission and the Parliamentary Education Office (PEO), for current resources.


Excursions to parliaments and the Electoral Education Centre in Canberra and/or Sydney.

The Parliamentary Education Office’s kit *Class Parliament*, to establish a school parliament.

The CD-ROM *Parliament Stack*.

Media texts on issues related to government or involving government decision-making.

Government Information Services CD-ROM, *Particle*. 
State and Federal Government

Outcomes and Indicators

SSS3.8
Explains the structures, roles, responsibilities and decision-making processes of State and federal governments and explains why Australians value fairness and socially just principles.

- outlines the broad democratic political structures and gives examples of State and federal government responsibilities
- describes the means by which citizens influence the decisions and actions of their governments

- explains how laws are developed and changed
- demonstrates an understanding of representation and democratic processes by participating in class and school decision-making
- describes the interdependence of State and federal responsibilities
- describes the electoral processes used in Australia
- discusses the responsibility of the judiciary and the executive arms of government to carry out laws passed.

Learning Experiences

Key assessment opportunities are marked: ✤

Learning Sequence 1: What Is Government?

Note: Before commencing this sequence, teachers need to have collected media clippings related to the three levels of government. A class media file relating to government functions can be maintained as an ongoing strategy throughout the unit.

- Use a range of resources, eg dictionaries, encyclopedias, websites, to define the meaning of ‘government’.
- Using media clippings, have students construct a matrix to identify the responsibilities of the three levels of Australian government:

<table>
<thead>
<tr>
<th></th>
<th>Local</th>
<th>State</th>
<th>Federal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Have groups prepare and present information reports on their findings. Have them conclude with an evaluation of the research methods used.
- Point out that the three levels of government are established by constitutions. Students may examine the text of the Federal Constitution on the Internet. Teachers will need to assist by paraphrasing. Discuss similarities and differences between class/school rules and the rules for our government (Constitution).

Learning Sequence 2: Responsibilities of the Different Levels of Government

- Using the media clippings as a springboard, have students explore an issue associated with either State or federal government. Their personal views on this issue could be presented in the form of a letter to the relevant minister.
- To conduct this research, students may undertake a media search, interview people with varying positions on issues etc. Model and discuss the processes and strategies needed to locate, analyse and synthesise the information. ✤
- Students should continue to expand the matrix begun in Learning Sequence 1 to broaden their understanding of the functions of the three levels of government. Students could fax, e-mail or write letters to relevant education officers to elicit information about these levels.
- Invite a shire councillor or local member to the school to explain their rights, roles and responsibilities. Ask them to explain the rights, roles and responsibilities of voters.
Learning Sequence 3: Separation of Powers

Note: Before this sequence, the teacher should select appropriate clippings to illustrate the three separate powers of government.

- Consider the powers of government in relation to law: legislative (creation), executive (carrying out) or judicial (oversight). In Australia, the legislative arm consists of: the Senate and the House of Representatives at the federal level; the legislative councils and assemblies at the State level; and the council at the local level. The executive arm consists of: the Cabinet, Commonwealth public service and Commonwealth corporations at the federal level; the Cabinet, State public service and State corporations at the State level; and council staff at the local level. The judicial arm consists of the High Court and Federal Court at federal level; at State level, it consists of the Supreme Court, the District Court and the Local Court.

- Have students reorganise clippings into a new matrix, eg:

<table>
<thead>
<tr>
<th>Legislative</th>
<th>Executive</th>
<th>Judiciary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- The legislative function may be explored further by using a resource such as the Parliament Pack to create a flow chart of how a law is made.

Learning Sequence 4: Responsible and Representative Government

- Assign students to roles illustrating different life situations in an imaginary electorate, eg small business operator, market gardener, city resident, person who relies on public transport, student, drover, doctor, factory worker etc. Tell the students that they are all required to personally attend parliament to directly vote for bills. Students role-play the effects of their parliamentary commitments on their daily lives. Discuss the positive and negative aspects of everyone in the electorate having direct parliamentary involvement. Why have we adopted a representative system in Australia (ie we elect someone to represent us)?

- In groups, have students explore the qualities of someone who could represent them. Discuss the groups’ findings. Students could then construct a mind map showing their view of the qualities necessary for a good representative.

Learning Sequence 5: How Does Parliament Work?

- Provide a range of resources about the State and federal parliaments, focusing on structures and the responsibilities and roles of individuals. Jointly compile and display fact sheets based on questions such as: Who is the Prime Minister? Who is the Premier of NSW? What are the two houses of parliament in Canberra called? What are the two houses of parliament in Sydney called? Who are the Cabinet members?

- Model State and Federal Parliament by establishing either a school or class parliament. (Use the kit from the Parliamentary Education Office, Class Parliament, or the Parliamentary Education Office Website).

- Conduct a preferential ballot to appoint individuals to particular roles. Invite the local Divisional Returning Officer.

- Use this parliament to consider a range of school or class issues and to explore decision-making procedures. Inform students that once a decision is made, someone or a group of people needs to carry it out, that they are ultimately responsible to parliament, and that there also needs to be someone to referee if there are arguments. The judiciary could be represented by the teacher, but this does not need to be the case.

- Have students independently explore data acquired by the class to develop generalisations about the membership of State and federal parliaments, eg age range of parliamentarians, gender balance, qualifications.

Learning Sequence 6: Culmination

- At some stage during this unit, students could visit Federal Parliament in Canberra or State Parliament in Sydney.

- Jointly evaluate the school or class parliament. Discuss ways of improving processes.
Student Work Sample

Context
Students were given different texts about the proposed goods and services tax (GST). In groups, they discussed the point of each text, the reason why this point was being made, the language used and the reliability of the information. Each group listed what they considered to be factual information. They reported this information back to the class and identified three advantages and disadvantages of a GST. When asked whether they would support a GST, one student suggested that she did not have enough information to make a decision. The class agreed with her and consequently jointly developed a letter to the local federal member, requesting more information.

- identifies federal and State responsibilities (SSS3.8)
- describes the interdependence of State and federal responsibilities (SSS3.8)
- describes the means by which citizens influence the decisions and actions of their governments (SSS3.8)
- shows an interest in, and willingness to provide, opinions about community issues (SSS3.8)
- examines points of view about a particular issue (SSS3.8)

Where to from Here?
The local member could be invited to speak to the class. Jointly discuss how the visit should be organised, and design the agenda. Plan questions to be asked. Focus on listening strategies and note-taking skills.

The new tax system at a glance

The new tax system
- The typical family will be between $490 per week better off after GST.
- Overall the Government will reduce the tax burden.
- Tax in excess of $10,000 should be shared out between the States.
- Health, education, and children services holidays and nursing homes, local government rates, water and sewerage charges will all be GST free.
- The rate is at 8%. Small businesses will be charged 5%.
- The tax must be paid in $2200 a year.
- The tax must be paid in $2200 a year.
- The tax was paid up to $1850 by 17%.


G-ST - Tax System

Source: The Sun Herald. Date: Saturday 22nd August

Author: Bryce Courtenay

The GST will make books more expensive.

Reason: Bryce Courtenay thought to the GST. If the GST goes on, they will make Bryce Courtenay boss. More expensive and no one will buy them and his business will go down.

Language: The language is strong and persuasive.

Information: There will be 10% GST of books.
Current Issues: Antarctica

This unit provides opportunities for students to explore issues and decision-making involved in human interaction with a significant world environment, the Antarctic. The unit focuses on how beliefs about human interaction have changed over time and differ from person to person, depending on their perspective and interest in the area.

Unit Duration  Approximately 6–8 weeks

Subject Matter Focus  In this unit, students learn about:
- patterns of human involvement and use of environments
- effects of human and natural changes on environments
- ecologically sustainable development of environments
- different perspectives about the maintenance and improvement of environments
- case studies of selected natural or built heritage sites in the world.

Implications for Learning  In this unit, students have opportunities to:
- locate features on world maps, including political boundaries, latitude and longitude, major cities
- explore changes that occur in environmental areas, incorporating a case study
- clarify and reflect on various perspectives about environmental use, including negative aspects
- acquire information about the needs of other areas of the world and about how Australia can assist
- discuss and draw conclusions about the criteria for exemplary global interaction.

Literacy Notes
This unit provides opportunities for students to explore expositions (presenting a position on a particular development in the Antarctic).

The HSIE teaching strategies/practices in this unit include mapping, categorising, concept maps, retrieval charts and timelines.

Links with Other Key Learning Areas

English: The structure and language features of the text types students create and interpret (see above).

Science and Technology: Content from the Earth and Its Surroundings, Living Things and Products and Services strands. The ‘Environmental Matters’ unit could be adapted to this topic.

Mathematics: Gathering statistics and graphing changes in the Antarctic.

Resources
The Board’s website (http://www.boardofstudies.nsw.edu.au) lists current available resources such as some selected fact sheets, websites, texts and other material to support this unit.

Tourist and government brochures and posters about the Antarctic.

Relevant government departments, to organise a speaker who has some contact with the Antarctic.

NASA runs occasional teleconferences for students about Antarctic workers (refer to Internet address: http://quest.arc.nasa.gov/antarctca2/index.html)

Websites such as:
- http://www.antdiv.gov.au
- http://www.seeport.com
- http://www.environment.gov.au

Newspapers, for the latest references to the Antarctic and for archival materials, eg Sydney Morning Herald CD-ROM.
Current Issues: Antarctica

Outcomes and Indicators

ENS3.6
Explains how various beliefs and practices influence the ways in which people interact with, change and value their environment.
- examines factors that may give rise to different views about the care of places
- evaluates alternative views about the use of natural and built environments.
- examines how natural, cultural, religious, historical, economic and political factors can influence people’s interactions with environments
- identifies the different viewpoints of groups and individuals about uses of land
- examines issues associated with differing values about natural and built environments, using a variety of sources, including the media
- expresses a personal point of view on an environmental issue and provides supporting evidence.

Learning Experiences

Key assessment opportunities are marked: ✪

Learning Sequence 1: The Place – Where Is It, What Is It Like?
- Ask students what they know about the Antarctic and what they would like to know.
- Show a video, or display photographs or other texts of the Antarctic. (Note: The 1961 Antarctic Treaty defined the Antarctic as the region south of the 60° latitude that includes the continent and the ice shelf. This is 10% of the world’s land surface and 10% of its oceans.)
- Brainstorm ideas about the Antarctic, eg: What does the Antarctic mean to you?
- Discuss the basis for students’ ideas/feelings about the Antarctic, eg: What information about the Antarctic has interested you the most? Why do you think that is?
- Categorise these reactions to the Antarctic in some way.
- Ask students to chart these initial reactions and revisit them periodically throughout the unit as the students learn more about other’s reactions to the Antarctic.
- Jointly locate the Antarctic on the map of the world. Observe it on a globe and identify the neighbouring countries. Discuss the reasons why around-the-world yacht races sail so close to the Antarctic. Have students sketch a map of the Antarctic, locating key bases. They should identify the key countries involved in Antarctic research and indicate latitude. ✪

Learning Sequence 2: Significant Events in, and Interactions with, the Antarctic
- Have students research different facets of human involvement in the Antarctic, using a variety of resources including the Internet. Themes for investigation could include: mineral exploration; tourism; ecological research; meteorological research; explorers; whaling; fishing; possible military involvement.
- Ask students to select someone identified in the previous research activity (eg owner of a mining company, geologist, ecologist, military leader, explorer) and to write an exposition from this person’s perspective on an issue involving the Antarctic, eg reaction to an oil spill or the building of a tourist facility. Encourage students to base their position on evidence collected and analysed.
- Have students present their exposition to the class, in role, perhaps using the setting of a television documentary or interview, or a forum in which several people in role are chosen to take part.
- Have students add to the charts showing their feelings about Antarctica. They should make amendments as they learn more and consider the implications of the various positions for the future of the Antarctic. Changes should be marked in a different colour. ✪
Learning Sequence 3: Human Interaction with the Antarctic – the Impact and the Decisions

- Pose the question: with so many different views, how can we decide what human activity should be permitted at Antarctica?
- After they present their expositions (Learning Sequence 2), have students discuss the changes that have occurred in human interactions with the Antarctic in the last 100 years. A timeline could be drawn, or a retrieval chart compiled, to depict these changes. Information is available from the Commonwealth Department of Environment, Sport and Territories, the Australian Bureau of Statistics and the Bureau of Meteorology.

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<td>Wildlife Statistic</td>
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<td>Population/Visitors</td>
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<td>Average Temp.</td>
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<td>Built Structures</td>
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- Have students investigate: Why have the interactions of people with the Antarctic changed? How have they changed? What influences/beliefs/viewpoints/data have affected these changes?

Learning Sequence 4: Decision-making and the Antarctic

- Have students investigate: Who determines human interactions with the Antarctic? What are the benefits and risks of interacting with the Antarctic?
- From their previous research, students may already be aware of current treaties, but it is important that they also think of alternative solutions. Ask student groups to produce a concept map showing their ideas about the extent of human activity that should be permitted in the Antarctic. ✤
- Explain the nature of the various treaties that have been signed to protect the Antarctic. Try to acquire a copy of a current agreement or Australian government policy relating to the Antarctic.
- Invite a guest speaker from Greenpeace or another environmental group to explain possible consequences of human involvement with the Antarctic. View the Greenpeace website at http://www.greenpeace.org/
- Have students create a poster to alert others to future threats to the Antarctic, eg overfishing, waste disposal, ozone depletion, oil spills, effects of tourism. Emphasise the need for citizens to monitor and review treaties as new circumstances arise. ✤
- Maintain a media file related to the Antarctic.
Student Work Sample

Context
After looking at the development of the Antarctic and human impacts, the class discussed the need for a set of rules to look after this environment. The term ‘treaty’ had been introduced and explored, and students had researched former and present activities in Antarctica. Students then independently formulated a set of 5–10 rules that would preserve this environment. They presented their rules to the class and discussed the positions taken.

- examines how natural, economic and political factors can influence people’s interactions with the environment (ENS3.6)
- expresses a personal point of view on an environmental issue (ENS3.6)

**ANTARCTICA TREATY RULES**

1. **Pollution is forbidden. All waste must be entirely removed from the continent.**
2. **No Antarctic wildlife is to be killed or removed.**
3. **No wildlife is to be fed by humans, in any way.**
4. **All contact with the Antarctic wildlife is to be limited to viewing and clipping for scientific research.**
5. **All nuclear testing is prohibited in or near Antarctica.**
6. **All Antarctic expeditionists are to remain in their own nation’s Antarctic bases, depots and claimed land.**
7. **No tourists are permitted to land in Antarctica without special permission.**

* Aaron 29 June, 1998

**Where to from Here?**

Have students construct a consequence chart to illustrate what each of their rules would entail: what people would need to do, how they would need to do it, facilities they would need, and the choices they would need to make. Have students consider implications for Antarctica, for other environments and for people if these rules were not followed.
Australian Democracy

This unit provides opportunities for students to explore beliefs and ideals associated with democracy, both in past societies and Australia today. The unit focuses on functions of representative government.

Unit Duration  Approximately 5–6 weeks

Subject Matter Focus  In this unit, students learn about:

- key figures, events and issues in the development of Australian democracy
- key figures and events that have influenced the development of democracy worldwide
- community, school and class decision-making and democratic processes
- contributions of groups, movements, policies and laws to the development of fairness and social justice in Australia
- rights and responsibilities of Australian and global citizenship
- Aboriginal democratic practices before British invasion.

Implications for Learning  In this unit, students have opportunities to:

- identify the development of the rights and responsibilities of being an Australian citizen
- develop an understanding of democracy as a form of government in which political control is exercised by all the people, either directly or through their elected representatives
- discuss connections between democracy and the Australian Constitution
- appreciate the strengths and acknowledge the weaknesses of Australia’s democracy
- critically discuss and provide opinions on local, national and global issues, problems and trends
- present information and demonstrate their understandings in various ways
- construct sequences of events and periods using timelines
- become involved in classroom and school activities that use democratic processes
- explore changes in the roles of men, women and children over time.

Literacy Notes

This unit provides opportunities for students to explore discussions, procedures, expositions and descriptions.

The HSIE teaching strategies/practices in this unit include role-play, debate, mind maps, matrices, brainstorming, group work, discussions and guest speakers.

Links with Other Key Learning Areas

English: The structure and language features of the text types students create and interpret (see above).

Resources

The Board’s website (http://www.boardofstudies.nsw.edu.au) lists current available resources such as some selected background information sheets, websites, texts and other material to support this unit.

Media articles of situations in other countries where rights and liberties are ignored or violated.

Examples of ways in which Australians exercise their rights and liberties — secret ballot, letters to the editor, organisations, public gatherings.

The Australian Electoral Commission and the Parliamentary Education Office (PEO).

The Australian Electoral Commission/Division of the Returning Officer; Parliamentary Education and Community Relations. Discovering Democracy units of work (Curriculum Corporation, 1997), eg ‘People Power’.

A visit from the local Divisions Returning Officer, to conduct a ballot and explain how the voting system works.

Excursions to parliaments and the Electoral Education Centre in Canberra and/or Sydney.

The Parliamentary Education Office’s kit Class Parliament (to establish a school parliament).

The CD-ROM Parliament Stack.

The Department of Immigration and Multicultural Affairs online resource About Citizenship.
Australian Democracy

Outcomes and Indicators

CCS3.2
Explains the development of the principles of Australian democracy.
- sequences significant developments in Australian government and electoral rights, from penal colony to self-governing colony to Federation
- gives some reasons for Federation
- investigates roles of key figures and events that have influenced the development of democracy worldwide, eg Pericles, King John and the Magna Carta, Abraham Lincoln, Nelson Mandela, Aung San Suu Kyi
- describes the roles of key figures in the development of Australian parliamentary democracy, eg Henry Parkes, Edmund Barton, George Reid, Maybanke Anderson, Peter Lalor, Alfred Deakin
- gives examples of ways in which democracy in Australia continues to develop, eg involvement in UN agreements such as the Rights of the Child
- examines issues that have influenced the development of Australian democracy, eg reconciliation, definitions of citizenship, the republican movement
- locates examples of events and issues that have influenced democratic practices in Australia, eg 1967 referendum, Royal Commission into Aboriginal Deaths in Custody
- examines examples of exclusion from citizenship, both past and present, and the effects of this exclusion, including the effects of government policies on Aboriginal peoples
- describes the contributions of groups, movements and policies to the development of fairness, social justice and human rights in Australia, eg anti-discrimination legislation
- examines instances where democratic aims have not been attained
- researches the contribution of individuals to women's suffrage, eg Mary Lee, Maybanke Anderson, Rose Scott, Catherine Helen Spence
- examines Aboriginal democratic practices before British invasion.

CCS3.1
Explains the significance of particular people, places, groups, actions and events in the past in developing Australian identities and heritage.
- researches past and present Australian human rights.

Learning Experiences

Key assessment opportunities are marked: ✪

Learning Sequence 1: Principles of Australian Democracy – What Are Democratic Rights?
- Have students obtain definitions and field knowledge of the terminology required in this unit, eg democracy, liberty, citizenship, freedom of speech/religion/political belief etc. Discuss and clarify these.
- Ask students to brainstorm what rights and responsibilities Aboriginal people might have enjoyed prior to 1788 (eg rights to use land, to belong to a country, to practice spiritual beliefs and cultures, to speak one’s own language; responsibilities to care for country and people, to ensure social stability, to adhere to spiritual laws).
- Inform students that many people believe that democracy began in ancient Greece. Describe and illustrate the Greek Assembly in ancient Athens — every Greek citizen had the right to vote in the Assembly. Role-play the Greek democratic process with the whole class, eg:
  i) Elect members to a small class council (students’ names placed in a barrel and drawn out randomly).
  ii) Council decides on the agenda, eg class rules, an event or issue of importance.
  iii) Allocate six group roles — male slaves, female slaves, men born in Athens of Athenian-born parents, women born in Athens of Athenian-born parents, men whose parents were not Athenian-born, women whose parents were not Athenian-born.
  iv) Commence voting on the agenda, allowing all six groups to participate.
  v) Slaves, men and women whose parents were not born in Athens and Athenian-born women could not vote. As students move through the agenda, progressively eliminate each of these groups, explaining why. This leaves men of Athenian-born parents as the only participating group.
  vi) Discuss how students in each group felt about their role. What would students think if this system operated in their classroom? Should all students be allowed to vote? Why? Why not?
- Have students investigate basic democratic rights. Using United Nations Organisation documents/website, have students research issues such as fundamental freedoms, political, legal, economic, social and cultural rights, and the rights of children. Discuss what these rights mean. A class ‘Charter of Democratic Beliefs and Liberties’ could be devised and displayed or individuals may draw up their own charters, eg ‘My Rights of the Child’.
**Learning Sequence 2: Where and When Are These Democratic Rights Upheld?**

- Using a variety of media resources, have students identify incidents in Australia and the world where basic human rights have been upheld or violated. (Note: All information received through any media, is chosen, filtered and edited by people. It is important that students understand that a particular perspective is being presented in the final product.)
- Discuss whether all Australians share equal human and citizenship rights. Refer to the White Australia Policy.
- Have students construct a matrix showing information gathered.

<table>
<thead>
<tr>
<th>Incident</th>
<th>Media source</th>
<th>Rights involved</th>
<th>Outcome of incident</th>
<th>Our/My personal view</th>
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**Learning Sequence 3: Key Figures and/or Events that Have Enhanced Democratic Rights**

- Ask students to choose one or more areas of investigation:
  - i) Key figures, eg Pericles, King John and the Magna Carta, Abraham Lincoln, Nelson Mandela, Aung San Suu Kyi.
  - ii) Key events and issues in democratic history, eg voting rights in Australia (including Aboriginal and women’s rights), worldwide developments in parliamentary democracy, civil rights violations/improvements in Australia (the stolen generations, the Freedom Rides, Royal Commission into Aboriginal Deaths in Custody) and in other countries. To present their research, students could construct timelines, write and illustrate factual recounts or make an oral presentation.
- Have students investigate the roles played by key figures in the development of Australian democracy, eg Henry Parkes, Vida Goldstein, Edmund Barton, Jack Patten and William Ferguson, George Reid, Maybanke Anderson/Wolstenholme, Mary Lee, Rose Scott, Catherine Helen Spence, Peter Lalor.

**Learning Sequence 4: What Does it Mean to Be an Australian Citizen?**

- Read out the Australian Citizenship Pledge:
  
  ‘From this time forward, under God, I pledge my loyalty to Australia and its people, whose democratic beliefs I share, whose rights and liberties I respect, and whose laws I will uphold and obey.’

  Have students brainstorm and produce a mind map of the diverse groups of citizens that form the Australian community.

- Using a range of resources, including human and technological resources, have students compare views on what Australian citizenship means, eg a refugee’s view, an Aboriginal person’s view. Guest speakers are very useful here but where they are difficult to obtain, written case studies are available, eg Department of Immigration and Ethnic Affairs website.

- Discuss citizenship, eg: What does Australian citizenship mean to me? What are the rights and responsibilities of an Australian citizen? How can Australians exercise their rights and liberties? What do you think is our national identity? Have students write and present their views, eg letters to the editor, factual recounts from guest speaker/case study, oral presentations.

- Debate current Australian human rights, citizenship and immigration issues and their implications for democracy.

- Have students discuss how they see the future of democracy in Australia. Have them conduct a survey about the republican movement and present findings.
Student Work Sample

Context

Students participated in a role-play of democratic processes in ancient Greece. They then discussed their reactions and feelings about their roles.

- examines how Australian democracy originated in ancient Greece and has been informed by British and American political and legal models (CCS3.2)

Where to from Here?

Several of the Discovering Democracy units (Curriculum Corporation, 1998) develop further understandings about democratic practices in other places and times, eg 'Stories of People and Rulers', 'Rules and Laws' and 'Parliament versus Monarch'.

Student Work Sample

Context

Students investigated key figures in the development of the Australian Constitution, eg Edmund Barton, Alfred Deakin, Henry Parkes. From their research, students individually wrote a factual recount that showed their figure’s role in the establishment of Federation and the Constitution.

- describes the roles of key figures in the development of Australian parliamentary democracy, eg Henry Parkes, Edmund Barton, George Reid, Magbanke Anderson, Peter Lalor (CCS3.2)
- gives some reasons for Federation (CCS3.2)
- examines issues that have influenced the development of Australian democracy, eg reconciliation, definitions of citizenship, the republican movement (CCS3.2)

Where to from Here?

Use the Discovering Democracy CD-ROMs, Stories of Democracy and One Destiny, to provide opportunities for students to individually investigate other significant people and events in the development of Australia’s democracy.
Study of a Cultural Group: Bali

This unit provides opportunities for students to develop understanding and appreciation of traditional Balinese culture and how it has changed as a result of interactions with other cultures. Balinese culture is used as an example only. Teachers may wish to study another cultural group in Indonesia or from another country in the Asia–Pacific region.

Unit Duration  Approximately 7–9 weeks

Subject Matter Focus  In this unit, students learn about:

- cultural and other factors affecting identity
- the cultural diversity of Australia and other nations
- the traditions, belief systems and practices of Australia as compared with those of at least one other nation in the Asia–Pacific region
- physical, political and cultural regions and main reference points in Australia and the world, including the continents and some capital cities
- geographic terminology

Implications for Learning  In this unit, students have opportunities to:

- investigate the ways in which people express their identity through clothes, language or cultural activities
- investigate Australian characteristics, features and symbols that have been recognised both nationally and internationally
- investigate the characteristics of various cultural groupings
- use a variety of source material, such as books, Internet sites and videos, to investigate a nation in the Asia–Pacific region, comparing its traditions, belief systems and practices with those in Australia
- investigate the cultural changes that they and their families experience in Australia and globally
- compare environmental patterns in Australia, Asia and elsewhere
- locate features on world maps, including political boundaries, latitude and longitude, major cities.

Literacy Notes

This unit provides opportunities for students to explore recounts, information reports, explanations, discussions and expositions.

The HSIE teaching strategies/practices in this unit include brainstorming, retrieval charts, consequence charts, artefacts, task cards and jigsaw groups.

Links with Other Key Learning Areas

English: The structure and language features of the text types students create and interpret (see above).

Science and Technology: Content from the Built Environments strand.

Creative and Practical Arts: Performance, models.

Resources

The Board’s website ([http://www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)) lists current available resources such as some selected background information sheets, websites, texts and other material to support this unit.

Factual texts, tourist guide books, travel brochures, posters and videos about Bali and Indonesia (or another selected case study) and materials from the Indonesian Embassy (Canberra). Ensure that the resources selected reflect both tourism and non-tourism related activities. Avoid an overemphasis on exotic aspects of Balinese culture that may be reflected in travel guides, posters etc.

Recordings of traditional Balinese music, eg the gamelan.

Visits by and interviews with people who can provide information on Balinese culture, eg former residents of Bali or people who have lived in, worked in or visited Bali (parents, teachers, friends), travel agents.
Study of a Cultural Group: Bali

Outcomes and Indicators

CUS3.4
Examines how cultures change through interactions with other cultures and the environment.
- examines cultures within another nation
- compares cultural change in Australia with cultural change in other nations
- identifies the impact that the environment can have on any culture
- identifies the influence of technology on cultural change, eg television, Internet, satellite, short-wave radio, fax
- examines how cultural diversity causes cultural change, including conflict
- recognises examples of stereotyping, sexism and racism
- explores cultural change in their own country of origin or in a country of interest.

ENS3.6
Explains how various beliefs and practices influence the ways in which people interact with, change and value their environment.
- examines factors that may give rise to different views about the care of places, eg economic circumstances, occupation, age, gender, interest in heritage
- evaluates alternative views about the use of natural and built environments, eg economic versus socio-cultural perspectives
- examines how natural, cultural, religious, historical, economic and political factors can influence people's interactions with environments
- examines issues associated with differing values about natural and built environments, using a variety of sources, including the media.

Learning Experiences

Key assessment opportunities are marked: ✤

Learning Sequence 1: What Do We Know about Bali?
- Ask whether any students have visited Bali and what they know about Bali. Distribute atlases, travel brochures and posters to students so that they can find information about Bali and locate it on a world map as a part of Indonesia. Discuss what the climate might be like and why people choose to visit Bali as tourists. ✤
- Ask students about where they could find information about Balinese ways of life. Jointly list sources and assist students to gather resources and information. Organise guest speakers or arrange contacts for interviews with people who may assist students to gather accurate resources and information about traditional and contemporary Balinese culture. Keep a joint media file on Indonesia, highlighting references to Bali.
- Students may be able to bring in Balinese artefacts to display. If possible, view a video on Bali.

Learning Sequence 2: Traditional Culture – What Is Traditional Balinese Culture?
- Divide the class into jigsaw groups who will become experts on aspects of traditional and contemporary Balinese culture.
- Allocate task cards (see examples at the end of this unit) and relevant resources to each group. Ensure that the resources selected reflect both tourism and non-tourism related activities.
- Have the groups research and complete the activities on the task cards in order to prepare presentations that incorporate a variety of resources and multimedia techniques, eg models, performances, diagrams, products, slide shows. Have students present their findings to the class, highlighting traditional Balinese culture. They should also include references to contemporary Balinese culture. ✤

Learning Sequence 3: Maintaining Culture – How Is Traditional Balinese Culture Maintained?
- After the presentations, have the groups discuss and list ways in which younger members of Balinese society learn about traditional Balinese culture. Have groups list their responses and share these with others. ✤
- Have students reflect on the role played by the tourist industry in maintaining and highlighting traditional Balinese culture. Have students, in groups, examine tourist brochures to identify how traditional Balinese culture is presented in advertising/promotions/tours, noting aspects that are not featured. They could then compare this with portrayals of Australian culture in similar brochures. ✤
- Jointly develop generalisations by completing the following statement: ‘Traditional Balinese culture is maintained by ...’.
**Learning Sequence 4: Cultural Change – How and Why Is Traditional Balinese Culture Changing?**

- Arrange for students to interview people who are familiar with Bali and to research (e.g., using websites, photographs, factual texts, and tourist guides), how people live in Bali today. For example: Are all people still living traditional village lifestyles? What traditions continue today? Why do they continue (for what purpose/s)? What aspects of traditional lifestyle have changed (e.g., dress, music, food, employment, technology, housing, land care)? What has caused these changes (new industries, tourism)? Have these changes occurred amongst all people in Bali? Have the changes occurred slowly or rapidly?

- Have students complete a retrieval chart of the changes, e.g.:

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<tr>
<th>Changes occurring</th>
<th>Causes/Influences</th>
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<tr>
<td>Land care</td>
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<td>Employment</td>
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<td>Technology</td>
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- Have students locate pictures, in geographic magazines, tourist brochures, or photo albums, that show aspects that have changed. These images could be used to illustrate the retrieval chart. Ask students to critically analyse commercially produced images to identify and discuss aspects such as purpose and audience (Who has taken these shots? For what purpose?). Have students draw on other information that they have acquired during the unit to detect stereotyping of Balinese lifestyle.

**Learning Sequence 5: Culmination**

- Have students reflect on ways in which Balinese cultures have changed and are continuing to change. Discuss the positive and negative effects of these changes for the Balinese people. Add to the retrieval chart.

<table>
<thead>
<tr>
<th>Changes occurring</th>
<th>Causes</th>
<th>Positive or negative effects</th>
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- Through discussion, compare the changes and effects with changes that have occurred or are occurring in other parts of the world, including Australia.

- Have students develop consequence charts and explore value positions based on some current issues, e.g., environmental, religious or political issues, confronting Balinese people and tourists, e.g., land sales for the development of golf courses, the use of religious symbols on holiday T-shirts, wealth disparities, pollution.

- Have students design a travel brochure for Bali including features identified during the unit. Encourage the use of design/publishing software.
Student Work Sample

Context

Students brainstormed the effect of the tourist industry on cultures. In groups, they looked at tourist brochures on Bali to see how the traditional culture was represented. This was then compared with representations of Australian culture in Australian tourist brochures. This work sample displays a student’s perception of how Australia and Bali are promoted in tourism. It is presented in the form of a comparison chart.

- compares cultural change in Australia with cultural change in Bali (CUS3.4)
- examines cultures within another nation (CUS3.4)
- examines cultural diversity (CUS3.4)
- explores cultural change (CUS3.4)
- examines how natural, cultural and religious factors can influence people’s interactions with environments (ENS.6)

Where to from Here?

Encourage students to use these word banks to write an information report that makes comparisons between Balinese and Australian cultures. Have students consider the impact of change on cultures, discuss positive and negative consequences of tourism and identify other factors that influence cultural change.
Student Work Sample

Context

As a culmination, students mind-mapped the information they had learnt throughout the unit. They were encouraged to focus on the main points, representing further learning with each branch and sub-branch.

- examine cultures within another nation (CUS3.4)

Where to from Here?

Have students develop a similar mind map for Australia. They could then compare the information to clarify similarities and differences. Encourage students to provide greater detail (eg plants, trees, flowers ... what kind?) and use the mind map to assess their understandings, eg Why did you link Hindu and currency?
Example of Task Cards for Learning Sequence 2

### Balinese languages
- Research languages spoken in Bali.
- Explain how the languages are used.
- Research how Balinese people are named.
- Create a glossary of terms that you might find necessary if you were to visit Bali.

### Festivals and ceremonies
- Research the major festivals and ceremonies, eg cremations, observed by Balinese people.
- Explain the origins of some of the festivals and ceremonies, and customs associated with these.
- Create a calendar showing when festivals and ceremonies are celebrated.

### Traditional beliefs of Balinese people
- Research the major religion practised by traditional Balinese people.
- Find out about some of the major beliefs in this religion.
- Find out about some customs associated with these beliefs.

### Community life
- Research how traditional Balinese districts are divided into counties, villages and banjars, and how these are governed.
- Describe ways in which people live and cooperate with each other in the banjars, eg layout of village, housing, work and village responsibilities, crimes and punishments.
- Construct a model or diagram of a village and a chart of community roles and responsibilities.

### Traditional Balinese art and craft
- Research and describe the features of traditional Balinese painting, carving, sculpture and craft.
- Describe how art is a part of traditional Balinese everyday life.
- Explain the importance of Balinese art and craft to traditional Balinese people.

### Dance, drama and music in traditional Balinese culture
- Listen to a recording of traditional Balinese music.
- Research: a traditional Balinese orchestra or gamelan; legong dance; wayang kulit (shadow puppet play).
- Explain the importance of traditional dance, drama and music to Balinese people.

### Traditional food, drinks and eating customs
- Research traditional Balinese foods and some recipes.
- Find out why some foods are popular, eg rice.
- List some customs that are observed when preparing food or eating.

### Family life
- Research and describe some of the traditional roles and responsibilities of men, women and children in Balinese families.
- Research and describe the traditional housing of Balinese families.
- Construct a model or diagram of a Balinese house showing its layout, functions of rooms and building materials.

### Environment and people of Bali
- Research: the location of Bali; major landforms; native flora and fauna; climate; ways in which people use the environment.
- Research the traditional beliefs and stories about the origins of the island.
- Construct a map or model of Bali.

### Dress
- Research traditional everyday dress for Balinese people and clothing for ceremonies and festivals.
- Explain the significance of some of the traditional patterns on the fabrics.
- Explain the significance of the kris worn by males.
Identity and Values

This unit provides opportunities for students to explore the contribution of different cultural groups to Australian identity. The unit focuses on the diversity of Australian life, what has influenced it in the past, present-day influences and the changing nature of these influences.

Unit Duration  Approximately 7–9 weeks

Subject Matter Focus  In this unit, students learn about:

- origins of dedicated days, weeks, events and places, including Anzac Day, Australia Day and Remembrance Day
- world achievements by Australians, past and present
- significant events that have shaped Australia’s identity
- cultural and other factors affecting identity
- the cultural diversity of Australia and other nations
- origins of place names and other words and expressions
- everyday words associated with cultural influences
- how national identity is reflected in ballads, songs, colours, and significant sites.

Implications for Learning  In this unit, students have opportunities to:

- investigate the ways in which people express their identity through clothes, language or activities
- investigate Australian characteristics, features and symbols that have been recognised both nationally and internationally
- examine life in Australia for particular groups
- reflect, acquire information, form judgements and express points of view about issues and influences in Australia
- investigate the characteristics of various cultural groups
- examine different viewpoints about significant events and issues and demonstrate these viewpoints through debates, discussions and expositions
- identify the development of the rights and responsibilities of being an Australian citizen
- appreciate the strengths and acknowledge the weaknesses of Australia’s democracy
- critically discuss and provide opinions on local, national and global issues, problems and trends.

Literacy Notes

This unit provides opportunities for students to explore factual recounts.

The HSIE teaching strategies/practices in this unit include mapping, interviews, brainstorming, retrieval charts, timelines, matrices, displays and simulations.

Links with Other Key Learning Areas

English: The structure and language features of the text types students create and interpret (see above).

Resources

Note: It is important to help students to break down gender and racial stereotypes by providing resources that broaden their understanding of cultural groups.

The Board’s website (http://www.boardofstudies.nsw.edu.au) lists current available resources such as some selected background information sheets, websites, texts and other material to support this unit.

Maps in atlases that show Aboriginal language groups pre-1788, and picture sets that show the cultural diversity of the Australian population today.

Books, videos, pictures, music, art, poems, radio and television programs, newspapers and magazines that show past and present images associated with the following categories: indigenous, outback, Anzac, beach, multicultural, sporting, artistic, business, scientific, pop culture.

A case study about living in Australia and experiencing racism, eg Onion Tears (Kidd, 1991).

Excursions to a museum, interviews with people who are representatives of contemporary culture, and excursions to community organisations or businesses that cater for cultural groups.

‘Cathy Freeman’s Story’ in Big Mob Books for little fullas (Board of Studies NSW, 1996).
Identity and Values

Outcomes and Indicators

CUS3.3
Describes different cultural influences and their contribution to Australian identities.
- demonstrates an understanding of different viewpoints about the nature of Australian identity and gives their own impressions and point of view
- examines the various regional, State and national symbols and colours that are associated with Australia
- identifies examples of Australian culture, eg music, songs, literature, art
- examines cultures, ideas and traditions that have influenced Australian culture and identity, including migration, trade, religion and belief systems
- examines the contributions of Aboriginal people to Australian culture and identity
- examines the contributions of women to Australian culture and identity.

CUS3.4
Examines how cultures change through interactions with other cultures and the environment.
- describes the cultural diversity that exists in Australia today, including the languages spoken
- identifies ways in which education, religion and culture influence the viewpoints people have about their own identity in Australia.

SSS3.8
Explains the structures, roles, responsibilities and decision-making processes of State and federal governments and explains why Australians value fairness and socially just principles.
- describes the contributions of groups, movements and policies to the development of fairness and social justice in Australia.

Learning Experiences

Key assessment opportunities are marked:✩

Learning Sequence 1: Initiate the Unit

- Ask students about who were the first Australians and whether they all had the same language, religion and ways of living. Refer students to maps that show Aboriginal language groups in Australia pre-1788 to establish understandings about the cultural diversity of Aboriginal people and the fact that Australia has always been culturally diverse.
- Display a set of pictures that show the cultural diversity of the Australian population today. Explain that Australia has approximately 18 million people who are from over 140 different cultural backgrounds, speak about 100 different languages and follow about 80 different religions. Assist the students to recognise that the cultural diversity of Australia has changed.
- Use a variety of texts about Australia's history to develop a joint timeline showing the arrival of significant migrant groups, and possible reasons for coming.
- As the timeline develops and students find a new group of immigrants, identify the countries of origin on a large world map and link these to Australia using wool and flags. Be conscious of sensitivities when linking particular cultural/political groups with national flags. During the unit, keep adding connections to this map.
- Have students commence research about their own cultural origins in order to start a personal identity profile (to be developed later in the unit). Add connections to the world map to show students’ countries of origin. On the timeline, have students indicate approximately when their families arrived in Australia.
- Refer to the map and the timeline to acknowledge that Australia now has a diverse population and diverse identities. Pose the question: How and why are Australian identities changing? Keep the information obtained for future use.

Learning Sequence 2: Investigating Australian Identities, Past and Present

- Indicate that students will be simulating a ‘Museum of Australia’s Cultural Diversity’. In doing so, they will be preparing displays showing various Australian cultural images.
- Ask students to consider some of the cultural images that people both inside and outside Australia would identify as being Australian.
- Explain to students that images of Australia have changed as Australian people and lifestyles have changed. Some enduring Australian images include the outback, Aboriginal people living in the outback, Anzac, the beach.
- Brainstorm a list of other images of Australia, eg images associated with: places and events; Australian environments; political and economic systems; ways of life; and Australian personalities.
- Have students collect information on an Australian image. Construct a matrix such as:
### Learning Sequence 3: Cultural Diversity — Benefits and Tensions

- Refer to the data about cultural groups in the community, or undertake another excursion to list the benefits that community members enjoy as a result of contemporary cultural diversity.
- Discuss the list. Ask students to interview family members about the benefits they appreciate as a result of living in a culturally diverse society. Have students report on their interviews and add benefits noted in their surveys to the list. If students report problems caused by cultural diversity, discuss and list these also.
- Analyse the list of benefits, discussing whether all the benefits are available to all groups of people in the community and whether the benefits are enjoyed by all communities.
- If possible, interview several migrants who have recently arrived in Australia about why they chose to come to Australia, and their positive and negative experiences. Alternatively, provide students with a case study of a person living in Australia who has experienced discrimination or racism, eg the novel *Onion Tears* (Kidd, 1991). Have students role-play segments of the case study in order to establish empathy.
- Have students record the information on a retrieval chart or through individual factual recounts.
- Ask students to suggest possible causes for the negative experiences. Find further evidence of negative experiences, such as disadvantage, discrimination, racism or prejudice, in newspapers and news and current affairs programs. Ask students to suggest possible causes.
- Have students interview an officer of the Anti-Discrimination Board by fax or e-mail or request information about Australian laws that aim to protect people from discrimination and prejudice. Revisit school or system policies related to combating racism. Record examples of the laws and policies and discuss why these laws and policies have been created.
- Brainstorm ways in which the students could assist ‘new arrivals’ to the school. Develop an agreed list to present to the SRC or principal as a proposed set of principles. If a policy already exists, jointly assess its effectiveness and whether it needs revision.

### Learning Sequence 4: What Influences Australian Identities Today?

- Have students revisit their ‘museum’ and their research about their cultural backgrounds. They could then independently represent their Australian identities in some way, eg using photographs, drawings, text or a personal/family crest.
- Have students study their representations and list influences on their identities, eg Why do they: adopt particular clothing and ways of dressing?; select particular music, television programs, food, drinks, idols?; participate in particular leisure activities?; identify with particular icons or symbols?
- Ask students to predict how aspects of their identities may change as they grow older and to give reasons. They should then annotate the representations with their predictions.
- Display the students’ representations in the class ‘museum’.
- Identify a popular image or fad from the representations. Ask students about the origin of the image or fad, why it is popular, who benefits from the popularity of the image and whether the popularity is a local or global trend.
- Present the scenario that the students will be representing Australia in an international competition. Ask students what they would wear, carry, display or sing to show that they were representing Australia. Discuss why they would select these items. Add them to their representations if necessary.

Note: Further investigation of the origins and meanings of the Australian coat of arms, national anthem and colours, and national and State flags may be undertaken.
Learning Sequence 5: Reflection and Culmination

- Ask students to reflect on the question ‘How and why are Australian identities changing?’ Develop a class summary statement to answer the question.

- Open the classroom ‘Museum of Australia’s Cultural Diversity’ to visitors, including class groups, parents and members of the school community. Have students use information gathered in Learning Sequence 2 to prepare summary statements about the displays in order to act as museum guides.

Student Work Sample

Context

Students brainstormed Australian images and selected three to consider. Some students worked independently while others formed a group with the teacher to brainstorm ideas about the symbols, changes and songs associated with the image. Each student filled out an individual retrieval chart, demonstrating their understanding of what was discussed. Students also wrote a simple sentence about the Australian image to which they related.

- demonstrates an understanding of different viewpoints about the nature of Australian identity and gives their own impressions and point of view (CUS3.3)
- identifies examples of Australian culture, eg music, songs, literature, art (CUS3.3)
- identifies the influences of factors such as popular culture, technology and media on cultural change (CUS3.3)
- examines significant current events that are affecting Australian identity (CUS3.3)
- examines cultures, ideas and traditions that have influenced Australian culture and identity, including migration, trade, religion and belief systems (CUS3.3)
- examines the contributions of Aboriginal people to Australian culture and identity (CUS3.3)
- examines the contributions of women to Australian culture and identity (CUS3.3)

Where to from Here?

Have students examine poems, songs and pictures/posters from Australia’s past and identify images that were significant, eg the bush, drovers. They could compare the images represented in contemporary poems, songs, pictures/posters and discuss identifiable changes to the Australian image.
Global Connections

This unit provides opportunities for students to explore global communication systems. It focuses on the access that different countries and their peoples have to these global systems and to the changing technologies associated with these systems. It also examines students’ own use of these systems.

Unit Duration  Approximately 8–10 weeks

Subject Matter Focus  In this unit, students learn about:

- global interconnections and interdependence
- organisations involved with monetary exchange
- major Australian exports and imports
- rights and responsibilities of users and producers of goods and services worldwide
- rights and responsibilities of Australian and global citizenship.

Implications for Learning  In this unit, students have opportunities to:

- investigate national and global organisations involved in monetary exchange
- investigate some case studies of Australia’s global interdependence, including some indications of our export and import industries
- discuss and draw conclusions about the criteria for exemplary global interaction
- identify, through a variety of media, situations where civic action has led to the improvement of community living.

acquire information about the needs of other areas of the world and how Australia can assist

Literacy Notes

This unit provides opportunities for students to explore information reports, explanations and recounts.

The HSIE teaching strategies/practices in this unit include mapping, interviews, developing flow charts, retrieval charts and consequence charts.

Links with Other Key Learning Areas

English: The structure and language features of the text types students create and interpret (see above).

Science and Technology: Content from the Information and Communications strand.

Resources

The Board’s website (http://www.boardofstudies.nsw.edu.au) lists current available resources such as some selected background information sheets, websites, texts and other material to support this unit.

Atlases with maps showing Australia’s major imports, exports, air and sea routes, and tourist destinations.

Teaching kits, books and videos that provide information about Australia’s export industries, eg Mineral Magic (Minerals Council of Australia, 1993).

Meetings and interviews with a local exporter, travel agent, postal worker and/or Internet provider.

Video clips of a relevant international news item.

Books, brochures, posters and videos from telecommunications or media organisations, eg Telstra or Optus, newspaper offices, television or radio stations.

A speaker from a global organisation, eg United Nations, Amnesty International, Greenpeace, to visit the class or show videos about their work.


An interview with the local member of Federal Parliament, or contact with the Department of Foreign Affairs to obtain information about international treaties and agreements to which Australia is a signatory.
Global Connections

Outcomes and Indicators

SSS3.7
Describes how Australian people, systems and communities are globally interconnected and recognises global responsibilities.
- gathers information about Australia’s major exports and imports
- explains how global interactions need to be assessed for their global implications
- describes how, and gives reasons why, Australia is interdependent with other nations
- explains the ways in which technologies and systems assist global interconnections, including global communication systems
- identifies human rights and how these are respected, and situations when they are not respected, in Australia and the world
- describes universal human needs and the efforts of organisations in meeting these needs, eg United Nations, Red Cross
- examines reasons for changes in work and industries in Australia
- makes statements about global responsibilities
- describes some examples of Australia’s obligations under international treaties.

Learning Experiences

Key assessment opportunities are marked: ✪

Learning Sequence 1: Initiate the Unit

- Recount a possible morning routine, indicating global links, eg:
  ‘I cooked my toast in a toaster made in (country) and spread it with jam made in (country). I ate my toast with a cup of tea made with leaves grown in (country) and packed in (country), and jeans and shirt made in (country), while listening to a song by an (nationality) band being played on my (nationality) radio. I had a phone call from my parents who had just returned from holidaying in (country). I quickly listened to the eight o’clock news, which reported an air disaster in (country) before I ran out the door to drive to work in my (nationality) car.’
- Ask students to recall the places mentioned in the recount and locate them on a world map. Have students reflect and suggest how they were connected to other parts of the world that morning. ✪
- Begin a list of all the different ways in which Australians are globally connected.
- Make explicit the focus question for inquiry: ‘How is Australia globally connected and what are our responsibilities?’

Learning Sequence 2: Global Trade and Travel – How Is Australia Globally Connected through Trade and Travel?

Imports
- Have students complete a home survey to find five items in each of the following categories, and the countries from which they came: clothing and shoes, manufactured and electrical goods, food and drinks, other items. ✪
- On world maps, have students independently locate the countries from which they received goods and link these countries to Australia, eg by drawing arrows. ✪
- Provide charts for the most frequently mapped countries. Have students list items imported from each country on the appropriate chart. Study the charts to identify patterns in the types of items imported from particular countries.
- Analyse atlases that show major imports and chief countries of supply to discern whether patterns identified from the class charts are similar to actual patterns of trade for Australia. Discuss why or why not. Assist the students to generalise about Australia’s global links through imports.

Exports
- Allocate major Australian export industries to groups of students and provide each group with resources, such as atlases, pamphlets, videos and books. Ask groups to gather and organise information about where their industry operates in Australia, the processes used in obtaining or producing the goods/services and the countries to which they are exported.
- Have groups prepare a presentation for the class, making use of large maps of Australia and the world, to show the locations of the industry and export destinations. ✪
- Analyse atlases that show major exports and chief destinations to discern whether patterns on the class maps of exports are similar to actual patterns of trade for Australia. Discuss why or why not.
- Assist the students to generalise about Australia’s global links through exports.
Case study of an industry

- Arrange a class visit to a local export industry to interview a representative about its global links. Students could find answers to the following questions: Where and how are the products produced? Does the company import equipment or materials? From where? Where are the products sold? How does the company communicate with overseas contacts? What communication developments have assisted the company? Are there any international laws or regulations with which the company has to comply (eg safety specifications or quarantine regulations)? How does Australia benefit from the global links that this company has? Do the global links bring any disadvantages?
- Have students construct information reports on the case study. These should include flow charts of the production and distribution processes and a map of export destinations.

Travel

- Arrange an interview with a local travel agent (or use e-mail/fax) and/or obtain brochures about flight and tourist destinations to find where Australians travel, why people usually travel to particular destinations and the length of flights to several chosen countries, eg a country in Asia, in North America, in Europe.
- Have students record their information from the interviews, including some major air routes and flight times, on their world maps. Use atlases showing major air routes to assist.
- Ask students about how people could travel to other parts of the world if they did not want to travel by aeroplane, or if they needed to move goods too large to fit on an aeroplane. Have students use atlases to research the major sea routes, and the lengths of these journeys, and add these to the world maps.
- Have students analyse the world maps to compare travel times by air and sea. Ask them to list the benefits that have occurred as a result of air travel.

Reflection on imports, exports and travel

- Review the ways in which Australians are globally connected through imports, exports and travel. Have students interview family members about how their lives would change personally or at work if Australia was no longer connected to the rest of the world through trade and travel. Develop a joint list of advantages of global trade and travel. Discuss examples where bans have been imposed on countries.
- Ask students why advertising campaigns encourage Australians to buy Australian-made goods or take holidays in Australia. Develop a class chart of the disadvantages of global trade and travel, questioning the students to assist their thinking, eg What could happen to Australian industries if Australians imported too many goods?

Learning Sequence 3: Global Communication – How Is Australia Globally Connected through Communication Systems?

- Jointly view a television news item of an international incident. Ask students about when the incident occurred and how long it took for Australians to gain the information. Ask them to suggest how the information got to Australia so quickly. Brainstorm and list all the ways in which information about the incident could have reached Australia and how long each of these other ways might take.
- Acquire information about the following international communication systems: postal, telephone, media, computer. This information can be obtained by: visiting the district mail distribution centre or local post office; visiting a newsagency to investigate newspapers and magazines which have international content or that come from overseas; interviewing an Internet service provider; studying books, brochures, posters and videos provided by organisations such as Telstra or Optus, a national or state newspaper office, or a television or radio station.
- Jointly construct a retrieval chart:

<table>
<thead>
<tr>
<th>Australia's Global Communication Links</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication system</td>
<td>Services provided</td>
<td>When the service was introduced</td>
<td>Technology used</td>
<td>Approx. time for message delivery</td>
</tr>
<tr>
<td>Postal</td>
<td>Air</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Surface</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Telephone</td>
<td>Voice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fax</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media</td>
<td>Television</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Radio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Newspapers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer</td>
<td>Internet</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>E-mail</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Fax</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Draw students’ attention to the interconnections within these links, eg the use of computer technology in the production of newspapers, Internet access to newspapers.

Have students interview family members about benefits they have received, personally or in work/business, as a result of having more efficient communication systems available, and whether they have had any problems or know of any problems with using any of the systems.

Have students, in groups, compile a list of the benefits and problems of modern communication systems and share these with the class.

All information received through any medium is chosen, filtered and edited by people. It is important that students understand that a particular perspective is being presented in the final product. Students could compare the text/images presented on a news item by various media sources.

Learning Sequence 4: Global Organisations and Agreements – What Responsibilities Do Australians Have as Global Citizens?

Global organisations


Provide books, brochures and websites and/or arrange for speakers from some of the organisations to talk with the class or show videos about their work (eg United Nations, Amnesty International).

Assign a group to investigate each of the organisations and to complete the following chart:

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Roles</th>
<th>How Australians help the organisation</th>
<th>Benefits of the organisation’s work</th>
</tr>
</thead>
</table>

Have groups deliver a presentation on their organisation, including an example of a project and a consequence chart to show the effects on the world if the organisation could no longer operate because people did not help and/or funding was discontinued.

Case study of AusAID

Provide pairs of students with an outline of an AusAID project and the associated activities downloaded from the website: (http://globaled.ausaid.gov.au). Ask the pairs to summarise the information.

Ask the student pairs to present their projects and locate them on a class map of the world. Have students analyse the projects for categories, eg health, education, water, food. Group the projects under the categories. Discuss why Australia helps with these projects.

International agreements

Arrange an interview with a public relations officer from the Department of Foreign Affairs to obtain information about international treaties and agreements to which Australia is a signatory, eg Australia Pacific Economic Community (APEC), Human Rights. During the interview, establish the reasons for the treaty and the benefits to Australia and the world. Ask students to record a summary of the interview.

Reflection on global responsibilities

Reflect on the ways in which Australians can be responsible global citizens. Have students independently list ways in which they could act as responsible global citizens.

Students could investigate how they can positively influence the world’s environment by starting at home, eg reduce global warming by reducing energy consumption. Discuss the idea of ‘Think globally, act locally’.

Learning Sequence 5: Culmination

Develop a display for the school depicting how Australia is globally connected, and our responsibilities. Include media articles that provide evidence of Australia’s involvement, samples of work, charts and maps developed throughout the unit, photographs and video segments. Include a suggestion list for how Australian people could participate as responsible global citizens.
Student Work Sample

Context

Students completed a home survey to discover items and their places of origin. Students displayed this information on a world map to indicate the links of imported goods between the world and Australia.

- gathers information about Australia’s major exports and imports (SSS3.7)
- describes how, and gives reasons why, Australia is interdependent with other nations (SSS3.7)
Student Work Sample

Where to from Here?

Jointly develop a discussion focusing on points for and against the importation of particular goods/services into Australia. Have students independently construct an exposition about a particular product/service that they feel should be imported/not imported. They should identify the audience for their text and focus on acquiring relevant data to support their arguments.
The following section provides advice on strategies and practices referred to in the units of work. These strategies and practices support students’ learning in this key learning area. Some of these strategies and practices are also used in other key learning areas.

It is important that teachers model and demonstrate the use of these strategies and practices and provide opportunities for students to practise them before expecting their students to independently demonstrate them.

The student work samples that have been included in this section are used to illustrate particular strategies and practices.
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Analyzing Values

Values analysis involves the gathering, analysing, organisation and appraisal of facts in order to understand value positions held by individuals, groups or organisations. The process of values analysing can assist students to:

❂ identify values involved in an issue, situation or problem
❂ distinguish facts from interpretations of facts or opinions
❂ identify different kinds of bias in statements
❂ identify values implicit in laws or rules and their manner of enforcement
❂ give reasons based on evidence, for either accepting or rejecting particular values
❂ predict outcomes from given value positions.

Planning

1. Select an issue or situation for values analysis from a suitable context.
2. Prepare a suitable recording device for listing relevant facts, e.g. a table, plus and minus columns, alternatives list, consequence chart, graph of survey data.
3. Provide materials to assist values analysis, e.g. research questions, incomplete sentences, cartoons.
4. Determine one or two activities to test a value principle which has been found when examining facts of an issue.

Managing

1. Select the issue to be analysed from an ongoing unit, everyday context or current affairs topic.
2. Question students to ensure they understand the values question to be examined, as well as its context.
3. Collect positive and negative evidence for the viewpoints held on the issue.
4. Test where possible, all the facts which can be put forward to support each side of the issue.
5. Discard irrelevant facts and rank the rest in order of importance.
6. Make a decision, as far as the facts allow, concerning the issue.
7. Deduce the main values principle on which the decision rests.
8. Test the value principle with specific case examples.
Australia Today

Multi-cultural is the name of Australia’s society. It began with the Aboriginal people but has grown into a mixture of many countries. In 1770 the First Fleet of British and European people arrived and over the last fifty years a wide variety of people from different countries have made Australia their home. With all this immigration Australia has become a mixture of cultures. Imagine if we didn’t have all these different cultures, Australia would be a boring place.

Aboriginal paintings, stories and customs play an important role in our culture. For fifty thousand years these people were the only inhabitants of our country. Dreamtime stories explained things that the Aboriginal people didn’t understand, how life began, where things like the sun came from and what the Aboriginal people believed in. Everything the Aboriginal people used came from the earth, the trees used for weapons, tools and painting, rocks for paints and grass and animal skins for clothes. These stories were passed on to others by dances and paintings.

Nowadays people all over the world identify Aboriginal customs with Australia.

Then along came the British and European settlers, this was the beginning of a great change to our culture. These settlers brought with them: classical and folk music, paintings of landscapes and portraits done in oils or water colours, traditional foods, like meat, vegetables and puddings, ballet, ballroom and bush dancing and traditional European clothes. They also brought their own religions, Catholic and Anglican, which were a lot different to the beliefs of Aboriginal people. For the first time Australia had notes and coins as their currency. Australian culture had changed greatly.

Australian culture continues to change, over the last fifty years many people have immigrated to Australia bringing with them the traditions and customs of their countries. We can eat food from all over the world, we play sports from all countries, people listen to music from many different cultures and if you walk down any street you can see a huge variety of clothes. Many religions are followed by Australians and this means we have lots more festivals like Chinese New Year, St Patrick’s Day, Ramadan, Halloween, Christmas, Easter etc. Migration means we have a continuously changing culture.

In conclusion I would repeat, Australia is a multi-cultural country. We have taken bits and pieces from countries all over the world and mixed them with our Aboriginal culture to make our culture what it is.

Stephanie

After categorising aspects of Australian culture, students analysed their own ideas using information they had researched. They took into account different viewpoints in order to make their own generalisations about Australian culture today. This is an example of a recount developed by a student following these learning experiences.
Artefacts

An artefact is any object made by humans. By examining artefacts, students are able to gain an insight into the technology and lifestyles of people from particular cultural groups or times.

Planning

1. Identify the information needed, related to the unit.
2. Identify school and community resources.
3. Either acquire resources, eg through loans from a museum/gallery, ensuring safe and secure storage or plan for an excursion to view the artefact(s), eg a visit to local caves, museums.

Managing

1. Emphasise the need for the respect of artefacts valued by others.
2. Establish and reinforce rules for the handling or viewing of artefacts.
3. Guide observations with student or teacher directed questioning.
4. Set tasks for gathering and recording information, eg sort, classify, label.
5. Display artefacts or images of the artefacts and students’ work.

Students examined, viewed and listened to descriptions about artefacts people brought in to school.

(Even the Principal was involved in this activity!)

Money Box
Miss Greene’s dad had a collection of money boxes. Mrs Greene had one with a cannon and a soldier. You have to put the money in the cannon and press a button and it will fire the money into a house.

by Rachel

Students wrote cards to describe the artefact, its use and why it was ‘special’. These were displayed with the items to resemble a ‘museum’.
Brainstorming

This is a technique in which a class or group meets in order to record all the information already known on a topic, to develop new ideas or to stimulate creative thinking. Participants ‘let the ideas come into their heads’, write them down, sort them and decide which require further research. Brainstorming is a useful way of determining and activating prior knowledge of a topic.

Planning

1. Decide what subject, topic (or aspect of a topic) the students need to investigate.
2. Consider the group’s size — a whole class brainstorm will produce more information and focus all students on the topic chosen, but individual and group brainstorming may also be appropriate.
3. Determine the method of recording the students’ responses. If a retrieval chart, matrix or mind map is to be completed, decide on the headings used to organise the information.

Management

1. Define the purpose of the activity.
2. Encourage all students to participate, letting ideas ‘come into their heads’.
3. Write down the students’ contributions. It is important to emphasise that all contributions are recorded.
4. Discuss and decide suitable categories to be used for organising the information.
5. Teacher/class/groups/individuals select a method of recording the information from the brainstorming session using the categories discussed.
6. Discuss the information recorded then decide on areas requiring further research — what do we want to find out more about? write down the questions we need to answer.

Students brainstormed their needs and the teacher recorded these on a mind map. The teacher ‘piggy backed’ the students’ ideas to model how these needs could be connected.
Clarifying Values

Clarifying values is a reflective and sharing process in which the teacher raises values-related issues with students, or where values-related issues arise out of activities or situations in the classroom or the school. Questions are presented to assist students to become aware of their personal value positions regarding these issues and to explore the validity of these positions within a non-threatening environment. The process of values clarifying can assist students to i) understand their own and others’ values ii) work through what may be confused values iii) change or maintain their values in the light of new experience or iv) enhance communication and personal relationships.

Planning

1. Choose an issue from ongoing units or everyday activities in which any combination of individuals or groups are involved in decisions which must take into account important values.
2. Design activities to assist students to understand the decisions or actions taken by the major participants, the reasons why these were taken and the values revealed. Provide opportunities for students to make their own decisions based on the same situation.
3. One or more of the following devices could be used to assist the clarification process: questions, discussion cards, rankings, scales, continuums, written or spoken texts.
4. Encourage sharing values in a supportive and accepting environment. Establish ground rules for the activity, eg i) be positive ii) respect others’ feelings. Be prepared to reinforce appropriate values when the opportunity arises and to provide students with a framework for the development of personal values. Care should be taken to ensure that the values which students bring to school are not seen to be under attack.
5. Ensure that moral issues, such as values relating to social justice, compassion and integrity, are included in values clarification activities.

Managing

1. Introduce an incident or issue from real life, literature or in media texts which are relevant. Provide opportunities for discussion of and reflection on the values which are exposed. Allow students to make decisions about the validity of these values.
2. Discuss possible reasons for the actions or decisions which occurred as a result of the issues.
3. Assist students to identify those values which appeared to have generated the action or decisions.
4. Allow opportunities to discuss and consider what might have been the students’ decisions or actions in similar circumstances.
5. Assist students to identify the values which they regard as important in generating the actions or decisions that they might have taken.
6. Encourage students to listen sympathetically and reflectively to others as well as to reflect upon their own values.
After an excursion to a local construction site and a discussion about the advantages and disadvantages of this development, the students wrote an exposition of their views. A jointly developed database provided many of the arguments used by the students.

The tunnel

I believe that the tunnel will be good because there will be less traffic jams. They will fix up the trees. Moore Park will be better than it was.

My Local Community

What are my rights and responsibilities as a community member?

A right to feel safe in the community is important. It is also important to make friends with people so you don’t get into fights and make your community look violent. It is much better to live in a neat, tidy community. Anybody who lives in a respected community should know that you have responsibilities to use facilities properly, obey council laws and be friends.

Following a small group discussion on ‘What are my rights and responsibilities as a community member?’, students were asked to write a response to clarify their understanding and express personal points of view about their rights and responsibilities of being a community member.
Class and Student Council Meetings

Class/student councils and meetings provide an organised forum for students to contribute to decisions about class and school activities.

Planning

1. Consider possible ways of organising the council.
2. Establish the ground rules and structures that will create a workable council and effective council meetings.
3. Determine the roles within the council and during council meetings, eg chairperson, recorder.
4. Agree on time limits for speakers.
5. Encourage students to determine issues to be discussed within the established ground rules.

Managing

1. Elect students to take on the roles of the council as determined.
2. Explain what an agenda is and the need for one. Encourage students to list points for discussion on the agenda by displaying on a classroom wall:
   - Introduction
   - Purpose of meeting
   - Possible topics...
   - Update from...
3. Focus on the main purpose of the council/meeting as a way of bringing about change and not as a forum for complaints.
4. Implement decisions that are reached. It is important that students know they have the power to bring about change.
5. Include time for evaluation to see if decisions reached have solved problems or resolved issues.
6. Encourage everyone to speak clearly and listen attentively. The use of prompt cards may be helpful here.

Each class elected a male and female to be a representative at Student Representative Council meetings. These students met regularly to discuss issues of concern, raise money for the school/charities etc. The students elected a secretary to take notes and write the report which is then distributed to all classes.
Classroom Displays

A classroom display provides a way of focusing on the current unit. It stimulates learning, provides a record of learning as well as encouraging students to interact and to respond to learning.

**Planning**

1. Plan the display around the focus of the unit.
2. Involve students in planning the display.
3. Decide on the format for the display. Some suggestions include: models, diagrams, maps, matrices, timelines, posters, students’ written texts, graphs, photographs, floor and ceiling displays.
4. Include ways of recording students’ learning as a key feature of the display.

**Managing**

1. Ensure that the display reflects and maintains the focus of the unit.
2. Ensure that the display is clearly set out and that texts are easily read or viewed.
3. Use questioning techniques to encourage students’ reference to the display.

This is a display where students contributed statements explaining the importance of the school badge. They made life-size items of clothing to demonstrate where the school badge was placed.

The display below shows a culmination of all the activities undertaken when participating in a unit of work about gold. It shows a variety of activities, where each student has had input and also displays charts of jointly constructed information. Students also created a wall picture depicting a scene from the goldfields.
Consequence Charts

A consequence chart is used to record what students believe to be the likely consequences of a decision or action. Charts can take different forms and enable students to explore cause and effect relationships, alternative consequences or the likely consequences of alternative actions or decisions.

Planning
1. Select a form of consequence appropriate to the students’ level of skill development.
2. Decide whether class, group or individual charts are more appropriate.
3. Determine the field knowledge and skills students need to complete the task.

Managing
1. Identify the issue or problem.
2. Provide any necessary background information.
3. Identify and communicate the nature and purpose of the activity to students.
4. Explore the consequences individually, in groups or jointly as a whole class.
5. Ask students to give reasons for the consequences they chose.
6. Ask the students to select and justify a particular consequence.
7. Share and reflect upon students’ responses.

Students chose a school rule, and discussed the consequences of not considering the school rule to develop an independent consequence chart.
Cultural Activities

Through participation in cultural activities, students are exposed to a variety of activities that give them insight into their own culture or that of others.

Planning

1. Survey the human resources of the school and consult with and involve the community.
2. Ensure that the activity is within a meaningful context, eg a cultural study, or a school initiative involving the community.
3. Provide opportunities for students to acquire information about the culture, eg using guest speakers, using the Internet, through reading or listening to traditional and contemporary texts.
4. Avoid highlighting the ‘exotic’ aspects of the culture by planning learning experiences that occur in a meaningful context.

Managing

1. Prepare the location where the activity will take place.
2. Introduce the activity, its purpose, the participants, the roles and tasks of those involved.
3. Allow the participants to carry out their tasks, recording the activity on audio cassette, videotape or by photographing.
4. Thank the various participants for the roles they played and comment on the value of the activity. Where possible allow students to carry out this role.
5. Ensure that appropriate follow-up activities are organised, eg jointly construct a recount; undertake further research.

Students were asked to present the information they had researched on the traditional and contemporary aspects of a cultural group. They used a variety of sources then chose ways to present the information.
Current Affairs

Events that are part of the news/current affairs service provide a valuable source for discussion and inquiry. The growing supply of information provided through the media, as well as increasing access to technology in the home, means that students from a very young age can be aware of events that may be quite removed from their local community. Discussion within the family and information in the public domain can emphasise the significance of an event or situation. Silence on the matter in the classroom could suggest that school was a place somewhat removed from the ‘real world’.

Planning

1. Identify the purpose for including the current affairs in the learning situation, eg to initiate research, include a current perspective on a topic.

2. Organise access to different sources that report on or include current affairs, eg daily and weekly newspapers, local newspapers, newspapers and magazines in different languages, newscasts, current affairs programs, the Internet, CD-ROMs such as the Sydney Morning Herald databases.

3. Current affairs referred to by students in the classroom can also be used as the basis for incidental and informal discussion.

4. Opportunities are also provided to explore different viewpoints and perspectives.

Managing

1. Allow students time to discuss current affairs formally and informally, taking advantage of students’ interests and backgrounds.

2. Draw attention to events and incidents that connect with the learning experiences that have been planned.

3. Use questioning to guide students’ exploration of issues presented through the media coverage of current affairs.

4. Organise different ways for students to respond to issues, eg through group discussions, as written responses, in debates and oral presentations, through artworks.

5. Provide opportunities to report on and present current affairs using different forms of media, eg developing a class newspaper, role-playing a television or radio report.

6. Assist students to identify, critically analyse and clarify their own values and attitudes and evaluate their own and others’ values and attitudes about particular issues.

7. Provide opportunities for students to examine how particular issues are reported differently in various media, eg compare the way two television networks treat a particular issue.

In response to the issue of changing the Australian flag, students conducted a survey to determine the most popular symbols to be included on a flag. They were then asked to design a flag for Australia.
Databases

A database or databank is a collection of information or reference material, usually organised into categories to facilitate retrieval, e.g., some directories, a class roll, a computer database.

The information in databases is organised in a particular way. It is related to such things as people, ideas and objects. Information contained in the database is divided into fields. The content of each field is data.

Planning

1. Students need to learn about databases and gain access to information from ready-made databases.
2. Ensure that students are familiar with and have practice in using existing databases before being asked to develop their own.
3. Consider which form of database recording is most appropriate and accessible for the individual students, groups or whole class, e.g., cards on a noticeboard, chart, OHP transparency, book, computer.
4. Develop students’ skills of categorising, sorting, manipulating and searching for information by providing classification activities, sorting games and wordsearches.
5. Consider possible categories/fields for sorting information so that it will be relevant for the task and elicit clear data.
6. Ensure that computer database software is appropriate to the needs of the students.

Managing

1. Define the purpose of the investigation.
2. Locate sources of necessary information.
3. Select the relevant information.
4. Devise and select appropriate categories and ways of recording the information.
5. Organise the information by combining information from various sources into the required categories and formats.
6. Evaluate the suitability of the database and seek further information if necessary.

The students brainstormed aspects of Australian culture and then organised their ideas into categories. This information was used to make a class database to be used at a later date for adding and retrieving information.

On 20th July 1785 James Bird, a 39-year-old labourer, was convicted at Surry for stealing 605 shillings. He was sentenced to seven years’ gaol in Australia and transported in 1788 on the “Alexander,” a ship for male convicts.

This work sample shows information on a convict obtained from a computer database about the First Fleet.
Debates

A debate is a formalised discussion in which opposing points of view are advanced. It allows students to take a position on an issue and justify that position, perceive other points of view and to analyse relative strengths of arguments.

Planning

1. Ensure that the issue to be debated is relevant to the inquiry.
2. Select a debating format that is appropriate for the class/individuals.
   
   Example A
   A Round Robin provides opportunity for each student to state a point of view and a supporting argument.

   Example B
   Divide class members into two groups according to their chosen point of view. Each side alternately puts forward a persuading statement. Students are given the opportunity to change sides after each contribution. This form of debate is known as a polarised debate.

   Example C
   Students adopt a point of view and develop supporting arguments. They present their arguments in a persuasive manner and counteract arguments in response to opposition.

   Example D
   Parliamentary debate. In parliamentary debates there are two teams (the affirmative team and the negative team) of three speakers who take turns to debate a topic. The debate proceeds with alternate speakers from each team developing their arguments and rebutting the opposing team’s arguments.

3. Ensure students are adequately prepared before the presentation.
4. Develop a non-threatening and supportive atmosphere so that students will be willing to take risks.

Managing

1. Question students to help formulate their arguments.
2. Encourage listening to others’ arguments.
3. Encourage anticipation of opposing points of view.
4. Ensure the conclusion reflects the preceding arguments.
5. Allow opportunity for students to reflect on the debate.

As an evaluation to the unit, the students were given the topic to be debated — that ‘Rainforests should be logged!’ This work sample shows a student presenting her side of the argument to the group.
Decision-Making

Decision-making is the process of choosing from two or more alternatives.

Planning

1. Be aware of problems/situations in the class/community which require decisions to be made.
2. Prepare role-plays or simulations when decision-making is involved.
3. Use opportunities which arise to plan a decision-making activity.
4. Be familiar with the decision-making process. (See below.)
5. Be prepared to allow students to make decisions with unexpected outcomes.
6. Use texts in media, literature, films, computer programs etc that involve making decisions.

Managing

1. Guide students to recognise/acknowledge the need or desire to:
   - gather information about the situation/event
   - consider the formation of possible alternatives
   - choose between alternatives
   - act within the chosen alternative/decision
   - analyse and evaluate the outcomes of the decision.

Students were asked to make decisions on items they would take if they were going on the First Fleet. These were categorised under headings. They compared their list, with that of an actual list of stores taken on the First Fleet to discover the items they had in common.

<table>
<thead>
<tr>
<th>Belinda</th>
<th>Stores Taken on the First Fleet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food</td>
<td>Clothing</td>
</tr>
<tr>
<td>dried fruit</td>
<td>raincoat</td>
</tr>
<tr>
<td>canned veges</td>
<td>T-shirt</td>
</tr>
<tr>
<td>pineapple</td>
<td>long pants</td>
</tr>
<tr>
<td>canned fruit</td>
<td>long sleeve</td>
</tr>
<tr>
<td>rice</td>
<td>wedding jacket</td>
</tr>
<tr>
<td>tea</td>
<td>spaghetti</td>
</tr>
<tr>
<td>fish</td>
<td>gloves</td>
</tr>
<tr>
<td>rabbit</td>
<td>beanie</td>
</tr>
<tr>
<td>deer</td>
<td>pants</td>
</tr>
<tr>
<td>chicken</td>
<td>boots</td>
</tr>
<tr>
<td>Sheep</td>
<td>cow</td>
</tr>
<tr>
<td>Where did we agree?</td>
<td></td>
</tr>
<tr>
<td>Food</td>
<td>Clothing</td>
</tr>
<tr>
<td>chickens</td>
<td>Shirts</td>
</tr>
<tr>
<td>sheep</td>
<td>warm jackets</td>
</tr>
<tr>
<td>cows</td>
<td>hair brush</td>
</tr>
<tr>
<td>dried fruit</td>
<td></td>
</tr>
<tr>
<td>rice</td>
<td></td>
</tr>
</tbody>
</table>
Diagrams

A diagram is a visual text that provides a symbolic representation of the interrelationship of concepts or elements of a social or physical structure.

Planning

1. Decide whether students will work individually, in pairs, in groups or as a whole class.
2. Ensure that students have relevant field knowledge before attempting the construction of diagrams.
3. Ensure data needed to complete a diagram is readily available.
4. Encourage the students to consider the audience and the layout.

Managing

1. Model how to create and interpret a variety of diagrams.
2. Discuss the wide variety and use of symbols.
3. Ensure students clarify the elements of the diagram.
4. Identify ways of showing relationships between elements.
5. Encourage students to draft their diagrams.
6. Ensure students modify and refine diagrams if necessary.
7. Use questioning techniques to assist students in analysing their own and others’ diagrams.

This diagram shows the interrelationships between different modes of transport.
Discussions

Discussions provide opportunities for students to express ideas and feelings and listen to others. They allow students to look at issues from other perspectives and to modify their ideas, values and attitudes to take new insights into account.

Planning

1. Identify an issue or topic to be discussed.
2. Ensure students have sufficient field knowledge to be able to discuss the issue. Draw students' attention to the structure and features of discussion.
3. Plan the type of discussion to enable the desired outcomes to be achieved.
   - Free discussion requires minimal teacher direction once the discussion focus has been established.
   - Round robins allow each student to contribute one idea towards the discussion.
   - Buzz sessions are suitable for making inferences, finding similarities and differences, stating ideas, solving problems and brainstorming.
   - Semi-controlled discussion involves the exchange of ideas after an initial experience.
   - Controlled discussion involves the teacher eliciting students’ ideas through questions.
4. Prepare any materials that may be needed, e.g. discussion cards.
5. Set a time limit in order to focus discussion.
6. Consider the size of the groups to cater for individual needs and the purpose of the task.

Managing

1. Ensure all students are involved in discussions.
2. Identify and list arguments for and against. Draw students’ attention to the structure and features of discussions.
3. Encourage active listening by students.
4. Allow for spontaneity while ensuring the discussion maintains its focus.
5. Steer the discussion by using a variety of questioning techniques.
6. Tape the discussion for follow-up and assessment purposes.
In pairs, students discussed ideas to include on a worksheet. Students were asked to consider the essential items they would need to take and what items they could leave behind when planning an extended stay in a treehouse.

**CLASS DISCUSSION**

Citizens in a democracy have rights and liberties as well as responsibilities and duties. What do you think these are?

**DEMOCRATIC RIGHTS**

"You are allowed to have an opinion and give it in public".

"When I turn 18 I can vote for the representative I think will do the best job for our state or country".

"We are free to follow our religion".

"Everybody can get an education".

"We have the right to form groups and to protest about things we don’t think are fair".

"People can dress the way they want. They are not told what they should wear".

"You can move around anywhere you want to go. Your passport lets you leave and come back again".

"Everyone gets a fair trial if they are arrested. You can’t be arrested for saying things about the government".

**DEMOCRATIC RESPONSIBILITIES**

"You must vote when you are 18 and if you don’t you must pay a fine".

"Everyone must obey all the laws even if you don’t think some of them are fair".

"If there is a war you might be asked to fight for your country”.

"You have to pay taxes to make sure everyone has an education, hospital, houses and roads".

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_During the Australian Democracy unit, students discussed their ideas and understanding of democratic rights and responsibilities. This is a record of some of the responses made by the students._
Evaluating Values

Values evaluation involves students in weighing options, consequences and evidence in decision-making contexts in order to make decisions and take action in just, caring and effective ways. The evaluation process will often require students to make decisions between values which are in apparent or real conflict.

**Planning**

1. Select issues for value evaluation and decision-making from units or everyday situations.
2. Include samples which involve varied criteria for evaluation, eg some personal preference, some moral issues.
3. Ensure a balance of issues from individual, interpersonal, social and environmental areas.
4. Help students to evaluate others’ values and their own by using assistance such as discussion cards, role-plays, cartoons, simulations, providing choices and value surveys.
5. Use an appropriate means of recording to list consequences and to assist in the weighing of alternatives, eg using a consequence chart; graph of survey data.

**Managing**

1. Select a problem, issue or situation for evaluation from an appropriate unit or everyday context.
2. Present the problem in its context.
3. Ensure that the main elements of the problem — its context, field knowledge and concepts — are understood by the students.
4. Invite and record students’ brainstormed alternative solutions.
5. Gather data concerning the consequences of alternative solutions and record these in some form to assist in subsequent decision-making.
6. Have group(s) weigh the evidence for solutions and indicate what the person, group or organisation should do.
7. Discuss a personal or corporate action plan to implement the values decision if the issue lends itself to such a course of action.
8. Where the problem, issue or situation permits, have students recount and evaluate past actions in similar situations. Explore whether actions and reasons would be the same then as they are now.

Coral Reefs need more Protection

Coral reefs are being destroyed by mankind and need to be protected.

Tourists are one of the problems on the reefs and are increasing in numbers. They bring with them equipment such as boats, dive gear, and supplies which cause pollution and litter. Tourists are also stealing and breaking coral while they are diving. While tourists are on boats they take pictures of animals and the flash is not good for their eyes.

Water transportation is another problem on the reef because of the damage that it does. Corals and rocks for animal homes are getting damaged because of anchors and other pieces of metal, as well as oil spills polluting areas of reefs. A natural disaster is the crown-of-thorns starfish. This creature is eating the coral and the parrotfish as also scraping bit by bit of little chips of coral. We need to try and decrease this starfish so it doesn’t destroy the reef in the future.

Coral reefs need to be protected for the next generation.

Jesse

Students spent a number of weeks collecting information about human impact on environmental systems. They conducted a ‘public meeting’ where they had an opportunity to express their points of view. They then wrote an exposition considering ways an environmental system could be improved or maintained.
Excursions

An excursion is a journey or short trip to a place for a special purpose. An excursion may provide opportunities for students to observe, respond to or interact with new environments or experience different activities. During excursions, students interact with each other in new and varied settings.

Planning

1. Identify the purpose(s) of the excursion.
2. Gather detailed information about the site, visiting beforehand if possible.
3. Brief the guides or attendants on the purpose of the excursion and any special considerations for the students.
4. Attend to administrative details required by the school and/or system, eg consent notes, class rolls, first aid kit.
5. Develop an excursion checklist.
6. Consider the activities, information and/or experiences that students will require before participating in the excursion.
7. Provide opportunities for joint teacher and student planning and preparation for the excursion, eg What information needs to be collected? How will it be collected?
8. Ensure that group leaders or community members attending the excursion are briefed on the arrangements.
9. Consider students with special needs and for whom particular arrangements may have to be made.
10. Consider the equipment or resources needed by students, eg clipboards, hats, cameras.
11. Plan the activities in which the students will be involved during and after the excursion, eg methods of gathering, recording and presenting data.
12. Consider contingency planning, eg what will happen in the event of inclement weather, injury, sickness, late bus.

Managing

1. Ensure that the purpose of the excursion is made clear to the students and that their tasks are clearly defined.
2. Monitor student interaction. Ensure that they are on-task.
3. Be flexible in order to capitalise on learning opportunities as they arise.
4. Be receptive to students’ discoveries and direct students’ attention to observations where necessary.
5. Consider the wellbeing of students and be perceptive to possible adverse reactions, offering support where necessary.
6. Maintain good relationships with all personnel involved in the excursion. Ensure students are briefed on matters of sensitivity and safety, eg when visiting a cemetery for an historical search, inform students of care needed near headstones and masonry.
7. Remind students of courtesies.
On a store tour of a fast food restaurant students observed the goods, services and other technologies used by the restaurant.

Students went on a bush tucker excursion near Walgett, NSW. This photograph was taken while students were looking for burrigans (a type of bush tucker).
**Family Trees**

A family tree is a pictorial or diagrammatic representation of family relationships. It can also depict change and the passage of time as applied to the family.

**Planning**

1. Inform parents of the proposed activity, requesting assistance as required.
2. Use examples of family trees as models.
3. Organise groups to work together where possible, eg students with family structures which are similar; across classes so that children may work with a sibling or cousin.

**Managing**

1. Read texts that involve family relationships.
2. Ensure that the students understand the terms used to describe relationships within families and that the meanings of these terms may differ within families and across cultures.
3. Ask the students to compile their own family tree beginning with themselves.
4. Display and discuss the family trees.
5. Use the family trees to develop the concepts of generations, change, roles and relationships.
Flow Charts

A flow chart is visual text that provides a symbolic method of explaining and recording a chain of events in a sequence. They examine processes and stages within a structure.

Planning

1. Ensure that students have sufficient field knowledge before attempting to construct or analyse a flow chart.
2. Ensure data needed to complete a flow chart is readily available or accessible.
3. Encourage the students to consider the audience and layout.

Managing

1. Model a variety of flow charts.
2. Ensure students determine the purpose of their flow charts.
3. Model for students how to reduce their data to the essential elements without distortion.
4. Organise data into an appropriate sequence.
5. Encourage students to consider more than one flow operating simultaneously.
6. Use questioning techniques to assist students to interpret and design flow charts.

Students investigated some of the processes that are used by a local food outlet. After a class discussion the students developed an individual and a class flow chart to illustrate some of these processes in a diagrammatic way.
Graphs

Graphs are a diagrammatic method of displaying the relationship between facts. They can be used to record and represent information in a pictorial form that is easy to compare and interpret. Students can develop graphs which are paper-based or generated using computer software.

Planning

1. Decide on the purposes for using a graph, eg to transform and organise data relevant to solving a problem; to develop reading and analytical skills; to formulate generalisations and test hypotheses; to show relationships between certain phenomena.

2. Base the graphing activity on the inquiry currently being undertaken in class then gather resources relevant to the inquiry.

3. Decide on the initial method of recording gathered information, eg tally marks, blocks.

4. Gather the necessary materials to construct the graph.

Managing

1. Collate information to be recorded on the graph.

2. Ensure that the scale used is consistent and appropriate.

3. Label vertical and horizontal axes before plotting the information.

4. Ensure that the data is plotted accurately and systematically on the axes.

5. Use questioning techniques to help the students interpret the graph accurately.

Students tallied the most common responsibilities students in the class had at home and represented this information on individual graphs.

Students identified activities they liked at school and then jointly graphed the results.

Students were asked to think about their favourite toys and name the three they liked most. The results were graphed.
Group Work

Group work is a teaching and learning strategy that encourages students to participate in achieving a shared goal. A range of grouping strategies is possible, the appropriateness of each will depend on the nature of the shared goal and the needs of the students. Successful group work increases the opportunities for students to interact with each other and to value each member’s contribution.

Planning

1. Identify the task or purpose of the activity.
2. Determine the structure of the group to suit the task or purpose, eg mixed ability, gender, ability, friendship, interests or talents, needs.
3. Decide on the size of the group to suit the task or purpose, eg individuals, pairs, threes.
4. Consider students who should be grouped to meet their particular needs and to foster positive group dynamics, eg students who are quiet, dominant, disruptive; students with special talents or specific support needs.
5. Ensure that adequate resources are accessible to all groups.
6. Consider using additional spaces available inside or outside the classroom.

Managing

1. Ensure that the students are comfortable by initially working in pairs, then small groups.
2. Ensure that students have experienced a variety of roles within various groups, eg leader, recorder, observer, researcher, illustrator, before being expected to negotiate their own roles.
3. Communicate the overall goal, and the necessary tasks to be performed.
4. Clarify the parameters of the task, eg time available, conventions of group work, resources to be used.
5. Monitor group dynamics and progress. Be flexible and prepared to intervene and restructure if necessary.
6. Provide feedback to groups as they are working and at the completion of the activity.

Students worked in small groups to investigate and research the steps in obtaining Australian citizenship. Students shared this information to write information reports which were presented to the class group.

Group work was used to prepare questions to ask people from an older generation. Students were preparing for interviews to investigate aspects of their life which are similar to those of previous generations.
Guest Speaker or Visitor

A guest speaker or visitor is a person who is invited to share his/her knowledge and skills with the students. This may be a teacher from another class, a parent, a member of the local community or a representative from a group, organisation or institution.

Planning

1. Consider the purpose of the visit and the most appropriate person to be invited.
2. Seek approval from the principal.
3. Be aware that there are heavy demands on representatives from some organisations, groups and institutions, so contact the visitor well in advance and offer several dates and times.
4. Brief the visitor on the exact purpose of the visit, the age and abilities of the students involved and the facilities available, eg OHP, display boards, outdoor/indoor activity areas.
5. Consider the field knowledge or prerequisite skills that the students may need.
6. Jointly develop a bank of suitable questions to be asked to obtain needed information.
7. Consider the ways in which the students will record information obtained from the visitor.
8. Develop post-visit learning experiences.
9. Prepare student representatives to greet, introduce and thank the guest speaker or visitor.

Managing

1. Ensure that students listen and watch attentively during the visit.
2. Encourage students to ask questions while maintaining the flow of information.
3. Allow time at the conclusion of the visit for the guest to be thanked for sharing his/her knowledge and skills with the students.

Jacques was invited to speak about his role as the school gardener. He described his role in keeping the school a clean and safe environment and gave suggestions to the students about how they could take responsibility to care for the grounds also.
The class decided on a number of questions to ask guest speakers who visited the classroom. The guest speaker, a student's father, spoke about his role in the community and what he saw as his responsibilities. Later students wrote factual recounts restating the visitor's roles and responsibilities.
Internet

The Internet encompasses a number of facilities including the world wide web, electronic mail (e-mail), newsgroups and mailing lists. It is both a useful source of information on many topics and a means of interacting with the wider community. It provides schools with opportunities to communicate with people in other places and to work co-operatively with students in other schools.

Specific skills are required to access information on the Internet and more importantly to critically evaluate and validate such information.

The Internet may provide students with access to a wide array of information, either directly through the world wide web, or indirectly by leading them to other information that may be available in hard copy, eg books, journals, videos and brochures. Equally, the Internet may allow students to communicate directly with ‘experts’ and to seek feedback about their own activities.

As a source of different media, the Internet allows users to access written texts, sound, graphic and video resources. Equally, it is possible for students to send a message, document, picture, movie or sound file to other people in various places.

The Internet can provide a means of communication that is culturally, physically and gender anonymous.

The Internet provides an excellent source of information about all types of developments across the globe.

Planning

1. Ensure that software and hardware (computer, modem) are maintained in good working order.
2. Ensure that all students are given equal opportunities to use the computer.
3. Where appropriate, incorporate computer sessions as part of planned learning experiences. Be aware that computers can be time-consuming and may require additional teacher support at unexpected times.
4. Consider methods of troubleshooting, eg having students with computer expertise designated as computer assistants.
5. The world wide web is one source of information. Design activities that provide the opportunity for students to access, compare and evaluate information from different sources.
6. Check protocols, procedures and policies of your school and system regarding the use of the Internet.

Managing

1. It is likely that students will have varying degrees of expertise in searching for information and navigating the Internet. Students will also have varying experiences and familiarity with the way texts are presented on the world wide web.
2. Ensure that all students have the opportunity to explore and familiarise themselves with the technologies, navigation tools, e-mail facilities and texts on the Internet.
3. Ensure that all students have an understanding of how to access the Internet and how to perform basic functions, eg searching, sending and receiving e-mail.
4. As well as planning lessons to instruct students in these skills, pairing students, and peer tutoring on the computer can enable more experienced students to assist other students.
5. Students with more experience in using the Internet may have information that will benefit the whole class. Provide opportunities for students to share their experiences, interests, information and understandings.
6. When working on the Internet, students must make judgements about the validity and safety of information. When working with information taken from the world wide web, students must consider the purpose of the text, identify bias, consider the validity of arguments presented and the nature and quality of the evidence provided.
7. Ensure that students critically analyse information gathered on the Internet just as they would for any other text. They should be aware that material posted on the world wide web is not necessarily subject to the conventional editorial checks and processes generally applied to print-based publications. When evaluating information students might consider:

- the intended audience of the site
- bias in the presentation of information, or in the information itself including commercial or political motives
- accuracy of information
- balanced points of view
- currency of information, including publishing dates
- authority of source or author
- ownership of the website (corporate, small business, government authority, academic institution, private individual)
- cultural or gender stereotyping.

8. Students can download large quantities of information from the world wide web. By itself this information provides very little evidence of student effort or student achievement.

9. When assessing student work that includes material drawn from the Internet, it is important to recognise how students have accessed the particular information, what value they place on it and how they have used it. It is useful to look for evidence of critical evaluation, and the development of students’ capacities to access, manipulate, create, restore and retrieve information.
Interviews

Interviews are a method of gaining information about people, their attitudes and lifestyles. They can be part of a survey but generally the approach is more open-ended.

Planning

1. Consider the nature and purpose of the interview. Ensure necessary protocols and policies regarding student contact with adults are followed.
2. Consider whether the interview will involve:
   – the whole class interviewing a visitor
   – selected class members interviewing the visitor on behalf of the class, or
   – individuals or pairs of students interviewing people on their own.
3. Invite the person to be interviewed, explaining the purpose and other relevant information.
4. Formulate the interview questions with the students.
5. Familiarise students with interview techniques.
6. Model an interview situation.
7. Determine how students will record the information, eg audio or video recording, written notes.
8. Gather relevant resources, eg tape recorder, video equipment, note paper.

Managing

1. Ensure students maintain the focus of the interview.
2. Intercede only if necessary.
3. Analyse the interview techniques in light of the findings from the interview.

This work sample shows a student interviewing a teacher on their views about preserving the rainforest, using prepared questions. Students later in pairs recalled and summarised the information they found.
Jigsaw Groups

Jigsaw groups are a method of organising students so that the whole class can conduct an in-depth study of a topic or issue within a relatively short period of time. Topics are analysed and broken down into discrete research tasks or activities. These tasks form the pieces of an information ‘jigsaw’. A group of students is allocated one of the jigsaw tasks to investigate. Each expert jigsaw group then reports the results of its findings back to the other groups, thus gradually building up a detailed and complete ‘picture’ of the topic.

Planning

1. Identify the topic to be investigated.
2. Divide the topic into jigsaw segments to be researched.
3. Divide the students into small groups, with as close to equal numbers in each group as possible, eg a class of 30 students would have five groups of six students if the topic divided into five research segments.
4. Identify and locate resources for each segment of the topic (ie each jigsaw group).
5. Prepare task cards, set a time frame for the exercise and arrange a suitable setting for the final presentations.
6. Decide the sequence of the final presentations.
7. Devise/select appropriate ways of researching and presenting information.

Managing

1. Explain the process to students.
2. Assign each student to a jigsaw group and explain that the purpose of each group is to learn as much as possible about the topic on the task card.
3. Students discuss what they already know about the topic, noting questions they have or areas to be researched.
4. Explain to students that each expert jigsaw group will need to access and read source materials, make a summary of key points, work cooperatively and decide how their information will be presented.
5. Students could then simply work as a collaborative group, assigning roles, eg scribe, illustrator and sharing research tasks. As an alternative, students in each group may choose to work initially as individuals, dividing the assigned task into individual segments for research. The individual students then report their findings to their jigsaw groups. The groups then discuss key points/features and reach a consensus about the contents of their final group report and how it will be presented.
6. Monitor each group’s progress and assist as necessary.
7. Each jigsaw group presents its findings in the order pre-determined by the teacher, perhaps displaying their work in the classroom. Members of other jigsaw groups can take notes during presentations, ask questions of the presenter(s) etc.
8. Share and reflect on the students’ contributions. Summarise and question to form a complete coverage of the topic.
9. Evaluate such aspects as group dynamics; the contribution of individuals to the group; the balance of information acquired on the topic.
Students were divided into jigsaw groups, where each group was assigned one aspect of the research topic. Each group then presented their findings to all class members in such a way that information shared built a whole picture.
Learning Games

Learning games are devices that involve students in simulated experiences to develop concepts and understandings, record information or demonstrate knowledge and understandings. Learning games can be made by teachers or students.

Planning

1. Identify the objectives of the game and the knowledge/concepts required to play or construct it.
2. Construct a model game incorporating objectives as negative and positive consequences.
3. Identify the roles of individual players or teams.
4. Establish the rules and procedures.
5. Provide the necessary resources, eg boards for games, markers, dice.

Managing

1. Explain the model, focusing on how the game operates and its purpose.
2. Demonstrate procedures.
3. Stipulate the rules.
4. Allocate space for groups to play the game and time to play.
5. Lead the students through a practise run.
6. Clarify the rules and procedures before students commence the game.
7. Students could be encouraged to devise their own learning games based on the model used.

Students created a board game that included chance cards with questions about Australia and developed a set of rules for the game.

The students were asked to research the symbols their hero was associated with, then plan and make a learning game to promote their hero.

Promoting My Hero

Hero’s name: Melanie Chisholm

Idea: Board game

Plan: 2 pieces of cardboard, coloured craft paper, pencils, glue, one dice, string and pieces of wood. If you land on an occupied square you have to go back 2 squares. Only 5 players. When you get to the stage you win.

By Danielle
Mapping

A map is a visual text that provides a symbolic representation of the Earth’s surface. Mapping involves processes of constructing, reading and interpreting maps. Map constructing is an effective way of organising, recording and communicating information. Map reading uses maps as a means for acquiring information. Map interpreting develops skills in locating information and applying this information to real situations.

Planning

1. Ensure the mapping exercise suits the purpose of the inquiry.
2. Develop mapping skills that focus on position, coordinates and symbolic representation.
3. Gather the necessary resources and provide access to a variety of maps such as models, globes, atlases, wall maps.
4. Ensure that students engage in activities using a wide variety of maps.
5. Consider using resources about Aboriginal art styles that have the function of providing a resource map, spiritual journey, song-cycle.

Managing

1. Provide a variety of models and maps and discuss their features.
2. Define the purpose of the mapping exercise.
3. Encourage students to discuss and ask questions about the mapping exercise.
4. Use questioning techniques to assist students to analyse and explain the information that needs to be conveyed.
5. Allow students to explore a variety of ways of presenting information on maps.
6. Question the students to assist them to interpret their maps and solve problems of design.
7. Allow students to present and display their maps.
8. Discuss the features of the maps and their effectiveness in conveying information.
9. Compare the rationale and symbolic representation found on a variety of maps.

Using a simplified local map, students interpreted and located places and features on an excursion to the local area.
Students were asked to locate Antarctica in an atlas. With teacher direction, students familiarised themselves with the conventions of maps, including main reference points and geographical terminology, and constructed their own maps.

Students went on a class excursion to Hawkesbury Heritage Farm. After the excursion they discussed the buildings and layout of the farm in order to construct individual maps, which included the details they remembered.
**Matrix**

A matrix (or table) is a concise classification of numbers, words, or symbols assembled in a grid layout in order to facilitate analysis and predictions.

**Planning**

1. Consider the purpose of the task, the key ideas to be recorded and the information needed from the matrix.
2. Provide appropriate resources or allocate sufficient time for the students to locate the resources they will need.
3. Provide models of matrices.

**Managing**

1. Define the purpose of the activity.
2. Assist the students to locate the necessary sources of information.
3. Discuss ways of selecting and recording the information based on the purpose and audience.
4. Discuss suitable categories to organise the information.
5. Let the students complete their matrices.
6. Have students present and display their work.
7. Ask questions to assist the students to restate, infer, clarify, compare and contrast, generalise and hypothesise using the information on the matrix.

The class used this matrix to record information about who helped them in the community.
### CHANGES IN OUR LOCAL COMMUNITY

<table>
<thead>
<tr>
<th></th>
<th>Before</th>
<th>Now</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aborigines</strong></td>
<td>They didn't have knives or</td>
<td>They live in houses and shop,</td>
</tr>
<tr>
<td></td>
<td>forks or hoes. They hunted</td>
<td>instead of hunting. They also have</td>
</tr>
<tr>
<td></td>
<td>their prey.</td>
<td>knives and forks and houses.</td>
</tr>
<tr>
<td><strong>Land</strong></td>
<td>The land had no houses. It</td>
<td>There's lots of houses and</td>
</tr>
<tr>
<td></td>
<td>was all natural. It only had</td>
<td>streets, cars, tracks and schools</td>
</tr>
<tr>
<td></td>
<td>three schools, lots of reads</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and house in 1872.</td>
<td></td>
</tr>
<tr>
<td><strong>Buildings</strong></td>
<td>There weren't any buildings</td>
<td>Now there are heaps of</td>
</tr>
<tr>
<td></td>
<td>now, there are heaps of</td>
<td>houses, building, and cement.</td>
</tr>
<tr>
<td></td>
<td>brick, wood, and leaves.</td>
<td>The buildings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>are made of brick, now.</td>
</tr>
<tr>
<td><strong>Europeans</strong></td>
<td>There weren't any Europeans</td>
<td>Now there are lots of</td>
</tr>
<tr>
<td></td>
<td>until 1872.</td>
<td>Europeans and people from</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lethbridge and other countries</td>
</tr>
</tbody>
</table>

Students were asked to use a matrix to organise information about changes to the local area and the effects these changes have had on individuals, groups and the environment.
Mind Maps/Concept Maps

A mind or concept map is a way of recording information. It allows students to organise their ideas either as a class, small group or individually. A mind map is often associated with brainstorming and is useful for drawing connections between ideas and concepts, assisting in the further research of a topic.

Planning

1. Select a form of mind map which is appropriate to the topic.
2. Determine whether a class, group or individual mind map is most appropriate.
3. Decide, or have students decide on the most useful concepts around which the mind map is to be developed.

Managing

1. A mind map can take different forms, making very simple connections to a main idea in Stage 1, or containing a range of ideas and ‘sub’ ideas linked in various ways in Stages 2 and 3. Mind maps can include pictures and representations as well as words.
2. Identify and communicate to students the purpose and use of a mind map.
3. Model how to create and interpret mind maps.
4. Give students time to develop their own mind maps and make connections in their own way(s).
5. Display mind maps for students to refer to and use.
6. Explain that mind maps can be used in a variety of ways — as the basis for information reports, to provide the basis for organising information, as topics for further investigation.

As an introduction to the unit on Rainforests, students produced a mind map, recording what they already knew on the topic using black pen. Throughout the unit they revisited their mind maps adding additional information that they had learnt using a blue pen.

Following a brief class discussion, students worked in small groups (approx 5) brainstorming and mind mapping their ideas to answer the question ‘What is special about Australia?’.
Models

Models are a way of demonstrating a concept in concrete form. They could include items made from play dough, relief maps, mobiles, friezes, murals and dioramas.

Planning

1. Ensure if a model will contribute to the focus of the inquiry.
2. Decide on the type of model best suited to the purpose.
3. Consider issues concerning the display of models both inside and outside of the classroom.
4. Gather the resources necessary to suit the needs and capabilities of the students.

Managing

1. Use ‘work in progress’ signs to communicate the status of models in development as well as the process involved.
2. Direct students’ attention by using questioning techniques as the model develops.
3. Provide time for reflection throughout the process.
4. Display and discuss the finished models.

Students were asked to jointly construct a transport vehicle.

As part of the unit Gold!, students designed and made a working model to solve the problem of moving rock/earth out of a mine shaft. This was then incorporated into a diorama depicting a scene from the later goldfields.
**Moral Dilemmas**

A moral dilemma depicts an apparent conflict between two or more courses of right action. The dilemma situation may be real or imaginary and should always be discussed in a supportive atmosphere. Moral dilemmas may be drawn from a range of student experiences, current social issues, literature or important events. The dilemma may be set in a past, present or future context — or a combination of these.

**Planning**

1. Prepare a dilemma based on an issue arising from class or playground interactions, or from current issues in the media.
2. Prepare activities to assist the students in resolving the dilemma, eg constructing consequence charts.
3. Provide opportunities for students to practise role-playing procedures.

**Managing**

1. Present the moral dilemma, eg by telling, reading, viewing a video.
2. Pose the key question to be resolved.
3. Allow students to discuss the dilemma in pairs or small groups.
4. Ensure that the key elements of the dilemma are clear, eg situation; issue/conflict; dilemma: ‘What should ________ do?’.
5. Discuss and list alternative solutions.
6. Use group work to consider possible consequences of each solution under consideration.
7. Coordinate a plenary session so that students can present the results of their group work.
8. Assist the students to form opinions based on critical analysis of the group presentations.
Open-Ended Stories

Open-ended stories are usually employed as a moral dilemma strategy depicting an apparent conflict between two or more courses of commonly accepted right action. They may be used effectively with problems which may not necessarily involve moral dilemmas, eg to tell someone about an aspect of their behaviour that is worrying; to investigate something puzzling; to research historical events/situations.

Planning

1. Identify the purpose of the open-ended story in relation to the inquiry.
2. Prepare an open-ended story.
3. Devise activities which will reinforce the desired outcomes, eg role-play, consequence charts.

Managing

1. Present the open-ended story, eg by telling, reading, viewing a video.
2. Use questioning techniques to guide students’ discussions and understandings of the particular situations posed.
3. Allow students to discuss solutions in pairs or small groups.
4. Discuss and list alternative solutions/endings.
5. Use strategies such as role-play and consequence charts to examine alternative solutions.
6. Arrange a plenary for groups to present their findings to the class.
7. Assist the students to form opinions based on critical analysis of the group presentations.
8. Allow students to make their own generalisations and/or arrive at a resolution that they consider to be suitable.
Oral History

An oral history provides a method of gathering data on a topic during a presentation by a speaker. The students listen, gathering information as an individual recounts life experiences, describing the events and/or traditions of the group(s) to which they belong. An oral history differs from an interview in that the person giving the oral history generally decides on the information that they wish to share with others. Their presentation may be more directed by the topic or an idea rather than student questions.

Planning

1. Identify the reason for using an oral history.
2. Select an appropriate source of oral history, eg an invited speaker.
3. Brief the students as to:
   - the purpose of the oral history
   - the subjectivity of an oral history
   - respect for the person presenting the oral history.
4. Arrange a suitable setting for the presentation.
5. Prepare for audio or visual recording of the oral history (this will include obtaining approval from the presenter).
6. Model techniques for recording key facts or main ideas in note form.

Managing

1. Ensure that students listen attentively during the oral history.
2. Encourage students to ask questions.
3. Allow time for students to recall and review information presented.
4. Use questioning to assist the students to interpret information and/or clarify meanings.

As part of gathering data on family histories and stories, the students listened to a guest speaker present an oral history of his life. A jointly constructed recount was then used to research additional information.
Photographs

Photographs are visual texts. They can be used to develop numerous skills, eg observing, classifying, grouping, comparing and contrasting. Photographs allow for reinvestigation of first-hand experiences at a later date. They also clarify and stimulate further inquiry. Students can take/use photographs as a means of gathering and recording information. Computer technology enables photographs to be stored and reproduced in various ways.

Planning

1. Determine the purpose for taking/using photographs, eg to record information on a field trip, to analyse information, to present information, to acquire information.
2. Arrange for photographic equipment or gather relevant photographs for observation.
3. Establish rules of equipment use.
4. Discuss/decide possible sources for photographs — brainstorm possibilities.

Managing

1. Ensure safety and appropriate handling of equipment.
2. Guide students’ attention during the gathering of data, eg stating the purpose for taking photographs; stating the purpose of the task when selecting photographs as source material.
3. Use questions as a technique for analysing photographs, focusing on the image — the people, places and objects within the image, camera angles and that which is omitted from the image.

*Students were encouraged to talk about their baby photo albums to a small group. Students presented information about the baby photographs and answered questions from the group.*
Pictures

Pictures are visual texts. They can be used to acquire information, encourage observation and the development of inferences, and they enhance understanding of written and spoken texts.

Planning

1. Consider the purpose of the task observing or drawing pictures.
2. Gather suitable pictures or materials for drawing pictures.
3. Prepare questions that will direct observations and encourage inquiry.

Managing

1. Allow sufficient time for observation.
2. Use oral or written questions to:
   - direct observation;
   - encourage students to draw inferences;
   - encourage students to analyse information;
   - ensure students evaluate data.
3. Allow time for individuals/groups to present their work to the class.
4. Encourage discussion about the pictures.
5. Encourage the students to evaluate the suitability of the pictures to the inquiry.

After a discussion on ‘work and play’, students were given pictures, from the two categories they analysed and interpreted the information from the pictures and the teacher scribed the accompanying caption.
Presentations

Presentations in Human Society and Its Environment are used to share information obtained through individual and group research and study. Presentations can be spoken, written or multimedia. They give students experience in organising, planning and presenting information and material to a particular audience and are therefore valuable experiences for both the presenter and the audience.

Planning

1. Ensure students have a focus for the presentation, considering both purpose and audience.
2. Model presentations, drawing attention to the purpose and structural features.
3. Assist in the selection of a suitable format if necessary.
4. Encourage the use of a variety of texts and resources, and styles of presentation, eg pictures, charts, diagrams, slide shows, maps, music, graphs, overheads, video, audio, role-plays, mini museums, expos, to enhance the presentation.
5. Establish if and how presentations will be assessed prior to the presentation.

Managing

1. Ensure only a few presentations are given at any one time.
2. Check that students are maintaining their focus and are aware of the purpose and audience.
3. Encourage students to speak clearly.
4. Monitor audience participation and encourage active listening.
5. To encourage students to reflect on their own performance and that of their peers, presentations could be recorded on video.
6. Provide students with criteria to evaluate the presentations.

At the conclusion of a unit, the students were asked to present reports to a class group and parents, on information they had gained throughout the unit. This shows a student presenting her report dressed in character.
Problem-Solving

Problem-solving involves finding answers to questions and difficulties which arise in the many and varied contexts of social relationships. Problem-solving can span personal, social, cultural and environmental contexts. The social perspectives and purposes for problem-solving can be product or process-oriented and single or multi-dimensional. Problem-solving may include:

- decision-making and action about a social need or conflict
- exploring and understanding the feelings, values and attitudes of others
- analysing values and behaviour
- developing group skills and interpersonal relations
- improving the lifestyles of the participants
- planning futures.

Planning

1. Select or respond to situations that are recognised by students as requiring a solution.
2. Prepare and model suitable recording devices for students to obtain, list and organise data, eg interview questions, tables, consequence charts, diagrams, prediction maps, graphs of survey data.
3. Vary the selection of problems to ensure a balance of individual, interpersonal, social and environmental contexts.

Managing

1. Explain the task and establish group goals for problem-solving tasks and cooperative working relationships.
2. Establish some criteria for intergroup cooperation within the class as a whole.
3. Reward and praise contributions towards the achievement of group goals.
4. Monitor the group progress for the three main aspects: task progress, interpersonal cooperation, self-evaluation.
5. Help groups to become self-evaluative of their progress in terms of task-related and cooperative criteria.
6. Organise a structure for group reporting or plenary sessions.
Questioning

Questioning involves students in asking questions and responding to them. It can be used to develop thinking and learning, stimulate and direct inquiry and to assess student learning.

**Planning**

1. Identify the desired responses and formulate the appropriate types of questions, eg recall questions which seek factual knowledge, comparison questions which seek an analytical response.
2. Establish a sequence of questions which will lead to specific responses. Move from closed questions to open-ended questions.
3. Consider the format for recording questions and answers.
4. Ensure that students are aware of appropriate behaviour for asking and answering questions.

**Managing**

1. Model different types of questions.
2. Check that students can readily identify the purposes of different types of questions and the kinds of responses required.
3. Allow adequate response time for students to consider the implications of questions.
4. Provide positive reinforcement for students’ questions and answers.
5. Ask other students to respond appropriately to students’ questions or answers to questions.
6. Allow time after answers are given for other students to fully consider the implications of the answers.
7. Ask students to rephrase questions where appropriate.

**Students were asked to think of questions that would further their research and list ideas about where they might find answers to the questions.**

My Favourite Hero

Zali Steggall

Information Known
* She has won one bronze medal.
* She has a brother.
* That her brother is a snow boarder.
* She is a skier.

Information to find
* Does she have any other brothers or sisters.
* How many winter Olymipics has she been in?
* How many medals does she have?
* What type of skiier is she?

How to get more information
* To read books.
* To look up the Internet.
* To listen to the Radio.
* To read the Newspapers.
* To watch Television.

By Theo

This work sample shows a student’s list of open-ended questions. The students developed a list of open-ended questions to be used to interview a person on their view on preserving the rainforest. They discussed which words were appropriate and anticipated the information they would receive from these questions.
Retrieval Charts

A retrieval chart is a simple database which usually takes the form of a matrix or grid. Information can be recorded, organised and displayed on a chart for the purpose of retrieving the information and using it in some other way.

While retrieving information gives the chart its purpose and its name, students are often involved in the steps of constructing and developing the charts as a tool to organise, analyse and synthesise their gathered information.

Planning

1. Determine how the information will be recorded: independently, jointly, or in groups.
2. Determine how much teacher support is needed in both constructing and drawing up the chart.
3. Encourage clarity in entering the information to facilitate the retrieval of information.
4. Ensure students become increasingly familiar with the steps involved in constructing a retrieval chart, recording and organising information, and retrieving information to use for another purpose, eg graphing information, writing an information report.
5. Ensure that opportunities are available to retrieve information from the chart and for students to use it for a variety of purposes.

Managing

1. Explain the steps of constructing a retrieval chart to the students.
2. Have the students describe the field and scope of information they will be using.
3. Assist students in selecting appropriate categories to record information.
4. When jointly constructing the chart, make explicit why the particular categories have been chosen.
5. As students become more competent in researching information they should become more involved in constructing the retrieval chart as well as recording information on it.
6. After brainstorming sessions, retrieval charts may be developed to organise the information.
7. Model different ways in which the information on a retrieval chart may be used, eg informally comparing information, as the basis for a class debate or discussion, information to include in an information report or data to be transferred onto a graph.
8. At its simplest level, a retrieval chart may include one or two headings under which information is organised.
9. A more advanced retrieval chart may be devised by students and will involve the selection of categories, modification of these as the research takes place, and group or individual decisions about how the retrieval chart is to be used both to organise and communicate information.
10. Class or group retrieval charts are also useful ways of recording information that is collected in an ongoing way. The charts also provide attractive displays where information can be readily accessed during the course of a unit of work.
After a discussion about the Australian flag, students were keen to investigate whether it is liked/disliked and if changed, what symbols would best represent Australia. Following a discussion about symbols, six symbols were voted by students as most popular. The survey was organised and taken to other classes in the school. Students then collated the results on a retrieval chart.

Students discussed the different people who helped them at school. The information gathered was collated onto a retrieval chart for future reference.
Resolving Conflict

Resolving conflict involves analysing conflict situations in an objective and systematic way and being able to suggest a range of non-violent solutions.

Planning

1. Recognise the need to resolve conflict.
2. Determine the issue to be resolved.
3. Be aware of the value stances of the people involved.
4. Prepare activities which will help students develop skills in resolving conflict.

Managing

1. Encourage students to express their feelings about the problem or issue.
2. Use questioning techniques to encourage students to analyse their own position and the positions of others in the conflict.
3. Encourage students to listen attentively to opposing opinions or points of view.
4. Monitor activities and restructure them if they do not appear to be contributing to the successful resolution of the conflict.
5. Work towards achieving a joint solution to the conflict.
6. Develop and display individual/class charts of strategies for resolving conflict.
Role-Play

Role-play involves taking on and acting out roles of real or imaginary individuals in varied, non-threatening simulated situations in order to clarify values and develop empathy with other people.

Planning

1. Identify the purpose of the role-play.
2. Consider the casting of students.
3. Arrange for any necessary props.
4. Select a suitable location for performing the role-play.

Managing

1. Explain the role-play to the whole class so that all begin from a common understanding of the situation.
2. Cast students, beginning with learners who are competent and relaxed. Acceptance of the role-play by some will give others more confidence. Avoid placing children in their usual life role as this can be self-defeating and will limit possible experiences for the child.
3. Brief the students:
   i) Discuss the roles and how they might be played as a class.
   ii) Explain the audience role — effective observers of human behaviour.
4. Be prepared to intervene where necessary.
5. Redirect if an actor steps out of role.
6. Stop the drama after main behaviours and points have been observed.
7. Re-enact parts of the role-play. A role-play may be stopped at any point and one or more new players, who have other ideas about the way certain roles might be played, can be introduced.
8. Question players (in character) immediately after role-play, eg class may question players: How were you feeling? Why did you respond as you did? This leads to debriefing.
9. Debrief role-play participants. This is an essential step as it helps players out of their roles. They must be disassociated from the role, both in their own eyes and the eyes of other children.
10. Encourage students to reach conclusions leading to the formation of a class generalisation.

Following interviews with guest speakers who shared information about their role in the community, students participated in activities where they acted out these experiences.

I was a doctor who helps people. I helped Morgan by putting her broken arm in a sling. Doctors wear masks and hats so they don’t spread germs. Alexandra.

Doctor Alex is helping me by fixing my broken arm. It is in a sling. Morgan
Simulation

Simulation is a situation where students can assume the roles of others in a simulated environment acting according to specified rules and procedures which give the illusion of reality, without the consequences of actions that are inherent in real life situations. Simulations may be learning games or role-plays.

Planning

1. Research the roles and environment to be simulated.
2. Identify the purpose of the simulation.
3. Construct a simplified model or script of the real process system or situation.
4. Identify the various roles or teams needed to demonstrate the model or situation effectively.
5. Organise any necessary equipment/props.

Managing

1. Establish the rules or limits of permissible behaviour during the game.
2. Identify the objectives for the players/actors.
3. Develop a sense of setting or environment.
4. Allow students to participate in formulating the established rules and procedures.
5. Allocate roles.
6. Have the students research the background, experiences and environment of their roles.
7. Discuss the roles and situations.
8. Allow the students to carry out the simulation, assisting by reminding them of roles where necessary.
9. Discuss experiences, motives and feelings in role.
10. Debrief the students.
11. Discuss the situation.
12. Identify values positions, perspectives and issues in past, present or future events similar to the simulation.

Students used a TV screen to present ideas about the work parents do and also what they do for leisure.

Students selected characters that would be involved in a public meeting concerning the building of a road through the Daintree rainforest. They decided on names and the arguments that each character would present. A mock public meeting was held to decide whether the road should be built. This work sample shows a child assuming a role at the public meeting.
Surveys

A survey is a method of gathering information for a specific purpose. It may take various forms, eg traffic survey, values questionnaire, interview.

Planning

1. Determine the purpose of the survey — what information do we need to obtain?
2. Consider the form of survey most appropriate to gather the information needed on a topic/issue/problem.
3. Be aware that if questions are used, they should be carefully formed to elicit the required information. Younger children can pose and find answers to simple questions. Older children will learn to frame more precise questions, perhaps discovering that responses to broad questions often confuse rather than clarify the purpose of the investigation. The need to trial a questionnaire could be explored, as well as bias in sampling methods etc.
4. Supervision, safety and child protection issues, need to be considered and discussed with students, eg when conducting a traffic survey, surveying adults. Students should not survey adults other than their immediate family without teacher or parental supervision.

Managing

1. Decide with students:
   i) The purpose of the survey.
   ii) Who/what will be surveyed.
   iii) How the information will be gathered, eg by questioning, observing, individually by students, in jigsaw groups etc.
   iv) When and where the information will be obtained, eg at home from parents, on an excursion, at recess in the playground, or in the classroom.
   v) The collation and final format and presentation of the data.
2. Model the above. Ensure the necessary safety rules, courtesies, protocols and policies are explained and followed.
3. Assist students with the formulation of questions, techniques such as using tally strokes for counting and design of questionnaires as required.
4. Collate and record the results, eg as a table, graph, spreadsheet.
5. Students present their findings and draw conclusions from the survey.
6. Evaluate the effectiveness of the survey and chosen survey method(s) in relation to the purpose.

The students brainstormed their favourite Australian choices on the topics of sport, food, animal, holiday destination, T.V. star and city. They chose four of the most popular in each category. Each student surveyed one person on their ‘Australian Choice’. This information was then collated and presented as a chart to indicate the most popular Australian choices in each category.
**Task Cards**

Task cards are teacher-defined activities or pieces of research work, presented in a written form and assigned to individual students or groups. They are a method of directing student learning.

Teachers can devise task cards to direct activities on an aspect of a topic, eg in the Stage 3 unit ‘Study of a Cultural Group: Bali’, Learning Sequence 2 has students examine Balinese culture using task cards. These can also be used to direct jigsaw groups, thus providing an in-depth coverage of a broader topic or issue.

**Planning**

1. Identify the topic or issue to be investigated.
2. Analyse this, breaking it down into discrete research tasks or activities.
3. Consider how the students will be grouped, with an individual or a group allocated to each task card.
4. Identify and locate resources for each task and set a time frame for completion.
5. Decide the sequence of the students’ presentations.
6. Select appropriate methods of recording and presenting information.

**Managing**

1. Explain the process to the students.
2. Assign students to a task, explaining that their purpose is to learn as much as possible about their allocated task.
3. Students discuss what they already know about the task/topic, noting questions they have or areas to be researched.
4. Explain what is required for each task, eg accessing information, summarising, working cooperatively, presentation methods etc.
5. Students work individually or in groups (decide roles of scribe, illustrator etc) with teacher monitoring progress.
6. Have students present their task work in the order pre-determined by the teacher.
7. Share and reflect on the students’ contributions. Question and summarise.
8. Evaluate the learning experience.
**Texts in Human Society and Its Environment**

Using a range of literary texts in Human Society and Its Environment enables students to broaden their experiences and develop knowledge and understandings about concepts, issues and people from different backgrounds, times and places.

**Planning**

1. Determine which subject matter will broaden students’ personal experiences.
2. Select a range of texts that present different viewpoints.
3. Select activities that will develop knowledge of the subject matter.
4. Select appropriate text types and discuss the language structure and features of these.

**Managing**

1. Have students view or listen to a variety of texts.
2. Ask questions which will encourage students to:
   - recognise the purpose of the text and the intended audience
   - determine what they know about the topic/issue and what they would like to find out
   - make comparisons with their own personal experiences and ideas
   - compare and discuss how information about a topic is presented in different texts and consider the effectiveness of these
   - select appropriate resources for future research about the topic.

*Students acquire information by using texts relevant to the topic being studied. These students are investigating a topic, which they then shared with other class members, enabling them to broaden their experiences and make comparisons presented in different texts.*
Timelines

Timelines are lists of events set out diagrammatically in chronological order.

Planning

1. To understand the concept represented by a timeline students should be introduced to it with examples that have real meaning, eg a timeline of what has happened: to you; in your town; over the last five days, or use an event in the school and explicitly sequence the steps.
2. Gather the necessary resources, eg articles, computer databases.
3. Ensure that relevant information is included, eg dates, time sequences.
4. Determine ways of recording the timeline and gathering necessary materials.

Managing

1. Locate possible events to be included on the timeline.
2. Identify main events relevant to the study.
3. Sequence the events.
4. Find dates for each event.
5. Check findings by cross referencing.
6. Mark events on the timeline representing them with suitable intervals of time, eg Students in Stage 1 might sequence a set of photographs of themselves in particular roles. Stage 3 students would need to consider the use of scale on timeline charts.
7. Question the students to determine how they interpret the information on the timeline.

Students gathered information from a variety of sources on the goldrush. They sequenced the significant events, and recorded them on a timeline.
Having identified four stages in their development, the students were asked to construct a timeline.
Values Reinforcement

Values reinforcement involves the class teacher in emphasising specific values within the class and school context. Such values should be consistently reinforced within the total school community. The process of values reinforcement can assist students to:

- acquire a set of standards for developing personal values
- understand and live by desirable community standards
- become more effective learners
- become more effective citizens.

Planning

1. Many strategies can be used to reinforce values, but both static and dynamic models are extremely important.

2. Static models include such things as the school motto, personal conduct codes, democratic elections, rules for fair play in games, characters from history, literature and current affairs.

3. Dynamic models include people with whom children may interact, eg parents, relatives, friends, teachers, special visitors, community service workers, club leaders and sporting personalities.

4. Choose an incident from which it is planned to reinforce a particular value, eg an incident in a narrative, the presentation by a special guest, an event observed on an excursion.

Managing

1. Positively reinforce the desired values by highlighting words and actions of role models. Avoid artificiality, exaggeration or excessive moralisation.

2. Discuss beneficial consequences of values as practised by role models and possible consequences of other value-based actions.

3. Have students reflect generally on class or school examples where a particular value, or set of values, could be usefully demonstrated. This could be conducted as a brainstorming session and recorded on a chart for classroom display.

4. Develop appropriate plans of action for demonstrating values in the community, eg some form of community service such as undertaking responsibility to maintain a park; adopting an organisation such as a retirement village.

5. At times it will be appropriate for children to reflect personally on some goals, eg for putting values into practice.

Students and teacher discussed the rights, roles and responsibilities they have in making the classroom a happy, safe place to learn. A chart was drawn up to distinguish between each person’s job, including the jobs that they are not responsible for.

<table>
<thead>
<tr>
<th>My Job - Your Job</th>
<th>The student’s job is to...</th>
<th>The student’s job is NOT to...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>listen to other students and teachers</td>
<td>be noisy</td>
</tr>
<tr>
<td></td>
<td>keep classroom rules</td>
<td>be rude</td>
</tr>
<tr>
<td></td>
<td>help make classroom safe and tidy</td>
<td>be unkind</td>
</tr>
<tr>
<td></td>
<td>help other students work sensibly</td>
<td>hit, punch, kick, fight</td>
</tr>
<tr>
<td></td>
<td>do quality work</td>
<td>be bossy or a bully</td>
</tr>
<tr>
<td></td>
<td>stop and listen to bell</td>
<td>disrupt others</td>
</tr>
<tr>
<td></td>
<td>respect others and their belongings</td>
<td>stop others from learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The teacher’s job is to...</th>
<th>The teacher’s job is NOT to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>make learning fun</td>
<td>make students behave</td>
</tr>
<tr>
<td>help children to learn</td>
<td>make students learn</td>
</tr>
<tr>
<td>show students how to do things</td>
<td>sort out fights</td>
</tr>
<tr>
<td>ensure classroom is safe</td>
<td>do students’ job</td>
</tr>
<tr>
<td>care about students</td>
<td>model good learning</td>
</tr>
<tr>
<td>prepare lessons</td>
<td>do students’ job</td>
</tr>
</tbody>
</table>