Local Places

Connected Outcomes Group (A)

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

HSIE
Students use an inquiry process to develop knowledge and understanding of places in the local area by identifying natural, built and heritage features and the way the environment has been adapted to fulfil needs, inclusive of Aboriginal land management practices. Students develop their own values associated with ecological sustainability and identify responsibilities towards particular places and environments.

Creative Arts
Sensory investigations of the local, natural, and built environment (sights, sounds, smells, textures) allow students to develop individual responses.

Students will be engaged in:
- identifying, responding to and recording natural, built and heritage features of the local environment
- developing a safety message for being safe in the local environment
- planning and making a model of the school
- mapping significant features in the local area.

Planned assessment:
- observation of artworks and soundscapes that use the local environment as a stimulus
- analysis of students' maps of the local area
- identification by students on how they can help the environment
- analysis of proposals to make a safer school environment.
- creation of a slogan, song or poem that promotes a safe environment.
- analysis of students’ folios of artworks

PDHPE
Students explore and identify environmental factors that can impact on their health and the health of others. This may include factors such as different types of pollution, the benefits of recycling and utilising environmentally friendly products, or making choices about keeping themselves safe.

Science and Technology
Students can develop their understanding of the built environment and the design process by exploring their local school environment. Students tour their school identifying the function of various areas.

Students will apply their knowledge and understanding of environmental health aspects explored through PDHPE, to suggest modifications to unsafe areas of their built environment (i.e. their school).
**Local Places**

**Connection description**

The following information describes how the KLAs connect and contribute to the connection focus. Outcomes are unpacked and connections with specific content are described. The key concepts and enduring understandings describe skills, knowledge and understandings that can be transferred to new contexts.

NB. This information can be adapted by teachers who may wish to incorporate school specific content that still addresses syllabus requirements and the outcomes chosen for this connected outcome group.

### Literacy connections:

- Texts that inform and describe places
- Talking and listening: oral descriptions using location and position
- Reading: maps and drawings with symbols
- Writing: labelling of diagrams and maps using technical language

### Numeracy connections:

- Two-dimensional space: identify and name parallel, vertical and horizontal lines. Identify and name different lines in the environment.
- Position: describe the position of objects using everyday language, including 'left' and 'right'. Play action games based on direction.

<table>
<thead>
<tr>
<th>KLA</th>
<th>Outcomes</th>
<th>Connections</th>
<th>Content</th>
<th>Key concepts and enduring understanding</th>
</tr>
</thead>
</table>
| HSIE | ENS1.5 | Students identify and examine natural, built and heritage places in the local area. They explore the way the environment has been adapted to fulfil needs, inclusive of Aboriginal land management practices. | Students will learn about:  
  - the globe as a representation of Earth  
  - everyday words for location, position and direction e.g. left, right, mountain, city  
  - uses of places in their local area  
  - natural, built and heritage features in the immediate environment and in other areas  
  - adaptations to environments to fulfil 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  
  - Aboriginal relationship to the land and ways of caring for the land | Students identify their roles and responsibilities to natural, built and heritage places in the local area. |
<table>
<thead>
<tr>
<th>KLA</th>
<th>Outcomes</th>
<th>Connections</th>
<th>Content</th>
<th>Key concepts and enduring understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>CREATIVE ARTS</td>
<td>MUS1.1 Sings, plays and moves to a range of music, demonstrating an awareness of musical concepts. MUS1.2 Explores, creates, selects and organises sound in simple structures. DAS1.1 Performs dances demonstrating expressive qualities and control over a range of locomotor and non-locomotor movement. DAS1.2 Explores and selects movement, using the elements of dance to express ideas, feelings or moods. DAS1.3 Gives personal opinions about the dances and their purpose that they view and/or experience.</td>
<td>Students experience sensory investigations of the local, natural, and built environment (sights, sounds, smells, textures). Allow students to develop individual responses.</td>
<td>Content is presented as suggested learning opportunities for students. In Music, students can: • learn to sing an Australian Indigenous song • accompany the song with traditional movements. In Dance, students can: • use an environment such as the beach as stimulus • experiment with actions and performance qualities • create, select and sequence movement ideas.</td>
<td>Music: Students learn musical repertoire that relates to the themes of the unit, while focusing on learning and practising concepts of duration, pitch and tone colour. They explore environmental sounds to create a soundscape. Dance: Students explore the dance element of space, understanding aspects such as personal and general space, distance and position, leading to awareness of other dancers within the performing space. They learn to use a visual stimulus to experiment with movement actions and create dance movement.</td>
</tr>
<tr>
<td>CREATIVE ARTS</td>
<td>VAS1.1 Makes artworks in a particular way about experiences of real and imaginary things. VAS1.2 Uses the forms to make artworks according to varying requirements. VAS1.3 Realises what artists do, who they are and what they make. VAS1.4 Begins to interpret the meaning of artworks, acknowledging the roles of artist and audience.</td>
<td>In Visual Arts, students can: • investigate the natural and built local school environment by observing and recording their perceptions of lines, shapes and textures found in the playground • make artworks that represent personal experiences of a journey from home to school.</td>
<td>Students observe the details and features of objects and surfaces within the environment and experiment with the ways in which these details and features can be represented using drawing media. They use their recordings to inform their artwork of the school environment and compare and discuss their own work in relation to other works using similar subject matter.</td>
<td></td>
</tr>
<tr>
<td>PDHPE</td>
<td>PHS1.12 Recognises that positive health choices can promote well-being. SLS1.13 Recognises that their safety depends on the environment and the behaviour of themselves and others. DMS1.2 Recalls past experiences in making decisions.</td>
<td>Students explore and identify environmental factors that can impact on their health and the health of others. This may include factors such as different types of pollution, the benefits of recycling and utilising environmentally friendly products, or making choices about keeping themselves safe.</td>
<td>Content selected from PDHPE to support teaching and learning within this connection includes: • Environmental health – effects of pollution (school/home; water/air/land); recycling; environmentally friendly products • Preventative measures – sun protection; protective clothing and equipment • Home and rural safety – hazards inside/outside home; keeping safe around appliances/machines/animals; safe handling of substances; recreation activities • School and play safety – appropriate behaviour in and around buildings/playground equipment; rules and fair play at school and at home • Road safety – pedestrian safety; passenger safety; safety on wheels • Water safety – safe places to swim and play near water.</td>
<td>Students examine key factors that contribute to a balanced lifestyle and keeping safe and healthy. Students assess the safety of situations in home, school, water and road environments and identify appropriate responses They describe and practise a range of personal safety strategies that could be used in threatening or abusive situations. They take responsibility for personal decisions, recognising the effects that decisions have on self and others.</td>
</tr>
<tr>
<td>KLA</td>
<td>Outcomes</td>
<td>Connections</td>
<td>Content</td>
<td>Key concepts and enduring understanding</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Science and Technology | DMS1.8 Develops and implements own design ideas in response to an investigation of needs and wants. | Students can develop their understanding of the built environment and the design process by exploring their local school environment. Students tour their school identifying the function of various areas. Students will apply their knowledge and understanding of environmental health aspects explored through their PDHPE study, to suggest modifications to unsafe areas of their built environment (i.e. their school). | Content is selected from Science and Technology big ideas. Students learn that:  
  - public places e.g. parks and schools are often used by numbers of people and must provide for a variety of needs  
  - people create outside spaces as well as inside spaces for a variety of purposes  
  - drawings and models can be used to work out ideas for places and spaces and to communicate ideas to other people.  
Students learn to:  
  - explore common products and environments (places) and suggests how the features of their design meet the needs of users  
  - work cooperatively and safely to develop and implement own design ideas  
  - suggest how products and places could be improved to better meet the needs of users  
  - choose appropriate equipment and materials from a limited range of classroom resources to suit investigating tasks and designing and making tasks  
  - recognise the characteristics of some common materials.  | Students draw and model design ideas using accepted methods and practices.  
Students identify the difference between natural and built environments and model built environments designed to suit the needs of users.                                                                                                                                                                                                                   |
### Planning page

<table>
<thead>
<tr>
<th>Resources needed:</th>
<th>Literacy links include:</th>
<th>Numeracy links include:</th>
</tr>
</thead>
</table>
| **HSIE**          | • mapping - uses technical language and other organisers  
| • organise an excursion to view natural, built and heritage features of the local area or school  
| • Spare copies of *Caring for Country* are also available from regional offices - contact your regional curriculum SEO2 or Aboriginal Education consultant  
| • Hands on learnscapes CD-ROM (DET)#  
| • Discovering Democracy video segment Joining in  
| • Big mob books for little fullas (BOS) (currently out of print, available from Henry Parkes Resource Library).  
| • *Move ahead with street sense. Stage 1: a road safety resource to support the PDHPE K–6 syllabus* (available through the regional Road Safety consultant)  
| **PDHPE**         | • describes the position of objects in the school playground using everyday language  
| • Beyond the frame - image kit (DET) #  
| • Quantum leaps video#  
| • Vocal-Ease modules 1 and 2 (DET) # (teachers’ book is available as a pdf on arts action CD-ROM [DET]#)  
| **Creative Arts** | • represents position of objects using symbols on maps  
| • Beyond the frame - image kit (DET) #  
| • Quantum leaps video#  
| • Beyond the frame - image kit (DET) #  
| • Vocal-Ease modules 1 and 2 (DET) # (teachers’ book is available as a pdf on arts action CD-ROM [DET]#)  
| **Links to additional sources for resources:**  
| **Henry Parkes Equity Resource Centre Library** (the Library has a collection of resources to support the COG units, including out of print resources, which can be borrowed a term at a time)  
| **School libraries and information literacy**  
| **ISP matrix for COGs**  
| **Links to Mathematics programming support:**  

#Additional copies of some DET resources are available from DET sales at:  

**Collaborate with your teacher-librarian for teaching and resource support.**
# Term planner

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Creative Arts</th>
<th>HSIE</th>
<th>PDHPE</th>
<th>Science and Technology</th>
</tr>
</thead>
</table>
| 1    | Dance - Exploring space and location | Developing concepts of location and environment  
Mapping |                                       |                                       | Design, plan and produce a proposal for a safer school environment |
| 2    | Dance - (cont.)                    |                                       | Keeping safe in my environment  
Keeping safe as a pedestrian |                                       |                                       |                                       |
| 3    | Visual Arts - Investigating the school environment | Our environment | Design, plan and produce a proposal for a safer school environment | Design, plan and produce a proposal for a safer school environment  
Generating ideas and realising solutions |
| 4    | Visual Arts - Mapping a path       | Environmental diversity  
Living with the land | Design, plan and produce a proposal for a safer school environment | Design, plan and produce a proposal for a safer school environment |
| 5    | Dance - Lines and shapes in the natural and built environments  
Visual Arts - Art appreciation: an artist's environment | Aboriginal features of the local area | Design, plan, and produce a proposal for a safer school environment | Design, plan and produce a proposal for a safer school environment |
| 6    | Visual Arts - Art appreciation (cont.) | Caring for the environment  
Connection to place and country | Caring for the environment |                                       |                                       |
| 7    | Visual Arts - Art appreciation (cont.)  
Music - Creating a soundscape | Connection to place and country (cont.)  
Effect of changing the environment |                                       |                                       |                                       |
| 8    | Music - (cont.)                    | Respecting the environment |                                       |                                       |
## Unit of work

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Learning experience</th>
<th>Planned assessment</th>
</tr>
</thead>
</table>
|          | Activities in this connected outcome group have been organised in four sections.  
Section 1 - Developing concepts of location and a recognition of features of the local environment  
Section 2 - Developing understanding of how the school playground can be designed for our use and how care must be taken to look after our local environment and the wider environment  
Section 3 - Developing understanding of our heritage  
Section 4 - Developing understanding of safety in school environment | |

### Section 1 - Developing concepts of location and understanding of features of the local environment

**HSIE**

ENS1.5 Compares and contrasts natural and built features in their local area and the ways in which people interact with these features  
  • uses a range of geographical terms to describe location and features.

**Science and Technology**

BES1.1 Creates, modifies or models built environments to the suit needs of users  
  • there are fundamental differences between natural and made environments  
  • people create outside spaces as well as inside spaces for a variety of purposes.

**Location and environment - my neighbourhood**

Connection link: understanding that the local neighbourhood is part of a wider environment and that environments have features that are natural, managed and built.

- Using Google Earth, students pretend they are space travellers and journey from outer space to visit some different locations in the school neighbourhood (by inserting an address in the Search function in the side menu).
- Using the ‘street view’ option in Google Earth students journey into street bubbles and talk about features of the different places/locations around the school. They identify natural features of the school neighbourhood, those that are managed by people and those that are built by people.

**Developing concepts of location and environment – the school**

Connection link: understanding that the local neighbourhood is part of a wider environment and that environments have features that are natural, managed and built.

- Find a safe spot in the playground to sit and observe a number of environmental features e.g. trees, hill, creek, school buildings, boundary fences. Identify the compass points of north, south, east and west and draw or indicate on the playground. Introduce location words e.g. ‘behind’, ‘in front’, ‘up’, ‘down’, ‘below’, ‘above’, ‘between’, ‘next to’.

- Using Google Earth, students pretend they are space travellers and journey from outer space to visit some different locations in the school neighbourhood (by inserting an address in the Search function in the side menu).
- Using the ‘street view’ option in Google Earth students journey into street bubbles and talk about features of the different places/locations around the school. They identify natural features of the school neighbourhood, those that are managed by people and those that are built by people.

**Developing concepts of location and environment – the school**

Connection link: understanding that the local neighbourhood is part of a wider environment and that environments have features that are natural, managed and built.

- Find a safe spot in the playground to sit and observe a number of environmental features e.g. trees, hill, creek, school buildings, boundary fences. Identify the compass points of north, south, east and west and draw or indicate on the playground. Introduce location words e.g. ‘behind’, ‘in front’, ‘up’, ‘down’, ‘below’, ‘above’, ‘between’, ‘next to’.
Outcomes | Learning experience | Planned assessment
--- | --- | ---
• Play a game of *I spy* using location terminology. For example:
  - I spy a large building to the right or east / west, what is it?
  - I spy something tall and green to the north, what is it?
  - I spy something in front of the flag pole, what is it?
• Move to a different location and locate north, south, east and west, using features of the environment identified in the *I spy* activity. Review the meaning of the word ‘environment’ as a place or a space. Identify the differences between natural and built features in the environment.
• Continue the *I spy* game using words to describe:
  - whether the area is natural or made - I spy something made of brick, what is it?
  - how the area is used - I spy something used for children to play on, what is it?
• Divide the class into small groups and assign each group a different area of the school. Ask students to imagine they are a bird looking down on the area.
• Have each group draw a plan of their assigned area and label their section of the school.
• On a large sheet of paper construct a map of the school from the students’ drawings/plans. Keep this map for reference in later lessons.
• Discuss the purpose and use of each of the areas represented on the map.
• Students use the map and terms ‘left’ and ‘right’ to give directions to places in the school.
  *(Numeracy link)*

Note: This activity provides prior learning for a design task presented later in the unit.

NB shaded text is background information for teachers.

*(Literacy link: listens for positional language in instructions)*
*(Numeracy link: describes the position of objects in the school playground using everyday language)*
<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Learning experience</th>
<th>Planned assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSIE ENS1.5 Compares and contrasts natural and built features in their local area and the ways in which people interact with these features • develops an understanding of the concepts involved in depicting locations as a map • makes and interprets models of features and places of a particular location • demonstrates an awareness that the features and places that are a part of their local area exist within a broader context • represents a well known place as a map using some symbols and different colours to show different features.</td>
<td>Recording and locating places by mapping Connection link: understanding that we use maps and mapping to record where places and features are located. • Show students a world globe or world map. Identify land masses, seas, north/south poles, Australia and own town or city (approximately). Develop students understanding of the way a three dimensional landscape is represented in two dimensions using lines, colours and symbols. • Write some statements of location e.g. we live near the sea, the mountains, the river, we are north of ..., we are south of ..., near where we live is ... • Show students some examples of aerial photographs, contour maps and landform maps. Discuss: - what a map is and what it can represent e.g. different types of maps can represent different things e.g. a bird’s eye view - how places and features on a map can be represented by symbols and different colours - examples of simple maps • Select and make photocopies of a simple map that uses a simple key and some symbols. Explain how the features of the location are represented on the map. • Discuss what the symbols and colours on the map represent and why they are used. • Play a simple game to locate the use of the different symbols. As each symbol is located, cover with a counter.</td>
<td>Assessment strategy The teacher: • analyses the student’s freehand map drawing of a location. • asks the student about the location they have selected and the symbols and colours used to represent different features of this location. Assessment criteria The student: • represents a well known place as a hand drawn bird’s eye view map in some detail • uses symbols to represent different features of the well known location • uses colour to differentiate features. These criteria address outcome ENS1.5.</td>
</tr>
</tbody>
</table>

Assessment: Each student draws a freehand map of the location they have studied, using some symbols and a simple key to represent different features on their map. Ask students to explain some of the symbols they have used and what they represent. Note that students should represent the location as a bird’s eye view. No aspects of the map should be draw as a perspective.

*Literacy link:* labels own maps - using technical language and other organisers e.g. a key, symbol

*Numeracy link:* describes the position of places on a simple map
<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Learning experience</th>
<th>Planned assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Creative Arts: Visual Arts</strong>&lt;br&gt;VAS1.1 Makes artworks in a particular way about experiences of real and imaginary things&lt;br&gt;• investigates details of the built and natural features on a walk.&lt;br&gt;VAS1.2 Uses the forms to make artworks according to varying requirements&lt;br&gt;• uses media to record sites as sketches, rubbings and text.</td>
<td><strong>Mapping a path</strong>&lt;br&gt;<strong>Connection link: recording a journey through the local environment in artwork.</strong>&lt;br&gt;• Discuss options for a short walk to record or map the built and natural features along the way. The features to be mapped and recorded may include significant sites such as Aboriginal sites and heritage sites. The recording of information may include compiling a log using descriptive words and phrases, sketches, rubbings and photographs.&lt;br&gt;• Students collect information at each feature site. They should record their observations of details of objects, patterns, textures and colours, as well as sensations (feelings, sounds, smells). Collectively the students will cover a range of aspects of the site. The recordings of the journey can be kept as individual logs or folios.&lt;br&gt;• In the classroom, students can discuss and compare their recordings and consider how they could put all the information together and present it to an audience in the form of an artwork.</td>
<td><strong>Assessment strategy</strong>&lt;br&gt;The teacher:&lt;br&gt;• observes student artworks. <strong>Assessment criteria</strong>&lt;br&gt;The student:&lt;br&gt;• creates a folio that contains a range of observations&lt;br&gt;• classifies observations into natural and built features&lt;br&gt;• uses a variety of media in their artwork&lt;br&gt;• uses a variety of pattern, texture and colour in their artwork. &lt;br&gt;These criteria address outcomes: VAS1.1, VAS1.2</td>
</tr>
<tr>
<td><strong>Creative Arts: Visual Arts</strong>&lt;br&gt;VAS1.3 Realises what artists do, who they are and what they make&lt;br&gt;• understands that the artist has recorded a journey using images.&lt;br&gt;VAS1.4 Begins to interpret the meaning of artworks, acknowledging the roles of artist and audience&lt;br&gt;• understands that an artwork has meaning for the artist and the audience.&lt;br&gt;VAS1.1 Makes artworks in a particular way about experiences of real and imaginary things&lt;br&gt;• constructs an artwork using recorded information.&lt;br&gt;VA1.2 Uses the forms to make artworks according to varying requirements&lt;br&gt;• uses a variety of media and techniques to represent a journey.</td>
<td><strong>An artist’s environment</strong>&lt;br&gt;<strong>Connection link: recording a journey through the local environment in artwork.</strong>&lt;br&gt;• Look at Travels by motorail: Booyong table setting, by Gary Jolley image 16 from Beyond the frame image kit (DET). Introduce the artwork and discuss the subject matter (what the picture is about). The reverse side of the image contains information about the work.&lt;br&gt;• Compare images from Gary Jolley’s train journey with the students’ folio of sketches from the previous art activity – Mapping a path.&lt;br&gt;• Students recall the purpose i.e. recording natural and built features, as well as information collected during the walk.&lt;br&gt;• Students create an artwork using the collected information (sketches, diagrams, rubbings, photos) from the walk. The information can be put together in individual or group artworks representing the local environment. The works may be two or three dimensional and use a variety of techniques and media.&lt;br&gt;• The artworks are displayed and students discuss the meaning of their works, what the artwork is about, how it was constructed and what it represents. They also explain the reasons for their choice of media.</td>
<td><strong>Assessment strategy</strong>&lt;br&gt;The teacher:&lt;br&gt;• creates an artwork (using the folio of sketches from Mapping a path)&lt;br&gt;• discusses features of their own and an artist’s work. <strong>Assessment criteria</strong>&lt;br&gt;The student:&lt;br&gt;• creates an artwork based on recorded information using a variety of media and techniques&lt;br&gt;• talks about the meaning of their artwork&lt;br&gt;• understands how an artist can record a journey using images. &lt;br&gt;These criteria address outcomes VAS1.1, VAS1.2, VAS1.3 VAS1.4</td>
</tr>
<tr>
<td>Outcomes</td>
<td>Learning experience</td>
<td>Planned assessment</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------</td>
<td>--------------------</td>
</tr>
</tbody>
</table>
| **Creative Arts: Dance**  
DAS1.1 Performs dances demonstrating expressive qualities and control over a range of locomotor and non-locomotor movement  
- investigates personal and general space  
- performs with awareness of other dancers and the performing space.  
| **Exploring space and location through dance**  
**Connection link:** developing student's sensory awareness of their location in space and the environment.  
- Play the movement game *Near and far* to reinforce students' understanding of space and location. Before you begin, identify locations within the room: north, south, east, west, up, down. On the teacher's signal, the group moves:  
  - as close as possible to each other in the centre of the room without touching  
  - as far away from each other as possible  
  - to the north, south, east and west.  
- Repeat the game several times, moving in a variety of ways, e.g. marching, sliding, hopping.  
- Direct students to explore their use of personal space in the room. Instruct students to:  
  - find a space alone. Come to me; now we are all crowded together  
  - find a space alone. Sit in your space. Come to me, without touching anyone  
  - find a space of your own on the other side of the room. Spin around in your space  
  - make a big shape in your space to fill it up  
  - make a shape with your body that reaches up into the space  
  - make a shape with your body that reaches down towards the floor  
  - lie down, long and thin, in your space.  
- Develop students' understandings about the use of space as they move about the room. Instruct students to:  
  - stand in your space. Walk towards the nearest wall, without touching others  
  - walk to the opposite wall without touching anyone  
  - walk anywhere in the room, avoiding other people.  
- Repeat this activity, varying ways of travelling, building up to running activities. Students:  
  - run, lifting the knees high  
  - run sideways  
  - run with the head pushed forward.  
- Alternate marching at normal speed with marching in slow motion for a cool-down activity. Use tambourine signals, for example:  
  - one tap = normal speed  
  - two taps = slow motion  
  - three taps = stop.  
- Walk in the space next to a partner. Walk one behind the other. Change the lead as you walk, one in front, then the other. Copy the leader's movements.  
|  
| **PDHPE**  
DAS1.7 Performs simple dance sequences incorporating basic movement skills and patterns  
- shows movement with various parts of the body  
- follows simple movement skills and patterns.  
|  

*(Numeracy link: listens for positional language in instructions)*
### Outcomes

**Creative Arts: Dance**

- **DAS1.2** Explores and selects movement using the elements of dance to express ideas, feelings or moods
  - experiments with different actions and qualities to represent a theme.

- **DAS1.3** Gives personal opinions about the dances and their purpose that they view and/or experience
  - talks about ideas related to the movement observed in the work of others.

**PDHPE**

- **DAS1.7** Performs simple dance sequences incorporating basic movement skills and patterns
  - shows movements with different body parts.

### Learning experience

**Dance stimulus: lines and shapes in natural and built environments**

**Connection link: developing student’s awareness of line and shape in the environment through dance**

- **Warm-up:** using imagery from the local natural and built environment, instruct students to:
  - slowly make a bridge over the [local name] river (move the body into an arch shape, with hands and feet on the floor)
  - slowly make a flat bridge over the river (push-up position)
  - slowly put your nose in the river (kneel, with bottom on heels, arms extended forward along the floor, head down)
  - slowly come up for air (kneel upright, extend arms over the head and look to ceiling with the chest open). Repeat.

- **Students view their drawings, rubbings and pictures of local features of the environment for ideas.** They make body shapes and pathways through the air and across the floor to represent lines and shapes in the local environment.

- **Students use different body parts, e.g. right hand, left foot, ear, knee, hip, nose, to make a pathway of a slow, winding, wide river.**

- **Students sit, kneel or stand to explore curving pathways with hand, ear, foot, knee, hip, and nose.**

- **In pairs, students mirror each other's movements very carefully.** Ask students to perform the movements at a low, medium and high level. They perform the same movements, but facing away from each other, at different levels, fast and slow, smooth and jerky etc.

- **Four pairs at a time, students perform their movements for the class.** After each performance, briefly discuss the movements and how it made the dance look different.

- **View two dance works from the Quantum leaps video: excerpt from Philippe Genty's stowaways and excerpt from Fish.**

- **Discuss the pieces using focus questions, for example:**
  - what sort of environment has been created?
  - what does it remind you of?

- **Describe the movement of the dancers, for example:**
  - what shapes did the dancers use?
  - how do they use their arms?
  - how do they move through the space?
  - what is the dance about?
<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Learning experience</th>
<th>Planned assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSIE ENS1.5</td>
<td>Compares and contrasts natural and built features in their local area and the ways in which people interact with these features • categorises photographs into natural and built environments • discusses changes to the natural environment to meet needs.</td>
<td></td>
</tr>
<tr>
<td><strong>Science and Technology</strong> BES1.1</td>
<td>Creates, modifies or models built environments to suit the needs of users • peoples’ needs determine how places and spaces are designed and used.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Environments can be very different</strong> Connection link: developing student’s appreciation that built and natural environments can be very different depending on their location**</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Using Google Earth, students pretend they are space travellers and journey from outer space to visit locations in different places in NSW (by inserting an address in the Search function in the side menu). Start with the students’ own local neighbourhood and move to less familiar places.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Using the 'street view' option in Google Earth students journey into street bubbles and talk about features of the different environments they observe. They identify natural features of neighbourhoods, those that are managed by people and those that are built by people.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students identify features that are similar in different neighbourhoods and those that are different. They propose reasons for similarities and differences.</td>
<td></td>
</tr>
</tbody>
</table>
### Outcomes | Learning experience | Planned assessment
--- | --- | ---
**Features of our environment**
*Connection link: developing students’ appreciation of common features in built and natural environments*

View the [Picture Australia picture trails on national parks](http://www.curriculumsupport.education.nsw.gov.au/tconnected/cogs/units). These images provide examples of different natural and built environments, including heritage environments. Alternatively, images from library books or an image kit such as The curve of the bridge from Enter Art (DET), image No. 4, could also be used to illustrate an example of the built environment.

- Discuss each picture:
  - what was the building used for and when was it built?
  - what is the purpose of the building today?
  - what makes the buildings ‘old’?
- If possible, organise a walk to explore the local environment. Take a digital camera to record natural, built and heritage features. Invite a speaker from the local council or local historical society.
- Identify a heritage building in your school or your local area. Discuss the term ‘heritage environment’, and:
  - develop a simple time line for the building showing some of the different owners and uses of the building e.g. built in the 1800s, used as a hotel, then became a boarding house, a private home and is now a restaurant
  - explore what the natural environment might have looked like before the building was built.
- Refer to natural environment images.
- Discuss how and why the natural environment has been changed. List possible reasons for these changes.
- Develop a retrieval chart of features in Our environment. The retrieval chart could include:

<table>
<thead>
<tr>
<th>Sites in our local area</th>
<th>Features of the site</th>
<th>Name of site and where this site is located</th>
<th>Why this site is important</th>
<th>How this site is used – purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buildings e.g. heritage and other buildings of significance such as a hospital, school, church, bridges</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parks and reserves</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infrastructure e.g. roads, electricity lines, dams</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural environment e.g. bush, water ways, beach</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Farm land e.g. land used for grazing and cropping</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*(Literacy link: interprets information presented in images and diagrams, selects texts related to the topic)*
<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Learning experience</th>
<th>Planned assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HSIE</strong></td>
<td><strong>What is important in the local environment?</strong>&lt;br&gt;<strong>Connection link:</strong> raising students’ awareness of how people values environments differently&lt;br&gt;Refer to the Our environment retrieval chart.</td>
<td></td>
</tr>
<tr>
<td>EN1.5</td>
<td>Compares and contrasts natural and built features in their local area and the ways people interact with these features.</td>
<td></td>
</tr>
<tr>
<td>EN1.6</td>
<td>Demonstrates an understanding of the relationship between environments and people&lt;br&gt;• examines the values that people place on features in the local environment&lt;br&gt;• identifies ways in which people depend on the environment.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>What is important in the local environment?</strong>&lt;br&gt;<strong>Connection link:</strong> raising students’ awareness of how people values environments differently&lt;br&gt;Refer to the Our environment retrieval chart.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Work with students to construct a simple survey of their family members, referring to places included in the chart.&lt;br&gt;• List a number of sites and features in the local area e.g. historic building, river/creek, cultural centre, Aboriginal site/s. Rank these sites in order of importance.&lt;br&gt;• Identify aspects of the environment that need to preserved, protected or improved e.g. more bush, sports grounds, parks, roads, play areas. Rank in priority order. Collaboratively develop some several simple survey questions for students to use with family members.&lt;br&gt;• Copy the survey for students to take home to survey family members.&lt;br&gt;• Tally results and construct either a column or picture graph.&lt;br&gt;• Interpret the graph and discuss what the results indicate about the values people in the community hold about their environment. (<strong>Numeracy link</strong>)&lt;br&gt;(<strong>Literacy link:</strong> organises information gathered from survey questions into lists and graphs)&lt;br&gt;(<strong>Numeracy link:</strong> records data using tally marks; interprets data presented as a column or picture graph)</td>
<td></td>
</tr>
<tr>
<td><strong>Creative Arts: Visual Arts</strong></td>
<td><strong>Investigating the school environment</strong>&lt;br&gt;<strong>Connection link:</strong> developing student’s tactile awareness of the school environment&lt;br&gt;<strong>Rubbings and sketches</strong>&lt;br&gt;<strong>Connection link:</strong> developing student’s awareness of texture in the school environment&lt;br&gt;• Demonstrate how to record textures and patterns by using rubbing techniques (frottage). Use different media on various surfaces. Show how to place a sheet of paper on a surface and make an ‘frottage’ by carefully rubbing over the surface with a pencil, crayon or charcoal to re-create lines, patterns, shapes and textures.&lt;br&gt;• Explore the natural, built and heritage features of the school environment.&lt;br&gt;• Students select plants and buildings found in the school environment. They make rubbings and sketches to record details of their selected features with various media (crayon, pencil and charcoal) on different papers.&lt;br&gt;• In the classroom, students tear and cut out parts of their recordings and assemble these into an artwork representing the different features of the school environment. Additional connecting lines, textures and a wash can be added to create interest.</td>
<td></td>
</tr>
<tr>
<td>VAS1.1</td>
<td>Makes artworks in a particular way about experiences of real and imaginary things&lt;br&gt;• investigates details (textures) of a range of objects.</td>
<td></td>
</tr>
<tr>
<td>VAS1.2</td>
<td>Uses the forms to make artworks according to varying requirements&lt;br&gt;• experiments with media (crayons, pencils, charcoal) to make rubbings.</td>
<td></td>
</tr>
</tbody>
</table>
### Outcomes

<table>
<thead>
<tr>
<th>HSIE ENS1.5</th>
<th>Compares and contrasts natural and built features in their local area and the ways in which people interact with these features.</th>
</tr>
</thead>
</table>
| HSIE ENS1.6 | Demonstrates an understanding of the relationship between environments and people:  
  - communicates an understanding of living and non-living, natural and built features  
  - describes how they interact with a special place. |

### Learning experience

| Environmental diversity | Connection link: developing student’s appreciation of diversity in the environment around the school. Diversity can be expressed through variables such as shady/sunny, wet/dry, noisy/quiet, windy/calm, warm/cold, clean/dirty.  
  Investigate diversity in the environment. Diversity can be expressed through variables such as shady/sunny, wet/dry, noisy/quiet, windy/calm, warm/cold, clean/dirty.  
  - Record language associated with different places – shady/sunny, old/new, little/big, wet/dry, warm/cool, hot/cold. Identify places, from students’ experience, to match each description.  
  - Classify places as natural or built.  
  - Look more closely at the natural environment and classify into living and non-living features. Relate to places that students are familiar with in the local and wider community e.g. in our playground we have trees and rocks; trees are living; rocks are non-living.  
  - Use the language of diversity to make sets of contrasting environmental labels or word cards. Use the labels to order degrees of diversity e.g. icy, cold, cool, warm, hot; dry, moist, damp, wet.  
  - Organise students into pairs to read and explain one environmental label they have been given. Students:  
    - identify a place to match the word or label, giving reasons for their selection and indicating if the place has features that are living/non living.  
    - draw their favourite place and use labels to describe the type of environment  
    - write a statement to give reasons for the choice of this favourite place. |

(Literacy link: using descriptive language and language of comparison)  
For additional information, refer to: Stage 1 unit Environmental diversity (Task 2 p. 4) - a pdf file found on the Learnscapes (DET) CD-ROM.

### Planned assessment

| PDHPE PHS1.12 | Recognises that positive health choices can promote well-being:  
  - identifies environmental factors that impact on their health. |
| HSIE ENS1.6 | Demonstrates an understanding of the relationship between environments and people:  
  - undertakes activities to learn about recycling  
  - enhances knowledge and understanding of practical applications of recycling  
  - shows an understanding of environmental issues  
  - identifies wise and unwise use of resources. |

| Caring for the environment | Connection link: developing student’s awareness of pollution in the local environment  
  - Initiate a class discussion about pollution. Ask: What is pollution and what are some different types of pollution? e.g. smog, car fumes, discharge from factories, fertilisers ending up in drains, over spraying of crops.  
  - Complete a class mind map listing types of pollution and consequences i.e. how it might affect our health. Air pollution can trigger asthma, polluted water can harm us if we drink it or swim in it and noise pollution can affect hearing.  
  - Ask: do we have pollution in our school? Students may discuss factors such as rubbish attracting vermin and lids being left off bins attracting dogs looking for food scraps.  
  - Play the interactive recycling game on Ollies world. Model first as a class, then play in small groups or pairs. |

| Assessment strategy | The teacher:  
  - observes students concept maps  
  - identifies causes of pollution,  
  - identifies effects of pollution. |
| Assessment criteria | The student:  
  - identifies wise and unwise use of resources.  
  - identifies causes of pollution.  
  - identifies effects of pollution.  
These criteria address outcome: PHS1.12  
This assessment task focuses on the QT element/s of:  
- Deep Knowledge  
- Student Direction
<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Learning experience</th>
<th>Planned assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students organise bins or containers in the classroom for plastic, paper, cans and glass. Place the waste generated in the classroom in the appropriate bin. Monitor the amount in each bin over the period of one week. Discuss what can be done to reduce the amount of waste the class produces.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ask students to examine the amount of recyclable material. Ask students questions such as:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- what material has our class collected most?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- what can be done with this material?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- can we use this material in another way? e.g. reuse the paper</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- how do you recycle at home?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- how does our school recycle? Could we improve on this?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- how does recycling help the environment?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- does recycling help our health? e.g. it could reduce pollution</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Brainstorm ideas for reducing waste e.g. not using plastic bags for shopping, walking short distances instead of driving, using public transport, walking or biking to school, choosing products with minimal packaging, reusing or recycling clothing and household items such as furniture, choosing items that are designed to be robust and last for a long time.</td>
<td></td>
</tr>
</tbody>
</table>

(Literacy link: uses information gathered in class discussions)
### Outcomes

<table>
<thead>
<tr>
<th>Science and Technology</th>
<th>Learning experience</th>
<th>Planned assessment</th>
</tr>
</thead>
</table>
| **DMS1.8** Develops and implements own design ideas in response to an investigation of needs and wants  
- explores common products and environments (places) and suggests how the features of their design meet the needs of users  
- develops design concepts through drawing and modelling  
- shares design ideas with others and responds to feedback  
- works cooperatively and safely to develop and implement own design ideas  
- suggests how products and places could be improved to better meet the needs of users.  
**BES1.1** Creates, modifies or models built environments to suit the needs of users  
- people’s needs determine how places and spaces are designed and used  
- people create outside spaces as well as inside spaces for a variety of purposes  
- drawings and models can be used to work out ideas for places and spaces and to communicate ideas to other people.  
PDHPE  
**SLS1.13** Recognises that their safety depends on the environment and the behaviour of themselves and others  
- identifies things needed to play safely e.g. when using playground equipment  
- describes ways of dealing with a dangerous situation.  
**DMS1.2** Recalls past experiences in making decisions  
- identifies safe and unsafe places to play.  
Science and Technology  
**DMS1.8** Develops and implements own design ideas in response to an investigation of needs and wants  
- develops design concepts through drawing and modelling  
- shares design ideas with others and responds to feedback  
**BES1.1** Creates, modifies or models built environments to suit the needs of users  
- people’s needs determine how places and spaces are designed and used  
- people create outside spaces as well as inside spaces for a variety of purposes  
- drawings and models can be used to work out ideas for places and spaces and to communicate ideas to other people. |

| Design task: design, plan and produce a proposal for a safer school playground environment  
**Connection link:** developing student’s capacity to design a model environment that contains both natural and built features and that demonstrates early awareness of the importance of sustainability.  
Students will require sufficient time over several lessons to complete this design task. The following sequence outlines the process for working through this design task.  
This learning experience provides an authentic task with an opportunity for school improvement. Involvement of the principal with planning this activity is recommended to help ensure that identified risks are responded to appropriately. Note: If you do identify a risk you need to take action to address the risk, especially if the likelihood of an accident occurring is high. |

| Exploring and defining the task  
- Display a map of the school playground and ask students:  
  - what activities do students do in the playground?  
  - in what part of the playground do these activities occur?  
  - Refer to the map of the school the students have developed and have students annotate some of the activities that occur.  
  - Identify, and using a legend, record on the map the purpose and use of each area e.g. sitting area, running games, quiet games, climbing games, out of bounds, thoroughfare.  
  - Introduce students to the design task. Discuss the terms used in the task. Review the design process used in previous design tasks.  
  - Focus on the playground areas identified on the map and discuss any unsafe areas, such as a place where injuries may occur. The most common injuries that occur in schools involve slips, trips and falls.  
  - With your class, visit areas around the school that students have identified as having possible hazards. How is the area used? Who uses the area? What features of the area are unsafe? Some examples include exposed tree roots, uneven paving or asphalt.  
  - This website may provide students with some ideas for a safe playground  
  [http://www.kidsafensw.org/playsafety/index.htm](http://www.kidsafensw.org/playsafety/index.htm)  
  - Ask: what criteria will we use to judge our proposed changes? From class discussion, the teacher synthesises a short list of criteria that can be used to evaluate the changes proposed for a safer playground environment. The list will include statements like: ‘will help students play a variety of games safely’, ‘fewer accidents’, ‘less serious accidents’.  
  - Introduce the term ‘risk’ and ask students to explain how risk relates to safety. Discuss how students can assess the risks in an area. Consider the likelihood of an accident occurring and the severity if it occurred. Suggestions may include observing an area, photographing, video or surveying people e.g. teachers, the principal, parents, the person in charge of first aid and other students.  
  - Jointly construct a survey form that students may use to find out about the type and frequency of injuries or near misses in the identified areas. Questions may include: |

| Assessment strategy  
The teacher:  
- analyses student proposals and their explanations of their design ideas  
- analyses student self assessment.  
Assessment criteria  
The student:  
- explains how the proposals address the criteria  
- identifies how well they address the criteria  
- makes suggestions on how to improve the design.  
These criteria address outcomes **DMS1.8, BES1.1** |

| Assessment Strategy  
The teacher:  
- observes student work samples.  
Assessment Criteria  
The student:  
- identifies features of a playground  
- identifies safety features of a playground  
- identifies unsafe features of a playground  
- justifies selection of safe / unsafe areas.  
These criteria address outcomes **DMS1.8, BES1.1** |

This assessment task focuses on the QT element/s of:  
- Higher Order Thinking  
- Connectedness
<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Learning experience</th>
<th>Planned assessment</th>
</tr>
</thead>
</table>
| environments to suit the needs of users  
  - people’s needs determine how places and spaces are designed and used  
  - people create outside spaces as well as inside spaces for a variety of purposes  
  - drawings and models can be used to work out ideas for places and spaces and to communicate ideas to other people. | - have you ever had an accident or near miss in this area?  
  - what caused the accident?  
  • Use the data from the students’ findings to plot the frequency of injuries in the identified areas. | |
| | Generating and developing ideas | |
| | • Ask: what play equipment is used in parks and other places? What features of the play equipment make it safe/safer to play with? Visit a local play area and evaluate play equipment by assessing the risk involved in each play activity. Evaluate the safety of the general area, e.g. signage, supervision of those playing in the area, access and pathways.  
  • Return to school and ask students to draw a playground. They are to include features that they identify as safe and unsafe. Safety features can be further identified with a tick and unsafe features can be identified with a cross. Invite students to report back on their findings.  
  Ask remaining students to make suggestions identifying additional safe and unsafe areas and justify their choice.  
  • Select one area of the school playground that appears to have resulted in a significant number of injuries. The class should revisit the selected area and record their findings about potential causes. Use drawings, photographs or annotations on their plan for clarification.  
  • Discuss the unsafe features of the area and propose what can be done to address these. Students may suggest ideas involving changed usage patterns, playground equipment, supervision, signage, growing grass, clearing bushes, redesigning walkways, erecting barriers.  
  • Discuss with students the criteria for determining the success of their proposed solutions i.e. If we redesign this area, how will we know that our proposed solution is successful?  
  • Review earlier design tasks and revise the methods used to communicate ideas and plans.  
  • Ask: what are the best ways we can communicate our proposed changes to an audience e.g. detailed plan, model, annotated photographs. In groups students discuss and plan how they will present their proposed solutions, incorporating their ideas of how to make the area safer.  
  • Students present their plans to peers, other classes, teachers, and principal. Students make modifications to their plans in response to feedback. Students should write a brief explanation of their modifications.  
  • With teacher guidance, students create a procedure that can be followed. They list materials and equipment (resources) needed to develop and present their final proposal.  
  • Students use identified resources and procedures to develop their proposals. Assist students to develop their proposals. Seek help from technical experts where necessary but ensure that helpers do not interfere in student-developed design ideas. | |
| | Producing solutions | |
| | • Ask: how will we evaluate our proposed changes? Refer students to the criteria developed earlier to evaluate the success of their proposed changes. Consider: interviewing users, teachers, parents. Consider interview questions or surveys based on the ‘success criteria’. Questions could include: | |

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Learning experience</th>
<th>Planned assessment</th>
</tr>
</thead>
</table>
| - do you think our ideas will lead to fewer accidents?  
- do you think that accidents (if they occur) will be less serious?  
- do our suggested modifications interfere with students' games?  
- are all students' needs met?  
- will it be possible for the school to make these changes?  
• Students may make modifications to their proposal.  
• Encourage students to reflect on their progress at the conclusion of the process. Consider difficulties and suggest solutions.  
• Take photos to record the design process of redesigning/modifying unsafe areas.  
• Have students reflect on the design process they used. Consider: what could we do differently if we did the project again? Guide students toward discussion of the process, e.g. should we have talked to the school principal at an earlier stage? Did we ask the right evaluation questions?  
(Literacy link: uses information gathered to produce texts that inform other students in the school) |
<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Learning experience</th>
<th>Planned assessment</th>
</tr>
</thead>
</table>
| HSIE ENS1.6 Demonstrates an understanding of the relationship between environments and people • suggests ways of caring for sites, features, places and environments to which they can contribute. | Respecting the environment **Connection link: assessing learning**  
**Assessment**  
• Create a worksheet, poster or class display based on ‘How I help the environment’.  
• Individually, or in small groups, or as a class, write a short statement and include some illustrations on:  
  - I/we will help the environment at home by …  
  - I/we will help the environment at school by …  
  - I/we will help the environment in my street by …  
  - I/we will try to get other people to help the environment by …  
**Assessment strategy**  
The teacher:  
• analyses students’ presentations to determine their understanding of the relationship between environments and people.  
**Assessment criteria**  
The student:  
• evaluates ways of caring for sites, features, places and environments they are familiar with (HSIE)  
• suggests some civic action to care for different environments (HSIE)  
These criteria address outcomes ENS1.6 |  |

<table>
<thead>
<tr>
<th>Section 3 - Developing understanding of our heritage</th>
<th></th>
</tr>
</thead>
</table>
| HSIE ENS1.6 Demonstrates an understanding of the relationship between environments and people  
• participates in discussion on the connections between Aboriginal people and the land  
• identifies some of the strategies Aboriginal people used to manage the environment. | Living with the land **Connection link: raising student’s awareness of Aboriginal people’s connection with the land**  
From the Big mob books for little fullas (BOS) literacy teaching kit, choose either Ten little Jarjum or Paddy’s Island. Alternatively, use Gami’s place included in the Caring for Place – caring for Country (DET) teaching kit, or similar stories that address Aboriginal peoples connection with the land.  
• Ten little Jarjum: refer to the activities on p. 67 of the blackline masters, the oral history included on the tape and to the Bungalung names on the inside back cover of the big book.  
• Paddy’s Island: refer to activities on pp. 101–102 of the blackline masters.  
• Listen to additional oral stories and information included on the tape.  
• Use the discussion points to develop an understanding of Aboriginal peoples’ connection to the land. Show some examples of how Aboriginal people lived with the land.  
• Gami’s Place: refer to Topic 1, What is Place? p. 21 Caring for Place – caring for Country.  
Use the lesson activities related to the story Gami’s place on p. 22.  
**Literacy link:** shared reading to relate the relationship between the subject matter (the environment) and the characters, to their own experiences |  |
<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Learning experience</th>
<th>Planned assessment</th>
</tr>
</thead>
</table>
| **HSIE** | **ENS1.5** Compares and contrasts natural and built features in their local area and the ways in which people interact with these features  
• identifies and locates natural and built features  
• listens to and talks about features of the local area from Aboriginal and non-Aboriginal perspectives.  
**ENS1.6** Demonstrates an understanding of the relationship between environments and people  
• compares and contrasts natural and built features in their local area and the ways in which people interact with these features  
• recognises Aboriginal peoples’ special relationship with the land.  
**Aboriginal features of the local area**  
**Connection link:** raising student’s awareness of our Aboriginal heritage  
The following activities are from [A shared history website](http://www.curriculumsupport.education.nsw.gov.au/tconnected/cogs/units).  
| **HSIE** | **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 values that Aboriginal people place on natural features of their land.  
**ENS1.6** Demonstrates an understanding of the relationship between environments and people  
• demonstrates an aesthetic appreciation of another environment  
• recognises that Aboriginal people have a unique relationship with the environment.  
**Connection to place and country**  
**Connection link:** furthering students’ understanding of Aboriginal people’s connection with the land  
The following activities are from **Caring for Place - caring for Country (DET)**. They are based on the poem My Land by Aunty Beryl Carmichael which describes how she feels about her country.  
| **Planned assessment** | **Planned assessment** |

**HSIE**  
**ENS1.5** Compares and contrasts natural and built features in their local area and the ways in which people interact with these features  
*bullet points not visible in this text*  
**ENS1.6** Demonstrates an understanding of the relationship between environments and people  
*bullet points not visible in this text*  

**Planned assessment**  

**Outcomes** | **Learning experience** | **Planned assessment** |
|----------------|------------------------|-----------------------|
| **HSIE** | **ENS1.5** Compares and contrasts natural and built features in their local area and the ways in which people interact with these features  
• identifies and locates natural and built features  
• listens to and talks about features of the local area from Aboriginal and non-Aboriginal perspectives.  
**ENS1.6** Demonstrates an understanding of the relationship between environments and people  
• compares and contrasts natural and built features in their local area and the ways in which people interact with these features  
• recognises Aboriginal peoples’ special relationship with the land.  
**Aboriginal features of the local area**  
**Connection link:** raising student’s awareness of our Aboriginal heritage  
The following activities are from [A shared history website](http://www.curriculumsupport.education.nsw.gov.au/tconnected/cogs/units).  

**HSIE**  
**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 values that Aboriginal people place on natural features of their land.  
**ENS1.6** Demonstrates an understanding of the relationship between environments and people  
• demonstrates an aesthetic appreciation of another environment  
• recognises that Aboriginal people have a unique relationship with the environment.  
**Connection to place and country**  
**Connection link:** furthering students’ understanding of Aboriginal people’s connection with the land  
The following activities are from **Caring for Place - caring for Country (DET)**. They are based on the poem My Land by Aunty Beryl Carmichael which describes how she feels about her country.  

**Planned assessment**
<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Learning experience</th>
<th>Planned assessment</th>
</tr>
</thead>
</table>
| • Refer to other books and read and discuss how some Aboriginal people have similar connections to the land as Aunty Beryl. What words do the authors use to describe the connections they have to their land? Refer to [Aunty Beryl explaining why the stories are told](http://www.curriculumsupport.education.nsw.gov.au/tconnected/cogs/units).  
• Students write a poem about their special place in the local area, using words to describe their connection to this place.  
(Literacy link: identifies descriptive language – nouns and adjectives in poetry. This may form a series of lessons taught in the English block) | |
| Creative Arts  
MUS1.1 Sings, plays and moves to a range of music, demonstrating an awareness of musical concepts  
• maintains a steady beat  
• sings in unison  
• adds actions to accompany singing.  
MUS1.2 Explores, creates, selects and organises sound in simple structures  
• explores available sound sources to create a soundscape. | Creating a soundscape  
Connection link: responding to the environment through sound and music.  
• Teach a traditional song such as ‘Taba Naba’ (from Vocal-Ease modules 1 & 2, p. 53, track 19).  
‘Taba Naba’ is a song from Darnley Island in the Torres Straits. It is about rowing out to the reef in a dinghy and is accompanied by actions which are performed while sitting and singing.  
• Encourage the students to keep the beat on their knees while listening to the song.  
• Teach the song and actions.  
• Add simple ostinato patterns to accompany the singing. Ostinatos are repeated rhythms or melodies  
• Experiment with creating a sea soundscape. Discuss sounds you may hear near the sea and use voices, environmental sounds and available instruments to recreate the sounds. Organise sounds into a class seascape to introduce the song.  
BBC Musical Mysteries Sea side—Use on IWB  
[http://www.bbc.co.uk/northernireland/schools/4_11/music/mm/sound01.shtml](http://www.bbc.co.uk/northernireland/schools/4_11/music/mm/sound01.shtml) | Assessment strategy  
The teacher:  
• observes student participation in class activities.  
Assessment criteria  
The student:  
• maintains a steady beat while listening  
• demonstrates an awareness of pitch, duration and tone colour in singing and organising sound activities.  
These criteria address outcomes MUS1.1, MUS1.2 |
## Outcomes

<table>
<thead>
<tr>
<th>PDHPE SLS1.13</th>
<th>Recognises that their safety depends on the environment and the behaviour of themselves and others • identifies the need for rules in order to keep safe.</th>
</tr>
</thead>
<tbody>
<tr>
<td>DMS1.2</td>
<td>Recalls past experiences in making decisions • predicts consequences of options when making decisions.</td>
</tr>
</tbody>
</table>

## Section 4 - Developing understanding of safety in school environment

### Keeping safe in my environment

**Connection link:** understanding why we have rules to help keep us safe in the school environment.

- Review and discuss the school or class rules. Ask:
  - who makes these rules?
  - why do we have rules?
  - why is our safety important?
- List other environments in which students need to keep safe. Ask:
  - in what other environments do we have safety rules? (e.g. pool, on the road, home, school)
  - what would happen if these rules were not in place?

### Keeping safe as a pedestrian

**Connection link:** understanding pedestrian safety and travelling safely between school and home

- Read the big book Where’s Banjo, Mum? (located in Move ahead with street sense Stage 1 kit). Focus students to the Hold my hand sign on page 1. Discuss what this sign means. Ask students where they have seen this sign before. Reread the text and ask students to identify other parts where the sign could be placed. Discuss:
  - why is it important to hold an adult’s hand when crossing the road?
  - how does this keep us safe?
- Keeping safe as a passenger or wheels user. Ask students to identify the rules when travelling in the car, or when using a wheeled device e.g. scooter, skateboard, bike. Safety rules may include always wear a seatbelt, keep hands inside the car and wear a helmet. Ask students to give reasons why we have these rules.
- Assessment, ask students to devise a safety slogan, song or poem for a specific environment where student safety may be at risk. This may include the home, school, the local pool, the railway, on the farm, as a pedestrian, passenger or wheels user. Ask students to consider the following when developing their safety message, for example:
  - what is the risk in this environment?
  - who is at risk?
  - what is the message you want to get across?
- Students present their safety slogan, song or poem to the class.

*(Literacy link: uses different ways to present information to a target audience)*

For further information refer to Move ahead with street sense. Stage 1 - a road safety resource to support the PDHPE K–6 syllabus DET, 1999.