

# **Program: Bedlam Adventures**

Description: This program involves students navigating and gathering information about their environment. Students participate in a bushwalk along a predetermined route in the local community, gathering remnants from significant landmarks along the way. Students then participate in a desk based exercise requiring them to match the remnants they have collected to their original location. During the walk and desk based activities students are introduced to how objects and texts can be used to represent landmarks (foundational skills for reading maps).

**Class:** XXXX

**Duration of Unit:** Semester 1

**Major KLA:** HSIE

**Minor KLAs:** English

# **Outcomes**

**Stage:** Early Stage 1

**Students:**

**KLA: HSIE**

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

RES1.7 Demonstrates an emerging awareness that written and visual texts convey meaning and recognises that there are different kinds of texts that serve different purposes.
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**Students Learn to:**

- Follow a predetermined walking path
- Collect remnants by variety of means
- Use remnants to represent both built and natural landmarks

**Learn About:**

- The names of natural and built landmarks in their environment
- The different ways objects and texts can be used to represent locations in their environment.

# Bedlam Bay Adventures – Term 1, Year 2012

# Giant Steps

# Class - XXXX

Date/Week	Lesson focus	Student Indicators	Teaching Sequence Embedded Assessment	Resources/visuals
Term 1 Weeks 2-7 (45 minute session, once per week)	Following predetermined walking path.	<p>Examples of student specific learning goals:</p> <p>XXXX will identify key natural and built landmarks in their environment</p> <p>XXXX will differentiate between natural and built environments by categorising items they see on the walk</p> <p>XXXX will recall planned walking routes and knowledge of his environment by pointing in the correct direction at critical junctions during a walk.</p> <p>XXXX will consistently follow adult directions on forewarned walking routes.</p> <p>XXXX will follow simple adult directions (i.e. stop, hold hands, come back) on most occasions when exploring his environment.</p>	<ol style="list-style-type: none"> <li>1. Students watch forewarning PowerPoint indicating walking route and significant landmarks along the route.</li> <li>2. Students pack bags with own schedules and drink bottles for walk.</li> <li>3. Students participate in walk.</li> <li>4. Staff to use visual sequence on walk to show progress and as required when student is having difficulty following route.</li> <li>5. Staff to use google maps and GPS to support students understanding of mapping and progress along a route</li> <li>6. Students identify built and natural landmarks and categorize these on a worksheet during walk</li> </ol>	<p>Bedlam Bay Adventures Forewarning PowerPoint</p> <p>Phones/iPads with GPS capabilities</p> <p>Backpacks with drink bottles and water</p>
Term 1 Weeks 7-11 (45 minute session, once per week)	Collecting remnants from significant landmarks on walk.	<p><i>In addition to the above, learning goals might include:</i></p> <p>XXXX will identify a remnant that represents a built or natural environment</p>	<ol style="list-style-type: none"> <li>1. Students watch forewarning PowerPoint indicating walking route and significant landmarks along the route.</li> <li>2. Students pack bags with own schedules, containers to collect remnants in and drink bottles for walk.</li> <li>3. Students participate in walk.</li> <li>4. Students stop at forewarned landmarks to collect remnants.</li> <li>5. Students unpack bag on return to classroom.</li> <li>6. Students use remnants collected on walk to create a class map of the walking route</li> </ol>	<p>Bedlam Bay Adventures Forewarning PowerPoint</p> <p>Phones/iPads with GPS capabilities</p> <p>Backpacks with drink bottles and water</p> <p>Materials required for collection of remnants including: gloves, containers, scissors, crayon, paper</p>

Date/Week	Lesson focus	Student Indicators	Teaching Sequence Embedded Assessment	Resources/visuals
Term 2 (45 minute session, once per week) plus (30 minute mapping lesson in weeks 4-7)	Students using remnants to represent landmarks	<i>In addition to the above, learning goals might include:</i>  XXXX will identify names of natural and built landmarks in the environment.  XXX will use remnants to represent key landmarks on a map	Walk – As above  <i>Desk based lesson.</i>  1. Students are given worksheet booklet 2. Forewarning PowerPoint is shown again. Get students to complete the corresponding worksheet page for each slide shown. 3. Students complete worksheets by either gluing or sticky taping remnants to corresponding page. 4. When finished all worksheets repeat forewarning PowerPoint and have students turn through their booklet to provide opportunity for commenting  Week 4-7  Students use ruminants to represent key landmarks on walking route. Student's paste/sticky-tape remnant to corresponding point in map, making comments as appropriate.	Bedlam Bay Adventures Forewarning PowerPoint Phones/iPads with GPS capabilities Backpacks with drink bottles and water Materials required for collection of remnants including: gloves, containers, scissors, crayon, paper A3 copy of map Booklet for recording remnants, paired with photo of natural/built landmark Stick tape/glue
<u>Collaboratively developed strategies for implementation:</u>				
<u>Evaluation/Follow-Up:</u>  <u>Date:</u>  <u>Notes</u>				