

Geography Years 7–10 Life Skills unit: Australian communities

<p>Unit title: Australian communities Description: This unit involves students accessing the geographical features of the school and local environment. Students explore cultural diversity, the variety of groups in their local community and the distinctive features of Australia. <i>Learning activities address selected 'learn about' and 'learn to' statements within the Life Skills content of the syllabus and may be prioritised and selected to suit the needs of students. The unit provides a range of ways in which students may engage in learning activities and students should participate at a level appropriate to their abilities and interests.</i></p>	
<p>Life Skills Outcomes A student:</p> <p>LS.1 experiences a range of environments LS.2 moves around in the environment LS.3 recognises the features of a range of environments LS.4 explores the effects of the physical environment on peoples' activities LS.7 explores the diversity of Australian communities LS.10 recognises the importance of active and informed citizenship LS.11 uses a variety of strategies to locate and select information LS.12 uses a variety of strategies to organise and communicate information.</p>	<p>Resources Existing textbooks SBS World Guide http://www.theworldnews.com.au/Worldguide/index.php3 Other internet sources Archival magazines and brochures Photographs of the local community Computer hardware and software appropriate to multimedia presentations, including a digital camera Support network card – this card includes information on support people in the school and/or community, including their location in the school and/or the community, and the type of support they can provide. The support network card should be made in a format that is appropriate to the needs of individual students.</p>
<p>Links A student:</p> <p>English ENLS-2A communicates for a variety of purposes, audiences and contexts ENLS-4A views and responds to a range of visual texts, media and multimedia ENLS5A recognises and uses visual texts, media and multimedia for a variety of purposes, audiences and contexts ENLS-7A uses strategies to obtain meaning from and interpret a range of texts ENLS9A composes texts for a variety of purposes and audiences</p> <p>History HTLS-5 recognises the significance of people and events in the past HTLS-10 uses a variety of strategies to locate and select information for an historical investigation HTLS-13 selects and uses a variety of strategies to organise and communicate information about the past</p> <p>Information and Software Technology LS.5.3 uses a variety of techniques to present information and software technology solutions.</p>	<p>A student:</p> <p>Languages LS.MBC.1 experiences cultural diversity LS.MBC.2 explores own and other cultures LS.MBC.3 recognises the contribution of different cultures to Australian society</p> <p>Mathematics MALS-37SP interprets information and draws conclusions from data displays</p> <p>PDHPE LS.5 uses appropriate behaviours in social situations LS.21 uses appropriate communication strategies in a variety of contexts</p> <p>Visual Arts LS.6 makes a variety of artworks that reflect experiences, responses or a point of view.</p>
<p>For students working towards Life Skills outcomes in regular classes, teachers may wish to link the activities in this unit with the Stage 5 unit 'Changing Australian Communities' in <i>Geography Years 7–10: Advice on Programming and Assessment</i> (pp 27–35).</p>	

Focus: Our community Outcomes: LS.1, LS.2, LS.3, LS.11, LS.12				
Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning <i>(words in italics refer to Life Skills outcomes)</i>	Feedback
<ul style="list-style-type: none"> geographical features of the immediate environment <ul style="list-style-type: none"> – school geographical language used to describe features of the environment moving around the environment using safe practice 	<ul style="list-style-type: none"> experience and participate in activities that focus on the immediate environment <ul style="list-style-type: none"> – school respond to geographical language identify assistance needed to move around in the immediate environment 	<p>Teacher</p> <ul style="list-style-type: none"> assists students to recognise, explore and record the geographical features of the school environment using safe practice explicitly teaches geographical language to enable students to move around the school in the context of accessing classrooms, canteen, offices, and playground. <p>Students</p> <ul style="list-style-type: none"> access features of the school by following a personal timetable and using safe practice. This may include: <ul style="list-style-type: none"> – taking photographs of features of the school and matching/placing these on a map with text if appropriate – following directions involving geographical language to move around the school environment, eg ‘come to the front of the class’, ‘wait at the top of the stairs’, ‘turn left at the end of the corridor and give this note to the secretary at the office’ – use geographical language to respond to questions such as ‘Where is ...?’ For example ‘the canteen is next to the sports room’, ‘the kitchen is on the top floor’, ‘the bus leaves from the front of the building’ indicate the need for and/or seek assistance, if required, to access particular parts of the school using a support network card#, eg ‘I need help to get to the kitchen on the top floor’, ‘I need someone to push my wheelchair over the grass to get to the football field’, ‘meet the teacher at the southern end of the oval’. 	<p>Accessing features of the school may indicate <i>experiencing a range of environments</i> and/or <i>moving around in the environment</i> and/or <i>recognising the features of the environment</i>.</p> <p>Indicating the need for assistance may be a strategy for <i>moving around in the environment</i> and may indicate <i>using a variety of strategies to organise and communicate information</i>.</p>	<p>Oral, visual and/or tangible feedback and prompts by the teacher to guide and affirm students’:</p> <ul style="list-style-type: none"> demonstration of safe movement around the school and following and/or using appropriate geographical language request for assistance and safe movement in the environment.

continued

Focus: Our community (cont)				
Outcomes: LS.1, LS.2, LS.3, LS.11, LS.12				
Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning (words in italics refer to Life Skills outcomes)	Feedback
<ul style="list-style-type: none"> geographical features of the immediate environment <ul style="list-style-type: none"> community geographical language used to describe features of the environment 	<ul style="list-style-type: none"> experience and participate in activities that focus on the immediate environment <ul style="list-style-type: none"> community respond to geographical language 	<p>Teacher</p> <ul style="list-style-type: none"> provides opportunities for students to engage in fieldwork to recognise, explore and record geographical features in the community explicitly teaches geographical language to enable students to move around in the community in the context of undertaking fieldwork, site studies and/or specific projects explicitly teaches skills and strategies for students to move around safely in the community as a passenger in a motor vehicle, bus or train, as a pedestrian, as a bike rider. <p>Students</p> <ul style="list-style-type: none"> recognise and explore the geographical features of the community, eg shopping and recreational areas, public buildings and places of interest. This may include: <ul style="list-style-type: none"> taking photographs of features of the community and matching/placing on a map with text if appropriate exploring the function of a range of community facilities, eg What do libraries provide? Where would you go to deposit money? What kinds of things would you expect to find in a museum? Where would you go to buy medicine? respond to questions using geographical language to locate features of the environment. This may include: <ul style="list-style-type: none"> responding to questions using geographical language to locate themselves in relation to features of the environment such as 'you are here, how will you get to...' demonstrating their understanding of geographical language as they move around the community in the context of undertaking fieldwork, site studies and/or specific projects 	<p>Exploring the geographical features of the community may indicate <i>experiencing a range of environments</i> and/or <i>recognising the features of a range of environments</i> and/or <i>using a variety of strategies to locate and select information</i>.</p> <p>Responding to questions involving geographical language to locate features of the environment may indicate <i>moving around in the environment</i> and/or <i>recognising the features of a range of environments</i>.</p>	<p>Oral, visual and/or tangible feedback and prompts by the teacher to guide and affirm students':</p> <ul style="list-style-type: none"> identification of the geographical features of the community response to questions involving geographical language.

continued

Focus: Our community (cont)

Outcomes: LS.1, LS.2, LS.3, LS.11, LS.12

Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning <i>(words in italics refer to Life Skills outcomes)</i>	Feedback
<ul style="list-style-type: none"> moving around the environment using safe practice moving around the environment using safe practice 	<ul style="list-style-type: none"> identify assistance needed to move around in the immediate environment use modes of travel to meet individual needs in the immediate environment demonstrate safe practice as a pedestrian demonstrate safe practice when travelling in a vehicle 	<p>Students</p> <ul style="list-style-type: none"> indicate the kind of assistance required to access particular parts of the community. This may include: <ul style="list-style-type: none"> identifying the kind of assistance required using individual communication systems identifying appropriate trusted and known adults from whom to ask assistance requesting assistance in a range of structured role plays demonstrating skills in a range of community situations demonstrate skills and strategies as they move around safely in the community, eg cross when traffic lights are green, stand behind the yellow line when waiting for a train, wear a seatbelt in a car or bus, wear a helmet when riding a bike. 	<p>Indicating assistance required may be a strategy for <i>moving around in the environment</i>.</p> <p>Demonstrating appropriate skills and strategies may indicate <i>moving around in the environment</i>.</p>	<p>Oral, visual and/or tangible feedback and prompts by the teacher to guide and affirm students’:</p> <ul style="list-style-type: none"> request for assistance and safe movement in the environment demonstration of appropriate skills and strategies and safe movement in the community.

Focus: Belonging to communities**Outcomes:** LS.3, LS.7, LS.10, LS.11, LS.12

Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning <i>(words in italics refer to Life Skills outcomes)</i>	Feedback
<ul style="list-style-type: none"> factors contributing to a sense of identity in Australian communities 	<ul style="list-style-type: none"> recognise that they are members of a variety of communities explore the features of communities 	<p>Teacher</p> <ul style="list-style-type: none"> assists students to explore what it means to be a member of a community facilitates fieldwork to locate and identify community groups. <p>Students</p> <ul style="list-style-type: none"> participate in classroom activities and fieldwork to identify, locate and explore the activities of community groups such as youth groups, scouts, guides, swimming club, football team, religious group to which they belong and/or support. This may include: <ul style="list-style-type: none"> bringing photographs, videos, badges, uniforms and other items from home indicating the activities of the community group to which they belong and their participation in these activities indicating what they enjoy most about belonging to and/or supporting these groups using photographs/pictures to record on a community map the location of meeting places for identified community groups, eg the scouts meet at the hall in Smith Street, the football club is next to the garage on the main road making a poster or multimedia presentation of the range of groups and activities to which students belong and/or support in the community. 	<p>Identifying, locating and exploring the activities of community groups to which they belong may indicate <i>exploring the diversity of Australian communities</i> and/or <i>recognising the importance of active and informed citizenship</i>. These activities may also involve <i>using a variety of strategies to locate and select information</i> and/or <i>using a variety of strategies to organise and communicate information</i>.</p>	<p>Oral, visual and/or tangible feedback and prompts by the teacher to affirm students' identification of groups to which they belong and the variety of groups within the community.</p>

Focus: Faces in the community				
Outcomes: LS.2, LS.3, LS.10, LS.11, LS.12				
Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning <i>(words in italics refer to Life Skills outcomes)</i>	Feedback
<ul style="list-style-type: none"> Australia's cultural identity 	<ul style="list-style-type: none"> recognise the range of cultures represented in the class, school and wider community 	<p>Teacher</p> <ul style="list-style-type: none"> assists students to identify the cultural background of themselves and others in the school/community assists students to explore the range and contributions of cultural groups in the community assists students to recognise individuals and groups that support and protect the community. <p>Students</p> <ul style="list-style-type: none"> bring items from home that reflect features of their cultural background to share with others, eg food, photographs, traditional costumes, music, songs, stories 	<p>Bringing items from home that reflect their cultural background may indicate <i>exploring the diversity of Australian communities.</i></p>	<p>Oral, visual and/or tangible feedback and prompts by the teacher to guide and affirm students':</p> <ul style="list-style-type: none"> sharing their cultural background with others
<ul style="list-style-type: none"> Australia's cultural identity 	<ul style="list-style-type: none"> explore the features of communities recognise the range of cultures represented in the class, school and wider community 	<ul style="list-style-type: none"> record information about the cultural background of class members. Activities may include: <ul style="list-style-type: none"> plotting country of origin of class members or their parents on a world map including items brought from home in classroom display describing cultural similarities and diversity between class members 	<p>Recording information about the cultural background of class members may indicate <i>using a variety of strategies to locate and select information and/or using a variety of strategies to organise and communicate information and/or exploring the diversity of Australian communities.</i></p>	<ul style="list-style-type: none"> recording of the cultural background of themselves and others in the class
<ul style="list-style-type: none"> Australia's cultural identity 	<ul style="list-style-type: none"> explore the ways that cultural diversity has contributed to Australia's identity 	<ul style="list-style-type: none"> share in cultural activities alongside community members, eg by participating in making a mural, making and decorating models, constructing and/or decorating items in the classroom or school to represent a cultural theme 	<p>Sharing in cultural activities may be evidence of <i>exploring the diversity of Australian communities.</i></p>	<ul style="list-style-type: none"> participation in cultural activities alongside community members.

continued

Focus: Faces in the community (cont)

Outcomes: LS.1, LS.2, LS.3, LS.10, LS.11, LS.12

Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning <i>(words in italics refer to Life Skills outcomes)</i>	Feedback
<ul style="list-style-type: none"> natural hazards that affect people’s lives and activities factors contributing to a sense of identity in Australian communities 	<ul style="list-style-type: none"> recognise individuals, groups and government departments/agencies that respond to disasters caused by natural hazards recognise that they are members of a variety of communities explore the features of communities 	<p>Students</p> <ul style="list-style-type: none"> recognise the range of groups and personnel who support the community, eg police or ambulance officers, fire brigade or SES personnel, community services groups <ul style="list-style-type: none"> matching photographs, pictures and/or text of individuals and/or groups who support the community identifying on a community map where these services are located undertaking research, possibly including fieldwork, to obtain information on the functions of these services creating a collage or a multimedia presentation to depict the features of the local community and the contributions of cultural groups. The collage may include community location, its facilities (such as cafes, places of worship, cultural venues) and people, and what makes it unique. 	<p>Recognition of the range of groups and personnel who support the community may be evidence of <i>moving around in the environment</i> and/or <i>recognising the features of a range of environments</i>. It may also indicate <i>exploring the diversity of Australian communities</i> and/or <i>exploring the effects of the physical environment on people’s activities</i> and/or <i>using a variety of strategies to locate and select information</i>.</p> <p>Creating a collage or multimedia presentation of features of the local community may be evidence of <i>exploring the diversity of Australian communities</i> and/or <i>using a variety of strategies to organise and communicate information</i>.</p>	<p>Oral, visual and/or tangible feedback and prompts by the teacher to guide and affirm students’:</p> <ul style="list-style-type: none"> identification of the range of groups who support the community in the event of natural hazards in the physical environment creation of a collage or multimedia presentation of the features of the local community and what makes it unique.

Focus: Distinctive features of Australia				
Outcomes: LS.1, LS.2, LS.3, LS.4, LS.11, LS.12				
Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning <i>(words in italics refer to Life Skills outcomes)</i>	Feedback
<ul style="list-style-type: none"> Australia's geographical dimensions <ul style="list-style-type: none"> shape patterns of: <ul style="list-style-type: none"> landforms drainage basins climate, rainfall, temperature vegetation natural resources soils effects of aspects of the physical environment on people's activities <ul style="list-style-type: none"> climate topography natural resources 	<ul style="list-style-type: none"> recognise the shape of Australia recognise that there are varied types of landforms, climates, vegetation and natural resources in Australia recognise that people's activities are influenced by climate, topography and natural resources 	<p>Teacher</p> <ul style="list-style-type: none"> assists students to recognise a map of Australia, locate New South Wales and plot their community on the map assists students to identify the coastal and inland regions of the state and their associated landforms, climates and/or vegetation assist students to recognise and record the distinctive features of native Australian flora and fauna. <p>Students</p> <ul style="list-style-type: none"> identify the location of their community on a map. This may include: <ul style="list-style-type: none"> recognising the shape of Australia tracing, drawing or modelling the shape of Australia locating the state of New South Wales on a map plotting the location of their community on a map of New South Wales and/or Australia explore the difference between coastal and inland environments. This may include: <ul style="list-style-type: none"> matching pictures/photographs to distinguish between coastal and inland environments labelling pictures/photographs to indicate the type of climate associated with coastal and inland environments labelling pictures/photographs to highlight the vegetation typical of coastal and inland environments undertake research, possibly including fieldwork, to explore and compare the effect of the physical environment and the climate on the activities of people in coastal and inland communities. This may include establishing links with one or more schools using communication technology and/or site studies and investigating: <ul style="list-style-type: none"> recreational activities transport work opportunities 	<p>Identifying the location of their local community may indicate <i>recognising the features of a range of environments.</i></p> <p>Participation in exploring the difference between coastal and inland environments may indicate <i>recognising the features of a range of environments.</i></p> <p>Participation in fieldwork may indicate <i>exploring the effect of the physical environment on people's activities</i> and/or <i>using a variety of strategies to locate and select information.</i></p>	<p>Oral, visual and/or tangible feedback and prompts by the teacher to guide and affirm students':</p> <ul style="list-style-type: none"> identification of the location of their community on a map of Australia identification of the features of coastal and inland environments research into the effect of the physical environment on the activities of people.

continued

Focus: Distinctive features of Australia (cont)

Outcomes: LS.1, LS.2, LS.3, LS.4, LS.11, LS.12

Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning <i>(words in italics refer to Life Skills outcomes)</i>	Feedback
<ul style="list-style-type: none"> distinctive features of Australian flora 	<ul style="list-style-type: none"> recognise well-known Australian trees and flowers recognise the distinctive features of native Australian trees and flowers 	<p>Students</p> <ul style="list-style-type: none"> undertake fieldwork to recognise and record native trees/flowers in the school/local environment. This may include: <ul style="list-style-type: none"> – locating native flora such as eucalyptus trees, banksias, wattles etc – sorting and matching photographs/pictures of the features of a variety of native trees/flowers – exploring the distinctive features of native plants, eg the colour, size, shape and colour of waratahs, the feel and smell of wattle flowers and eucalyptus leaves, the varieties of banksias – recording their fieldwork using photographs, videos, drawings, written text, tables and graphs determine from their fieldwork the most appropriate native trees/flowers to plant in the school or local community as part of a flora regeneration project 	<p>Participation in fieldwork to recognise and record native plants may indicate <i>recognising the features of a range of environments</i> and/or <i>experiencing a range of environments</i>. It may also involve <i>using a variety of strategies to organise and communicate information</i>.</p> <p>Determining the most appropriate native trees and flowers to plant in the school/community may indicate <i>recognising the features of a range of environments</i> and/or <i>using a variety of strategies to locate and select information</i>.</p>	<p>Oral, visual and/or tangible feedback and prompts by the teacher to guide and affirm students’:</p> <ul style="list-style-type: none"> recording of native plants in the school and/or local environment identification of the most appropriate plants to grow in the local area.

continued

Focus: Distinctive features of Australia (cont)

Outcomes: LS.1, LS.2, LS.3, LS.4, LS.11, LS.12

Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning <i>(words in italics refer to Life Skills outcomes)</i>	Feedback
<ul style="list-style-type: none"> distinctive features of Australian fauna 	<ul style="list-style-type: none"> recognise well-known Australian animals recognise the distinctive features of Australian animals 	<p>Students</p> <ul style="list-style-type: none"> undertake fieldwork to recognise and record the distinctive features of native animals. This may include: <ul style="list-style-type: none"> recognising native animals in a visit to a zoo, wildlife sanctuary or in the local environment observing, photographing and/or videoing a variety of native animals focusing on their appearance, eating habits, habitats and the way they care for their young recording their fieldwork using photographs, pictures, written text 	<p>Participation in fieldwork to recognise and record native animals in the local environment may indicate <i>moving around in the environment</i> and/or <i>recognising the features of a range of environments</i>. The fieldwork may also involve <i>using a variety of strategies to locate and select information</i> and/or <i>using a variety of strategies to organise and communicate information</i>.</p>	<p>Oral, visual and/or tangible feedback and prompts by the teacher to guide and affirm students’:</p> <ul style="list-style-type: none"> recording of the distinct features of Australian native animals
<ul style="list-style-type: none"> distinctive features of Australian fauna 	<ul style="list-style-type: none"> use a variety of strategies to organise and communicate information 	<ul style="list-style-type: none"> communicate results of their fieldwork to others. This may include: <ul style="list-style-type: none"> placing labelled photographs and/or a poster in a prominent position in the classroom or school developing a multimedia presentation presenting an oral report. 	<p>Communicating the results of their fieldwork with others may indicate <i>using a variety of strategies to organise and communicate information</i>.</p>	<ul style="list-style-type: none"> communication of the results of their fieldwork.