 What makes a happy place? 10 weeks

Driven by the question ‘What makes a happy place?’ students will be immersed in the investigation and design process of ways to improve a local place, creating a legacy of their learning in the community. Students lobbied the local council for permission to improve a park near the school.

Unit overview

Purpose/context

Abermain Public School’s School Plan targets opportunities for learners to engage with their community. This unit immerses learners in a role of community advocacy and social responsibility, learning to value themselves as change agents for the benefit of other community members.

Collaborative planning with the local council before implementation was integral to the success of this project. Learning activities in this unit could readily be replaced with tasks that further engage students in use of technology, based on the resources available in the school context.

Big ideas

Students will investigate the effectiveness of a built environment in meeting the needs of users. They will plan and implement a design process to improve a chosen local place, whilst considering the social and environmental factors that influence design. Students will describe how these influences impact on the design, the use of information sources and technologies.

Understanding and fluency in mathematics will be developed through inquiry as students make problem-solving decisions, reason and communicate as they explore and connect mathematical concepts of length, volume and capacity, three-dimensional space and angles. Numerous opportunities exist to explore data, position and area. Decisions around outcome inclusion were made based on the students’ needs and prior learning.

Students will develop knowledge, understanding and skills through using language to inform, persuade and entertain in their communication with local government representatives and the users of the chosen local place. Students also establish an understanding of local government structures and responsibilities.

Driving question

What makes a happy place?

Syllabus references

Outcomes and syllabus content referenced in this document are from:

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Assessment overview

Assessment for, assessment as and assessment of learning continues in cycles throughout the unit as students engage in integrated activities that support the investigation and design process of improving the park. Though teachers may be focusing on assessing for learning or of learning at different stages in the unit’s implementation, at all times students should be encouraged to understand the learning intentions of tasks and have the opportunity to assess their own learning within tasks.

Students are encouraged to reattempt and edit any learning task with the aim of students valuing the need to create products or communicate in ways that will be viewed by authentic audiences. Opportunities to do so should be provided.

Working Scientifically, Working Technologically and Working Mathematically outcomes form key components in investigations and will be primarily be assessed through observation, questioning and work samples. Major assessment opportunities:

Sequence 1 – design task

What improvements could make users of a local place happier?

The class collaborate to explore and define the task of improving the local place, generating and developing ideas, produce solutions and evaluating to arrive at a shared design. MA3-1WM, MA3-2WM, MA3-3WM, MA3-18SP, ST3-5WT, ST3-14BE by teacher through observation and work samples.

In our example, the students determined that the park did not have enough seating, entertainment and could be better connected to the school. Students designed additions in the form of concrete seating, artwork on a sign, a QR code linking to the school website explaining their changes and a forest of poetry poles for park users to walk through and read.

Sequence 2 – infographics

What systems are in place to help people feel happy in their community?

Students complete an infographic explaining their understanding of the roles and responsibilities of local government. EN3-2A by student and teacher through work sample.

Sequence 3 – community advocacy

How do we persuade others to support changes that create happiness?

Students create a text to be presented to the local council or authority responsible for the built environment that they wish to improve with the aim to persuade the audience to allow the project to take place. EN3-1A, EN3-2A, EN3-3A, EN3-5B, EN3-8D by student, peer and teacher through work samples, questioning and observation.

In our example, students produced a written persuasive text “Why good parks are essential to communities”. Student work samples were selected to be presented in a submission and planning meeting arranged with the mayor and key local council employees.

Sequence 4 – investigation

How do we test a design?

Investigation – Testing an addition. Students test a model of an improvement that they wish to make to the built environment. Students produce a work sample showing their question, prediction, plan for the investigation, data and communication of understanding. MA3-1WM, MA3-2WM, MA3-3WM, MA3-7NA, MA3-9MG, MA3-13MG, MA3-14MG, ST3-4WS, ST3-5WT by teacher through investigation work sample and observation of conducting the investigation.

In our example, the installation of ‘poetry poles’ provided an opportunity to investigate how the poles would need to be installed to stand up to weather conditions.

Sequence 5

How do we share our thoughts and feelings with the community?

Students produce a rewritten version of the poem My Country by Dorothea Mackellar following a sequence of lessons about techniques and the representation of place. EN3-2A, EN3-3A, EN3-5B, EN3-8D by student, peer and teacher through work samples and questioning.

In our example, through the design process it was determined that poles featuring poetry would be an addition to make the park a ‘happier place’. Students engaged in multiple joint and independent rewrites of parts of the poem, maintaining structure and technique throughout the critiquing process.

Sequence 6 – artwork design

How can we communicate with the community through art?

Students explore the concept of ‘place’ in artwork and the feelings, mood and messages about places that can be conveyed through art. Students create an artwork to be publicly displayed in the local built environment to convey a message. ST3-5WT, MA3-1WM, MA3-14MG, VAS3.1, VAS3.2, VAS3.3, VAS3.4 by student and teacher through work sample.

In our example, students created an artwork to convey the school’s Positive Behaviour for Learning values to encourage safe and respectful learning in the park. A sign-writer was engaged to display the chosen artwork in the park, featuring the hand prints of all involved students and staff on the back as a legacy.

Sequence 7 – digital communication

How can we use technology to communicate with the community?

Students design a web-page that features information for the community on an aspect of the local place that has been improved. ST3-5WT, ST3-15I, EN3-2A, EN3-5B by student, peer and teacher through work sample.

In our example, students reflected on the design elements of our school website and developed criteria to apply to a web page of their own in order to integrate their design into the existing website.

| Syllabus outcomes/content | Teaching, learning and assessment  | Resources/preparation |
| --- | --- | --- |
| Focus on Working Scientifically, Working Technologically and Working Mathematically. Other KLA outcomes included. | Learning sequence or tasks for the unit of learning. Assessment opportunities are highlighted in bold.Links to The Quality Teaching framework, learning across the curriculum areas, literacy and/or numeracy continuums etc are embedded where appropriate.  | specific resources, including physical items, personnel, book references, websites or other digital technologies required to implement the tasks. |
| ST3-5WT Explore and define a task, generate and develop ideas, produce solutions and evaluate.MA3-1WM Describes and represents mathematical situations in a variety of ways using mathematical terminology and some conventions.MA3-2WM Selects and uses appropriate mental and written strategies, or technology, to solve problems. MA3-3WM Gives a valid reason for supporting one possible solution over another.MA3-18SP constructs displays, including column graphs, appropriate for data type, with and without the use of digital technologies.ST3-14BE Draw a plan of, or model, a built environment that includes a range of systems to meet the needs and wants of a specific group of users, eg shade for a playground. Develop designs and solutions to meet specific social or environmental needs of users, eg an energy-efficient building or high-traffic airport terminal/train station | Sequence 1 Design Task – What improvements could make users of a local place happier?In our example, the local park was selected as a place to improve due to its proximity to the school and use by students and younger children. The feasibility of upgrading this park was well-planned and established with council prior to the program being developed/implemented.1. The Mystery Tour. Students embark on an excursion travelling to local parks and recreation areas. Curiosity is built by not revealing the locations of the excursion to the students. The final location for the tour is the selected site for the design task.

At each location, students document what they wonder and notice, and take notes on a particular feature pre-determined by staff, eg signage, seating, artwork, etc. Additionally, at each location three cryptic clues have been hidden (by staff travelling ahead of the group) for students to locate and solve to determine the next destination.Students record the locations that they have visited, plot their journey on the map in the booklet and complete a column graph demonstrating the altitude of each location that they have visited. (mathematical activities suitable based on prior student knowledge). 1. Back at school, collate the student booklet information in a guided discussion. Students volunteer to share things they wondered or noticed about each location except for the last location, and the information they recorded about specific features.
2. Students complete a summary of their journey on the Mystery Tour. This information will be useful in future lessons when the students are reporting on their investigation to the local council. As a class, demonstrate the use of Google Maps Information and Communication Technology measure distance tool to record the distances between excursion destinations. Students calculateNumeracy the total distance travelled and the distances between locations as required whilst creating a summary of their excursion.
3. Introduce/clarify the steps of the design process with students. Explore/define, generate/develop ideas, produce solutions and evaluate. Refer to visual poster.
4. As a class, classify the chosen local place, eg a public park. Students identify the likely users of this park, the needs and the wants of each group whilst at the park. It may be necessary to conduct a scientific investigation and analyse the data of users. WE

eg toddlers – play equipment, opportunities to learn, safe spaces.1. Using post-it notes, students repeat the collation of booklet information activity, but this time information is collected from every student about the local place of focus. Discuss and compare the findings that the students have in common.
2. In small groups, students analyse the collated information and record the current design situations/existing solutions that exist in the local place for its users. Students record these against the generated list of needs and wants. Ensure that students take notice when a particular need or want is not being addressed. Each group should report their findings to the class and this should be recorded centrally on poster paper so that the current ways the local place does or does not meet its users’ needs are clearly visible.
3. As a class, collaboratively develop a design brief that identifies which needs/wants of users that the class plan to design solutions for. Explain the term requirements, and ask students to identify what requirements or ‘rules’ their design should have to stick to. Explore vocabulary choices when discussing simple requirements that the class will have to adhere to eg useful, attractive, minimal impact on the environment. Similarly, define the word constraints and ask students to determine the constraints they think will be relevant to the project, eg time, money, skills. Personal and social capabilityCreative and critical thinkingSustainabilityWE
4. Model creative thinking techniques and build on those familiar to the students, including brainstorming, mind-mapping, sketching and modelling then direct students to form small groups that will each focus on a particular need/want to generate and develop ideas for. CCT Students have conducted observational research of ways needs and wants have been addressed at various locations on the Mystery Tour. Supported by the information that the class recorded on particular features (predetermined by teachers) during the excursion, students generate possible solutions. PSC Students may have the opportunity to conduct research relevant to the task. ICT Each group reports their ideas to the class and feedback is given. Allow groups further time to refine their ideas based on the feedback.
5. Pause and complete Sequence 4. After sufficient time for small groups to prepare their solution ideas, receive feedback and report to the class, collaboratively arrive at the final solutions that can be investigated in Sequence 4. These solutions could be represented through modelling, storyboard, labelled drawings or digital technologies. ICTLiteracy

In our example, students used their observation data to determine that concrete seats and metal signs featuring artwork were being used effectively in the local area to meet the determined needs. Authentically engaging the students in a community project meant that some elements of ‘producing solutions’ were ultimately at the discretion of authorities. As such conversations with the students around the plan of implementation with contactors occurred regularly. Whilst students couldn’t physically use all tools and materials such as when concreting and installing steel signs, ‘Sequence 4’ allowed the students to scientifically investigate models of the solutions and participate in actual park works where safe to do so.1. At this point, student solutions that are applicable should now be tested in ‘Sequence 4’ where students will be able to engage with materials, tools, equipment and techniques and, develop and apply plans for production.
2. Throughout the unit and particularly after the completion of ‘Sequence 4’ and the final works at the local place, students engage in reflective questioning with a focus on;
	* The process followed
	* What could be done differently to ensure the solutions meet the users’ needs/wants?
	* How did the solutions meet the criteria?
	* How could the solutions be improved?
	* What could be investigated or designed next? (Are local park users happier?
 | Mystery Tour BookletGoogle Maps website – <https://www.google.com.au/maps> Consultation with local authorities needs to have taken place to determine a suitable local place as the focus.post-it notesposter paperstudent workbookspaper and pencils for creative thinking strategiesvisual poster |
| EN3-2A Explore and analyse the effectiveness of informative devices in texts. Compose increasingly complex print, visual, multimodal and digital texts, experimenting with language, design, layout and graphics.SSS2.8 Explains the processes involved in civic action within the community. SSS3.8 shows an interest in, and a willingness to provide opinions about, community issues. | Sequence 2 Infographics – What systems are in place to help people feel happy in their community?In our example, student knowledge of local government was identified as a necessary component of the park project in order to engage as community advocates. Infographic production allowed for experiences in ways of communication information. Resources included pertain to our local council and are included to provide teachers with an understanding of the resources used.1. Now that students have commenced the design process for a local place, the constraint of authority and permission to change public places will have arisen in discussion. Students may have identified local government as a required contact.
2. Ask students to identify the responsibilities local governments have in the community. Create a list of student responses. View the local council website to begin to identify further responsibilities and to clarify student responses. The resource ‘Kids Ask’ was also available to be used for reading aloud, sharing and further questioning.
3. Discuss the three levels of government. Students identify levels, key figures and roles. Think, pair, share – ask students to discuss how government is given power in Australia.
4. Ask volunteers to share how they think Councillors and Mayors are selected. View ward map when explaining/clarifying the process. Watch YouTube video Local Government Dandenong to further clarify student understanding through viewing and responding.
5. Display examples of infographics used to convey information visually. Discuss the advantages and disadvantages of communicating information in limited images and words. Discuss that this method requires the author to give very accurate information in a well thought out way.
6. Students create an infographic on ‘How Local Government Works’ to communicate their understanding of local government roles, responsibilities and processes. Assessment.
7. Infographics are displayed and students have the opportunity to edit based on self/peer feedback.
8. Discuss – How do the roles, responsibilities and processes help make the community a happy place?
9. Where possible, visit the local government in your area or arrange a visit from Councillors or the Mayor. In our example, students were lobbying the local council for permission to change the park and as such met with the mayor and key council personnel who were able to answer further questions about the roles and responsibilities of local government before our presentation.
 | student developed critique criteriaart paperinfographic examplesLocal Council Website for Cessnock – <http://www.cessnock.nsw.gov.au/council>Cessnock City Council – Kids Ask section of the website – <http://www.cessnock.nsw.gov.au/council/kidsask>NSW election information website – <http://www.votensw.info/> A YouTube video on the role of the local government, using Dandenong as an example – <https://www.youtube.com/watch?v=UeEh9ChyVQ4> A ward map from the Cessnock City Council website – <http://www.cessnock.nsw.gov.au/council/councillors/wardmap> |
| EN3-1A Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for [modality](http://modality) and emphasis (ACELY1700, ACELY1710) PSCICTCCT. Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting [arguments](http://arguments), sharing and evaluating information, experiences and opinions (ACELY1709) PSCCCT. EN3-2A Understand and use the key elements of planning, composing, reviewing and publishing in order to meet the increasing demands of topic, [audience](http://audience) and language WE. Plan, draft and publish [imaginative, informative and persuasive texts](http://texts), choosing and experimenting with [text structures](http://structures), [language features](http://features), images and digital resources appropriate to [purpose](http://purpose) and audience (ACELY1704, ACELY1714) ICTCCTEN3-3A Understand how texts vary in [purpose](http://purpose), structure and topic as well as the degree of formality (ACELA1504) CCT. Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (ACELA1505)EN3-5B Identify and explain characteristic [text structures](http://structures) and [language features](http://features) used in [imaginative](http://imaginative), [informative](http://informative) and [persuasive texts](http://texts) to meet the purpose of the text (ACELY1701) CCT. Analyse strategies authors use to influence readers (ACELY1801) CCT. Consider and develop [sustained](http://sustained) arguments and discussions supported by evidence PSCEN3-8D Compose a variety of texts, eg poetry, that reflect their understanding of the world around them | Sequence 3 – Community Advocacy – How do we persuade others to support changes that create happiness?In our example, students had learnt about how communities are governed and identified that we would have to seek permission to make any changes to a local public place.1. Question the students – What do we need to do to be allowed to go ahead with redesigning the local place. Build the discussion on suggestions on which authorities to contact.
2. After identifying the local council as the authority to be persuaded, clarify with students what are we asking the council to do? Lead students to define the task as – Present our designs to the council and reasons why good parks are important to local communities.
3. Before we create a text, what background knowledge do we need to explain our reasons? Use brainstorming strategies and small groupings, pairings, etc to create a definition of what a good park is and mind-map of reasons why good parks are important to local communities. Display prominently in the classroom.
4. How will we present our ideas to the mayor and local council? In our example, we desired for students to produce a written text. Opportunities may be present for students to create digital, spoken, multimedia and multimodal texts depending on resources available.
5. Model examples of texts suitable for the work sample desired. Deliver lessons through the writing cycle. Focus on authentic audience and achieving authentic purpose.
6. When students are familiar with the text content, features and structure, as a class create student-developed critique criteria for assessment.
7. Using the critique criteria as a guide, students construct an independent text.
8. Provide opportunities for self and peer critique during drafting. Encourage students to see the value of multiple drafts. (Implementing the critique method requires students to be comfortable with one another and process, particularly in accepting and using feedback).
9. Students publish text.
10. Students published texts are shared with the class. Provide opportunities for students to volunteer their texts as spoken texts for the council presentation.
11. Attend council excursion to deliver presentation featuring developed texts. Reflect on successful use of techniques and features following the presentation.
 | Persuasive Text Exemplar (Appendix 1)Local authority excursion plannedstudent developed critique criteria |
| ST3-4WS students question and predict, plan and conduct investigations, process and analyse date and communicate.ST3-5WT Students explore and define a task, generate and develop ideas, produce solutions and evaluate.MA3-1WM Describes and represents mathematical situations in a variety of ways using mathematical terminology and some conventions.MA3-2WM Selects and uses appropriate mental and written strategies, or technology, to solve problems. MA3-3WM Gives a valid reason for supporting one possible solution over another.MA3-9MG Interpret decimal notation for lengths and distances, solve problems involving the comparison of lengths using appropriate units.MA3-13MG use a stopwatch to measure and compare the duration of events, order a series of events according to the time taken to complete each one.MA3-7NA Develop strategies for recognizing and generating equivalent fractions. Opportunity to investigate multiply and divide decimals by powers of 10.MA3-14MG Connects three-dimensional objects with their nets and other 2D representations. Constructs simple prisms. | Sequence 4 – Investigations – How do we test our designs?Investigation 1 – The overall design.1. Inform students that now they have their designs, they will be visiting the local place of focus to investigate their plans further. Students form small groups and using prior knowledge, experience and scientific information in the form of authority requirements (these may be council requirements in terms of size, placement and qualities of planned additions), brainstorm questions they are curious about that can be investigated at the local place. Students should then predict answers to the questions that the group has come up with.
2. Each student plans an investigation by choosing a question that they will investigate. The students should identify tools they will need, how they will be safe and how they investigate their question.
3. Discuss with the class the ways working scientifically helps to inform working technologically when creating a design.
4. Visit the local place of focus. Students should be equipped with their planned solution ideas and tools to measure, photograph, sketch and observe to further build on their designs. Students should follow their planned investigation, demonstrating the safe use of equipment to make measurements as necessary. Students produce a sketch of their planned design whilst at the local place.

Investigation 2 – The polesIn our example, students simulated the installation of the planned ‘park poetry forest’ to investigate their questions about how the poles would need to be installed to withstand the outdoor elements of wind and rain.1. Determine with students the nature of the question they wish to investigate. Support students to arrive at a measurable question that can be answered through investigation and supported by observation/data. Students determined – How will the poles stand up to windy and wet weather?
2. As a class, work collaboratively to identify materials, tools and equipment that could be used to conduct a reasonable investigation. Guide students with constraints of the investigation (design element) to arrive at suitable materials and process. Depending on the nature of the investigation, opportunities may exist to integrate mathematical content. In our example, students were investigating the installation of 3m poles in the ground. This provided the opportunity for a mathematics lesson regarding length and fractions/decimals as students were required to scale the investigation down as a constraint to make it manageable in the classroom. The details of the mathematics lesson are below.
	1. Display a pole and cardboard tube (cut to 30cm length) next to one another. Ask students to identify reasons why professionals use models in building industries when problem solving.
	2. Measure the length of the pole and record. Question the students and use a chalk mark to identify how far they estimate the pole would have to be buried to be supported upright. Record estimations.
	3. Ask students to identify why the depths suggested are a problem for the investigation (the measurements are all longer than the cardboard tube). How can it be tested with a smaller tube then? If necessary, prompt students to question how long the cardboard tube is. Ask – what do professionals do to make sure models and maps of bigger things are accurate? Discuss scale and how it is used.
	4. Compare the 3m pole length to the 30 cm tube length. How many cardboard tubes would you have to stack to reach the length of the pole? Hands on opportunity to test.
	5. Arrive at the understanding that the pole is ten times bigger than the tube. How does this affect our investigation? Model what it would look like to bury 150cm of the 300cm pole and 15cm of the 30cm tube as common fractions. Ask students to explain or demonstrate why the two fractions are equivalent.
	6. In small groups, students convert their burying estimations (b) into the scale of the investigation. Encourage students to draw pictures to visualise. Model examples as necessary after students have attempted. Discuss strategies used to divide by ten or find one tenth. Supporting conversion between cm to mm may be necessary. Work samples.
3. As a class, plan and record the method of steps to be followed to answer the investigation. Determine how results will be measured. In our experiment, small groups buried three tubes at varying recorded depths and then timed, in seconds, how long each tube would stand up (before coming loose) to the ‘wind’ and ‘rain’.
4. As the results are important to the local place design, what are the best methods of recording information and data to make decisions? Discuss different recording methods and determine an appropriate table and graph to record information visually.
5. Prompt the class with questioning to lead students to identify the connection between how the results of this investigation will inform their design.
6. Students may be required to prepare a note to explain to parents/carers that they need to collect certain everyday materials for modelling/testing.

In our example, students designed an investigation using cardboard tubes in tote trays full of soil. The weather was tested using a portable fan and spray bottles of water.1. Conduct the investigation with students in small groups. Discuss care and honesty as key components to accurately investigating. Students make predictions for each of their poles before commencing.
2. Students record the data for their small group and represent visually in a column graph.
3. As a group, students create a response to the question – What patterns could be seen in your results?
4. As a class, collect data on which depths were most successful. Discuss similarities in results and how this supports a response to the investigation question.
5. In small groups or partners (from different groups) reflect on what worked well, what had to be changed or how the investigation could be improved.

Investigation 3 – The seatsIn our example, students explored 3D objects to investigated the shape and constraints of installing concrete seating blocks1. Students used their exploration of other parks and recreation spaces to determine that they wanted concrete seating as used elsewhere as a means of meeting the needs of the park users. Through contact with authorities, this was recommended as the most suitable for the task. Opportunities may be present to investigate various designs. Instead, this investigation focused on the size to meet needs and abide by constraints.
2. Ask students to question one another on how large the seats should be. After pairs or small groups report their findings, ask students to identify problems they had in communicating their ideas. Discuss the benefits of common language and terminology when conducting a design process. Explain/clarify length, width, height, dimensions.
3. Explore the construction of rectangular prism nets to develop understanding of key mathematical content.
4. Ask students, how will we investigate appropriate sizes considering the design constraints from Sequence 1. Determine that we will need to explore examples and test different measurements for effectiveness.
5. Small groups use identified tools and materials to compare different suggestions of sizes. Remind students of the constraints. In our example, the seats were constrained in height due to safety regulations and needed to be of a size suitable for visitors to use safely.
6. Each student in the group creates a sketch of the proposed design displaying labelled dimensions.
7. Students record their decision on the optimal size. These sizes are reported back to the class and recorded for comparison. Groups may need to communicate physical representations of their design in front of the class if required to clarify.
8. As a class, consider the measurements determined by the groups as investigators and park users. Consider against constraints and look for patterns in size. Individuals communicate their reasoning for selecting a particular design.
 | tote trayssandsoilcardboard tubes from kitchen wrapsmeasuring tape/rulerspray bottleselectric fansrecording an investigation scaffoldworkbook/sketch pad |
| EN3-2A Understand, interpret and experiment with the use of [imagery](http://imagery) in imaginative texts, poetry and songs, eg [similes](http://similes), [metaphors](http://metaphors), [personification](http://personification) and sound devices such as [alliteration](http://alliteration). Reread and edit students' own and others' work using agreed criteria and explaining editing choices (ACELY1705, ACELY1715)CCTEN3-3A Understand, interpret and experiment with sound devices and [imagery](http://imagery), including [simile](http://simile), [metaphor](http://metaphor) and [personification](http://personification), in [narratives](http://narratives), shape poetry, songs, anthems and odes (ACELT1611) CCT.Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1703, ACELY1713) ICTCCT.EN3-5B Discuss the conventions of a range of complex texts, eg act and stage directions in plays, literary devices in poems and stories, [layout](http://layout) conventions in print and [digital texts](http://texts) ICTEN3-8D Compose a variety of texts, eg poetry, that reflect their understanding of the world around them | Sequence 5 – How do we share our thoughts and feelings with the community?In our example, the poem ‘My Country’ by Dorothea Mackellar was selected to meet [Content and Text Requirements](https://syllabus.bostes.nsw.edu.au/english/english-k10/content-and-text-requirements/) of the NSW English K-6 Syllabus as a text considered quality literature, Australian literature, a literary text from other times including poetry and a text that could drive discussion about intercultural experiences of places. Teachers found that extending the topic to Australia, rather than the local community, made the task more accessible.1. Wonder and Notice. Provide students with a copy of the poem. Read it aloud, demonstrating poetic stresses, attention to rhyming scheme, lyrical language, etc. Ask students to complete a wonder/notice table with a peer in their books.
2. Discuss the thoughts and feelings the students believe the author to have about the two places presented. Can you identify where the poet might be writing about?
3. Learning intentions and Background Knowledge. Inform students of the following ‘student language’ learning intentions – discuss what this means for them, what they will be required to do, etc. I will learn how to find and explain poetic devices, understand author choices to create imagery and write my own poetry that captures a sense of place. View a website on Dorothea Mackellar – <http://www.dorotheamackellar.com.au/> – discuss her age, family history and living background. Point out time spent in Hunter Valley.
4. Discuss how poets connect with the people and places around them. Ask students to identify how a poem might more accurately connect people with their feelings about a place, or capture the mood of a place.
5. Poetry metalanguage – alliteration, assonance, metaphor, simile. Students record the four topic words and discuss each one in small groups of four students. Each group must provide a definition and an example where possible. After each group reports back, record a class definition in student language for each device.
6. Detailed read. A Reading 2 Learn strategy adaptation. Students are prompted using the resource notes to identify and highlight language and vocabulary features.
7. SMILES method. This poem, and the student’s poems, will be analysed using the method SMILES (see notes). Record in to book. Annotate copy of the poem ‘My Country’ for each letter through discussion with the students – joint construction of annotations based on student responses. This activity includes annotating the syllable count and rhyming scheme of the poem onto each line.
8. Comprehension task completed independently.
9. Sentence making. Students are provided with a copy of selected text. Students cut out language and vocabulary features, and engage in activities that require students to jumble the lines, return the lines to their original order and try new combinations of text. Direct students to give attention to line structure, including syllable count and rhyming scheme, when reassembling the text.
10. Joint Rewrite. As a class, use a highlighted copy of the text to rewrite the poem by replacing language and vocabulary features with appropriate student suggestions that maintain the theme of Australia. Allow students flexibility and the chance to make mistakes with the syllable count and rhyming scheme. This will become evident when the poem is completed, read aloud and critiqued.
11. Ask students to read the joint rewrite allowed. Errors in syllable count and rhyming scheme will be audible. Provide opportunities for the class to remedy the mistakes through editing and again critiquing the work sample.
12. Independent rewrite. Following the joint construction, students use the same sample text to produce their own rewrite of the poem. Again, allow students freedom to make mistakes and find errors in syllable count and rhyming for themselves by encouraging them to read the poem to themselves or others out loud.
13. Critique. Students read their poetry aloud and peers respond with constructive feedback with attention to overall message about Australia as a place, rhyming scheme, syllable count and vocabulary choices.
14. Students publish their final poem. These poems are then used in the ‘poetry forest’ featured in the local park redesign.
 | ‘My Country’ by Dorothea Mackellar(Stanza 1 and 2)<http://www.dorotheamackellar.com.au/>images of English landscapesimages of Australian landscapesdetailed read notesSMILES notesjoint rewrite text highlightedindependent rewrite text highlighted |
| ST3-5WT Using suitable equipment and materials, checking [observations](http://observations) and measurements by repeating them where appropriateMA3-1WM Describes and represents mathematical situations in a variety of ways using mathematical terminology and some conventions.VAS3.1 Closely observes details of things in the world and seeks to make artworks about these using various techniques such as proportion, perspective, composition, foreshortening. Uses different artistic concepts (eg colour, tone, light, scale, abstract), and explores how symbols may be used in their interpretation of selected subject matter. Explores subject matter of personal and social interest from particular viewpoints including issues, activities and events in the community and global environment, places and spaces, people, objects and fantasies.VAS3.2 Recognises how an audience has an influence on the kinds of works they make, and seeks to clarify the purpose of their works, and suggests alternatives about how they may proceed. Discusses the conditions and requirements of artworks that are made for particular purposes, sites or events and how those conditions and requirements can affect how they might go about their own artmaking.VAS3.3 Talks about and writes about the meaning of artworks recognising how artworks, can be valued in different ways by themselves as audience members, and by others. Identifies some of the reasons why artworks are made (eg the artist’s personal interest and experience, a work commissioned for a site, a work made to commemorate an event in a community)VAS3.4 Discusses the artist’s intention and/or the use of styles and techniques in selected works and considers the possible meanings of these worksMA3-14MG Identify and describe the number of faces, shape of faces, number and type of identical faces, vertices, edges. Connects three-dimensional objects with their nets and other 2D representations. | Sequence 6 – Artwork Design – How can we communicate with the community through art?In our example, students determined that the local park should have art that carries a message to the community. Through the design process in Part 1, students selected the school’s Positive Behaviour for Learning (PBL) values to be included, with the aim to support young park users in their preparation for primary school.Artwork:1. Display various artworks depicting real and imagined places. Artworks can convey place and communicate a message or feelings.
2. Display artwork by. Discuss, imagine you are in the place depicted. How do you feel? What is the place used for? What is it about the artwork that creates this feeling?
3. Ask students to consider; what is the purpose of this artwork? Why was it made? Share background knowledge about the artwork to help students form an understanding of the author’s intention.
4. Can you identify how this artwork was produced? What were the materials/tools used?
5. Students bring in a photograph of bedroom. Volunteers share how they feel about their room and what are the key features that create this feeling. Discuss that students will be creating an artwork of their bedroom from the perspective of the photograph. They are trying to achieve the purpose of conveying their feelings about the place.
6. Students create and artwork using pencil sketching, oil pastel colouring and the photograph of their bedroom as inspiration.
7. Students conduct a reflection on their own artwork by asking themselves the following questions – have I accurately represented the place? Are the key features all included? What materials or techniques did I use to create the mood that I was trying to (colour, tone, line, etc). Peer review may be used to provide students with further feedback on their artwork using the same questions.
8. After identifying what could be changed in this artwork to improve it, students create the same artwork again with attention to their improvements. (In our example, many students needed support in accurately representing their bedroom with attention to line, space and use of the page to reflect the photograph).
9. Students make a comparison between the two artworks produced. Ask how did the purpose of the second artwork, being to make improvements, have an effect on the way you created this artwork? Which features are you most proud of? What was the most difficult element to improve? Do you feel that your second artwork communicates the feelings or mood of your bedroom more strongly?
10. The process of steps 2-7 is repeated with a new aim of students creating a poster for the park that depicts the school PBL values.
11. Begin by displaying school PBL posters. Ask students to identify the purpose and how this purpose could benefit the community in the local park. Students have identified means of communication with local place users in the design process of Sequence 1. (In our example, students decided on the need for community users to be safe in the park and the benefits of teaching young, future students the school values).

Seats:In our example, students identified that the concrete seats could be sources of communication and help create a happy mood by being brightly and colourfully decorated.1. Define with students that the artwork designs are to be represented on the concrete seats. Students brainstorm the requirements of the task including recording the number of faces that need to be decorated, the shape of the faces and consider the target audience of park users (in this case themselves and other children).
2. Pair students to brainstorm constraints that they might have. These include cost of paint, clarity of words and images, maintaining the PBL message, copyright of images they wish to use and the difficulty level of painting certain designs.
3. Students work individually or in small groups to create designs for the faces of the rectangular prism seats.
4. Work samples are shared and constructive feedback is provided from the group for refinement, with reference to the requirements and constraints identified. Following the feedback session, students may continue to edit and refine.
5. Solutions (artworks) that the students agree meet the criteria are then reproduced on large paper using the dimensions in Sequence 4 Investigation 3.
6. These reproductions are then used by the students on an excursion to the local place and implemented as authentic artworks in the community.
 | art paperoil pastelsschool PBL postersphotographs of park signsstudents bring in photograph of bedroomartwork |
| ST3-5WT Selecting and using creative thinking techniques, including mind-mapping, brainstorming, sketching and modelling CCT. Self or peer assessing the final product by using the established design criteria PSC.ST3-15I Explore a range of emerging information technologies and the ways that communicating with others has changed, eg the use of video-conferencing, blogs and wikis ICT.EN3-2A Recognise and discuss issues related to the responsible use of digital communication ICT Scales. Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1704, ACELY1714) ICT Creative and critical thinking Compose increasingly complex print, visual, multimodal and digital texts, experimenting with language, design, layout and graphics Information and communication technologyEN3-5B investigate how the organisation of texts into chapters, headings, subheadings, home pages and subpages for online texts and according to chronology or topic can be used to predict content and assist navigation (ACELA1797) information and communication technology numeracy | Sequence 7 – Digital Communication – How can we use technology to communicate with the community?In our example, we found that using Microsoft Word to introduce students to the layout of a webpage and teach basic skills was effective as it built on the student’s prior knowledge and skills in using the software. The design criteria were developed to make the page fit with the theme of our school website, and as such narrowed the overall design task. Teachers should adapt this task to suit the overall needs of their students and the design criteria of their own project.1. Discuss the design feature suggested by the class that the park sign will feature a QR code that will link to the school website with a focus on communicating with about the park and the project.
2. Ask students to explain where they have seen QR codes and what their experience with them has been. After students provide explanations, clarify using example explaining features from the web.
3. Prepare for the lesson by having a table of different project elements on the board, eg artwork, poles, seats, QR codes, supporters, aim, etc. Students work in small groups assigned to an element. The first activity is creating a blurb about their element of the project. Students should be able to reflect on what has been completed thus far and include this information.
4. Ask students to reflect on the blurb they have written – if this blurb was published online, what would have to change? Lead students to consider the need for formal language, concise and accurate information. Students refine their blurb.
5. Discuss the difference between a webpage and a website. Inform students that they will be responsible for creating a webpage to be part of the school website.
6. Show students a sample of a webpage created in Microsoft word. Ask students to identify features that they recognize or are familiar with from other web pages. Identify and explain the following elements – Heading, sub heading, image, caption, text, frames, links. Students will be familiar with most.
7. Explain that the lesson will be a guided lesson on creating all of these features where the teacher will model exactly what to do, and then you will have an opportunity.
8. Show students the difference between Print Layout and Web Layout in Microsoft Word and ask why these features are available for different uses.
9. Ask students – When designing this page – what do you think was influencing my design, choice of colours, font size, etc. Discuss the ‘style’ of the page and the use of consistent typeface, font, and colours across the page. Lead students to understand that the influence came from the school website. Show students the school website and ask them to identify similarities between it and the page made by the teacher.
10. Ask students to identify the following elements – Heading, sub heading, image, caption, text, frames and links, again, this time in the context of the school website.
11. Return to the teacher made webpage and one by one, delete the features and then return the feature to the website by modelling the steps taken.
	1. Text-boxes to create frames
	2. Selection of typeface and font (explain difference)
	3. Colours/Images
	4. Links – model how to insert a bookmark and create a hyperlink. Explain the purpose of setting up the page like this for easy navigation through a larger website of multiple pages. Students create a list of links in the designated frame, but only need to bookmark the heading of their webpage and create a link to that location.
12. Give students opportunity to help with directions such as inserting text boxes, selecting typeface, font and images. If possible, have images of the project ready to insert and share with students.
13. With at least one computer between two students, direct students to set up a new document in Web Layout and work through the steps modelled (and left on display) to create a webpage for the project element their small group was working on.
14. Direct students to save this webpage in an appropriate location (In our example, the collaboration folder was used to readily share the work with the entire class) and then email the webpage as an attachment.
15. Students return as a large group and each work sample is displayed on the interactive whiteboard. Students are directed to provide constructive feedback with consideration to the style of the school website, how well they have executed each design element (eg does your link work?) is the information formal and accurate?
16. Student designs can be assessed by staff for inclusion in the final product for the school website. Staff is responsible for creating the QR code to be included in the artwork.
 | example of website to emulateAbermain Public School’s website – <http://www.abermain-p.schools.nsw.edu.au/> Microsoft Word sample web-page made in Microsoft Word emulating school websitecomputers 1:2 students minimumUCreative website article on QR codes – <http://www.ucreative.com/articles/what-is-a-qr-code-and-how-does-it-work/> |

Culminating event, activity, or product

Students will hold a grand opening of the updated local place where work samples will be on display. They will present short explanations of the various parts of the project to parents, caregivers, representatives of involved parties and the media which may include pre-recorded video or audio presentations.

In our example, students hold a grand opening presentation with students speaking to invited guests and presenting brief explanations of the design process behind the installation of the seats, QR code and webpage, artworks and poetry forest.

Evaluation

Focus 1 – students

Before commencing:

* survey students to determine if they have an interest, curiosity or passion for a local place
* evaluate whether skills such as problem solving, cooperative work and critique (own and peer evaluation) have been explicitly developed

During the unit:

* ask – are students driving the direction of the project with their interest, passion or curiosity?
* ask – are students accountable for investigation, design and problem solving?
* conduct regular check-in sessions that allow students to see the big picture as all of the parts of the project come together
* survey the students on how interested they are in certain aspects of the project. Change the approach to the outcome(s) if required
* take note of activities that did not hold student engagement or were investment heavy (time, resources, staff) for little curriculum return

Following unit completion:

* students complete a summative reflection
* students complete a survey on their experiences during the project
* assess student outcome achievement levels against those prior to implementation

Focus 2 – community

Before commencing:

* evaluate (with all parties necessary) whether improvements to a local place are feasible. Consult with local authorities
* reflect on the expertise available in your schools’ community. Evaluate whether the skills, experience and expertise are present to assist in the project

During the unit:

* meet or contact involved parties regularly to reflect on progress and timeframes
* communicate regularly through note/newsletter with parents/caregivers and provide opportunity for feedback informally

Following unit completion:

* communicate with all involved parties and attending parents and caregivers at the Grand Opening event for feedback
* thank involved parties in writing and seek their feedback on the project

Focus 3 – school

Before commencing:

* evaluate staff skills and experience in delivering a project-based learning unit
* identify staff passion, interest and curiosity in implementing the project
* are the necessary resources in place regarding staffing, timetabling and the provision of resources – particularly technology and a budget to cover the cost of modifications to the chosen built environment

During the unit:

* hold regular STEM Team meetings at an agreed time to allow for weekly check-in, particularly if multiple classes are working on the project to provide opportunity for informal discussion of strategies, outcome achievement and progress
* ask – are staff taking on control of the learning directions If so, encourage and support easing students back into the driving position
* regularly record reflection and evaluation notes on weekly planner template. Share difficulties and successes with colleagues.

Following unit completion:

* formally complete a written evaluation of the unit as a team, following debrief discussion. Reflect on learning, resources
* document outcome achievement/evidence of student learning

Appendices

1. Persuasive text exemplar – good parks are important to communities

What makes a community? In healthy and happy communities, people gather together and form friendships, feel safe and relaxed, and continue to learn throughout their lives. Well-developed parks are important because they provide people with a space to enjoy all of the benefits that a strong community can offer.

Good parks are essential to communities because they provide space for people to gather together and form friendships. Around the world, parks are filled with people enjoying a morning walk, a friendly game or their daily exercise routine. Without public parks, the community would lack a place for people to join together for activities that benefit their health and happiness. Good parks unite the community.

It is important that communities have good parks because they help people feel safe and relaxed. When parks are well-designed, people feel encouraged to spend time in the natural environment. Studies have shown that time spent in nature does reduce stress and it’s even better if the park is well-made to ensure it is safe for people to use. Good parks encourage healthy lifestyles in the community.

Communities definitely need good parks to encourage learning in the community. Parks often feature artwork that teaches about the history and culture of the community or equipment to help young children develop their skills. Imagine if kids didn’t get the chance to learn how to play together and share equipment. Good parks lead to great learning.

Without a doubt, good parks are a necessity in healthy and happy communities. Everyone deserves a safe place to enjoy friendships, relax and learn. Good parks allow communities to thrive. Is your local park a happy place?

2. Mystery tour booklet sample



3. Design process visual poster



4. Detailed read

My Country – Dorothy Mackellar

Students are prompted using the dot points below, to identify and highlight the following language and vocabulary features.

1. The love of field and coppice.
	* Verb
	* Place
	* Place – A coppice is a group of small trees or shrubs (show on Google Images)
2. Of green and shaded lanes,
	* Adjective
	* Adjective
	* Place
3. Of ordered woods and gardens
	* Adjective – discuss ordered as a verb in other cases.
	* Place
	* Place
4. Is running in your veins.
	* Metaphor – discuss the meaning, in your blood, in your family, brought up that way, etc.
5. Strong love of grey-blue distance,
	* Adjective
	* Descriptive phrase – what is it alluding to? Sky, sea, mountains
6. Brown streams and soft, dim skies
	* Adjective
	* Adjective
	* Adjective
7. I know, but cannot share it,
	* Verb
	* verb
8. My love is otherwise.
	* Pronoun – possessive, indicates the author
	* Word meaning ‘different’

Part two

1. I love a sunburnt country,
	* Pronoun. Who does I refer to?
	* Metaphor – what does it refer to?
2. A land of sweeping plains,
	* Wide spaces
3. Of ragged mountain ranges,
	* Rough and sharp
	* Group of mountains
	* In the United Kingdom, geographers historically regarded mountains as hills greater than 1,000 feet (300 m) above sea level. Mountains are generally steeper.
4. Of droughts and flooding rains.
	* Lack of water
	* Adjective? Can sometimes be seen as a verb.
	* Regular pattern of precipitation.
5. I love her far horizons,
	* Distant views – the line at which the earth's surface and the sky appear to meet. For an observer on the ground with eye level at h = 5 ft 7 in (1.70 m), the horizon is at a distance of 2.9 miles (4.7 km). For an observer standing on a hill or tower 100 feet (30 m) in height, the horizon is at a distance of 12.2 miles (19.6 km).
6. I love her jewel-sea,
	* Metaphor for sparkling oceans. Discuss imagery.
7. Her beauty and her terror
	* Wonderful things
	* Frightening things
8. The wide brown land for me!
	* Adjective
	* Adjective
	* Pronoun

5. SMILES poetry

* Structure line length, organisation of text, rhyme scheme, syllables line length, layout, rhyme scheme, syllable count
* Meaning title, overall theme, message, subject what is the overall theme?
* Imagery visual picture, literary features, symbolism, irony how do the words create a picture?
* Language grammar, punctuation, use of words – simple, complex, lyrical, colloquial, ironic formal, informal, funny
* Effect opinion, bias or message presented by poet opinion/poet’s message
* Sound onomatopoeia, rhythm of spoken text

6. Poetry comprehension

What does sunburnt country mean?

Sweeping plains refers to…

Give two examples of opposites that show Australia can be very different depending where you go.

Why does the author refer to the ocean as a ‘jewel-sea’?

Give an example of beauty and an example of terror from Australia.

7. Joint/independent rewrite – poetry

I love a sunburnt country,

A land of sweeping plains,

Of ragged mountain ranges,

Of droughts and flooding rains.

I love her far horizons,

I love her jewel-sea,

Her beauty and her terror

The wide brown land for me!