**Curriculum Overview Plan for North Keppel Island Environmental Education Centre. *Inquiry Based Questions, Cross Curriculum Priorities and General Capabilities* Grades F-6**

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| **Learning Form** | **Foundation** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Snorkelling** | ***What is GBRMPA ?***  The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future.  **(O1.6)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16  https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24  https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***What is GBRMPA ?***  The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future.  **(O1.6)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***What is GBRMPA ?***  The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future.  **(O1.6)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***Is the coral reef in a healthy state?***  ***Why are reefs important to humans?***  ***How is your community affecting the reef?***  Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgements based on projected future economic, social and environmental impacts.  **(O1.8)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 | ***Is the coral reef in a healthy state?***  ***Why are reefs important to humans?***  ***How is your community affecting the reef?***  Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgements based on projected future economic, social and environmental impacts.  **(O1.8)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 | ***What living creatures inhabit a coral reef?***  ***How is your community affecting the reef?***  Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgements based on projected future economic, social and environmental impacts.  **(O1.8)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 | ***What living creatures inhabit a coral reef?***  ***How is your community affecting the reef?***  Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgements based on projected future economic, social and environmental impacts.  **(O1.8)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 |
| **Alternative Energy** | ***What can we all do to care for the environment?***  Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.  **(O1.9)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 | ***What can we all do to care for the environment?***  Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.  **(O1.9)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 | ***What can we all do to care for the environment?***  Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.  **(O1.9)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 | ***Are you and your community contributing to coral extinction in the Keppel Bay?***  Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgements based on projected future economic, social and environmental impacts  **(O1.8)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 | ***Are you and your community contributing to coral extinction in the Keppel Bay?***  Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgements based on projected future economic, social and environmental impacts  **(O1.8)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 | ***Are you and your community contributing to coral extinction in the Keppel Bay?***  Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgements based on projected future economic, social and environmental impacts  **(O1.8)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 | ***Are you and your community contributing to coral extinction in the Keppel Bay?***  Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgements based on projected future economic, social and environmental impacts  **(O1.8)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 |
| **Intertidal** | ***What happened down on the beach today?***  All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival  **(O1.2)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***What happened down on the beach today?***  All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival  **(O1.2)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***What happened down on the beach today?***  All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival  **(O1.2)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***How do organisms survive in the intertidal zone?***  ***What animals live in the different intertidal zones?***  All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival  **(O1.2)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***How do organisms survive in the intertidal zone?***  ***What animals live in the different intertidal zones?***  All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival  **(O1.2)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***How do organisms survive in the intertidal zone?***  ***What animals live in the different intertidal zones?***  All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival  **(O1.2)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***How do organisms survive in the intertidal zone?***  ***What animals live in the different intertidal zones?***  All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival  **(O1.2)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 |
| **Macro Invertebrates** | ***Do we impact/influence living things in the dam?***  Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.  **(O1.3)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3455/n_icon-01.png?width=24&height=24 | ***Do we impact/influence living things in the dam?***  Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.  **(O1.3)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3455/n_icon-01.png?width=24&height=24 | ***Do we impact/influence living things in the dam?***  Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.  **(O1.3)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3455/n_icon-01.png?width=24&height=24 | ***How can we as citizens use scientific method to monitor the health of our local waterways ?***  Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.  **(O1.3)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3455/n_icon-01.png?width=24&height=24 | ***How can we as citizens use scientific method to monitor the health of our local waterways ?***  Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.  **(O1.3)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3455/n_icon-01.png?width=24&height=24 | ***Can you describe what actions you can take to support sustainable freshwater habitats?***  Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.  **(O1.3)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3455/n_icon-01.png?width=24&height=24 | ***Can you describe what actions you can take to support sustainable freshwater habitats?***  Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.  **(O1.3)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3455/n_icon-01.png?width=24&height=24 |
| **Fish Dissection** | X | X | X | X | X | ***Can you Identify and describe what adaptations a fish has?***  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***Can you Identify and describe what adaptations a fish has?***  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 |
| **Mangrove Study** | ***Why are mangroves important?***  All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival  **(O1.2)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***Why are mangroves important?***  All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival  **(O1.2)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***Why are mangroves important?***  All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival  **(O1.2)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***Why are mangroves important for the environment?***  All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival  **(O1.2)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***Why are mangroves important for the environment?***  All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival  **(O1.2)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3455/n_icon-01.png?width=24&height=24 | ***Why are mangroves important for the environment?***  All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival  **(O1.2)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3455/n_icon-01.png?width=24&height=24 | ***Why are mangroves important for the environment?***  All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival  **(O1.2)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3455/n_icon-01.png?width=24&height=24 |
| **Bald Hill Walk** | ***Who takes care of the Island?***  The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future  **(O1.6)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***Who takes care of the Island?***  The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future  **(O1.6)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***Who takes care of the Island?***  The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future  **(O1.6)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***Can we encourage others to ensure we complete a hike together?***  Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments  **(O1.7)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***Can we encourage others to ensure we complete a hike together?***  Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments  **(O1.7)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***Can we encourage others to ensure we complete a hike together?***  Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments  **(O1.7)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 | ***Can we encourage others to ensure we complete a hike together?***  Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments  **(O1.7)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 |
| **Keppel Bay Lookout** | ***Who takes care of the Island?***  The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future  **(O1.6)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***Who takes care of the Island?***  The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future  **(O1.6)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***Who takes care of the Island?***  The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future  **(O1.6)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***Can we encourage others to ensure we complete a hike together?***  Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments  **(O1.7)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***Can we encourage others to ensure we complete a hike together?***  Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments  **(O1.7)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***Can we encourage others to ensure we complete a hike together?***  Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments  **(O1.7)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 | ***Can we encourage others to ensure we complete a hike together?***  Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments  **(O1.7)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 |
| **Museum** | ***Why do Woppaburra visit Kanomi?***  Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place  **(O1.2)**  https://www.australiancurriculum.edu.au/media/3453/iu_icon-01.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 | ***Why do Woppaburra visit Kanomi?***  Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place  **(O1.2)**  https://www.australiancurriculum.edu.au/media/3453/iu_icon-01.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 | ***Why do Woppaburra visit Kanomi?***  Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place  **(O1.2)**  https://www.australiancurriculum.edu.au/media/3453/iu_icon-01.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 | ***What was Woppaburra’s way of life, like on Kanomi?***  Aboriginal and Torres Strait Islander Peoples' family and kinship structures are strong and sophisticated.  **(O1.8)**  https://www.australiancurriculum.edu.au/media/3453/iu_icon-01.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 | ***What was Woppaburra’s way of life, like on Kanomi?***  Aboriginal and Torres Strait Islander Peoples' family and kinship structures are strong and sophisticated.  **(O1.8)**  https://www.australiancurriculum.edu.au/media/3453/iu_icon-01.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 | ***What was Woppaburra’s way of life, like on Kanomi?***  Aboriginal and Torres Strait Islander Peoples' family and kinship structures are strong and sophisticated.  **(O1.8)**  https://www.australiancurriculum.edu.au/media/3453/iu_icon-01.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 | ***What was Woppaburra’s way of life, like on Kanomi?***  Aboriginal and Torres Strait Islander Peoples' family and kinship structures are strong and sophisticated.  **(O1.8)**  https://www.australiancurriculum.edu.au/media/3453/iu_icon-01.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 |
| **Cultural Walk** | ***Why do Woppaburra visit Kanomi?***  Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place  **(O1.2)**  https://www.australiancurriculum.edu.au/media/3453/iu_icon-01.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***Why do Woppaburra visit Kanomi?***  Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place  **(O1.2)**  https://www.australiancurriculum.edu.au/media/3453/iu_icon-01.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***Why do Woppaburra visit Kanomi?***  Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place  **(O1.2)**  https://www.australiancurriculum.edu.au/media/3453/iu_icon-01.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***What was Woppaburra’s way of life, like on Kanomi?***  Aboriginal and Torres Strait Islander Peoples' family and kinship structures are strong and sophisticated.  **(O1.8)**  https://www.australiancurriculum.edu.au/media/3453/iu_icon-01.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***What was Woppaburra’s way of life, like on Kanomi?***  Aboriginal and Torres Strait Islander Peoples' family and kinship structures are strong and sophisticated.  **(O1.8)**  https://www.australiancurriculum.edu.au/media/3453/iu_icon-01.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***What was Woppaburra’s way of life, like on Kanomi?***  Aboriginal and Torres Strait Islander Peoples' family and kinship structures are strong and sophisticated.  **(O1.8)**  https://www.australiancurriculum.edu.au/media/3453/iu_icon-01.png?width=24&height=24https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***What was Woppaburra’s way of life, like on Kanomi?***  Aboriginal and Torres Strait Islander Peoples' family and kinship structures are strong and sophisticated.  **(O1.8)**  https://www.australiancurriculum.edu.au/media/3453/iu_icon-01.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 |
| **Litter Studies** | ***Can we use science to care for our environment?***  World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability  **(O1.5)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23https://www.australiancurriculum.edu.au/media/3455/n_icon-01.png?width=24&height=24https://www.australiancurriculum.edu.au/media/3452/ict_icon-01.png?width=24&height=24 | ***Can we use science to care for our environment?***  World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability  **(O1.5)**  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https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23https://www.australiancurriculum.edu.au/media/3455/n_icon-01.png?width=24&height=24https://www.australiancurriculum.edu.au/media/3452/ict_icon-01.png?width=24&height=24 | ***How can collecting and logging data about the marine debris contribute towards a solution?***  Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments  **(O1.9)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23https://www.australiancurriculum.edu.au/media/3455/n_icon-01.png?width=24&height=24https://www.australiancurriculum.edu.au/media/3452/ict_icon-01.png?width=24&height=24 | ***How can collecting and logging data about the marine debris contribute towards a solution?***  Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments  **(O1.9)**  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https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3455/n_icon-01.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3452/ict_icon-01.png?width=24&height=24 | ***How can we conduct a scientific investigation into marine debris and analyse data to answer and help solve the problem of marine debris?***  Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments  **(O1.9)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3455/n_icon-01.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3452/ict_icon-01.png?width=24&height=24  ***Identify and propose how can you use the scientific knowledge developed from the marine debris lesson to inform personal and community decisions?***  Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments  **(O1.9)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3455/n_icon-01.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3452/ict_icon-01.png?width=24&height=24 |
| **Beeswax Wraps** | ***X*** | ***X*** | ***X*** | ***X*** | ***X*** | ***Is it appropriate to use plastic?***  Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments  **(O1.7)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***What can replace glad wrap?***  Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments  **(O1.7)**   * https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 |
| **Outrigging** | ***Can you paddle a canoe?***  https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***Can you paddle a canoe?***  https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***Can you paddle a canoe?***  https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***Can we work as a team to get to a set destination?***  https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***Can we work as a team to get to a set destination?***  https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***Can we work as a team to get to a set destination?***  https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***Can we work as a team to get to a set destination?***  https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 |
| **Shell ID** | ***Can you identify different types of shells?***  https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3455/n_icon-01.png?width=24&height=24 | ***Can you identify different types of shells?***  https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3455/n_icon-01.png?width=24&height=24 | ***Can you identify different types of shells?***  https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3455/n_icon-01.png?width=24&height=24 | ***How do the various shell shapes help the animals to survive?***  https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3455/n_icon-01.png?width=24&height=24 | ***How do the various shell shapes help the animals to survive?***  https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3455/n_icon-01.png?width=24&height=24 | ***Why is classification important? Identify 5 shells using a dichotomous key***  https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3455/n_icon-01.png?width=24&height=24 | ***Why is classification important? Identify 5 shells using a dichotomous key***  https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3455/n_icon-01.png?width=24&height=24 |
| **Raft Building** | ***What role did you play while building your raft?***  https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***What role did you play while building your raft?***  https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***What role did you play while building your raft?***  https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***Can you build a raft to float all group members?***  https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***Can you build a raft to float all group members?***  https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***Can you build a raft to float all group members?***  https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***Can you build a raft to float all group members?***  https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 |
| **Kayak** | X | X | X | X | X | ***Can you identify, select and use movement concepts related to kayaking with and without equipment?***  https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***Can you identify, select and use movement concepts related to kayaking with and without equipment?***  https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 |
| **Plant out** | ***Can we make a positive contribution to the natural environment?***  Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.  **(O1.9)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***Can we make a positive contribution to the natural environment?***  Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.  **(O1.9)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***Can we make a positive contribution to the natural environment?***  Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.  **(O1.9)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***Are there simple steps we can take to improve our settings to the advantage of all?***  Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.  **(O1.9)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***Are there simple steps we can take to improve our settings to the advantage of all?***  Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.  **(O1.9)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***What actions can we take to reduce climate change?***  Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.  **(O1.9)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***What conditions does your plant need to survive?***  Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.  **(O1.9)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 |
| **Initatives** | ***Helpful behaviours and attitudes? What helps***  https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***Helpful behaviours and attitudes? What helps***  https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***Helpful behaviours and attitudes? What helps***  https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***How can we ensure that everyone can be successful in a group activity?***  https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***How can we ensure that everyone can be successful in a group activity?***  https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3452/ict_icon-01.png?width=24&height=24 | ***How can we ensure that everyone can be successful in a group activity***  https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3452/ict_icon-01.png?width=24&height=24 | ***How can we ensure that everyone can be successful in a group activity***  https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3452/ict_icon-01.png?width=24&height=24 |
| **Low Ropes** | ***Helpful behaviours and attitudes? What helps***  https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***Helpful behaviours and attitudes? What helps***  https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***Helpful behaviours and attitudes? What helps***  https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***How can we ensure that everyone can be successful in a group activity?***  https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***How can we ensure that everyone can be successful in a group activity?***  https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3452/ict_icon-01.png?width=24&height=24 | ***Can you propose strategies that will support positive behaviours when working in teams?***  https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3452/ict_icon-01.png?width=24&height=24 | ***Can you propose strategies that will support positive behaviours when working in teams?***  https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3452/ict_icon-01.png?width=24&height=24 |
| **Orienteering** | X | X | X | X | ***What role will you take to ensure your groups success with your mapping task?***  https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3452/ict_icon-01.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3455/n_icon-01.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 | ***How can we use a map for the orienteering challenge? Evaluate how effective it was.***  https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3452/ict_icon-01.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3455/n_icon-01.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 | ***Can you develop your own orienteering map?***  https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3452/ict_icon-01.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3455/n_icon-01.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 |
| **Survival at Sea** | X | X | X | X | **Can you use materials at hand to save the lives of your party while the ship sinks?**  https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***How would you plan to survive a sinking ship that ensures the health, safety and wellbeing of all?***  https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***How would you plan to survive a sinking ship that ensures the health, safety and wellbeing of all?***  https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 |
| **Environmental Art** | ***What can we find and make?***  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 | ***What can we find and make?***  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 | ***What can we find and make?***  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 | ***Can you use items from the environment to build an art piece?***  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 | ***Can you use items from the environment to build an art piece?***  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 | ***Can you use items from the environment to build an art piece?***  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 | ***Can you use items from the environment to build an art piece?***  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 |
| **Night Activities** |  |  |  |  |  |  |  |
| **Plankton Trawl** | ***Why are plankton found near the surface of our oceans?***  Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems **(O1.3)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 | ***Why are plankton found near the surface of our oceans?***  Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems **(O1.3)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 | ***Why are plankton found near the surface of our oceans?***  Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems **(O1.3)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 | ***Will we catch any zooplankton in our sample at night? Why?***  All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival  **(O1.2)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 | ***Will we catch any zooplankton in our sample at night? Why?***  All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival  **(O1.2)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3455/n_icon-01.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 | ***Will we catch any zooplankton in our sample at night? Why?***  All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival  **(O1.2)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3455/n_icon-01.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 | ***Will we catch any zooplankton in our sample at night? Why?***  All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival  **(O1.2)**   * https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3455/n_icon-01.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 |
| **Drones** | ***What changes to the environment can we observe whilst flying outdoors?***  Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments  **(O1.7)**  https://www.australiancurriculum.edu.au/media/3452/ict_icon-01.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 | ***What changes to the environment can we observe whilst flying outdoors?***  Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments  **(O1.7)**  https://www.australiancurriculum.edu.au/media/3452/ict_icon-01.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 | ***What changes to the environment can we observe whilst flying outdoors?***  Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments  **(O1.7)**  https://www.australiancurriculum.edu.au/media/3452/ict_icon-01.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 | ***Can you use a minidrone to negotiate a course to solve a problem?***  Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments  **(O1.9)**  https://www.australiancurriculum.edu.au/media/3452/ict_icon-01.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3455/n_icon-01.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 | ***Can you use a minidrone to negotiate a course to solve a problem?***  Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments  **(O1.9)**  https://www.australiancurriculum.edu.au/media/3452/ict_icon-01.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3455/n_icon-01.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 | ***Can you create a plan incorporating the needs of drone for a solution?***  Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments  **(O1.7)**  https://www.australiancurriculum.edu.au/media/3452/ict_icon-01.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3455/n_icon-01.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 | ***Can you create a plan incorporating the needs of drone for a solution?***  Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments  **(O1.7)**  https://www.australiancurriculum.edu.au/media/3452/ict_icon-01.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3455/n_icon-01.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 |
| **Possum Debate** | ***Why are possums a problem?***  Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgements based on projected future economic, social and environmental impacts.  **(O1.8)**  https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3453/iu_icon-01.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***Why are possums a problem?***  Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgements based on projected future economic, social and environmental impacts.  **(O1.8)**  https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3453/iu_icon-01.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***Why are possums a problem?***  Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgements based on projected future economic, social and environmental impacts.  **(O1.8)**  https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3453/iu_icon-01.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***Can you propose actions in response to an issue or challenge and consider possible effects of proposed actions?***  Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgements based on projected future economic, social and environmental impacts.  **(O1.8)**  https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3453/iu_icon-01.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***Can you propose actions in response to an issue or challenge and consider possible effects of proposed actions?***  Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgements based on projected future economic, social and environmental impacts.  **(O1.8)**  https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3453/iu_icon-01.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***How can we manage introduced species at North Keppel Island?***  ***Investigate and determine your position for the environmental debate.***  Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgements based on projected future economic, social and environmental impacts.  **(O1.8)**  https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3453/iu_icon-01.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***How can we manage introduced species at North Keppel Island?***  ***Investigate and determine your position for the environmental debate.***  Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgements based on projected future economic, social and environmental impacts.  **(O1.8)**  https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3453/iu_icon-01.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 |
| **Maizie Bay Walk** | ***What changes do people make to the natural environment?***  Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments  **(O1.7)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3453/iu_icon-01.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***What changes do people make to the natural environment?***  Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments  **(O1.7)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3453/iu_icon-01.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***What changes do people make to the natural environment?***  Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments  **(O1.7)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3453/iu_icon-01.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***Design a hypothesis:***  ***Why do we only observe certain animals at night? (aquatic and terrestrial)***  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3453/iu_icon-01.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***Design a hypothesis:***  ***Why do we only observe certain animals at night? (aquatic and terrestrial)***  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3453/iu_icon-01.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***Design a hypothesis:***  ***What animals will we observe at night? (aquatic and terrestrial)***  ***Have you ever walked in the bush at night?***  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3453/iu_icon-01.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 | ***Design a hypothesis:***  ***What animals will we observe at night? (aquatic and terrestrial)***  ***Have you ever walked in the bush at night?***  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3453/iu_icon-01.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 |
| **Ghost Crab Study** | ***Will we catch any ghost crabs* *tonight?***  All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival  **(O1.2)**  https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3455/n_icon-01.png?width=24&height=24 | ***Will we catch any ghost crabs tonight?***  All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival  **(O1.2)**  https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3455/n_icon-01.png?width=24&height=24 | ***Will we catch any ghost crabs tonight?***  All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival  **(O1.2)**  https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3455/n_icon-01.png?width=24&height=24 | **What do the results of the fair tests suggest?**  All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival  **(O1.2)**  https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 https://www.australiancurriculum.edu.au/media/3455/n_icon-01.png?width=24&height=24 | **What do the results of the fair tests suggest?**  All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival  **(O1.2)**  https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 https://www.australiancurriculum.edu.au/media/3455/n_icon-01.png?width=24&height=24 | ***Can you describe what adaptations ghost crabs have that allow them to survive in the environment?***  All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival  **(O1.2)**  https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 https://www.australiancurriculum.edu.au/media/3455/n_icon-01.png?width=24&height=24 | ***Can you describe what adaptations ghost crabs have that allow them to survive in the environment?***  All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival  **(O1.2)**  https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3454/l_icon-01.png?width=24&height=26 https://www.australiancurriculum.edu.au/media/3455/n_icon-01.png?width=24&height=24 |
| **Campfire** | ***What can you do to take care of the natural environment?***  Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.  **(O1.9)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 | ***What can you do to take care of the natural environment?***  Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.  **(O1.9)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 | ***What can you do to take care of the natural environment?***  Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.  **(O1.9)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 | ***If we were Woppaburra what would be our daily list of responsibilities/chores? Would you have been able to live up to these day to day tasks? How do they differ from your own lives?***  Aboriginal and Torres Strait Islander Peoples' family and kinship structures are strong and sophisticated  **(O1.8)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3453/iu_icon-01.png?width=24&height=24 | ***If we were Woppaburra what would be our daily list of responsibilities/chores? Would you have been able to live up to these day to day tasks? How do they differ from your own lives?***  Aboriginal and Torres Strait Islander Peoples' family and kinship structures are strong and sophisticated  **(O1.8)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3453/iu_icon-01.png?width=24&height=24 | ***If we were Woppaburra what would be the order of events at a campfire? Can you contribute something to your school community’s campfire meeting?***  Aboriginal and Torres Strait Islander Peoples' family and kinship structures are strong and sophisticated  **(O1.8)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3453/iu_icon-01.png?width=24&height=24 | ***If we were Woppaburra what would be the order of events at a campfire? Can you contribute something to your school community’s campfire meeting?***  Aboriginal and Torres Strait Islander Peoples' family and kinship structures are strong and sophisticated  **(O1.8)**  https://www.australiancurriculum.edu.au/media/3451/eu_icon.png?width=24&height=16 https://www.australiancurriculum.edu.au/media/3456/psc_icon-01.png?width=24&height=23 https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3453/iu_icon-01.png?width=24&height=24 |
| **Astronomy** | ***What does a star look like?***  Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways. **(O1.3)**  https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3453/iu_icon-01.png?width=24&height=24 | ***What does a star look like?***  Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways. **(O1.3)**  https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3453/iu_icon-01.png?width=24&height=24 | ***What does a star look like?***  Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways. **(O1.3)**  https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3453/iu_icon-01.png?width=24&height=24 | ***Where are we?***  Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways. **(O1.3)**  https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3453/iu_icon-01.png?width=24&height=24 | ***Where are we?***  Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways. **(O1.3)**  https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3453/iu_icon-01.png?width=24&height=24 | ***What other planetary objects are part of our system?***  Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways. **(O1.3)**  https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3453/iu_icon-01.png?width=24&height=24 | ***What other planetary objects are part of our system?***  Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways. **(O1.3)**  https://www.australiancurriculum.edu.au/media/3450/cct_icon.png?width=24&height=24 https://www.australiancurriculum.edu.au/media/3453/iu_icon-01.png?width=24&height=24 |

**General Capabilities Symbols:**

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