**Curriculum Overview Plan for North Keppel Island Environmental Education Centre. Inquiry Based Questions and Australian Indicators Grades P-6**

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| **Activity** | **Prep** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Snorkelling** | ***What is GBRMPA ?***  Science involves observing, asking questions about, and describing changes in, objects and events **(ACSHE021) & (ACSHE034)**  People use science in their daily lives, including when caring for their environment and living things **(ACSHE022) & (ACSHE035)** | ***What is GBRMPA ?***  Science involves observing, asking questions about, and describing changes in, objects and events (**ACSHE021) & (ACSHE034)**  People use science in their daily lives, including when caring for their environment and living things **(ACSHE022) & (ACSHE035)** | ***What is GBRMPA ?***  Science involves observing, asking questions about, and describing changes in, objects and events **(ACSHE021) & (ACSHE034)**  People use science in their daily lives, including when caring for their environment and living things **(ACSHE022) & (ACSHE035)** | ***Is the coral reef in a healthy state?***  ***Why are reefs important to humans?***  ***How is your community affecting the reef?***  Science knowledge helps people to understand the effect of their actions **(ACSHE051) & (ACSHE062)**  The importance of environments, including natural vegetation, to animals and people  **(ACHASSK088)**  Science knowledge helps people to understand the effect of their actions **(ACSHE051) & (ACSHE062)** | ***Is the coral reef in a healthy state?***  ***Why are reefs important to humans?***  ***How is your community affecting the reef?***  Science knowledge helps people to understand the effect of their actions **(ACSHE051) & (ACSHE062**)  The importance of environments, including natural vegetation, to animals and people  **(ACHASSK088)**  Science knowledge helps people to understand the effect of their actions **(ACSHE051) & (ACSHE062)** | ***What living creatures inhabit a coral reef?***  ***How is your community affecting the reef?***  Living things have structural features and adaptations that help them to survive in their environment **(ACSSU043)** | ***What living creatures inhabit a coral reef?***  ***How is your community affecting the reef?***  Living things have structural features and adaptations that help them to survive in their environment **(ACSSU043)** |
| **Alternative Energy** | ***What can we all do to care for the environment?***  Reflect on learning to propose how to care for places and sites that are important or significant **(ACHASSI009)** | ***What can we all do to care for the environment?***  Reflect on learning to propose how to care for places and sites that are important or significant **(ACHASSI009)** | ***What can we all do to care for the environment?***  Reflect on learning to propose how to care for places and sites that are important or significant **(ACHASSI009)** | ***Are you and your community contributing to coral extinction in the Keppel Bay?***  Science knowledge helps people to understand the effect of their actions **(ACSHE051) & (ACSHE062)**  The use and management of natural resources and waste, and the different views on how to do this sustainably  **(ACHASSK090)** | ***Are you and your community contributing to coral extinction in the Keppel Bay?***  Science knowledge helps people to understand the effect of their actions **(ACSHE051) & (ACSHE062)**  The use and management of natural resources and waste, and the different views on how to do this sustainably  **(ACHASSK090)** | ***Are you and your community contributing to coral extinction in the Keppel Bay?***  Scientific knowledge is used to solve problems and inform personal and community decisions  **(ACSHE083) & (ACSHE100)** | ***Are you and your community contributing to coral extinction in the Keppel Bay?***  Scientific knowledge is used to solve problems and inform personal and community decisions  **(ACSHE083) & (ACSHE100)** |
| **Intertidal** | ***What happened down on the beach today?***  Daily and seasonal changes in our environment affect everyday life **(ACSSU004)** | ***What happened down on the beach today?***  Daily and seasonal changes in our environment affect everyday life **(ACSSU004)** | ***What happeed down on the beach today?***  Daily and seasonal changes in our environment affect everyday life **(ACSSU004)** | ***How do organisms survive in the intertidal zone?***  ***What animals live in the different intertidal zones?***  Science involves making predictions and describing patterns and relationships  **(ACSHE050) &**  **(ACSHE061)** | ***How do organisms survive in the intertidal zone?***  ***What animals live in the different intertidal zones?***  Science involves making predictions and describing patterns and relationships  **(ACSHE050) &**  **(ACSHE061)** | ***How do organisms survive in the intertidal zone?***  ***What animals live in the different intertidal zones?***  The growth and survival of living things are affected by the physical conditions of their environment **(ACSSU094)** | ***How do organisms survive in the intertidal zone?***  ***What animals live in the different intertidal zones?***  The growth and survival of living things are affected by the physical conditions of their environment **(ACSSU094)** |
| **Macro Invertebrates** | ***Do we impact/influence living things in the dam?***  Living things have basic needs, including food and water  **(ACSSU002).**  Daily and seasonal changes in our environment affect everyday life **(ACSSU004).** | ***Do we impact/influence living things in the dam?***  People use science in their daily lives, including when caring for their environment and living things **(ACSHE022) & (ACSHE035).** | ***Do we impact/influence living things in the dam?***  People use science in their daily lives, including when caring for their environment and living things **(ACSHE022) & (ACSHE035).** | ***How can we as citizens use scientific method to monitor the health of our local waterways ?***  With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment  **(ACSIS065)** | ***How can we as citizens use scientific method to monitor the health of our local waterways ?***  With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment  **(ACSIS065)** | ***Can you describe what actions you can take to support sustainable freshwater habitats?***  Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments  **(ACSSUS1)** | ***Can you describe what actions you can take to support sustainable freshwater habitats?***  Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments  **(ACSSUS1)** |
| **Fish Dissection** | X | X | X | X | X | ***Can you Identify and describe what adaptations a fish has?***  Living things have structural features and adaptations that help them to survive in their environment [**(ACSSU043)**](http://www.scootle.edu.au/ec/search?accContentId=ACSSU043) | ***What makes an animal suited to its environment?***  The growth and survival of living things are affected by physical conditions of their environment  [**(ACSSU094)**](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACSSU094) |
| **Mangrove Study** | ***Why are mangroves important?***  Reflect on learning to propose how to care for places and sites that are important or significant **(ACHASSI009)** | ***Why are mangroves important?***  Reflect on learning to propose how to care for places and sites that are important or significant **(ACHASSI009**) | ***Why are mangroves important?***  Reflect on learning to propose how to care for places and sites that are important or significant **(ACHASSI009)** | ***Why are mangroves important for the environment?***  The importance of environments, including natural vegetation, to animals and people  **(ACHASSK088)** | ***Why are mangroves important for the environment?***  The importance of environments, including natural vegetation, to animals and people  **(ACHASSK088)** | ***Why are mangroves important for the environment?***  The growth and survival of living things are affected by the physical conditions of their environment  **(ACSSU094)** | ***Why are mangroves important for the environment?***  The growth and survival of living things are affected by the physical conditions of their environment  **(ACSSU094)** |
| **Bald Hill Walk** | ***Who takes care of the Island?***  The natural, managed and constructed features of places, their location, how they change and how they can be cared for  **(ACHASSK031)** | ***Who takes care of the Island?***  The natural, managed and constructed features of places, their location, how they change and how they can be cared for  **(ACHASSK031)** | ***Who takes care of the Island?***  The natural, managed and constructed features of places, their location, how they change and how they can be cared for  **(ACHASSK031)** | ***Can we encourage others to ensure we complete a hike together?***  Explore how success, challenge and failure strengthen identities **(ACPPS033)**  Investigate how emotional responses vary in depth and strength  **(ACPPS038)**  Describe how respect, empathy and valuing diversity can positively influence relationships  **(ACPPS037)** | ***Can we encourage others to ensure we complete a hike together?***  Explore how success, challenge and failure strengthen identities **(ACPPS033)**  Investigate how emotional responses vary in depth and strength  **(ACPPS038)**  Describe how respect, empathy and valuing diversity can positively influence relationships  **(ACPPS037)** | ***Can we encourage others to ensure we complete a hike together?***  Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities  **(ACPMP067)** | ***Can we encourage others to ensure we complete a hike together?***  Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities  **(ACPMP067)** |

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| **Keppel Bay Lookout** | ***Who takes care of the Island?***  The natural, managed and constructed features of places, their location, how they change and how they can be cared for  **(ACHASSK031)** | ***Who takes care of the Island?***  The natural, managed and constructed features of places, their location, how they change and how they can be cared for  **(ACHASSK031)** | ***Who takes care of the Island?***  The natural, managed and constructed features of places, their location, how they change and how they can be cared for  **(ACHASSK031)** | ***Can we encourage others to ensure we complete a hike together?***  Explore how success, challenge and failure strengthen identities **(ACPPS033)**  Investigate how emotional responses vary in depth and strength  **(ACPPS038)**  Describe how respect, empathy and valuing diversity can positively influence relationships  **(ACPPS037)** | ***Can we encourage others to ensure we complete a hike together?***  Explore how success, challenge and failure strengthen identities **(ACPPS033)**  Investigate how emotional responses vary in depth and strength  **(ACPPS038)**  Describe how respect, empathy and valuing diversity can positively influence relationships  **(ACPPS037)** | ***Can we encourage others to ensure we complete a hike together?***  Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities  **(ACPMP067)** | ***Can we encourage others to ensure we complete a hike together?***  Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities  **(ACPMP067)** |
| **Museum** | ***Why do Woppaburra visit Kanomi?***  The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place **(ACHASSK049)**  The history of a significant person, building, site and/or part of the natural environment in the local community and what it reveals about the past  **(ACHASSK044)** | ***Why do Woppaburra visit Kanomi?***  The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place **(ACHASSK049)**  The history of a significant person, building, site and/or part of the natural environment in the local community and what it reveals about the past  **(ACHASSK044)** | ***Why do Woppaburra visit Kanomi?***  The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place **(ACHASSK049)**  The history of a significant person, building, site and/or part of the natural environment in the local community and what it reveals about the past  **(ACHASSK044)** | ***What was Woppaburra’s way of life, like on Kanomi?***  The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies)  **(ACHASSK083)**  Considering how scientific practices such as sorting, classification and estimation are used by Aboriginal and Torres Strait Islander people in everyday life  **(ACSHE061)** | ***What was Woppaburra’s way of life, like on Kanomi?***  The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies)  **(ACHASSK083)**  considering how scientific practices such as sorting, classification and  estimation are used by Aboriginal and Torres Strait Islander people in everyday life  **(ACSHE061)** | ***What was Woppaburra’s way of life, like on Kanomi?***  Aboriginal and Torres Strait Islander Peoples’ ways of life are uniquely expressed through ways of being, knowing, thinking and doing. **(ABHC2)** | ***What was Woppaburra’s way of life, like on Kanomi?***  Aboriginal and Torres Strait Islander Peoples’ ways of life are uniquely expressed through ways of being, knowing, thinking and doing. **(ABHC2)** |
| **Cultural Walk** | ***Why do Woppaburra visit Kanomi?***  The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place **(ACHASSK049)**  The history of a significant person, building, site and/or part of the natural environment in the local community and what it reveals about the past  **(ACHASSK044)** | ***Why do Woppaburra visit Kanomi?***  The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place **(ACHASSK049)**  The history of a significant person, building, site and/or part of the natural environment in the local community and what it reveals about the past  **(ACHASSK044)** | ***Why do Woppaburra visit Kanomi?***  The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place **(ACHASSK049)**  The history of a significant person, building, site and/or part of the natural environment in the local community and what it reveals about the past  **(ACHASSK044)** | ***What was Woppaburra’s way of life, like on Kanomi?***  The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies)  **(ACHASSK083)**  Considering how scientific practices such as sorting, classification and estimation are used by Aboriginal and Torres Strait Islander people in everyday life  **(ACSHE061)** | ***What was Woppaburra’s way of life, like on Kanomi?***  The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies)  **(ACHASSK083)**  Considering how scientific practices such as sorting, classification and estimation are used by Aboriginal and Torres Strait Islander people in everyday life  **(ACSHE061)** | ***What was Woppaburra’s way of life, like on Kanomi?***  Aboriginal and Torres Strait Islander Peoples’ ways of life are uniquely expressed through ways of being, knowing, thinking and doing. **(ABHC2)** | ***What was Woppaburra’s way of life, like on Kanomi?***  Aboriginal and Torres Strait Islander Peoples’ ways of life are uniquely expressed through ways of being, knowing, thinking and doing. **(ABHC2)** |
| **Litter Studies** | ***Can we use science to care for our environment?***  Daily and seasonal changes in our environment affect everyday life **(ACSSU004).** | ***Can we use science to care for our environment?***  People use science in their daily lives, including when caring for their environment and living things (**ACSHE022) & (ACSHE035).** | ***Can we use science to care for our environment?***  People use science in their daily lives, including when caring for their environment and living things **(ACSHE022) & (ACSHE035**) | ***How can collecting and logging data about the marine debris contribute towards a solution?***  Scientific knowledge is used to solve problems and inform personal and community decisions  **(ACSHE083)**  Science knowledge helps people to understand the effect of their actions **(ACSHE062)** | ***How can collecting and logging data about the marine debris contribute towards a solution?***  Scientific knowledge is used to solve problems and inform personal and community decisions  **(ACSHE083)**  Science knowledge helps people to understand the effect of their actions **(ACSHE062)** | ***How can we use science to help solve the problem of marine debris?***  Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena  **(ACSHE081)** | ***How can we conduct a scientific investigation into marine debris and analyse data to answer and help solve the problem of marine debris?***  With guidance, plan appropriate investigation methods to answer questions or solve problems  **(ACSIS232)**  ***Identify and propose how can you use the scientific knowledge developed from the marine debris lesson to inform personal and community decisions?***  Scientific knowledge is used to inform personal and community decisions  **(ACSHE083)** |
| **Beeswax Wraps** | ***X*** | ***X*** | ***X*** | ***X*** | ***X*** | ***Is it appropriate to use plastic?***  Develop project plans that include consideration of resources when making designed solutions individually and collaboratively  [**(ACTDEP028)**](http://www.scootle.edu.au/ec/search?accContentId=ACTDEP028) | ***What can replace glad wrap?***  Negotiate criteria for success that include sustainability to evaluate design ideas, processes and solutions  **(ACTDEP027)** |
| **Outrigging** | ***Can you paddle a canoe?***  Cooperate with others when participating in physical activities **(ACPMP012)**  Test possible solutions to movement challenges through trial and error **(ACPMP013)** | ***Can you paddle a canoe?***  Cooperate with others when participating in physical activities **(ACPMP012)**  Test possible solutions to movement challenges through trial and error **(ACPMP013)** | ***Can you paddle a canoe?***  Cooperate with others when participating in physical activities **(ACPMP012)**  Test possible solutions to movement challenges through trial and error  **(ACPMP013)** | ***Can we work as a team to get to a set destination?***  Practise and refine fundamental movement skills in a variety of movement sequences and situations  **(ACPMP043)**  Practise and apply movement concepts and strategies  **(ACPMP045)** | ***Can we work as a team to get to a set destination?***  Practise and refine fundamental movement skills in a variety of movement sequences and situations  **(ACPMP043)**  Practise and apply movement concepts and strategies  **(ACPMP045)** | ***Can we work as a team to get to a set destination?***  Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities  **(ACPMP067)** | ***Can we work as a team to get to a set destination?***  Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities  **(ACPMP067)** |

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| **Shell ID** | ***Can you identify different types of shells?***  Living things have basic needs, including food and water  **(ACSSU002)** | ***Can you identify different types of shells?***  Living things have basic needs, including food and water  **(ACSSU002)** | ***Can you identify different types of shells?***  Living things have basic needs, including food and water  **(ACSSU002)** | ***How do the various shell shapes help the animals to survive?***  Living things have structural features and adaptations that help them to survive in their environment **(ACSSU043)** | ***How do the various shell shapes help the animals to survive?***  Living things have structural features and adaptations that help them to survive in their environment **(ACSSU043)** | ***Why is classification important? Identify 5 shells using a dichotomous key***  Classification helps organise the diverse group of organisms  **(ADSSU111)** | ***Why is classification important? Identify 5 shells using a dichotomous key***  Classification helps organise the diverse group of organisms  (**ADSSU111)** |
| **Raft Building** | ***What role did you play while building your raft?***  Cooperate with others when participating in physical activities **(ACPMP012)**  Test possible solutions to movement challenges through trial and error **(ACPMP013)**  Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities  **(ACPPS015)** | ***What role did you play while building your raft?***  Cooperate with others when participating in physical activities **(ACPMP012)**  Test possible solutions to movement challenges through trial and error **(ACPMP013)**  Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities  **(ACPPS015)** | ***What role did you play while building your raft?***  Cooperate with others when participating in physical activities **(ACPMP012)**  Test possible solutions to movement challenges through trial and error  **(ACPMP013)**  Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities  **(ACPPS015)** | ***Can you build a raft to float all group members?***  Adopt inclusive practices when participating in physical activities **(ACPMP048)**  Apply innovative and creative thinking in solving movement challenges  **(ACPMP049)** | ***Can you build a raft to float all group members?***  Adopt inclusive practices when participating in physical activities **(ACPMP048)**  Apply innovative and creative thinking in solving movement challenges  **(ACPMP049)** | ***Can you build a raft to float all group members?***  Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities  **(ACPMP067)** | ***Can you build a raft to float all group members?***  Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities  **(ACPMP067)** |
| **Kayak** | X | X | X | X | X | ***Can you identify, select and use movement concepts related to kayaking with and without equipment?***  Propose and apply movement concepts and strategies with and without equipment  **(ACPMP063).** | ***Can you identify, select and use movement concepts related to kayaking with and without equipment?***  Propose and apply movement concepts and strategies with and without equipment  **(ACPMP063).** |
| **Plant out** | ***Can we make a positive contribution to the natural environment?***  Living things have basic needs, including food and water  **(ACSSU002).** | ***Can we make a positive contribution to the natural environment?***  People use science in their daily lives, including when caring for their environment and living things **(ACSHE022) & (ACSHE035).** | ***Can we make a positive contribution to the natural environment?***  People use science in their daily lives, including when caring for their environment and living things **(ACSHE022) & (ACSHE035).** | ***Are there simple steps we can take to improve our settings to the advantage of all?***  The importance of environments, including natural vegetation, to animals and people  **(ACHASSK088)** | ***Are there simple steps we can take to improve our settings to the advantage of all?***  The importance of environments, including natural vegetation, to animals and people  **(ACHASSK088)** | ***What actions can we take to reduce climate change?***  Scientific knowledge is used to solve problems and inform personal and community decisions  [**(ACSHE217)**](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACSHE217) | ***What conditions does your plant need to survive?***  The growth and survival of living things are affected by the physical conditions of their environment  [**(ACSSU094)**](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACSSU094) |
| **Initatives** | ***Helpful behaviours and attitudes? What helps?***  Identify personal strengths **(ACPPS001)**  Identify and describe emotional responses people may experience in different situations  **(ACPS005)** | ***Helpful behaviours and attitudes? What helps?***  Identify personal strengths  **(ACPPS001)**  Identify and describe emotional responses people may experience in different situations  **(ACPS005)** | ***Helpful behaviours and attitudes? What helps?***  Identify personal strengths  **(ACPPS001)**  Identify and describe emotional responses people may experience in different situations  **(ACPS005)** | ***How can we ensure that everyone can be successful in a group activity?***  Explore how success, challenge and failure strengthen identities **(ACPPS033)**  Investigate how emotional responses vary in depth and strength  **(ACPPS038)**  Adopt inclusive practices when participating in physical activities **(ACPMP048)**  Apply innovative and creative thinking in solving movement challenges  **(ACPMP049)** | ***How can we ensure that everyone can be successful in a group activity?***  Explore how success, challenge and failure strengthen identities **(ACPPS033)**  Investigate how emotional responses vary in depth and strength  **(ACPPS038)**  Adopt inclusive practices when participating in physical activities **(ACPMP048)**  Apply innovative and creative thinking in solving movement challenges  **(ACPMP049)** | ***How can we ensure that everyone can be successful in a group activity?***  Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities  **(ACPMP067)** | ***How can we ensure that everyone can be successful in a group activity?***  Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities  **(ACPMP067)** |
| **Low Ropes** | ***Helpful behaviours and attitudes? What helps?***  Identify personal strengths **(ACPPS001)**  Identify and describe emotional responses people may experience in different situations  **(ACPS005)** | ***Helpful behaviours and attitudes? What helps?***  Identify personal strengths  **(ACPPS001)**  Identify and describe emotional responses people may experience in different situations  **(ACPS005)** | ***Helpful behaviours and attitudes? What helps?***  Identify personal strengths  **(ACPPS001)**  Identify and describe emotional responses people may experience in different situations  **(ACPS005)** | ***How can we ensure that everyone can be successful in a group activity?***  Explore how success, challenge and failure strengthen identities **(ACPPS033)**  Investigate how emotional responses vary in depth and strength  **(ACPPS038)**  Adopt inclusive practices when participating in physical activities **(ACPMP048)**  Apply innovative and creative thinking in solving movement challenges  **(ACPMP049)** | ***How can we ensure that everyone can be successful in a group activity?***  Explore how success, challenge and failure strengthen identities **(ACPPS033)**  Investigate how emotional responses vary in depth and strength  **(ACPPS038)**  Adopt inclusive practices when participating in physical activities **(ACPMP048)**  Apply innovative and creative thinking in solving movement challenges  **(ACPMP049)** | ***Can you propose strategies that will support positive behaviours when working in teams?***  Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities  [**(ACPMP067)**](http://www.scootle.edu.au/ec/search?accContentId=ACPMP067) | ***Can you select and use positive behaviours when working in teams?***  Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities  **(ACPMP067)** |

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| **Orienteering** | X | X | X | X | ***What role will you take to ensure your groups success with your mapping task?***  Participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing  [**(ACPMP064)**](http://www.scootle.edu.au/ec/search?accContentId=ACPMP064) | ***How can we use a map for the orienteering challenge? Evaluate how effective it was.***  Evaluate sources for their usefulness and represent data in different forms, for example, maps, plans,  graphs, tables, sketches and diagrams  **(ACHGS035)** | ***Can you develop your own orienteering map?***  Represent the location and features of places and different types of geographical information by  constructing large-scale and small-scale maps that conform to cartographic conventions including  border, source, scale, legend, title and north point, using spatial technologies as appropriate  **(ACHGS043)** |
| **Survival at Sea** | X | X | X | X | **Can you use materials at hand to save the lives of your party while the ship sinks?**  Work in groups to generate responses to issues and challenges **(ACHASSI102)** | ***How would you plan to survive a sinking ship that ensures the health, safety and wellbeing of all?***  Plan and practise strategies to promote health, safety and wellbeing  [**(ACPPS054)**](http://www.scootle.edu.au/ec/search?accContentId=ACPPS054) | ***How would you plan how to survive a sinking ship that ensures the health, safety and wellbeing of all?***  Plan and practise strategies to promote health, safety and wellbeing  [**(ACPPS054)**](http://www.scootle.edu.au/ec/search?accContentId=ACPPS054) |
| **Environmental Art** | ***What can we find and make?***  Participate in play that promotes engagement with outdoor settings and the natural environment **(ACPPS007)** | ***What can we find and make?***  Participate in play that promotes engagement with outdoor settings and the natural environment **(ACPPS007)** | ***What can we find and make?***  Participate in play that promotes engagement with outdoor settings and the natural environment **(ACPPS007)** | ***Can you use items from the environment to build an art piece?***  Participate in activities to examine how participation promotes a connection between the community, natural and built environments and health and wellbeing  **(ACPPS041)** | ***Can you use items from the environment to build an art piece?***  Participate in activities to examine how participation promotes a connection between the community, natural and built environments and health and wellbeing  **(ACPPS041)** | ***Can you use items from the environment to build an art piece?***  Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment  **(ACPPS059)** | ***Can you use items from the environment to build an art piece?***  Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment  **(ACPPS059)** |
| **Night Activities** |  |  |  |  |  |  |  |
| **Plankton Trawl** | ***Why are plankton found near the surface of our oceans?***  Participate in guided investigations explore and answer questions **(ACSIS025) & (ACSIS038**) | ***Why are plankton found near the surface of our oceans?***  Participate in guided investigations explore and answer questions **(ACSIS025) & (ACSIS038)** | ***Why are plankton found near the surface of our oceans?***  Participate in guided investigations  explore and answer questions **(ACSIS025) & (ACSIS038)** | ***Will we catch any zooplankton in our sample at night? Why?***  Science involves making predictions and describing patterns and relationships  **(ACSHE050) &**  **(ACSHE061)** | ***Will we catch any zooplankton in our sample at night? Why?***  Science involves making predictions and describing patterns and relationships  **(ACSHE050) &**  **(ACSHE061)** | ***Will we catch any zooplankton in our sample at night? Why?***  Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena  **(ACSHE081) & (ACSHE098)** | ***Will we catch any zooplankton in our sample at night? Why?***  Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena  **(ACSHE081) & (ACSHE098)** |
| **Drone – Flight** | ***What changes to the environment can we observe whilst flying outdoors?***  Daily and seasonal changes in our environment affect everyday life **(ACSSU004).** | ***What changes to the environment can we observe whilst flying outdoors?***  Science involves observing, asking questions about, and describing changes in, objects and events (**ACSHE021) & (ACSHE034).** | ***What changes to the environment can we observe whilst flying outdoors?***  Science involves observing, asking questions about, and describing changes in, objects and events **(ACSHE021) & (ACSHE034).** | ***Can you use a minidrone to negotiate a course to solve a problem?***  Define simple problems, and describe and follow a sequence of steps and decisions (algorithms) needed to solve them  **(ACTDIP010)** | ***Can you use a minidrone to negotiate a course to solve a problem?***  Define simple problems, and describe and follow a sequence of steps and decisions (algorithms) needed to solve them  **(ACTDIP010)** | ***Can you identify what types of data a drone can create?***  Acquiring different types of data using drones or robots  **(ACTDIP016)**  ***Can you create a plan incorporating the needs of drone for a solution?***  Creating a plan incorporating the needs for a solution that uses robots or drones  **(ACTDIP017)** | ***Can you identify what types of data a drone can create?***  Acquiring different types of data using drones or robots  **(ACTDIP016)**  ***Can you create a plan incorporating the needs of drone for a solution?***  Creating a plan incorporating the needs for a solution that uses robots or drones  **(ACTDIP017)** |
| **Possum Debate** | ***Why are possums a problem?***  Participate in guided investigations to explore and answer questions **(ACSIS025) & (ACSIS038)** | ***Why are possums a problem?***  Participate in guided investigations to explore and answer questions  **(ACSIS025) & (ACSIS038)** | ***Why are possums a problem?***  Participate in guided investigations to explore and answer questions  **(ACSIS025) & (ACSIS038)** | ***Can you propose actions in response to an issue or challenge and consider possible effects of proposed actions?***  Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions  **(ACHASSI081**)  Apply innovative and creative thinking in solving movement challenges  **(ACPMP049)** | ***Can you propose actions in response to an issue or challenge and consider possible effects of proposed actions?***  Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions  **(ACHASSI081)**  Apply innovative and creative thinking in solving movement challenges  **(ACPMP049)** | ***How can we manage introduced species at North Keppel Island?***  ***Investigate and determine your position for the environmental debate.***  The environmental and human influences on the location and characteristics of a place and the management of spaces within them  **(ACHASSK113)** | ***How can we manage introduced species at North Keppel Island?***  ***Investigate and determine your position for the environmental debate.***  The environmental and human influences on the location and characteristics of a place and the management of spaces within them  **(ACHASSK113)** |
| **Maizie Bay Walk** | ***What changes do people make to the natural environment?***  The places people live in and belong to, their familiar features and why they are important to people **(ACHASSK015)**  The natural, managed and constructed features of places, their location, how they change and how they can be cared for  **(ACHASSK031)** | ***What changes do people make to the natural environment?***  The places people live in and belong to, their familiar features and why they are important to people **(ACHASSK015)**  The natural, managed and constructed features of places, their location, how they change and how they can be cared for  **(ACHASSK031)** | ***What changes do people make to the natural environment?***  The places people live in and belong to, their familiar features and why they are important to people **(ACHASSK015)**  The natural, managed and constructed features of places, their location, how they change and how they can be cared for  **(ACHASSK031)** | ***Design a hypothesis:***  ***Why do we only observe certain animals at night? (aquatic and terrestrial)***  Investigate how emotional responses vary in depth and strength  **(ACPPS038)**  Describe and apply strategies that can be used in situations that make them feel uncomfortable or  unsafe  **(ACPPS035)** | ***Design a hypothesis:***  ***Why do we only observe certain animals at night? (aquatic and terrestrial)***  Investigate how emotional responses vary in depth and strength  **(ACPPS038)**  Describe and apply strategies that can be used in situations that make them feel uncomfortable or  Unsafe  **(ACPPS035)** | ***Design a hypothesis:***  ***What animals will we observe at night? (aquatic and terrestrial)***  ***Have you ever walked in the bush at night?***  Living things have structural features and adaptations that help them to survive in their environment  **(ACSSU043)** | ***Design a hypothesis:***  ***What animals will we observe at night? (aquatic and terrestrial)***  ***Have you ever walked in the bush at night?***  Living things have structural features and adaptations that help them to survive in their environment  **(ACSSU043)** |
| **Ghost Crab Study** | ***Will we catch any ghost crabs* *tonight?***  Living things have basic needs, including food and water  **(ACSSU002).** | ***Will we catch any ghost crabs tonight?***  Pose and respond to questions, and make predictions about familiar objects and events  **(ACSIS024) & (ACSIS037).** | ***Will we catch any ghost crabs tonight?***  Pose and respond to questions, and make predictions about familiar objects and events  **(ACSIS024) & (ACSIS037).** | **What do the results of the fair tests suggest?**  Compare results with predictions, suggesting possible reasons for findings  **(ACSIS216)**  Reflect on investigations, including whether a test was fair or not **(ACSIS069)** | **What do the results of the fair tests suggest?**  Compare results with predictions, suggesting possible reasons for findings  **(ACSIS216)**  Reflect on investigations, including whether a test was fair or not **(ACSIS069)** | ***Can you describe what adaptations ghost crabs have that allow them to survive in the environment?***  Living things have structural features and adaptations that help them to survive in their environment **(ACSSU043).** | ***Can you describe what adaptations ghost crabs have that allow them to survive in the environment?***  Living things have structural features and adaptations that help them to survive in their environment **(ACSSU043).** |
| **Campfire** | ***What can you do to take care of the natural environment?***  Reflect on learning to propose how to care for places and sites that are important or significant **(ACHASSI009)** | ***What can you do to take care of the natural environment?***  Reflect on learning to propose how to care for places and sites that are important or significant **(ACHASSI009)** | ***What can you do to take care of the natural environment?***  Reflect on learning to propose how to care for places and sites that are important or significant **(ACHASSI009)** | ***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?***  The similarities and differences between places in terms of their type of settlement, demographic  characteristics and the lives of the people who live there, and people’s perceptions of these places  **(ACHASSK069)** | ***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?***  The similarities and differences between places in terms of their type of settlement, demographic  characteristics and the lives of the people who live there, and people’s perceptions of these places  **(ACHASSK069)** | ***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’ ways of life are uniquely expressed through ways of being, knowing, thinking and doing. (**ABHC2)** | ***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’ ways of life are uniquely expressed through ways of being, knowing, thinking and doing. (**ABHC2)** |
| **Astronomy** | ***What does a star look like?***  Share observations and ideas **(ACSIS012).** | ***What does a star look like?***  Participate in guided investigations to explore and answer questions  **(ACSIS025) & (ACSIS038).** | ***What does a star look like?***  Participate in guided investigations to explore and answer questions  (**ACSIS025) & (ACSIS038).** | ***Where are we?***  The Earth is part of a system of planets orbiting around a star (the sun)  **(ACSSU078)** | ***Where are we?***  The Earth is part of a system of planets orbiting around a star (the sun)  **(ACSSU078)** | ***What other planetary objects are part of our system?***  Earth is part of a system of planets orbiting around a star (the sun) **(ACSSU078)** | ***What other planetary objects are part of our system?***  Earth is part of a system of planets orbiting around a star (the sun) (**ACSSU078)** |