

Summary	Duration
<p>This program is written for Early Stage One Geography "People Live in Places". It is a Geographical Inquiry about the value of a special place like Brewongle EEC, told through the story of "Eddy the Darug Boy". Students learn about Eddy, a local Darug boy and his cousin Barrugin. While following the boys' journey, students work through the Geographical Inquiry Skills - Acquiring, Processing and Communicating Geographical information about the features of the site, why they're special, and how we can look after them (the Geographical Inquiry Questions).</p> <p>The program is based around a day's excursion at Brewongle where they use creative fieldwork tools and skills, followed up with a Post-Excursion Project and Assessment (supplied).</p>	<p>Sample term 4 weeks Detail: 1 fieldwork day, 4+ lessons.</p>

### Key inquiry questions

- What are places like?
- What makes a place special?
- How can we look after the places we live in?

### Outcomes

















#### Geography K-10

- › GEe-1 identifies places and develops an understanding of the importance of places to people
- › GEe-2 communicates geographical information and uses geographical tools

Geographical concepts	Geographical inquiry skills	Geographical tools
<p><b>Place:</b> Places students live in and belong to and why they are important.</p> <p><b>Space:</b> Location of a place in relation to other familiar places.</p> <p><b>Environment:</b> How and why places should be looked after.</p>	<p><b>Acquiring Geographical Information</b></p> <ul style="list-style-type: none"> <li>▪ pose questions and make observations</li> <li>▪ record geographical data and information</li> </ul> <p><b>Processing Geographical Information</b></p> <ul style="list-style-type: none"> <li>▪ represent data using charts or graphs</li> <li>▪ draw conclusions based on discussions of observations</li> </ul> <p><b>Communicating Geographical Information</b></p> <ul style="list-style-type: none"> <li>▪ present information</li> <li>▪ reflect on their learning</li> </ul>	<p><b>Maps</b></p> <ul style="list-style-type: none"> <li>▪ Nature/Mud Maps</li> <li>▪ Large Scale Maps (School Map in Post-Excursion Project)</li> </ul> <p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>▪ Observing and recording data</li> <li>▪ Sound Survey</li> <li>▪ Scratch and Sniff</li> </ul> <p><b>Graphs and Statistics</b></p> <ul style="list-style-type: none"> <li>▪ Comparative Tally</li> <li>▪ Tally Charts (Post-Excursion Project)</li> </ul> <p><b>Visual Representations</b></p> <ul style="list-style-type: none"> <li>▪ Photographs</li> </ul>

## Unit overview

Nature is important for many reasons, both to people and to wildlife. This Geographical Inquiry will use the story of "Eddy the Darug Boy" to focus on the spaces and places around Brewongle Environmental Education Centre, why they're important, and how we can look after them.

Content	Teaching, learning and assessment
<p>Early Stage 1 - People Live in Places</p> <p><b>Important places</b></p> <p>Students:</p> <ul style="list-style-type: none"><li>investigate the importance of places they live in and belong to, for example: (ACHGK002, ACHGK004)</li><li>identification of places they live in and belong to  </li><li>discussion of why places are special and how people care for them   </li><li>explanation of why people need to take care of places   </li></ul>	<p><b>Acquiring and Processing Geographical Information</b></p> <p><b>What Makes a Home</b></p> <p>Students partake in a guided brainstorming session about what makes a home, then equate this to animals' needs. Students learn about Darug Totems (Eddy's and Barrugin's totems in particular) and the important duty of protecting your Totem. Students learn about the needs of various animals that live around Brewongle using props such as soft toys, a watering can (rain) and a torch (the sun). They search for and identify a perfect place in the bush to build a home for one of our resident wildlife to protect the special animals who live there. Some students might even be lucky enough to find that a creature (one of our pet Blue Tongue Lizards) has already moved in and is sheltering in their new home!</p> <p>If time allows, students can use our extendable nest box cameras to peek into our existing nest boxes.</p>
<p>Early Stage 1 - People Live in Places</p> <p><b>Aboriginal and Torres Strait Islander places</b></p> <p>Students:</p> <ul style="list-style-type: none"><li>investigate the Country/Places important to Aboriginal or Torres Strait Islander Peoples, for example: (ACHGK003) </li><li>identification of an Aboriginal or Torres Strait Islander site, Country or Place </li><li>discussion of why the site, Country or Place is important   </li></ul>	<p><b>Acquiring Geographical Information</b></p> <p><b>Eddy The Darug Boy</b></p> <p>Students become part of the story of Eddy and his mate Barrugin, two Darug boys who ran away from their camp across the river. The boys spend a tumultuous 24 hours around the site of Brewongle, searching for food, shelter and medicine. Students follow the boys' path on an engaging, sensory walk. During this walk, students complete:</p> <ul style="list-style-type: none"><li>A bird count to identify where the boys would have looked for eggs for breakfast</li><li>A sound survey to evaluate natural / human sounds</li><li>A leaf scrunch and sniff treasure hunt (students will be given a jar of scrunched up leaves with a strong aroma. Students must find the plant th leaves came from along the way)</li></ul>
<p>Early Stage 1 - People Live in Places</p> <p><b>Locating places</b></p> <p>Students:</p> <ul style="list-style-type: none"><li>investigate how the location of places can be represented, for example: (ACHGK001)</li><li>location of familiar and local places on maps  </li><li>description of the location of places </li></ul>	<p><b>Processing Geographical Information</b></p> <p><b>Nature Play and Nature/Mud Maps</b></p> <p>Students explore a patch of bush at Brewongle, collecting a small bag of their favourite found objects. At the lookout, where they can see the entire valley below Brewongle, including the meandering Hawkesbury River, students work in pairs to create a Nature Map of the valley using the found objects. After a review of the journey of Eddy and Barrugin, students use a piece of wool to incorporate Eddy's and Barrugin's journey into their maps. Students can use ochre to paint symbols on their found objects.</p>
	<p><b>Processing and Communicating Geographical Information</b></p> <p><b>Post-Excursion Project</b></p> <p>Students recall the important things animals need to shelter from. Using a map of their school, students identify the best <b>space</b> to build a shelter for local wildlife (lizards, birds, possums). They should consider such things as proximity:</p> <ul style="list-style-type: none"><li>close to or within nature/bush</li><li>close to sources of food and water</li><li>away from high foot traffic areas like the playground or busy paths (have students sit and tally foot traffic to test their site)</li></ul>

Content	Teaching, learning and assessment
	<ul style="list-style-type: none"> <li>▪ away from loud noises like microphone speakers/school bells or busy roads.</li> </ul> <p>Once they've chosen a <b>place</b> to build their shelter, students can source materials. These can be heavy duty homes or just simple structures. For example, parents help to make possum boxes or nest boxes for birds, or students simply placing hollow logs, rocks and bark around so ground dwelling animals can shelter from predators and the elements.</p> <p><i>NB: This project can be expanded into a Cross-Curricular Project Based Learning (PBL) Unit, or condensed into a few lessons.</i></p> <p><b>Assessment</b></p> <p>Students create a presentation (speech or short on-camera interview) explaining:</p> <ul style="list-style-type: none"> <li>▪ why they chose the <b>space</b> they chose for their wildlife home (proximity to other places);</li> <li>▪ how they built it; and</li> <li>▪ what they hope will live there.</li> </ul>

### Assessment overview

Students demonstrate their understanding of content throughout each excursion activity. Evidence such as photographs of the students' animal shelters and videos of students explaining their Nature/Mud Maps can be used to assess their learning.

Formal assessment can be made using the students' presentations at the end of the Post-Excursion Project.