

# Oz Adventure!

## Travel Australia with Josh and Zac Sims

**These teachers' notes are to be used with Project Pullout #36, which is found in issue 89 of DMAG. Students will discover how amazing Australia is in terms of its people, places and wildlife.**

**This supplement encourages students to:**

- Learn how to draw and read maps
- Appreciate how diverse and unique Australia's wildlife is
- Understand why 'sites' can be significant to people and wildlife
- Realise that people interact and affect the environment
- Learn life skills with regards to setting a budget

**HSIE: Australia, You're Standing in it!**  
**Maps and places**

As a class, read the Project Pull-out and look at the pictures. Ask the students to complete the mapping exercise on the activity sheet.

Talk about some of the places they've located on the map. Then discuss places that they would like to visit in Australia. For example, Uluru, the Great Barrier Reef, Kakadu etc. As a class, locate where these are.

To prompt students for ideas, also ask them about experiences that they'd like to have - for instance, seeing snow, climbing mountains,



visiting caves, walking through rainforests, seeing Aboriginal rock carvings etc. Also prompt them with regards to animals, e.g. whales, dingoes, bilbies, penguins etc.

Add to the map some of the places from the above discussion. Now ask each student to imagine that they're going on a tour of Australia too, what places would they visit?

Once they've decided where they'd like to go, ask each to map the route they would take if they were to travel Australia. Only they can't just draw lines from one place to the other, they have to research where the roads are and map their route based on actual roads in Australia.



**Maths extension exercises:**

- 1) Ask students to work out the scale of their map and, using a piece of string and a ruler, work out how many kilometres they will have to travel to go on their trip.
- 2) Ask students to work out how many days their trip will take if they are going to travel no more than 150 kilometres a day.
- 3) If the car you are driving in uses 14 litres of petrol to travel 100 kilometres, how much petrol will you need to complete your trip?
- 4) If petrol costs \$1.20 per litre, how much will you have to pay just to cover the petrol?

**What's in a site?**

Choose some of the locations discussed in the previous section and look at them in greater depth.

As a class, draw a concept map outlining various views people might have about that place. For instance, the town of Whyalla might be viewed differently by a mining company than to an eco-tourism company. Talk about

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the development of that area.

Discuss why different groups have different needs in an area. Ask if these needs will always exist - for instance will mines run out of resources?

Will people's needs change (look at whaling as an example - 100 years ago the whaling industry supported many towns, now whales are no longer hunted but regarded as good for eco-tourism).

Ask students to break into pairs and choose a significant site in Australia. Each pair is to research their site and draw a diagram showing the significant changes that have happened over time for that area. Particular attention should be given to Aboriginal people - what tribes are associated with the site and does it have spiritual significance?

**Extension Exercise:** Ask each pair to add to their diagram some of the things that they think the future might hold for their site.

### Art and HSI: Australia, You're Standing in it!

Following on from the above exercise, ask each pair of students to design a brochure for their significant site. Before starting, think about who the brochure is aimed at - overseas tourists? Kids? Families to move to the area? Retirees?

Discuss elements the brochure should include - a heading, introduction, message, contact details, action points, images, maps and quotes.

Discuss the colours and images

that would appeal to their target market. Once each brochure has been designed, display them around the room.

**English:** Discuss how the articles in the project pull-out have been written by kids, Josh and Zac Sims. Ask each child to write a similar piece entitled *My Top Three Places in Australia*.

### Maths and finance / life skills

Once students have completed the *Maps and Places* activity, this is a good exercise to try.

As a class, brainstorm some of the costs involved in a trip like Josh and Zac's. For instance, caravan park costs, fuel, food, National Park entrance fees, eating out costs etc.

Now ask the class to break into pairs and to research the actual cost of things. For instance, they can collect receipts from their families' grocery shopping. How much on average does a family spend each week on groceries?

Using a spreadsheet such as Excel, ask the pairs to work out a budget for the trip. They should list the different costs they would incur in one column, the unit price for that cost in the next column (e.g. accommodation might be \$60 per night) the number of units of that item in the following column (e.g. 210 nights) and then the total for that row.



**Extension Exercise:** Show students how to do very simple formulas in Excel, e.g. if you want to do 210 x 60 you would type in the cell =210\*60.

At the bottom of the table, sum the total of the costs using the  $\Sigma$  function.

Discuss as a class why it's good to do these things in a spreadsheet. For instance, if you want to change the number of nights, you just change this number and the spreadsheet will automatically recalculate the costs.

Discuss ways that you could reduce costs - e.g. going on a shorter trip would mean less spent on fuel. Discuss costs that haven't been included - for instance clothing, souvenirs, repairs, health needs etc.

### About DMAG

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