

Our island dream: Futures study

Strands

Time, Continuity and Change
Place and Space
Systems, Resources and Power

Core learning outcomes

<i>Time, Continuity and Change</i>	TCC 1.1	Students describe their past and their future using evidence from familiar settings.
<i>Place and Space</i>	PS 1.1	Students match relationships between environmental conditions and people's clothes, food, shelter, work and leisure.
<i>Systems, Resources and Power</i>	SRP 1.4	Students describe practices for fair, sustainable and peaceful ways of sharing and working in a familiar environment.
	SRP 1.5	Students discuss strategies that assist them to manage limiting situations.

Purpose and overview

Activities use an imagined island scenario around which investigations and futures activities are based. The activities are organised around the Integrating Socially inquiry model and have cross-curricular links with The Arts and Technology.

Students create a dramatic playspace that will represent an island and use it to investigate the relationships between environmental conditions and people's clothes, food, shelter, work and leisure. They are also involved in producing an Island Information Visitor Guide. Students explore personal abilities and the physical features of the island that may present limiting situations such as communication, weather or shelter challenges and develop strategies to manage these. Technology-related activities involve designing, developing and reflecting on a product, such as a shelter or an escape machine.

Students explore fair, sustainable and peaceful ways of sharing and working in their island scenario. This includes identifying responsibilities and assigning them fairly. Students create a past and future timeline of their island experiences using evidence gathered from their activities and descriptions of their preferred social and environmental futures for the island.



Phases	Activities	Core learning outcomes	Assessment opportunities
1. Tuning in/ Preparing to find out Islands	Activities 1 to 3 Students: <ul style="list-style-type: none"> • explore the concept of an island • define what knowledge they already have about islands • discuss what else they would like to know about islands. 	PS 1.1	In this phase students are working towards demonstration of PS 1.1.
2. Finding out/ Sorting out My island home	Activities 4 to 9 Students: <ul style="list-style-type: none"> • use a dramatic playspace and maps to help them imagine what it would be like on an uninhabited island • explore the relationships between environmental conditions and people's clothes, food, shelter, work and leisure • demonstrate understanding of these relationships by creating an Island Information Visitor Guide • present their Island Information Visitor Guide to a small group of peers. 	PS 1.1	Students create an Island Information Visitor Guide (Resource 1) to demonstrate PS 1.1. Where necessary, teacher–student conferencing may clarify demonstrations of the learning outcome, as may the peer-assessment in Activity 9. Students begin to record learning experiences in a journal. This can be used to gather evidence of demonstrations of the learning outcomes in later phases. Opportunities also exist to assess learning outcomes from The Arts.
3. Going further/ Taking action Problems on the island	Activities 10 to 12 Students: <ul style="list-style-type: none"> • investigate island characteristics that could limit their activities • explore strategies that can be used to manage such limiting situations • design and develop a product which could be used to manage a limiting situation on the island • reflect on the effectiveness of their design and product. 	SRP 1.5	Students create a product to demonstrate SRP 1.5. Through individual, small group or whole class discussions about the products , students demonstrate their ability to identify a situation that limits them and a way to manage this. Use student journals to gather further evidence of SRP 1.5. Opportunities also exist to assess learning outcomes from Technology.
4. Going further/ Taking action Island responsibilities	Activities 13 to 15 Students: <ul style="list-style-type: none"> • explore the responsibilities involved in living on the island and consider how to assign responsibilities in a fair way • investigate fair, sustainable and peaceful ways of sharing and working. 	SRP 1.4	Students develop a description of fair, sustainable and peaceful ways of sharing work responsibilities (SRP 1.4). Students identify social practices that contribute to negative or positive real-life situations.
5. Making connections The past, present and future of our island	Activities 16 to 17 Students: <ul style="list-style-type: none"> • describe events that have occurred during their island activities • explore preferred futures for their island • create a timeline that shows these past and future events on the island. 	TCC 1.1	Students collaboratively create an illustrated timeline about their island and discuss individually created future scenarios . Student journals may be used to gather further evidence to make judgments about students' demonstrations of TCC 1.1, PS 1.1, SRP 1.4 and SRP 1.5.

Assessment

The assessment opportunities outlined are examples of how to assess students' demonstrations of the identified learning outcomes. As often as possible, negotiate assessment with students and support a variety of ways of demonstrating the learning outcomes. Reflect with students on evidence gathered when making judgments about their demonstrations of learning outcomes. Some students may require more time and/or other contexts in which to demonstrate these learning outcomes. Other modules may provide such time and/or contexts and the 'Levels 1 to 6 module learning outcomes maps' in the *Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines* can be used to identify these modules.

Resource 2

Most assessment suggested in the activities uses techniques such as teacher observation, student–teacher conferencing and peer assessment. Although specific assessment opportunities are identified in particular activities, assessment opportunities may arise in other activities. An assessment record sheet (Resource 2) is included to assist tracking students' demonstrations of the learning outcomes. Assessment criteria are included with the activities to assist making consistent judgments about students' demonstrations of learning outcomes.

Assessing learning outcomes at different levels

The topics used to contextualise the identified learning outcomes of this module (environmental conditions, human needs, designing a shelter, problem solving, work responsibilities, working peacefully and futures scenarios) may provide opportunities for students to demonstrate other learning outcomes at and after Level 1. Appropriate assessment tasks will need to be created to enable students to demonstrate these learning outcomes. For example:

- Level 1: PS 1.4
- Level 2: PS 2.1, PS 2.4, PS 2.5, SRP 2.4, SRP 2.5, CI 2.4.

Using this module

Play and playspaces

Play is widely recognised as being significant to the learning process and is important throughout early childhood (up to eight years). This module recognises the importance of play as a meaning-making activity and, as such, offers opportunities for both teacher-structured and child-structured dramatic play.

Home or play corners are found in almost all early childhood learning contexts. These spaces offer children the opportunity to explore fictional contexts and create roles, relationships and stories independently. Within the home or play corner, the teacher's role is to facilitate play that is generated by the students. The dramatic playspace created in this module offers students a space to play out their ideas free of adult direction.

Where space is limited, materials for play can be stored in boxes (on shelves or under desks) and brought into the playspace when required. Students can use desks, pieces of fabric and large pieces of cardboard or cardboard boxes to create playspaces. Encourage students to contribute to the design and construction of their playspace. Guidance may be required with regard to safety factors when moving furniture and using implements such as scissors. Include materials for creative activity within the space itself. Simple props such as sand and shells relating to the island context of the playspace are also useful. Signs incorporating visual images and text can be used to delineate the space.

Child-structured dramatic play

Children maintain a strong desire to engage in dramatic play well into the primary school years, and provision of appropriate opportunities for this requires careful planning and organisation. Play opportunities need to be offered for all students, but not forced upon any. Times available for play should not be allocated as part of a rotational set of activities, but should be offered as part of an elective time or during free choice activity time when students can have around 30 minutes of uninterrupted play time. Dramatic play is a highly collaborative activity, requiring high levels of cooperation and

students should, where possible, be able to choose their co-players. As play occurs at the same time as other activities, students need to learn how to use their time enjoyably, without disrupting others. Teachers and students can decide on rules specific to the playspace. It is important that these rules consider the needs of others sharing the classroom but are not so rigid that they destroy the chance for play to be enjoyable. You may be required to intervene in the play in response to a request from one of the players or to control the direction of the play or the volume of the playing group. Teacher-in-role is the most appropriate approach for intervening. A visit from those affected by the class noise can usually ensure that a noisy group settles, whilst an imaginative intervention in role with a puzzling or difficult question can generally re-kindle play that has lost direction or interest.

While all students can benefit from independent and collaborative dramatic play, some may initially be reluctant players. Encourage all students to be involved in dramatic play by allowing time for play, making play a safe activity, modelling roles and involvement in play and offering opportunities for play that will appeal to all students. Consider play contexts that will interest both girls and boys and change these contexts as interest wanes.

Inquiry processes

This module is structured around an inquiry approach to learning, an adaptation of the Integrating Socially inquiry model by Hamston and Murdoch (1996).

The learning outcomes that underpin this module include two that focus on the process of investigating (TCC 1.1 and PS 1.1), one on reflecting (SRP 1.5) and one on communicating (SRP 1.4). The following table describes aspects of these processes developed in the inquiry phases of this module.

Investigating (TCC 1.1, PS 1.1)	Reflecting (SRP 1.5)	Communicating (SRP 1.4)
Investigating requires that students clarify questions and formulate problems, gather and analyse relevant information and draw relevant conclusions supported by evidence. This involves: <ul style="list-style-type: none"> – identifying sources of information – gathering and recording information – analysing evidence – testing data, interpretations, conclusions and arguments – drawing conclusions – investigating possibilities. 	Reflecting requires that students demonstrate a willingness to reconsider and recognise that introspection and metacognition are inherent and crucial components of investigative strategies. This involves: <ul style="list-style-type: none"> – identifying, clarifying and using specific criteria to critique and evaluate information and their own abilities – clarifying preferred futures as a guide to present actions – assessing the extent to which goals have been achieved. 	Communicating requires that students read, listen, watch, interpret, translate and express ideas and information in the course of an inquiry. This involves: <ul style="list-style-type: none"> – reading, listening and viewing effectively – gathering information – describing, comparing and contrasting evidence, events, features and patterns – suggesting links – explaining consequences – expressing points of view – justifying conclusions – communicating through group and interpersonal forms.

Futures perspective

An attitude of optimism needs to be encouraged when looking at the consequences that rapid change has had on environments and societies in recent decades. Students need to envisage preferred social and environmental futures and to feel a sense of empowerment in shaping these futures.

A ‘futures perspective’ refers to the students’ development and demonstration of knowledge, practices and dispositions of thinking with a specific sense of possible alternatives and acting with a sense of a preferred future. This module uses an imaginary island scenario for which students optimistically develop and demonstrate practices to produce a preferred social and environmental future. Students will engage in activities that encourage them to develop foresight, appreciate consequences of actions, envision alternatives, make informed choices and take responsible action.

Metacognition

The activities in this module aim to develop students’ metacognitive thinking. Opportunities exist for students to reflect on their prior knowledge and personal abilities

Challenging stereotypes

and to monitor their learning through a THINK–WINK strategy, a personal journal and some peer-assessment activities.

During discussions and activities, make sure that students' understandings about the roles and responsibilities of men and women and people of various ages, people with disabilities and people with different cultural backgrounds are not limited by students' particular views. Broadly constructed views of masculinity and femininity need to be made explicit, and stereotypical images need to be challenged through thoughtful discussion and the development of critical literacy skills. Many activities in this module are planned around cooperative group work. When arranging groups or allowing students to form their own groups ensure that each group has a mix of boys and girls of varying abilities, and that roles within the groups are shared equitably.

Background information

Terminology

In this module students have opportunities to become familiar with and use the following terminology:

clothes	future	past	spare time
conditions	imagine	peaceful	strategy
environmental	island	predict	timeline
events	job	responsibility	uninhabited
fair	limiting	shelter	weather
food	map	solution	work

School authority policies

Be aware of and observe school authority policies that may be relevant to this module, particularly in relation to health and safety issues when constructing a playspace.

Equity considerations

Activities take place in a supportive environment. They provide opportunities for students to increase their understanding and appreciation of equity through valuing diversity and challenging inequities. Activities encourage students to:

- work and socialise peacefully in cooperative learning situations
- contribute to a class vision of a place based on peace, fairness and social sustainability
- show respect for and consideration of ideas and attitudes that are different to their own
- recognise that responsibilities assist in sustaining a peaceful and fair environment
- challenge stereotypes, with assistance.

Some students with disabilities may need assistance with some activities. Advice should be sought from their support teachers. It is important that these equity considerations inform decision making about teaching strategies, classroom organisation and assessment.

Links

Studies of Society and Environment

This module is one of a suite of modules for Levels 1 to 6. See the Queensland School Curriculum Council website at www.qscc.qld.edu.au for more information.

Activities may offer opportunities for planning across key learning areas. However, it is important that the integrity of the key concepts, organising ideas and processes within key learning areas is maintained.

Other key learning areasPossible links to *The Arts*:*Drama*

- DR 1.1 Students create and accept roles while participating in dramatic play.
- DR 1.2 Students share drama with others by participating, listening and watching.
- DR 1.3 Students describe ideas and feelings experienced during the making and shaping of their dramatic play.

Media

- ME 1.1 Students combine images, sounds and words to communicate.
- ME 1.2 Students communicate their personal responses to familiar media texts and experiences.
- ME 1.3 Students describe the differences between their own experiences and media representations of similar experiences.

Possible links to *Technology*:

- TP1.1 Students gather knowledge, ideas and data from familiar environments and consider how they will use this information to meet design challenges.
- TP1.2 Students generate design ideas and communicate these through experimentation, play and pictures.
- TP1.3 Students make products that are meaningful to them, and describe their production procedures.
- TP1.4 Students express thoughts and opinions to evaluate their own and others' design ideas and products.
- I1.1 Students identify and describe different forms of information.
- I1.2 Students use simple techniques for presenting information for their own purposes.
- M1.1 Students identify characteristics of materials and explain how materials are used in everyday products.

Possible links to *English* (in development):

- knowing that people use writing and shaping to communicate with others using several simple texts common to their everyday experiences
- knowing some of the basic linguistic features and conventions and approximating the general textural structure of written and visual texts
- knowing that people use speaking and viewing to communicate with others.

Evaluation of a unit of work

After completion of units of work developed from this module, collect information and make judgments about:

- teaching strategies and activities used to progress student learning towards demonstrations of core learning outcomes
- opportunities provided to gather evidence about students' demonstrations of core learning outcomes
- future learning opportunities for students who have not yet demonstrated the core learning outcomes and to challenge and extend those students who have already demonstrated the core learning outcomes.
- the extent to which activities matched needs of particular groups of students and reflected equity considerations
- the appropriateness of time allocations for particular activities
- the appropriateness of resources used.

Information from this evaluation process can be used to plan subsequent units of work so that they build on, and support, student learning. The evaluated units of work may also be adapted prior to their reuse. For further information, refer to the 'Curriculum evaluation' section in the sourcebook guidelines.

Activities

Phase 1 Tuning in/Preparing to find out: Islands

Core learning outcome emphasis: PS 1.1

In this phase, students explore the concept of islands. Activities focus on tuning in to what students already know about islands and preparing to find out more about islands.

Activity 1 Island knowledge

Teaching considerations

Gauge students' understanding of islands through initial discussions about the topic. Locate a range of resources about islands, such as literature, pictures, video and posters. Students might bring objects/items that relate to islands — for example, postcards, shells and photographs. See 'Support materials and references' for appropriate student literature. To develop understandings associated with The Arts learning outcome ME 1.3, encourage students to compare their own island experiences with those represented in various media such as literature and television.

Support materials and references

Develop some common understandings by immersing students in island-related texts. Explore the knowledge that students already have about islands and consider what else they need to find out. Through a whole-class discussion, students compile written and/or pictorial information on a **THINK** chart (**Things I Now Know**).

Islands THINK — Things I Now Know
<ul style="list-style-type: none"> - Islands are surrounded by water. - Some islands have trees. - Some islands are hot. - Some islands have no people.

Activity 2 Island questions

Ask students to consider what they don't know about islands and living on an island. Use their questions to complete a **WINK** chart (**What I Need to Know**) and ask the class how they could find out the answer to the question.

Islands WINK — What I Need to Know	
Questions	How do we find the answer?
What is there to eat on islands?	<ul style="list-style-type: none"> • teacher-librarian • books
How do people reach islands?	<ul style="list-style-type: none"> • pictures • people who have been to islands

Activity 3 Discovering islands

Provide resources suggested on the WINK chart from Activity 2 and have pairs of students explore a question from the WINK chart.

Provide students with a recording chart similar to the following and assist them to complete it with words and/or pictures.

Team name:
Question: What is there to eat on islands?
What we found out:

Have the pairs of students share their charts with others. Compile these charts as a resource book for later activities.

Phase 2 Finding out/Sorting out: My island home

Core learning outcome emphasis: PS 1.1

In this phase, students create and use a dramatic playspace to help them imagine what it would be like on an uninhabited island. They create a map representation of their imaginary island, then find and sort information about the relationships between the island's environmental conditions and people's clothes, food, shelter, work and play. Students demonstrate their understanding of these relationships by developing an Island Information Visitor Guide and commence a journal as a record of learning.

This phase offers opportunities for students to apply prior drama learning, to develop understandings of core content from the Drama strand such as 'role' and 'space' and to work towards demonstrations of The Arts learning outcomes DR 1.1 and DR 1.2.

Activity 4 Welcome to our island

Teaching considerations

It is necessary to model stepping in and out of role during the following activity. A useful technique is to visually or verbally cue the enrolling and de-rolling. You may say, 'When I have my hat and clipboard, I am the team leader. When I do not, I am your teacher. Watch ... 3, 2, 1 (while putting on the hat and picking up the clipboard) I am in role and 3, 2, 1 (while taking the hat off and putting the clipboard down) now I am out of role'. The '3, 2, 1 in role' and '3, 2, 1 out of role' is a quick and effective way of enrolling or de-rolling students as well. It is important that students are aware of when they are in the 'pretending' phase of the drama and when they are not.

Preparing for the journey: Enrole the students as a team of researchers who have been given the task of exploring and recording details of an uninhabited island. The producers of a 'real-life' television show have employed the team. Operate as team leader for travel to the island and for setting tasks.

Suggested dialogue for roleplay follows:

Teacher-in-role narration:

3, 2, 1 in role. Thank you everyone for making a big effort to get here on time. Our boat leaves shortly and I want to check a few things before we go. The job we have ahead of us is not difficult, but you will need to be very good observers to do it well. We need to know a lot about the island to see whether it is suitable for a television show. We need to know the shape of the island, where there is fresh water, what shelter can be made and whether there is a bay where we can land with a film crew. You are doing an important job. I also need to check that you have the right equipment. You will need sunscreen and hats, water bottles and food for the day, as well as paper and pencils. Have you got all that? I will be team leader and you can check with me at any time. Let's board the boat. 3, 2, 1 out of role.

Boarding the boat: This will be most effective if an area has been set aside earlier for the boat and if the students have to walk a narrow path (a gangplank) to enter the boat space. When everyone is seated and settled, the journey may begin.

The journey: Play some suitable music in the background so that the narration can be underscored by the music. Ideally, the music will start softly, build to a climax and conclude gently. Ask the students to relax, close their eyes if they are comfortable doing so and listen carefully. Students may like to create sound effects as you narrate (a soundscape).

Suggested narration:

It was a fine day when the researchers set out on their voyage. The sun was shining and a light breeze made the sea move and sparkle. As they moved away from the harbour the water became clearer and clearer. Fish rushed away from the boat and dolphins swam alongside for a while. The crew sailed towards the island. After they had been going for over an hour, dark clouds began to move over the boat. The waves became bigger. It was very dark and the crew could only see when the lightning flashed. 'Don't worry,' said the captain. 'It's only a short storm. We'll be fine.' But when the clouds cleared away, the boat was close to a different island altogether. No-one knew where they were and the boat wouldn't start. The captain had to radio for help.

Teacher-in-role narration:

3, 2, 1 in role. It looks like we've found a completely new island. What a great opportunity to explore. While we're stranded here and waiting to be rescued we might as well find out as much as we can about this island. It might even be better than our first idea. Everybody get ready to get out of the boat. 3, 2, 1 out of role.

Ask students to collaborate on a name for their island, then assist them to create a booklet to use as a learning journal. Students then commence a journal entry (written and/or pictorial) about the experience of landing on an uninhabited island. They will add entries to the journal after each phase of activities. Questions to consider answering in the journal include:

- Where are we?
- What happened?
- Why are we here?
- Who is with us?
- When did this happen?
- How did this happen?

Activity 5 Mapping our island

Teaching considerations

Review or introduce the concept of maps such as a bird's-eye view or models. For teaching ideas, see the elaborations of PS 1.4 in the *Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines* or *Studies of Society and Environment sourcebook modules* that develop PS 1.4.

Assist students to collaboratively define their island by deciding on particular features, such as weather, vegetation, physical characteristics, dangers and special features.

Have students collaboratively create a representation of their island using these identified features. This could take the form of a written map, a papier-mache model or a large replica using props. As the representation develops, have students write labels for placenames and design symbols to represent information, such as blue for water and dotted lines for tracks.

Have students 'explore' the island through observation and discussion and describe these explorations in their journal.

Activity 6 Creating our island

Have students construct a dramatic playspace that will represent their island. The play area should develop as activities progress.

Teaching considerations

To enhance meaning-making, encourage students to take on roles as they play in the dramatic playspace. They will need to be given time and opportunities for this. Also allow time for talking about their dramatic play and/or recording it in writing or pictures. Such activity will also allow students to develop understandings associated with the Drama strand of *The Arts* syllabus, such as:

- DR 1.1
 - playing in role in response to location
 - choosing clothes and objects to signal role
 - contributing to the set-up of the playspace
 - agreeing to help the teacher solve a problem
- DR 1.2
 - interacting in conversations with teacher and peers while in role
 - signalling enrolling or de-rolling
 - showing willingness to share drama with teachers and peers
 - sustaining roles while others are observing
 - respecting other students' dramatic sharing by listening and watching
- DR 1.3
 - saying how they felt during dramatic play
 - communicating ideas used in the drama
 - identifying and communicating key moments of the drama.

Activity 7 Relationship trouble

Based on the 'researcher' role developed in Activity 4, have students consider what they would wear, eat, live in, be responsible for and do in their spare time on the island. Students then consider whether these are suited to the conditions of the island, using information on their island map/representation. Students explain their responses.

If students can't explain the relationship between environmental conditions and their response, pose questions such as:

- Would an islander live in a high-rise building? Why not?
- Would you wear a beanie to protect you from the sun? Why or why not?
- Would you eat ice-cream and take-away burgers? Why or why not?
- What could a river be used for?

Activity 8 Island Information Visitor Guide

Teaching considerations

This activity may develop understandings associated with learning outcomes from The Arts (ME 1.1 and ME 1.2). Understandings associated with the English key learning area (as described in the 'Links' section) may also be developed in this activity. Assessment opportunities will need to be developed to enable you to gather evidence of these learning outcomes.

Exhibit tourist information materials such as brochures or booklets. Ask students if their imaginary island could be represented the same way. Assist students to identify different types of information in the sample materials.

Resource 1

Use Resource 1 to assist each student to develop an Island Information Visitor Guide. (These sheets need to be enlarged for readability and made into a booklet.) Text and picture information for the booklet should emerge during this and the following activities under the headings:

- map
- weather
- clothing
- food
- shelter
- work
- play.

Assist students to reflect on the information they add to their visitors guide by considering questions such as:

- What do islanders wear? Why?
- What do islanders eat? Why?
- What do islanders live in? Why?
- What are islanders responsible for? Why?
- What do islanders do in their spare time? Why?

To develop preferred social and environmental futures, ask students to consider questions such as:

- Why is your island special?
- What do you think the island's plants might look like in the future? The buildings? The beach?
- Why do you think this? Is this the way you would like it to change? Why or why not?
- Will people do the same jobs? Will they play the same way? Why or why not?

Assist students to revisit the THINK–WINK charts to reflect on their learning.

**Assessment
Resource 2**

Use the Island Information Visitor Guide to gauge whether students are able to match the relationships between environmental conditions and clothes, food, shelter, work and play. This may provide some evidence of students' demonstrations of PS 1.1. Conferencing will offer students further opportunities to demonstrate their understanding. Resource 2 provides an assessment record sheet to track students' demonstrations of learning outcomes.

Activity 9 Promoting my island to visitors

Teaching considerations

This activity is not necessary for the completion of this module nor for students to demonstrate the learning outcomes. It provides an opportunity to guide the class through peer-assessment and small-group presentations.

Resource 3

Students present their Island Information Visitor Guide to a small group of peers. Peers assess whether the human needs and wants match the island's environment. Encourage students to question each other on their choices. Students could use Resource 3, with guidance, to record the understandings of their peers.

Phase 3 Going further/Taking action: Problems on the island

Core learning outcomes emphasis: SRP 1.5

In this phase, students investigate characteristics of the island that might limit their activities and suggest strategies to manage such situations. Students explore how to manage one of these limiting situations by designing, developing and reflecting on a product, such as a shelter or escape machine. They reflect on the effectiveness of their design and product. Individual, small group or whole class discussions provide assessment opportunities for students' demonstrations of SRP 1.5.

Activity 10 Problems

Ask students what needs and wants may arise for them while on the island and what strategies might be used to solve them. Questions could include:

- What things might we need or want on the island? (shelter, food, escape machine)
- What problems could we face on our island? (wild animals, no electricity)
- What problems might we have on the island because we are children? (not tall enough to reach a coconut, not strong enough to build a shelter)
- If we want to build a house, what tools might we need? Why?
- How might the weather affect us? What could we do about this?
- What might make you feel afraid? Why?
- Is there anything you may not be able to do on the island? What? Why not?
- What problems might living with a lot of other people cause? (not sharing)

Add student responses to a chart, similar to the following.

Our needs and wants while on the island		
Situation	Problem	Ways to manage it
Finding our way	Being lost on the island	Always carry a map. Only follow a path.
Being with people	Not sharing	Make rules and follow them.
Hot weather	Too hot, sunburn	Stay in the shade, wear a hat.
Shelter	How to make it	Use materials on the island.
Time	How to tell the time	Make a shadow clock.
Food	How to find it	Make fishing traps.
Uninhabited island	How to escape How to communicate beyond the island	Make an escape machine. Develop a communication machine.

Accept and encourage any proposed strategies then assist students to evaluate the potential effectiveness of each strategy — for example, pose scenarios to test the strategy.

Continue to provide opportunities for dramatic play throughout this phase. This will allow students to apply new knowledge and understandings.

**Assessment
Resource 2**

Through discussion, assess whether students can identify situations that limit them and propose strategies to manage these situations. Discussion can take the form of individual conferencing, small group discussion or whole class discussion. Ensure that each student has the opportunity to describe a strategy. Activity 12 provides another opportunity for students to demonstrate SRP 1.5. An alternative assessment for students might be to draw or enact strategies. Resource 2 may assist in recording evidence of students' demonstrations of SRP 1.5.

Activity 11 An island situation: designing a product

Teaching considerations

Activities 11 and 12 may provide opportunities to incorporate Technology learning outcomes (see 'Links – Other key learning areas'). Assessment opportunities will need to be developed to gather evidence of demonstrations of these learning outcomes.

Pose 'design' challenges to students by using some limiting situations from the list in Activity 10. Assist students to collaboratively use the play area, the island map and the THINK–WINK chart to consider how they might use the island resources to manage the situation. The design may be realistic or fantasy. Use modelling and student roleplay in the play area to develop student understandings of the following design processes:

- experimenting with materials
- drawing and labelling the design
- creating a product from the design.

Ask students to select one limiting situation for which they would like to design a product. The 'design challenge' may be done individually or in groups.

Assist students to reflect on their design using questions such as:

- Why do you need or want this product?
- What could you use to make this product?
- Is your design clear enough to help you make it?
- What problems might you experience? Why?
- How might working together or sharing ideas help?

When designs are completed, have students present them within small groups and explain the materials and techniques they used.

Activity 12 An island situation: developing a product

Assist students to use their completed design to create their products using materials from a familiar environment to represent those of their island. As students develop their product, ask about their processes — for example:

- What is the word for this part of your product?
- How did you know what to do?
- Where do you think you learned how to do this?

Encourage students to review and change ideas based on new information or experiences.

Arrange for students to display their finished products for class members, another class, administration team or parents. This provides an opportunity for students to discuss the strategies they used to manage a situation that originally seemed to limit them.

Give the audience prepared questions that will enable students to reflect on their strategies — for example:

- Why did you make this product?
- How did you make this product?
- What problems did you have when making it?
- Who seemed to have another good idea for the same problem?
- Do you think your product will work?
- What would you do differently next time?
- If we were really on an island, could we use this product or would you need to change it? How?

Assessment

Ask students to describe their product in their journal using words and pictures. This activity provides students with another opportunity to demonstrate SRP 1.5.

Phase 4 Going further/Taking action: Island responsibilities

Core learning outcome emphasis: SRP 1.4

In this phase, students continue dramatic play in the playspace. They investigate practices for fair, sustainable and peaceful ways of sharing and working on their island. Students explore responsibilities required for living on their island and assign responsibilities in a fair way. Students describe sharing and working together as evidence of their understanding.

Real-life situations which relate to working together fairly and peacefully, such as play and learning situations and aspects of stories and nursery rhymes, may also be explored to scaffold these investigations.

Revisit students' THINK–WINK charts to reflect on their learning before commencing this phase.

Activity 13 What is a responsibility?

Discuss the concept of responsibilities. Link to familiar jobs and responsibilities, such as those they have in the classroom or at home. Question students about some of the responsibilities they would have on the island — for example, making shelters, cooking, fishing, getting along with other people. List the responsibilities and randomly write names of class members next to each one. Tell these students that they are now responsible for that job on the island — for example:

Responsibilities on the island	
Making shelters	Taylor, Dhiem, Tial
Cooking	Phillip, Mary
Fishing	Rebecca, Jamil, Kate

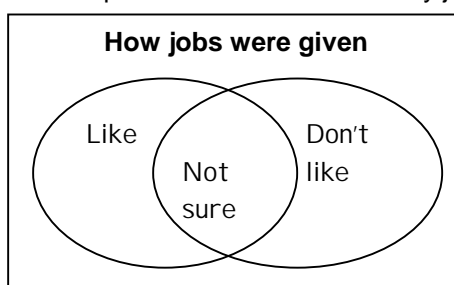
Students sit in the allocated groups and discuss what their job entails. Listen to the groups and note any comments made about their responsibility. Have groups roleplay their given responsibilities. Rejoin as a class. Ask groups to explain a little about their job. Ask the groups to reflect on their allocated responsibility and to challenge stereotyped perceptions — for example:

- Do you like being responsible for that job? Why or why not?
- What would you prefer? Why?
- Is this a job that only girls should do? Why or why not?

Activity 14 It's not fair

Discuss with the class the way in which jobs were allocated in the previous activity. Ask if this seemed fair.

Display a chart with the diagram shown below. Give every student a coloured sticky dot. Explain to students: if you liked being given a job rather than choosing one yourself, put your sticky dot in the 'Like' space, and so on. Students place the dot in the area of the chart that best describes their points of view about the way jobs were allocated.



Analyse the diagram information — for example:

- What part of the chart had the most dots? What does this mean?
- What does the chart tell us about how we feel about being given jobs without any say?

Activity 15 Let's be fair

Teaching considerations

Ensure that students' views of people's responsibilities are not limited by particular views they may have about gender, age and people from different cultural backgrounds. See 'Using this module: Challenging stereotypes' for information.

Review the problems students had with the way jobs were allocated on the island. List these on a chart. Have students offer solutions and record them — for example:

Let's be fair	
Problem	Solution
I didn't like my job.	Choose my own job.
I was in charge of cooking on my own.	Find more people to help.

Students describe in their journal how they would allocate jobs fairly on the island using words and/or pictures.

Assessment

Use journal responses as evidence of students' demonstrations of SRP 1.4 — the ability to describe fair, sustainable and peaceful practices. Criteria to judge these demonstrations might include:

- using words associated with fair, sustainable and peaceful behaviours
- describing how work can be shared fairly
- identifying aspects of stories, nursery rhymes or real-life play and learning situations which relate to working together fairly and peacefully.

Further evidence of SRP 1.4 can be gathered by asking students to identify social practices that contribute to positive or negative real-life situations.

Phase 5 Making connections: The past, present and future of our island

Core learning outcomes emphasis: TCC 1.1

In this phase, students make reflective connections by describing the events that have occurred during their island activities. They then explore preferred social and environmental futures for their island. Students create a timeline that shows these past events and futures events on the island. The timeline will be used as evidence of past and future experiences.

Activity 16 The story so far

Present students with a large timeline chart. With student input, list the events that have happened on their island since they arrived — for example:

- explored the island
- solved problem X
- tried out jobs on the island
- came up with new ways to share jobs
- discussed problems.

Seek their assistance in placing the listed events on the chart. Model sequencing language during the process. Ask students to draw pictures to illustrate the events on the chart and label them. Students may then draw pictures of their own island experiences — for example, from the dramatic playspace or Technology activities. Assist students to locate the appropriate position for their picture on the timeline.

Activity 17 The future

Ask students to close their eyes and imagine they are grown up and are returning to the island. Ask students to consider their island in this future scenario — for example:

- Is the island different? How?
- Is the map we made still useful? Why or why not?
- Are people living there now?
- What problems might there be if we were to stay on the island now?
- If you stayed on the island, would you have the same jobs?

Ask students to draw their imagined future. Organise students into small groups to show and discuss their imagined futures for the island. Encourage discussion.

Tape a piece of paper to the end of the class timeline chart from the previous activity. Assist students to paste their pictures around the futures end of the timeline. Encourage students to conclude how the different futures have been developed. Revisit the THINK–WINK charts to assist students to reflect on their learning. Ask students to describe their learning in their journal.

Assessment Resource 2

To assess students' demonstrations of TCC 1.1, ask students to explain their contribution to the timeline in a teacher–student conference or whole-class discussion. Track students' demonstrations on Resource 2. Student journals may also be used to assist in making judgments about students' demonstrations of TCC 1.1, PS 1.1, SRP 1.4 and SRP 1.5.

Teaching considerations

When the activities are completed, explore real-life situations that arise at school that may initially limit students — for example, physical situations or social issues. Assist students to propose solutions and imagine preferred futures.

Island Information Visitor Guide **Resource 1**

Enlarge resource to create a readable booklet.

My Island Information Visitor Guide

By _____

Map

This is a map of the island.

Weather

The weather on the island is _____
and _____

Clothing

These are the clothes people wear on the island.

Food

This is a list of food that can be eaten on the island:

Shelter

Shelter on the island is:

Work

This is a list of some of the jobs on the island:

Play


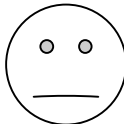


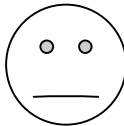


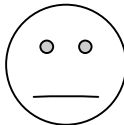







These activities can be done in playtime on the island:

Peer checklist: Island Information Visitor Guide

Resource 3

Whose booklet are you looking at? _____

What is your name? _____

	Yes	Not sure	No
In the booklet, the clothing matches our island.			
the food matches our island.			
the shelter matches our island.			
the work matches our island.			
the play activities match our island.			

Teacher comments:

Support materials and references

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- Yahoo, *Yahooligans! the Web Guide for Kids*. www.yahooligans.com
Useful links are available to topic-related sites.

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