



## UNIT: ANYTHING BUT A STICK



**YEAR LEVEL:** F- 4

**ACARA:** English/STEM/HASS/Science/Design and Technologies/Maths/Health and PE/Visual Arts

**GENERAL CAPABILITIES:** Critical and Creative Thinking, Personal and Social Capability, Intercultural Understanding

**CROSS CURRICULA PERSPECTIVES:** Sustainability; Aboriginal and Torres Strait Islander Histories and Cultures

### ABOUT THIS UNIT

This unit; 'Anything but a Stick' is based around the affordances of a stick and learning opportunities associated with natural loose parts found on your site. The opportunity presented is for educators to tune into nature and use its various elements as tools for learning.

This unit can be facilitated as an overall unit of work or used as lessons in isolation to link with other curriculum foci and programming for your class. These activities are open-ended and therefore lead to opportunities to include more complex concepts or extend existing ones.

Students will be encouraged and challenged with learning opportunities, observations and collaborations associated with natural elements.

This unit offers a starting point to begin conversations and inquiries into: the construct of an outdoor learning environment; the place of an educator in a natural setting; and the learning through, and with nature, as a pedagogical approach. It will also allow, you as an educator, to tune in and consider the child's perception when venturing to an outdoor learning environment.

As educators who know your students, we encourage you to use this structure to begin, refine or strengthen your outdoor learning and nature pedagogy. In time, it is hoped, that you develop the confidence and

knowledge to develop your own site-specific approach. We encourage you to share your success with others and advocate for the learning potential within outdoor learning environments.

#### Before you begin:

- Consider the space you would like to use as your outdoor learning environment. Are there any logistical considerations to make before you venture outside?
- Establish an essential agreement with students about how you will work together in this space taking into consideration appropriate use of natural elements.
- Consider an outdoor learning journal where students can reflect at the end of each activity and draw, write, compose and record ideas and questions.
- See Cool Australia's overview and introductory to Developing Outdoor Learning Guidelines
- Undertake a benefit/risk assessment or incorporate it into your risk assessment process (and have include the children in the conversation)



# LESSON 1: HUNTING AND GATHERING: THE MIGHTY STICK

YEAR LEVEL: F-3

KEY LEARNING AREA: Science/English

DURATION: 60 minutes

**Resources and preparation required:** Select an outdoor learning environment to undertake this activity. Consider using an outdoor learning journal. Access 'The Humble Stick' to watch at the conclusion of the lesson.

**Teacher Background:** This activity will allow you as an educator, to tune in and witness in action your student's level of comfort, ease, perception and connection to an outdoor learning environment. It offers a simple structure to explore an outdoor learning environment and tune in to the opportunities for learning within this setting.

**Learning intention:** To explore an outdoor learning environment and identify the features of this environment.

## LESSON STEPS

### Setting the Scene:

Ask students to move slowly and silently through the area observing things on their way. Agree to meet at a designated spot and the 'other' side. Once all students have done this, ask them to share what they have seen. Do this a number of times and see if they can add one more item each time they do so. These responses could be recorded and used at a later stage.

### Tuning In:

Once they have tuned into the concept of looking for detail in their surrounds, start at a different beginning and end point and add something in each time with a different focus. What do you see up high? What do you see on the ground? What do you hear? What do you notice that is different each time?

### Active Learning:

In small groups, ask students to collect a handful of natural items from the surrounds and share in small groups. To do this, draw a circle on the ground to act as the 'table.' Place items in this space view while students share ideas. What do they feel like? What do they look like? What would an animal use them for? Are they: strong; bendy; smooth; rough; heavy; or light?

Now move the conversation to the creative uses of these items and the opportunities of playing, learning, designing and creating with them. Play a game of 'This is not a ..., it's a ...' (This is not a leaf; it's a lady bug's umbrella. This is not a stick; it's a wand. This is not a rock; it's a medieval catapult etc.) The focus in this activity is to develop student's visual affordance. That is, the way in which they view the possibilities and opportunities presented in front of them.

### Review and Recording:

If using an outdoor learning journal, ask students to record some of the imaginative ideas suggested for alternative uses for natural items.

### Reflection:

To finish off this lesson, you may like to watch the clip The Humble Stick to bring the lesson back to the learning and opportunities for play and creativity in a natural setting.

## GOING FURTHER & FUTURE CONNECTIONS

### Maths Link:

Ask students to sort and order the natural items collected in small groups. Focus the discussion on 'How many ways can you sort these?' English Link: Write a poem using a comparison such as "First I saw ....and now I see ... ". "I saw the sun and then I noticed the shadows. I saw a rock and then I discovered a bug. I saw a leaf and then I saw a tree." This could be done as a whole class, in small groups or individually.

### Curriculum Links

#### Skills & Knowledge

Science: People use science in their daily lives, including when caring for their environment and living things (ACSH022 & ACSHE035)

English: Pose and respond to questions, and make predictions about familiar objects and events (ACSI024 & ACSIS037)

English (Yr 1) Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656)

General Capabilities: Creative and Critical Thinking (imagine possibilities and connect ideas) and consider alternatives

Cross Curriculum Priorities: Sustainability



## LESSON 2: ALL ABOUT ME: MY TOTEM

**YEAR LEVEL:** F-3

**KEY LEARNING AREA:** HASS

**DURATION:** 60 minutes

### Resources and preparation required:

Individual sticks thick enough to decorate, selection of wool, twine, natural grass or thin ribbon for tying segments on the stick, collection of natural items to attached to sticks (feathers, flowers, rocks, bark etc), supporting craft materials glue, markers, ruler etc.

### Teacher Background:

A Totem Pole is a stick that tells the story about the person who made it, their family and their traditions and story. Traditionally they were carved, but this activity uses natural materials such as twine or wool to make a totem from a stick to share something about our personal stories with one another.

### Learning intention:

To develop fine motor skills and consider the many different ways that people share their story or family and cultural histories.

## LESSON STEPS

### Setting the Scene:

Have a class discussion about the concept of totem poles with the central idea being; a totem pole tells the story about the person who made it, their family and their traditions.

Go on a walk with students to each collect a stick that will be used as their totem pole - or ask students prior to this activity to each bring in a stick to decorate as a totem pole (decide on a length and width that you are comfortable working with).

### Tuning In:

Ask students: what can you do to make that stick a personal reflection of you? Research the concept of totem poles with images and stories inside the classroom, before taking this learning outdoors (thus facilitating a connection between teaching a concept indoors and the practical application of this concept in an outdoor learning environment).

### Active Learning:

Ask students to divide the stick into four or five equal spaces by drawing a line between them. In each of these spaces students will create something that tells "who they are and where they have come from".

Section off each area with some twine, wool, ribbon, or grass or by carving (see note below) and then draw/attach symbols/natural items/pictures in each space. Students might like to weave their favourite colours or tie loose threads of ribbon onto it.

They might draw or create animal faces, attach or draw natural things they may have found within the school grounds (or from a collection of natural items) or beyond that may include representations of bushes, trees, clouds, leaves, feathers, rocks or flowers. Brainstorm ideas that could go onto them. Discuss the connection

between the items they chose and how this will make their totem a unique reflection of their story.

### Review and Reflection:

Ask students to share their totem poles with others. Encourage students to 'read' one another's totem poles and reflect on how accurate a picture they have created to tell their story.

## GOING FURTHER & FUTURE CONNECTIONS

- Display the Totem Poles in an outdoor area and invite others to view your totems and perhaps add their own.
- Incorporate Aboriginal elements such as Dreaming or ask students to research their own cultural backgrounds to incorporate into their totems

### NOTE:

*Whittling and carving: Nature Play SA offers whittling incursions to build the confidence and knowledge of teachers and students. See [natureplaysa.org.au](http://natureplaysa.org.au)*

### Curriculum Links

#### Conservation & Sustainability

F-2 Design and Technologies Explore needs or opportunities for designing, and the technologies needed to realise designed solutions (ACTDEP005)

#### Skills & Knowledge

Understand that stories and informative texts have different purposes (ACELA1430) F

Respond to texts drawn from a range of cultures and experiences (ACELY1655) Yr 1

#### Human-Nature Relationships

Identify situations that feel safe or unsafe, approaching new situations with confidence

Health & Wellbeing: Undertake and persist with short tasks, within the limits of personal safety

General Capabilities: Personal and Social Capability—Appreciate diverse perspectives/Intercultural Understanding

Cross Curriculum Priorities: Aboriginal and Torres Strait Islander histories and cultures



## LESSON 3: TALKING STICKS

**YEAR LEVEL:** F-3

**KEY LEARNING AREA:** HASS/Health and PE

**DURATION:** 45 minutes

### Resources and preparation required:

Small sticks collected by students in an Outdoor Learning Environment.

### Teacher Background:

According to tradition, in many indigenous cultures a 'talking stick' was used to facilitate just and fair council meetings. The common understanding was that the person holding the talking stick was the one with the right to speak and when passed to a new person, the stick would empower them with their 'voice' and the right words to contribute. In this way, the focus was on listening and waiting to share rather than biding time until a person had 'the floor'.

### Learning intention:

A series of activities to undertake in an outdoor learning environment to continue the discussion about totems, sticks and properties of nature.

There are many ways this concept can be used as a tool for learning within the outdoor learning environment. cultural histories.

## LESSON STEPS

### Setting the Scene:

Discuss the concept of a talking stick and how it can be used to facilitate class discussions.

### Tuning In:

Go on a 'talking stick hunt' in small groups

### Active Learning:

Once the talking stick has been found, sit in a small circle and pass the stick around with a focus on the person with the talking stick sharing their ideas and the others listening. This could begin with talking topics such as 'I can see' or 'I can hear' for younger students and slightly older students could be challenged with topics such as 'I can make a connection with' or 'When I look at ... I wonder'

After this, ask students to go on a 'one minute gather' and bring back one item from the surrounding area and sit in small groups. Draw/make a circle in the centre of their space (another loose parts challenge) and then ask them to take turns at placing their gathered item in this circle, one at a time. Make a circle in the centre of their space using string or place a white sheet down. Then ask them to take turns at placing their gathered item in this circle/sheet, one at a time. A group could model this first if explicit instruction would benefit your class.

Then item in the centre (the discovery circle) is now the focus of the talking stick dialogue; where students pass the talking stick around and contribute to a group dialogue. The conversations could be as open ended

or guided as suitable for your group. They might focus on the shape, colour, size, weight or age of the item in the discovery circle or it may be the start of a narrative as if they were that item...or imagining its many uses.

### Review and Reflection:

A whole class discussion using the talking stick sharing method rounds off the session; and a talking stick can be taken back into the classroom to use in the future.

## GOING FURTHER & FUTURE CONNECTIONS

As a whole class consider making one talking stick that reflects your class's identity as a community of learners.

### Curriculum Links

#### Human-Nature Relationships

##### HASS

The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place (ACHASSK049)

#### Health & Wellbeing

##### Health and PE

Describe ways to include others to make them feel like they belong (ACPPS019)

#### General Capabilities:

Personal and social capability/Intercultural understanding

#### Cross Curriculum Priorities:

Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways.





## LESSON 4: HOME STICK HUNT

**YEAR LEVEL:** F-2

**KEY LEARNING AREA:** English

**DURATION:** 45 minutes

### Resources and preparation required:

Small sticks collected by students in an outdoor learning environment. Outdoor learning journal/ paper to record poems on.

### Teacher Background:

The concept of tuning into the qualities and diversity in nature is something that students can connect in all aspects of their lives. To enrich the experience and generate conversation at home and school, this task asks students to do some scavenger hunting outside of school.

### Learning intention:

To explore different language concepts by looking for sticks of different attributes and connect learning in the outdoors with student's home life. To create poems that will form an outdoor gallery for others to visit and contribute to.

## LESSON STEPS

### Setting the Scene:

As a class, go out into an open space and ask students to go and collect a stick or twig that catches their eye to bring back and share with the wider group.

### Tuning In:

Once they have returned, choose various sticks to inspect as a whole class and brainstorm the various attributes of the sticks. Begin with one word examples that describe the stick to enable students to tune in with ease (this may include words such as; long, short, wide, thin, smooth, bumpy, straight, curvy etc.) In small groups, continue this process where the sticks are used as a \*talking stick and students continue to share describing words (adjectives) as each stick is passed around. Record some of these words to use again later on.

*\* See Talking Sticks lesson plan for a detailed explanation and suggestion of how to introduce the concept of a talking stick to students*

### Active Learning:

Ask each student to develop a word bank of five (for example) individual words that describe their stick. Record these. Using their sticks and their word banks, students will compose a short poem about their stick using the concept of similes' to develop the structure. One way to develop the format is to talk about how they can focus on the describing word (ie my stick is rough) and make a link to something completely unrelated to the stick that connects to their word. (ie my stick is rough like sandpaper)

To offer differentiation within this activity, variations could include each child only writing a sentence for their stick to compose a class poem about a group of sticks or to include adjectives, verbs etc as an extension.

### Review and Reflection:

Once the poems have been written, laminate these on card. Use all the sticks to create an art installation in an outdoor space (maybe in a pot plant if there is no garden bed or pathway to put them in) and display the poem alongside each installation.

My Stick by Mollie (aged 7)

My stick is

Wiggly like a dinosaur's tail

Bumpy like a pump track

Open like a window

Useful like a crutch

Long like a branch of a tree and

Important like a king

## GOING FURTHER & FUTURE CONNECTIONS

Invite the community to visit the outdoor gallery and perhaps add some of their own!

### Curriculum Links

Skills & Knowledge

Science

Living things have a variety of external features (ACSSU017)

English

F Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from arrange of cultures (ACELT1579)

1 Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (ACELT1585)

2 Create events and characters using different media that develop key events and characters from literary texts (ACELT1593)

General Capabilities: Literacy/Critical and Creative Thinking

Cross Curriculum Priorities:





# LESSON 5: BUILDING WITH STICKS AND TWIGS

**YEAR LEVEL:** F-2

**KEY LEARNING AREA:** STEM

**DURATION:** 45 minutes

## Resources and preparation required:

Small sticks (store-purchased lengths of bamboo cane will work if sticks are not readily available), twine or thin rope, selection of texts or images about shelters, outdoor learning journal.

## Teacher Background:

STEM Education utilizes interdisciplinary skills from Science, Technology, Engineering, and Math to engage students in inquiry and solution-based learning. By challenging students to explore, create, inquire, observe relationships, predict outcomes, and find solutions to problems, STEM education promotes critical thought processes that students can then apply to their everyday world. (Wikkistix 2017)

## Learning intention:

To explore ways to join sticks together and look at properties of knots and fastening. To think about the process of design and engineering solutions.

## LESSON STEPS

### Setting the Scene:

Use a selection of texts or images about shelters to explore how natural materials can be used to make shelters and explore their different purposes. There are many children's books and stories where shelters are a feature of the story. These may provide an opportunity for tuning in as well.

### Tuning In:

In small groups, give students five sticks of random lengths (or five lengths of pre-cut bamboo cane) and 5 small lengths of twine or thin rope cut into approximately 20cm long.

Give them a set time (which may differ according to the age group of the children).

### Active Learning:

The challenge for students is to work as a group and use all of their building supplies to make a self-supporting structure. It needs to stand up on its own and have an 'inside' and 'outside' space.

### Recording:

Once completed, students can draw a diagram of their structure on paper or record in an outdoor learning journal.

### Review and Reflection:

What shapes worked well? What could be done differently? What was the greatest challenge? What could be made with ten sticks and ten lengths of twine? Students can reflect on what design improvements they made and draw a second diagram in their outdoor learning journal detailing the improvements made.

## GOING FURTHER & FUTURE CONNECTIONS

Consider going further in this activity and give students a set amount of time to use natural materials from the surrounds to add to their structure. Consider linking to a procedural writing task in English? Or change the design challenge to something that must float in a tub of water or local creek/wetland. Or a structure that needs to support the weight of a rock?

### Curriculum Links

Conservation & Sustainability  
Earth's resources are used in a variety of ways (ACSSU032)

### Skills & Knowledge

Science: Participate in guided investigations to explore and answer questions (ACSI025 & ACSIS038)

General Capabilities: Personal and Social Capability: Undertake and persist with short tasks, within the limits of personal safety; Share experiences of cooperation in play and group activities)

Cross Curriculum Priorities:



# LESSON 6: BALANCING WITH STICKS AND TWIGS

**YEAR LEVEL:** F-2

**KEY LEARNING AREA:** STEM

**DURATION:** 60 minutes

## Resources and preparation required:

A collection of small logs, small rocks and ruler-length planks of wood (or wooden rulers), talking stick. An example balance area will need to be set up prior to the lesson.

## Teacher Background:

A 'loose part' is something that has no designated role or purpose and can be adapted to anything a child imagines. Nature is full of loose parts such as sticks, leaves, bark, flowers and rocks.

Open-ended items help foster creativity, collaboration, and sensory awareness. They offer countless opportunities for cognitive growth. Children who use open-ended items intuitively know that these objects have multiple uses, and, when given the materials consistently, children use them for many different things in play. In this way, open-ended play objects encourage divergent thinking and creativity. (Selly, 2013)

## Learning intention:

To explore ways to use sticks and small rocks to demonstrate principles of balance; a STEM integrated challenge.

## LESSON STEPS

### Setting the Scene:

As a provocation have a few balance areas set up in your outdoor learning area before you go outside. Perhaps enlist a few older children to set this up for you beforehand. These might look like a simple (miniature) seesaw to begin.

### Tuning In:

Sit in the outdoor space and quietly study the items you see. (i.e. the provocation set up prior to lesson.) Using a talking stick to facilitate conversation, ask students to contribute what they see and what they wonder when they look at these items.

### Active Learning:

As a whole class, set up a 'seesaw' using a small log round and a ruler or length of wood to examine the art of balance. Can you get the wood to balance on the log round? Once this is balancing (and that in itself will generate a lot of discussion) use natural materials (different size stones and pebbles would be ideal for this) and place them on the balance to see what happens.

In small groups, use lengths of wood (or wooden rulers if need be) and explore the outdoor learning area for items to create your own balance. Can you use a rock as the base or can you balance a small branch of a tree? Explore the many aspects of balance and loose parts in this challenge.

### Review and Reflection:

Ask students to share their top one, two or three design principles with one another (depending on age and stage of students) and as a class discuss these findings. Can you agree on any 'rules' that were discovered about building a balance and how to balance things successfully?

## GOING FURTHER & FUTURE CONNECTIONS

Use string, wool or twine to make a balance that hangs in a tree like a set of comparison scales.

### Curriculum Links

#### Skills & Knowledge

Design and Technology: Generate, develop and record design ideas through describing, drawing and modelling (ACTDEP006)

#### Human-Nature Relationships

#### Science

Everyday materials can be physically changed in a variety of ways (ACSSU018)

#### General Capabilities

#### Personal and Social Capability

Self-awareness: Reflect on their feelings as learners and how their efforts affect skills and achievements

#### Cross Curriculum Priorities:





## LESSON 7: BALANCING WITH ROCKS AND PEBBLES

**YEAR LEVEL:** F-2

**KEY LEARNING AREA:** STEM

**DURATION:** 45 minutes

### Resources and preparation required:

Bucket of various sizes rocks and stones suitable for stacking on one another, outdoor learning journal, provocation set up in outdoor learning space.

### Teacher Background:

A 'loose part' is something that has no designated role or purpose and can be adapted to anything the child imagines. Nature is full of loose parts such as sticks, leaves, bark, flowers and rocks.

Open-ended items help foster creativity, collaboration, and sensory awareness. They offer countless opportunities for cognitive growth. Children who use open-ended items intuitively know that these objects have multiple uses, and, when given the materials consistently, children use them for many different things in play. In this way, open-ended play objects encourage divergent thinking and creativity. (Selly, 2013)

### Learning intention:

To explore ways to use pebbles and small rocks to demonstrate principles of balance; a STEM integrated challenge.

## LESSON STEPS

### Setting the Scene:

As a provocation have a few cairns (rock towers) set up in your outdoor learning area before you go outside. Perhaps enlist a few older children to set this up for you beforehand. Rock balancing or stone stacking art is where rocks are balanced one on top of the other in various positions to produce stone sculptures.

### Tuning In:

Sit in your outdoor learning environment and quietly study the items you see. Using a 'talking stick' to facilitate conversation, ask students to contribute what they see and what they wonder when they look at these items.

*\* See Talking Sticks lesson plan for a detailed explanation and suggestion of how to introduce the concept of a talking stick to students*

### Active Learning:

First, demonstrate how to balance/stack rocks on top of one another. Invite children to stack stones of different shapes and sizes.

They will eventually learn through trial and error that they must begin with a strong foundation. They will also learn about gravity, and how to build through the trial and error of play. Encourage advanced builders to start working with counterbalancing the rocks to stack them. An extension activity for those able to build a self-supporting stone structure is to make a stone arch together. Invite children to balance and stack rocks

of different sizes in various positions to produce stone sculptures for an exhibition or rock garden for others to enjoy.

### Review and Reflection:

Undertake a think, pair, share reflection at the end of the activity. This discussion could focus on 'what do I know NOW, that I didn't know BEFORE'.

## GOING FURTHER & FUTURE CONNECTIONS

Look at the history of cairns and ways rocks have been used throughout time as a resource and tool for engineering and building. Share this knowledge by creating a rock garden with some rock facts written on feature rocks within this space.

### Curriculum Links

#### Skills & Knowledge

**Design and Technology:** Generate, develop and record design ideas through describing, drawing and modelling (ACTDEP006)

#### Human-Nature Relationships

**Science:** Everyday materials can be physically changed in a variety of ways (ACSSU018)

#### General Capabilities

#### Personal and Social Capability

**Self-awareness:** Reflect on their feelings as learners and how their efforts affect skills and achievements

#### Cross Curriculum Priorities:





## LESSON 8: MEASURING WITH STICKS

**YEAR LEVEL:** F-2

**KEY LEARNING AREA:** Maths

**DURATION:** 45 minutes

### Resources and preparation required:

Twigs or sticks, small white sheet.

### Teacher Background:

Objects in nature provide rich learning opportunities to explore the concept of measurement. In this activity, children will measure various natural resources in different ways and become familiar with the concept of non-standard units of measurement. They will also begin to explore the value of a standard unit of measurement and accurate measuring techniques.

### Learning intention:

To develop an understanding of standard units and connect the concept of measurement with a unit of measurement.

\*The concept of this Measuring with Sticks lesson was shared by [Juliet Robinson of Creative Star Learning](#) and all credit is given to Juliet for this idea. If you like this idea, head on over to [Creative Star Learning](#) for many more practical resources.

## LESSON STEPS

### Setting the Scene:

Move into your outdoor learning environment and ask students to collect a twig or stick. If the space does not have readily available loose parts, these twigs and sticks may need to be collected prior to the activity and be set aside to access during this activity.

### Tuning In:

Once every student has selected or collected a stick, make a large circle as a class and lay down a sheet in the middle of the circle. This is going to be the measurement circle. Ask students to take a close look at their stick.

### Active Learning:

Begin the process of comparing and measuring the length of these sticks, by placing the teacher's twig/stick on the ground in the middle of the circle. Invite all students to add theirs to this central space one at a time, in the space they believe it 'fits' in the order from shortest to longest.

### Review and Reflection:

Once this process has finished and all sticks are in a line, discuss what students can see? Are the sticks in the right order? Can anyone see any changes they would make? Are they all lined up to measure with accuracy?

## GOING FURTHER & FUTURE CONNECTIONS

Order and arrange the sticks according to a different measurement focus; rather than length there could be a focus on the weight of the stick or the colour of the stick – or another non-standard unit of measurement identified by the students themselves.

### Curriculum Links

Maths

Measurement and Geometry

(Yr 1) Measure and compare the lengths and capacities of pairs of objects using uniform informal units (ACMMG019)

(Yr 2) Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units

General Capabilities

Critical and Creative Thinking

Cross Curriculum Priorities:





## LESSON 9: STICK MAN'S HOME

**YEAR LEVEL:** 2-5

**KEY LEARNING AREA:** English

**DURATION:** 90 minutes

### Resources and preparation required:

Text: *Stick Man* by Julia Donaldson, identified outdoor learning environment, digital cameras or iPads (for photos)

### Teacher Background:

What better way to connect with 'Stick Man' than by using sticks and his natural environment to tell a story. Persuasion is a powerful tool and emotive language is often used to invoke a connection or understanding to promote a cause. This is often too true in the world of environmental sustainability.

### Learning intention:

To form a persuasive argument from the perspective of Stick Man to save his house from local developers. This is to be done in a 30 second short film, showing stick man's house, his family, his environment, his children's play area and his family's connection with the land around them.

## LESSON STEPS

### Setting the Scene:

Stick Man is under threat! His home has just been selected as a site to develop a new multi-story car park. Students are asked to make a 30 second video to convince authorities (peers or teacher) to allow Stick Man to stay in his home.

### Tuning In:

Go outside into an area of the schoolyard that has leaf litter and small natural items underfoot. In small groups ask students to collect a handful of natural items and share these with their peers. What do they feel like? What do they look like? What would an animal use them for?

### Active Learning:

Once students have tuned into the concept of working within their natural environment, encourage them to explore the use of these natural materials to build stick man, his family, pets, house or shelter.

### Review and Reflection:

Once they have created this mini community, their challenge is to use the power of persuasive language to make a movie that features their stick people, animals and housing. How does Stick Man and his family use the land and its natural resources and why it is important to them?

As a class, decide on the criteria for success for these short movie clips and at the end of the activity, watch them all as a peer review process.

## GOING FURTHER & FUTURE CONNECTIONS

Incorporate sustainability through the use of natural materials and the scenarios that Stick Man is involved with such as having limited supply to certain resources.

### Curriculum Links

English

Creating Literature: creating multimodal texts that combine visual images, sound effects, music and voice overs to convey settings and events in a fantasy world

General Capabilities

Information & Communication Technology (ICT) Capability

Critical and Creative Thinking

Cross Curriculum Priorities: Sustainability



## LESSON 10: FRAME IT

**YEAR LEVEL:** F-4

**KEY LEARNING AREA:** Visual Art

**DURATION:** 90 minutes

### Resources and preparation required:

Sticks, loose-leaf litter and small loose parts. An outdoor space to reflect on the lessons undertaken throughout the unit.

### Teacher Background:

Art and Nature go hand in hand. Students are often creating in nature and natural materials make the ideal resource for imaginative and creative expression.

### Learning intention:

Students to construct a picture frame from natural materials reflecting on their learning from the unit.

## LESSON STEPS

### Setting the Scene:

Layout a number of items that students have used in their outdoor lessons with some point of reference about the learning they have engaged in.

### Tuning In:

Discuss the uses they identified at the beginning of this unit and the opportunities they saw for learning in their natural setting. Use a talking stick as a way of sharing these ideas either as a class or in small groups.

### Active Learning:

Ask students to create an area that will showcase and celebrate their learning in the outdoors. Have all available tools outside that they have used throughout their lessons such as; wool, twine, rocks, sticks, paper, outdoor learning journals, planks of wood for measurement and loose parts.

Provide students the following brief:

*Use sticks to create a large picture frame (model this first) and in that frame showcase examples of learning. This may include; ordering sticks, sorting and classifying natural materials, making a balance, building a cairn or staking stones, writing a poem about a stick or recreating stickman's home.*

### Review and Reflection:

Take photos of these creations so they can be used and shared back in the classroom to reflect on new learning's and things that were surprising, interesting or different.

## GOING FURTHER & FUTURE CONNECTIONS

See [Upper Sturt Primary School](#) for a showcase example of celebrating outdoor learning.

### Curriculum Links

Visual Art

Create and display artworks to communicate ideas to an audience (ACAVAM108)

Present artworks and describe how they have used visual conventions to represent their ideas (ACAVAM112)

