



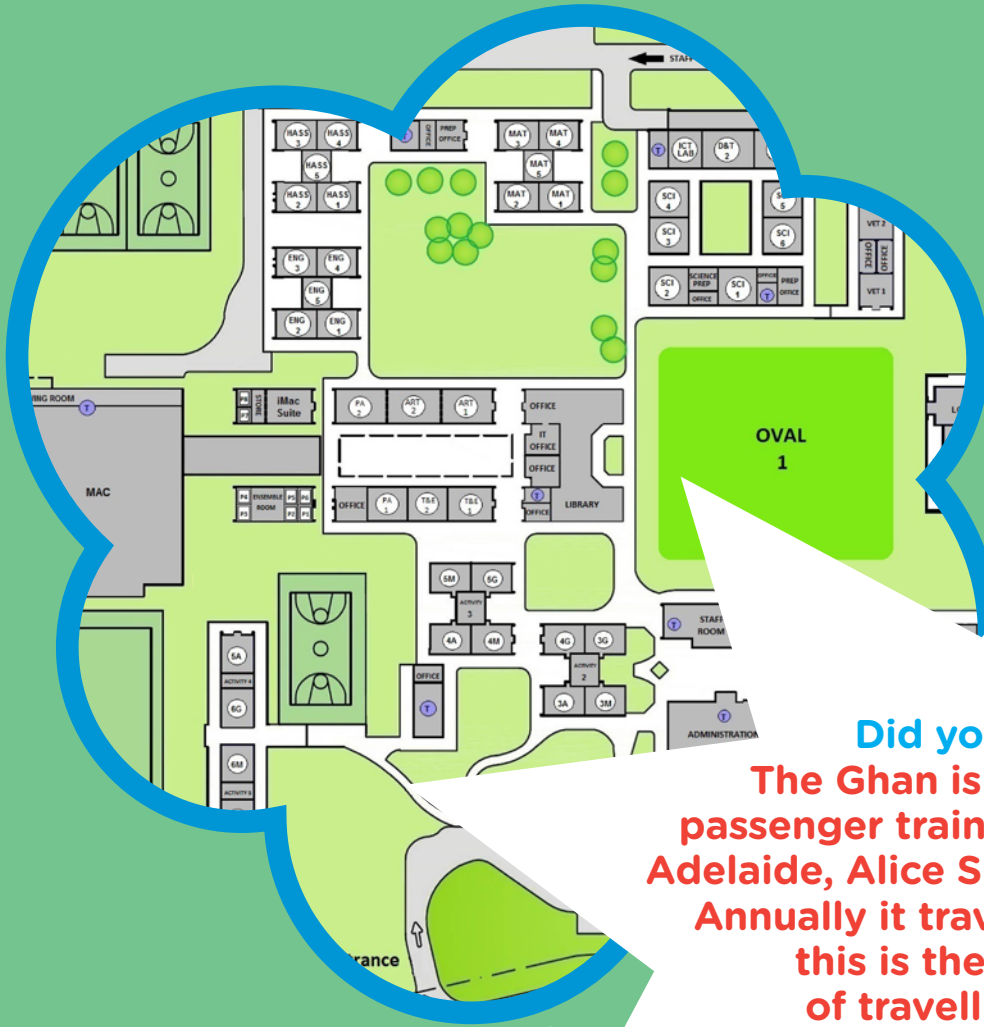
TICKETS

TRAINS

EARLY START
DISCOVERY SPACE

Pre-excursion & Post-excursion
Learning Materials

SCHOOL EXCURSIONS



Did you know?

The Ghan is an Australian passenger train service between Adelaide, Alice Springs and Darwin. Annually it travels 285,984 km; this is the equivalent of travelling around the world 7 times.



About the Experience

All aboard, come join us for a journey on the Critter Express! This experience is all about:

- History: experience transport and how it has changed with technology over the years.
- Comprehension: how to read and understand a timetable.
- Exploration: how trains move and are controlled.

The activities in this booklet are linked to the Early Start Discovery Space 'Trains' excursion program, where children will explore the concepts of community and place by participating in a role played train trip around the Early Start Discovery Space. Students will then work in collaborative groups to make their own community map. The activities within this booklet are designed to support and help develop your students' knowledge and understanding of concepts explored during their visit to the Early Start Discovery Space.

Curriculum Links

NSW GEOGRAPHY		
EARLY STAGE 1	STAGE 1	STAGE 2
GEe-1 identifies places and develops an understanding of the importance of places to people	GE1-1 describes features of places and the connections people have with places	GE2-1 examines features and characteristics of places and environments
GEe-2 communicates geographical information and uses geographical tools	GE1-2 identifies ways in which people interact with and care for places	GE2-2 describes the ways people, places and environments interact
	GE1-3 communicates geographical information and uses geographical tools for inquiry	GE2-4 acquires and communicates geographical information using geographical tools for inquiry

Significant place to me

DURATION	TARGET AGE GROUPS	OTHER CURRICULUM
30 minutes	ES1, S1 & S2	English Creative Arts History
MATERIALS		MAXIMUM PARTICIPANTS
<ul style="list-style-type: none"> • Paper • Pencils • Crayons • Paint 		Whole Class
		RISKS ASSOCIATED
		N/A

LEARNING EXPERIENCE

INTRODUCTION - 5 MINUTES

1. Remind students of their upcoming visit to the Early Start Discovery Space where they will explore the concept of a significant place.
2. Discuss the importance of significance. What sort of places are significant to people? Why? Define the term significant place.
3. Ask students to think about a significant place to them e.g. special tree at the park, bedroom etc.

BODY - 30 MINUTES

4. Provide students with time to visually create their significant place i.e. draw, paint etc.
5. Ask students to describe (written or verbal) the following about their significant place:
 - Where is it?
 - What happens there?
 - Why is it significant?
 - How does this place make you feel?
 - Is this place significant to other people? Why?

CONCLUSION - 5 MINUTES

6. Encourage students to share their significant places with the class and their importance. As a class discuss the similarities and differences between the significant place.

Our school's community

DURATION	TARGET AGE GROUPS	OTHER CURRICULUM
40 minutes	ES1, S1 & S2	Mathematics History
MATERIALS		MAXIMUM PARTICIPANTS
<ul style="list-style-type: none"> • Workbooks • Pencils 		Whole Class
		RISKS ASSOCIATED
		<ul style="list-style-type: none"> • Slip, trips and falls during walk around school

LEARNING EXPERIENCE

INTRODUCTION - 5 MINUTES

1. Remind students of their upcoming visit to the Early Start Discovery Space. Before this visit students will be looking at places within their community.
2. Discuss the concept of a community.
 - What sort of places make up a community?
 - Who are the people in our community?
3. Discuss community on the scale of the school i.e. what are the significant places at our school?

BODY - 30 MINUTES

4. Go for a walk around the school. Guide students in drawing the significant places in the school environment to make a rough map. Discuss with students what happens at each place and what makes each place important. While constructing the map encourage students to use positional language to describe the location of places i.e. the library is behind the canteen.

CONCLUSION - 5 MINUTES

5. As a whole group discuss the similarities in function between places in the school community and places in the broader local community, for example;
 - Buying food at the canteen or supermarket
 - Feeling sick and going to the sickbay or doctor
 - Reading a book in the school library or town library
 - Playing in the playground or at the park
 - Being with people you care about in the classroom or at home

Transport & travel

DURATION	TARGET AGE GROUPS	OTHER CURRICULUM
40 minutes	ES1, S1 & S2	History English
MATERIALS		MAXIMUM PARTICIPANTS
<ul style="list-style-type: none"> • Workbooks • Pencils • Library books, computers or tablet devices 		Whole Class (in pairs, or groups of 3 students)
		RISKS ASSOCIATED
		N/A

LEARNING EXPERIENCE

INTRODUCTION - 5 MINUTES

1. Remind students of their visit to the Early Start Discovery Space, and how they rode the train around the Early Start Discovery Space community.
2. Discuss other vehicle and modes of transport - trains, aeroplane, buses, boats, cars, taxis, horses, gondolas, snowmobiles, etc.

BODY - 15 MINUTES

3. Provide time for groups to select a mode of transport and conduct research. Have each group research the following:
 - What is it?
 - When was it invented?
 - How fast does it go?
 - How is it used?
 - Where is it used in the world?

CONCLUSION - 5 MINUTES

4. Share group findings with the class. The following questions can be used as prompts:
 - Was anything surprising or interesting about the mode of transport you researched?
 - What are similarities or differences between the different types of transport discussed?
 - Would these modes of transport be useful in our local community?

Taking care of our community

DURATION	TARGET AGE GROUPS	OTHER CURRICULUM
40 minutes	ES1, S1 & S2	PDHPE
MATERIALS		MAXIMUM PARTICIPANTS
<ul style="list-style-type: none"> • School map (from previous lesson) • Pencils • Cameras or tablet devices 		Whole Class
		RISKS ASSOCIATED
		<ul style="list-style-type: none"> • Tripping

LEARNING EXPERIENCE

INTRODUCTION - 5 MINUTES

1. Remind students of how they created a map of their school labelling all the significant places.
2. Discuss the importance of taking care of our community i.e. why do we need to put our rubbish in the bin? Why do we not draw all over the tables and chairs in the classroom?

BODY - 20 MINUTES

3. Go for a walk around the school and use the school map (created in the previous lesson) to record the places that have litter, damaged plants, graffiti etc. Use cameras or tablets to take images of places.
4. Discuss the students' findings:
 - Why is there rubbish at the school? Where is it located?
 - What impact does the rubbish have on our school?
 - What impact does the graffiti in the library books have on other students?

CONCLUSION - 5 MINUTES

5. Discuss ways of helping to take care of the school environment i.e. putting rubbish in the bin, telling friends not to run in the garden bed etc. Record the strategies and display in the classroom.



Contact Us

Our Education Coordinators are available from 9.00am - 4.00pm, Monday - Friday via email discovery-ed@uow.edu.au or telephone 02 4221 3777 to discuss your requirements.

OUR LOCATION

University of Wollongong, Main Campus
Ground Floor, Building 21
Northfields Ave, Wollongong, NSW, 2522