

EAT DIRT

A Possible Way Forward

Using the contributions from each workshop group



Two tasks to be completed at the creek with cross-KLA involvement.

The tasks are to involve regeneration of the creek environs in the physical area associated with the two tasks and possibly beyond. The main idea is to create an outline of what will happen for each task, with some suggestions for KLA involvement taken from the sheets completed on the day, and then give that outline to each teacher representing a KLA and ask for a more detailed response about how the curriculum for that year group might be involved.

The educational approach to this project commences with overall tasks that are broken down into smaller tasks that the students achieve as a group working together. Questions to ask about each task are :1. What do we want to achieve? 2. How do we achieve it? 3. How do we overcome what gets in the way?





Questions:

1. Are there security issues with any equipment or structure left at the creek?
2. What structure will be used for student involvement? e.g. volunteers from one year or a class from one subject even though these students will be spread across classes in other subjects? All students taken from the one year to avoid dominance of older students over younger students? How often will they meet at the creek e.g., once a week/fortnight? The days can change if the weather is inclement. Note: Some of these questions might best be answered after the program below is developed into more detail.



Task 1. Create a learning space alongside the creek

1. Initial design by TAS in conjunction with Maths. How many lessons in a seminar room/classroom to go over the design, equipment needed and any materials? Are there properties of technologies involved in the design? Will the space be a circle with a firepit in the middle? How big is the space? How will the space be maintained? What will be the seating? Are experts involved?
2. Screening of the vegetation? Check Aboriginal studies for species of plant of interest. Does Landcare have resources? Ask Science for a response.
3. Is there existing mapping? Check with HSIE.
4. Select the area that will be the learning space, both from mapping and a look around the area. Input from Aboriginal Studies.
5. Mark out the area and clear it using the design/equipment/materials already decided. How to protect plants/trees that we decide to keep?
6. Make the area useable with seating, firepit, portable whiteboard, etc.
7. Regeneration or creation of a garden with natives alongside the learning area or around it, allowing for easy access and egress.
8. Once the learning area is useable, lessons can commence.
These lessons also help prepare for the second task.
 - a. English + Aboriginal Studies. Local dreaming stories, bush poetry, etc. from English sheet. Some great ideas there.
 - b. HSIE+ Aboriginal Studies. Local environmental issues that involve vegetation similar to that around the creek.
 - c. Maths/TAS. Recipes for students to prepare for a whole class and then cook in the firepit. This can also be a TAS task that looks at the design of the task, equipment and materials needed, etc. Ratios of cordials for drinks, volume of mulch, number of native trees planted/sq unit in a garden alongside the learning area.
 - d. Science/HSIE/Maths. Determining the species of flora and fauna in the area and their number + monitoring/tracking. Checks Maths sheet for other ideas.
 - e. Art. Projects that involve learning suitable to the environs of the learning space alongside the creek. What is the effect of the surrounds on a person completing a project in this discipline?
 - f. Music. What projects might suit learning outside the classroom and especially in the learning area alongside the creek? What is the effect of bush sounds on a person? Is there music which has the same effect?

Task 2. Create a fitness trail starting at the learning space and leading away along one side of the creek

1. Initial design by TAS in conjunction with PDHPE. How many lessons in a seminar room/classroom to go over the design, equipment needed and any materials? Are there properties of technologies involved in the design? How will the path for the trail be selected? Check with mapping of the vegetation. How wide is the trail? What is the shape and size of the fitness sites? How will the trail and fitness sites be maintained? What will be the fitness equipment used on the trail? Are experts involved? Does the equipment need securing in some way or equipment used that is difficult to damage and maybe difficult to steal?
2. Screening of the vegetation? Check Aboriginal Studies for species of plant of interest. Does Landcare have resources? Ask Science for a response.
3. Is there existing mapping? Check with HSIE.
4. Select the area that will be the fitness trail both from mapping and a look around the area. Input from Aboriginal Studies.
5. Mark out the area and clear it using the design/equipment/materials/ already decided. Are there plants/trees that we decide to keep and must be protected?
6. Construction of the fitness sites.
7. Regeneration of identified areas along the trail and surrounds.
8. Once the fitness trail is finished, lessons can commence in the learning area that move off onto the trail.
 - a. English + Aboriginal Studies. Local dreaming stories, bush poetry, etc. from English sheet. Some great ideas there.
 - b. HSIE+ Aboriginal Studies. Local environmental issues that involve vegetation similar to that around the creek.
 - c. PDHPE. The fitness trail is your oyster!
 - d. Maths/TAS. Volume of mulch, number of native trees planted/sq unit in a garden alongside the learning area.
 - e. Science/HSIE/Maths. Determining the species of flora and fauna in the area and their number + monitoring/tracking. Checks Maths sheet for other ideas.
 - f. Art. Projects that involve learning suitable to the environs of the learning space alongside the creek. What is the effect of the surrounds on a person completing a project in this discipline?
 - g. Music. What projects might suit learning outside the classroom and especially in the learning area alongside the creek? What is the effect of bush sounds on a person? Is there music which has the same effect?