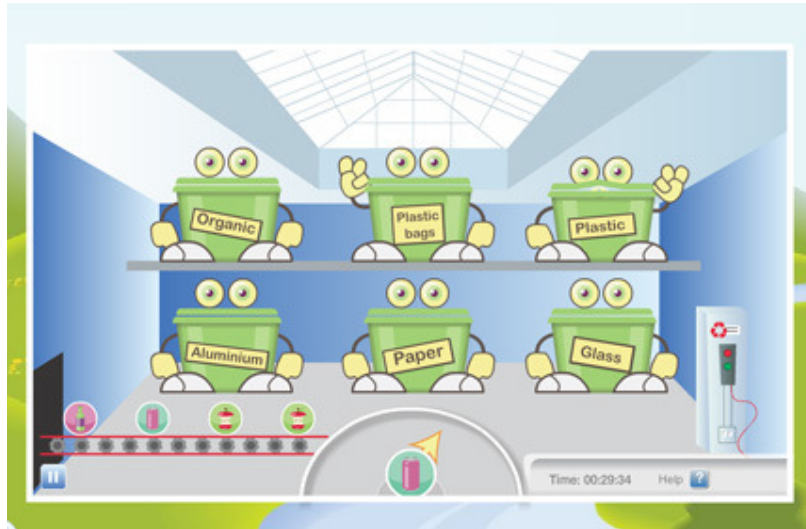




Notes for Teachers

To complement Clean Up the Victoria River / An Interactive Recycling Game for Primary School Students in NT

The game



The game is a fun, interactive and curriculum-based educational resource in two stages. There are four versions of the game: one for Kindergarten and Prep; Band 1 (Year 1 and 2); Band 2 (Year 3 and 4); Band 3 (Year 5 and 6). Each version of the game is contained on its own URL.

Section 1 involves the student choosing a character and a vessel and navigating the Victoria River, picking up rubbish and avoiding wildlife. As the student travels up the river, they will pass checkpoints. At each checkpoint, an information screen will pop up containing educational content. The student reads the information then continues. At the end of the river course, a quiz is generated based upon the information that the student has read.

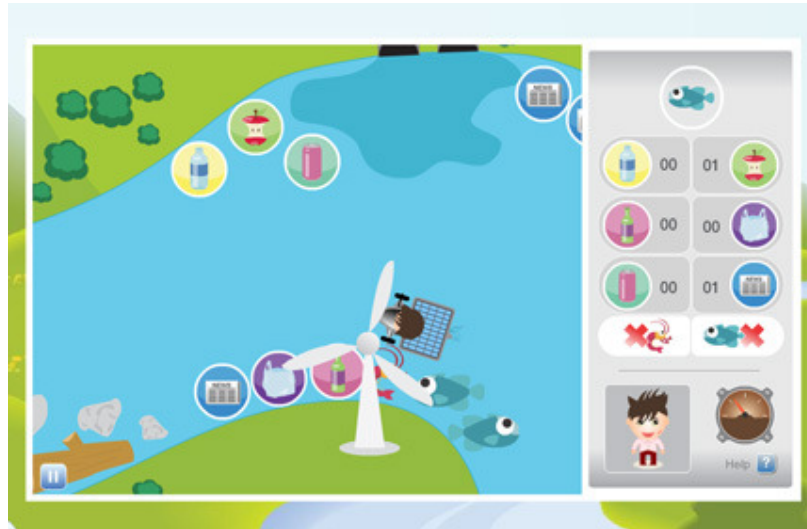
The questions are a mixture of multiple choice and true/false answers. The student must get each answer right before proceeding. At the end of the quiz, the student can see their score for section 1 of the game.

Section 2 zooms into the recycling plant adjacent to the river. The student sorts the rubbish that they collected into the appropriate bin for recycling. Information periodically pops up. At the end of this section, there is another quiz, after which the student can see their scores for both sections of the game, as well as their overall score.

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Suggested vocabulary to introduce before using the program

Kindi and prep

recycle; true; false

Band 1

landfill; recycle; reuse; environment; Aboriginal; Dreaming; black-headed python

Band 2

refusing; reusing; recycling; stormwater drains; landfill; barramundi; southern; northern; feral; native

Band 3

tributary; fossil fuels; Yarralin people; Dreaming; black-headed python; purple-crowned fairy-wren; threatened

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EsseNTial Learnings

| Domain | Outcome | Band | Elaborations |
|------------------|--|------|--|
| Inner Learner | Uses own learning preferences and meta-cognitive processes to optimise learning. | 1 | Explain problem solving strategies employed. |
| | | 2 | Demonstrate self-correcting behaviours. |
| | | 3 | Explain and justify the sequence of activities used for learning in a particular context. |
| | Makes decisions and takes actions based on personal values and principles that reflect empathy and integrity. | 1 | Consider and explain consequences of decisions made. |
| | | 2 | Examine how their own actions affect others. |
| | | 3 | Explore consequences and outcomes of own decisions and how they impact on others. |
| Creative Learner | Uses imagination and a variety of resources for self-expression and to explore ideas and situations for the insights and opportunities they offer. | 1 | Explore ideas and concepts and explore possibilities. |
| | | 2 | Speculate about possibilities when experimenting with resources. |
| | | 3 | Predict and speculate about possibilities and options for actions. |
| | Translates innovative thinking into action and is willing to take risks when challenged by setbacks. | 1 | Reattempt a task, without changing strategies, if initial attempt is incorrect or unsuccessful |
| | | 2 | Show a willingness to try out new strategies, techniques and ideas. |
| | | 3 | Draw on previous experiences and apply that knowledge to new situations. |

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Learning Areas NTCF 2002

| Learning area | Strand | Band | Elements and Outcomes |
|------------------------------------|-------------------------------------|------|--|
| Studies of Society and Environment | Social systems and structures | 1 | Soc 1.1 Time, continuity and change Soc 1.2 Indigenous studies Soc 1.3 Civics, governance and social justice Soc 1.4 Values, beliefs and cultural diversity Soc 1.5 Enterprise |
| | | 2 | Soc 2.1 Time, continuity and change Soc 2.2 Indigenous studies Soc 2.3 Civics, governance and social justice Soc 2.4 Values, beliefs and cultural diversity Soc 2.5 Enterprise |
| | | 3 | Soc 3.1 Time, continuity and change Soc 3.2 Indigenous studies Soc 3.3 Civics, governance and social justice Soc 3.4 Values, beliefs and cultural diversity Soc 3.5 Enterprise |
| | Environment | 1 | Env 1.1 Places, landforms and features Env 1.2 Environmental awareness and care Env 1.3 Natural systems |
| | | 2 | Env 2.1 Places, landforms and features Env 2.2 Environmental awareness and care Env 2.3 Natural systems |
| | | 3 | Env 3.1 Places, landforms and features Env 3.2 Environmental awareness and care Env 3.3 Natural systems |
| Technology and Design | Designing, producing and critiquing | 1 | DPC 1.1 Investigate DPC 1.2 Options – Materials, skills and techniques DPC 1.3 Evaluate, impact and communicate |
| | | 2 | DPC 2.1 Investigate DPC 2.2 Options – Materials, skills and techniques DPC 2.3 Systems DPC 2.4 Evaluate and impact DPC 2.5 Communicate |
| | | 3 | DPC 3.1 Investigate DPC 3.2 Options – Materials, skills and techniques DPC 3.3 Systems DPC 3.4 Evaluate and impact DPC 3.5 Communicate |

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| | | | |
|----------------------------------|--------------|---|---|
| Indigenous Languages and Culture | Country/land | 1 | Identify stories, songs and dances from their traditional country/skin groups |
| | | 3 | Describe and compare the different ways that Indigenous and non-Indigenous people view land ownership |

Learning Areas NTCF 2009

| Learning area | Strand | Band | Outcomes |
|-------------------|---------------------------------|-------|----------|
| Science | Science as inquiry | 1 | SI 1 |
| | | 2 | SI 2 |
| | | 3 | SI 3 |
| | Natural and processed materials | 1 | NPM 1 |
| | | 2 | NPM 2 |
| 3 | | NPM 3 | |
| Life and living | 1 | LL1 | |
| | 2 | LL2 | |
| | 3 | LL3 | |
| Energy and change | 1 | EC1 | |
| | 2 | EC2 | |
| | 3 | EC3 | |
| Earth and beyond | 1 | EB1 | |
| | 2 | EB2 | |
| | 3 | EB3 | |

Cross-curricula components NTCF 2009: Learning Technology

| Domain | Outcomes | Band |
|---|---|------|
| ICT in society is about digital citizenship | S1 Learners uphold ICT protocols and demonstrate practices that protect one's safety and respect the privacy and safety of others at various levels ranging from school to global contexts. | 1-3 |
| | S2 Learners identify and value the intellectual property and copyright material associated with learning technologies and demonstrate ethical principles. | |
| | S3 Learners critically analyse the place and potential impact ICT has on society. | |

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| | | |
|--|---|--|
| Problem solving and decision making through research | R1 Learners use appropriate and effective search strategies to access electronic information. | |
| | R2 Learners critically evaluate, scan and select relevant information from electronic sources. | |
| | R4 Learners use technological resources that require problem-solving skills, decision-making strategies and questioning techniques. | |
| Communication through presentation, publication or performance | P3 Learners competently use a range of software that creatively enhances presentation, performance or communication of information. | |
| | | |

**Draft national curriculum
English Content Descriptions**

| Year Level | Language | Literacy |
|--------------|---|---|
| Kindergarten | 3 Differing subject matter 4 Nature of texts 5 Concepts about print and screen 8 Phonic and word knowledge | 1 Listening and responding 2 Purposes of texts 3 Sequencing 4 Reading Strategies 5 Comprehension strategies 6 Oral communication skills 9 Handwriting / word processing |
| Year 1 | 2 Speech functions 4 Basic sentence elements 7 Concepts about print and screen 11 Sight word knowledge | 2 Reading strategies 3 Comprehension strategies |
| Year 2 | 5 Sentence grammar 8 Phonic and word knowledge 10 Vocabulary expansion | 2 Reading strategies 3 Comprehension strategies |

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| | | |
|--------|--|---|
| | 12 Concepts about print and screen 13 Punctuation | |
| Year 3 | 4 Vocabulary expansion 5 Sentence grammar 12 Punctuation | 4 Reading strategies 6 Comprehension strategies 12 Multimodal texts |
| Year 4 | 6 Vocabulary expansion 7 Grammar of simple sentences 8 Clause meaning 9 Tense 10 Conjunctions | 4 Reading strategies 5 Vocabulary 7 Comprehension strategies 12 Multimodal texts |
| Year 5 | 6 Compound sentences 7 Noun phrase and structure 9 Relating verbs 10 Adjectives 14 Visual grammar | |
| Year 6 | 5 Vocabulary expansion 7 Grammatical patterns 10 Adverbials 11 Cohesive devices 13 Sentence openers 14 Visual grammar | |

**Draft national curriculum
Science Content Descriptions**

| Year Level | Science Inquiry Skills | Science as a human endeavour | Science Understanding |
|--------------|---|--|--|
| Kindergarten | 1 Questioning 2 Observing 3 Using equipment 4 Communicating | 1 Nature of science | 1 Living Things 2 The daily environment 3 Everyday materials 4 Movement |
| Year 1 | 1 Questioning and predicting 2 Investigation methods 3 Using equipment 4 Observing and measuring 5 Communicating 6 Using observations as evidence 7 Reflecting on methods | 1 Nature of science 2 Everyday science 3 Science and Culture | 1 Living things 2 Local Environment 3 Changing materials 4 Sounds |
| Year 2 | 1 Questioning and predicting 2 Investigation methods 3 Using equipment 4 Observing and measuring 5 Communicating | 1 Nature of science 2 Everyday science Science and culture | 1 Living and non-living 2 Growth and change 3 Earth's resources 4 Properties of materials |

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| | | | |
|--------|--|--|--|
| | 6 Using observations as evidence 7 Reflecting on methods | | 5 Pushes and pulls |
| Year 3 | 1 Questioning and predicting 5 Observing and measuring 6 Analysing results 8 Developing explanations 9 Reflecting on methods | 1 Influence of science 2 Nature of science 3 Science in the community 4 Science and culture | 1 Structure and function of living things 2 Life cycles 4 Liquids and solids |
| Year 4 | 1 Questioning and predicting 5 Observing and measuring 6 Analysing results 8 Developing explanations 9 Reflecting on methods | 1 Influence of Science 2 Nature of Science 3 Science in the community 4 Science and culture | 1 Grouping living things 2 Interactions of living things 4 Properties and uses of materials 5 Forces and motion |
| Year 5 | 6 Analysing results 7 Developing explanations 8 Communicating | 1 Nature of Science 2 Influence of Science 3 Collaboration in Science 4 Contribution of scientists 5 Science and culture | 1 Micro-organisms 3 Form and properties of materials |
| Year 6 | 6 Analysing results 7 Developing explanations 8 Communicating | 1 Nature of Science 2 Influence of Science 3 Collaboration in science 4 Contribution of scientists 5 Science and culture | 1 Relationship of living things 2 Using earth's resources 4 Changing and using materials 5 Sustainable energy transformations |

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