



Notes for Teachers

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

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 each level: Level 1 (Prep), Level 2 (Year 1 and 2), Level 3, (Year 3 and 4) and Level 4 (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 Murray 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.

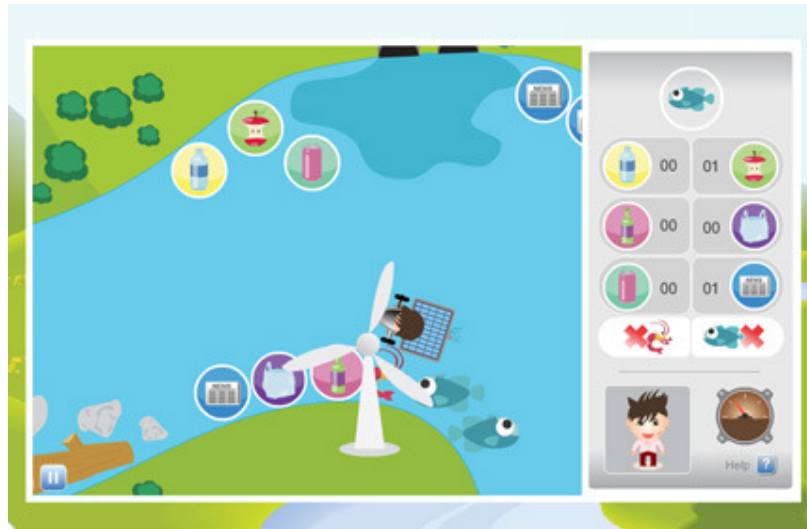
The questions are a mixture of multiple choice and true/false answers. The student must get each answer right before proceeding. At the end of the quiz, the student can see their score for section 1 of the game.

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.

Clean Up Australia Ltd

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Suggested vocabulary to introduce before using the program

Level 1

recycle; true; false

Level 2

Aboriginal Dreaming; landfill; recycle; reuse; environment

Level 3

citrus; cereal; hollows; refusing; reusing; recycling; stormwater drains; landfill

Level 4

tributary; stormwater drains; deteriorates; water management

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Essential Learning Focuses

| Level | Domain |
|-------|---|
| 1-4 | Civics and Citizenship |
| 1-4 | Humanities |
| 1-4 | Science |
| 1-4 | Information and Communications Technology |
| 1-4 | Design, Creativity and Technology |
| 4 | Humanities – Geography |
| 4 | Humanities – History |

Essential Learning Standards

| Level | Domain | Standards |
|-------|-----------------------------------|---|
| 3 | Humanities | Humanities knowledge and understanding Humanities skills |
| 3-4 | Science | Science knowledge and understanding Science at work |
| 3-4 | Design, Creativity and Technology | Investigating and designing Producing Analysing and evaluating |
| 3-4 | Civics and Citizenship | Civic knowledge and understanding Community engagement |
| 4 | Humanities - Economics | Economic knowledge and understanding Economic reasoning and interpretation |
| 4 | Humanities – Geography | Geographical knowledge and understanding Geospatial skills |
| 4 | Humanities – History | Historical knowledge and understanding Historical reasoning and interpretation |

Sustainability Education Standards

| Level | Domain |
|-------|--|
| 1 | Interpersonal Development |
| 2 | Interpersonal Development |
| 3 | Civics and Citizenship Health and Physical Education Humanities Science |

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| | |
|---|--|
| | Interpersonal Development |
| 4 | The Humanities – Geography, History, Economics Science Design, Creativity and Technology Health and Physical Education Civics and Citizenship Interpersonal Development |

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**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 12 Concepts about print and screen 13 Punctuation | 2 Reading strategies 3 Comprehension strategies |
| 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 | |

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**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 6 Using observations as evidence 7 Reflecting on methods | 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 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 | 1 Nature of Science 2 Influence of | 1 Micro-organisms 3 Form and properties of |

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|--------|---|--|--|
| | 8 Communicating | Science 3 Collaboration in Science 4 Contribution of scientists 5 Science and culture | 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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