



Notes for Teachers

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

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 Pre-primary and Year 1; Year 2 and 3; Year 4 and 5; and Year 6 and 7. 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 Swan 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.

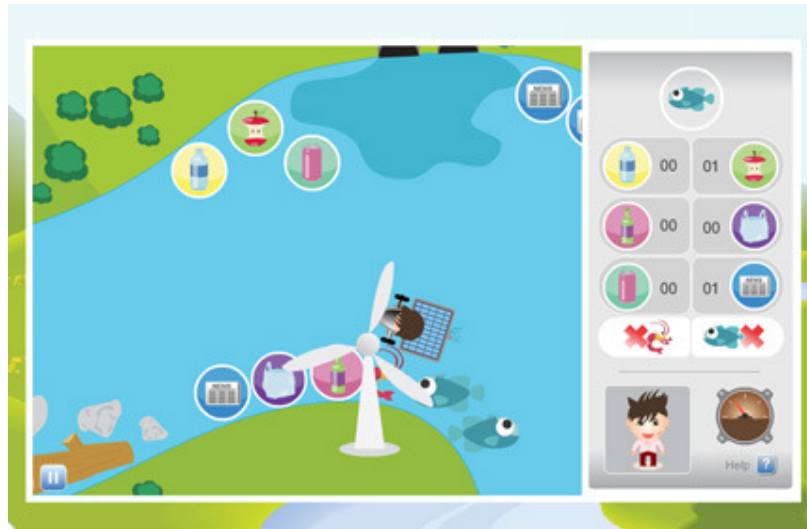
The questions are a mixture of multiple choice and true/false answers. The student must get each answer right before proceeding. At the end of the quiz, the student can see their score for section 1 of the game.

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

Pre-primary and Year 1

recycle; true; false

Year 2 and 3

Emblem; black swan; landfill; recycle; reuse; environment

Year 4 and 5

Noongar; ancestor; bottlenosed dolphins; refusing; reusing; recycling; stormwater drains; landfill

Year 6 and 7

Mangroves; filtering; bottlenosed dolphins; sewerage; threatening; tributary; stormwater drains; deteriorates; water management

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Overarching Statement Learning Outcomes

1. Students use language to understand, develop and communicate ideas and information, and to interact with others.
2. Students select, integrate and apply numerical and spatial concepts and techniques.
4. Students select, use and adapt technologies.
5. Students describe and reason about patterns, structures and relationships in order to understand, interpret, justify and make patterns.
6. Students visualise consequences, think laterally, recognise opportunity and potential and are prepared to test options.
7. Students understand and appreciate the physical, biological and technological world and have the knowledge and skills and values to make decisions in relation to it.
8. Students understand their cultural, geographic and historical contexts and have the knowledge, skills and values necessary for active participation in life in Australia.
11. Students value and implement practices that promote personal growth and well being.
12. Students are self-motivated and confident in their approach to learning and are able to work individually and collaboratively.
13. Students recognise that everyone has the right to feel valued and be safe, and, in this regard, understand their rights and obligations and behave responsibly.

Learning Outcomes by Learning Area

Learning Area	Outcome
Society and Environment	<ol style="list-style-type: none"> 1. Investigation, communication and participation 2. Place and space 3. Resources 4. Culture 5. Time, continuity and change 6. Natural and social systems 7. Active citizenship
Science	Working scientifically <ol style="list-style-type: none"> 1. Investigating 2. Communicating scientifically 3. Science in daily life 4. Acting responsibly 5. Science in society

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	Understanding concepts 6. Earth and beyond 7. Energy and change 8. Life and living 9. Natural and processed materials
Health and Physical Education	1. Knowledge and understandings 2. Attitudes and values 4. Self-management skills
Technology and Enterprise	2. Materials 3. Information 4. Systems 5. Enterprise 6. Technology skills 7. Technology in society

**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	

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	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 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

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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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