

## Possible links between RiverConnect and Primary VELs

Discipline Based Learning Strand	Domain	Dimension	Level	Possible RiverConnect Links
	Art	<i>Creating &amp; making</i>	1 - 4 4	Use a visit to the river as a source of inspiration for the creation and presentation of performance and visual art works. Use local aboriginal art to incorporate "influences from their own and other cultures and times".
		<i>Exploring &amp; Responding</i>	3 4	Use local aboriginal art to "identify and describe key features of arts works from their own and other cultures". Using local aboriginal art to "discuss traditional and contemporary arts works...."
	English	<i>Reading</i>	1 - 4	Using texts with a river environment or indigenous theme to meet the outcomes.
		<i>Writing</i>	1 - 4	Use a visit to the river to provide stimulus to develop their personal appreciation and understanding of the value of our rivers as a theme to use to when meeting their writing outcomes.
		<i>Speaking &amp; Listening</i>	1 - 4	When completing activities in the river environment students can practise their listening and speaking skills or they could use the river as a theme for the content of their listening and speaking tasks.
	Humanities	<i>Humanities understanding &amp; knowledge</i>	3	Use local aboriginal history to enable "students (to) describe and sequence ..key aspects of the histories of cultural groups that make up their class, community and nation". Use the river environment as a case study to "describe the human and physical characteristics of their local area and other parts of Victoria" and to "describe how people use and affect different environments in Victoria".
		<i>Humanities Skills</i>	3	Use local aboriginal history to enable "students (to) use a range of historical evidence, including oral history, artefacts, narratives and pictures, to retell events and describe historical characters". Visit the river environment to enable "students (to) draw simple maps and plans of familiar environments observing basic mapping conventions and (to) identify the location of places on a simple map using an alphanumeric grid and describe direction using four cardinal compass points."
	Humanities Geography	<i>Geographical knowledge &amp; understanding</i>	4	Use river environment to enable "students (to) recommend ways of protecting environmentally sensitive areas in a sustainable way."
		<i>Geospatial skills</i>	4	Use river environment to enable "students (to) research, collect, record and describe data obtained through field study surveys and measurements to form conclusions about the use of resources."

Discipline Based Learning Strand (cont.)

	Domain	Dimension	Level	Possible RiverConnect Links
	Humanities History	<i>Historical knowledge &amp; understanding</i>	4	Using local aboriginal history to enable "students (to) demonstrate their knowledge and understanding of significant events in Australian history including Aboriginal and Torres Strait Islander history (and to) compare aspects of different cultures and countries, in both the past and present, and ask questions about their own society."
		<i>Historical reasoning &amp; interpretation</i>	4	Use local aboriginal people as "primary... sources to investigate the past".
	Maths	Space	4	Use river environment to enable "students (to) locate and identify places on maps and diagrams. They give travel directions and describe positions using simple compass directions and grid references on a street directory."
			3	Use the river environment to enable "students (to) create two-dimensional representations of three dimensional objects found in the surrounding environment" and to "use ideas of size, scale, and directions to describe relative location and objects in maps, (to) use compass directions, coordinates, scale and distance, and conventional symbols to describe routes between places shown on maps..."
		4	Use the river environment to enable "students (to) create two-dimensional representations of three dimensional objects found in the surrounding environment" and to "use ideas of size, scale, and directions to describe relative location and objects in maps, (to) use compass directions, coordinates, scale and distance, and conventional symbols to describe routes between places shown on maps..."	
		<i>Measurement, chance &amp; data</i>	4	Use data collection in fieldwork to enable students to "present data in appropriate displays... (and to) calculate and interpret measures of centrality (mean, median, and mode) and data spread (range)."
	Science	<i>Science knowledge and understanding</i>	3	Use the river environment to enable "students (to) identify and describe the structural features of living things, including plants and animals, (to) identify how these features operate together to form systems which support living things to survive in their environments, (to) distinguish between biotic and abiotic factors in their environment and describe interactions that occur between them, (to) describe natural and physical and biological conditions, and human influences in the environment, which affect the survival of living things..
			4	(to) explain how features of the landscapes are altered by processes of weathering and erosion." Use the river environment to enable "students (to) identify and explain the relationships that exist within and between food chains in the environment, (to) use everyday examples to illustrate the transforming and transferring of energy."
	<i>Science at work (L4)</i>	4	Use the river environment to enable "students (to) explain how sustainable practices have been developed and/or are applied in their local environment, (to) design their own simple experiments to collect data and draw conclusions."	

**Physical and Personal Learning Strand**

Domain	Dimension	Level	Possible RiverConnect Links
Health & Phys Ed	<i>Movement &amp; Activity</i>	1 - 4	Use the river environment to enable students to engage in periods of moderate to vigorous physical activity in an outdoor environment for the purpose of improving skill and health.
Interpersonal Learning	<i>Building social relationships</i>	1 - 4	Use the river environment to enable students to engage in activities that would provide them with opportunities to demonstrate their social interaction skills (including understanding, managing and resolving conflict and respect for other people).
	<i>Working in teams</i>	1 - 4	Use the river environment to enable students to “develop the knowledge, skills and behaviours to cooperate with others to contribute to the achievement of group goals”.
Personal Learning	<i>Managing personal learning</i>	3 - 4	Students complete activities in the river environment that require them to set goals and develop plans to implement them within a given time frame.
Civics and Citizenship	<i>Civic knowledge and understanding</i>	3	Use the river environment to enable “students (to) explain why protection and care for the natural and built environment is important.”
		4	Use local aboriginal people to help students “explain the concept of multiculturalism and describe the contribution of various cultural groups, including Aboriginal and Torres Strait Islander communities, to Australian identity.”
	<i>Community engagement</i>	3 4	Use the river environment to enable “students (to) participate in activities to protect and care for the natural and built environment.”  Use the current community problem of water scarcity as the case study for students when presenting “a point of view on a significant current issue or issues and include recommendations about the actions that individuals and governments can take to resolve issues.”



Interdisciplinary Learning Strand

	Domain	Dimension	Level	Possible RiverConnect Links
	Communication	<i>Listening, viewing, &amp; responding</i>	4	Use activities in the river environment as an opportunity practise skills of listening, viewing and responding.
		<i>Presenting</i>	4	"Students summarise and organise ideas and information (gained from their river activities), logically and clearly in a range of presentations".
	Design, Creativity, Technology	<i>Investigating &amp; designing</i>	3 – 4	Students use the river environment as a source of inspiration for their products, as a source of materials for their products, as the source of a problem that requires the development of a creative and innovative product.
		<i>Producing</i>		
		<i>Analysing &amp; Evaluating</i>		
	Information & Communication Technology	<i>ICT for creating</i>	3 – 4	Students use data and information gained from their river activities to enable "students to use ICT tools for creating solutions to problems and for creating information products."
		<i>ICT for communicating</i>	3 – 4	Students locate information about the river environment from a range of online and multimedia resources to support their own learning and use ICT to upload their work and fieldwork data and to share their knowledge and express ideas.
	Thinking Processes	<i>Reasoning, processing &amp; inquiry</i>	3	Use activities in the river environment to enable "students to collect information from a range of sources to answer their own and others' questions. Use activities in the environment to enable students to "develop their own questions for investigation, collect relevant information from a range of sources and make judgments about its worth."
			4	
		<i>Creativity</i>	3	Students use river environmental issues as the vehicle to "apply creative ideas in practical ways and test the possibilities of ideas they generate". Students use the river environmental issues to "use creative thinking strategies to generate imaginative solutions when solving problems."
4				
<i>Reflection, metacognition &amp; evaluation</i>	3 – 4	Students use activities in the river environment to develop their skills of reflection, evaluation and metacognition.		

## Section 5b ii Possible projects for Secondary schools

### Projects

1. River environs as a resource for students as inspiration for creative writing or artistic expression or for providing an issue for argumentative writing or an artistic statement.
2. Ecological studies – themes could include forest ecology, aquatic and terrestrial ecosystems.
3. Human impact studies: water quality, altering water regimes, introduced species, urban/ transport landuse, recreational/ tourism impact.
4. An inquiry based problem solving project as an integrated study, e.g. sustainability project, a survival exercise.
5. River environs as a resource for physical activity and the vehicle for team building, conflict resolution e.g. canoeing, raft building, orienteering, map reading, rope course, cross country course.
6. River environs as a community resource: sustainable development (environmental needs v economic use v cultural values); different cultural perspectives (especially indigenous perspectives and understandings as shown in oral history and indigenous art, land rights).
7. Walking trail incorporating an oral history of indigenous relationships with the land.
8. Fieldwork study of changing land use over time with emphasis on the Kidstown site.
9. Fieldwork for data collection, study of location, space and measurement, map reading, use of GPS and GIS.
10. Community engagement projects: e.g. revegetation, storm water cleanup, litter clean up, water conservation, staging of a river conference.
11. Development of a RiverConnect website/ discussion board/ blog.

## 5b ii Summary of curriculum links to the possible RiverConnect Education projects

VELS													VCE							
Strand	Discipline based learning						Interdisciplinary learning			Physical/personal learning				OES	Enviro	Geog	Biol	Chem	Hist	S & R VET
Domain	Art	Eng	Humanities			Maths	Sci	Comm	ICT	Thinking	H & P Ed	Inter Pers Devpt	Pers	Civics & cit'ship						
Project			Eco	Hist	Geog															
1	5.1 5.2 6.1 6.2	5.2 5.3 6.2 6.3						5.1 5.2 6.1 6.2	5.1				5.2							
2					5.2 6.2	5.3 6.3	5.1 5.2	5.2 6.2	5.1				5.2		2	1 2	1	2	1	
3			6.1 6.2		5.1 5.2 6.1 6.2	5.3 6.3	5.1 5.2 6.1 6.2	5.2 6.2	5.1	5.2 6.1 6.3			5.2	5.2 6.2	2 4	1 2 4	1 3	2	1	1
4		5.2 6.2	5.2 6.1		5.1 5.2 6.1 6.2		5.1 6.1 6.2	5.1 5.2 6.1 6.2		5.2 6.1 6.3	5.1	5.1 5.2 6.1 6.2	5.1 5.2	5.2 6.2						*
5					5.2 6.2	5.2		5.2 6.2		5.2 6.1	5.1 6.1	5.1 5.2 6.1 6.2	5.1 5.2		1					*
6		6.3	5.2 6.1 6.2	6.1 6.2	5.1 5.2 6.1 6.2		5.1 6.1 6.2	5.1 5.2 6.1 6.2		5.2 6.3	6.3		5.2	5.2	2 4	4	3		1 2	*
7			6.2	6.1 6.2	5.1 5.2 6.2			5.1 6.1		6.3	6.3			5.2 6.1					1 2	*
8				6.2	5.1 5.2 6.2			5.2 6.2					5.2						1 2	
9					5.2 6.2	5.2 5.3 6.2 6.3	5.1 5.2	5.2 6.2	5.1 6.1	5.2			5.2							
10					5.1 6.1		6.1	5.2 6.2		5.2 6.1 6.3	5.1	5.1 5.2 6.1 6.2	5.1 5.2	5.2 6.2						*
11		5.2 6.2			5.1 5.2 6.2		5.1 6.1	5.1 5.2 6.1 6.2	5.3 6.3	5.2				5.2						