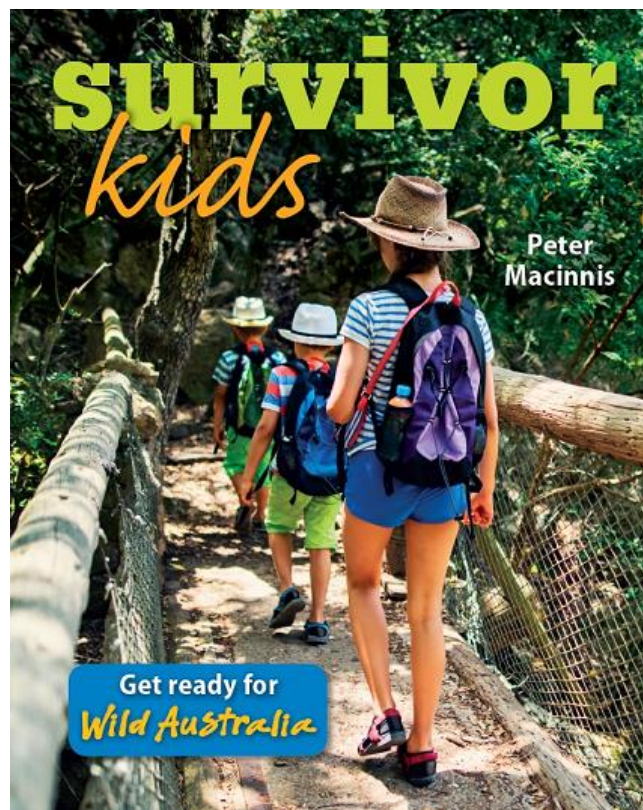


TEACHERS' NOTES

Survivor Kids: Get Ready for Wild Australia by Peter Macinnis



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Recommended Year Levels: Years 2–6

Author: Peter Macinnis



Peter Macinnis is a Sydney-based science and history writer. His many awards include the 2010 Children's Book Council of Australia Eve Pownall Winner for *Australian Backyard Explorer*, and the 2012 Whitley Award, Young Naturalist category, from the Royal Zoological Society of NSW and the 2013 WA Premier's Book Awards, Children's Literature (joint winner) for *Australian Backyard Naturalist*. For *The Big Book of Australian History*, Peter received a Notable Book award in the 2014 Children's Book Council of

Australia Book of the Year Awards. His 2019 book *Australian Backyard Earth Scientist* was shortlisted for the Australian Publishers Association’s Educational Publishing Awards Australia in the category of primary student resource for arts/science/humanities/social sciences/technologies/health and physical education/languages.

About the Book

What would you do if you got lost in the bush? If you found yourself in an earthquake? If a cyclone was headed your way? Or if you found a spider in your boot?

Learn how to survive in the wild Australian environment with the aid of *Survivor Kids*, a handy reference full of fascinating stories, facts and activities. From what to take on a bushwalk to finding your way out of a rip, this book can teach you what to do when things go horribly wrong.

Did you know that explorer Paddy Whelan was left in the middle of the Great Victoria Desert after an aeroplane crash because he added too much weight to the damaged plane? Whelan knew how to find water in arid saltpan—would you? Heed the cautionary tale of Val Plumwood, who was tipped out of her canoe in Kakadu and nearly eaten by a crocodile. She thought it wouldn’t attack her, but she was wrong!

Separate fact from fiction by busting some long-standing survival myths, look into the past to learn from the misadventures of others and put theory into action with activities you can do in your own backyard. So grab your hat and your backpack, pull on some sturdy shoes and get ready for an adventure!

AUSTRALIAN CURRICULUM CONTENT

- Learning Areas
 - Science
 - HASS
- General capabilities
 - Critical and Creative thinking
 - Personal and Social Capability
 - Intercultural Understanding
- Cross-curriculum priorities
 - Aboriginal and Torres Strait Islander Histories and Cultures
 - Sustainability
- Digital Classroom
 - Year 3: [Connections to Country](#)
 - Year 5: [Inland Adventures](#)

Introductory Activities

These are activities to do before reading to prepare students for the concepts and themes explored in the book. They are not necessarily curriculum based.

- Look at the cover of the book with the class. What do you think this book will be about? What do you see that makes you say that?
- Discuss broad themes of the book, covering topics such as the students' understanding of how to survive in various disaster scenarios, including:
 - getting lost in the bush
 - bushfires
 - floods
 - storms
 - cyclones
 - encounters with dangerous animals.
- Discuss the concept of urban myths and the importance of having the correct information to help you survive in difficult situations.
- Ask students to share personal experiences of natural disasters.

SCIENCE

Year 2

Content description

People use science in their daily lives, including when caring for their environment and living things ([ACSHE035](#))

Elaborations

- Monitoring information about the environment and Earth's resources, such as rainfall, water levels and temperature
- Investigating how Aboriginal and Torres Strait Islander Peoples use science to meet their needs, such as food supply
- Identifying the ways humans manage and protect resources, such as reducing waste and caring for water supplies
- Recognising that many living things rely on resources that may be threatened, and that science understanding can contribute to the preservation of such resources

Discussion/Inquiry Questions

- On pages 18 to 32 and 93 to 116 of *Survivor Kids*, Peter Macinnis looks at water from both an historical and a scientific perspective. Discuss the importance of water in our lives.
 - Why do we need water?
 - Where does water come from?
 - How can we find water?
 - What happens when there is not enough water?
- What happens when there is too much water?

Activity

- Choose an aspect of water to research, then create a poster showing your findings. Your topic could include:
 - how the water cycle works in nature
 - how Indigenous people locate water in the bush and/or the desert
 - the importance of respecting water as both a vital part of life on earth, as a source of energy and as a potentially dangerous substance to swim or play in
 - the effects of drought on people, animals and places
 - how to survive in a flood.
- Under supervision, undertake one of the water-based activities/experiments included in *Survivor Kids* (see pages 29, 101, 108–111).

Year 3

Content description

Science involves making predictions and describing patterns and relationships ([ACSH050](#))

Elaborations

- Researching how knowledge of astronomy has been used by some Aboriginal and Torres Strait Islander Peoples
- Making predictions about change and events in our environment
- Considering how posing questions helps us plan for the future

Discussion/Inquiry Questions

- *Survivor Kids* demonstrates how weather plays a big part in our lives. Discuss the role of weather, including:
 - the events in our lives that are impacted by weather
 - finding out and understanding weather forecasts
 - coping with changes in the weather.

Activity

- Write a story or draw a picture showing how a disastrous or dangerous weather event has affected your life. Include the following:
 - the event
 - your preparation for the event
 - the weather that affected it
 - how you coped with or adapted to the change in the weather
 - what you learnt from the experience.

Content description

Science knowledge helps people to understand the effect of their actions ([ACSH051](#))

Elaborations

- Researching Aboriginal and Torres Strait Islander Peoples' knowledge of the local natural environment, such as the characteristics of plants and animals
- Considering how heating affects materials used in everyday life

- Considering how materials including solids and liquids affect the environment in different ways
- Deciding what characteristics make a material a pollutant

Discussion/Inquiry Questions

- In the chapter ‘Surviving Fire’ (pages 45–66) in *Survivor Kids*, Peter Macinnis discusses how Indigenous people use fire-stick farming to conserve and control the size and intensity of bushfires. Discuss the following:
 - How did Indigenous people use fire to help them hunt food, farm the land and control bushfires?
 - How could such practices be used today to help control the dry fuel in the bush that contributes to the intensity and spread of bushfires?

Activity

- Make a series of posters showing:
 - the ways in which a bushfire can start (e.g. lightning, hot car exhaust pipes, welding, cigarette butts, falling powerlines, arson)
 - how to prepare for bushfires to ensure that our towns, farms and homes are as fireproof as possible
 - What happens during a bushfire:
 - How does it start?
 - How does it spread?
 - How is it fought?
 - What effect does it have on people, places and the environment?

Content description

With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment ([ACSI054](#))

Elaborations

- Consulting with Aboriginal and Torres Strait Islander Peoples to guide the planning of scientific investigations, including safety considerations for field investigations
- Working with teacher guidance to plan investigations to test simple cause-and-effect relationships
- Discussing as a whole class ways to investigate questions and evaluating which ways might be most successful
- Discussing safety rules for equipment and procedures

Discussion/Inquiry Questions

- *Survivor Kids* presents a number of activities and experiments for you to conduct to further explore the information presented in the book. Discuss the ways in which you should conduct such experiments, including:
 - safety rules
 - equipment needed
 - people involved
 - recording your findings

- verifying your findings
- presenting your findings

Activity

- Under appropriate supervision, select and carry out one of the scientific experiments or activities in *Survivor Kids*. Present your findings to the class as either a written report or a PowerPoint presentation.
- Activities by chapter:
 - **In the Landscape**
 - Figuring out distances (page 11)
 - Using a compass app (page 13)
 - Using the sun for bearings (page 14)
 - Using the night sky (page 15)
 - Distilling water (page 29)
 - **Surviving Fire**
 - Rising heat (page 59)
 - Smothering fire (page 63)
 - **Surviving Earth Movements**
 - Creating asteroid craters (page 81)
 - Finding your nearest volcano (page 89)
 - **Surviving Wild Water**
 - Finding rips (page 100)
 - Wave watching (page 101)
 - Finding floods in miniature (page 108)
 - Making a rain gauge (page 111)
 - **Surviving Wild Winds**
 - Making static electricity (page 120)
 - Figuring out distance from lightning (page 123)
 - Figuring out wind direction (page 137)
 - The Beaufort scale (page 139)
 - **Surviving Dangerous Animals**
 - Studying spider webs (page 159)
 - Spotlighting: finding spiders at night (page 161)
 - Watching leeches (page 168)

Year 4

Content description

Living things depend on each other and the environment to survive ([ACSSU073](#))

Elaborations

- Recognising how Aboriginal and Torres Strait Islander Peoples perceive themselves as being an integral part of the environment
- Investigating how plants provide shelter for animals

- Recognising that interactions between living things may be competitive or mutually beneficial

Discussion/Inquiry Questions

- Pages 141 to 169 of *Survivor Kids* deal with dangerous Australian animals, how to live with these remarkable creatures and how to survive negative interactions with them. Discuss Australia's native animals:
 - Which ones can be dangerous and how can we avoid them?
 - Which ones are endangered and how can we help them?
 - What urban myths feature native Australian animals?

Activity

- Create a brochure or poster identifying dangerous Australian animals in your area and showing how to treat someone who has been injured by them. Possible creatures include:
 - snakes
 - crocodiles
 - sharks
 - scorpions
 - ticks
 - spiders
 - ants
 - wasps
 - leeches
 - jellyfish
 - octopuses

Content description

Earth's surface changes over time as a result of natural processes and human activity ([ACSSU075](#))

Elaborations

- Considering how Aboriginal and Torres Strait Islander Peoples' fire management practices over tens of thousands of years have changed the distribution of flora and fauna in most regions of Australia
- Exploring a local area that has changed as a result of natural processes, such as an eroded gully, sand dunes or river banks
- Investigating the characteristics of soils
- Considering the effect of events such as floods and extreme weather on the landscape, both in Australia and in the Asia region

Discussion/Inquiry Questions

- Discuss the reasons why, in recent times, Australia has been subjected to more of the natural disasters covered in *Survivor Kids*. In particular, look at the effects of human-induced climate change. Discuss the following:
 - What is climate change?
 - What is the difference between natural and man-made climate change?

- What are factors have led to accelerated climate change?
- Apart from learning how to survive more frequent and more intense weather conditions, what can we do to help ameliorate these changes?

Activity

- Create a poster/video/collage featuring renewable energy sources and how we can use them

Content description

With guidance, identify questions in familiar contexts that can be investigated scientifically and make predictions based on prior knowledge ([AC SIS064](#))

Elaborations

- Acknowledging and using information from Aboriginal and Torres Strait Islander Peoples to guide the formulation of investigable questions regarding life cycles
- Considering familiar situations in order to think about possible areas for investigation
- Reflecting on familiar situations to make predictions with teacher guidance
- Choosing questions to investigate from a list of possibilities

Discussion/Inquiry Questions

- *Survivor Kids* shows you how to survive in natural disasters. Discuss the various ways that people react in dangerous situations. These could include:
 - running away
 - freezing
 - having a meltdown
 - taking charge
 - putting in place safety procedures

Activity

- Create a play in which members of the class react in different ways to the same dangerous situation:
 - Select one of the natural disasters outlined in *Survivor Kids*.
 - Show a wide range of different possible scenarios and reactions to these disasters.
 - Discuss what the safest and most appropriate reactions are in this situation.

Content description

Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends ([AC SIS068](#))

Elaborations

- Identifying and discussing numerical and visual patterns in data collected from students' investigations and from other sources
- Using provided graphic organisers to sort and represent information
- Discussing with teacher guidance which graphic organisers will be most useful in sorting or organising data arising from investigations

Discussion/Inquiry Questions

- Based on the scenarios examined in the previous activity (for ACSIS064), discuss the best ways to record the data you have collected through exploring various reactions to a dangerous situation.

Activity

- Create a graphic representation of possible responses to a specific situation, recording the following:
 - Possible reactions
 - Results of each reaction
 - Most appropriate responses to such situations

Content description

Represent and communicate observations, ideas and findings using formal and informal representations (ACSIS071)

Elaborations

- communicating with other students carrying out similar investigations to share experiences and improve investigation skills
- using simple explanations and arguments, reports or graphical representations to communicate ideas to other students

Discussion/Inquiry Questions

- *Survivor Kids* presents various ways of responding to natural disasters. Discuss the following:
 - How **would** you respond to a natural disaster?
 - How **should** you respond to a natural disaster?
 - How can you **communicate** the safest responses to others?

Activity

- Divide the class into groups and allocate each group a specific natural disaster. Each group should:
 - research their natural disaster
 - select a method of communicating to the class about safe responses to that disaster
 - communicate their findings to the class.

Year 5

Living things have structural features and adaptations that help them to survive in their environment ([ACSSU043](#))

Elaborations

- Exploring general adaptations for particular environments such as adaptations that aid water conservation in deserts
- Describing and listing adaptations of living things suited for particular Australian environments
- Explaining how particular adaptations help survival such as nocturnal behaviour, silvery coloured leaves of dune plants

- Investigating Aboriginal and Torres Strait Islander Peoples' knowledge of the adaptations of certain species and how those adaptations can be exploited

Discussion/Inquiry Questions

- As *Survivor Kids* shows (see pages 18–19), many native animals have adapted to living in harsh desert conditions. Discuss the ways in which some animals and plants survive, including:
 - storing water or fat in their bodies
 - hunting for food at night
 - hibernating
 - knowing where to find water sources
 - having physical features that enable them to survive in harsh conditions.

Activity

- Research a native animal that has adapted to living in the desert (e.g. dunnart, bilby, emu, dingo, red kangaroo, marsupial mole, burrowing frog or bearded dragon).
- Present your research findings as a poster or a picture book, using images, photographs and diagrams. Show the following information:
 - a map showing where in Australia the animal lives
 - a description of the animal
 - a description of its habitat
 - details about how it is able to survive in such harsh conditions.

Content description

Compare data with predictions and use as evidence in developing explanations ([ACSYS218](#))

Elaborations

- Sharing ideas as to whether observations match predictions, and discussing possible reasons for predictions being incorrect

Discussion/Inquiry Questions

- *Survivor Kids* presents a number of activities and experiments for you to further explore the information presented in the book. Discuss the ways in which you should conduct such experiments, including:
 - safety rules
 - equipment needed
 - people involved
 - recording your findings
 - verifying your findings
 - presenting your findings

Activity

- Under appropriate supervision, select and carry out one of the scientific activities in *Survivor Kids* and present your findings to the class. Activities by chapter:
 - **In the Landscape**
 - Figuring out distances (page 11)

- Using a compass app (page 13)
- Using the sun for bearings (page 14)
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 - Studying spider webs (page 159)
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 - Watching leeches (page 168)

Year 6

Content description

The growth and survival of living things are affected by physical conditions of their environment ([ACSSU094](#))

Elaborations

- Investigating Aboriginal and Torres Strait Islander Peoples' knowledge and understanding of the physical conditions necessary for the survival of certain plants and animals in the environment
- investigating how changing the physical conditions for plants impacts on their growth and survival such as salt water, use of fertilizers and soil types
- observing the growth of fungi such as yeast and bread mould in different conditions
- researching organisms that live in extreme environments such as Antarctica or a desert
- considering the effects of physical conditions causing migration and hibernation

Discussion/Inquiry Questions

- Discuss the effect of natural disasters on the environment:
 - What happens to the land during a bushfire, flood or cyclone?
 - How do such devastating events affect vegetation, trees, waterways and creatures?

- In what ways can such events have positive, as well as negative, effects on the environment?

Activity

- Research the effect of bushfires on native plants and trees in your area, examining both positive and negative effects.
- Choose a particular plant or tree and draw a diagram showing how it responds to a bushfire.

Content description

Sudden geological changes and extreme weather events can affect Earth's surface ([ACSSU096](#))

Elaborations

- researching Aboriginal and Torres Strait Islander peoples' cultural stories that provide evidence of geological events
- investigating major geological events such as earthquakes, volcanic eruptions and tsunamis in Australia, the Asia region and throughout the world
- recognising that earthquakes can cause tsunamis
- exploring ways that scientific understanding can assist in natural disaster management to minimise both long- and short-term effects
- considering the effect of drought on living and non-living aspects of the environment

Discussion/Inquiry Questions

- Examine the Indigenous traditions and stories documented on pages 58, 68–70 and 110 of *Survivor Kids*. Discuss how Indigenous people communicated survival skills through such stories and through art, dance, ceremony and other means.

Activity

- Read a number of Dreaming stories and discuss how they are related to surviving on the land.
- Retell one of these stories either in prose, poetry, graphic narrative or artwork, highlighting the scientific understanding underpinning them.

HASS—Inquiry and Skills

Year 2

Content description

Sort and record information and data, including location, in tables and on plans and labelled maps ([ACHASSI036](#))

Elaborations

- Sorting and recording written or pictorial information or survey results in tables under headings such as 'then/now', 'past/present/future', 'places near/far', 'places visited', 'purpose', 'frequency', 'distance'

- Creating pictorial maps with annotations to show familiar local and/or historical sites, their features and location, and adding further information as extra sites are identified
- Locating the places, they are connected to (such as through family, travel, friends), or the places they visit for shopping, recreation or other reasons on a print, electronic or wall map
- Making a map or plan of significant places in the community, incorporating symbols to show location of objects or significant features

Discussion/Inquiry Questions

- Discuss water sources and rainfall patterns where you live.
 - Where does your drinking water come from?
 - What rivers, streams, billabongs, dams and other waterways exist in your area?
 - What is the average annual rainfall where you live?
 - What water restrictions are in place in your area?

Activity

- Create a map of your suburb or geographical area showing
 - major rivers, lakes, dams and other water sources
 - how water from these sources ends up in your tap water, wells or water tanks.
- Create a brochure showing:
 - the current water restrictions where you live
 - suggestions of how to conserve water.

Content description

Interpret data and information displayed in pictures and texts and on maps ([ACHASSI040](#))

Elaborations

- Interpreting distance on maps using terms such as ‘metres’, ‘distant’, ‘close’, ‘local’, ‘many hours in a bus/car/plane’, ‘walking distance’ to decide on the accessibility of different features and places
- Interpreting flowcharts and geographic and concept maps to explore system connections (for example, places members of their class are connected to, where some food comes from, how Aboriginal songlines connect places)
- Interpreting symbols and codes that provide information (for example, map legends)
- Explaining what intangible boundaries mean or why they exist (for example, the equator as a division on a globe, out-of-bounds areas shown on a plan of the school)

Discussion/Inquiry Questions

- Discuss how to prepare for a hike in the bush, including:
 - planning your route and how long it will take to walk
 - letting people know when and where you are going
 - packing appropriate food, water, clothing and safety equipment.

Activity

- Locate a map of the suburban walking trails closest to you or walking trails in your nearest national park.
- Plan a hike along one of these routes and mark it on your map.

- Estimate how long it will take to walk the route.
- Identify the landmarks, animals and plants you may encounter on your hike.
- Create a poster or brochure showing the things you need to take if you are going for a long walk or a hike in the bush and the things you need to look out for. Include the following:
 - the equipment you need to take (e.g. water bottles, compass, map, first aid kit, tent)
 - how much food you should carry
 - major landmarks you may encounter
 - animals, plants and other flora and fauna to look out for.
- Under supervision, go for a hike on a walking track near your school. Write a report about your walk:
 - What did you see along the way?
 - How long did your walk take?
 - Was it easier or harder than you expected? Why?
 - Had you brought the correct things with you? What would you bring or not bring next time you go on this walk?

Year 3

Content description:

Pose questions to investigate people, events, places and issues ([ACHASSI052](#))

Elaborations

- Developing inquiring questions as they investigate (for example, 'Why there?' questions about location; 'What might happen?' questions about future consequences of natural processes or people's actions in places; and 'What ought to happen?' questions or other questions about ethical behaviour, sustainability and preferred futures)*
- Asking key questions when investigating a topic (for example, questions such as 'How did people settle?', 'Who were they?', 'Why did they come to the area?' when researching the establishment of a local community) and probing questions during an investigation (for example, 'Why is that so?', 'What else do we need to know?')

Discussion/Inquiry Questions

- A number of different disaster scenarios are presented in *Survivor Kids*. Discuss what you would do while hiking in the bush if you were:
 - lost
 - running out of water
 - caught in a bushfire
 - caught in a thunder storm
 - caught in a flash flood
 - involved in an accident
 - bitten or attacked by an insect or a dangerous animal

Activity

- Create a brochure, a presentation or a poster showing how to survive in one of the above scenarios.

Content description

Locate and collect information and data from different sources, including observations ([ACHASSI053](#))

Elaborations

- Locating sources suited to learning about the past (for example, photographs, interviews, newspapers, stories and maps, including those online)
- Collecting information in the field (for example, taking photographs, making sketches, taking water measurements or collecting natural objects to support the investigation of ecological health, settlement or demographic details of a place)*
- collecting data from maps, aerial photographs, satellite images or a digital application (for example, Google Earth) to identify, locate and describe different types of settlement
- Acquiring geographical information from schools in geographically contrasting parts of Australia and/or neighbouring countries

Discussion/Inquiry Questions

- In *Survivor Kids*, Peter Macinnis includes true stories from the past. Discuss how these stories have been researched:
 - What types of documents, images, newspapers or books did he consult?
 - Where would you find such information (your school library or the National Library's [Trove](#) are great places to start)?

Activity

- Select one of the historical accounts from *Survivor Kids* listed below and research it using a range of historical sources, including:
 - photographs
 - newspaper articles
 - illustrated newspapers
 - journal and magazine articles
 - newsreels and videos
 - retellings of the story as creative nonfiction or in picture book format
- Present your findings to the class in the form of a collage or scrapbook of clippings, images, newspaper articles, information and so on.
- Historical accounts include:
 - **In the Landscape**
 - Captain Watkin Tench (page 10)
 - Paddy Whelan (pages 18–19)
 - John Hunter (pages 24–25)
 - The Duff children (pages 30–31)
 - Robert Crocker (pages 42–43)
 - **Surviving Fire**
 - Black Saturday (pages 48–49)
 - Black Thursday (pages 54–55)
 - Canberra firestorm (pages 64–65)
 - **Surviving Earth Movements**
 - Newcastle earthquake (pages 72–73)
 - Christchurch earthquakes (pages 78–79)

- Boxing Day Tsunami (pages 82–83)
- **Surviving Wild Water**
 - Gundagai flood (pages 102–103)
 - Brisbane floods (pages 104–105)
 - Mine flooding (pages 113–115)
- **Surviving Wild Winds**
 - Cyclone Tracy (pages 126–127)
 - Mackay cyclone (pages 132–133)
- **Surviving Dangerous Animals**
 - Val Plumwood and the crocodile (pages 148–149)
 - Shark attack (page 151)
 - Spider bites (pages 156–157)

Content description

Draw simple conclusions based on analysis of information and data (ACHASSI058)

Elaborations

- Explaining conclusions about how their place and community have changed and developed (for example, settlement patterns, local changes in plant and animal species, historic events, cultural celebrations)
- Examining the meaning of diversity using examples drawn from their community (such as celebrations and commemorations), drawn from other countries (such as environments, climate, lifestyle, settlement) and from the experiences of their peers (such as how they participate in their family and community)

Discussion/Inquiry Questions

- In *Survivor Kids*, the plight of the Duff children in Victoria in the 1800s is provided as an example of what not to do when you get lost in the bush (see pages 30–31). Discuss how children survived in the bush in the 1800s:
 - What bushcraft skills did they learn?
 - What tools did they have for survival?
 - What were communications like then?
 - How did people find out what had happened to the children?
 - What special skills did the Indigenous trackers have that allowed them to find the children alive after nine days in the bush?

Activity

- Research the story of the Duff children using newspaper accounts, books and images. Retell the story as a newspaper article, examining the following points:
 - How did the children get lost?
 - What major mistake did they make?
 - How did they survive for nine days?
 - Why were the Indigenous trackers able to find the children when the white settlers could not?
 - What can we learn from the children’s experiences about the best way to survive if you get lost in the bush?

- How would things be different today? Would the children's chances of survival be higher or lower? Why?

Year 5

Content description

Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions ([ACHASSI096](#))

Elaborations

- Categorising information using digital and non-digital graphic organisers (for example, flowcharts, consequence wheels, futures timelines, Venn diagrams, scattergrams, decision-making matrixes and bibliography templates)
- Constructing maps, tables and graphs using appropriate digital applications and conventions (such as border, source, scale, legend, title and north point) to display data and information (for example, information about the movement of peoples over time in colonial Australia; the different climates of Europe and North America; population growth of Australian colonies; cultural and religious groups in Australia at different times; influences on consumer purchasing decisions)
- Deciding which recording methods and tools (for example, graphs, tables, field sketches, questionnaires, scattergrams, audio-recorders, video recorders, cameras, water or air quality testing kits, binoculars, clinometers, calculators) suit the data or information to be collected
- Mapping geographical data using spatial technologies (for example, the location of recent bushfires in Australia, or information they have collected through fieldwork)

Discussion/Inquiry Questions

- *Survivor Kids* includes examples of how Indigenous people have survived in Australia's often harsh climate. Discuss how you would research their survival skills.
 - What resources would provide the best information?
 - How do you cover both historical and contemporary information?
 - Who can you interview to get firsthand information?
 - What can you learn from digital sources?
 - What can you learn from newspaper articles, especially those from colonial times?
 - How could you present your findings (e.g. maps, graphs)?

Activity

- Select a particular survival skill used by Indigenous Australians (e.g. how and where to find water; how to erect, use and site shelters; what native plants and vegetation to eat and how to safely prepare them; how to use fire-stick farming; how to use aquaculture methods to conserve as well as catch freshwater creatures).
- Research your selected survival skills using a range of primary and secondary sources.
- Present your findings and include maps, diagrams and other visual means of presentation.

Year 6

Content description

Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI122)

Elaborations

- generating appropriate questions before, during and after an investigation to frame and guide the stages of the inquiry
- developing different types of research questions for different purposes (for example, probing questions to seek details, open-ended questions to elicit more ideas, practical questions to guide the application of enterprising behaviours, ethical questions regarding sensitivities and cultural protocols)
- mind-mapping a concept to create research questions that reveal connections between economic, political, and/or environmental systems (for example, 'How does shipping connect Asia and Australia?', 'What is ship ballast?', 'How does ballast water in modern ships affect local waters?', 'Where in Australia has ballast water been an issue?', 'What are the economic and environmental impacts of ballast water?', 'What is Australia's role in managing world ballast water regulation?')
- developing questions to guide the identification and location of useful sources for an inquiry or an enterprise project

Discussion/Inquiry Questions

- A number of disaster scenarios are presented in *Survivor Kids*. Discuss what could happen to you while you are hiking in the bush. Discuss what you would do if you were:
 - lost
 - running out of water
 - caught in a bushfire
 - caught in a storm
 - caught in a flash flood
 - bitten or attacked by a dangerous animal or insect

Activity

- Create a brochure showing how to survive one of the above scenarios.

Content description

Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions ([ACHASSI124](#))

Elaborations

- categorising information using digital and non-digital graphic organisers (for example, flowcharts, consequence wheels, futures timelines, mapping software, decision-making matrixes, digital scattergrams, spreadsheets, and bibliography templates)
- constructing tables and graphs with digital applications as appropriate to display or categorise data and information for analysis (for example, a table to show the similarities and differences in official languages and religions across a number of countries)
- creating maps using spatial technologies and cartographic conventions as appropriate (including border, source, scale, legend, title and north point) to show information and data, including location (for example, a large-scale map to show the location of places and their

features in Australia and countries of Asia; a flow map or small-scale map to show the connections Australia has with Asian countries such as shipping or migration)

- explaining spatial representations (for example, describing how the representation of the spherical globe on flat paper produces distortions in maps)

Discussion/Inquiry Questions

- In *Survivor Kids*, Peter Macinnis has included a number of stories from the past. Discuss how these stories have been researched:
 - What types of documents, images, newspapers, books did he consult?
 - Explore where you would find such information (your school library or the National Library's [Trove](#) are great places to start).

Activity

- Select one of the historical accounts from *Survivor Kids* listed below and research it using a range of historical sources, including:
 - photographs
 - newspaper articles
 - illustrated newspapers
 - journal and magazine articles
 - newsreels and videos
 - retellings of the story as creative nonfiction or in picture book format
- Present your findings to the class in the form of a collage or scrapbook of clippings, images, newspaper articles, information and so on.
- Historical accounts include:
 - **In the Landscape**
 - Captain Watkin Tench (page 10)
 - Paddy Whelan (pages 18–19)
 - John Hunter (pages 24–25)
 - The Duff children (pages 30–31)
 - Robert Crocker (pages 42–43)
 - **Surviving Fire**
 - Black Saturday (pages 48–49)
 - Black Thursday (pages 54–55)
 - Canberra firestorm (pages 64–65)
 - **Surviving Earth Movements**
 - Newcastle earthquake (pages 72–73)
 - Christchurch earthquakes (pages 78–79)
 - Boxing Day Tsunami (pages 82–83)
 - **Surviving Wild Water**
 - Gundagai flood (pages 102–103)
 - Brisbane floods (pages 104–105)
 - Mine flooding (pages 113–115)
 - **Surviving Wild Winds**
 - Cyclone Tracy (pages 126–127)
 - Mackay cyclone (pages 132–133)

○ **Surviving Dangerous Animals**

- Val Plumwood and the crocodile (pages 148–149)
- Shark attack (page 151)
- Spider bites (pages 156–157)

Content description

Work in groups to generate responses to issues and challenges ([ACHASSI130](#))

Elaborations

- planning a project, campaign or enterprise around an identified challenge with specification of the sequence of tasks and activities, responsibilities and deadlines
- participating collaboratively on committees, in an enterprise or a simulated parliament taking responsibility for respectful interactions with others
- applying enterprising behaviours (for example, taking on a leadership role in a project, working with others to make decisions)
- brainstorming solutions to an issue that is significant to a group and using negotiation to reach consensus on a preferred approach to resolving the issue

Discussion/Inquiry Questions

- Discuss how you should prepare for a hike in the bush:
 - How do you plan your route?
 - Who do you let know when and where you are going?
 - What do you pack to take with you?
 - What safety equipment should you take?

Activity

- Locate a map of the suburban walking trails closest to your school or walking trails in your nearest national park:
 - Plan a hike along one of these routes and mark it on your map.
 - Estimate how long it will take you to walk the route.
 - Identify the landmarks, animals and plants you may encounter on your hike.
- Create a poster or a brochure showing the things you need to take on a hike in the bush and the things you need to look out for. Include the following:
 - the equipment you need (for example, water bottles, compass, map, first aid kit, tent)
 - how much food and water you should carry
 - major landmarks you may encounter
 - animals and plants to look out for.
- Under supervision, go for a hike on a walking track near your school. Write a report of your walk:
 - What did you see along the way?
 - How long did your walk take?
 - Was it easier or harder than you thought it would be? Why?
 - Did you take the correct things with you? What would you take—or not take—next time you go for a walk?

HASS—Geography

Year 3

Content description

The representation of Australia as states and territories and as Countries/Places of Aboriginal and Torres Strait Islander Peoples; and major places in Australia, both natural and human ([ACHASSK066](#))

Elaborations

- Using geographical tools (for example, a globe, wall map or digital application such as Google Earth) to locate and name significant places such as the states, territories, major cities and regional centres in Australia
- Identifying and describing the major natural features of Australia (for example, rivers, deserts, rainforests, the Great Dividing Range, the Great Barrier Reef and islands of the Torres Strait) and describing them with annotations on a map
- Describing how the territory of Aboriginal and Torres Strait Islander Peoples contains the Country/Places of many individuals and language groups

Discussion/Inquiry Questions

- As *Survivor Kids* shows, you need good survival skills to explore some parts of Australia's National Parks. Discuss national parks:
 - What are they?
 - Why do we have them?
 - What role do they play?
 - Which important flora and fauna do they protect?
 - What is the closest national park to your school?

Activity

- Create a map identifying the national parks in your state or territory. Highlight the important flora, fauna and geographical features in those parks.

Year 4

Content description

The importance of environments, including natural vegetation, to animals and people ([ACHASSK088](#))

Elaborations

- Exploring how vegetation has an important role in sustaining the environment by producing oxygen, protecting food-producing land from erosion, retaining rainfall, providing habitat for animals, sheltering crops and livestock, providing shade for people, cooling urban places, producing medicines, wood and fibre, and making places appear more attractive
- Explaining how people's connections with their environment can also be aesthetic, emotional and spiritual

- Explaining the significance of vegetation endemic in the local area to survival of Aboriginal and/or Torres Strait Islander Peoples (for example, as a source of food, shelter, medicine, tools and weapons)
- Exploring strategies to protect particular environments that provide the habitats for animals (for example, planting bird-attracting vegetation)

Discussion/Inquiry Questions

- Discuss the effect of natural disasters such as bushfires, floods, droughts or cyclones on native animals:
 - Which animals are affected?
 - What happens to them?
 - What happens to their environment?
 - How do they recover?
 - How can we aid their recovery?

Activity

- Select a native animal (e.g. koala, kangaroo, wombat or possum) and research what happens to them during a specific natural disaster and after the disaster has passed.
- Present your finding to the class as a poster, a brochure, a newspaper article, a story, a poem or a piece of artwork.

Year 5

Content description

The impact of bushfires or floods on environments and communities, and how people can respond (ACHASSK114)

Elaborations

- mapping and explaining the location, frequency and severity of bushfires or flooding in Australia
- explaining the impacts of fire on Australian vegetation and the significance of fire damage on communities
- researching how the application of principles of prevention, mitigation and preparedness minimises the harmful effects of bushfires or flooding

Discussion/Inquiry Questions

- *Survivor Kids* deals with bushfires (pages 45–66) and floods (pages 105–115). Discuss how fire and flood behaviours have changed over time:
 - What has changed?
 - How have things changed?
 - What has contributed to higher incidences of extreme bushfires and floods?
 - What are the implications for survival in Australia?
 - How can we ameliorate those changes?

Activity

- Select three specific incidents of either bushfire or flood from the last 50 to 100 years.

- Research the three examples, covering:
 - where they occurred
 - in what area they covered
 - how severe they were
 - their effect on properties, lives, animals and the environment
 - their long-term effects
 - what could have been done to prevent them.
- Present your findings using maps, images, first-hand accounts, newspaper reports and so on.

HASS—History

Year 4

Content description

The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies) ([ACHASSK083](#))

Elaborations

- Investigating pre-contact ways of life of the Aboriginal and/or Torres Strait Islander Peoples; their knowledge of their environment including land management practices; and their fundamental beliefs about the interconnectedness of Country/Place, People, Culture and Identity
- Studying early archaeological sites (for example, Nauwalabila, Devil's Lair, Lake Mungo) that show the long and continuous connection of Aboriginal Peoples to Country
- mapping the diversity of Aboriginal and Torres Strait Islander language groups in Australia and recognising the groups of their local area and state/territory (or considering why there may not be specific local records)

Discussion/Inquiry Questions

- *Survivor Kids* explores the survival skills of Australia's Indigenous people in a number of ways:
 - interaction with explorers (pages 21 and 22)
 - shelter (pages 32 and 110)
 - tracking (pages 21, 26, 30–31)
 - fire-stick farming (pages 35, 46, 49, 58–59)
 - traditions and stories (58, 68–70, 110)
- Discuss the different ways in which Indigenous people interacted with the land, including:
 - farming practices
 - hunting, gathering and growing food
 - fire-stick farming
 - shelter
 - Dreaming stories and survival strategies

Activity

- Read and discuss a number of Dreaming stories and discuss how they are related to surviving natural weather phenomena such as fire or flood.
- Retell one of these stories in prose, poetry, graphic narrative or artwork.

Content description

The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed ([ACHASSK107](#))

Elaborations

- investigating colonial life to discover what life was like at that time for different inhabitants (for example, a European family and an Aboriginal or Torres Strait Islander language group, a convict and a free settler, a sugar cane farmer and an indentured labourer) in terms of clothing, diet, leisure, paid and unpaid work, shopping or trade, language, housing and children's lives
- mapping local, regional and state/territory rural and urban settlement patterns in the 1800s, and noting factors such as geographical features, climate, water resources, the discovery of gold, transport and access to port facilities that shaped these patterns
- discussing challenges experienced by people in the colonial era and the enterprising or sustainable responses made to these challenges (wind energy, food preservation, communication, accessing water)
- investigating the impact of settlement on the local environment and its ecosystems (for example, comparing the present and past landscape and the flora and fauna of the local community)

Discussion/Inquiry Questions

Survivor Kids explores how early European explorers did not make the most of Indigenous knowledge when planning their expeditions. As a consequence, many did not survive (see pages viii, 9, 21, 22 and 33).

- Discuss the approach taken by these explorers:
 - What parts of Australia did they explore?
 - How did they plan their expeditions?
 - What transport did they use?
 - What did they take with them?
 - How did they know where to go?
 - What information did they seek from the Indigenous people who had lived on that land for thousands of years?
 - What happened to them when they didn't take advice from the Indigenous people?

Activity

- Select two early European explorers—one successful and one who died while attempting to explore Australia—and research their stories.
- Create a poster, a play or a narrative showing the approaches of the two explorers and why their outcomes were so different.

Concluding Activities

Discussion/Inquiry Questions

- Discuss creative ways to present information about and responses to surviving in natural disasters or other difficult circumstances.

Activity

- Interview an adult who has experienced a natural disaster. Write about their experience as a piece of creative nonfiction, as a formal interview or as a newspaper article.
- Choose one of the natural disasters described in *Survivor Kids*. Create a brochure showing how to survive this type of disaster featuring cartoon-style images similar to those created by Tony Flowers for this book.
- Collect reference material, including photographs, artwork and other visual representations of the natural disasters featured in *Survival Kids*. Create an artwork in your preferred medium (for example, collage, painting, sketching, prints, creative writing, video or song) that portrays either the natural disaster itself or your emotional response to that disaster.

Further Reading

- Consult the comprehensive list of references on pages 172 to 175 of *Survivor Kids*.
- Other relevant texts include:
 - Heritage Heroes series by Stephanie Owen Reeder, including *Lennie the Legend*, *Lost!* and *Will the Wonderkid*
 - Backyard series, including *Australian Backyard Astronomy*, *Australian Backyard Earth Scientist*, *Australian Backyard Explorer* and *Australian Backyard Naturalist*
 - *The Big Book of Australian History* by Peter Macinnis
 - *Trouble in the Surf* by Stephanie Owen Reeder
 - *Young Dark Emu* by Bruce Pascoe
 - Picture books *Flood*, *Fire*, *Cyclone* and *Drought* by Jackie French and Bruce Whatley
 - *Fauna* by Tania McCartney
 - Magabala Books' retellings of Dreaming stories