Unit plan- monsters

Goal of the lesson, what students will learn, how it fits into their study, what resources are required etc.

**Single Lesson Plan**

**Monsters Introduction**

<table>
<thead>
<tr>
<th>Task</th>
<th>Activity</th>
<th>Resources</th>
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<tbody>
<tr>
<td>Task 1 - What is a monster</td>
<td>To begin the year I have a focus on learning about monsters. Brainstorm what a monster could be, what it might look like how a monster might act. look at some pictures of monsters</td>
<td>Monster pictures, Whiteboard markers to record students responses</td>
</tr>
</tbody>
</table>
Task 2 - Explain what a monster is in this classroom

Tell students that they are going to be monsters in this classroom. But monsters in this classroom have very important rules to follow and the word monster means something very important. Explain to students what the term monsters means in this classroom. Magnificent Organised Nice Special Talented Energetic Responsible Students Explain that they are going to be learning about what each of these things mean and they themselves are going to become monsters in the classroom. Brainstorm/model and list what monsters should look like in the classroom and create your classroom monster rules. Eg walking, listening, caring, having a go, safe hands and safe feet.

M for Magnificent

Task: Task 1 - M is for magnificent

Activity: Read the story the most magnificent thing. Discuss ideas in the book and how this can relate to school eg -Never give up. Keep persevering. How did she feel when she couldn't work it out? What did she do to solve this problem?

Resources: The most magnificent thing book by Ashley Spires Whiteboard markers to record students responses

Task 2 - creating and inventing

In the story the girl invents a sidecart for her dog but it took her several goes to get it right. Explain to the students that they are going to do some inventing today. Show them a small laminated monster. It is their job to design and build a home for their monster to live in.

Resources: Laminated monster figures Boxes/paper/tape/glue etc

Task 3 - reflecting

Reflect on the process of building their home. Was it big enough? What problems did they have and how did they solve them? How were they feeling?

O is for Organised

Task: Task One- when do you need to organise something?

Activity: Brainstorm some ways that or when people might need to get organised eg holidays, shopping, working, going to school

Resources: Whiteboard markers to record students responses

Task 2 - School organisation

What may we need to get organised for school? Brainstorm and list their ideas. Why is it important to be organised? Give students a picture of a back pack and have them draw or cut out pictures of things they need to get organised for coming to school. Lunch, hat, books, drink, jumper etc

Resources: Picture of a back pack

N is for nice

Task: Task 1 - watch video

Activity: Watch a video or read a book about being nice. Discuss what being nice looks like, sounds like and feels like.

Resources: You tube clip Whiteboard markers to record students responses

Task 2 - building towers

After watching the video talk about how the students were being nice and that they are going to give it a try. Their activity is to try and build the biggest/taller tower and work with their partner to achieve this.

Resources: Materials to build towers - eg blocks/boxes/lego

Task 3 - reflection

Look at students towers and talk about nice ways that they worked together to build it and the nice things you observed while working together and building their towers.

Resources: Camera - take photos of towers and students being nice

S is for special

Task: Task 1

Activity: Bring in photo or something special to me (teacher). Show the students. Tell the students that it is something very special to you and ask them what that might mean. Explain why it is special to you and how it makes you feel.

Resources: Something special

Task 2

Students think about something that is very special to them and draw a picture of it

Task 3

Students share their drawing and explain why it is special to them
### T is for Talented

**Task:***
- **Task 1**: What the teacher is talented at -10 mins

**Activity:**
Share with the class something you are talented at. For me it was making cakes. I shared photos of my cake pops and told the class a little bit about how I make them and described how it is a talent of mine. I talked a little bit about what other people might be talented at and we talked about how it is something you are normally very good at. We also discussed that you may only be talented at something after you have practiced and practiced something. I showed a picture of my first cake pop I ever made compared to the ones I make now.

**Resources:**
- May require resource for your talent

**Task 2**: What the students are talented at
- Have the class think about something that they are talented at. Have students draw a picture of what they are talented at. Create a list - one talent for each child and record make a poster to pin up in the class. Explain that we may not all have the same talents everyone is different and we all learn things at different times.
- Could show you tube clip of someone hula hooping and talk about this persons talent.

### E is for Energetic

**Activity:**
- **Task 1**: Play some music and have the children dance or go for a run around the oval or watch a you tube dance clip the students can follow/dance to.
- **Task 2**: Ask students what they needed lots of to be able to dance/move and learn Some students may come up with energy. Explore some of these questions When you have lots of energy, how do you feel? When you don't have lots of energy, how do you feel? Have you ever felt really sleepy or tired in the middle of the day? What do you do to get your energy back? What other kinds of activities use up lots of energy? What kinds of activities do not?
- **Task 3**: We need lots of energy to get through our day at school and to help us learn. Ask students how they might get their energy back if they are feeling tired or worn out? eg eat, have a break, read, relaxation. Brainfood and healthy eating is one way to get our energy back but what is brainfood and what can we eat when it is brainfood time. Make and draw a list of healthy food options.

**Resources:**
- Music/you tube clips

### R is for Responsible

**Activity:**
- **Task 1**: Responsible discussion 10-15 mins

**Resources:**
- Best me I can be I am responsible book

**Task 2**: School bag 5-10mins
- If students have not come up with this idea already guide them into realising they are responsible for packing their own school bag. Create a list of things that the students might need to be responsible for when packing their bag eg lunch box, drink bottle, reader folder, hat, jumper etc. You could also use a students bag as a visual.

**Task 3**: School bag picture 20 mins
- Students colour a picture or draw one of their school bag and then cut out pictures of the items they need to pack in their bag every school morning.

**Resources:**
- School bag, Markers

### S if for students

**Activity:**
- **Task 1**: Time capsule, 5mins

**Resources:**
- Paper plates, magazines, scissors, glue, pencils, catalogues.
### Task 1 - Health
**Activity:** To support the values we learn and explore with our term MONSTERS we also watch the Class Dojo growth mindset videos and do activities based on these throughout the term. This supports and encourages the students to become active, engaged, kind and ready to learn MONSTERS in the classroom.

### Task 2 - Art
**Activity:** In art we create, draw, make and use several techniques to produce monsters this helps later when it comes to designing their pet monsters.

### English
**Activity:** We have focused on several monster books and words that can be used to describe monsters.

### Science
**Task 1 - Intro**
**Activity:** Find out prior knowledge, what do we need to survive? Have a discussion about what we might need to survive

**Resources:**
- Paper, textas, pencils
- Photos of things we need to survive
- Hoops or two tables

**Task 2 - Mind map**
**Activity:** Students create a mind map about what we might need to survive

**Resources:**
- Paper, textas, pencils

**Task 3 - Share peoples mind maps and discuss**

**Task 4 - Talk about what your pets might need to survive and have a table to compare what pets need and what humans need.**

**Resources:**
- Photos of things pets need to survive

**Task 5 - Explain the we are going to learn about what humans and pets need to survive and then they are going to design and create their own pet monster.**

### Pets Features
**Task 1**
**Activity:** Show a picture of your pet or if you don’t have one use a picture or use someone else’s. Talk about your pet its colour, what it eats, what it needs to survive, how it feels, looks, what it does.

**Resources:**
- Picture of a pet
Task 2: Students work in small groups. Give students a picture of a pet (a different one for each group) and students draw, write the features and needs of this pet.

Task 3: The groups share the features of their pets with the rest of the class and compare.

Task 4: Create a large van diagram on the floor and have the class sit around it. Place two monsters next to the van diagram and ask students what features are the same or different. Write their answers and place in the correct location on the diagram.

**Senses**

**Task:**

**Task 1:**
Activity: Have the class watch a short you tube clip or read a short story about the five senses. Ask students to tell you what the 5 senses were and record on the board. Tell students today we are going to explore 4 of the 5 senses and they need to figure out which one they didn’t use.

Resources: You tube or book on 5 senses

**Task 2:**
Prepare a mystery container or containers we had three containers with various things to use our 5 senses like soap, feather, rice, play dough, vanilla essence, bell, a photo. In small groups with a teacher/sso leader or as a whole class we explored what was in the box and the students had to guess or figure out what sense or senses they were using. Sometimes it was more than one sometimes we asked them to close their eyes and use a different sense. We were asking questions like what does it look or smell or feel or sound like? We followed similar steps to pg 16/17 in primary connections Life and living early years.

Resources: Various items for a mystery senses box/container, a box/container, extra support if possible.

**Task 3:**
During our discovery play time or another science lesson create senses tables use coloured dots or numbered tables for children to record which sense they used for which activity. Have a sheet of paper with the five senses that they can stick the coloured dots next to or write the number of what sense they used on that table.

Resources: Sense tables you may have things like feathers, pebbles, musical instruments, containers with objects hidden in them for sound, some cotton wool with different smells/oils on them, Soaps

**Task 4:** At the end of this activity ask students what sense they didn’t use and talk about why? Explain that we will explore this sense in our next lesson

**Sense Taste**

**Task:**

**Task 1:**
Activity: Have students draw a picture of them and on the other side draw a picture of a pet. Students then draw pictures of things that they eat and things that the pet eats and compare

Resources: Pencils

**Task 2:** Ask students about being hungry, how do you know you are hungry? How do you feel when you eat something? Why do you think we get hungry?

**Task 3:** Prepare earlier some plates of food that have been cut up and disguised. Include foods that will give different tastes like sweet, sour, bitter, spicy, salty etc

Resources: Food

**Task 4:** As a whole class place foods in the middle and taste one food at a time at the same time. Students then try to guess the food and describe what it tastes like. Record their answers on the board. It is a good idea to have a bin and serviettes close by and a small plate as many students may not like the food and want to spit it out. A drink bottle is also a good idea and please check for any food allergies prior to doing this activity.

Resources: Various foods, plates, serviettes, bin, water

**Pet Rock Monsters**

**Task:**

**Task 1:**
Activity: Ask how or what the students would need to take care of a pet. eg food, shelter, water, time Record their answers. This should be revision from previous lessons so they should already have some prior knowledge

Resources:
### Design pet monsters

**Task 1**
- **Activity:** Students now get to design their own pet monster. We created our pet monsters in booklet form and it was used as an assessment piece focusing on science, health and literacy. We filled the booklet out over a few lessons.
- **Resources:** Booklet, pencils

**Task 2**
- **Activity:** Explain to students that they now can create and design their very own pet monster. We read the story *I Need My Monster* which gives wonderful examples of what monsters could be like. We had also been looking and focusing on different descriptive words for monsters in literacy and drawing various monsters in art. Students then draw pictures of their pet monster design on the front of the booklet.
- **Resources:** Booklet, pencils

**Task 3**
- **Activity:** On the next page of the booklet students write and draw what their pet monster needs to survive.

**Task 4**
- **Activity:** On the next page students fill out a senses page this includes them describing/drawing what their pet monster looks like, feel like, sounds like, smells like and what their pet monster eats.

**Task 5**
- **Activity:** The final page links to our health topic. Students fill out a page that has our monster values. So they write/draw what their monster is Magnificent at, when is organised, when it is nice, why it is special, what it is talented at, when it is energetic and when it is responsible. So connecting back to the beginning of the term and through out the term Magnificent Organised Nice Special Talented Energetic Responsible

### Makers Empire

**Task 1**
- **Activity:** Students log in to Maker empire (we had been learning to do this in other lessons)
- **Resources:** I pads, Booklets (pet monster designs)

**Task 2**
- **Activity:** Explain to the students that they are now going to look at their pet monster drawing and try to recreate it in Makers empire. (we used the toy designer).

**Task 3**
- **Activity:** Students begin making their monster designs in Makers empire. Remind students to keep looking at their picture and explain that you might have to make some other choices as their may not be similar shapes to what you have drawn so changes may need to happen.

**Task 4**
- **Activity:** Help students save their designs.

**Task 5**
- **Activity:** As I have a reception class it was easier to get students to make their designs on makers empire in small groups while the rest of the class worked on an independent activity.
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<td><strong>Task 1</strong></td>
<td><strong>Activity:</strong> Take students to the 3D printer and show/demonstrate how to print their monster creations. Talk about the material how it works and let the students watch it print or ask questions. If you are not printing all the students designs then as a class you could vote which monster you would like to have as your class pet and then show them how to print that one.</td>
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<tr>
<td><strong>Comparing</strong></td>
<td><strong>Task 1</strong></td>
<td><strong>Activity:</strong> Give students their 3D printed pet monsters to have a look at and a play with.</td>
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<td></td>
<td><strong>Task 2</strong></td>
<td><strong>Activity:</strong> Provide students with a picture of their drawn monster design and the printed model or a picture of their design in makers empire. (I took photos of both and put them into a word document and printed them for the students). Students then compare their drawn monster with their printed or makers empire model. Ask questions like what is the same? what is different? What might you change next time with your drawing or your printed model? what do you like not like about them? Students can work in small groups and discuss their answers with each other or they could draw or write their answers down.</td>
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<td><strong>Task 3</strong></td>
<td><strong>Activity:</strong> Students share what they discovered or found out or learnt when they were comparing their models with the whole class.</td>
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<td><strong>Diorama</strong></td>
<td><strong>Task 1</strong></td>
<td><strong>Activity:</strong> Talk about or discuss what type of environment their pet monster might like in. Is is under your bed like in a story we read, in the forest what type of house? etc</td>
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<td><strong>Task 2</strong></td>
<td><strong>Activity:</strong> Students create a diorama for their pet monster. Include the things that their pet monster would need to survive eg Food, housing. You could also design their homes or the food they eat on Makers empire.</td>
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<td><strong>Equipment to make a diorama,</strong> cardboard, paper, boxes, glue etc</td>
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<tr>
<td><strong>Looking after their pet Monster</strong></td>
<td><strong>Task 1</strong></td>
<td><strong>Activity:</strong> We are using our pet monsters for many activities in the class. But this one is lots of fun! So the students get to share their pet monsters with family and friends they get to take them on a holiday for the weekends. Explain to students that their pet monster for now has to live at school to help us stay focus and remind us of our class values. But every week one student who is using their monster values will be selected to take their pet monster home for the weekend for a holiday.</td>
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<td></td>
<td><strong>Task 2</strong></td>
<td><strong>Activity:</strong> Provide a student with a bag/backpack, scrapbook and their pet monster, this student gets to take their pet monster home for a holiday but they must record what they did with their pet monster in the scrapbook and bring them back to share with the class. The page can include drawings, writing, photos or anything that their pet monster did with them on its holiday. Students must bring their pet monster back to school though otherwise it will miss all the other pet monster friends it has.</td>
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<td><strong>Task 3</strong></td>
<td><strong>Activity:</strong> When the student brings back their monster and the backpack/scrapbook the students share what they did with their pet and what they have recorded in the book. This then goes home with a different student who has been showing the monster values the following week. It is a great way to continue using what they have created and to put into practice what they need to do to keep their pet monster safe and make sure it survives!</td>
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**Downloadable files**
Curriculum

South Australian TEL:

2.2 build a community of learners
2.1 develop democratic relationships
3.2 foster deep understanding and skilful action
3.3 explore the construction of knowledge
4.1 build on learners' understandings
4.2 connect learning to students' lives and aspirations
4.3 apply and assess learning in authentic contexts
4.4 communicate learning in multiple modes

Domain 4: Personalise and connect learning

Australian Curriculum:

Language for interaction
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/72255719-f317-4eb4-b55a-9e4600a2a39b)

Learning That Language Varies According To The Relationships Between People, For Example Between Parent And Child, Teacher And Student, Siblings, Friends, Shopkeepers And Customers (ELBE544)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/df137f38-fa00-4208-ba29-9e4600a2a39b)

Learning That We Use A Different Tone And Style Of Language With Different People [ELBE545]
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/8fb0f6fc-8927-4794-9832-9e4600a2a39b)

Learning To Ask Relevant Questions And To Express Requests And Opinions In Ways That Suit Different Contexts (ELBE546)

Recognising Some Of The Ways We Can Use Speech, Gesture, Writing And Media To Communicate Feelings (ELBE547)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/acbca1f-549c-4a1b-bcb6-9e4600a2a39b)

Recognising Some Of The Ways Emotions And Feelings Can Be Conveyed And Influenced By Visual Representations, For Example In Advertising And Animations (ELBE548)

Explore how language is used differently at home and school depending on the relationships between people (ACELA1428)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ac56656-3daa-4105-a491-9e4600a2a39b)

Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429)

Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/7bf59363-7045-4adf-8395-9e4600a2a39b)

Building Vocabulary Through Multiple Speaking And Listening Experiences (ELBE564)

Discussing New Vocabulary Found In Texts (ELBE565)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/00046fd-d3a4-443c-8d70-9e4600a2a407)
Being Successful (ELBP85)

- Participate in play that promotes engagement with outdoor settings and the natural environment (ACPPS007)
- Swimming or Safe Food Handling and Safety Volunteers (ELBHPE476)

- Looking at different ways the community keeps them safe, for example devices like lights, procedures like safe
- Creating short spoken, written and multimodal observations, recounts and descriptions, extending vocabulary and
- including some content-specific words in spoken and written texts (ELBHPE463)
- Using beginning concepts about print, sound-letter and word knowledge and punctuation to create short texts

- Practising personal skills such as expressing needs, wants and feelings, active listening and showing self discipline to be an effective group member (ELBP33)
- Listened and responding to others when participating in physical activities to achieve agreed outcomes (ELBP40)
- Practising personal skills such as expressing needs, wants and feelings, active listening and showing self discipline to be an effective group member (ELBP33)
Other Devices (ELBT43)

Functions, for example playing with interactive toys and robotic devices to determine which ones can work with recognizing and using hardware and software components of digital systems and experimenting with their sound and images (ELBT263)

Touch screen, keyboard, stylus, or switch scanning device, and using different software to manipulate text, numbers, for example experimenting with different ways of providing instructions to games software using a mouse, touch pad, touch screen, keyboard, stylus, or switch scanning device, and using different software to manipulate text, numbers, images from a website and inserting them into a document; saving and retrieving data (ELBT298)

Exploring and using digital systems for downloading and storing information, for example knowing how to download take a photograph of a grandparent and recording an interview with them about life in the past (ELBT415)

Playing with and using different digital systems for transferring and capturing data, for example using a tablet to identify, use and explore digital systems (hardware and software components) for a purpose (ACTDIK001)

Identifying The Needs Of Humans Such As Warmth, Food And Water, Using Students' Own Experiences (ELBS674)

Recognising The Needs Of Living Things In A Range Of Situations Such As Pets At Home, Plants In The Garden Or Plants And Animals In Bushland (ELBS675)

Comparing The Needs Of Plants And Animals (ELBS676)

LIVING THINGS HAVE BASIC NEEDS, INCLUDING FOOD AND WATER (ACSSU002)

Science involves exploring and observing the world using the senses (ACSH013)

Recognising that observation is an important part of exploring and investigating the things and places around us (ELBS687)

Sharing observations with others and communicating their experiences (ELBS688)

Exploring and using hearing, smell, touch, seeing and taste (ELBS689)

Nature and development of science (ELBS690)

Science as a human Endeavour

Science involves exploring and observing the world using the senses (ACSSH013)

Respond to questions about familiar objects and events (ACSIS014)

Considering questions relating to the home and school and objects used in everyday life (ELBS690)

Consider questions relating to the home and school and objects used in everyday life (ELBS690)

Considering questions relating to the home and school and objects used in everyday life (ELBS690)

Empower in discussions about observations and use methods such as drawing to represent ideas (ACSIS233)

Planning and conducting using sight, hearing, touch, taste and smell so that students can gather information about the world around them (ELBS691)

Using drawings to represent observations and ideas and discussing their representations with others (ELBS693)

Taking part in informal and guided discussions relating to students' observations (ELBS692)

Using drawings to represent observations and ideas and discussing their representations with others (ELBS693)

Science inquiry skills

Processing and analysing data and information (ELBS691)

Share observations and ideas (ACSIS012)

Working in groups to describe what students have done and what they have found out (ELBS694)

Communicating through role play and drawing (ELBS695)

Communicating ideas through role play and drawing (ELBS695)

Communicating ideas through role play and drawing (ELBS695)

Science inquiry skills

Science inquiry skills

Science inquiry skills
Recognising That A Digital System Follows Instructions Or Commands, For Example Instructing Robotic Toys To Perform A Function Such As A Dance Movement (ELBT402)

Conducting A Model Of A Real Or Imaginary Digital Systems Device For Use In Role Play Scenarios And Explaining The Features Of The Device To An Adult (ELBT304)


Collect, explore and sort data, and use digital systems to present the data creatively (ACTDIP003)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/9284032-05a4-4686-887c-6a02ed2d40f)

Collecting And Sorting Data Through Play, For Example Collecting Data About Favourite Toys And Sorting Them Into Categories Such As Toys They Like Or Dislike (ELBT23)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/776f9f06-abc4-4480-8d00-7f55b8d89f8a)

Locating And Purposefully Using Visual Or Text Data, For Example Searching Through A Digital Photo Library To Select An Image, Taking Into Account Cultural Considerations Such As Awareness Of Appropriate Use Of Images And Audio Recordings Of Deceased Persons (ELBT112)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/7f839a9e-7f0e-4c57-bdc0-ac6e412f42de)

Exploring And Imagining The Usefulness Of Different Data Displays, For Example Joing Creating Simple Column Graphs And Picture Graphs To Represent Different Types Of Items (ELBT293)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/62acc3f5-59c4-42c3-976a-6a2a8d7a7e6b)

Exploring And Creating Graphs To Represent Classroom Data, For Example Collecting Data On The Country Of Birth Of Each Student And Presenting The Results As A Picture Graph (ELBT448)


Using Digital Systems To Organise Data To Improve Meaning, For Example Using Word Processing Software To Create A List Of Tasks Or Visualisation Software To Create A Mind Map (Diagram) Showing Relationships Between Characters In A Story (ELBT275)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/7788b0c3-3a9a-449a-8381-759f9bca8d0f)

Using Common Software To Present Data Creatively, For Example As A Slideshow, Movie, Sounds, Image, Chart, Word Art, Poster Or Drawing (ELBT41)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/7ab1dd53-0ae7-4b52-957e-eb6d0f06a47)

Follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems (ACTDIP004)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/1428f2cc-dff0-4bfb-2b1b-80c73054e45a)

Experimenting With Very Simple, Step By Step Procedures To Explore Programmable Devices, For Example Providing Instructions To Physical Or Virtual Objects Or Robotic Devices To Move In An Intended Manner, Such As Following A Path Around The Classroom (ELBT762)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/70e4f4a8-6dc2-47ac-b664-df6a8f90570)

Writing And Entering A Simple Set Of Instructions Joing Sequence Events And Instructions, For Example Scanning Personal Photographs And Collating And Ordering Significant Personal Events Or Milestones And Describing The Steps Involved In The Process (ELBT159)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/ca766bf1-foe0-4f70-b072-e0cc4c107b84)

Presenting A Sequence Of Instructions Or Events In A Series Of Slides Or Screens With Text And Pictures (ELBT247)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/d701a4e-ed7f-5656-ba3b-87f1f6a8182f)

Recognising Sequences Of Instructions Or Events That Are Commonly Experienced Such As The Sequence Of Traffic Lights Or Instructions For Recording A TV Show Or How Their Lunch Order Is Taken And Delivered (ELBT146)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/bb5a5f3-5e67-42ac-85f9-b66e67d2ca2b)

Following A Series Of Instructions To Use A Piece Of Hardware Or Software, For Example Taking A Photograph, Editing And Storing It To Include In A Slow Motion (ELBT379)


Work with others to create and organise ideas and information using information systems, and share these with known people in safe online environments (ACTDIP006)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/6f8d5-ee97-4d00-8b0c-5d56e46340)

Using Different Types Of Data To Create Information For Sharing Online, For Example Creating A Multimedia Class Profile That Includes A Photo Of Each Student, A Personal Audio Recording And A Written Message (ELBT452)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/05a5e66e-338c-4bf4-b657-1b2d5e5bbaee)

Planning And Creating Text, Drawings And Sound Files To Share Online, For Example Joining Creating A Photo Story To Illustrate A Fable Or Fairy Tale From The Asia Region Or A Local Aboriginal And Torres Strait Islander Community Story (ELBT63)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/41075528-90f0-44fb-9d26-4d6bd67ac7d0)

Making Ethical Decisions When Using Images For Public Viewing And Using The Work Of Others, For Example Asking The Question ‘What Is Fair And Just?’ To Compare Images Of Events Or Activities And Decide Whether Or Not To Publish (ELBT7)


Participating In Safe Online Environments, For Example Sharing Ideas And Information Through Intranets, Messaging Only To People They Know, Bookmarked Websites And Moderated Online Spaces (ELBT456)


Recognising That Shared Personal Information Can Be Used For Undesirable Purposes And That Using A Password Is A Function Such As A Dance Movement (ELBT402)


Digital Technologies Processes and Production Skills

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/b0d6c30f-fdbb-45e5-fbf8-89f4a4d2d46b)

Recognise and explore patterns in data and represent data as pictures, symbols and diagrams (ACTDIP002)

link (http://rdf.australiancurriculum.edu.au/elements/2014/09/3f6dfb3c-ffbb-45e5-fbf8-89f4a4d2d46b)
Developing Criteria For Success With Teacher Guidance Including Consideration Of Impact On Environment (ELBT82)

- When Making Products, Watering And Mulching Gardens, Preparing Food, Using Software To Design An Environment
- Materials To Design, Make And Model A Constructed Environment (ELBT112)
- Recording A Judgment About Design Ideas With Teacher Guidance, For Example Expressing Own Likes And Dislikes
- Technologies To Show Different Views (Top View And Side View), For Example A New Environment Such As A Cubby
- Communicating Design Ideas By Modelling, And Producing And Labelling Two Dimensional Drawings Using A Range Of
- Exploring Which Tools, Equipment And Techniques To Use With Selected Materials (ELBT474)
- Advice (ELBT248)
- Identifying Products That Can Be Designed And Produced From Plants And Animals, For Example Food Products, Paper
- Tools And Equipment Needed To Prepare These For Healthy Eating (ELBT209)
- Identifying And Categorising A Wide Range Of Foods, Including Aboriginal Bush Foods, Into Food Groups And Describing
- Consideration Of Impact On Environment (For Example The Environmental Risks And Benefits Of A System For Organically Or Hydroponically Growing A Vegetables Crop From Seed)
- Exploring How People From Different Cultures Including Those Of Asia Design And Produce Different Cuisines Based On
- Sorting Objects And Events Based On Easily Identified Characteristics And Using Digital Systems To Represent Patterns
Recording A Judgment About Design Ideas With Teacher Guidance, For Example Expressing Own Likes And Dislikes
About A Design Idea (ELBT51)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/5bb2764a-f06e-4ce4-804b-e7d62d13f1d8)

Reflecting On The Processes And Challenges Of Designing And Producing A Solution And Sharing These Reflections
Using Digital Technologies, For Example When Growing A Food Product, Designing A Structure To Take A Load Or Making
A Nutritious Snack (ELBT147)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e7998446-7be1-4f91-9f7c-b63e225e2644)

Suggesting Areas For Design Improvement (ELBT232)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/e00506a7-0fe3-467b-92a9-864205fcdacc)

Checking That Planned Features Have Been Included In Design Plans And Drawings By Referring To Identified Criteria
For Success Including Care For The Environment (ELBT94)
link (http://rdf.australiancurriculum.edu.au/elements/2014/09/483a5b5c-ee04-4ef9-8e81-80e858c197a8)