



Mapoon Campus

Year Level: 1 2 3 4 5 6 7

Implemented in Y2005, Term 1 2 3 4

Designed by: Anneliese McIntyre, Alex Jennings and Rob Jennings

Rich Task: Students will design alternative itineraries of interest to a party comprising the student and an exchange student, and to be accompanied by an adult. They will identify a range of issues including transportation options, tourist attractions and sites of historical and cultural significance. They will present the costings and reasons for their choices.

Targeted Repertoires of Practice:

- 1) Applying the techniques and procedures of financial mathematics to budgeting.
- 2) Generating graphical texts (eg maps, diagrams, charts, timelines, timetables)
- 3) Interpreting information presented in a variety of formats.
- 4) Reassembling information in a logical sequence and appropriate format.
- 5) Swaying opinion through an oral or written presentation.
- 6) Understanding and appreciating the interests and priorities of a person from another culture.
- 7) Utilising computer software proficiently (eg electronic spreadsheet)

New Basics Referents:

- *Multiliteracies & Communications Media
- *Active Citizenship

Community Links:

- *Community Elders
- *Local Ranger Lawrie Booth
- *Local Store
- *Mapoon Council
- * Weipa Travel Land

Which would you pick, Mapoon or Cairns?

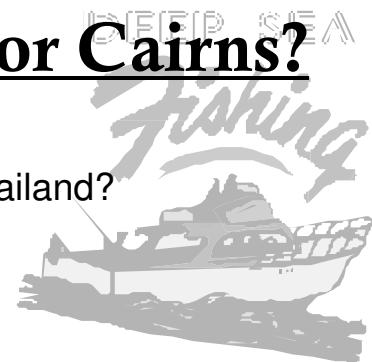
Investigation Questions:

INVESTIGATION 1: What would I be like if I lived in Peru or Thailand?

INVESTIGATION 2: What's a budget?

INVESTIGATION 3: What's an itinerary?

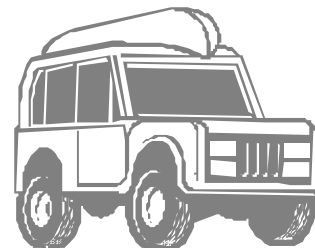
INVESTIGATION 4: Which itinerary would I choose?



Corresponding TROP	Investigation 1: What would I be like if I lived in Peru or Thailand?
TRP 6	Difference between continents and countries (feel for the world). What do students know about other countries and look at diff between some countries I.e. English speaking and non-english speaking countries.
TRP 6	Brainstorm what we want to know about the country and exchange student.
TRP 3 and 4	Look at how to write a profile (features) Students write a profile on themselves.
TRP 6	What is mainstream Australian cultural heritage - Look at pop icons
TRP 3 and 6	Define interests, cultures and values. Watch video on QLD and fill in categories in a table that they fit into.
TRP 6	Students research questions from 1.2 about the other country. Reflect on the information and confer with other students.
TRP 6	Fill in table with information about students culture and values.

Corresponding TROP	Investigation 1: What would I be like if I lived in Peru or Thailand?
<i>TRP 2,3,4 and 6</i>	Students make up a profile about the exchange student from research (Make up names, interests, photos).
<i>TRP 6</i>	Compare your profile to exchange students (Do you have common interests etc).

Corresponding TROP	Investigation 2: What is a budget?
<i>TROP 3</i>	Define budget. What is the itinerary budget? Look at itinerary examples - where do you see costs? (gifts, transports, food, accommodation, activities)
<i>TROP 1 and 3</i>	Look at food plan and research food brochures to estimate meal costs for 1 person. Contact restaurants and get meal price ranges.
<i>TROP 3</i>	Find out how much each activity will cost? Which is the least and most expensive?
<i>TROP 1 and 3</i>	Find out cost of transport (flights, cost of petrol—type of car, how far you need to go.
<i>TROP 1 and 7</i>	What is a spread sheet and what is it used for? Look at features - How does using spreadsheets make work efficient?
<i>TROP 1, 4 and 7</i>	Put mock itinerary prices into a spreadsheet format (practice putting info into spreadsheet)
<i>TROP 3</i>	Look at both good and poor examples of spread sheeting (Are they clear? Do they have all the information needed or is it overload?)
<i>TROP 1, 4 and 7</i>	Practice using spreadsheets for budgeting school lunches etc (calculating totals).
<i>TROP 1, 4 and 7</i>	Put itinerary info into spreadsheet format with totals.



Corresponding TROP	Investigation 3: What's an itinerary?
<i>TROP 3</i>	Create itinerary scenario Define travel itinerary and exchange student (criteria)
<i>TROP 3</i>	Look at some travel itineraries (variety - table and list)
<i>TROP 3</i>	Discuss features of itinerary (cost, activity, time, food, accom) Refer back to criteria sheet - add justification.
<i>TROP 3</i>	Examples of good and poor itineraries - discuss reasons they are one way or the other. Discuss the language to use with parent audience.
<i>TROP 4</i>	Practice creating an itinerary. Plan one school day using table format.
<i>TROP 4</i>	Plan a weekend day using listed format. Discuss how many activities can be done in a day.
<i>TROP 5</i>	List our interests, culture and things we value in our local area.
<i>TROP 2</i>	Look at a map of the local area. Mark in places of cultural significance. Discuss what a key is and how you might use it on a map.
<i>TROP 2</i>	Discuss scaling down a map in size. Practice scaling down scaling a grid.
<i>TROP 2</i>	Look at a blank map with supported itinerary. Is the map confusing? Does it help? How could it be better and support the doc?
<i>TROP 2</i>	Discuss timeline of the itineraries (Local - 2-4 days, State - 5-7 days). What can we fit in those days (rest time).
<i>TROP 4, 5, 6 and 7</i>	How do the activities link to interests and culture? Add activities (with times) and a brief justification for each, into the travel itineraries.
<i>TROP 3</i>	Look at meals. How many a day? What is it a balanced diet? (5 food groups)
<i>TROP 3 and 6</i>	What is Australian food? Look at Thai/Peru recipe books? Which foods would you like to try? Are the ingredients available to buy here?
<i>TROP 3 and 6</i>	Decide on the meals. Does the meals represent both cultures? Is there a combination of cooking and dining out?
<i>TROP 4 and 7</i>	Add the meals to the travel itineraries.
<i>TROP 3 and 6</i>	Look at different types of accommodation. Which would you and the exchange student prefer? What are important features for accommodation?
<i>TROP 3</i>	Use the phonebook, internet (specified sites) to search cost, location and availability of accommodation.
<i>TROP 4 and 7</i>	Add accommodation to the travel itineraries.
<i>TROP 2</i>	Draw/trace maps for both areas and add in the appropriate features. Give the maps titles.
<i>TROP 5</i>	Share and edit both travel itineraries.

Corresponding TROP	Investigation 3: What's an itinerary?
<i>TROP 3</i>	How do you write a recommendation? Look at purpose and features.
<i>TROP 3</i>	From examples, look at the language you would find in a recommendation. Make a word chart.
<i>TROP 3</i>	Look at a variety of examples of recommendations - focusing on identifying the language and features.

Corresponding TROP	Investigation 4: Which itinerary would I choose?
<i>TROP 3</i>	How do you write a recommendation? Look at purpose and features.
<i>TROP 3</i>	From examples, look at the language you would find in a recommendation. Make a word chart.
<i>TROP 3</i>	Look at a variety of examples of recommendations - focusing on identifying the language and features.
<i>TROP 5 and 6</i>	Look at what you would discuss in a recommendation about the itineraries (refer back to what an itinerary includes).
<i>TROP 5</i>	Jointly construct some recommendations (AFL vs NRL, The Lion King vs Finding Nemo).
<i>TROP 4</i>	Practice putting cut up sentences from a recommendation in order to make sense.
<i>TROP 4</i>	Practice language used in recommendations through cloze activities.
<i>TROP 5</i>	Students practice writing their own recommendations about on their own and given topics.
<i>TROP 6</i>	Make a PMI with both itineraries and choose one to recommend.
<i>TROP 4,5 and 6</i>	Write itinerary recommendation using notes from PMI and word chart etc.
<i>TROP 4 and 5</i>	Share and edit the recommendations.