

# Brave & Strong All Day Long

ISBN: 978-0-994339-21-8

## Geography

### Early Stage 1

<a href="#">Overview</a>	
<b>Relevant Outcomes</b>	A student: <ul style="list-style-type: none"><li>• Identifies places and develops an understanding of the importance of places to people (GEe-1)</li></ul>
<b>Geographical Concepts</b>	<ul style="list-style-type: none"><li>• <b>Place:</b> <i>the significance of places and what they are like</i></li><li>• <b>Space:</b> <i>the significance of location and spatial distribution, and ways people organise and manage the spaces we live in</i></li></ul>
<a href="#">People Live in Places (GEe-1)</a>	
<b>Key Inquiry Questions</b>	<ul style="list-style-type: none"><li>• What are places like?</li><li>• What makes places special?</li><li>• How can we look after the places we live in?</li></ul>
<b>Content</b> Important Places	Investigate the importance of places they live in and belong to, for example: <ul style="list-style-type: none"><li>• Identification of places they live in and belong to</li><li>• Discussion of why places are special and how people can care for them</li><li>• Explanation of why people need to take care of places</li></ul>

### Stage 1

<a href="#">Overview</a>	
<b>Relevant Outcomes</b>	A student: <ul style="list-style-type: none"><li>• Describes features of places and the connections people have with them (GE1-1)</li><li>• Identifies ways in which people interact with and care for places (GE1-2)</li></ul>
<b>Geographical Concepts</b>	<ul style="list-style-type: none"><li>• <b>Place:</b> <i>ibid</i></li><li>• <b>Space:</b> <i>ibid</i></li></ul>

<b>Features of Places (GE1-1, GE1-2)</b>	
<b>Key Inquiry Questions</b>	<ul style="list-style-type: none"> <li>• What are the features of, and activities in, places?</li> <li>• How can we care for places?</li> <li>• How can spaces within a place be used for different purposes?</li> </ul>
<b>Content</b> Features of Places	Investigate features of places that can be cared for, for example: <ul style="list-style-type: none"> <li>• Consideration of how a place can be cared for</li> </ul>
How Places are Organised	Investigate activities that occur within places, for example: <ul style="list-style-type: none"> <li>• Discussion of why and how the spaces within places can be rearranged for different purposes</li> <li>• Examination of why various activities are located where they are</li> </ul>
<b>People and Places (GE1-1)</b>	
<b>Key Inquiry Questions</b>	<ul style="list-style-type: none"> <li>• Where are places located in Australia?</li> <li>• How are people connected to places?</li> <li>• What factors affect people's connections to places?</li> </ul>
<b>Content</b> People's Connections to Places	Investigate people's connections and access to places, for example: <ul style="list-style-type: none"> <li>• Discussion of why people visit other places</li> <li>• Examination of how technology has improved people's access to places</li> </ul>
Local and Global Connections	Investigate connections that people, including Aboriginal and Torres Strait Islander Peoples, have to local and global places, for example: <ul style="list-style-type: none"> <li>• Description of reasons people are connected to places in Australia and/or countries across the world</li> </ul>

## PDHPE

<b>Active Lifestyle</b>	
<b>Effects of Physical Activity</b> K-6 Overview	<ul style="list-style-type: none"><li>● Effects on the body</li><li>● Feelings about being active<ul style="list-style-type: none"><li>○ Challenge, satisfaction, enjoyment, achievement</li><li>○ Preferences</li><li>○ Influences</li></ul></li></ul>
Early Stage 1	<ul style="list-style-type: none"><li>● Feelings about being active before, during and after participation</li><li>● Benefits of participation</li><li>● Nominating favourite activities</li></ul>
Stage 1	<ul style="list-style-type: none"><li>● Feelings about being active before, during and after</li><li>● Benefits of participation<ul style="list-style-type: none"><li>○ Enjoyment, friendship</li></ul></li></ul>
<b>Games and Sports</b>	
<b>Aquatics</b> Early Stage 1	<ul style="list-style-type: none"><li>● Water familiarisation<ul style="list-style-type: none"><li>○ Buoyancy, water safety</li><li>○ Survival skills</li></ul></li></ul>
Stage 1	<ul style="list-style-type: none"><li>● Water safety<ul style="list-style-type: none"><li>○ Survival skills</li></ul></li></ul>
<b>Safe Living</b>	
<b>Water Safety</b> K-6 Overview	<ul style="list-style-type: none"><li>● Water environment</li><li>● Safe places to swim</li><li>● Safety equipment</li><li>● Safety skills</li></ul>
Early Stage 1	<ul style="list-style-type: none"><li>● Water Safety awareness</li></ul>
Stage 1	<ul style="list-style-type: none"><li>● Safe places to swim and play near water</li><li>● Survival strategy</li></ul>

# Questions

## Question 1

<p><b>Fiona loves to surf. Are there any sports that you enjoy doing? Why? How does that make you feel?</b></p>	
<p><b>Parts of PDHPE Syllabus Addressed:</b></p>	
<p><b><u>Active Lifestyle</u></b>  <b>Effects of Physical Activity</b></p>	<p><b>K-6 Overview</b></p> <ul style="list-style-type: none"> <li>● Effects on the body</li> <li>● Feelings about being active             <ul style="list-style-type: none"> <li>○ Challenge, satisfaction, enjoyment, achievement</li> <li>○ Preferences</li> <li>○ Influences</li> </ul> </li> </ul> <p><b>Early Stage 1</b></p> <ul style="list-style-type: none"> <li>● Feelings about being active before, during and after participation</li> <li>● Benefits of participation</li> <li>● Nominating favourite activities</li> </ul> <p><b>Stage 1</b></p> <ul style="list-style-type: none"> <li>● Benefits of participation             <ul style="list-style-type: none"> <li>○ Enjoyment, friendship</li> </ul> </li> <li>● Recording activity levels</li> </ul>

## Question 2

<p><b>In <i>Brave &amp; Strong All Day Long</i>, Fiona saves her friend Joe from a rip. If you are caught in a rip, what are some ways you can escape? How can you identify a rip?</b></p>	
<p>Possible answers (question 1):</p> <ul style="list-style-type: none"> <li>● Stay calm</li> <li>● Raise an arm for help</li> <li>● Float</li> <li>● Swim parallel to the shore</li> </ul>	<p>Possible answers (question 2):</p> <ul style="list-style-type: none"> <li>● Deeper, dark-coloured water</li> <li>● Fewer breaking waves</li> <li>● Rippled surface surrounded by blue waters</li> <li>● Things floating out to sea</li> <li>● Discoloured, sandy water</li> </ul>
<p>Information gained from: <a href="https://beachsafe.org.au/surf-safety/ripcurrents">https://beachsafe.org.au/surf-safety/ripcurrents</a></p>	
<p><b>Parts of PDHPE Syllabus Addressed:</b></p>	
<p><b><u>Games and Sports</u></b>  <b>Aquatics</b></p>	<p><b>K-6 Overview</b></p> <ul style="list-style-type: none"> <li>● Water skills</li> </ul> <p><b>Early Stage 1</b></p> <ul style="list-style-type: none"> <li>● Water familiarisation             <ul style="list-style-type: none"> <li>○ Buoyancy, water safety</li> </ul> </li> </ul>

<b>Parts of PDHPE Syllabus Addressed:</b>	
<b><u>Games and Sports</u> Aquatics</b>	<p><b>K-6 Overview</b></p> <ul style="list-style-type: none"> <li>● Water skills</li> </ul> <p><b>Early Stage 1</b></p> <ul style="list-style-type: none"> <li>● Water familiarisation <ul style="list-style-type: none"> <li>○ Buoyancy, water safety</li> <li>○ Survival skills</li> </ul> </li> </ul> <p><b>Stage 1</b></p> <ul style="list-style-type: none"> <li>● Water safety <ul style="list-style-type: none"> <li>○ Survival skills</li> </ul> </li> </ul>
<b><u>Safe Living</u> Water Safety</b>	<p><b>K-6 Overview</b></p> <ul style="list-style-type: none"> <li>● Water environment</li> <li>● Safe places to swim</li> <li>● Safety equipment</li> <li>● Safety skills</li> </ul> <p><b>Early Stage 1</b></p> <ul style="list-style-type: none"> <li>● Water safety awareness</li> </ul> <p><b>Stage 1</b></p> <ul style="list-style-type: none"> <li>● Safe places to swim and play near water</li> <li>● Survival strategies</li> </ul>

**Question 3**

<b>Fiona feels a strong connection with the beach. Why do you think that is? Are there any places that you feel a strong connection too? What can you do to help look after these places?</b>	
<b>Parts of Geography Syllabus Addressed:</b>	
<b><u>Overview</u></b>	<p><b>Relevant Outcomes:</b></p> <p>A student:</p> <ul style="list-style-type: none"> <li>● Identifies places and develops an understanding of the importance of places to people (GEe-1)</li> <li>● Describes features of places and the connections people have with them (GE1-1)</li> <li>● Identifies ways in which people interact with and care for places (GE1-2)</li> </ul> <p><b>Geographical Concepts</b></p> <ul style="list-style-type: none"> <li>● <b>Place:</b> <i>the significance of places and what they are like</i></li> <li>● <b>Space:</b> <i>the significance of location and spatial distribution, and ways people organise and manage the spaces we live in</i></li> </ul>

<p><b><u>Early Stage 1</u></b> <b>People Live in Places (GEe-1)</b></p> <p>Content - Important Places</p>	<p><b>Key Inquiry Questions</b></p> <ul style="list-style-type: none"> <li>• What are places like?</li> <li>• What makes places special?</li> <li>• How can we look after the places we live in?</li> </ul> <hr/> <p>Investigate the importance of places they live in and belong to, for example:</p> <ul style="list-style-type: none"> <li>• Identification of places they live in and belong to</li> <li>• Discussion of why places are special and how people can care for them</li> <li>• Explanation of why people need to take care of places</li> </ul>
<p><b><u>Stage 1</u></b> <b>Features of Places (GE1-1, GE1-2)</b></p> <p>Content - Features of Places</p> <p>Content - How Places are Organised</p>	<p><b>Key Inquiry Questions</b></p> <ul style="list-style-type: none"> <li>• What are the features of, and activities in, places?</li> <li>• How can we care for places?</li> <li>• How can spaces within a place be used for different purposes?</li> </ul> <p>Investigate features of places that can be cared for, for example:</p> <ul style="list-style-type: none"> <li>• Consideration of how a place can be cared for</li> </ul> <p>Investigate activities that occur within places, for example:</p> <ul style="list-style-type: none"> <li>• Discussion of why and how the spaces within places can be rearranged for different purposes</li> <li>• Examination of why various activities are located where they are</li> </ul>
<p><b>People and Places (GE1-1)</b></p> <p>Content - People's Connections to Places</p> <p>Content - Local and Global Connections</p>	<p><b>Key Inquiry Questions</b></p> <ul style="list-style-type: none"> <li>• Where are places located in Australia?</li> <li>• How are people connected to places?</li> <li>• What factors affect people's connections to places?</li> </ul> <p>Investigate people's connections and access to places, for example:</p> <ul style="list-style-type: none"> <li>• Discussion of why people visit other places</li> <li>• Examination of how technology has improved people's access to places</li> </ul> <p>Investigate connections that people, including Aboriginal and Torres Strait Islander Peoples, have to local and global places, for example:</p> <ul style="list-style-type: none"> <li>• Description of reasons people are connected to places in Australia and/or countries across the world</li> </ul>