

OVERVIEW

This resource is designed to support students to make the most of their museum visit through suggested pre and post-visit lesson plans and a learning trail completed at the museum. Lesson plans are suitable for years 3-8, with suggested adaptations included in the descriptions. The curriculum links outlined can be met through a combination of these activities.

PRE-VISIT LESSON PLAN

SUGGESTED TIME
60 minutes

TUNING IN

Students will turn and talk to various partners throughout this activity responding to different prompts. These prompts are random as they are simply to help students begin discussions. The idea behind this warm up is that students will reflect on how the physical activity influenced their experience of interactions. Use the table below as a guide for the turn and talk prompts and modify as needed based on your class context and student's ability.

Prompt	Physical activity
What is your favourite season and why?	Sitting facing a partner.
What are you grateful for today?	Standing facing a partner.
What is the highlight of your week?	Walking next to a partner.
What is a TV show or book you recommend?	Doing star jumps.
What is an activity that helps your wellbeing?	Doing squats.
What is your favourite subject at school and why?	Sitting facing a partner.

After completing all the prompts ask students to reflect on how they felt throughout the interactions.

Which was the easiest way to communicate? Which was the most difficult? Why?

PRE-VISIT LESSON PLAN CONTINUED

STUDENT LED ACTIVITY

Take students outside to play a traditional First Nations game. Some options are linked below, taken from Yulunga Traditional Indigenous Games, found at:

<https://www.sportaus.gov.au/yulunga>

YEEBOO NGANDOONYOO

https://www.sportaus.gov.au/_data/assets/pdf_file/0005/704930/yeeboo_ngandoonyoo.pdf

TABUD NURI

https://www.sportaus.gov.au/_data/assets/pdf_file/0008/704897/tabud_nuri.pdf

KANGAROO

https://sportaus.gov.au/_data/assets/pdf_file/0008/704852/kangaroo.pdf

After the game, encourage students to reflect on how they feel. Did the activity help their mind or body and how?

REFLECTION

Students turn and talk to a partner: share an outdoor activity they enjoy and why.

POST-VISIT LESSON PLAN

SUGGESTED TIME
60 minutes

TUNING IN

Work together to create a class definition of the term physical activity. Begin by asking students to write on a sticky note what 'physical activity' means to them. Collate all of the student's ideas to create an agreed on 'class definition' of physical activity.

PHYSICAL ACTIVITY AUDIT

Encourage students to think about how physical activity is incorporated into their daily routine at school and identify opportunities to add extra physical activity into their days.

STUDENT LED ACTIVITY

Students think of a way that they can create a positive influence in their school setting by attempting to increase physical activity of students (or even teachers!). Students work in small groups and choose a specific target audience, this could be a younger year level, a group of teachers or peers in their class and think of a way to encourage increased participation and involvement in physical activity. This activity is designed to be quite open so that students can use their creativity and take the project as far as they'd like to. Some suggestions could be:

- Create and run a lunchtime club where they could teach ball skills or run games and competitions
- Design a new game or adapt a current game to suit a target audience, for example 5/6 students could design a game for Foundation students. If feasible, students could facilitate teaching of the game to a group of students. This could also be run within their own class, for example students could teach their game to a small group
- Create a short physical activity that could be used as a brain break during their own class
- Think of ways to incorporate a physical element into activities that are currently used in the classroom

POST-VISIT LESSON PLAN CONTINUED

CURRICULUM LINKS

REFLECTION

Discuss with students that teamwork is an important strength when it comes to games that are played at school. Ask students how the character strength of teamwork is important in the game or activity they designed today?

LEVELS 3 & 4

HEALTH AND PHYSICAL EDUCATION

- Examine how success, challenge and failure strengthen personal identities ([VCHPEP088](#))
- Identify and practise strategies to promote health, safety and wellbeing ([VCHPEP091](#))

LEVELS 5 & 6

HEALTH AND PHYSICAL EDUCATION

- Investigate community resources and strategies to seek help about health, safety and wellbeing ([VCHPEP107](#))
- Plan and practise strategies to promote health, safety and wellbeing ([VCHPEP108](#))
- Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment ([VCHPEP113](#))

LEVELS 7 & 8

HEALTH AND PHYSICAL EDUCATION

- Evaluate strategies to manage personal, physical and social changes that occur as they grow older ([VCHPEP124](#))
- Examine barriers to seeking support and evaluate strategies to overcome these ([VCHPEP125](#))
- Investigate and select strategies to promote health, safety and wellbeing ([VCHPEP126](#))

