

Aussie Adventures

Day 1

Length of Lesson: 2 hours 30 minutes

Lesson: Island Survivors

Age: 7-12 years old

Overview: Students will learn about the landscapes of Australia, as well as what is needed to survive in the desert. Students will make their own music and survival dances, and they will collaborate to make a faith dance and a shelter sculpture. As an art project, students will use their knowledge of the Australian landscape to create a treasure map.

Resources/Materials:

Literature: The Basic Essentials of Desert Survival, by Dave Ganci
Desert Survival Handbook, by Charles A. Lehman
After 200 Years, edited by Penny Taylor

Movie: Walt Disney's "Swiss Family Robinson"

Maps of Australia

Art Example

Paper

Pens

Crayons

Colored Pencils

Markers

Goals and Objectives:

Upon completion of this lesson, the students will:

- Recognize the different landscapes of Australia
- Discuss the necessary items for survival in a desert
- Generate movement based on themes discussed in class
- Discuss the dancing of their own as well as the dancing of others
- Enhance cooperative skills through group work
- Collaborate to create music, dances, and sculptures
- Improvise based on themes in class
- Integrate knowledge of Australian landscapes to create a treasure map
- Incorporate different levels into their dancing

Procedures:

Warm-Up: 10 minutes

1. Shape Holding
 - a. The instructor will ask students to choose a shape and hold it. On the count of 3 students will change shapes. Instructor will encourage the use of different levels, and will repeat many times
2. Landscape Improvisation
 - a. Students will improvise as if they are moving through a hot desert, cold waters, mountain ranges, and forests.

Introduction: 5 minutes

1. Intro to Australia
 - a. The instructor will show students where Australia is on a map, and will introduce students to the three main landscapes of Australia (desert, water, mountain ranges/forests).
 - b. Instructor will show pictures of the land from the book 200 Years Later.
 - c. The instructor will ask students to imagine what it would be like to be stranded on an island with the three different landscapes.

Movement Exploration #1: 20 minutes

1. Survival dances
 - a. Students will have a few minutes to brainstorm a list of things that they would want and need to survive on an island.
 - b. Students will choose about 5 things from their lists to represent through movement.
 - c. Students will have time to create their movements. The instructor will encourage students to find a way to link the movements together to create a brief dance.
 - d. Students will share their dances and their lists with the class in small groups.

Literature: 15 minutes

1. The Basic Essentials of Desert Survival, by Dave Ganci
 - a. The instructor will read pages 41-44 to the students.
 - b. Students will discuss what was read, and the ways that their survival lists compare to the one in the book.
2. Desert Survival Handbook, by Charles A. Lehman
 - a. The instructor will read the survival kit item checklist (page 59-61).
 - b. Students will compare the checklists of both books with their own checklists.
 - c. The instructor will begin a brief discussion about what students could do on the island for entertainment/morale (read, write, dance, etc.)

3. Class Survival List

- a. Students will collaborate to form a survival list for the class.
- b. Each student will contribute at least 2 ideas for the survival kit.

Movement Exploration #2: 20 minutes

1. Faith Dance

- a. The instructor will show and read captions of the dancing photos in 200 Years Later.
- b. Students will spread out and create four counts of movement. Movement should be based on the idea of having faith and the morale to survive on the island.
- c. Students will come together after each person has created four counts of movement.
- d. Students will share their phrases with the class. Each student will learn the phrases of all other students in the class.
- e. Dancers will form a circle, and will stand in the order of the phrase sharing. The class will perform each person's phrase (one after the next) to form a collaborative faith dance.
- f. If time, repeat. This time try to make transitions seamless.

Break: 15 minutes

Movement Exploration #3: 10 minutes

1. Let's make music!

- a. The instructor will show and read captions of the music photos in 200 Years Later.
- b. The instructor will split the class into two groups.
- c. One half of the class will sit at the front of the room, and the other half will spread out in the space.
- d. The group that is sitting will be asked to create music for the other students to dance to. However, the students will have to make music without instruments (they can use their hands, feet, voices, body percussion, etc).
- e. The students in the space will improvise to the music provided by their peers. Students can move any way they wish, but they may want to use elements of the warm-up, survival dance, or faith dance.
- f. Students will switch roles.

Movie: 10 minutes

1. Walt Disney's "Swiss Family Robinson"

- a. Students will view a clip of the film.
- b. Students will discuss what they saw and the way that it relates to what they have learned in class.

Art: 25 minutes

1. Australian Treasure Map

- a. Students will make a treasure map using the three different landscapes of Australia (Western plains-desert; Central plains-river systems, underground water reserves, Great Artesian Basin; Eastern Highland-mountain ranges, lush pastures, rolling hills, dense forests). The instructor will show an example.
- b. Students will be given paper, colored pencils, crayons, and markers to make their treasure maps. The instructor will encourage students to make a pathway to the treasure chest that crosses all of the different landscapes of Australia.

Dance Making: 15 minutes

1. Shelter Sculptures

- a. The instructor will show pictures of different forms of shelter from 200 Years Later.
- b. Three students at a time will act as “island survivors”, and the remaining students will explore the idea of providing shelter to the island survivors.
- c. Three students will sit on the ground together.
- d. One at a time, the other students will enter the space and choose a shape to hold. Each student will connect to at least one other student, and will aim to provide shelter and safety to the island survivors. The instructor will encourage students to think about their use of level.
- e. Students will switch roles until everyone has had a chance to act as an island survivor, and everyone has had a chance to be part of the shelter sculpture.

Closing: 5minutes

1. Stretch and discuss

- a. The instructor will lead the class in a brief stretch and cool down
- b. As students cool down, they will share what they learned and their thoughts about the day, as well as their favorite activity of the day.

Assessment:

- Did the students participate fully in the class?
- Were students engaged and on-task throughout the class?
- Did students work cooperatively and effectively in pairs and groups?
- Were students able to choreograph and improvise based on themes in class?
- Did students take the time to create a quality art project that incorporates the different landscapes of Australia?
- Were students able to represent or express their ideas through movement?
- Did students reflect thoughtfully on all topics and demonstrate a clear understanding of the material presented?

Aussie Adventures

Day 2

Length of Lesson: 2 hours 30 minutes

Lesson: Aborigines of Australia

Age: 7-12 years old

Overview: Students will learn about aborigines of the land down under. Students will learn about aboriginal customs and will make their own nature dances, musical dances, rock art, and story dances.

Resources/Materials:

Literature: Rainbow Bird, by Eric Maddern

Dream Road, by Percy Trezise

200 Years Later, by Penny Taylor

Flat rocks

Paint

Paintbrushes or sticks

Scarves

Plates or Bowls

Crayons

Blank paper

Pens and Pencils

Markers

Colored Pencils

Various Instruments

Goals and Objectives:

Upon completion of this lesson, the students will:

- Enhance cooperative learning skills through partner and group work
- Learn about the customs of Australian Aborigines
- Understand that art, singing, dancing, and story telling are important aspects of the Aborigine's cultural tradition
- Engage in improvisations based on hunting and nature
- Create their own rock art
- Explore the ways that different instruments make them move, dance, and feel

Procedures:

Warm-Up: 10 minutes

1. Rolling, Wiggling, Jumping, and Turning
 - a. The instructor will lead the class in a brief warm-up that allows students to explore rolling, wiggling, jumping, and turning at different levels and with different body parts.
2. Follow the Leader
 - a. Students will stand in a line, and each student will have the chance to lead the class in locomotor movements around the room.

Introduction: 5 minutes

1. Intro to Australian Aborigines
 - a. The instructor will introduce dancers to the Aborigines of Australia by showing pictures and discussing their culture. The Aborigines enjoy an extremely rich and interesting cultural tradition that includes art, singing, dancing, and storytelling.
 - b. Using the book 200 Years Later, the instructor will show pictures related to the music, hunting, dancing, and art of Australia.
 - c. Instructor will briefly show examples of rock art and discuss the different meanings of aboriginal rock art.

Movement Exploration #1: 10 minutes

1. Hunting Dances
 - a. The instructor will explain why hunting and animals are big themes in rock art. Artists believed that if they captured the animal in the painting, they would then have the power to capture the animal in real life.
 - b. The instructor will split the class into two equal groups
 - c. One group will represent the animals, and one group will represent the hunters.
 - d. The animal group will move around and improvise in the space with animal type movements (heavy, full, etc).
 - e. The hunters will move around and improvise in the space with hunting type movements (still, slow, sneaky, etc).
 - f. The object is for the hunters to “catch” one of the animals. Hunters can catch animals by connecting to them in a still shape. If a hunter catches an animal, the animal must also freeze in a shape. Once a hunter has captured an animal, the students switch roles (the hunter becomes the animal, and vice versa). If the game is moving too slowly, the instructor will use music to cue different parts of the game. When the music starts, hunting begins, when the music stops, all hunters must catch an animal. Repeat.
 - g. No running is allowed!!

Literature: 15 minutes

1. Rainbow Bird, by Eric Maddern

- a. The instructor will read the Aboriginal folktale of Northern Australia to the students.
- b. Students will discuss what was read, and will compare the crocodile with the bird in the story.
- c. If time, students will collaborate to create a picture of the crocodile and the bird to display at Friday's showing.

Movement Exploration #2: 20 minutes

1. Nature Dances

- a. The instructor will explain that nature is a big theme among rock art and other art of Australia.
- b. The instructor will pass out a scarf to each student.
- c. Students will spread out in the space.
- d. Students will improvise based on different parts of nature, including the sun (hot, energy, etc), wind (flowing, soft, strong, etc), water (fluid, wet, etc), trees (branches and trunk—strong, sturdy, leaves—light), and clouds (light, soft, fluffy, etc).
- e. Students will have time to choreograph their own nature dances. They may use the previous improvisation to help them in the choreographic process.
- f. Students will share their nature dances with the class in small groups.

Break: 15 minutes

Movement Exploration #3: 15 minutes

1. Instrument Improvisation

- a. The instructor will show pictures and discuss the importance of musicians and instruments in Australia from the book 200 Years Later. The instructor will explain that music is an important part of Australian culture.
- b. Dancers will form a large circle
- c. The instructor will stand in the middle of the circle with all of the instruments.
- d. The instructor will choose one of the instruments to play. As the instructor plays, the students will improvise to the sound of that particular instrument.
- e. The instructor will encourage the students to listen to the music of the instruments, and to move in a way that matches the sound.
- f. Each student will have the chance to come into the circle and play an instrument
- g. Each time an instrument stops, students will freeze.

2. Partnering Musical Dances

- a. Students will form pairs
- b. Each student will choose 1 instrument
- c. One partner will play his/her instrument, and the other partner will improvise to the sound. When the instrument stops, the dancer will freeze.
- d. Switch roles

Art: 25 minutes

1. Rock art

- a. The instructor will use pictures from Dream Road to give examples of different rock art, and will share a tangible example with the class.
- b. As the instructor passes out a rock, paint, and painting utensils to each student, students will think about animal or nature themes that they wish to represent on their rock.
- c. Students will use the paint and painting utensils to draw an animal or nature image on their rock.

Dance Making: 25 minutes

1. Story Dances

- a. The instructor will explain that 1 major reason for artwork, and specifically rock art, is to tell stories.
- b. The instructor will ask students to think about a special event in their life (winning a basketball tournament, being in a wedding, getting an A on a test, etc).
- c. Students will have a few minutes to draw a picture of this special event.
- d. Students will spread out in the space and create a movement phrase based on the drawing of their personal special event.
- e. Students will share their dances with the class in small groups.
- f. Students will discuss how this activity relates to Aboriginal culture (Aborigines used rock art and other art to tell stories and record memories. There are other reasons for their art, but this is one of the main reasons).

Closing: 5 minutes

1. Stretch and discuss

- a. The instructor will lead the class in a brief stretch and cool down
- b. As students cool down, they will share what they learned and their thoughts about the day, as well as their favorite activity of the day.

Assessment:

- Did the students participate fully in the class?
- Were students engaged and on-task throughout the class?
- Did students work cooperatively and effectively in pairs and groups?
- Were students able to improvise based on hunting and nature themes?
- Did students understand that art, singing, dancing, and storytelling are important aspects of the Aborigine's cultural tradition?
- Were students able to experience different types of movement through the exploration of different instruments?
- Did students take the time to create a quality art project that incorporates animal or nature themes?
- Did students reflect thoughtfully on all topics and demonstrate a clear understanding of the material presented?

Aussie Adventures

Day 3

Length of Lesson: 2 hours 30 minutes

Lesson: Great Barrier Reef

Age: 7-12 years old

Overview: Students will learn about the Great Barrier Reef in Australia, and will create water animal dances, coral sculptures, and dances based on pictures of the Great Barrier Reef. As an art project, students will create a 3-dimensional ocean.

Resources/Materials:

Literature: The Great Barrier Reef, by Rebecca L. Johnson

Inside a Coral Reef, by Carole Telford and Rod Theodorou

Movie: "Finding Nemo"

Shoe Boxes

Saran Wrap (blue or green)

Markers

Crayons

Colored Pencils

Beads

Glue

Tape

Scissors

Seashells

Q-Tips

Craft Sticks

Pictures of Great Barrier Reef

Goals and Objectives:

Upon completion of this lesson, the students will:

- Recognize where the Great Barrier Reef is located
- Learn about different animals in the Great Barrier Reef
- Move and create dances based on animals in the Great Barrier Reef
- Collaborate to create coral sculptures
- Enhance cooperative learning skills through group work
- Create dances based on pictures of the Great Barrier Reef in groups
- Discuss the dancing of their own as well as the dancing they see others perform
- Create a 3-dimensional ocean as an art project
- Perform their choreography for other dancers

opening scene

Procedures:

Warm-Up: 10 minutes

1. Nature Improvisation
 - a. Repeat the nature improvisation from the previous lesson. Students will improvise based on images of the sun, water, clouds, trees, and wind, with a focus on the water. This time, students will focus on water and the way different animals may move through the water.
2. Shape Holding
 - a. The instructor will ask students to choose a shape and hold it. On the count of 3 students will change shapes. Instructor will encourage the use of different levels, and will repeat many times

Introduction: 5 minutes

1. Intro to the Great Barrier Reef
 - a. The instructor will use a map to show students the location of the Great Barrier Reef.
 - b. The instructor will show pictures of the Great Barrier Reef.

Movement Exploration #1: 15 minutes

1. Water animal dances
 - a. The instructor will read sections of Inside a Coral Reef, by Carole Telford and Rod Theodorou to inform students about some of the different animals of the Great Barrier Reef.
 - b. Students will use this knowledge to create an animal water dance. Students may also choose to use movements from the nature improvisation in the warm-up.
 - c. Students will share their dances with the class in small groups.

Literature: 15 minutes

1. The Great Barrier Reef, by Rebecca L. Johnson
 - a. The instructor will read the book to the students.
 - b. Students will discuss what was read and what they learned.

Movement Exploration #2: 15 minutes

1. Coral Sculptures
 - a. Two students at a time will be considered the "fish".
 - b. The remaining students will act as "coral".
 - c. One at a time, the coral will enter the space and make a shape.
 - d. Each new piece of coral will connect with another piece of coral.
 - e. After all the coral has been connected, the two fish will find a way to "swim" through the coral sculpture that has been created.
 - f. Repeat until all students have acted as fish and coral

Break: 15 minutes

Movement Exploration #3: 20 minutes

1. Picture dances
 - a. Students will form groups of three dancers.
 - b. Each group will be given a picture of the Great Barrier Reef.
 - c. Each group will create a mini dance using the picture as inspiration to generate movement.
 - d. The instructor will encourage students to look at the lines, angles, sizes, colors, etc. of different parts of the picture.
 - e. Each group will share their mini picture dance with the class

Movie: 15 minutes

1. "Finding Nemo"
 - a. Students will view a clip of the video.
 - b. Students will discuss what they saw and the way that it relates to what they have learned in class.

Art: 35 minutes

1. 3-Dimensional Ocean
 - a. The instructor will show an example of the art project.
 - b. Students will make an ocean using a shoebox, saran wrap, cotton balls, craft sticks, markers, crayons, pencils, Q-Tips, beads, glue, tape, scissors, and seashells.
 - c. Students will share and discuss their art projects with one another.

Closing: 5 minutes

1. Stretch and discuss
 - a. The instructor will lead the class in a brief stretch and cool down
 - b. As students cool down, they will share what they learned and their thoughts about the day, as well as their favorite activity of the day.

Assessment:

- Did the students participate fully in the class?
- Were students engaged and on-task throughout the class?
- Did students work cooperatively and effectively in pairs and groups?
- Were students able to move and create dances based on animals in the Great Barrier Reef?
- Were students able to successfully create a dance based on a picture of the Great Barrier Reef?
- Did students discuss the dancing of their own as well as the dancing of others?
- Did students take the time to create a 3-dimensional, quality art project?
- Did students reflect thoughtfully on all topics and demonstrate a clear understanding of the material presented?

Aussie Adventures

Day 3

Length of Lesson: 2 hours 30 minutes

Lesson: Great Barrier Reef

Age: 7-12 years old

Overview: Students will learn about the Great Barrier Reef in Australia, and will create water animal dances, coral sculptures, and dances based on pictures of the Great Barrier Reef. As an art project, students will create a 3-dimensional ocean.

Resources/Materials:

Literature: The Great Barrier Reef, by Rebecca L. Johnson

Inside a Coral Reef, by Carole Telford and Rod Theodorou

Movie: "Finding Nemo"

Shoe Boxes

Saran Wrap (blue or green)

Markers

Crayons

Colored Pencils

Beads

Glue

Tape

Scissors

Seashells

Q-Tips

Craft Sticks

Pictures of Great Barrier Reef

Goals and Objectives:

Upon completion of this lesson, the students will:

- Recognize where the Great Barrier Reef is located
- Learn about different animals in the Great Barrier Reef
- Move and create dances based on animals in the Great Barrier Reef
- Collaborate to create coral sculptures
- Enhance cooperative learning skills through group work
- Create dances based on pictures of the Great Barrier Reef in groups
- Discuss the dancing of their own as well as the dancing they see others perform
- Create a 3-dimensional ocean as an art project
- Perform their choreography for other dancers

Procedures:

Warm-Up: 10 minutes

1. Nature Improvisation
 - a. Repeat the nature improvisation from the previous lesson. Students will improvise based on images of the sun, water, clouds, trees, and wind, with a focus on the water. This time, students will focus on water and the way different animals may move through the water.
2. Shape Holding
 - a. The instructor will ask students to choose a shape and hold it. On the count of 3 students will change shapes. Instructor will encourage the use of different levels, and will repeat many times

Introduction: 5 minutes

1. Intro to the Great Barrier Reef
 - a. The instructor will use a map to show students the location of the Great Barrier Reef.
 - b. The instructor will show pictures of the Great Barrier Reef.

Movie: 15 minutes

1. "Finding Nemo"
 - a. Students will view a clip of the video.
 - b. Students will discuss what they saw and the way that it relates to what they have learned in class.

Movement Exploration #1: 15 minutes

1. Water animal dances
 - a. The instructor will read sections of Inside a Coral Reef, by Carole Telford and Rod Theodorou to inform students about some of the different animals of the Great Barrier Reef.
 - b. Students will use this knowledge to create an animal water dance. Students may also choose to use movements from the nature improvisation in the warm-up.
 - c. Students will share their dances with the class in small groups.

Literature: 15 minutes

1. The Great Barrier Reef, by Rebecca L. Johnson
 - a. The instructor will read the book to the students.
 - b. Students will discuss what was read and what they learned.

Movement Exploration #2: 15 minutes

1. Coral Sculptures
 - a. Two students at a time will be considered the "fish".
 - b. The remaining students will act as "coral".
 - c. One at a time, the coral will enter the space and make a shape.
 - d. Each new piece of coral will connect with another piece of coral.

- e. After all the coral has been connected, the two fish will find a way to “swim” through the coral sculpture that has been created.
- f. Repeat until all students have acted as fish and coral

Break: 15 minutes

Movement Exploration #3: 20 minutes

1. Picture dances
 - a. Students will form groups of three dancers.
 - b. Each group will be given a picture of the Great Barrier Reef.
 - c. Each group will create a mini dance using the picture as inspiration to generate movement.
 - d. The instructor will encourage students to look at the lines, angles, sizes, colors, etc. of different parts of the picture.
 - e. Each group will share their mini picture dance with the class

Art: 35 minutes

1. 3-Dimensional Ocean
 - a. The instructor will show an example of the art project.
 - b. Students will make an ocean using a shoebox, saran wrap, cotton balls, craft sticks, markers, crayons, pencils, Q-Tips, beads, glue, tape, scissors, and seashells.
 - c. Students will share and discuss their art projects with one another.

Closing: 5 minutes

1. Stretch and discuss
 - a. The instructor will lead the class in a brief stretch and cool down
 - b. As students cool down, they will share what they learned and their thoughts about the day, as well as their favorite activity of the day.

Assessment:

- Did the students participate fully in the class?
- Were students engaged and on-task throughout the class?
- Did students work cooperatively and effectively in pairs and groups?
- Were students able to move and create dances based on animals in the Great Barrier Reef?
- Were students able to successfully create a dance based on a picture of the Great Barrier Reef?
- Did students discuss the dancing of their own as well as the dancing of others?
- Did students take the time to create a 3-dimensional, quality art project?
- Did students reflect thoughtfully on all topics and demonstrate a clear understanding of the material presented?

hit ✓
Movie ?

Aussie Adventures Day 4

Length of Lesson: 2 hours 30 minutes

Lesson: Endangered Environment in Australia

Age: 7-12 years old

Overview: Students will learn about the endangered environment of Australia, especially as it relates to the Great Barrier Reef. Students will create scuba diving water dances and will play instruments. Students will also participate in a dance that represents pollution and its drastic effects. As an art project students will create a before and after picture of the Great Barrier Reef.

Resources/Materials:

Literature: Coral Reefs in Danger, by Christopher Lampton

Movie: ? (checked out...need to keep looking)

Scarves

Various Instruments

Large construction paper

Markers

Crayons

Colored Pencils

Beads

Cotton Balls

Glue

Craft Sticks

Q-Tips

Word Cards

Goals and Objectives:

Upon completion of this lesson, the students will:

- Understand the effects pollution and scuba diving have on the Great Barrier Reef
- Generate movement based on themes of water and scuba diving
- Improvise with props (scarves)
- Increase musical skills through movement activities that incorporate musical instruments
- Create a before and after picture of the Great Barrier Reef that represents the way the Reef has changed due to environmental effects
- Incorporate contrasting movement qualities into a dance to represent the changes in the Great Barrier Reef
- Enhance cooperative learning skills through partner and group work
- Discuss the dancing of their own as well as the dancing they see others perform
- Perform their own work for other students

Procedures:

Warm-Up: 10 minutes

1. Word card improvisation

- The instructor will read different word cards to the students, and students will improvise with that word in mind.
- The instructor will allow about 15-20 seconds of exploration for each word. (Words will consist of actions and qualities such as slice, kick, throw, smooth, float, glide, etc. The instructor will make sure to use words that contrast each other.)

2. Je Je Kule

- The students will follow and repeat after the instructor through the dance.
- Each student will have a chance to lead one verse of the song and create a movement to go along with the song.

Introduction: 5 minutes

1. Intro to Endangered Environment

- The instructor will discuss that the Great Barrier Reef is an endangered environment of Australia, just as many of the animals on the land of Australia are endangered
- The instructor will ask students if they have any ideas about the reasons for the Reef to be endangered.
- The instructor will explain some of these reasons to the students if they do not already know.

Movement Exploration #1: 15 minutes

1. Scuba diving water dances

- Now that students understand the effects scuba diving has on the Reef, students will break off into pairs.
- Each pair of students will create a short dance based on the ideas of scuba diving and water. Students will keep in mind the aspects of scuba diving that are dangerous to the Reef. They may wish to represent this through movement as well.
- The instructor will encourage students to think about the ways that they move in the water (smoothly, slowly, with resistance, etc).
- Students will share and discuss their dances with the class.

Literature: 10 minutes

1. Coral Reefs in Danger, by Christopher Lampton

- The instructor will read excerpts of the book to the students
- Students will discuss what was read and what they learned

pages
37-44

★ Make a chart that lists theories behind dying reefs. ★ add to the 1st list.

★ also rd. last 2 pgs of "Inside a Coral Reef" by Carol Telford + add the ocean

Movement Exploration #2: 15 minutes

1. Pollution scarf dances

- a. The class will be split into two groups. One group will move, and the other group will observe.
- b. The movers will each be given a scarf to dance with.
- c. The instructor will turn on music and ask the students to move through the space in any way they wish.
- d. One at a time the instructor will take a scarf and replace it with a black or gray scarf, or she will take away the scarf all together.
- e. The audience will be asked to watch this activity unfold, and to think about what it might represent.
- f. Audience members and dancers will switch roles
- g. The class will discuss what the scarves represented (The beautiful colors of the Reef, and the way that pollution and other environmental effects are drastically changing the Great Barrier Reef).
- h. Repeat the activity after the discussion so that students really understand what the activity represents.

Break: 15 minutes

Movement Exploration #3: 20 minutes

1. Sounds of Destruction

- a. Students will form groups of about 4 people
- b. Each group will be given two instruments to use
- c. Each group will create a dance that incorporates the musical instruments and movement. Students will make the dance based on "sounds of destruction". In the last activity students visually saw what pollution can do. In this activity, students will use their sense of hearing to show the negative effects of pollution and other environmental factors.
- d. Each dancer must move in the dance, and each dancer must participate in the musical aspect of the dance. It is up to the dancers to decide how they will share or switch instruments in the dance.
- e. The instructor will encourage students to think about the types of sounds they are making. The instructor will also encourage students to pay attention to their movement, and whether or not the movement and sounds fit together as a unified composition.
- f. Each group will share and discuss their dance with the class.

Movie: 10 minutes

1. Still looking.....

- a. Students will view a clip from the video.
- b. Students will discuss what they saw and learned.

Art: 25 minutes

1. Before and After Pictures

- a. Students will create a before and after picture of the Great Barrier Reef to represent the changes of the Reef due to different environmental factors.
- b. Students will use large construction paper, markers, crayons, colored pencils, beads, cotton balls, glue, Q-tips, and craft sticks to create their before and after pictures. Students will use one piece of paper for this project. They may choose to separate the paper into two halves horizontally or vertically.

Dance Making: 20 minutes

1. Contrast Dance

- a. Students will look at their art projects and notice the differences between the before picture and the after picture.
- b. Students will form small groups and use the idea of contrast to create a dance based on the differences in the two pictures.
- c. The instructor will encourage students to think back to the warm-up and the different contrasting words that were used (sharp—smooth, quick—sudden, fast—slow, etc).
- d. Students will share their dances with the class

Closing: 5 minutes

1. Stretch and discuss

- a. The instructor will lead the class in a brief stretch and cool down
- b. As students cool down, they will share what they learned and their thoughts about the day, as well as their favorite activity of the day.

Assessment:

- Did the students participate fully in the class?
- Were students engaged and on-task throughout the class?
- Did students work cooperatively and effectively in pairs and groups?
- Did students understand the effects pollution and scuba diving have on the Great Barrier Reef?
- Were students able to generate movement based on the ideas of water and scuba diving?
- Were students able to successfully improvise with props?
- Did students take the time to create a quality art project that represents the changes in the Great Barrier Reef?
- Did students reflect thoughtfully on all topics and demonstrate a clear understanding of the material presented?
- Were students successful in incorporating musical instruments into their dances?
- Were students able to incorporate contrasting movement qualities into a dance to represent the changes in the Great Barrier Reef?

Aussie Adventures Day 5

Length of Lesson: 2 hours 30 minutes

Lesson: Animals of Australia

Age: 7-12 years old

Overview: Students will learn about many animals of Australia, including alligators, crocodiles, kangaroos, and koalas. Students will engage in animal improvisations and will create animal dances. As an art project, students will create their own x-ray paintings, which is a popular art form in Australia. At the end of class, students will share some of their dances and artwork with their parents and peers.

Resources/Materials:

Literature: Alligators and Crocodiles, by Lynn Stone
The Mother Kangaroo, by Edith Thacher Hurd
Australia, by Ann Heinrichs

Movie: "Crocodile Hunter", TV series

Paint

Paintbrushes

Painting paper (with background previously painted)

Pencils

Transfer paper (if available, not necessary)

Newspaper

Goals and Objectives:

Upon completion of this lesson, the students will:

- Learn about various animals of Australia, including the crocodile, alligator, koala, and kangaroo
- Engage in an improvisation that deals with the ways the different animals look, act, and move
- Collaborate with other dancers to create an animals dance based on one of the animals discussed in class
- Create an x-ray painting with contrasting colors
- Rehearse dances previously created in class
- Share dances and artwork with parents and peers
- Perform dances with competence and confidence
- Enhance cooperative skills through partner and group work

Procedures:

Warm-Up: 10 minutes

1. Mirroring

- a. Students will walk around the space, jog around the space, and then quickly connect with a partner.
- b. Each partner will mirror the other partner. The instructor will notify students of when they should switch roles.
- c. Repeat. This time students will find a new partner.
- d. Repeat again. Students will find a new partner.

2. Je Je Kule (Students have done this activity once before).

- a. The instructor will lead the class through the song with movements.
- b. Each student will have the opportunity to lead the class in one verse with movements.

Introduction: 10 minutes

1. Intro to Animals of Australia

- a. Instructor will show pictures of alligators, crocodiles, kangaroos, and koalas.
- b. Students will discuss things that they already know about any of these animals.
- c. The instructor will discuss interesting facts about each of the animals.
- d. The instructor will ask students to think about the ways that each of the animals move, as well as ways that they could show this with their own bodies.

Movement Exploration #1: 10 minutes

1. Animal Improvisation

- a. The instructor will call out the names of the various animals discussed, and students will improvise based on the different animals.
- b. The instructor will call out qualities and characteristics of the different animals (fast, jump, low, slide, etc) and students will improvise based on these words (with the different animals in mind.)

Literature: 15 minutes

1. The Mother Kangaroo, by Edith Thacher Hurd

- a. The instructor will read the story to students
- b. Students will discuss what they learned

Movement Exploration #2: 15 minutes

1. Animal Dances

- a. The class will be split into four groups.
- b. Each group will be assigned a different animal (crocodile, alligator, kangaroo, or koala), and will create a dance based on their assigned animal.
- c. The instructor will encourage students to consider the size of the animal, the level the animal moves at, the quality of movement the animal may have, and the speed at which the animal moves.
- d. Each group will share their dance with the class.

Break: 10 minutes

Art: 25 minutes

1. X-Ray painting

- a. The instructor will introduce students to the x-ray painting technique of Australia, and will show students an example.
- b. Students will receive a piece of painting paper (with the background color previously painted).
- c. Students will draw their design on a piece of transfer paper (if available).
- d. Students will transfer their design to the painting paper with a pencil, and will paint the design with colors that contrast the background.
- e. Students will share their paintings with one another and will lay pictures out to dry.

Movie: 10 minutes

1. Crocodile Hunter

- a. Students will watch a portion of the video.
- b. Students will discuss what they saw and learned.

Movement Exploration #3: 15 minutes

1. Rehearsal

- a. Students will rehearse the dances for the showing.
- b. The instructor will suggest areas for improvement or changes.

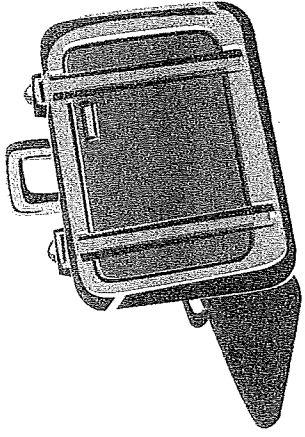
Showing: 30 minutes

- a. Students will share some of their dances and artwork with their parents and peers.

Assessment

- Did the students participate fully in the class?
- Were students engaged and on-task throughout the class?
- Were students able to improvise based on the different animals of Australia?
- Did students gain a clear understanding of the animals discussed in class?
- Did students collaborate successfully to create an animal dance?
- Did students create a quality x-ray painting with contrasting colors?
- Did students share and perform dances and artwork with competence and confidence?
- Did students work effectively and cooperatively in partners and groups?
- Did students reflect thoughtfully on all topics and demonstrate a clear understanding of the material presented?

Class Survival Kit



water - Amanda
 medicine (aspirin, etc.) - Laura
 shovel - Laura
 clothes - Natalia
 chapstick - Natalia
 hat - Lotus
 walking stick - Lotus
 cell phone - Chris
 matches - Chris
 pocket knife - Willie
 food - Willie

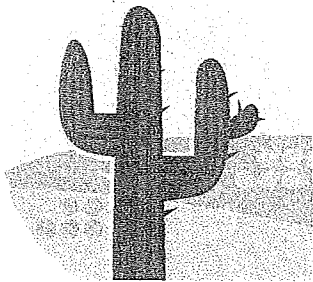
→ sunscreen - Natalia
 → tent - Natalia
 → soap - Laura
 → flashlight - Laura
 → book - Lotus
 → music - Lotus
 → Band-aids - Chris
 → map - Chris
 → sunglasses - Willie
 → Koala - Willie

Aussie Adventures, day 1

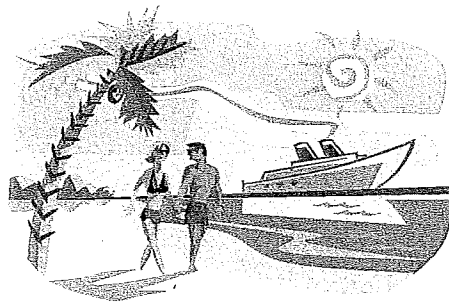
Australia's land

Australia has many different landscapes...

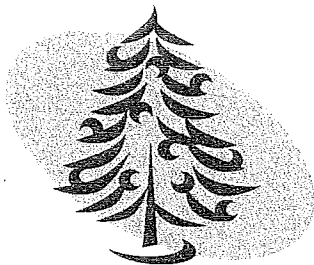
Desert



Water



Forests

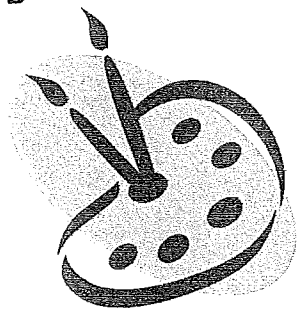


Mountain Ranges

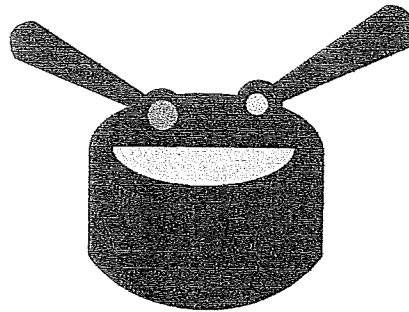


Australian Aborigines

The Aborigines of Australia enjoy an extremely rich and interesting cultural tradition that includes...



Art



Music

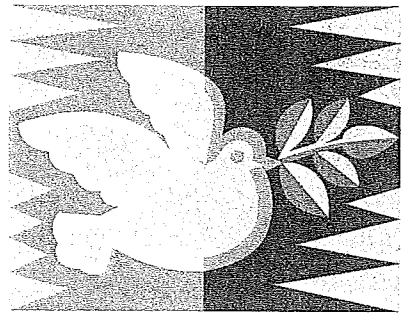


Dancing



Storytelling

Rainbow Bird



Who were the two main characters in the story?

Crocodile Man & Bird Woman

What gift did Crocodile Man have that no one else had?

fire

What did Crocodile Man say when the animals begged for his gift?

"I'm the boss of Fire"

How did Bird Woman trick the Crocodile Man to get his gift?

She waited till he was Sleepy.

When Bird Woman got Crocodile Man's gift, what did she do to help the other animals?

She took fire to the trees.

Where do Bird Woman and Crocodile Man live now?

TREES and swamp

Now that Bird Woman has gotten Crocodile Man's gift, how can we make fire?

By rubbing sticks together (firesticks).

The Great Barrier Reef

The Great Barrier Reef stretches for nearly _____ miles.

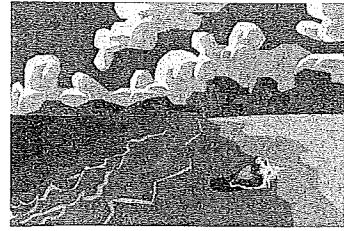
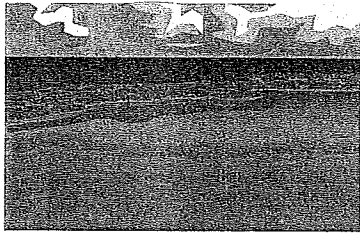
The Great Barrier Reef has the largest groups of coral reefs in the _____.

If you were to dive into the warm waters around a coral reef, what are some of the things you would see?

Coral spawning happens how many times a year?

When does coral spawning occur (day or night)?

What time of the year does coral spawning occur?



Brainstorm some of the reasons
the coral reefs are dying:

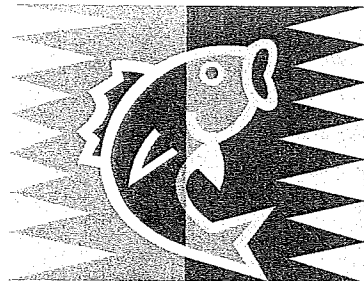
Removing things from
reef. (tourists, scuba divers)

Pollution.

Not enough water.

Fishing.

Food chain



Coral Reefs in Danger

What gives the sea its color?

coral

What does it mean for the coral reef to become "bleached"?

loses color

Coral bleaching may occur in times of stress. Coral polyps may become stressed because of a change in the environment. What are some of the changes in the water that could cause stress?

1. Pollution
2. Amount of salt
3. water temperatures

There are many theories behind what causes coral bleaching. What are some of these theories?

1. ultraviolet light
2. diseases
3. pollution
4. Salinity (amount of salt)
5. disease

Most scientists believe the real reason behind coral bleaching is rise in water temperature.

Monday!

- I learned that I should have Chapstick in my survival kit on the desert (~~the~~ Natalia)
- Australia has dingos and emus. (willie)
- I learned that there are different landscapes in Australia, including desert, water, forest, mountain ranges. (Laura)
- I learned how to put movements together to make a dance (lotus)
- I learned that the mountains in Australia have snow (willie).
- I learned about the animals that live on different types of land (Natalia).
- I learned that I should have a hat + sunscreen in my survival kit (Chris).

- I learned that dancing, music, storytelling, and art are a big part of the culture of aborigines. (Alexandra).
- I learned that I can dance w/ scarves (Chris).
- I learned what different parts of the aboriginal flag mean (Laura).
- I learned that the aborigines paint on their bodies (Tatiana).
- I learned how to make a story dance about my tortises (Natalia).
- I learned how to move and dance like the wind and water (Lotus).
- I learned how to mirror a partner's dancing (Alex).
- I learned that some movements, like handstands, are harder to do when you are mirroring a partner (Issy).

Tuesday

- I learned that soldier fish only come out at night (Alexandra)
- I learned that its challenging to make up your own dance (Tatiana).
- I learned that clownfish like to live in anemones (Laura).
- I learned how sea turtles lay eggs and have babies (Natalia)
- I learned that the Great Barrier Reef is the largest coral reef in the world (Lotus).
- I learned that many baby turtles don't make it back to the ocean (Issy)
- I learned that the Great Barrier Reef is 1300 miles long (Willie).
- I learned that the water on the surface becomes darker the deeper the water is. (Chris).

Wednesday

- I learned that coral reefs may become bleached from pollution (Chris).
- I learned that coral reefs all over the world are endangered, and many are dying (Lotus).
- I learned that the Great Barrier Reef is becoming bleached from a rise in water temperature (Laura).
- I learned that coral reefs are becoming bleached because divers and tourists take things from them (Alexandra).
- I learned that coral bleaching means that the coral loses its color (Tatiana).
- I learned that ultraviolet light can cause coral bleaching (Alex).
- I learned that the coral polyps give the water its color (Natalia).
- I learned that one theory behind coral bleaching is disease (Issy).
- I learned how to make a dance based on a picture of the Great Barrier Reef (Willie).

Thursday