### Workshop 1: Transforming Tasks: before

#### Australian Curriculum Content

Year 4: The location of the major countries of Africa and South America in relation to Australia, and their main characteristics, including the types of natural vegetation and native animals in at least two countries from both continents

#### Before transformation: Sample Year 4 task

**Supplies needed:**
- Paper
- Printer
- A stapler
- Crayons, coloured pencils, or markers

Optional: a detailed map of Africa or an atlas

**Instructions:**
1. Colour the map and name 10 of the African countries.
2. Fill in the names of the various countries and capitals.
3. Choose 2 native animals from Africa.
4. Conduct library research on the two animals of choice and detail the environment they live in (comment on resources, climate, and topography).

#### What’s possible?

http://www.acleadersresource.sa.edu.au/
### Workshop 1: Transforming tasks: before and after

#### Year 4 Geography example

**Australian Curriculum: Year 4 Geographical Knowledge and Understanding**
The location of the major countries of Africa and South America in relation to Australia, and their main characteristics, including the types of natural vegetation and native animals in at least two countries from both continents

<table>
<thead>
<tr>
<th>Before transformation: Sample Year 4 task</th>
<th>Transformed task: Getting the students doing the thinking</th>
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| *Australian Curriculm: Year 4 Geographical Knowledge and Understanding*<br>The location of the major countries of Africa and South America in relation to Australia, and their main characteristics, including the types of natural vegetation and native animals in at least two countries from both continents.<br>---<br>**Before transformation: Sample Year 4 task**<br>Introduction on Radio National December 2013 “Can you imagine an Australian outback filled with herds of roaming African elephants?” “Carl Elliott Smith explores a conservation theory called re-wilding, which argues that these drastic solutions are necessary to solve the big problems of our environment.”<br>*http://www.abc.net.au/radionational/programs/futuretense/rewilding/4797634*<br>---<br>**Instructions:**<br>1. Colour the map and name 10 of the African countries.<br>2. Fill in the names of the various countries and capitals.<br>3. Choose 2 native animals from Africa.<br>4. Conduct library research on the two animals of choice and detail the environment they live in (comment on resources, climate, and topography).<br>---<br>**Transformed task: Getting the students doing the thinking**<br>What if…you were given the responsibility to choose two native African animals that should be ‘re-wilded’ in SA to save them from extinction.**<br>**What do you notice?**<br>- Where in Africa are the animals currently found?<br>- How do the African environments compare with environments in SA? What information is important? What can you do to find out?<br>**What questions do you have?**<br>- What data and information might you need?<br>- What is important to know in order to keep the chosen animals safe and alive?<br>**How might you find out?**<br>- What is the best way to find out which place is most similar in SA?<br>- Is this place the most suitable for your chosen animals? Why/Why not?<br>**How can you show your ideas?**<br>- How can you show where these animals come from and where they might be relocated on a map or model? Which features are important? Which are not?<br>**What do you think?**<br>- How does this evidence (representations) help you answer the question about the best place in SA for relocation of your animals? What is the best solution? How can you justify your decision?**<br>---<br>**Supplies needed:**<br>- Paper<br>- Printer<br>- A stapler<br>- Crayons, coloured pencils, or markers<br>Optional: a detailed map of Africa or an atlas<br>---<br>**What if…you were given the responsibility to choose two native African animals that should be ‘re-wilded’ in SA to save them from extinction.**<br>**What do you notice?**<br>- Where in Africa are the animals currently found?<br>- How do the African environments compare with environments in SA? What information is important? What can you do to find out?<br>**What questions do you have?**<br>- What data and information might you need?<br>- What is important to know in order to keep the chosen animals safe and alive?<br>**How might you find out?**<br>- What is the best way to find out which place is most similar in SA?<br>- Is this place the most suitable for your chosen animals? Why/Why not?<br>**How can you show your ideas?**<br>- How can you show where these animals come from and where they might be relocated on a map or model? Which features are important? Which are not?<br>**What do you think?**<br>- How does this evidence (representations) help you answer the question about the best place in SA for relocation of your animals? What is the best solution? How can you justify your decision?**<br>---<br>**http://www.acleadersresource.sa.edu.au/ AC Leaders Resource: Into the classroom**
### Australian Curriculum: Year 4 Geographical Knowledge and Understanding

The location of the major countries of Africa and South America in relation to Australia, and their main characteristics, including the types of natural vegetation and native animals in at least two countries from both continents

### Annotations: How has the task been changed?

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<tr>
<th>What did the teacher do?</th>
<th>Why?</th>
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<td>Presented the idea of rewilding as a provocative ‘problem to solve’.</td>
<td>So students are prompted into formulating their own purposeful questions and identifying the information needed to solve the problem.</td>
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<td>Asked ‘which place is most similar?’ and ‘which features are important?’</td>
<td>So students use the information they have gathered to compare the important characteristics of the two environments.</td>
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<td>And asked ‘how can you justify your decision?’</td>
<td>NOT giving a procedure to follow step by step to find the information. Asking ‘what is the best way to…?’ and ‘what is important to know…?’</td>
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<td>Asked students to consider which information was important to consider and how their ideas could best be presented.</td>
<td>So students evaluate the relevance of information they have researched and design and construct a way of sharing it effectively.</td>
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### Transformed task: Getting the students doing the thinking

Introducing on Radio National December 2013 “Can you imagine an Australian outback filled with herds of roaming African elephants?”...“Carl Elliott Smith explores a conservation theory called re-wilding, which argues that these drastic solutions are necessary to solve the big problems of our environment.”

### What if...you were given the responsibility to choose two native African animals that should be ‘re-wilded’ in SA to save them from extinction.

#### What do you notice?
- Where in Africa are the animals currently found?
- How do the African environments compare with environments in SA? What information is important? What can you do to find out?

#### What questions do you have?
- What data and information might you need?
- What is important to know in order to keep the chosen animals safe and alive?

#### How might you find out?
- What is the best way to find out which place is most similar in SA?
- Is this place the most suitable for your chosen animals? Why/Why not?

#### How can you show your ideas?
- How can you show where these animals come from and where they might be relocated on a map or model? Which features are important? Which are not?

#### What do you think?
- How does this evidence (representations) help you answer the question about the best place in SA for relocation of your animals? What is the best solution? How can you justify your decision?