



UNIVERSITY
OF WOLLONGONG
AUSTRALIA

GO BIG!

EARLY START DISCOVERY
SPACE EXCURSION
HANDBOOK



Dear Teacher,

Thank you for engaging your Year 2 students in our **Go Big!** digital story program. This resource aims to provide students with an opportunity to explore lifelong learning, build confidence in their own ability and increase motivation towards higher education for when the school journey is complete.

The **Go Big!** digital story series was developed in collaboration with in-classroom school teachers and staff from the University of Wollongong's (UOW) Outreach & Pathways team along with School of Education and Early Start team. The program is offered as a student's first encounter with UOW's Outreach programs (In2Uni) with a view to supporting aspirations of those from underrepresented student populations to higher education. Research demonstrates that the earlier a disruption occurs in a child's life the more likely they are to continue with their education. When considering how to describe aspiration to kids, we find that it is often associated with a whimsical sense of dreaming about the future. A lot of kids have 'big dreams' about what they want to do as adults – whether that's to become a professional athlete, a teacher or a celebrity – but no idea of what it takes to get there. Dreaming about the future is important, but without a plan, it often ends with just that, a dream; we need to diminish the disconnect between kids dreaming and kids doing (Schwartz, 2013).

The **Go Big!** digital story series is linked with curriculum outcomes and aims to provide students with an opportunity for career discovery, to raise social capital, understand their personal values and foster authentic learning activities to enhance their knowledge of career pathways. Whilst it is important for children to engage with community and work related organisations, primary school teachers are influential in building positive ideas about education, work and gender in their students. Closely connected to the raising of social capital is the influence of trust, particularly institutional trust. Fuller (2013, p.13) argues this '...facilitates a student's willingness to accept the legitimacy of the educational system in terms of determining future lives...' and 'fosters a willingness to become actively involved with the school.' The career development of students will have an impact on the choices they make in life, the success they enjoy and their resilience through the inevitable changes of their life and work roles (Hodder, 2006). We believe by raising educational awareness and aspirations in Year 2 students, that attainment will then follow.

We are excited to deliver this unit of work and integrate the concepts of career aspirations into the school curriculum, helping students realise that higher education may be an option for them.

If you have any questions about this resource, or any of our programs, please do not hesitate to contact our staff at In2Uni.

Kind regards,

The In2Uni Team
www.uow.edu.au/in2uni-myway

The Early Start Team
<https://earlystart.uow.edu.au/index.html>

HOW TO USE THE 'GO BIG!' EXCURSION RESOURCES

In this handbook, you will find the lesson plans to be used for a teacher-led Early Start Discovery Space excursion. These lesson plans outline materials needed and activities to be undertaken at each module station. In order to access your discounted pricing for the excursion (\$10 per child instead of \$12 per child), it is a requirement that teachers lead their activities and groups instead of a designated Early Start team member. Please see below information about how to book the time and date for your excursion.

BOOKING YOUR EXCURSION

- 1** Select one or two dates (Tuesday - Friday) that work for your school
- 2** Select a session time; session 1 (9:30am - 11:30am) or session 2 (11:30am - 1:30pm)
- 3** Contact the Discovery Space with your date and session selections:
02 4221 3777 or
discovery-ed@uow.edu.au
- 4** Plan your visit with our Education team
- 5** Receive confirmation package
- 6** Sign confirmation letter and email back
- 7** Attend your excursion

PLANNING YOUR VISIT

1. Where is the Discovery Space located?

The Discovery Space is located on the University of Wollongong's main campus, Early Start Discovery Space, Northfields Ave, Wollongong NSW 2522. A map of the main campus is provided in your confirmation package.

2. Do you have a risk assessment?

The Discovery Space has a Venue and Safety document that is provided in your confirmation package.

3. Is there bus parking?

There is a dedicated bus bay located at the front of the Discovery Space for safe and direct access to the space. All buses must park off campus, please contact Wollongong Council for information on where to park buses.

4. Where do we store our bags?

You will be provided with trolleys to store your bags on the day of your excursion.

5. Do we get a lunch break?

Schools are provided with a 30 minute lunch break either before or after their session time. The 30 minute lunch break is in addition to your 2 hours in the space.

6. What is the recommended ratio?

The recommended ratio is 1 adult to every 5 children.

7. How much does the Go Big excursion option cost?

\$10 per child, with accompanying educators and support staff free of charge. Please note a minimum group size of 20 students applies, however if you have less than 20 students a minimum group rate is applicable.

8. Is there a maximum number of students per session?

For the safety and comfort of your group and visiting members of the public, a maximum group size of 75 children per session time applies. Should your group size exceed the above please contact the Discovery Space to discuss options.

9. How do we pay for the excursion?

There are a number of payment options listed on your confirmation letter, please select the option that works best for your school.

10. How do we move around the Discovery Space during our excursion?

You will be asked to divide your students into smaller groups of 12-15 children in each. On arrival Discovery Space staff will provide you with a map and schedule detailing when and how you will move around the Discovery Space.

11. Which Discovery Space experiences will we see?

Within your 2 hours you will see the experiences directly linked to the Go Big unit. These experiences include The Dig, The Construction Site, The Market Place, The Tummy Tour and Lights, Sound, Action!

For any further information about booking an excursion with the Discovery Space please contact us by calling 02 4221 3777 or emailing discovery-ed@uow.edu.au.

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**CONSTRUCTION
SITE**

**ENGINEER
& CAREER
ASPIRATIONS**



CONSTRUCTION SITE

ACTIVITY:

ASPIRATIONS (ENGINEERING)

EXPERIENCE	TARGET AGE GROUP	MAX. PARTICIPANTS
Construction site	Stage 1	15
MATERIALS REQUIRED <ul style="list-style-type: none"> - Safety gear - Tools - Building materials 		RISKS ASSOCIATED <ul style="list-style-type: none"> - Tripping on discarded props

SET UP:

N/A

INSTRUCTIONS:

Introduction:

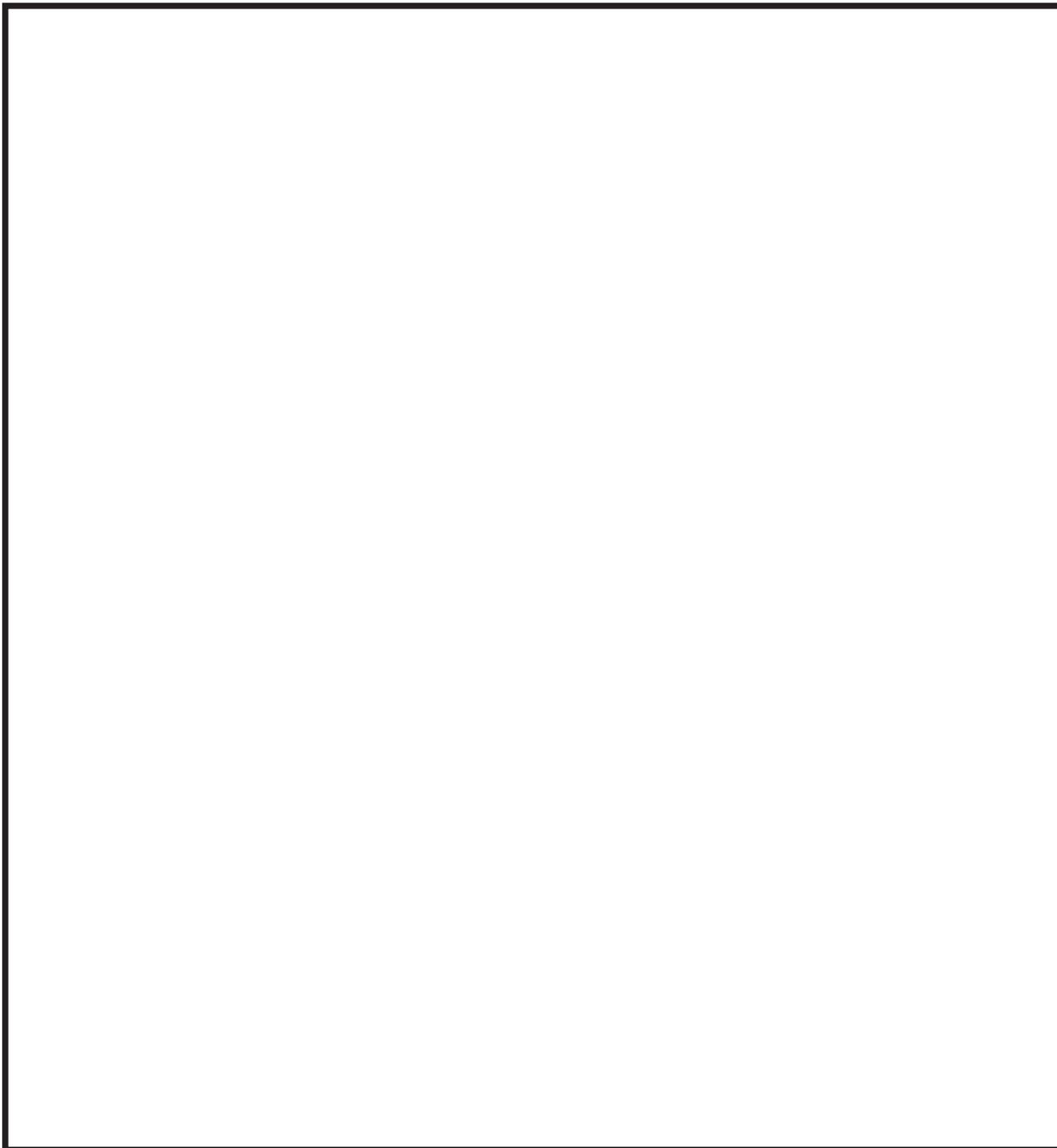
1. Welcome students to the Construction Site. Direct their attention to the wooden frame; what do you think it will be?
2. What else is this house going to need before it's complete?
 - Floor
 - Walls
 - Roof
3. Most buildings also need things inside the walls, e.g.
 - Windows (for light)
 - Pipes (for water)
 - Cables (for electricity)
 - Insulation (for heat)
4. Split up into three groups:
 - Plumbing (pipes)
 - Floor (carpet tiles)
 - Roof (tiles)

Body:

5. Put on the safety gear that you will need (additional gear can be worn if desired):
 - Plumbing = safety goggles, so water doesn't spray in your eyes
 - Floor = gloves, so you don't hurt your hands carrying heavy things
 - Roof = hard hat, so your head will be okay if you fall off the roof
6. Get the tools that you will need (additional tools can be used if desired):
 - Plumbing = tape measure
 - Floor = set square
 - Roof = grouter
7. Now that you have everything you need, you can start building! Each part of the house will follow a different pattern. Draw the pattern on worksheet 1.
 - Plumbing = pipe, connector, pipe, connector (alternating)
 - Floor = lines (rows & columns)
 - Roof = overlapping
8. Once a group has finished their part of the house, they can get started on the brickwork. Can they figure out a strong pattern for the bricks? Use a tape measure to record the length of the walls and bricks on worksheet 2.

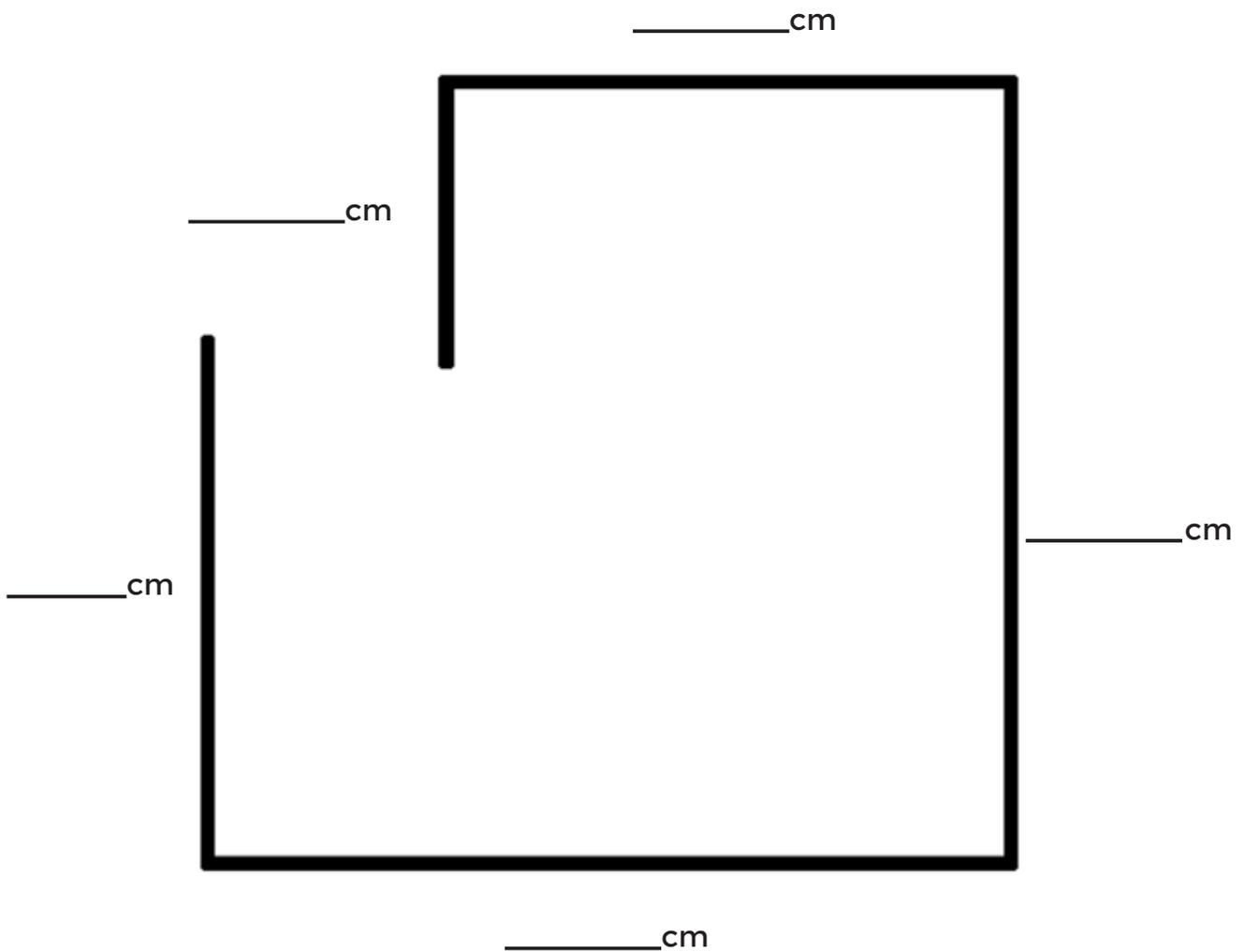
WORKSHEET 1: BUILDING PATTERNS

Draw the pattern you built into the house below:



WORKSHEET 2: MEASURING WITH BRICKS

Use a tape measure to see how long each side is in centimetres.



How long is a brick in centimetres?

_____cm

TUMMY TOUR

NURSE &
AWARENESS
OF SELF



TUMMY TOUR

ACTIVITY:

AWARENESS (NURSE)

EXPERIENCE Tummy Tour	TARGET AGE GROUP Stage 1	MAX. PARTICIPANTS 15
MATERIALS REQUIRED - N/A		RISKS ASSOCIATED - N/A

SET UP:

N/A

INSTRUCTIONS:

Introduction:

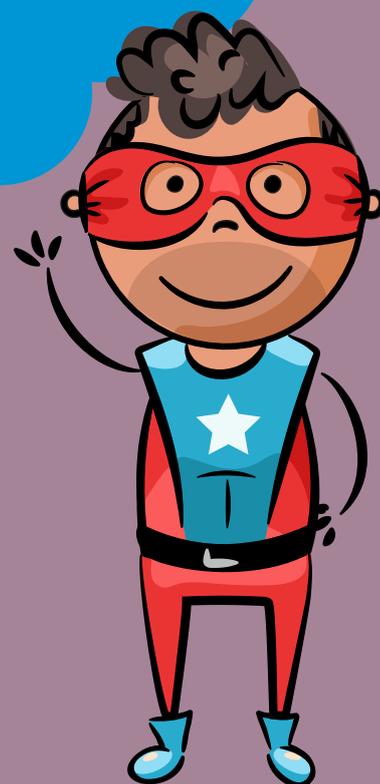
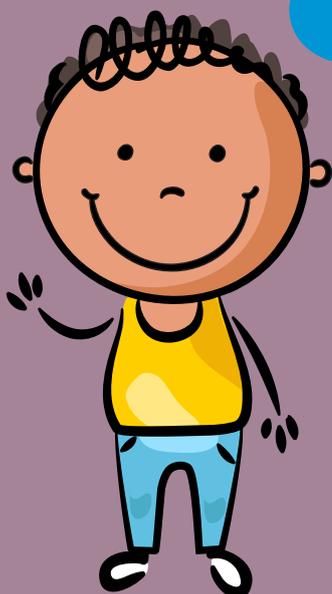
1. Observe the mouth. What can you see? What do you use them for?
 - Lips (for closing mouth and keeping food inside)
 - Teeth (for chewing food up into smaller pieces)
 - Tongue (for tasting yummy food)
 - Uvula (for stopping food from falling down our airway)
2. Think about your favourite food- pizza, chocolate, chips, yum! Be your favourite food and head into the mouth (making sure the tongue gets a good taste of you) and stop at the first corner.

Body:

3. Now we're inside the mouth and the teeth have chewed us up into smaller and smaller parts. Saliva has mixed in with us to make us a wet, sticky mixture.
4. Now we're going down the throat into a tube called the oesophagus that's going to take us into the stomach.
5. Now we're inside our stomach, where our food goes to get digested! In our stomachs there's a type of acid that we call stomach acid. It breaks down our food even more into even smaller parts.
6. Uh-oh... the tummy isn't very happy about something. But it's just eaten all those yum things we were talking about - chocolate, pizza, chips, ice cream... why wouldn't the tummy be happy with all that food?
7. It's not very healthy! In fact, I think the tummy... is about to throw us all up! Back out the mouth!
8. Oh, yuck! We got all the way into the stomach but eating all that unhealthy food really upset it. What sort of things should we eat instead? Healthy foods!
9. Let's go back inside. This time you can tell me all the things we see on the way. What happens in the mouth? What's in the stomach? It seems to be much happier this time around.
10. Next we move into the small intestines. Here all the different parts of the foods move through the walls of the intestines and into the blood vessels to be taken around the body. Rub up against the walls to get all the good stuff from the healthy food out of you.
11. After the small intestines we come to the large intestines. Because all the water and food stuff has been taken out, now we're left with a brown lump of waste... poo!
12. The poo has to exit out the bottom so we have room for lots of other yummy, healthy meals in the future! Let's go!
13. Exit through the bottom.

ACTING CAREER & ATTAINMENT

LIGHTS, SOUND,
ACTION



LIGHTS, SOUND, ACTION

ACTIVITY:

ATTAINMENT (ACTOR)

EXPERIENCE Light, Sound, Action!	TARGET AGE GROUP Stage 1	MAX. PARTICIPANTS 15
MATERIALS REQUIRED - N/A		RISKS ASSOCIATED - N/A

SET UP:

N/A

INSTRUCTIONS:

Introduction:

1. Explain that lots of jobs, like being an actor, use skills we can practice all the time e.g. communicating, sharing, working together, etc. Being an actor also involves using our voices and our bodies, so we need to warm them up.
2. To warm up our voices and bodies we can do the following; Please note teachers can select to explore as many of the below skills.

Skill 1: Use our voices

- a. Be loud, be quiet
- b. Make a high sound, make a low sound
- c. Start off quiet and low, end loud and high
- d. Try a three part harmony – split into three or four groups and use a nearby instrument to tune each group to a C, E, G or high C

Skill 2: Use our bodies

- a. Make big shapes, make little shapes
- b. Make straight, sharp shapes, or curly, soft shapes
- c. Pull your cheeks out and open your eyes – how big can you make your face?
- d. Pucker your lips, squeeze in your nose – how small can you make your face?
- e. Make a scared face – a happy face – a sad face – an angry face – a surprised face!
- f. Now use your whole body to show happiness, sadness, anger, surprise, confusion.

Skill 3: Use our movement

- a. Take big steps and small steps
- b. Take slow steps and fast steps
- c. Move your arms with your steps as you go;
 - big and slow
 - small and slow
 - big and fast
 - small and fast
- d. Move your whole body like you're a dog – or a worm – or a kangaroo! Can you tell what others have chosen by the way they move? Can you group yourself up with other dogs, worms or kangaroos without talking or telling each other what you are?

Skill 4: Use our space

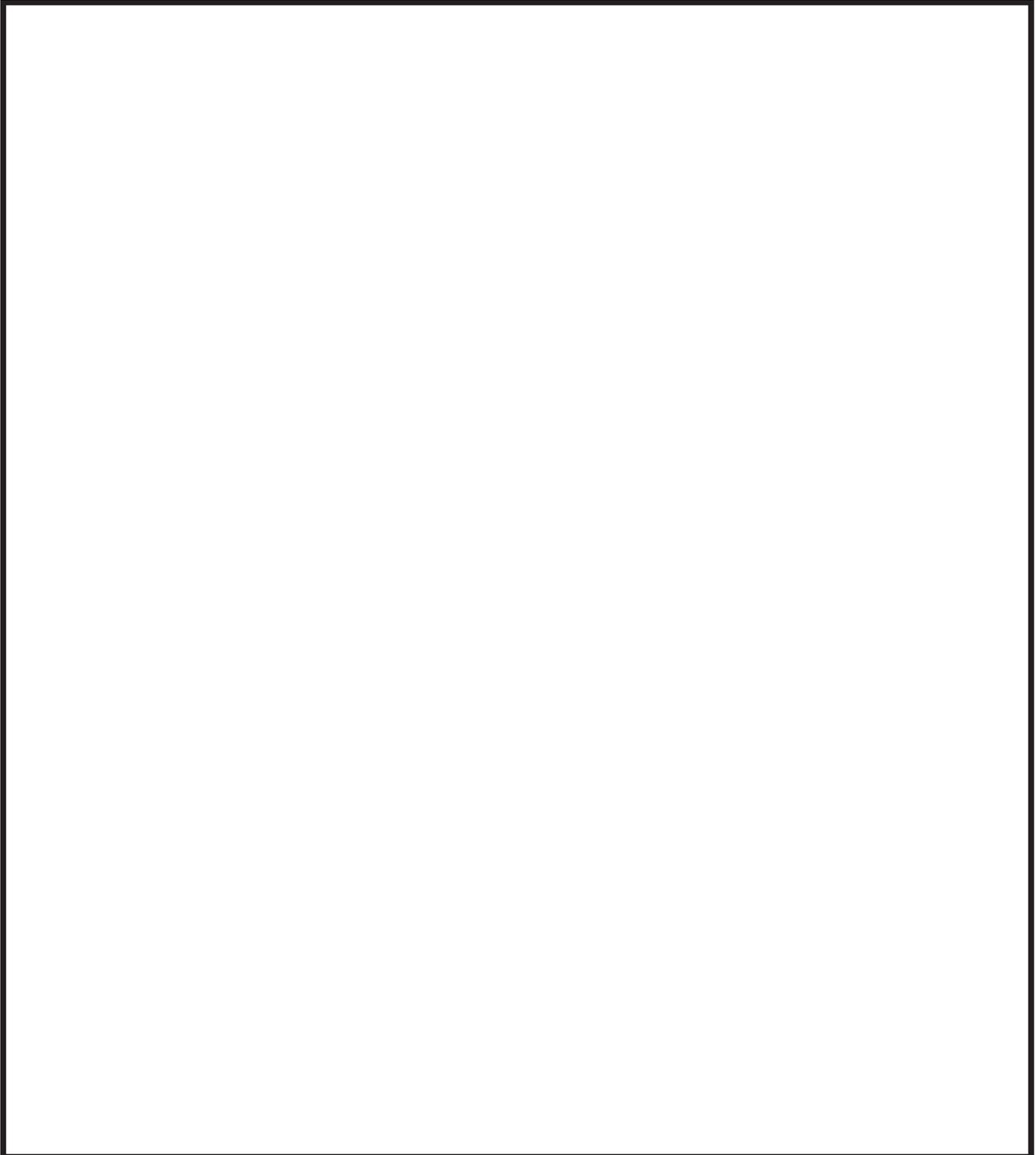
- a. Spread out so everyone has lots of room – now come in close, but make sure no one gets knocked over!
- b. As a group and without talking: make a circle, make a triangle, and then make a square
- c. Spread out and reach up tall so we're using our height! And then low to the ground.
- d. Move like birds – make sure every bird has enough space to flap its wings, and try to see if every bird can be flying at a different height to the other birds around

3. Change the lights and music to set a mood (e.g. happy, sad, angry) and get everyone to use their voices, bodies, movement and space to reflect that mood. Have a think about what you might change for different moods – it doesn't have to be the same as the people around you!

WORKSHEET 1:

USING OUR BODIES AND MOVEMENT

Draw the shapes you made with your body. Describe how making these shapes made you feel:

A large, empty rectangular box with a black border, intended for students to draw shapes made with their bodies and describe their feelings.

THE DIG

**ARCHAEOLOGIST
&
PROGRESSION**



THE DIG

ACTIVITY:

PROGRESSION (ARCHAEOLOGIST)

EXPERIENCE	TARGET AGE GROUP	MAX. PARTICIPANTS
The Dig	Stage 1	15
MATERIALS REQUIRED <ul style="list-style-type: none"> - Artefacts - Trowels - Brushes - Record sheets - Pencils 		RISKS ASSOCIATED <ul style="list-style-type: none"> - Flicking sand in eyes (teachers encourage children to gently brush/trowel sand away)

SET UP:

N/A

INSTRUCTIONS:

Introduction:

1. Introduce class to the concept of 'archaeology' and 'archaeologists'
 - The study of old man-made objects ('artefacts') that people have left behind.
 - Over time, man-made object (artefacts) get covered up (little by little) and buried by the environment ie leaves, dust sand etc.

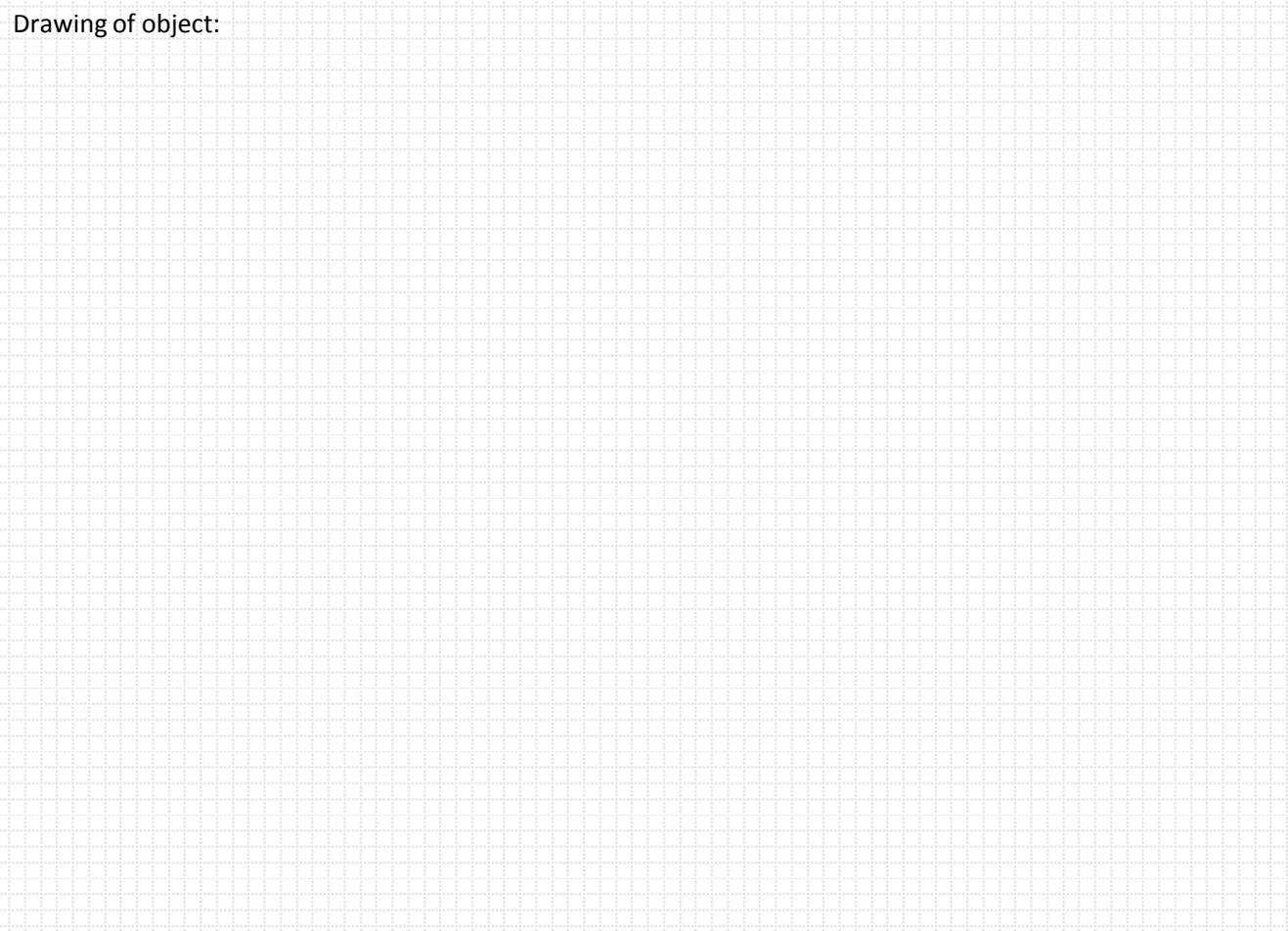
2. How do archaeologists find artefacts?
 - They use tools (brushes and spades).
 - We need to be careful with our tools so we can brush away dirt and sand without breaking the artefacts.

3. What do archaeologists do with artefacts that they find?
 - Record them (camera and/or drawing)
 - Preserve them (keep them safe - in museums)
 - Communicate (talk about) their findings

4. Today we will be finding some artefacts in the Dig. Once you have found an artefact you will record it on your 'records find sheet'.

5. Encourage students to share their finds and written records with others in the group. When sharing ask children to describe their artefacts ie. size, colour, shape and how it was used.

WORKSHEET 1: RECORDING OUR FINDINGS

EARLY START DISCOVERY SPACE		Finds Record Form		
Site Code: CZ42	Grid Reference:	Name:		
Measurement:		Colour:		
Comments & Description:				
<hr/>				
Drawing of object:				
				

**CRITTER
CAFE**

**ENTREPRENEUR
& HIGHER
EDUCATION**



CRITTER CAFE

ACTIVITY:

HIGHER EDUCATION (ENTREPRENEUR)

EXPERIENCE Market place	TARGET AGE GROUP Stage 1	MAX. PARTICIPANTS 15
MATERIALS REQUIRED <ul style="list-style-type: none">- Costumes and props- Market place catalogue	RISKS ASSOCIATED <ul style="list-style-type: none">- Tripping on discarded props	

SET UP:

N/A

INSTRUCTIONS:

Introduction:

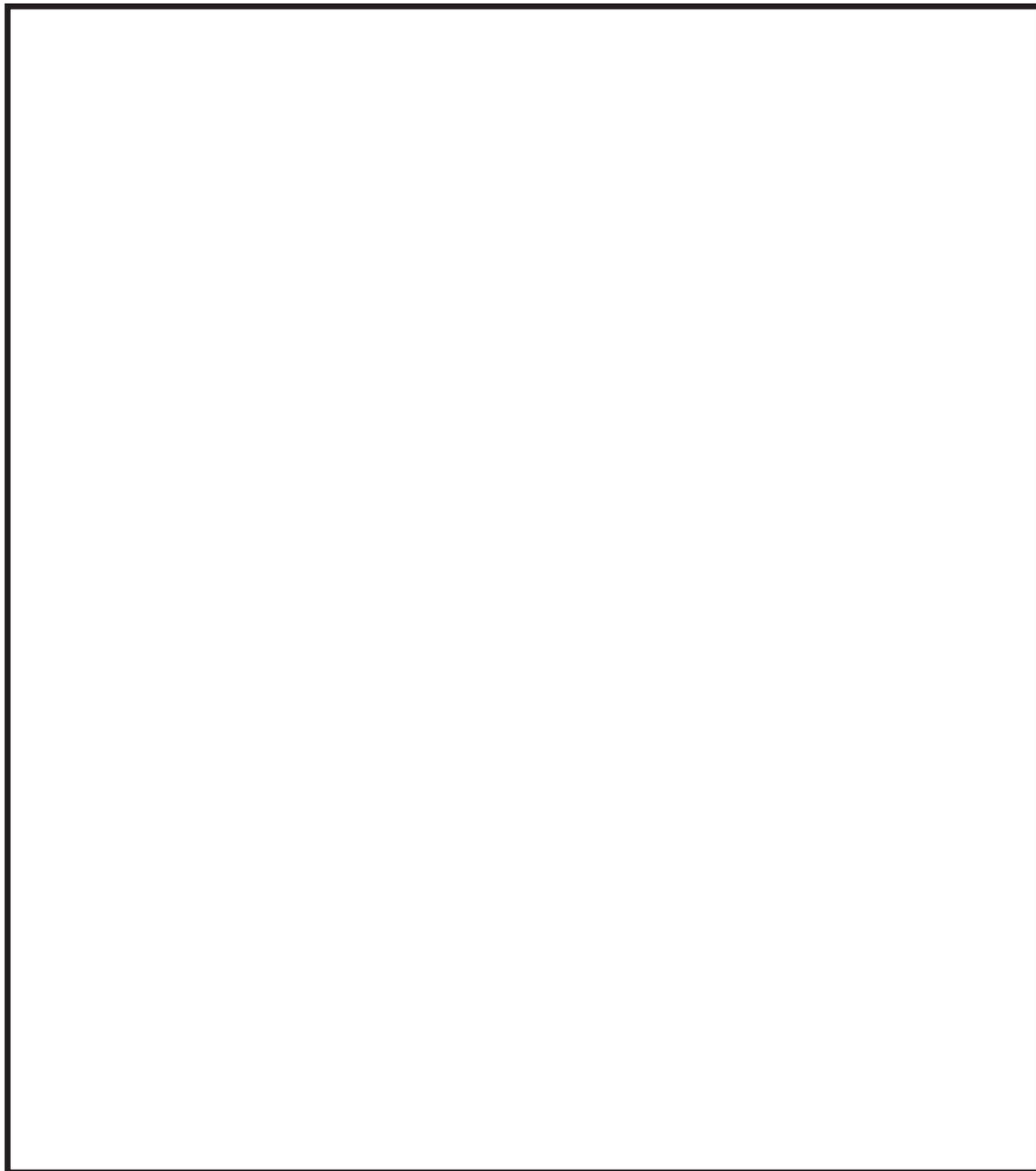
1. Welcome students to the Market Place and explain the purpose of this activity is to explore what it means to be an entrepreneur. Ask students to define the term entrepreneur (a person who sets up a business, someone who creates a new product).
2. Explain students will be working in small groups (2 or 3 per group) to create a food creation that can be used to build a business. Provide students with Market Place catalogues. These catalogues will be provided to students by Discovery Space staff. Use the items in the catalogue to create a new food product ie. Super Vegetable Juice or Fruit Salad Pasta etc.
3. Provide students with time to record their 'new' food creation and list the ingredients required. Prompt students to think about how many ingredients would be required ie. Would one capsicum be enough for the Super Vegetable Juice?
4. Students to use catalogue to work out the cost of all the ingredients used to make their 'new' food.
5. Provide students with time to purchase ingredients from the Market Place.
6. Encourage students to share their 'new' foods and discuss the costings of all the ingredients purchased.

Extension:

1. Provide students with a budget of \$20.
2. Ask students to work out how much change is required if they purchase their ingredients for their 'new' food. Did students receive change? Did students spend more than their budget?

WORKSHEET 1: NEW FOOD

Draw the new type of food you have created:

A large, empty rectangular box with a black border, intended for drawing a new type of food.

WORKSHEET 2: INGREDIENTS AND PRICING

List the ingredients needed to make your new food creation. Write down the cost of each ingredient. Add the prices together to see how much money you have spent:

INGREDIENT	PRICE