

THE GRAND TOUR OF AUSTRALIA!!! (PART 1)

AIM

- To inspire students to become active travellers, by recording accumulated distances travelled to and from school and combining these kilometres with the class to circumnavigate Australia.

VELS: 3/4

GRADE: 3 - 6

- [The Humanities](#) - Level 3

Students develop awareness and understanding of the effects of people's interactions with their environment and the ways in which these affect their lives. Students begin to visualise and describe location and direction. They learn to use atlas maps and a globe to locate and name the states and territories of Australia.

- [Mathematics](#) - Level 3

Students learn to recognise practical applications of mathematics in daily life. They identify the mathematical nature of problems for investigation. They choose and use learned facts, procedures and strategies to find solutions. They use a range of tools for mathematical work, including calculators and measuring tools.

- [The Humanities; Geography](#) - Level 4

In the *Geospatial skills* dimension students read and interpret maps of different kinds and at different scales, including street directories, and atlas maps. Students identify and collect information from maps, and record and represent data in different types of maps, graphs and tables.

DURATION (Approximate)

The Grand Tour of Australia requires ongoing activities that can span the duration of the year.

- 20min: Preparation - [Mapping \(Once off activity\)](#)
- 15min: Ongoing/Monthly - [Active Travel: Student Record Sheet](#)
- 15min: Monthly - [Active Travel: Class Kilometre Count](#)
- 20min: Monthly - [Class tour of Australia](#)
- 10 min: Monthly - [How Far Did We Travel This Month? Graph](#)

LINKS

- [The Grand Tour of Australia \(PART 2\)](#)
- [Back to Contents Page](#)

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LESSON NOTES

EQUIPMENT

- Enlarged class map of school region
- Ruler
- Calculator
- 1 per student per month: [Active Travel: Student Record Sheet](#)
- 1 per class per month: [Active Travel: Class Kilometre Count](#)
- Australian Atlas
- Large poster size map of Australia (with main roads, capital cities and geographical features).
- A moveable marker to keep track of class progress on the map of Australia. (Model bike/Walker)
- 1 graph template per class: [How Many Kms Did We Travel This Month? Graph](#)

INSTRUCTIONS

Preparation - Mapping (Once off activity)

- 1) Students use the enlarged class map of the school region to calculate the distance they will actively travel to get to and from school. They write this distance on the [Active Travel: Student Record Sheet](#) in answer to Q1.

(Alternatively, students can work this distance out as part of the [Mapping Active Travel Routes](#) activity).

Ongoing/monthly - Active Travel: Student Record Sheet

- 2) Students tick the box to show what type of active travelling they are doing this month.
- 3) They write or draw interesting observations that they make as active travellers during the month.
- 4) Students draw a star on their [Active Travel: Student Record Sheet](#) for every day that they actively travel to and from school. (You may like to provide students with star stickers).

- 5) At the end on of the month, students calculate their total distance travelled (instructions are provided on the Active Travel: Student Record Sheet).

Monthly - Active Travel: Class Kilometre Count

- 6) Students copy their total distance travelled for the month from their Active Travel: Student Record Sheet onto the Active Travel: Class Kilometre Count record sheet.
- 7) Add up these distances and write the total amount of kilometres actively travelled by the class in one month.

Monthly - Class Tour of Australia

- 8) Place the poster sized map of Australia on the wall with a miniature bicycle marker where your school is located.
- 9) Look at an Australian Atlas to work out where the class can travel to with their accumulated active travel kilometres. (This could be a whole class activity using a class set of atlases).
- 10) Move the marker to the new location on the poster sized map of Australian.
- 11) Repeat this process once a month. Try to circumnavigate Australia, passing through every state, or simply see how far your class can travel by the end of the year.

Suggestions:

- Provide students with a certificate of achievement every time the class crosses a state border or reaches a capital city.
- Host a celebration when the class completes its active travel circumnavigation of Australia or reaches a selected destination.
- The monthly Active Travel: Class Kilometre Count could be completed on the same day as the **Hands-Up Active Travel Count** (1st school Tuesday of every month). See the [Hands Up! Survey](#)

Monthly - Graph the Progress

- 1) Download the [How Many Kms Did We Travel This Month? Graph](#) template, and enlarge it to A3. Stick the graph onto the wall next to the map of Australia.
- 2) Each month, take the total distance travelled from the [Active Travel: Class Kilometre Count](#) and graph it on the template provided. This graph will display the class progress over one year. See [EXAMPLE: How Many Kms Did We Travel This Month? Graph](#).

GOING FURTHER

Suggestions - SOSE, Geography

- Choose Australian icons to travel past and conduct mini research lessons on these places when the class reaches them, for example: NT- Uluru; WA- Monkey Mia; QLD - Great Barrier Reef; NSW- Sydney Opera House.
- Research the changing landscape each time the marker is moved around the map, for example: desert, coastal, alpine, rainforest.
- Register your school to travel around Canada online. Go to: *Walking Tour of Canada* at www.goforgreen.ca

Suggestions - PE/Health

- As a way of inspiring other people to become involved in active travel, challenge another class in your school to a race around Australia.
- Join with other classes within your school and challenge another school in the area to a Grand Tour of Australia Race.

LINK: [The Grand Tour of Australia \(PART 2\)](#) - Grade 5/6

AIM: To use maths as a means for students to follow their individual and class progress as active travel participants in The Grand Tour of Australia.



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Active Travel: Student Record Sheet

MONTH		YOUR NAME	
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1) Write down the distance of your active travel route to and from school.
(You may need to look at a local map to measure this distance).


Distance:

kilometres/metres



2) Tick one or more boxes to show what type of *active traveller* you are. 

Cycle	Walk	Rollerblade	Scooter	Skateboard
				

3) Write or draw interesting observations you made this month. 

(Sights, smells, sounds, seasonal changes or changes in how you felt)

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Active Travel: Student Record Sheet (Continued)



4) Draw a star in the box for each day that you *actively travel* to and from school.


WEEK	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					

5) How many stars do you have for this month?



6) To work out the **total** distance that you *actively travelled* this month:

Times the amount of **Stars** you have by your answer to **Question 1**.

STARS 	Times by	Distance km (Q1)		TOTAL km/m
	X		=	


6) Write your **name**, **type of active travel** and **total distance** for this month, onto the Active Travel: Class Kilometre Count sheet.



Your total active travel kilometres will be used in The Grand Tour of Australia!!!

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Active Travel: Class Kilometre Count

Month		
Total Class Distance		
Current Location in Australia		
New Location in Australia		
Most Popular type of Active Travel		

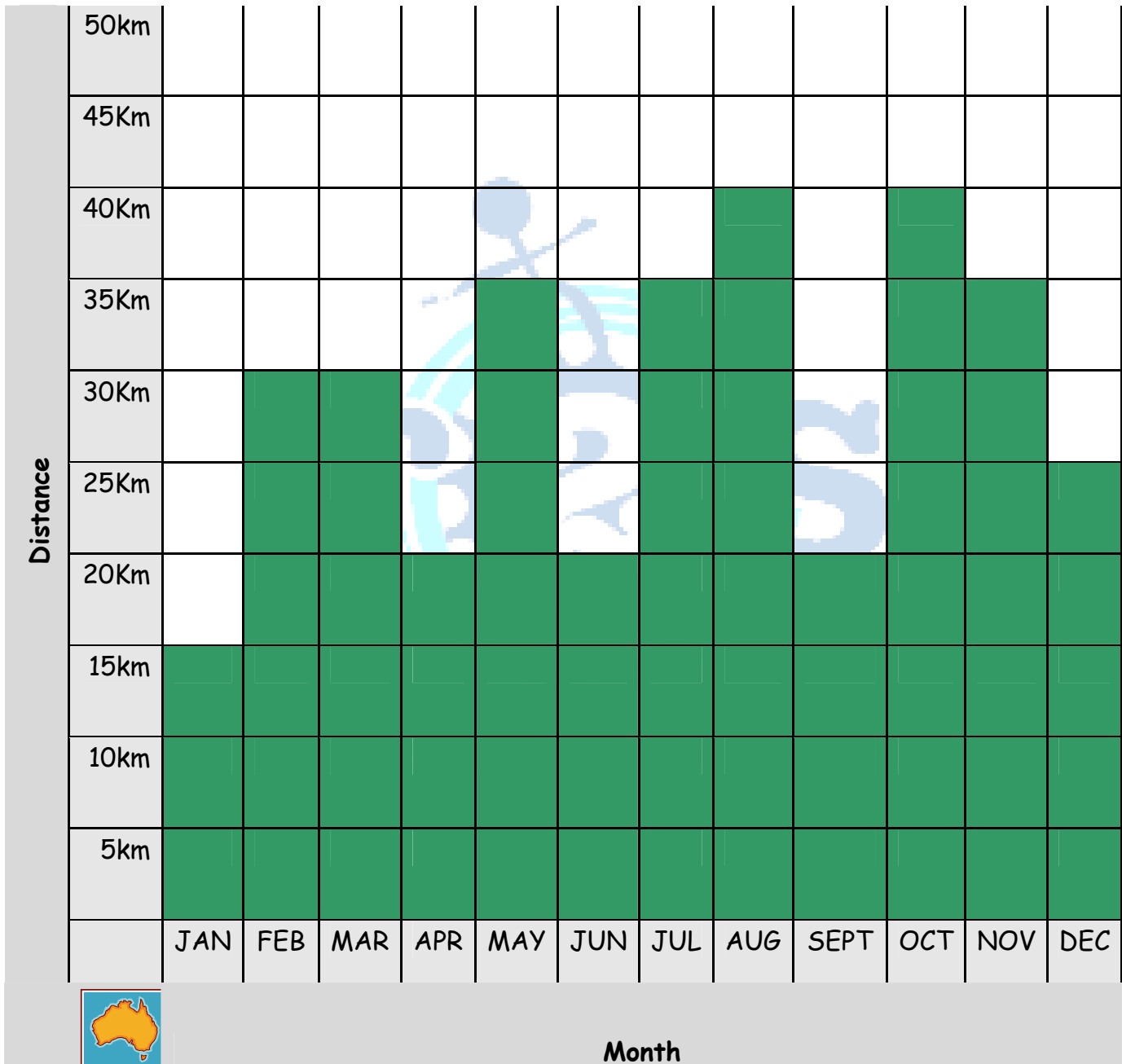
	Student Names	Type of Active Travel	Total Distances km/m
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
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17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			



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EXAMPLE: How Far Did We Travel This Month? Graph



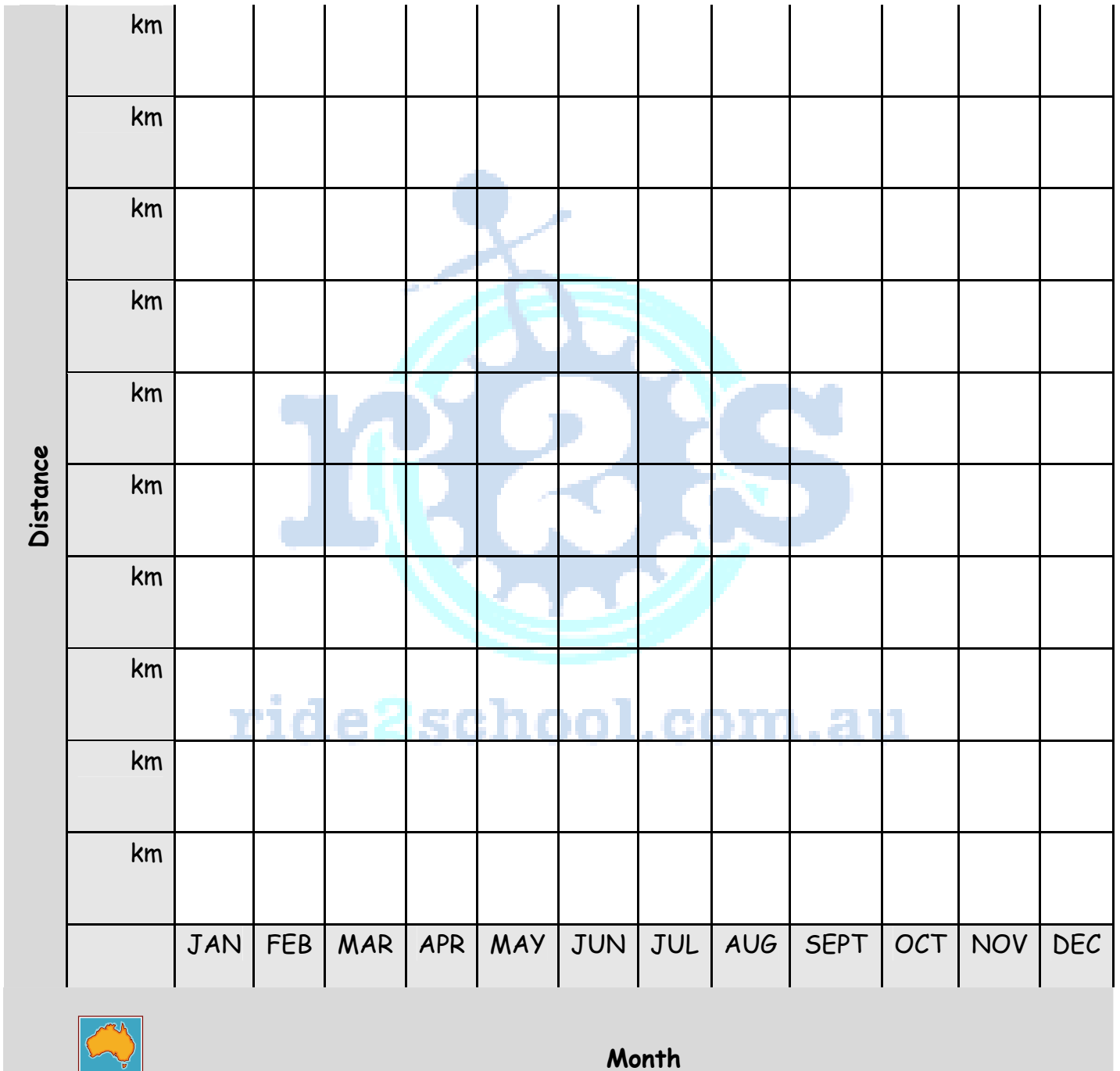
At the end of each month, graph the total amount of active travel kilometres accumulated by the class.



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How Far Did We Travel This Month? Graph



At the end of each month, graph the total amount of active travel kilometres accumulated by the class. (Insert the kms to suit your class).