

Unit 12

“Postmodern Times
(Truth & Trust)”

**Prep to
Grade**

6

History & Social Studies



History & Social Studies (Prep to Grade 6)

“Postmodern Times (Truth & Trust)”

SUMMARY:

This HASS unit explores Australian society from the end of World War II to the present, examining how Western values—shaped by Christian belief, democracy, and individual responsibility—contributed to Australia’s strength and identity. Through stories, discussions, and projects, students investigate migration, multiculturalism, civil rights, economic life, and modern citizenship, while learning to think critically about truth, justice, and national identity. Drawing on perspectives that affirm the strengths of Western civilisation and the importance of moral clarity, students are guided to recognise both the benefits and challenges of modern Australia, and to respond as thoughtful, informed citizens who value cooperation, truth, and responsible freedom.

RESOURCES:

All the information you need is included within the informational story in each lesson plan.

The hands-on or creative activities are designed to use materials you will likely have already in your home, but you should maintain some **art and craft materials**.

Each child will also need a **History Journal** (i.e., a lined exercise book for writing responses to questions, planning notes for creative projects, and other activities). It is also helpful to have a good **dictionary**.

Three lessons a week will provide the basic learning. To enjoy a richer learning experience, you could supplement the lessons with extra books about the topics in this unit, from your local library.

Some suggestions for extra reading include but are not limited to...

- To be advised

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COURSE OVERVIEW (9 WEEKS)

WEEK 1–2

The Western Values & Beliefs that Made Australia Great

(2 lessons per week = 4 lessons)

Content Codes: AC9HS1K02; AC9HS3K02; AC9HS3K06; AC9HS3K07; AC9HS4K08; AC9HS5K06; AC9HS5K07; AC9HS6K06

Lesson 1: What Are Western Values?

- Christian foundations (truth, justice, dignity)
- Rule of law, freedom, responsibility
- Simple story: “A Town Built on Trust”

Perspective Integration:

- Biggar: moral seriousness of Western civilisation
 - Abbott: freedom tied to responsibility
-

Lesson 2: Democracy & Freedom in Australia

- Voting, law, fairness
- Why freedom requires truth

Perspective:

- Chavura: importance of civic literacy
 - Abbott: defending democratic institutions
-

Lesson 3: The Role of Community & Institutions

- Family, church, local government
- Cooperation as a foundation of society

Perspective:

- Price: strength of community responsibility
-

Lesson 4: Why Western Civilisation Matters

- Contributions: education, rights, stability
- Balanced discussion: strengths vs challenges

Key Idea:

- Truth is necessary for freedom (aligned with Yr 7–10 course)
-

WEEK 3–4

Migration & Multiculturalism

(2 lessons per week = 4 lessons)

Codes: AC9HS3K01; AC9HS4K09; AC9HS5K03; AC9HS5K04; AC9HS6K02; AC9HS6K03

Lesson 5: Post-War Migration to Australia

- “Populate or Perish”
 - European migrants
 - Story-based learning
-

Lesson 6: Changing Australia – New Cultures

- Food, language, traditions
 - Benefits of migration
-

Lesson 7: Multiculturalism vs Shared Identity

- Unity vs division
- Why shared values matter

Perspective:

- Biggar: integration with moral framework
 - Chavura: civic cohesion
-

Lesson 8: Migration, Identity & Responsibility

- Being Australian
- Responsibilities of citizenship

Perspective:

- Price: importance of shared national identity

WEEK 5

Civil Rights & the Fight for Justice

(2 lessons)

Codes: AC9HS6K02 (+ relevant others)

Lesson 9: Rights and Responsibilities

- What are rights?
 - Why truth matters in defining justice
-

Lesson 10: Indigenous & Civil Rights Movements

- Key events (1967 Referendum, Mabo)
- Balanced perspective on justice

Perspective:

- Price: practical outcomes vs symbolic politics
-

WEEK 6

Your Money & Business in the Modern World

(2 lessons)

Codes: AC9HS5K08; AC9HS6K08

Lesson 11: Earning, Spending & Saving

- Needs vs wants
 - Stewardship
-

Lesson 12: Business & the Economy

- How businesses help society
- Free enterprise vs control

Perspective:

- Western system supports prosperity + responsibility
-

WEEK 7–8

Research Project Skills (2 lessons per week = 4 lessons)

Lesson 13: Posing Questions

Codes: AC9HS2S01 → AC9HS6S01

- What makes a good question?
 - Guided practice
-

Lesson 14: Gathering Information

Codes: AC9HS2S02 → AC9HS6S02

- Sources (books, people, media)
 - Truth vs bias
-

Lesson 15: Analysing & Interpreting

Codes: AC9HS2S03 → AC9HS6S04

- Identifying patterns
 - Recognising bias (link to Yr 7–10 ideology unit)
-

Lesson 16: Perspectives, Conclusions & Communication

Codes: AC9HS2S04 → AC9HS6S07

- Different viewpoints
 - Drawing conclusions
 - Presenting ideas clearly
-

WEEK 9

Final Project: Editing, Polishing & Presentation

(1 lesson)

Lesson 17: Final Presentation

Students:

- edit their project
- prepare a presentation
- present findings

Focus:

- clarity
 - truthfulness
 - confidence
-

FINAL PROJECT (Integrated Across Weeks 7–9)

Topic Options:

- “What makes Australia a strong nation?”
- “How migration has shaped Australia”
- “Why truth matters in society”
- “How communities work together”

Differentiation:

- **F–2:** Drawing + oral explanation
 - **3–4:** Poster + short writing
 - **5–6:** Report + presentation
-

WORLDVIEW THREAD (CONSISTENT THROUGH COURSE)

This course consistently teaches that:

- Western civilisation is rooted in **Christian truth and moral order**
- Freedom depends on **truth, responsibility, and cooperation**
- Societies weaken when:
 - truth becomes relative
 - identity replaces shared values
- Students are called to:
 - think critically
 - value truth
 - act responsibly

Tasks Still to Create

- **FULL lesson-by-lesson plans (1500+ word stories, narration, activities)**
- **Assessment rubrics (5-level, AC9 aligned)**
- **Research project templates and checklists**

GEOGRAPHY COURSE OVERVIEW

This 8-lesson Geography unit explores how people, places, and environments are connected in the modern world, particularly in Australia since 1945. Students learn how countries, regions, and environments are organised and represented, how people interact with places, and how resources and environments are used and managed. Through maps, stories, and practical investigations, students develop skills in observing, questioning, and gathering information about the world around them. The course emphasises responsible stewardship, encouraging students to understand that God has entrusted people with caring for the land, using resources wisely, and living cooperatively within communities and across regions.

CONTENT DESCRIPTION ALIGNMENT

This unit addresses:

- **Knowledge & Understanding**
 - AC9HS2K03 – Representation of places and features
 - AC9HS2K04 – Interconnections between people and places
 - AC9HS3K05 – Influence of environment on human activity
 - **Inquiry & Skills**
 - AC9HS1S02 – Pose questions about familiar places
 - AC9HS2S02 – Collect and record geographical data
 - AC9HS3S02 – Locate and gather information from sources
-

8-LESSON COURSE SEQUENCE

LESSON 1: What is Geography? Understanding Our World

Focus:

- What geography is (people, places, environments)
- Asking questions about the world

Skills:

- AC9HS1S02 (posing questions)

Key Idea:

God created an ordered world that we can explore and understand.

LESSON 2: Mapping Our Local Area

Focus:

- Simple maps (home, town, neighbourhood)
- Symbols and representations

Skills:

- AC9HS2K03
- AC9HS2S02

Activity:

Draw and label a simple map of your local area.

LESSON 3: Australia – States, Regions & Features

Focus:

- States and territories
- Natural features (rivers, mountains, coasts)

Skills:

- AC9HS2K03
 - AC9HS3S02
-

LESSON 4: How People Use Places

Focus:

- Farming, cities, transport, industry
- How people depend on land

Skills:

- AC9HS2K04

Key Idea:

People shape the land, and the land shapes people.

LESSON 5: Environments Shape Human Life

Focus:

- Climate, weather, landscape
- How environment affects lifestyle

Skills:

- AC9HS3K05

LESSON 6: Interconnections – Local to Global

Focus:

- Trade, travel, communication
- Australia's connections to other countries

Skills:

- AC9HS2K04
 - AC9HS3S02
-

LESSON 7: Gathering Geographic Information

Focus:

- Using maps, photos, observations
- Recording data

Skills:

- AC9HS2S02
- AC9HS3S02

Activity:

Mini investigation of a local place.

LESSON 8: Stewardship – Caring for God's World

Focus:

- Caring for land and resources
- Responsibility in communities

Skills:

- Integration of all inquiry skills

Key Idea:

Humans are stewards, not owners, of creation.

KEY THEMES THROUGHOUT THE UNIT

- **Order & Design** – The world is structured and understandable
 - **Interconnection** – People and places depend on each other
 - **Responsibility** – Wise use of resources matters
 - **Cooperation** – Communities function through shared effort
-

SKILLS PROGRESSION ACROSS THE UNIT

Skill	How It Develops
Questioning	Lesson 1 → ongoing
Mapping	Lessons 2–3
Understanding place use	Lessons 4–5
Interconnections	Lesson 6
Research skills	Lesson 7
Application	Lesson 8

SUMMARY

This Geography unit builds from:

- **simple observation (F–2) →**
- **understanding systems (3–4) →**
- **interpreting connections (5–6)**

while reinforcing:

- **biblical stewardship**
- **practical geographic skills**
- **clear understanding of Australia in a global context**

Prior to starting each week, review the recommended resources.

Contents

Week	Description	Page
Week 1	The Western Values that Made Australia Great	
Week 2		
Week 3	Migration & Multiculturalism	
Week 4		
Week 5	Civil Rights & the Fight for Justice	
Week 6	Your Money & Business in the Modern World	
Week 7	Research Project	
Week 8		
Week 9	Editing & Presentation of the Project	
Assessment		

WEEK 1

THE WESTERN VALUES THAT MADE AUSTRALIA GREAT (PART 1)

LESSON 1.1 – What Are Western Values?

Theme: Truth & Trust

Character Focus: Truthfulness & Trustworthiness

Learning Objectives

Students will:

- Understand what “values” are and why they matter in society
- Identify key Western values (truth, justice, dignity, responsibility)
- Recognise how these values helped shape Australia
- Understand that trust depends on truth
- Reflect on how values influence behaviour and communities

A) Introduction (Vocabulary & Orientation)

Parent/Tutor Says:

“Today we are starting a new unit about modern Australia — the world we live in right now.”

“We are going to ask an important question: *What makes a society strong?*”

“One of the answers is something called *values*. Values are the things people believe are important — like telling the truth, being fair, and helping others.”

“Today we will learn about the values that helped build Australia — and why truth is so important for trust.”

Vocabulary

- **Values** – beliefs about what is right and important
- **Truth** – what is real and accurate
- **Justice** – fairness and doing what is right
- **Dignity** – the value and worth of every person
- **Responsibility** – doing what you should do

- **Trust** – believing someone will do the right thing
-

Content Descriptions:

(AC9HS1K02, AC9HS3K06, AC9HS5K06)

B) Informational Story – “A Town Built on Trust”

In a wide valley, surrounded by gentle hills and a winding river, there once stood a small town called Fairhaven. It was not a large or wealthy place, but it was known far and wide for something far more valuable — it was a town built on trust.

Long ago, when Fairhaven was first settled, the people who came there brought with them more than tools and supplies. They brought beliefs — strong ideas about how people should live together. Many of these settlers believed that truth mattered, that people should treat one another fairly, and that each person had value because they were made by God.

At the centre of the town stood a simple wooden meeting hall. It was not grand, but it was important. Here, the townspeople would gather to make decisions, solve problems, and help one another. They believed that everyone should be heard, but also that truth should guide their decisions.

One of the first rules they agreed upon was simple: *Always tell the truth.*

At first, this seemed obvious. But over time, the people realised just how important this value was.

One day, a farmer named Thomas came rushing into the meeting hall. “My fence has been broken,” he said. “My sheep have wandered off!”

The townspeople gathered to help. They asked questions and searched for clues. Eventually, a young boy named Samuel stepped forward, looking nervous.

“I... I broke the fence,” he admitted quietly. “I was climbing on it, and it snapped.”

There was silence in the room. Samuel expected anger. But instead, the town leader nodded.

“You told the truth,” he said. “That matters.”

Samuel was asked to help repair the fence, and the townspeople helped him. The sheep were gathered, and the problem was solved.

Afterward, the leader said, “Because Samuel told the truth, we were able to fix the problem quickly. If he had hidden it, the sheep might have been lost.”

This became one of the town’s guiding lessons: **truth builds trust, and trust helps people work together.**

As the years passed, Fairhaven grew. Shops opened, families settled, and new people arrived from distant places. These newcomers brought different foods, traditions, and skills — but they were welcomed into the town because they agreed to live by its values.

One of those values was **justice** — fairness in how people were treated.

In Fairhaven, there were rules, but they were not meant to control people unfairly. Instead, they helped protect everyone. If someone stole, they were held accountable. If someone was treated badly, the town would step in to help.

The people believed that laws should reflect what is right — not just what is easy.

Another important value was **dignity**.

The townspeople believed that every person mattered — whether rich or poor, young or old. When a traveller arrived with nothing, the town would help them get started. When someone was sick, others would care for them.

“Every person has worth,” the townspeople would say. “We must treat each other with respect.”

This made Fairhaven a place where people felt safe — not just physically, but in their hearts.

Over time, the town also learned the importance of **responsibility**.

Freedom was valued in Fairhaven. People were free to build, work, and make choices. But the leaders always reminded them:

“Freedom does not mean doing whatever you want. It means doing what is right.”

If someone neglected their responsibilities — refusing to work, damaging property, or treating others poorly — it affected the whole community.

So each person was expected to contribute — to work honestly, care for others, and follow the laws that protected everyone.

As the town continued to grow, visitors would often ask,
“What makes this place so strong?”

The answer was not its buildings, its farms, or its wealth.

It was its values.

Truth. Justice. Dignity. Responsibility.

These values shaped how people lived, how they treated one another, and how they made decisions.

But one day, a challenge arose.

A group of newcomers arrived who did not agree with these values. They said things like:

“Truth is whatever you want it to be.”

“Rules are restrictive.”

“People should only do what makes them happy.”

At first, this did not seem like a problem. Everyone was free to have opinions. But soon, things began to change.

Some people stopped telling the truth.
Others ignored the rules.
Disagreements became harder to solve.

Without shared values, trust began to break down.

The town leaders called a meeting.

“We must decide what kind of community we want to be,” they said.

“Without truth, there can be no trust. Without trust, we cannot live well together.”

The townspeople thought carefully. They discussed, debated, and reflected.

In the end, they chose to hold firmly to their values — while still welcoming others — but making it clear that these values were the foundation of their community.

Slowly, trust was rebuilt.

Fairhaven was not perfect. It still faced challenges. But it remained strong because its people understood something important:

A society is only as strong as the values it lives by.

And at the heart of those values was truth — the foundation of trust.

C) Narration

Student Task:

Retell the story in your own words.

Options:

- Oral narration (younger students)
- Written summary (older students)
- Draw and explain key events

Prompt:

“What happened in Fairhaven, and why were values important?”

Content Descriptions:

(AC9HS1K02, AC9HS3K06)

D) Thinking Questions

F–2

- What is something important the people in the town believed?
- Why is telling the truth important?
- How did the town help people?

Years 3–4

- What values made Fairhaven strong?
- What happened when people stopped following the values?
- Why do rules help a community?

Years 5–6

- How do values shape a society?
 - Why is truth necessary for trust?
 - What happens when a society loses shared values?
-

Content Descriptions:

(AC9HS3K07, AC9HS4K08, AC9HS5K07)

E) Learning Activities

F–2

1. **Draw the Town**
Draw Fairhaven and show people helping each other.
 2. **Truth Sorting Game**
Teacher says statements — students identify “truth” or “not truth.”
-

Years 3–4

1. **Values Poster**
Create a poster showing 3 important values (truth, fairness, kindness).
 2. **Mini Role Play**
Act out a situation where telling the truth helps solve a problem.
-

Years 5–6

1. **Cause & Effect Chart**
Create a chart:
 - When truth is followed → what happens?
 - When truth is ignored → what happens?
 2. **Short Reflection Writing**
Write: “Why truth is important in a community.”
-

All Ages Activity

“Build a Community” Challenge

Create your own “town rules” based on values.

Discuss: What rules help people live well together?

Content Descriptions:

(AC9HS2S01, AC9HS3S02, AC9HS5K06)

F) Optional Extension Activity

Interview a parent or grandparent:

“What values do you think are important in Australia?”

G) Biblical Connection & Wrap-up

Parent/Tutor Says:

“The Bible teaches that truth is not just helpful — it is essential.”

Read:

- John 8:32 – *“Then you will know the truth, and the truth will set you free.”*

Discuss:

- Why does truth lead to freedom?
- How does truth help us trust others?

Key Idea:

God is a God of truth. When we live truthfully, we reflect His character and help build strong, trustworthy communities.

Content Descriptions:

(AC9HS5K06, AC9HS6K06)

AC v9 Content Descriptions Used (Grouped)

Knowledge & Understanding

- **AC9HS1K02** – How people in different places meet their needs
- **AC9HS3K06** – How people participate in communities
- **AC9HS3K07** – Why people participate within communities
- **AC9HS4K08** – The importance of laws and rules

- **AC9HS5K06** – The key values that underpin Australia’s democratic system
- **AC9HS5K07** – The roles and responsibilities of Australian citizens
- **AC9HS6K06** – The values that support democratic society

Inquiry & Skills

- **AC9HS2S01** – Pose questions
 - **AC9HS3S02** – Locate and collect information
-

LESSON 1.2 – Democracy & Freedom in Australia

Theme: Truth & Trust

Character Focus: Truthfulness & Responsibility

Learning Objectives

Students will:

- Understand what democracy is and how it works in Australia
 - Recognise the connection between freedom and responsibility
 - Understand why truth is essential for fair decision-making
 - Explore how voting and laws help maintain a just society
 - Reflect on their role as future citizens
-

A) Introduction (Vocabulary & Orientation)

Parent/Tutor Says:

“In our last lesson, we learned about values like truth, justice, and responsibility.”

“Today we are going to learn how those values are put into action in a country like Australia.”

“We are going to explore something called *democracy* — a system where people help make decisions about how a country is run.”

Vocabulary

- **Democracy** – a system where people vote and have a say in decisions
 - **Freedom** – the ability to make choices
 - **Responsibility** – doing what is right and fulfilling duties
 - **Law** – rules that help keep order and fairness
 - **Vote** – choosing leaders or decisions
 - **Citizen** – a person who belongs to a country
-

B) Informational Story – “The Day of the Big Decision”

In the growing town of Fairhaven, many years had passed since the people first agreed on their shared values. The town had grown into a thriving community with farms, shops, schools, and families from many different backgrounds.

But one day, an important problem arose.

The old wooden bridge that crossed the river was beginning to break. Cracks had appeared in the beams, and the water below was rising after heavy rains.

Everyone agreed that something needed to be done. But *what* should they do?

Some people wanted to repair the bridge.

Others wanted to build a new one.

Some thought the money should be spent elsewhere — on the school or the roads.

The town leaders realised this decision was too important for just a few people to make.

So they called a meeting in the town hall.

“This is a decision for everyone,” said the leader. “We will use our system of *democracy*.”

The younger children looked confused.

“What does that mean?” one asked.

“It means,” the leader explained, “that everyone has a chance to be heard, and the people will help decide.”

In the days that followed, something remarkable happened.

The townspeople gathered in groups, discussing the options. They listened to each other, shared ideas, and asked questions.

A builder stood up and said,

“If we repair the bridge, it may not last long.”

A teacher added,

“But if we build a new bridge, we must be careful with our money.”

A farmer spoke thoughtfully,

“The bridge helps us bring food into town. We need something strong and reliable.”

Everyone had a voice.

But the leader reminded them of something important:

“Freedom to speak is important — but it must be guided by truth.”

Some people began to exaggerate.

“The bridge will collapse tomorrow!” one man claimed.

“That’s not true,” replied another. “It is damaged, but it is still standing.”

The leader stepped forward.

“In a democracy, we must be careful,” he said.

“If we do not tell the truth, people will make decisions based on false information.”

The townspeople nodded. They understood.

Without truth, freedom could lead to confusion.

Soon, the town prepared for a vote.

Each adult citizen was given a small piece of paper. On it, they would write their choice:

- Repair the bridge
- Build a new bridge

The children watched with great interest.

“Why does everyone get a vote?” one asked.

“Because each person matters,” said the teacher. “And each person shares responsibility for the community.”

When the votes were counted, the decision was clear:

The town would build a new bridge.

It was not what everyone had wanted — but it was the decision of the people.

And something important happened next.

Even those who had disagreed accepted the result.

“Why?” a child asked.

“Because in a democracy,” the leader explained,
“we trust the process — and we respect one another.”

Work began on the new bridge.

The builders worked hard. The townspeople contributed time, effort, and resources. It was not easy — but they worked together.

One day, a young boy named Daniel noticed something.

“Why do we have to follow all these rules?” he asked. “Wouldn’t it be easier if people just did what they wanted?”

The builder paused and smiled.

“Imagine this,” he said.

“What if people built the bridge however they wanted — no plans, no rules, no measurements?”

Daniel thought for a moment.

“It would fall down,” he said.

“Exactly,” the builder replied.

“Freedom without responsibility leads to chaos.”

The new bridge was completed months later. It was strong, reliable, and safe.

On the day it opened, the whole town gathered to celebrate.

The leader spoke again:

“Today we see the result of democracy — people working together, guided by truth, making decisions responsibly.”

“But remember this: democracy is not just about voting. It is about truth, responsibility, and trust.”

Years later, visitors would come to Fairhaven and ask:

“How does your town work so well?”

And the answer was always the same:

“We are free — but we are also responsible. And we value truth.”

Because the people of Fairhaven understood something important:

Freedom only works when it is built on truth.

C) Narration

Student Task:

Retell the story in your own words.

Options:

- Oral retelling (F–2)
- Draw and explain the story
- Written summary (Years 3–6)

Prompt:

“How did the people of Fairhaven make their decision, and why was truth important?”

D) Thinking Questions

F–2

- What problem did the town have?
- What is a vote?
- Why is it important to tell the truth?

Years 3–4

- What is democracy?
- Why did everyone get a vote?
- What happened when people did not tell the truth?

Years 5–6

- Why is truth essential in a democracy?
- What is the connection between freedom and responsibility?
- What could happen if people misuse freedom?

E) Learning Activities

F-2

1. **Class Vote Activity**
Vote on a simple choice (e.g., favourite fruit or game).
Discuss fairness.
 2. **Draw a Voting Scene**
Draw people voting and explain what is happening.
-

Years 3–4

1. **Create a Voting System**
Design your own simple voting process (rules, ballots, counting).
 2. **Democracy Role Play**
Act out a class decision using discussion and voting.
-

Years 5–6

1. **Debate Activity**
Debate a simple issue (e.g., school rule).
Focus on using truthful arguments.
 2. **Freedom & Responsibility Chart**
Create a two-column chart:
 - Freedom means...
 - Responsibility means...
-

All Ages Activity

Build a Fair System

Design a “mini government” for your home or class:

- Rules
 - Voting system
 - Responsibilities
-

F) Optional Extension Activity

Research:

What happens during an election in Australia?
(Discuss ballots, leaders, and voting day.)

G) Biblical Connection & Wrap-up

Parent/Tutor Says:

“The Bible teaches that freedom is a good gift — but it must be used wisely.”

Read:

- Galatians 5:13 – *“Use your freedom to serve one another in love.”*

Discuss:

- What happens when freedom is used selfishly?
- How can we use freedom responsibly?

Key Idea:

God calls us to live in truth and use our freedom to do what is right — not just what is easy.

AC v9 Content Descriptions Used

Knowledge & Understanding

- **AC9HS3K06** – How people participate in communities
- **AC9HS3K07** – Why people participate within communities
- **AC9HS4K08** – The importance of laws and rules
- **AC9HS5K06** – The key values that underpin Australia’s democratic system
- **AC9HS5K07** – The roles and responsibilities of Australian citizens
- **AC9HS6K06** – The values that support democratic society

Inquiry & Skills

- **AC9HS2S01** – Pose questions
- **AC9HS3S02** – Locate and collect information

GEOGRAPHY LESSON 1.3 – Understanding Place & Environment

Theme: Truth & Trust

Character Focus: Attentiveness & Stewardship

Learning Objectives

Students will:

- Understand what a *place* is in Geography
 - Identify natural and human features of a place
 - Recognise how people interact with their environment
 - Begin observing their own local environment carefully
 - Develop attentiveness to the world around them
-

A) Introduction (Vocabulary & Orientation)

Parent/Tutor Says:

“We are beginning a new part of our learning called Geography.”

“Geography helps us understand the world — not just where things are, but how people live in different places.”

Today’s question is:

What makes a place special or different?

Vocabulary

- **Place** – a location or area
 - **Environment** – the surroundings (natural and built)
 - **Natural features** – things made by nature (rivers, mountains)
 - **Human features** – things made by people (roads, buildings)
 - **Observe** – to look carefully
 - **Stewardship** – taking care of what we have been given
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B) Informational Story – “Looking Closely at Fairhaven”

The children of Fairhaven had spent many lessons learning about people, communities, and society.

Now their teacher had a new idea.

“Today,” she said, “we are going outside.”

Seeing What Was Always There

The children stepped outside the classroom.

At first, everything looked normal.

They had seen this place every day.

But the teacher said something interesting:

“Today, I want you to look more closely than ever before.”

What Do You Notice?

The teacher asked:

“What can you see?”

The children began to answer:

“Trees!”

“Roads!”

“Houses!”

“A park!”

The teacher nodded.

“These are all part of our *place*.”

Natural and Human Features

The teacher explained:

“Some things are made by nature.”

She pointed to:

- Trees
- Grass
- The sky

“These are *natural features*.”

Then she pointed to:

- Buildings
- Roads
- Fences

“These are *human features*.”

Why It Matters

The teacher asked:

“Why do we need both?”

The children thought carefully.

“We need trees for air,” one said.

“We need houses to live in,” said another.

People and the Environment

The teacher explained:

“People depend on the environment.”

“But the environment is also affected by people.”

She pointed to a clean park.

“This is an example of good care.”

Then she pointed to some litter.

“This shows what happens when people are careless.”

A Deeper Understanding (Primary-Level Worldview Integration)

The teacher explained:

- The world was created with order and purpose
 - People were given responsibility to care for it
 - How we treat our environment matters
-

Looking More Carefully

The children began to observe more closely.

They noticed:

- Where water flowed
- Where people gathered
- How buildings were arranged

They began to see patterns.

A Change in Thinking

Mia said,

“I’ve walked here so many times... but I never noticed all of this.”

The teacher smiled.

“That is because you were not observing carefully.”

Attentiveness in Geography

The teacher explained:

“To understand the world, we must be attentive.”

“Careful observation helps us understand how places work.”

A Balanced Perspective (Worldview Alignment)

The teacher added:

- A well-ordered environment helps people live well
 - Careless use of land can cause problems
 - Responsible stewardship leads to thriving communities
-

Final Reflection

As the lesson ended, the children looked around one more time.

This time, everything seemed different.

Not because it had changed...

But because they were seeing it clearly

C) Narration

Student Task:

Retell what you observed about your environment.

Options:

- Oral narration (F–2)
- Draw your surroundings
- Written description (Years 3–6)

Prompt:

“What did you notice about your place?”

D) Thinking Questions

F–2

- What can you see around you?
- What is made by nature?
- What is made by people?

Years 3–4

- What are natural and human features?
- Why do people need the environment?
- How can we take care of our place?

Years 5–6

- How do people and environments affect each other?
 - Why is observation important in Geography?
 - What happens when people do not care for their environment?
-

E) Learning Activities

F–2

1. **Draw Your Place**
Draw natural and human features.
 2. **Nature Walk**
Point out things made by nature.
-

Years 3–4

1. **Feature Sorting**
List natural vs human features.

2. Simple Map Drawing

Draw your local area.

Years 5–6

1. Observation Notes

Write what you observe in your environment.

2. Cause & Effect Discussion

How do people change environments?

All Ages Activity

Local Observation Walk

Go outside and identify features together.

F) Optional Extension Activity

Create a list:

“How can we take care of our environment?”

G) Biblical Connection & Wrap-up

Parent/Tutor Says:

“The Bible teaches that people are responsible for caring for the earth.”

Read:

- Genesis 2:15 – “*The Lord God took the man and put him in the garden to work it and take care of it.*”

Discuss:

- What does it mean to take care of the earth?
 - Why is stewardship important?
-

Key Idea

Places are made up of natural and human features.

We are responsible for observing, understanding, and caring for them.

AC v9 Content Descriptions Used

Knowledge & Understanding

- **AC9HS2K03** – The natural and human features of places
- **AC9HS2K04** – How people interact with environments

Inquiry & Skills

- **AC9HS1S02** – Observe and record information
- **AC9HS2S02** – Collect and record information
- **AC9HS3S02** – Locate and collect information

WEEK 2

THE WESTERN VALUES THAT MADE AUSTRALIA GREAT (PART 2)

LESSON 2.1 – The Role of Community & Institutions

Theme: Truth & Trust

Character Focus: Responsibility & Cooperation

Learning Objectives

Students will:

- Understand what a community is and why people live in communities
- Identify key institutions (family, church, local government)
- Recognise how cooperation strengthens society
- Understand the role of responsibility within a community
- Reflect on how institutions help maintain trust and order

A) Introduction (Vocabulary & Orientation)

Parent/Tutor Says:

“In our last lesson, we learned about democracy — how people make decisions together.”

“But a strong society is not just about voting. It is also about *how people live together every day*.”

“Today we are going to explore something very important — *community* — and the groups that help a society function well.”

Vocabulary

- **Community** – a group of people living and working together
- **Institution** – an organised group that serves a purpose (e.g., family, church, government)
- **Cooperation** – working together for a shared goal
- **Responsibility** – doing your part
- **Order** – organised and structured living

- **Support** – helping others
-

B) Informational Story – “The Day Everything Stopped”

Fairhaven had become a strong and well-known town. Its people lived peacefully, worked hard, and helped one another. The farms produced food, the shops traded goods, the school taught the children, and the meeting hall guided decisions.

Everything seemed to run smoothly.

But one day, something unusual happened.

It began quietly.

The baker did not open his shop.

At first, people thought he might be sick. But then the farmer did not deliver milk. The teacher did not arrive at the school. The town leader was nowhere to be found.

One by one, the usual activities of the town began to stop.

By midday, confusion spread.

“Where is everyone?” people asked.

Children wandered without lessons. Families could not buy food. Messages were not delivered. Problems were not being solved.

The town, which had once been full of life and activity, seemed to slow to a halt.

A young girl named Hannah looked around and said,
“It feels like everything has stopped working.”

An older man nodded.

“That is because the *parts* of the community are not doing their jobs,” he said.

Hannah frowned.

“What do you mean?”

“Let me explain,” the man said.

He pointed to the empty bakery.

“The baker helps provide food. The farmer grows it. The shopkeeper sells it. Each person has a role.”

He pointed toward the quiet school.

“The teacher helps children learn. Without learning, the next generation will not be prepared.”

Then he gestured toward the meeting hall.

“The leaders help organise decisions and solve problems. Without them, confusion grows.”

Hannah thought carefully.

“So everyone is important?”

“Yes,” the man replied. “A community depends on *people working together*.”

As the day went on, the people of Fairhaven gathered in the town square. They were concerned.

“What is happening?” they asked.

Finally, the town leader arrived.

“I have called this gathering,” he said. “Today is a lesson.”

The people looked surprised.

“A lesson?” someone asked.

“Yes,” the leader said. “Today we paused our usual work so you could see something important.”

He looked around the crowd.

“A strong community does not happen by accident.”

“It depends on *institutions* — groups that help society function.”

He began to explain.

“The **family** is where life begins. It is where children are raised, taught, and cared for. Without strong families, a community weakens.”

“The **church** teaches truth, morality, and care for others. It reminds us of what is right and helps guide our hearts.”

“The **local government** helps organise the community — making rules, solving problems, and keeping order.”

“The **schools** teach knowledge and skills.”

“The **businesses** provide goods and services.”

Each of these institutions, he explained, worked together like parts of a body.

“If one part stops working,” he said,
“the whole body is affected.”

The townspeople began to understand.

A shopkeeper spoke up.

“I didn’t realise how much others depend on my work.”

A teacher added,
“I see now that what we do each day matters for the future.”

A young boy named Caleb asked,
“Why do people have to work together? Why can’t everyone just do their own thing?”

The leader smiled gently.

“Imagine if everyone did only what they wanted,” he said.
“Would the roads be built? Would food be grown? Would children be taught?”

Caleb shook his head.

“No.”

“That is why cooperation matters,” the leader said.
“Freedom is important — but it must be used responsibly.”

He continued:

“In a strong community, people do not only think about themselves. They think about others. They do their part.”

As the afternoon passed, the people returned to their roles.

The baker opened his shop.
The farmer delivered food.
The teacher welcomed the children.
The leaders began solving problems again.

Slowly, the town came back to life.

But something had changed.

The people now understood something they had not fully seen before:

A community is like a team — it only works when everyone plays their part.

In the days that followed, cooperation increased.

People became more aware of their responsibilities.

They helped one another more willingly.

They respected the different roles within the community.

And the town grew stronger than before.

One evening, Hannah asked the older man,

“What is the most important thing for a community?”

The man thought for a moment and said,

“It is not just work. It is not just rules.”

“It is *trust* — built on truth, responsibility, and people working together.”

Hannah smiled.

She understood now.

A strong community was not just a place.

It was a people — living together with purpose.

C) Narration

Student Task:

Retell the story in your own words.

Options:

- Oral narration (F–2)
- Draw key parts of the story
- Written narration (Years 3–6)

Prompt:

“What happened when the town stopped working, and what did the people learn?”

D) Thinking Questions

F–2

- What is a community?
- Who helps in a community?
- Why is it important to help others?

Years 3–4

- What are institutions?
- What happens when people do not do their jobs?
- Why is cooperation important?

Years 5–6

- How do institutions support society?
 - Why is responsibility important in a community?
 - What would happen if people stopped cooperating?
-

E) Learning Activities

F–2

1. **Community Helpers Drawing**

Draw people who help in your community (teacher, farmer, parent, etc.).

2. **Helping Hands Activity**

List or draw ways you can help your family or community.

Years 3–4

1. **Community Map**

Draw a map showing key institutions (school, church, shops, homes).

2. **Role Matching Activity**

Match jobs to responsibilities (teacher → teaches, farmer → grows food).

Years 5–6

1. **Institution Analysis Chart**

Create a chart:

- Institution
- What it does
- Why it matters

2. **Short Writing Task**

Write: “Why cooperation is essential in a community.”

All Ages Activity

Build a Model Community

Design your own town:

- Include homes, school, church, businesses
 - Explain how each part works together
-

F) Optional Extension Activity

Visit or discuss a real community organisation (church, council, or service group).

Ask: What role does it play in society?

G) Biblical Connection & Wrap-up

Parent/Tutor Says:

“The Bible teaches that people are designed to live and work together — not alone.”

Read:

- 1 Corinthians 12:12 – *“Just as a body, though one, has many parts... so it is with Christ.”*

Discuss:

- How is a community like a body?
- What happens if one part does not do its job?

Key Idea:

God created people to live in community. When we act responsibly and work together, we reflect His design for order and cooperation.

AC v9 Content Descriptions Used

Knowledge & Understanding

- **AC9HS3K06** – How people participate in communities
- **AC9HS3K07** – Why people participate within communities
- **AC9HS4K08** – The importance of laws and rules
- **AC9HS5K06** – The key values that underpin Australia’s democratic system
- **AC9HS5K07** – The roles and responsibilities of Australian citizens
- **AC9HS6K06** – The values that support democratic society

Inquiry & Skills

- **AC9HS2S01** – Pose questions
 - **AC9HS3S02** – Locate and collect information
-

LESSON 2.2 – Why Western Civilisation Matters

Theme: Truth & Trust

Character Focus: Truthfulness & Discernment

Learning Objectives

Students will:

- Understand what “Western civilisation” means in a simple way
 - Identify key contributions (laws, education, freedoms)
 - Recognise the importance of truth as a foundation for freedom
 - Understand that strong societies are built on shared values
 - Begin to think critically about ideas that strengthen or weaken society
-

A) Introduction (Vocabulary & Orientation)

Parent/Tutor Says:

“In our last lessons, we have learned about values, democracy, and community.”

“Today we are going to ask a bigger question...”

Why does all of this matter?

What kind of society do we want to live in?

“We are going to learn about something called *Western civilisation* — the system of ideas and values that helped shape Australia.”

Vocabulary

- **Civilisation** – a way of organising society (laws, culture, beliefs)
 - **Western civilisation** – a system shaped by Christian beliefs, democracy, and rule of law
 - **Freedom** – the ability to live and make choices
 - **Truth** – what is real and right
 - **Justice** – fairness and right judgment
 - **Discernment** – understanding what is right and wrong
-

B) Informational Story – “Two Towns, Two Paths”

Not far from Fairhaven, across a wide valley and over a small mountain range, there was another town called Driftwood.

At first glance, the two towns looked similar. Both had houses, shops, schools, and people from different backgrounds.

But over time, the two towns became very different.

Fairhaven – A Town Built on Truth

In Fairhaven, the people continued to live by the values they had chosen long ago:

- Truth mattered
- Laws were fair
- People took responsibility
- Families were strong
- The church reminded people of what is right

Children were taught to tell the truth, even when it was hard.

Leaders were expected to be honest.

Disagreements were settled by discussion and fairness.

People were free — but they understood something important:

Freedom only works when people choose what is right.

Driftwood – A Town That Changed Direction

In Driftwood, things began differently.

At first, the people also valued truth and fairness.

But over time, new ideas began to spread.

Some people started saying:

- “There is no single truth — everyone has their own truth.”
- “Rules are restrictive — people should do whatever they feel.”
- “Traditions are old-fashioned — we should break free from them.”

At first, these ideas sounded exciting.

“More freedom!” people said.

And for a while, things seemed easier.

The Slow Change

But slowly, problems began to appear.

If everyone had their own truth...

How could people agree on what is right?

If rules were ignored...

How could fairness be maintained?

If responsibility was avoided...

Who would keep things running?

A Broken Agreement

One day, two shopkeepers had a disagreement.

“You promised to pay me,” said one.

“No, I didn’t,” said the other.

“But we agreed!”

“That’s your version of the truth,” the second replied.

The argument could not be solved — because they no longer agreed that truth even existed.

Leadership Without Truth

Soon, even the leaders began to struggle.

People voted — but they voted based on feelings, rumours, or loud voices rather than truth.

Some leaders made promises they did not keep.

Others changed the rules to suit themselves.

The people began to lose trust.

Freedom Without Responsibility

A young boy in Driftwood once said:

“I can do whatever I want — I’m free!”

But when people all began doing whatever they wanted:

- Work was not completed
- Property was damaged

- People stopped helping one another

Freedom had turned into confusion.

A Visitor Notices the Difference

One day, a traveller visited both towns.

He first went to Driftwood.

He noticed the confusion, the disagreements, and the lack of trust.

Then he travelled to Fairhaven.

There, he saw cooperation, order, and peace.

When he asked why the two towns were so different, the people of Fairhaven explained:

“We are not perfect — but we believe truth is real.”

“We try to live by what is right.”

“We take responsibility for our freedom.”

The Big Lesson

The traveller thought carefully.

He realised something important:

A strong civilisation is not built on feelings

It is built on truth

A Simple Explanation (Primary-Level Worldview Integration)

The leaders in Fairhaven explained it like this:

- Some people believe truth is **real and unchanging** (this reflects the Christian worldview)
- Others believe truth is **whatever people decide it is**

When truth becomes unclear:

- Justice becomes unclear
 - Freedom becomes unsafe
 - Society becomes weak
-

Link to Real Life (Simplified Worldview Perspectives)

The people of Fairhaven taught their children:

- Wise thinkers say we must take **truth seriously**, not lightly
 - Good leaders say **freedom must be used responsibly**
 - Teachers remind us that **people need shared values to live together well**
 - Strong communities grow when people **take responsibility, not just demand rights**
-

Final Reflection

As the traveller left, he wrote in his journal:

“A society stands or falls on what it believes about truth.”

And the people of Fairhaven continued to live carefully — not perfectly, but wisely — knowing that:

Truth builds trust
Trust builds strong communities
Strong communities build strong nations

C) Narration

Student Task:

Retell the story in your own words.

Options:

- Oral narration (F–2)
- Draw and explain the two towns
- Written narration (Years 3–6)

Prompt:

“What was the difference between Fairhaven and Driftwood?”

D) Thinking Questions

F–2

- Which town was stronger? Why?
- Why is telling the truth important?
- What happens when people don’t follow rules?

Years 3–4

- What made Fairhaven a strong community?
- What went wrong in Driftwood?

- Why do people need shared values?

Years 5–6

- Why is truth important for a society?
 - How does freedom depend on responsibility?
 - What happens when truth becomes “whatever people feel”?
-

E) Learning Activities

F–2

1. **Draw Two Towns**
Draw Fairhaven and Driftwood showing their differences.
 2. **Truth vs Not-Truth Sorting**
Sort simple statements into true/not true.
-

Years 3–4

1. **Compare & Contrast Chart**
Fairhaven vs Driftwood:
 - Values
 - Behaviour
 - Outcomes
 2. **Class Discussion Circle**
Discuss: “Why do rules help us live together?”
-

Years 5–6

1. **Cause & Effect Analysis**
Create a chart:
 - When truth is followed → result
 - When truth is ignored → result
 2. **Short Essay**
Write: “Why Western values helped build strong societies.”
-

All Ages Activity

Build a Strong Society Poster

Include:

- Truth

- Responsibility
 - Fairness
 - Cooperation
-

F) Optional Extension Activity

Ask:

“What values do you think make Australia strong today?”

Discuss with family or write responses.

G) Biblical Connection & Wrap-up

Parent/Tutor Says:

“The Bible teaches that truth is not something we invent — it comes from God.”

Read:

- John 14:6 – *“I am the way, the truth, and the life.”*

Discuss:

- Why is truth important for life and society?
 - What happens when people ignore truth?
-

Key Idea

Western civilisation became strong because it was built on truths like:

- People are valuable (made by God)
- Truth is real
- Justice matters

When these truths are forgotten, societies become weaker.

AC v9 Content Descriptions Used

Knowledge & Understanding

- AC9HS1K02 – How people in different places meet their needs
- AC9HS3K02 – The importance of environments, including natural vegetation, to people and animals
- AC9HS3K06 – How people participate in communities
- AC9HS3K07 – Why people participate within communities
- AC9HS4K08 – The importance of laws and rules
- AC9HS5K06 – The key values that underpin Australia’s democratic system
- AC9HS5K07 – The roles and responsibilities of Australian citizens
- AC9HS6K06 – The values that support democratic society

Inquiry & Skills

- **AC9HS2S01** – Pose questions
- **AC9HS3S02** – Locate and collect information

GEOGRAPHY LESSON 2.3 – Maps, Symbols & Representing Place

Theme: Truth & Trust

Character Focus: Orderliness & Clarity

Learning Objectives

Students will:

- Understand what maps are and why they are used
 - Recognise that maps represent real places
 - Learn how symbols are used to show features on maps
 - Practise creating simple maps
 - Develop orderly thinking in representing information clearly
-

A) Introduction (Vocabulary & Orientation)

Parent/Tutor Says:

“In our last lesson, we learned how to observe a place carefully.”

“Today we are going to learn how to *represent* a place...”

How can we show a place on paper?

Vocabulary

- **Map** – a drawing of a place
 - **Symbol** – a picture or sign that represents something
 - **Key (Legend)** – explains what symbols mean
 - **Direction** – the way something is located (north, south, east, west)
 - **Location** – where something is
 - **Orderliness** – arranging things clearly and carefully
-

B) Informational Story – “The Map That Helped Everyone”

After learning to observe their surroundings, the children of Fairhaven returned to the classroom.

Their teacher had drawn something on the board.

It looked simple — just lines and shapes.

A Confusing Drawing

“What is this?” asked Noah.

“It looks like a drawing,” said Mia.

The teacher smiled.

“It is a map.”

What is a Map?

The teacher explained:

“A map is a way of showing a real place using symbols.”

She pointed to a small square.

“This square represents a building.”

Then she pointed to a line.

“This line represents a road.”

Why Not Just Draw Everything?

Ethan asked,

“Why don’t we draw everything exactly as it looks?”

The teacher replied:

“Because that would be too detailed and confusing.”

“Maps help us simplify information.”

Understanding Symbols

The teacher introduced symbols.

- A tree symbol for a park
- A square for a building
- A line for a road

“These symbols help us understand quickly,” she said.

The Importance of a Key

The teacher then showed something important.

“This is a key,” she said.

“It explains what each symbol means.”

Without the key, the map would be confusing.

A Problem to Solve

The teacher gave the children a challenge:

“Imagine someone new comes to Fairhaven...”

“How will they know where to go?”

The children thought carefully.

“They need a map!” said Mia.

Creating Order

The teacher explained:

“Maps must be clear and orderly.”

“If a map is messy or confusing, people will get lost.”

Direction Matters

The teacher added:

“Maps also show direction.”

She introduced:

- North
- South
- East
- West

“These help us understand where things are.”

A Deeper Understanding (Primary-Level Worldview Integration)

The teacher explained:

- The world is ordered
 - People use maps to understand that order
 - Clear thinking leads to clear communication
-

A Balanced Perspective (Worldview Alignment)

The teacher added:

- Good maps help people make wise decisions
 - Clear representation prevents confusion
 - Orderliness helps communities function well
-

Putting It into Practice

The children began drawing their own maps.

They:

- Used symbols
 - Created keys
 - Arranged features clearly
-

A Moment of Realisation

Mia looked at her map and said:

“This is easier to understand than just drawing everything!”

The teacher smiled.

“That is the purpose of a map.”

Final Reflection

The children realised something important:

Maps help us understand places clearly
Order and clarity help people navigate the world

C) Narration

Student Task:

Explain what a map is and how it works.

Options:

- Oral narration (F–2)
- Draw and explain a map
- Written explanation (Years 3–6)

Prompt:

“How do maps help people?”

D) Thinking Questions

F–2

- What is a map?
- What does a symbol show?
- Why do we use maps?

Years 3–4

- Why do maps use symbols?
- What is a key?
- Why is order important in a map?

Years 5–6

- Why must maps be clear and organised?
 - How do symbols help represent complex places?
 - How does direction help us understand location?
-

E) Learning Activities

F–2

1. **Draw a Simple Map**
Draw your home or classroom.
 2. **Symbol Matching**
Match symbols to real objects.
-

Years 3–4

1. **Map Creation**
Draw a map of your local area with a key.

2. Symbol Design

Create your own map symbols.

Years 5–6

1. Detailed Map Task

Create a map with:

- Symbols
- Key
- Directions

2. Map Review

Swap maps and see if others can understand them.

All Ages Activity

Treasure Map Game

Follow a simple map to find an object.

F) Optional Extension Activity

Discuss:

Why would a confusing map cause problems?

G) Biblical Connection & Wrap-up

Parent/Tutor Says:

“The Bible teaches that God is a God of order, not confusion.”

Read:

- 1 Corinthians 14:33 – *“For God is not a God of disorder but of peace.”*

Discuss:

- Why is order important?
 - How does order help us understand the world?
-

Key Idea

Maps represent places clearly.

Order and clarity help people understand and navigate the world.

AC v9 Content Descriptions Used

Knowledge & Understanding

- **AC9HS2K03** – The natural and human features of places

Inquiry & Skills

- **AC9HS1S02** – Represent information
- **AC9HS2S02** – Record and represent data
- **AC9HS3S02** – Use symbols and maps to represent places

WEEK 3

MIGRATION & MULTICULTURALISM (PART 1)

LESSON 3.1 – Post-War Migration to Australia

Theme: Truth & Trust

Character Focus: Respect & Responsibility

Learning Objectives

Students will:

- Understand why people migrated to Australia after World War II
- Recognise the contributions migrants made to Australia
- Understand the importance of shared values in a diverse society
- Explore how trust is built between people from different backgrounds
- Reflect on how communities grow stronger through cooperation

A) Introduction (Vocabulary & Orientation)

Parent/Tutor Says:

“In our last lesson, we learned that strong societies are built on truth, responsibility, and shared values.”

“Today we are going to learn about people who came to Australia from many different countries — and how they helped build the nation we know today.”

Vocabulary

- **Migration** – moving from one country to another
- **Migrant** – a person who moves to live in another country
- **Opportunity** – a chance to build a better life
- **Contribution** – something a person gives or adds
- **Community** – people living and working together
- **Integration** – learning to live together with shared values

B) Informational Story – “New Beginnings in a New Land”

Not long after the great war had ended, the world was tired.

Cities had been destroyed. Families had been separated. Many people had lost their homes, their jobs, and their sense of security.

Far away, across oceans and continents, there was a country called Australia.

It was not perfect. It was still growing. But it had something many people longed for:

Peace
Stability
Opportunity

The Australian leaders at the time made an important decision.

“If we want to build a strong nation,” they said,
“we need more people — people who are willing to work, contribute, and help build the future.”

So they invited people from many parts of the world to come and live in Australia.

The Journey Begins

One family, the Petrov family, lived in a small village in Europe.

Their home had been damaged during the war. Work was hard to find. Life was uncertain.

One evening, the father, Ivan, sat with his family.

“I have heard about Australia,” he said.
“They are offering people a chance to start again.”

The mother, Elena, looked worried.

“It is far away,” she said.
“And everything will be different.”

Ivan nodded.

“Yes. But we can build a better future for our children.”

After much thought and prayer, the family decided to go.

A New World

The journey was long.

When they arrived, Australia looked very different from their old home.

The land was wide and open. The weather was warmer. The language sounded strange.

At first, everything felt unfamiliar.

The children struggled at school.
The parents found it difficult to communicate.
Simple tasks became challenging.

But something important happened.

The people already living in Australia began to help.

A neighbour showed them how to shop and find work.
A teacher helped the children learn English.
A local church welcomed them and offered support.

Learning to Belong

Over time, the Petrov family began to settle.

Ivan found work building roads.
Elena helped in a local shop.
The children made friends at school.

They worked hard.

They learned the language.
They followed the laws.
They began to understand the values of their new country.

Shared Values Matter

One day, Ivan spoke to his children.

“In this country,” he said,
“people value honesty, fairness, and responsibility.”

“We must respect these values if we want to be part of this community.”

The children nodded.

They began to understand something important:

A strong country is not just about many people
It is about people sharing values and working together

Many Stories, One Nation

The Petrov family was not alone.

People came from Italy, Greece, the United Kingdom, and many other places.

They brought:

- Skills
- Traditions
- Food
- Music
- Stories

Australia became more diverse — richer in culture and experience.

But something held it all together:

Shared values

- Respect for the law
 - Hard work
 - Fairness
 - Freedom with responsibility
-

Building Together

Over the years, migrants helped build:

- Roads and railways
- Factories and businesses
- Homes and communities

They contributed not only with their labour — but with their commitment to building a better society.

A Challenge to Understand

Sometimes, there were difficulties.

People did not always understand each other.
Different customs sometimes caused confusion.

But the strongest communities remembered something important:

Unity does not mean everyone is the same
It means people share core values and work together

A Simple Truth (Primary-Level Worldview Integration)

The leaders and teachers explained it like this:

- A country can welcome people from many backgrounds
- But it must hold onto the values that make it strong

If shared values are lost:

- Trust becomes weaker
 - Cooperation becomes harder
 - Society becomes divided
-

Wisdom for Today (Simplified Perspectives)

The people of the town would explain:

- It is good to welcome others — but we must also teach what is right
 - Freedom must be used responsibly
 - Strong communities are built by people who contribute, not just receive
 - Truth and fairness help people from different backgrounds live together
-

The Family Reflects

Years later, the Petrov children were grown.

They looked back on their journey.

“We came from far away,” one said.

“But we became part of something strong.”

Another added:

“We were welcomed — but we also learned to live by the values of this country.”

And they understood:

A strong nation is built when people both **receive** and **contribute**

C) Narration

Student Task:

Retell the story in your own words.

Options:

- Oral narration (F–2)
- Draw the family’s journey
- Written narration (Years 3–6)

Prompt:

“Why did the family come to Australia, and how did they become part of the community?”

D) Thinking Questions

F–2

- Why did the family move to Australia?
- Who helped them?
- How can we help others feel welcome?

Years 3–4

- What is migration?
- What did the family have to learn?
- Why are shared values important?

Years 5–6

- How did migrants contribute to Australia?
 - Why is integration important for a strong society?
 - What happens if people do not share values?
-

E) Learning Activities

F–2

1. **Draw a Journey**
Draw the family travelling to Australia.
 2. **Helping Others Activity**
List ways to welcome someone new.
-

Years 3–4

1. **Migration Timeline**
Create a simple timeline of the family’s journey.
 2. **Cultural Sharing Activity**
Share something from your family background.
-

Years 5–6

1. **Contribution Chart**
List ways migrants helped build Australia.
2. **Short Reflection Writing**
Write: “Why shared values matter in a diverse society.”

All Ages Activity

Welcome Plan

Create a plan to help a new family feel welcome in your community.

F) Optional Extension Activity

Research:

Where did many migrants to Australia come from after World War II?

G) Biblical Connection & Wrap-up

Parent/Tutor Says:

“The Bible teaches us to welcome others — but also to live in truth and responsibility.”

Read:

- Leviticus 19:34 – *“Love them as yourself, for you were foreigners.”*

Discuss:

- How can we welcome others well?
 - Why is it important to live by what is right?
-

Key Idea

God calls us to:

- Show kindness to others
 - Live truthfully
 - Build strong communities together
-

AC v9 Content Descriptions Used

Knowledge & Understanding

- AC9HS1K02 – How people in different places meet their needs
- AC9HS3K06 – How people participate in communities
- AC9HS3K07 – Why people participate within communities
- AC9HS5K06 – The key values that underpin Australia’s democratic system
- AC9HS5K07 – The roles and responsibilities of Australian citizens
- AC9HS6K06 – The values that support democratic society

Inquiry & Skills

- **AC9HS2S01** – Pose questions
 - **AC9HS3S02** – Locate and collect information
-

LESSON 3.2 – Changing Australia: New Cultures

Theme: Truth & Trust

Character Focus: Respect & Discernment

Learning Objectives

Students will:

- Understand how Australia changed as new cultures arrived
 - Recognise the benefits of cultural diversity
 - Understand the importance of shared values in a changing society
 - Explore how trust is built between different groups
 - Reflect on how to live respectfully and responsibly with others
-

A) Introduction (Vocabulary & Orientation)

Parent/Tutor Says:

“In our last lesson, we learned about families who came to Australia after the war and helped build the nation.”

“Today we are going to look at how Australia began to change as more people arrived from different cultures.”

“We will ask an important question:

How can people from different backgrounds live well together?”

Vocabulary

- **Culture** – the way people live (food, language, traditions, beliefs)
 - **Diversity** – having many different kinds of people
 - **Change** – becoming different over time
 - **Respect** – treating others with care and value
 - **Values** – beliefs about what is right and important
 - **Unity** – being together and working as one
-

B) Informational Story – “The Festival in Fairhaven”

As the years passed, Fairhaven continued to grow.

New families arrived from many different parts of the world. They brought with them new foods, new languages, new clothing, and new ways of celebrating.

At first, the town looked much the same.

But slowly, things began to change.

A small bakery began selling bread that smelled different — rich with herbs and spices.
A family opened a shop with colourful fabrics and handmade goods.
Children at school began to speak different languages at home.

Fairhaven was changing.

A New Idea

One day, the town leaders had an idea.

“Let’s hold a festival,” they said,
“where everyone can share something from their culture.”

The people were excited.

Families began preparing.

- Some cooked traditional foods
- Others prepared music and dances
- Some brought stories from their home countries

The town square was soon filled with colour, laughter, and life.

The Joy of Diversity

On the day of the festival, the whole town gathered.

Children tasted foods they had never tried before.
Music from different cultures filled the air.
People wore beautiful clothing from many parts of the world.

A young girl named Lily looked around in amazement.

“There is so much to learn!” she said.

Her mother smiled.

“Yes,” she said. “Different cultures can bring richness and beauty.”

A Moment of Confusion

But not everything was easy.

During the festival, a disagreement arose.

Two groups were planning activities at the same time in the same space.

“We booked this area first,” one group said.

“No, we did,” said the other.

The discussion became tense.

Some people began speaking loudly. Others felt upset.

Lily watched and asked,
“Why are they arguing?”

Her mother replied,
“Because sometimes, when people are different, misunderstandings happen.”

The Leaders Step In

The town leaders stepped forward calmly.

“Let’s stop for a moment,” one said.
“We need to find a fair solution.”

They asked both groups to explain their situation.

They listened carefully.

Then they said:

“We must remember the values that guide our community.”

Shared Values Bring Unity

The leader spoke clearly:

“In Fairhaven, we welcome different cultures — but we also share important values.”

- We tell the truth
- We treat others fairly
- We take responsibility
- We respect one another

“If we forget these values,” he continued,
“then differences can lead to division instead of strength.”

The groups calmed down.

They agreed to share the space and adjust their plans.

The festival continued peacefully.

A Lesson Learned

Later that day, Lily asked:

“Is it good to have different cultures?”

The leader smiled.

“Yes — it can be very good,” he said.

“But there is something even more important.”

“What is that?” Lily asked.

“Shared values,” he replied.

A Simple Explanation (Primary-Level Worldview Integration)

The leader explained it like this:

- Different cultures bring **variety and beauty**
- But a strong society needs **shared values to stay united**

If people only focus on differences:
division can grow

If people share values:
unity can grow

Wisdom for Living Together

The people of Fairhaven taught their children:

- It is good to learn about others
- It is good to show respect
- But it is also important to know what is right and true

They explained:

Respect does not mean agreeing with everything
It means treating people with kindness while holding to truth

A Deeper Understanding

As Fairhaven continued to grow, the people learned to balance two important ideas:

1. **Welcoming others**
2. **Maintaining strong values**

They discovered that:

- A society becomes richer with diversity
 - But it remains strong through shared truth and responsibility
-

Final Reflection

As the sun set on the festival, the town gathered once more.

The leader said:

“Today we have celebrated many cultures.”

“But what made this day successful was not just our differences — it was our unity.”

“And that unity came from truth, fairness, and responsibility.”

Lily looked around at the joyful crowd.

She understood.

A strong community is not just different
It is united in what is right

C) Narration

Student Task:

Retell the story in your own words.

Options:

- Oral narration (F–2)
- Draw the festival
- Written narration (Years 3–6)

Prompt:

“What happened at the festival, and what did the people learn?”

D) Thinking Questions

F–2

- What did people share at the festival?
- Why is it good to be kind to others?
- What helped solve the problem?

Years 3–4

- What is culture?
- Why did the disagreement happen?
- Why are shared values important?

Years 5–6

- How can diversity strengthen a society?
 - Why must diversity be balanced with shared values?
 - What happens if people focus only on differences?
-

E) Learning Activities

F–2

1. **Draw a Festival**
Draw people sharing food, music, and culture.
 2. **Kindness Role Play**
Act out welcoming someone new.
-

Years 3–4

1. **Culture Sharing Activity**
Share a tradition, food, or celebration from your family.
 2. **Unity Poster**
Create a poster showing people working together.
-

Years 5–6

1. **Diversity & Unity Chart**
List:
 - Benefits of diversity
 - Importance of shared values
 2. **Short Writing Task**
Write: “How can people from different cultures live well together?”
-

All Ages Activity

Community Agreement

Create a list of values that help people live together peacefully.

F) Optional Extension Activity

Research:

What are some cultural festivals celebrated in Australia today?

G) Biblical Connection & Wrap-up

Parent/Tutor Says:

“The Bible shows that people from many nations can come together — but they are united in truth.”

Read:

- Revelation 7:9 – “*A great multitude... from every nation, tribe, people and language.*”

Discuss:

- What brings people together?
 - Why is truth important for unity?
-

Key Idea

God created people from many cultures —
but true unity comes when people live according to what is right and true.

AC v9 Content Descriptions Used

Knowledge & Understanding

- **AC9HS3K06** – How people participate in communities
- **AC9HS3K07** – Why people participate within communities
- **AC9HS4K08** – The importance of laws and rules
- **AC9HS5K06** – The key values that underpin Australia’s democratic system
- **AC9HS5K07** – The roles and responsibilities of Australian citizens
- **AC9HS6K06** – The values that support democratic society

Inquiry & Skills

- **AC9HS2S01** – Pose questions
- **AC9HS3S02** – Locate and collect information

GEOGRAPHY LESSON 3.3 – Location & Direction (Where Things Are)

Theme: Truth & Trust

Character Focus: Orderliness & Attentiveness

Learning Objectives

Students will:

- Understand how location is described
 - Learn the four main directions (north, south, east, west)
 - Recognise how direction helps us navigate
 - Practise describing where things are
 - Develop attentiveness to spatial relationships
-

A) Introduction (Vocabulary & Orientation)

Parent/Tutor Says:

“In our last lesson, we learned how maps represent places.”

“Today we will learn something very important...”

How do we describe where something is?

Vocabulary

- **Location** – where something is
 - **Direction** – the way something is from a point
 - **North, South, East, West** – the four main directions
 - **Position** – where something is placed
 - **Compass** – a tool that shows direction
 - **Attentiveness** – noticing carefully
-

B) Informational Story – “Finding the Way”

One morning in Fairhaven, something unusual happened.

A new family had arrived in town.

They were trying to find the school — but they were lost.

The Problem

They stopped and asked a boy named Noah:

“Can you tell us where the school is?”

Noah pointed and said,

“It’s over there.”

The family looked confused.

“Which way is ‘over there’?” they asked.

The Need for Clear Direction

Noah realised something important.

He had not given clear directions.

He ran to get his teacher.

Learning Direction

The teacher came and said:

“To help someone find a place, we need to use directions.”

She explained:

- **North**
- **South**
- **East**
- **West**

“These directions help everyone understand where things are.”

Using Direction Properly

The teacher pointed:

“The school is *north* of here.”

“Walk straight, then turn east.”

Now the family understood.

“Thank you!” they said.

Understanding Location

The teacher then explained to the class:

“Location tells us *where something is*.”

“Direction tells us *how to get there*.”

Why It Matters

The teacher asked:

“What would happen if we didn’t use directions?”

The children answered:

“People would get lost!”

“It would be confusing!”

A Simple Example

The teacher gave an example:

“The park is south of the school.”

Now everyone could picture it clearly.

Using a Compass

The teacher showed them a compass.

“This tool helps us find direction,” she said.

The children watched as the needle pointed north.

A Deeper Understanding (Primary-Level Worldview Integration)

The teacher explained:

- The world is arranged with order
 - Directions help us understand that order
 - Careful thinking helps us communicate clearly
-

A Balanced Perspective (Worldview Alignment)

The teacher added:

- Clear direction helps people make wise decisions
 - Confusion often comes from unclear thinking
 - Order and clarity help society function well
-

Practising Direction

The children practised:

- “The tree is west of the classroom”
- “The shop is north of the park”

They began to understand how location and direction worked together.

A Moment of Realisation

Noah said,

“I see now... ‘over there’ is not helpful.”

The teacher smiled.

“That is why we use clear direction.”

Final Reflection

The children learned something important:

Knowing where things are helps us understand the world
Clear direction helps others find their way

C) Narration

Student Task:

Explain how to give directions.

Options:

- Oral narration (F–2)
- Draw a path
- Written explanation (Years 3–6)

Prompt:

“How do directions help people?”

D) Thinking Questions

F–2

- What is location?
- What is direction?
- Can you point north?

Years 3–4

- Why are directions important?
- What happens without clear directions?
- How can you describe where something is?

Years 5–6

- How do location and direction work together?
 - Why is clarity important in communication?
 - How do directions reflect order in the world?
-

E) Learning Activities

F–2

1. **Direction Game**
Move north, south, east, west in the room.
 2. **Pointing Activity**
Point to directions outside.
-

Years 3–4

1. **Simple Direction Map**
Draw and label directions on a map.
 2. **Follow Instructions Game**
Follow spoken directions to reach a goal.
-

Years 5–6

1. **Directional Description Task**
Write directions from one place to another.
2. **Map Labelling**
Add directions to a map created earlier.

All Ages Activity

Obstacle Course Directions

Guide someone using directional language.

F) Optional Extension Activity

Discuss:

Why do explorers need to understand direction?

G) Biblical Connection & Wrap-up

Parent/Tutor Says:

“The Bible often talks about walking in the right direction.”

Read:

- Proverbs 3:6 – *“In all your ways submit to Him, and He will make your paths straight.”*

Discuss:

- What does it mean to follow the right path?
 - How does direction relate to wise living?
-

Key Idea

Location tells us where something is.

Direction helps us find our way.

AC v9 Content Descriptions Used

Knowledge & Understanding

- AC9HS2K03 – The features of places

Inquiry & Skills

- AC9HS1S02 – Represent location
- AC9HS2S02 – Use simple maps and directions
- AC9HS3S02 – Describe location and direction

WEEK 4	MIGRATION & MULTICULTURALISM (PART 2)

LESSON 4.1 – Challenges of Living Together in a Changing Society

Theme: Truth & Trust

Character Focus: Discernment & Responsibility

Learning Objectives

Students will:

- Understand that living in a diverse society can bring challenges
 - Identify common causes of conflict and misunderstanding
 - Recognise the role of truth, fairness, and responsibility in resolving conflict
 - Explore how trust can be damaged and restored
 - Reflect on how to respond wisely in difficult situations
-

A) Introduction (Vocabulary & Orientation)

Parent/Tutor Says:

“In our last lesson, we saw how different cultures can bring richness and variety to a community.”

“But today we are going to look at something important...”

What happens when people disagree or struggle to live together?

“Even good communities face challenges. What matters is how people respond.”

Vocabulary

- **Challenge** – something difficult that needs to be solved
 - **Conflict** – a disagreement between people
 - **Misunderstanding** – when people do not understand each other correctly
 - **Fairness** – treating people equally and justly
 - **Responsibility** – doing what is right
 - **Discernment** – knowing what is wise and true
-

B) Informational Story – “The Broken Trust”

Fairhaven had grown into a lively and diverse town.

People from many different backgrounds now lived there. The streets were full of activity, the shops were busy, and the school was filled with children from many cultures.

Most of the time, the town worked well together.

But one year, a serious problem arose.

A Rumour Begins

It started with a rumour.

Someone said that a group in the town had been treated unfairly.

Another person added to the story.

Soon, people were repeating it — even though they were not sure it was true.

The story spread quickly.

Some people became angry.

Others became defensive.

Groups began to separate.

Division Grows

In the marketplace, people stopped speaking to one another.

At the school, children began forming small groups and excluding others.

Even neighbours who had once been friendly became cautious and distant.

A young boy named Noah noticed the change.

“Why is everyone acting differently?” he asked his father.

His father sighed.

“Because people are believing things without checking if they are true.”

The Danger of Unchecked Words

The town leader called a meeting.

“We must stop and think,” he said.

“Is what we are hearing actually true?”

Some people looked uncertain.

“I heard it from someone,” one said.

“So it must be true.”

The leader shook his head.

“That is not how truth works,” he replied.

“If we accept every story without checking it, we will destroy trust.”

Seeking the Truth

The leaders decided to investigate.

They spoke directly to the people involved.

They listened carefully.

They checked the facts.

After some time, they discovered something important:

The rumour was not true

It had begun as a misunderstanding — and had grown as people repeated it without checking.

The Damage Done

Even though the truth was found, the damage remained.

People had been hurt.

Trust had been broken.

Friendships had been strained.

Noah asked,

“If the rumour wasn’t true, why did it cause so much trouble?”

His father answered,

“Because people acted before they knew the truth.”

A Lesson About Responsibility

The town leader gathered everyone again.

“We have learned something important,” he said.

“Freedom of speech is important — but it comes with responsibility.”

“If we speak carelessly, we can harm others.”

“If we listen carelessly, we can believe things that are not true.”

Restoring Trust

The town began the slow work of rebuilding trust.

People apologised for things they had said.

They began speaking more carefully.

They made an effort to listen before judging.

At the school, the teacher reminded the children:

“Ask questions. Check the truth. Be fair.”

A Deeper Understanding (Primary-Level Worldview Integration)

The leaders explained:

- A strong society depends on **truth**
- Without truth, **trust breaks down**
- Without trust, **communities struggle**

They also explained something else:

Freedom must be guided by truth and responsibility

Wisdom for Living Together

The people of Fairhaven taught their children:

- Do not believe everything you hear
 - Seek the truth before making judgments
 - Speak carefully and honestly
 - Treat others fairly, even when you disagree
-

A Stronger Community

Over time, the town became peaceful again.

But the people had learned something important:

Challenges are part of life

But truth and responsibility help overcome them

Final Reflection

One evening, Noah said,

“I think I understand now.”

His father smiled.

“What have you learned?”

Noah replied:

“A strong community is not one without problems...
it is one that deals with problems in the right way.”

C) Narration

Student Task:

Retell the story in your own words.

Options:

- Oral narration (F–2)
- Draw key events
- Written narration (Years 3–6)

Prompt:

“What caused the problem in the town, and how was it solved?”

D) Thinking Questions

F–2

- What is a rumour?
- Why is it important to tell the truth?
- How can we be kind when there is a problem?

Years 3–4

- What caused the conflict in the town?
- Why is it important to check the truth?
- How can people fix problems?

Years 5–6

- How do rumours damage trust?
- Why is responsibility important in communication?
- What can people do to resolve conflict wisely?

E) Learning Activities

F-2

1. **Truth Game**

Teacher says statements — students decide if they should “check first.”

2. **Draw the Story**

Draw the problem and the solution.

Years 3–4

1. **Cause & Effect Chart**

Rumour → Problem → Solution

2. **Role Play**

Act out solving a disagreement fairly.

Years 5–6

1. **Communication Reflection**

Write about a time when misunderstanding caused a problem.

2. **Problem-Solving Plan**

Create steps:

- Stop
 - Check truth
 - Listen
 - Solve fairly
-

All Ages Activity

Class Agreement

Create rules for speaking truthfully and respectfully.

F) Optional Extension Activity

Discuss:

How can we check if something we hear is true?

G) Biblical Connection & Wrap-up

Parent/Tutor Says:

“The Bible teaches us to speak truthfully and carefully.”

Read:

- Proverbs 12:22 – *“The Lord detests lying lips, but he delights in people who are trustworthy.”*

Discuss:

- Why does God value truth?
 - How can our words build or break trust?
-

Key Idea

Truth protects relationships.

When we act with honesty and responsibility, we help build strong communities.

AC v9 Content Descriptions Used

Knowledge & Understanding

- **AC9HS3K06** – How people participate in communities
- **AC9HS3K07** – Why people participate within communities
- **AC9HS4K08** – The importance of laws and rules
- **AC9HS5K06** – The key values that underpin Australia’s democratic system
- **AC9HS5K07** – The roles and responsibilities of Australian citizens
- **AC9HS6K06** – The values that support democratic society

Inquiry & Skills

- **AC9HS2S01** – Pose questions
 - **AC9HS3S02** – Locate and collect information
-

LESSON 4.2 – Building a Strong Future Together

Theme: Truth & Trust

Character Focus: Responsibility & Hope

Learning Objectives

Students will:

- Review key ideas about values, democracy, community, and cultural change
 - Understand their role in helping build a strong society
 - Reflect on the importance of truth, responsibility, and cooperation
 - Apply their learning through a final project or reflection
 - Recognise that the future depends on the choices people make
-

A) Introduction (Vocabulary & Orientation)

Parent/Tutor Says:

“In this unit, we have learned many important things about society — what makes it strong, and what can make it weak.”

“Today we are going to bring everything together and ask one final question...”

What kind of future will we help build?

Vocabulary

- **Future** – what is yet to come
 - **Responsibility** – doing what is right
 - **Contribution** – something you give or add
 - **Citizenship** – being part of a community or nation
 - **Trust** – confidence in others
 - **Character** – who you are on the inside
-

B) Informational Story – “The Next Generation”

Many years had passed in Fairhaven.

The town had grown, changed, and faced many challenges. It had welcomed new people, solved difficult problems, and learned important lessons about truth, responsibility, and community.

Now, a new generation was growing up.

Children who had once watched from the sidelines were now becoming the ones who would shape the future.

A Gathering of the Young

One day, the town leaders invited the young people to the meeting hall.

“We have something important to discuss,” they said.

The young people gathered, curious and excited.

“What is it?” they asked.

The leader smiled.

“It is time for you to think about the future of this town.”

Looking Back

The leader began:

“You have learned about the values that built this community.”

- Truth
- Responsibility
- Fairness
- Cooperation

“You have seen what happens when people follow these values...”

The young people nodded.

“The town becomes strong,” one said.

“And what happens when people ignore them?” the leader asked.

“It becomes weak,” another replied.

A Choice for the Future

The leader continued:

“The future of Fairhaven will not be decided by us alone.”

“It will be shaped by *you*.”

The room grew quiet.

“You will be the ones who vote.”
“You will be the ones who lead.”
“You will be the ones who make decisions.”

A Warning

Another leader stepped forward.

“But we must tell you something important.”

“Every generation faces a choice.”

Will you follow truth — or ignore it?
Will you take responsibility — or avoid it?
Will you build unity — or allow division?

The Lesson of the Past

The leaders reminded them of what they had seen:

- When truth was ignored → trust was broken
 - When responsibility was avoided → problems grew
 - When people worked together → the community became strong
-

A Vision for the Future

A young girl named Sarah raised her hand.

“What kind of future should we build?” she asked.

The leader smiled.

“A future built on the same foundations that made this town strong.”

- Truth
- Responsibility
- Justice
- Respect

“But also something more,” he added.

“Hope.”

Hope and Responsibility

The leader explained:

“Hope is not just wishing for something good.”

“It is choosing to do what is right — even when it is hard.”

A Simple Explanation (Primary-Level Worldview Integration)

The leaders explained:

- Strong nations are built by people of **good character**
 - Freedom must be used **wisely and responsibly**
 - Truth must be **protected and followed**
 - Communities grow when people **contribute, not just receive**
-

Each Person Matters

A young boy asked,

“What difference can I make? I’m just one person.”

The leader answered:

“Every strong society is built one person at a time.”

“When you tell the truth — you build trust.”

“When you act responsibly — you strengthen your community.”

“When you help others — you build unity.”

A Commitment

At the end of the meeting, the young people were asked to make a simple commitment:

To seek truth

To act responsibly

To treat others fairly

To help build a strong community

One by one, they agreed.

Final Reflection

As the meeting ended, the leader said:

“The future is not something that just happens.”

“It is something we build — together.”

And the young people of Fairhaven walked out, knowing something important:

The future was in their hands

C) Narration

Student Task:

Retell the story in your own words.

Options:

- Oral narration (F–2)
- Draw the future of Fairhaven
- Written narration (Years 3–6)

Prompt:

“What did the young people learn about the future?”

D) Thinking Questions

F–2

- Who will build the future?
- What is one good choice you can make?
- Why is telling the truth important?

Years 3–4

- What values help build a strong future?
- Why is responsibility important?
- How can you help your community?

Years 5–6

- Why does each generation need to make wise choices?
 - How do truth and responsibility shape the future?
 - What kind of society do you want to help build?
-

E) Learning Activities (Culminating Assessment Options)

F–2

1. **My Good Choices Poster**
Draw or write ways you can help your community.
2. **Future Drawing**
Draw what a happy, strong community looks like.

Years 3–4

1. Values Poster

Create a poster showing key values:

- Truth
- Responsibility
- Fairness
- Respect

2. Short Reflection

Write: “How I can help build a strong community.”

Years 5–6

1. Final Reflection Task (Assessment)

Write a paragraph or short essay:

“What makes a society strong, and how can I contribute?”

2. Community Action Plan

Create a plan showing:

- Values to follow
 - Actions to take
 - How to build trust
-

All Ages Activity

Class Charter (Final Project)

Create a shared agreement:

- What we believe
 - How we will act
 - How we will treat others
-

F) Optional Extension Activity

Interview someone:

“What values do you think Australia needs for the future?”

G) Biblical Connection & Wrap-up

Parent/Tutor Says:

“The Bible teaches that each person is responsible for how they live.”

Read:

- Micah 6:8 – “*Act justly, love mercy, and walk humbly with your God.*”

Discuss:

- What does it mean to act justly?
 - How can we live this out every day?
-

Key Idea

A strong future is built when people:

- Follow truth
 - Act responsibly
 - Care for others
 - Walk in God’s ways
-

AC v9 Content Descriptions Used

Knowledge & Understanding

- **AC9HS3K06** – How people participate in communities
- **AC9HS3K07** – Why people participate within communities
- **AC9HS4K08** – The importance of laws and rules
- **AC9HS5K06** – The key values that underpin Australia’s democratic system
- **AC9HS5K07** – The roles and responsibilities of Australian citizens
- **AC9HS6K06** – The values that support democratic society

Inquiry & Skills

- **AC9HS2S01** – Pose questions
- **AC9HS3S02** – Locate and collect information

GEOGRAPHY LESSON 4.3 – Australia’s Places & Environments

Theme: Truth & Trust

Character Focus: Stewardship & Appreciation

Learning Objectives

Students will:

- Identify Australia as a country and continent
 - Recognise key natural features of Australia
 - Understand different environments across Australia
 - Explore how people live in different environments
 - Reflect on caring for Australia’s land and resources
-

A) Introduction (Vocabulary & Orientation)

Parent/Tutor Says:

“So far, we have learned about our local place and how to map it.”

“Today we are going to zoom out...”

We are going to look at Australia as a whole.

Vocabulary

- **Continent** – a very large landmass
 - **Country** – a nation with its own government
 - **Environment** – the natural surroundings
 - **Landscape** – what the land looks like
 - **Climate** – the weather of a place over time
 - **Stewardship** – caring for what we have been given
-

B) Informational Story – “Across the Land of Australia”

One morning, the teacher brought a large map into the classroom.

“This,” she said, “is Australia.”

The children gathered around.

“It looks big!” said Noah.

A Vast Land

The teacher explained:

“Australia is both a country and a continent.”

“It is surrounded by oceans and has many different environments.”

Different Landscapes

She pointed to different parts of the map.

“In the centre, there are dry deserts.”

“Along the coast, there are cities and beaches.”

“In the north, there are tropical areas.”

“In the south, there are cooler regions.”

Why Are They Different?

Mia asked,

“Why is Australia so different in each place?”

The teacher replied:

“Because of climate, water, and land.”

Life in Different Places

The teacher explained:

“People live differently depending on where they are.”

- In cities → many buildings and services
 - In rural areas → farming and open land
 - In remote areas → fewer people and greater distances
-

Adapting to the Environment

The children learned:

- Farmers adapt to the land
- People build homes suited to climate
- Communities use available resources

Natural Features of Australia

The teacher showed:

- Rivers
- Mountains
- Deserts
- Coastlines

“These are natural features,” she said.

A Special Land

The teacher paused and said:

“Australia is unique.”

“It has special plants, animals, and environments found nowhere else.”

A Deeper Understanding (Primary-Level Worldview Integration)

The teacher explained:

- The land has been carefully formed with variety and order
 - Different environments serve different purposes
 - People are responsible for caring for the land
-

A Balanced Perspective (Worldview Alignment)

The teacher added:

- Australia’s resources must be used wisely
 - Careless use of land can damage environments
 - Responsible stewardship helps the nation thrive
-

Caring for the Land

The teacher asked:

“What happens if people do not care for the environment?”

The children responded:

“It gets damaged.”
“Animals lose homes.”
“Land becomes unhealthy.”

Responsibility for the Future

The teacher explained:

“Every generation must take responsibility for caring for the land.”

A Moment of Realisation

Mia said,

“I didn’t know Australia had so many different environments.”

The teacher smiled.

“That is why we study Geography — to understand the world more clearly.”

Final Reflection

The children looked at the map again.

This time, they didn’t just see a country...

👉 They saw a land full of variety, purpose, and responsibility

C) Narration

Student Task:

Retell what you learned about Australia.

Options:

- Oral narration (F–2)
- Draw Australia’s environments
- Written description (Years 3–6)

Prompt:

“What is Australia like?”

D) Thinking Questions

F–2

- What is Australia?
- What can you find in Australia?
- Is it big or small?

Years 3–4

- What environments are found in Australia?
- Why are places different?
- How do people live in different places?

Years 5–6

- How do climate and land shape environments?
 - Why must people adapt to their environment?
 - Why is stewardship important for Australia?
-

E) Learning Activities

F–2

1. **Draw Australia**
Include simple features (sun, water, land).
 2. **Environment Matching**
Match pictures to environments.
-

Years 3–4

1. **Map Labelling**
Label parts of Australia:
 - Desert
 - Coast
 - City
 2. **Environment Poster**
Choose one environment and draw it.
-

Years 5–6

1. **Environment Comparison**
Compare two environments (e.g., desert vs coast).
2. **Short Writing Task**
“How do environments affect how people live?”

All Ages Activity

Australia Map Activity

Work together to label major features.

F) Optional Extension Activity

Discuss:

Why do people choose to live in different environments?

G) Biblical Connection & Wrap-up

Parent/Tutor Says:

“The Bible teaches that the earth belongs to God.”

Read:

- Psalm 24:1 – *“The earth is the Lord’s, and everything in it.”*

Discuss:

- Why should we care for the land?
 - What responsibility do we have?
-

Key Idea

Australia is a land of many environments.
We must understand and care for it wisely.

AC v9 Content Descriptions Used

Knowledge & Understanding

- **AC9HS2K03** – The natural features of places
- **AC9HS3K05** – Characteristics of Australia’s environments

Inquiry & Skills

- **AC9HS1S02** – Observe and represent information
- **AC9HS2S02** – Collect and record information
- **AC9HS3S02** – Interpret maps and data

WEEK 5

CIVIL RIGHTS & THE FIGHT FOR FREEDOM

LESSON 5.1 – Rights and Responsibilities

Theme: Truth & Trust

Character Focus: Responsibility & Justice

Learning Objectives

Students will:

- Understand what rights are and why they exist
- Recognise that rights are connected to responsibilities
- Explore how truth helps define what is fair and just
- Understand how laws protect rights in society
- Reflect on how to act responsibly in their own lives

A) Introduction (Vocabulary & Orientation)

Parent/Tutor Says:

“In our last lessons, we have learned about community, migration, and how people live together.”

“Today we are going to explore something very important...”

What are our rights — and what are our responsibilities?

“Many people talk about their rights... but fewer people talk about their responsibilities.”

“Today we will learn why both are needed for a strong society.”

Vocabulary

- **Rights** – things people are allowed to have or do
- **Responsibility** – something you are expected to do
- **Justice** – fairness and doing what is right
- **Law** – rules that protect people and keep order
- **Fairness** – treating people properly and equally
- **Truth** – what is right and real

B) Informational Story – “The Dispute in the Square”

One bright morning in Fairhaven, the town square was filled with activity.

Children were playing. Shopkeepers were opening their doors. People were greeting one another as they passed.

It seemed like an ordinary day.

But soon, a loud argument broke out.

A Claim of Rights

Two men stood in the middle of the square.

“This is my space!” shouted one.

“No, it isn’t!” replied the other. “I have the right to be here too!”

The crowd began to gather.

“What is happening?” someone asked.

“They both say they have a right to use this space,” another replied.

The argument grew louder.

“I can do what I want — it’s my right!” said the first man.

“Yes, but you are blocking others!” said the second.

Confusion About Rights

A young girl named Emma watched closely.

She turned to her mother and asked,

“What is a right?”

Her mother thought carefully.

“A right is something people are allowed to have or do,” she said.

“But something is missing here...”

The Missing Piece

The town leader stepped forward.

“Let us stop for a moment,” he said calmly.

“You are both talking about your rights. But you have forgotten something important.”

“What?” the men asked.

“Your *responsibilities*.”

Rights Without Responsibility

The leader explained:

“If everyone only thinks about their rights, what will happen?”

Emma answered quickly,

“People will argue!”

“Yes,” said the leader.

“And problems will grow.”

He continued:

“Rights are important. They protect people.”

“But rights only work when people also act responsibly.”

A Simple Example

The leader pointed to the square.

“You have the right to use this space,” he said.

“But you also have the responsibility to share it.”

“If one person takes over the whole space, is that fair?”

The crowd shook their heads.

“No.”

Truth and Justice

The leader continued:

“To know what is fair, we must know what is *true*.”

“If we ignore truth, we cannot have justice.”

Emma thought carefully.

“So truth helps us decide what is right?”

“Yes,” said the leader.

“Without truth, people will only follow what they feel.”

A Fair Solution

The leader proposed a solution.

“You will both share the space,” he said.

“You will take turns and ensure others can use it as well.”

The two men looked at each other.

Slowly, they nodded.

“That is fair,” they agreed.

A Lesson for the Whole Town

The leader turned to the crowd.

“Today we have learned something important.”

Rights must be balanced with responsibilities

Freedom must be guided by truth

Justice depends on fairness

A Deeper Understanding (Primary-Level Worldview Integration)

The leader explained further:

- Rights come from the idea that people have value
- Responsibilities come from the need to live well together

If people demand rights without responsibility:

society becomes selfish

If people accept responsibility:

society becomes strong

Wisdom for Living

The people of Fairhaven began to teach their children:

- You have rights — but you must also act responsibly
 - You should stand up for what is right
 - You should also consider others
-

A Final Reflection

As Emma walked home, she said,

“I think I understand now.”

Her mother smiled.

“What have you learned?”

Emma replied:

“Having rights is good...
but using them the right way is even more important.”

C) Narration

Student Task:

Retell the story in your own words.

Options:

- Oral narration (F–2)
- Draw the conflict and solution
- Written narration (Years 3–6)

Prompt:

“What was the problem in the town, and how was it solved?”

D) Thinking Questions

F–2

- What is a right?
- What is a responsibility?
- Why should we share?

Years 3–4

- Why were the men arguing?
- What was missing from their thinking?
- Why is fairness important?

Years 5–6

- Why must rights be balanced with responsibilities?
 - How does truth help define justice?
 - What happens when people only focus on their rights?
-

E) Learning Activities

F–2

1. **Rights & Responsibilities Matching**
Match simple rights (play, speak) with responsibilities (share, listen).
 2. **Draw Fairness**
Draw a picture showing people sharing fairly.
-

Years 3–4

1. **T-Chart Activity**
Create a chart:
 - My Rights
 - My Responsibilities
 2. **Role Play**
Act out a disagreement and solve it fairly.
-

Years 5–6

1. **Case Study Discussion**
Discuss scenarios:
 - Someone interrupts others
 - Someone takes more than their share
What is fair?
 2. **Short Writing Task**
Write: “Why responsibilities are just as important as rights.”
-

All Ages Activity

Class Rules Creation

Create a list of rules that include both rights and responsibilities.

F) Optional Extension Activity

Discuss:

What rights do children have at home or school?

G) Biblical Connection & Wrap-up

Parent/Tutor Says:

“The Bible teaches that we should not only think about ourselves, but also about others.”

Read:

- Philippians 2:4 – *“Look not only to your own interests, but also to the interests of others.”*

Discuss:

- How does this connect to rights and responsibilities?
 - Why is thinking about others important?
-

Key Idea

God calls us to live justly and responsibly.

When we balance rights with responsibility, we build strong and fair communities.

AC v9 Content Descriptions Used

Knowledge & Understanding

- **AC9HS3K06** – How people participate in communities
- **AC9HS3K07** – Why people participate within communities
- **AC9HS4K08** – The importance of laws and rules
- **AC9HS5K06** – The key values that underpin Australia’s democratic system
- **AC9HS5K07** – The roles and responsibilities of Australian citizens
- **AC9HS6K06** – The values that support democratic society

Inquiry & Skills

- **AC9HS2S01** – Pose questions
 - **AC9HS3S02** – Locate and collect information
-

LESSON 5.2 – Indigenous & Civil Rights Movements

Theme: Truth & Trust

Character Focus: Justice & Discernment

Learning Objectives

Students will:

- Understand what civil rights movements are
 - Learn about key events in Australian history (1967 Referendum, Mabo Decision)
 - Recognise the importance of fairness and truth in seeking justice
 - Understand that justice must be thoughtful, balanced, and responsible
 - Reflect on how to pursue fairness in a wise and truthful way
-

A) Introduction (Vocabulary & Orientation)

Parent/Tutor Says:

“In our last lesson, we learned about rights and responsibilities.”

“Today we are going to learn about times in history when people believed something was not fair — and worked to change it.”

This is called a civil rights movement.

“But we are also going to think carefully about an important question...”

How do we know what is truly fair?

Vocabulary

- **Civil Rights** – the rights people have to be treated fairly
 - **Justice** – fairness and doing what is right
 - **Referendum** – a vote by the people on an important issue
 - **Equality** – treating people fairly
 - **Land Rights** – rights related to land ownership and use
 - **Discernment** – understanding what is wise and true
-

B) Informational Story – “The Question of Fairness”

Many years after Fairhaven had grown into a strong and thriving town, a difficult question began to arise.

Some people in the community began to say:

“This is not fair.”

At first, not everyone understood what they meant.

A Concern is Raised

A group of families gathered at the town hall.

“We feel that some decisions in this town do not treat everyone equally,” one of them said.

The town leaders listened carefully.

“Tell us more,” they said.

The families explained that some rules and decisions did not fully recognise their place in the community.

Listening Carefully

The leaders knew this was important.

“We must listen carefully,” they said.

“We must understand the truth before making decisions.”

So they began to:

- Listen to different people
 - Learn about the situation
 - Ask questions
 - Check what was true
-

A Community Decision

After much discussion, the leaders said:

“This is something the whole community must consider.”

So they called for a vote — a special vote where everyone could have a say.

This is called a *referendum*.

The people of Fairhaven gathered and voted.

After the votes were counted, the decision was clear:

The community agreed to make changes so that all people were recognised more fairly

A Step Toward Justice

The town celebrated.

“This is a step toward fairness,” the leader said.

But he also reminded them:

“Justice is not always simple.”

A New Question About Land

Some time later, another issue arose.

This time, it was about land.

A group of people said:

“This land has been important to our families for a long time. It is part of our history and identity.”

Others responded:

“But the town has been using this land for many years.”

The situation was complicated.

Seeking Truth Again

The leaders once again said:

“We must seek the truth carefully.”

They listened to:

- Historical stories
- Evidence about the land
- Different perspectives

They realised that understanding the past was important for making fair decisions in the present.

A Careful Decision

After much thought, the leaders made a decision that recognised:

- The importance of history
 - The need for fairness
 - The responsibility to maintain unity
-

A Lesson About Justice

A young boy named Caleb asked,

“Why is this so complicated?”

The leader smiled gently.

“Because justice is not just about feelings,” he said.

“It is about truth.”

A Deeper Understanding (Primary-Level Worldview Integration)

The leader explained:

- Justice must be based on **truth**, not just emotion
- Fairness must consider **everyone**, not just one group
- Good decisions require **wisdom and responsibility**

He added:

“If we only follow feelings, we may create new problems.”

“If we seek truth carefully, we can build lasting fairness.”

Wisdom for Society

The people of Fairhaven learned:

- It is right to seek fairness
 - It is important to listen carefully
 - It is necessary to think wisely
 - It is essential to maintain unity
-

A Balanced Perspective (Simplified Worldview Alignment)

The leaders taught the children:

- Some changes bring real improvement
- Some ideas may sound good but do not help in practice

- We must ask:
Does this bring real fairness?
Does this strengthen the community?
-

Real Historical Connection (Simple Explanation)

The teacher later explained to the children:

“In Australia, something similar happened.”

- In **1967**, Australians voted to recognise Indigenous Australians more fully in the law
- Later, the **Mabo decision** recognised that Indigenous people had long-standing connections to land

“These were important moments,” the teacher said.

“But people are still working out how to apply fairness wisely today.”

Final Reflection

As Caleb walked home, he said:

“I think I understand.”

His mother asked,

“What have you learned?”

Caleb replied:

“Justice is not easy...
but it is important to get it right.”

C) Narration

Student Task:

Retell the story in your own words.

Options:

- Oral narration (F–2)
- Draw the key events
- Written narration (Years 3–6)

Prompt:

“What problem did the town face, and how did they try to solve it?”

D) Thinking Questions

F–2

- What is fairness?
- Why should we listen to others?
- What is a vote?

Years 3–4

- What is a civil rights movement?
- Why did the people want change?
- Why is it important to listen carefully?

Years 5–6

- Why must justice be based on truth?
 - What makes decisions about fairness difficult?
 - How can societies seek justice wisely?
-

E) Learning Activities

F–2

1. **Fair vs Unfair Sorting**
Sort pictures or situations into fair/unfair.
 2. **Draw Fairness**
Draw people being treated fairly.
-

Years 3–4

1. **Timeline Activity**
Create a simple timeline:
 - Problem → Discussion → Decision
 2. **Group Discussion**
Talk about fairness in school or home situations.
-

Years 5–6

1. **Case Study Reflection**
Discuss:
 - What is fair in difficult situations?
 - Why might people disagree?

2. Short Writing Task

Write: “Why justice must be based on truth, not just feelings.”

All Ages Activity

Fairness Rules

Create a set of rules that promote fairness in your class or home.

F) Optional Extension Activity

Research:

What was the 1967 Referendum, and why was it important?

G) Biblical Connection & Wrap-up

Parent/Tutor Says:

“The Bible teaches that God cares deeply about justice — but also about truth.”

Read:

- Micah 6:8 – “*Act justly, love mercy, and walk humbly with your God.*”

Discuss:

- What does it mean to act justly?
 - Why must justice be guided by truth and humility?
-

Key Idea

True justice:

- Seeks truth
 - Acts with wisdom
 - Builds unity
-

AC v9 Content Descriptions Used

Knowledge & Understanding

- **AC9HS6K02** – Significant events and developments in Australia’s history, including changes in rights and freedoms
- **AC9HS3K06** – How people participate in communities
- **AC9HS3K07** – Why people participate within communities

Inquiry & Skills

- **AC9HS2S01** – Pose questions
- **AC9HS3S02** – Locate and collect information

GEOGRAPHY LESSON 5.3 – Weather, Climate & Seasons

Theme: Truth & Trust

Character Focus: Attentiveness & Wisdom

Learning Objectives

Students will:

- Understand the difference between weather and climate
 - Identify common weather patterns
 - Recognise Australia’s different climates
 - Learn how seasons affect people and environments
 - Develop attentiveness to patterns in the natural world
-

A) Introduction (Vocabulary & Orientation)

Parent/Tutor Says:

“In our last lesson, we learned about Australia’s environments.”

“Today we are going to explore something that affects every place...”

Weather and climate.

Vocabulary

- **Weather** – what the air is like today (rain, sun, wind)
 - **Climate** – the usual weather over a long time
 - **Season** – a time of year (summer, autumn, winter, spring)
 - **Temperature** – how hot or cold it is
 - **Rainfall** – how much rain falls
 - **Pattern** – something that repeats
-

B) Informational Story – “Watching the Sky”

One morning in Fairhaven, the sky looked very different.

Dark clouds filled the sky, and the wind was strong.

“It looks like rain,” said Noah.

Weather Changes

By midday, heavy rain began to fall.

The children stayed inside and watched the weather change.

“Yesterday was sunny,” said Mia.

“Today it’s rainy.”

The teacher nodded.

“That is *weather*.”

What is Climate?

The teacher explained:

“Weather changes from day to day.”

“But climate is different.”

“Climate is what the weather is usually like over a long time.”

A Simple Example

The teacher gave an example:

“In some parts of Australia, it is usually hot and dry.”

“In other places, it is cooler and wetter.”

“That is climate.”

Understanding Seasons

The teacher then asked:

“What happens throughout the year?”

The children answered:

“It gets hotter!”

“It gets colder!”

“Leaves fall!”

The teacher explained:

“These changes are called *seasons*.”

Australia's Seasons

The children learned:

- **Summer** – hot
 - **Autumn** – cooler
 - **Winter** – cold
 - **Spring** – warming again
-

Different Climates Across Australia

The teacher showed the map again.

“In northern Australia, it is often hot and tropical.”

“In the centre, it is dry.”

“In the south, it is cooler.”

How Climate Affects Life

The teacher asked:

“How does climate affect people?”

The children thought:

“People wear different clothes.”

“They grow different crops.”

“They build different houses.”

A Deeper Understanding (Primary-Level Worldview Integration)

The teacher explained:

- The world follows patterns
 - Weather and seasons are part of that order
 - These patterns help life continue
-

A Balanced Perspective (Worldview Alignment)

The teacher added:

- Understanding weather helps people plan wisely
- Farmers depend on rainfall
- Communities prepare for changes in seasons

Observing Patterns

The children began to notice:

- Rain comes and goes
 - Seasons repeat
 - Patterns help us understand the future
-

A Moment of Realisation

Mia said,

“So weather changes, but climate stays mostly the same?”

“Yes,” said the teacher.

“That is a good understanding.”

Final Reflection

The children looked out the window as the rain slowed.

They understood something new:

The world is not random

It follows patterns we can observe and understand

C) Narration

Student Task:

Explain the difference between weather and climate.

Options:

- Oral narration (F–2)
- Draw weather vs seasons
- Written explanation (Years 3–6)

Prompt:

“What is the difference between weather and climate?”

D) Thinking Questions

F–2

- What is the weather today?
- Is it hot or cold?
- What season is it?

Years 3–4

- What is the difference between weather and climate?
- What are the four seasons?
- How does weather affect daily life?

Years 5–6

- Why is climate important for how people live?
 - How do patterns help us understand weather?
 - Why is it important to observe and record weather?
-

E) Learning Activities

F–2

1. **Weather Chart**
Draw today's weather.
 2. **Season Drawing**
Draw your favourite season.
-

Years 3–4

1. **Weather vs Climate Chart**
Sort examples into weather or climate.
 2. **Season Wheel**
Create a wheel showing the four seasons.
-

Years 5–6

1. **Weather Recording Task**
Record weather for several days.
 2. **Climate Comparison**
Compare two Australian climates.
-

All Ages Activity

Daily Weather Observation

Observe and describe the weather together.

F) Optional Extension Activity

Discuss:

Why do farmers need to understand weather and climate?

G) Biblical Connection & Wrap-up

Parent/Tutor Says:

“The Bible teaches that seasons follow God’s order.”

Read:

- Genesis 8:22 – *“As long as the earth endures... seedtime and harvest... summer and winter... will never cease.”*

Discuss:

- What patterns do we see in nature?
 - Why is order important?
-

Key Idea

Weather changes daily.

Climate shows long-term patterns.

Seasons remind us that the world follows order.

AC v9 Content Descriptions Used

Knowledge & Understanding

- **AC9HS2K03** – Natural features of places
- **AC9HS3K05** – Characteristics of environments

Inquiry & Skills

- **AC9HS1S02** – Observe and record information
- **AC9HS2S02** – Collect and record data
- **AC9HS3S02** – Interpret patterns and information

WEEK 6

YOUR MONEY & BUSINESS IN THE MODERN WORLD

LESSON 6.1 – Earning, Spending & Saving

Theme: Truth & Trust

Character Focus: Responsibility & Stewardship

Learning Objectives

Students will:

- Understand how people earn money
 - Recognise the difference between needs and wants
 - Learn the importance of saving and wise spending
 - Explore how personal choices affect financial wellbeing
 - Reflect on stewardship — using resources wisely
-

A) Introduction (Vocabulary & Orientation)

Parent/Tutor Says:

“In our last lesson, we talked about fairness and justice in society.”

“Today we are going to look at something that affects every person...”

Money — how we earn it, spend it, and save it.

“But more importantly, we will ask...”

How can we use money wisely?

Vocabulary

- **Earn** – to receive money for work
- **Spend** – to use money to buy things
- **Save** – to keep money for later
- **Needs** – things we must have (food, shelter, clothing)
- **Wants** – things we would like but do not need
- **Stewardship** – taking care of what we have been given

B) Informational Story – “The Market Choices”

In the growing town of Fairhaven, market day was always exciting.

Stalls lined the streets. Farmers sold fresh food. Shopkeepers displayed goods. People walked through the marketplace, choosing what to buy.

Among them were three children:

Liam, Sophie, and Noah.

Each had been given a small amount of money by their parents.

Earning Comes First

Before market day, the children had worked to earn their money.

- Liam helped his father repair a fence
- Sophie helped bake bread for the bakery
- Noah helped clean and organise the shop

Their parents had explained:

“You earn money by working and contributing.”

The First Choices

At the market, the children looked around.

Liam immediately saw something exciting — a toy.

“I want this!” he said.

Without thinking, he spent all his money.

Sophie walked more slowly.

She bought some fruit — something she needed — and kept some money aside.

Noah looked carefully at everything.

He said,

“I will spend a little, and save the rest.”

Different Outcomes

Later that week, the children met again.

Liam looked disappointed.

“My toy broke,” he said. “Now I have nothing left.”

Sophie smiled.

“I still have some money, and I bought what I needed.”

Noah added,

“I saved some money, so I can use it later.”

A Lesson About Needs and Wants

Their teacher gathered them together.

“Let’s think about your choices,” she said.

“Liam, what did you buy?”

“A toy,” he said.

“Was it a need or a want?”

“A want,” he admitted.

Understanding Priorities

The teacher explained:

“Needs are things we must have to live.”

“Wants are things we enjoy, but do not need.”

“If we spend all our money on wants, what happens?”

“We may not have enough for our needs,” said Sophie.

The Wisdom of Saving

The teacher turned to Noah.

“Why did you save some money?”

“In case I need it later,” he said.

The teacher nodded.

“That is wise.”

A Deeper Understanding (Primary-Level Worldview Integration)

The teacher explained:

- Money is a tool
- It should be used wisely
- People must think ahead, not just about today

She added:

“If we only think about what we want now, we may face problems later.”

A Lesson About Responsibility

The teacher continued:

“Earning money is good.”

“But how you use it matters even more.”

She explained:

- Wise choices build stability
- Careless choices lead to problems

Stewardship Explained

The teacher introduced a new idea:

Stewardship

“Stewardship means taking care of what we have been given.”

“That includes money.”

Simple Principles for Living

The children learned:

- Work to earn
 - Spend wisely
 - Save for the future
 - Think about others
-

A Balanced Perspective (Worldview Alignment)

The teacher explained simply:

- A healthy society depends on people who are responsible
 - People who work, save, and plan help build a strong community
 - When people expect everything without working, problems can grow
-

Final Reflection

At the end of the week, Liam said,

“I think I understand now.”

“What have you learned?” asked the teacher.

Liam replied:

“Money is not just for spending...
it is something we must use wisely.”

C) Narration

Student Task:

Retell the story in your own words.

Options:

- Oral narration (F–2)
- Draw the choices of the children
- Written narration (Years 3–6)

Prompt:

“What choices did the children make, and what did they learn?”

D) Thinking Questions

F–2

- What is money used for?
- What is something you need?
- What is something you want?

Years 3–4

- Why is it important to save money?
- What happens if you spend everything?

- What is the difference between needs and wants?

Years 5–6

- Why is planning important when using money?
 - How do financial choices affect the future?
 - What is stewardship, and why does it matter?
-

E) Learning Activities

F–2

1. **Needs vs Wants Sorting**
Sort pictures into needs and wants.
 2. **Money Drawing Activity**
Draw what you would spend and save.
-

Years 3–4

1. **Budget Activity**
Given a small amount of money:
 - Decide what to spend
 - Decide what to save
 2. **Scenario Discussion**
What would you do if you had limited money?
-

Years 5–6

1. **Simple Budget Plan**
Create a plan:
 - Earn
 - Spend
 - Save
 2. **Reflection Writing**
Write: “Why wise money choices are important.”
-

All Ages Activity

Class Shop Simulation

Set up a pretend shop and practise making choices.

F) Optional Extension Activity

Discuss:

Why is it important to think about the future when using money?

G) Biblical Connection & Wrap-up

Parent/Tutor Says:

“The Bible teaches us to be wise and responsible with what we are given.”

Read:

- Luke 16:10 – *“Whoever can be trusted with very little can also be trusted with much.”*

Discuss:

- Why does God care about how we use money?
 - What does it mean to be trustworthy?
-

Key Idea

Money is a responsibility.

Wise choices help build a stable and trustworthy life.

AC v9 Content Descriptions Used

Knowledge & Understanding

- **AC9HS2K04** – How people make choices about resources
- **AC9HS4K07** – Factors that influence consumer choices
- **AC9HS5K05** – How people manage resources

Inquiry & Skills

- **AC9HS2S01** – Pose questions
 - **AC9HS3S02** – Locate and collect information
-

LESSON 6.2 – Business & the Economy

Theme: Truth & Trust

Character Focus: Responsibility & Contribution

Learning Objectives

Students will:

- Understand what a business is and how it operates
 - Recognise how businesses contribute to society
 - Learn how goods and services are produced and exchanged
 - Explore how work, enterprise, and responsibility support a strong economy
 - Reflect on the importance of contributing rather than only receiving
-

A) Introduction (Vocabulary & Orientation)

Parent/Tutor Says:

“In our last lesson, we learned how individuals earn, spend, and save money.”

“Today we are going to look at a bigger picture...”

How do businesses and the economy work?

“Have you ever wondered where things come from — like food, clothes, or tools?”

“Behind almost everything we use, there is a business and people working.”

Vocabulary

- **Business** – an organisation that sells goods or services
 - **Goods** – physical items (food, clothes, tools)
 - **Services** – work done for others (teaching, building, cleaning)
 - **Economy** – the system of producing, buying, and selling
 - **Enterprise** – starting and running a business
 - **Profit** – money earned after costs are paid
-

B) Informational Story – “The Growing Town”

Fairhaven had grown into a busy and successful town.

Shops lined the streets. Farmers worked in the fields. Builders constructed new homes. Teachers taught children. Bakers prepared bread each morning.

Everything in the town depended on people working and contributing.

Where Do Things Come From?

One day, a group of children visited the marketplace with their teacher.

“Look around,” the teacher said.

“Where do all these things come from?”

The children began to notice:

- The bread came from the bakery
 - The vegetables came from farms
 - The tools came from builders and craftsmen
-

Understanding Business

The teacher explained:

“All of these are businesses.”

“A business provides goods or services to others.”

“And in return, people pay money.”

A New Business Idea

A boy named Ethan had an idea.

“I want to start a small business,” he said.

“What kind?” asked the teacher.

“I will grow vegetables and sell them,” he replied.

Learning About Enterprise

Ethan began his work.

He:

- Planted seeds
- Watered the plants
- Took care of the garden

After some time, the vegetables grew.

He brought them to the market and sold them.

Effort and Reward

At the end of the day, Ethan counted his money.

“I earned this because I worked,” he said.

The teacher nodded.

“That is how business works.”

The Role of Profit

The teacher explained:

“When a business earns more money than it spends, it makes a *profit*.”

“That profit helps the business grow.”

Helping Others

The teacher then asked:

“Who did Ethan help?”

The children answered:

“He helped people by providing food!”

A Deeper Understanding (Primary-Level Worldview Integration)

The teacher explained:

- Businesses are not just about making money
 - They are about **serving others**
 - When businesses serve well, the whole community benefits
-

What Happens Without Contribution?

The teacher asked another question:

“What would happen if no one worked?”

The children thought carefully.

“There would be no food,” one said.

“No shops,” said another.

“No services,” added a third.

The teacher nodded.

“That is why contribution is important.”

A Balanced Perspective (Worldview Alignment)

The teacher explained simply:

- A strong economy depends on people who work and create
- Businesses help provide what people need
- Freedom to start businesses allows people to use their skills

But she also added:

“Freedom must be used responsibly.”

“Businesses must act honestly and fairly.”

Working Together

The children began to understand:

- Farmers grow food
- Builders construct homes
- Teachers educate
- Shopkeepers sell goods

Each person plays a part.

A Strong Community

The teacher concluded:

“When people work, serve others, and act responsibly...”

The economy becomes strong

The community prospers

Final Reflection

Ethan smiled as he packed up his vegetables.

“I didn’t just earn money,” he said.

“I helped people too.”

The teacher smiled.

“That is the true purpose of good work.”

C) Narration

Student Task:

Retell the story in your own words.

Options:

- Oral narration (F–2)
- Draw a business in the town
- Written narration (Years 3–6)

Prompt:

“How do businesses help the community?”

D) Thinking Questions

F–2

- What is a business?
- What do businesses provide?
- Why is working important?

Years 3–4

- How do businesses help people?
- What happens if people do not work?
- What is a service?

Years 5–6

- Why is enterprise important in an economy?
 - How do businesses contribute to society?
 - Why must businesses act responsibly?
-

E) Learning Activities

F-2

1. **Draw a Business**
Draw a shop, farm, or service.
 2. **Role Play Shop**
Act out buying and selling.
-

Years 3–4

1. **Goods & Services Sorting**
Sort examples into goods or services.
 2. **Create a Business Idea**
Draw and describe a simple business.
-

Years 5–6

1. **Mini Business Plan**
Create:
 - What will you sell?
 - Who will you help?
 - How will you earn money?
 2. **Discussion Task**
Why is work important for society?
-

All Ages Activity

Market Simulation

Set up a class marketplace with goods and services.

F) Optional Extension Activity

Discuss:

What kinds of businesses exist in your local community?

G) Biblical Connection & Wrap-up

Parent/Tutor Says:

“The Bible teaches that work is good and meaningful.”

Read:

- Colossians 3:23 – “*Whatever you do, work at it with all your heart.*”

Discuss:

- Why is work important?
 - How can work serve others?
-

Key Idea

Businesses help people by providing goods and services.
When people work responsibly, the whole community benefits.

AC v9 Content Descriptions Used

Knowledge & Understanding

- **AC9HS2K04** – How people make choices about resources
- **AC9HS4K07** – Factors that influence consumer choices
- **AC9HS5K05** – How people manage resources

Inquiry & Skills

- **AC9HS2S01** – Pose questions
- **AC9HS3S02** – Locate and collect information

GEOGRAPHY LESSON 6.3 – Caring for Places & Environments

Theme: Truth & Trust

Character Focus: Responsibility & Stewardship

Learning Objectives

Students will:

- Understand how people impact the environment
 - Identify ways environments can be cared for or harmed
 - Recognise the importance of responsible decision-making
 - Explore practical ways to care for local places
 - Develop a sense of stewardship for the environment
-

A) Introduction (Vocabulary & Orientation)

Parent/Tutor Says:

“In our last lesson, we learned about weather and climate.”

“Today we are going to look at something very important...”

How do people treat the places they live in?

Vocabulary

- **Environment** – the natural surroundings
 - **Impact** – the effect something has
 - **Care** – looking after something
 - **Damage** – harm done to something
 - **Stewardship** – responsible care
 - **Responsibility** – doing what is right
-

B) Informational Story – “Two Different Parks”

One afternoon, the children of Fairhaven visited two parks.

At first, both parks seemed similar.

But as they looked more closely, they noticed something very different.

The First Park

The first park was clean and well cared for.

- The grass was healthy
- The paths were clear
- The rubbish bins were used properly

People were enjoying the space.

Children played safely. Families sat peacefully.

The Second Park

The second park looked very different.

- Rubbish was scattered on the ground
- Some plants were damaged
- The area felt neglected

The children looked concerned.

“What happened here?” asked Mia.

Understanding Impact

The teacher explained:

“Both parks are part of the environment.”

“But people have treated them differently.”

Cause and Effect

The teacher asked:

“What caused the difference?”

The children answered:

“In the first park, people cared for it.”

“In the second park, people didn’t.”

How People Affect the Environment

The teacher explained:

“Everything people do has an impact.”

- Throwing rubbish → harms the environment
 - Planting trees → improves the environment
 - Caring for spaces → helps communities
-

Responsibility Matters

The teacher continued:

“We all share responsibility for the places we use.”

“If people only think about themselves, places become damaged.”

A Deeper Understanding (Primary-Level Worldview Integration)

The teacher explained:

- The earth is something we are entrusted with
 - People are responsible for caring for it
 - Care reflects good character
-

A Balanced Perspective (Worldview Alignment)

The teacher added:

- Good decisions lead to healthy environments
 - Poor decisions create long-term problems
 - Responsibility must be shared by individuals and communities
-

Practical Ways to Care

The children made a list:

- Put rubbish in bins
 - Respect natural areas
 - Use resources wisely
 - Help maintain shared spaces
-

A Moment of Realisation

Noah said,

“The difference between the parks was people’s choices.”

The teacher nodded.

“That is exactly right.”

Looking Forward

The teacher asked:

“What kind of place do you want your community to be?”

The children answered:

“A place that is cared for.”

Final Reflection

The children left the parks with a clear understanding:

Places do not stay good by accident
They are cared for by responsible people

C) Narration

Student Task:

Retell what happened at the two parks.

Options:

- Oral narration (F–2)
- Draw the two parks
- Written comparison (Years 3–6)

Prompt:

“What was different about the two parks?”

D) Thinking Questions

F–2

- Which park was nicer?
- Why was it nicer?
- How can we help care for places?

Years 3–4

- How do people affect the environment?
- Why is care important?
- What happens when people are careless?

Years 5–6

- Why is stewardship important?
 - How do individual choices affect the environment?
 - What responsibility do communities have?
-

E) Learning Activities

F–2

1. **Draw Two Parks**
One cared for, one not.
 2. **Clean-Up Role Play**
Act out caring for a space.
-

Years 3–4

1. **Cause & Effect Chart**
Action → Result
 2. **Care Poster**
Create a poster about caring for the environment.
-

Years 5–6

1. **Local Environment Plan**
List ways to improve a local place.
 2. **Short Writing Task**
“Why people must take responsibility for the environment.”
-

All Ages Activity

Clean-Up Activity

Care for a small local area together.

F) Optional Extension Activity

Discuss:

Why do some people take care of places, while others do not?

G) Biblical Connection & Wrap-up

Parent/Tutor Says:

“The Bible teaches that we are caretakers of the earth.”

Read:

- Genesis 1:28 – “*Fill the earth and subdue it...*”

Discuss:

- What does it mean to care for the earth?
 - How can we show responsibility?
-

Key Idea

People affect the environment through their choices.

Responsible stewardship leads to healthy places.

AC v9 Content Descriptions Used

Knowledge & Understanding

- **AC9HS2K04** – How people interact with environments
- **AC9HS3K05** – How people influence environments

Inquiry & Skills

- **AC9HS1S02** – Observe and record information
- **AC9HS2S02** – Collect and interpret information
- **AC9HS3S02** – Identify patterns and relationships

LESSON 7.1 – Posing Questions (Beginning the Research Project)

Theme: Truth & Trust

Character Focus: Inquisitiveness & Discernment

Learning Objectives

Students will:

- Understand the importance of asking good questions
 - Learn the difference between simple and deep questions
 - Practise creating meaningful inquiry questions
 - Recognise that truth is discovered through careful thinking and questioning
 - Begin planning a research topic
-

A) Introduction (Vocabulary & Orientation)

Parent/Tutor Says:

“In our last lessons, we learned about society, money, business, and how communities work.”

“Now we are beginning something new...”

A research project.

“But every good project begins with something very important...”

A question.

Vocabulary

- **Question** – something we ask to find out information
- **Inquiry** – careful investigation
- **Research** – finding and learning information
- **Topic** – the subject you are studying
- **Evidence** – information that helps prove something is true
- **Discernment** – choosing what is wise and true

B) Informational Story – “The Question That Changed Everything”

In Fairhaven, the children gathered once again in the town hall.

This time, their teacher had something new planned.

“We are going to become researchers,” she said.

The children looked excited.

“What does that mean?” asked Mia.

“It means,” the teacher replied,
“that you are going to investigate and discover truth for yourselves.”

The First Mistake

The teacher gave them a simple task:

“Choose a topic and begin.”

The children quickly started.

- One wrote: “Australia”
- Another wrote: “Money”
- Another wrote: “Rules”

But soon, they became confused.

“I don’t know what to do,” one said.
“There is too much information,” said another.

The Missing Step

The teacher smiled.

“You have missed something important,” she said.

“What?” the children asked.

“A *question*.”

Why Questions Matter

The teacher explained:

“A topic is too big.”
“A question gives direction.”

She gave an example:

✗ Topic: Australia
✓ Question: “What values helped shape Australia?”

✗ Topic: Money
✓ Question: “Why is saving important?”

Good Questions vs Weak Questions

The teacher continued:

“Not all questions are the same.”

She wrote two examples:

✗ “Is money good?”
✓ “How should money be used wisely?”

“Which question is better?” she asked.

“The second one,” said Liam.

“Why?”

“Because it makes us think more.”

Learning to Think Deeply

The teacher explained:

- Good questions help us discover truth
- Weak questions often lead to simple answers

She added:

“If we want to understand the world properly, we must ask thoughtful questions.”

Choosing a Topic

The children were now ready to begin again.

The teacher said:

“You may choose a topic from what we have learned.”

Examples:

- Community
 - Migration
 - Rights and responsibilities
 - Money and business
-

Turning Topics into Questions

The children began to think carefully.

Mia chose **community**.

Her first idea:

“What is a community?”

The teacher nodded.

“That is a good start. But can you go deeper?”

Mia thought again.

“How do people help build a strong community?”

The teacher smiled.

“That is an excellent question.”

A Deeper Understanding (Primary-Level Worldview Integration)

The teacher explained:

- Truth is not always obvious
- We must search for it
- Asking good questions helps us find it

She added:

“Wise people do not just accept everything they hear...”

They ask questions

They seek truth

A Balanced Perspective (Worldview Alignment)

The teacher explained simply:

- In today’s world, people hear many opinions
- Not all of them are true

- Asking good questions helps us think clearly
-

The Beginning of Discovery

By the end of the lesson, each child had:

- A topic
- A thoughtful question

They were ready to begin their research journey.

Final Reflection

As the lesson ended, Mia said:

“I thought learning was just reading...”

The teacher smiled.

“Learning begins with a question.”

C) Narration

Student Task:

Retell the story in your own words.

Options:

- Oral narration (F–2)
- Draw a student asking questions
- Written narration (Years 3–6)

Prompt:

“Why are questions important for learning?”

D) Thinking Questions

F–2

- What is a question?
- Why do we ask questions?
- What do you want to learn?

Years 3–4

- What makes a good question?
- Why are topics not enough on their own?
- How do questions help learning?

Years 5–6

- Why is questioning important for discovering truth?
 - What is the difference between shallow and deep questions?
 - How can questions guide research?
-

E) Learning Activities

F–2

1. **Question Drawing**
Draw something you want to learn about.
 2. **Ask & Share**
Say one question aloud.
-

Years 3–4

1. **Topic to Question Activity**
Turn topics into questions.
 2. **Question Sorting**
Sort examples into “good” and “weak” questions.
-

Years 5–6

1. **Research Question Creation**
Create:
 - Topic
 - 1 strong inquiry question
 2. **Peer Feedback**
Share your question and improve it.
-

All Ages Activity

Class Question Board

Display all student questions.

F) Optional Extension Activity

Discuss:

Why do some people avoid asking questions?

G) Biblical Connection & Wrap-up

Parent/Tutor Says:

“The Bible encourages us to seek truth and understanding.”

Read:

- Proverbs 18:15 – *“The heart of the discerning acquires knowledge.”*

Discuss:

- What does it mean to seek knowledge?
 - Why is discernment important?
-

Key Idea

Good questions lead to truth.

Wise learners ask, think, and seek understanding.

AC v9 Content Descriptions Used

Inquiry & Skills

- **AC9HS1S01** – Pose questions about familiar and unfamiliar objects and events
 - **AC9HS2S01** – Pose questions to investigate people, places and events
 - **AC9HS3S01** – Develop questions to guide investigations
 - **AC9HS3S02** – Locate and collect information
-

LESSON 7.2 – Gathering Information

Theme: Truth & Trust

Character Focus: Discernment & Diligence

Learning Objectives

Students will:

- Understand how to gather information for research
 - Learn about different sources of information
 - Recognise the difference between reliable and unreliable information
 - Practise selecting useful and relevant information
 - Develop discernment in seeking truth
-

A) Introduction (Vocabulary & Orientation)

Parent/Tutor Says:

“In our last lesson, we learned how to ask good questions.”

“Today we will take the next step...”

Finding answers.

“But here is something very important...”

Not all information is true or helpful.

“So today we will learn how to gather information carefully and wisely.”

Vocabulary

- **Source** – where information comes from
 - **Information** – facts and details
 - **Research** – finding and learning information
 - **Reliable** – trustworthy and accurate
 - **Evidence** – information that supports an idea
 - **Diligence** – careful and persistent effort
-

B) Informational Story – “The Search for Answers”

The children of Fairhaven returned to the town hall, ready to continue their research.

Each of them had a question from the previous lesson.

Mia asked:

“How do people build a strong community?”

Ethan asked:

“Why is saving money important?”

The teacher smiled.

“Now it is time to find answers.”

Where Do We Look?

The teacher asked:

“Where can we find information?”

The children began to answer:

“In books!”

“On the computer!”

“From people!”

The teacher nodded.

“These are called *sources*.”

Different Types of Sources

She explained:

- **Books** – often carefully written and checked
 - **Websites** – can be helpful, but must be checked
 - **People** – can share knowledge and experience
-

The First Problem

The children began searching.

Soon, they ran into a problem.

“I found two different answers!” said Liam.

“This website says one thing, but another says something else,” said Sophie.

The room became noisy with confusion.

Not All Information is Equal

The teacher raised her hand.

“This is an important moment,” she said.

“Not all information is reliable.”

Learning Discernment

The teacher explained:

“To find truth, we must be careful.”

She taught them to ask:

Who made this information?
Is it based on facts or opinions?
Does it make sense?

A Simple Test

The teacher gave an example.

One source said:

“Saving money is important for future needs.”

Another said:

“You should spend everything you have immediately.”

The teacher asked:

“Which one seems wiser?”

The children quickly answered:

“The first one!”

Choosing Carefully

The teacher explained:

“Good researchers do not just collect information...”

They choose carefully

Recording Information

The teacher showed them how to:

- Write down important facts
- Keep notes organised
- Record where the information came from

“This helps you remember and check your work,” she said.

A Deeper Understanding (Primary-Level Worldview Integration)

The teacher explained:

- Truth exists
 - But we must search for it carefully
 - Careless thinking leads to wrong conclusions
-

A Balanced Perspective (Worldview Alignment)

The teacher added:

- Today, people hear many different ideas
- Some are helpful
- Some are misleading

“So we must think carefully and not believe everything we hear.”

Diligence Matters

The children realised something important:

- Research takes effort
 - It requires patience
 - It requires careful thinking
-

Growing in Wisdom

By the end of the lesson, the children had:

- Found several sources
 - Begun collecting useful information
 - Learned to think carefully
-

Final Reflection

Mia said,

“I didn’t know finding information could be so tricky.”

The teacher smiled.

“That is why we must be careful and diligent.”

C) Narration

Student Task:

Retell the story in your own words.

Options:

- Oral narration (F–2)
- Draw a student researching
- Written narration (Years 3–6)

Prompt:

“How did the children learn to find good information?”

D) Thinking Questions

F–2

- Where can we find information?
- What is a book?
- Why should we be careful?

Years 3–4

- What is a source?
- Why is it important to check information?
- How can we tell if something is reliable?

Years 5–6

- Why must researchers evaluate sources carefully?
- What happens if we use unreliable information?
- How does diligence help us find truth?

E) Learning Activities

F–2

1. **Source Sorting**
Sort pictures (book, computer, person).
 2. **Draw a Researcher**
Draw yourself finding information.
-

Years 3–4

1. **Find a Fact Activity**
Use a book or safe website to find one fact.
 2. **Source Discussion**
Talk about which sources are helpful.
-

Years 5–6

1. **Research Notes Task**
Find 2–3 facts for your question and write them down.
 2. **Source Evaluation**
Explain why your source is reliable.
-

All Ages Activity

Class Research Time

Begin gathering information for your project.

F) Optional Extension Activity

Discuss:

Why might some information be misleading?

G) Biblical Connection & Wrap-up

Parent/Tutor Says:

“The Bible teaches us to seek truth carefully.”

Read:

- Proverbs 14:15 – *“The simple believe anything, but the prudent give thought to their steps.”*

Discuss:

- Why should we think carefully before believing something?
 - What does it mean to be wise?
-

Key Idea

Truth must be sought carefully.

Wise learners gather information with diligence and discernment.

AC v9 Content Descriptions Used

Inquiry & Skills

- **AC9HS1S02** – Locate information from observations and sources
- **AC9HS2S02** – Locate and collect information from sources
- **AC9HS3S02** – Locate and collect information and data

GEOGRAPHY LESSON 7.3 – Australia in the World (Connections & Trade)

Theme: Truth & Trust

Character Focus: Cooperation & Responsibility

Learning Objectives

Students will:

- Understand that Australia is connected to other countries
 - Learn how goods and services move between places
 - Recognise the importance of trade and cooperation
 - Identify how geography influences connections between nations
 - Reflect on responsible participation in a global community
-

A) Introduction (Vocabulary & Orientation)

Parent/Tutor Says:

“In our last lesson, we learned about caring for our environment.”

“Today we are going to think bigger...”

How is Australia connected to the rest of the world?

Vocabulary

- **Trade** – buying and selling between places
 - **Import** – goods brought into a country
 - **Export** – goods sent out of a country
 - **Connection** – a link between places
 - **Global** – relating to the whole world
 - **Cooperation** – working together
-

B) Informational Story – “The Journey of the Orange”

One day in Fairhaven, the children were eating fruit at school.

Ethan held up an orange.

“Where did this come from?” he asked.

“From the shop,” said Noah.

“But where did the shop get it?” Ethan asked again.

A Bigger Journey

The teacher smiled.

“That is a very good question.”

She explained:

“Some food is grown locally. But some comes from far away.”

She showed them a map.

“This orange may have come from another part of Australia — or even another country.”

Understanding Trade

The teacher explained:

“When countries exchange goods, it is called *trade*.”

“If Australia sends goods to another country, it is called an *export*.”

“If Australia receives goods, it is called an *import*.”

Why Trade Happens

The teacher asked:

“Why don’t we just make everything ourselves?”

The children thought carefully.

“Because some places grow different things,” said Mia.

Geography Shapes Trade

The teacher explained:

- Some countries have different climates
- Some have different resources
- Some specialise in certain products

“This is why countries trade,” she said.

Working Together

The teacher continued:

“Trade is a form of cooperation.”

“Countries depend on one another.”

A Deeper Understanding (Primary-Level Worldview Integration)

The teacher explained:

- People and nations are connected
 - Cooperation helps meet needs
 - Responsible trade benefits communities
-

A Balanced Perspective (Worldview Alignment)

The teacher added:

- Trade works best when it is fair and responsible
 - Strong nations contribute, not just receive
 - Wise decisions help maintain stability and prosperity
-

The Path of Goods

The children traced the journey of goods:

- Farms → transport → ports → ships → other countries

They began to see how connected the world really is.

A Moment of Realisation

Noah said,

“I didn’t realise how far things travel.”

The teacher smiled.

“Most things we use have a journey.”

Global Connections

The children learned:

- Australia trades with many countries
 - Goods move across oceans
 - People work together across distances
-

Responsibility in a Global World

The teacher asked:

“What happens if countries don’t cooperate?”

The children answered:

“Trade would stop.”

“People wouldn’t get what they need.”

Final Reflection

The children looked at their food again.

This time, they understood something new:

Even simple things connect us to the wider world

C) Narration

Student Task:

Explain how Australia is connected to other countries.

Options:

- Oral narration (F–2)
- Draw the journey of a product
- Written explanation (Years 3–6)

Prompt:

“How do goods travel between countries?”

D) Thinking Questions

F–2

- Where does food come from?
- What is trade?
- Why do we share goods?

Years 3–4

- What is import and export?
- Why do countries trade?
- How does geography affect trade?

Years 5–6

- Why is cooperation important between nations?
 - How does trade connect the world?
 - What makes trade fair and responsible?
-

E) Learning Activities

F–2

1. **Food Journey Drawing**
Draw where food comes from.
 2. **Matching Game**
Match goods to places.
-

Years 3–4

1. **Import/Export Sorting**
Sort goods into imports and exports.
 2. **Map Activity**
Draw lines showing trade routes.
-

Years 5–6

1. **Trade Flow Diagram**
Create a diagram showing how goods move.
 2. **Short Writing Task**
“Why trade is important for Australia.”
-

All Ages Activity

Product Investigation

Choose an item and find where it came from.

F) Optional Extension Activity

Discuss:

What would life be like without trade?

G) Biblical Connection & Wrap-up

Parent/Tutor Says:

“The Bible teaches that people are meant to work together.”

Read:

- Ecclesiastes 4:9 – “*Two are better than one...*”

Discuss:

- Why is cooperation important?
 - How does working together help people?
-

Key Idea

Australia is connected to the world through trade and cooperation.
Working together helps meet needs and build strong communities.

AC v9 Content Descriptions Used

Knowledge & Understanding

- **AC9HS3K05** – Connections between places
- **AC9HS2K04** – How people use resources

Inquiry & Skills

- **AC9HS1S02** – Represent information
- **AC9HS2S02** – Collect and record information
- **AC9HS3S02** – Interpret maps and connections

LESSON 8.1– Analysing & Interpreting Information

Theme: Truth & Trust

Character Focus: Discernment & Wisdom

Learning Objectives

Students will:

- Understand how to analyse information they have collected
 - Learn to identify important ideas and patterns
 - Recognise the difference between facts and opinions
 - Practise interpreting meaning from information
 - Develop wisdom in understanding truth
-

A) Introduction (Vocabulary & Orientation)

Parent/Tutor Says:

“In our last lesson, we learned how to gather information.”

“But today we will take the next step...”

What do we do with that information?

“Good researchers do not just collect facts — they think carefully about them.”

Vocabulary

- **Analyse** – to examine something carefully
 - **Interpret** – to understand the meaning
 - **Fact** – something that is true and can be proven
 - **Opinion** – what someone thinks or believes
 - **Pattern** – something that repeats or connects
 - **Wisdom** – understanding what is true and right
-

B) Informational Story – “Making Sense of the Information”

The children of Fairhaven returned once again with their research notes.

They had gathered many facts, ideas, and pieces of information.

But now, they faced a new problem.

Too Much Information

Mia looked at her notes.

“I have so much information,” she said, “but I don’t know what it means.”

Ethan agreed.

“I found lots of facts, but I don’t know which ones matter.”

The room filled with similar concerns.

The Next Step

The teacher smiled.

“This is where real thinking begins,” she said.

“You are now going to analyse your information.”

What is Important?

The teacher explained:

“Not all information is equally important.”

She showed them how to:

- Highlight key ideas
 - Look for repeated themes
 - Identify the most useful facts
-

Finding Patterns

The teacher gave an example.

Several students researching community noticed:

- People working together
- Shared rules
- Helping others

“What do you notice?” the teacher asked.

“They are all connected,” said Mia.

“Yes,” the teacher replied.

“That is called a *pattern*.”

Facts vs Opinions

The teacher then introduced another important idea.

“Some information is fact. Some is opinion.”

She gave examples:

✓ “Saving money helps in the future.” (fact-based idea)

✗ “Spending everything is more fun.” (opinion)

“Why is this important?” she asked.

“So we don’t get confused,” said Ethan.

Understanding Meaning

The teacher explained:

“Interpreting means understanding what something *means*, not just what it says.”

She asked:

“If people in a community follow rules, what does that mean?”

“It means they are trying to live fairly,” said Mia.

“Exactly,” said the teacher.

A Deeper Understanding (Primary-Level Worldview Integration)

The teacher explained:

- Truth is not just found — it must be understood
- We must think carefully about what information means
- Wisdom comes from understanding truth correctly

A Balanced Perspective (Worldview Alignment)

The teacher added:

- People today are often given many opinions
- Not all opinions are true
- We must learn to recognise the difference

Building Understanding

The children began working again.

Now they:

- Sorted their notes
- Highlighted important ideas
- Identified patterns
- Thought about meaning

Slowly, things began to make sense.

Growing in Wisdom

Mia smiled.

“I understand my topic now,” she said.

Ethan added,

“I can see what really matters.”

Final Reflection

The teacher said:

“Information alone is not enough.”

“Understanding is what leads to wisdom.”

C) Narration

Student Task:

Retell the story in your own words.

Options:

- Oral narration (F–2)
- Draw thinking and sorting ideas
- Written narration (Years 3–6)

Prompt:

“How did the children learn to understand their information?”

D) Thinking Questions

F–2

- What is a fact?
- What is something true?
- Why do we think carefully?

Years 3–4

- What does it mean to analyse information?
- Why are some ideas more important than others?
- What is a pattern?

Years 5–6

- Why must we distinguish between fact and opinion?
 - How does analysing information help us understand truth?
 - Why is interpretation important in research?
-

E) Learning Activities

F–2

1. **Fact Sorting**
Sort simple true/false statements.
 2. **Draw What Matters**
Draw the most important idea from a story.
-

Years 3–4

1. **Highlight Key Ideas**
Highlight important facts in a short text.
 2. **Fact vs Opinion Sorting**
Sort statements into fact or opinion.
-

Years 5–6

1. Research Analysis Task

- Highlight key ideas
- Identify patterns
- Write what they mean

2. Interpretation Writing

Write: “What does my research show?”

All Ages Activity

Think-Pair-Share

Discuss:

“What is the most important idea you discovered?”

F) Optional Extension Activity

Discuss:

Why might people confuse opinions with facts?

G) Biblical Connection & Wrap-up

Parent/Tutor Says:

“The Bible teaches us to seek understanding, not just knowledge.”

Read:

- Proverbs 4:7 – “*Wisdom is the principal thing; therefore get wisdom.*”

Discuss:

- What is the difference between knowledge and wisdom?
 - Why is wisdom important?
-

Key Idea

Information becomes valuable when we understand it.
Wise learners think carefully and seek truth.

AC v9 Content Descriptions Used

Inquiry & Skills

- **AC9HS3S03** – Analyse information and data
 - **AC9HS4S03** – Interpret information and identify patterns
 - **AC9HS5S03** – Examine different sources and draw conclusions
-

LESSON 8.2 – Perspectives, Conclusions & Communication

Theme: Truth & Trust

Character Focus: Discernment & Wisdom

Learning Objectives

Students will:

- Understand that people can have different perspectives
 - Learn how to form a clear and balanced conclusion
 - Practise communicating ideas clearly and respectfully
 - Recognise the importance of truth when sharing information
 - Prepare to present their research findings
-

A) Introduction (Vocabulary & Orientation)

Parent/Tutor Says:

“In our last lesson, we learned how to analyse and understand information.”

“Today we will take the final thinking step...”

What does all this information mean — and how do we share it?

“Good researchers don’t just collect and analyse information...”

They explain it clearly.

Vocabulary

- **Perspective** – a way of seeing or thinking about something
 - **Conclusion** – a final understanding or decision
 - **Communicate** – to share ideas with others
 - **Evidence** – information that supports your ideas
 - **Explain** – to make something clear
 - **Respect** – treating others thoughtfully
-

B) Informational Story – “Telling the Whole Story”

The children of Fairhaven had worked hard.

They had:

- Asked questions
- Gathered information
- Analysed their findings

Now, it was time for the final step.

Different Answers

Mia shared her work with Ethan.

“My research shows that strong communities need shared values,” she said.

Ethan replied,

“My research shows that communities need cooperation.”

They looked at each other.

“Which one is right?” Mia asked.

Understanding Perspectives

The teacher stepped in.

“Both can be true,” she said.

“People can see the same topic from different perspectives.”

What is a Perspective?

The teacher explained:

“A perspective is how someone views or understands something.”

She gave an example:

- One person may focus on rules
- Another may focus on relationships

Both are looking at the same idea — but from different angles.

Looking at Evidence

The teacher reminded them:

“When you have different perspectives...”

Look at the evidence

“Which ideas are supported by strong evidence?”

Forming a Conclusion

The teacher continued:

“A conclusion is not just your opinion.”

“It should be based on what you have learned.”

She showed them how to:

- Review their key ideas
 - Decide what is most important
 - Form a clear statement
-

An Example Conclusion

Mia wrote:

“A strong community needs both shared values and cooperation.”

The teacher smiled.

“That is a thoughtful conclusion.”

Communicating Clearly

The teacher then explained:

“It is not enough to understand your ideas...”

You must communicate them clearly

She encouraged them to:

- Speak clearly
- Write neatly
- Explain their thinking

Respect in Communication

The teacher added something very important:

“When we share ideas, we must do it respectfully.”

“Even when we disagree.”

A Deeper Understanding (Primary-Level Worldview Integration)

The teacher explained:

- Truth exists
 - People may see parts of it differently
 - We must seek the whole truth carefully
-

A Balanced Perspective (Worldview Alignment)

The teacher added:

- Not all perspectives are equally true
- Some are based on strong evidence
- Others are based only on opinion

“So we must think carefully and not just accept every viewpoint.”

Preparing to Present

The children began preparing their work.

They:

- Wrote conclusions
- Organised their ideas
- Practised explaining

They were ready to present.

Final Reflection

Ethan said,

“I thought research was just finding facts...”

The teacher smiled.

“It is also about understanding, deciding, and explaining.”

C) Narration

Student Task:

Retell the story in your own words.

Options:

- Oral narration (F–2)
- Draw students presenting
- Written narration (Years 3–6)

Prompt:

“What did the children learn about sharing their ideas?”

D) Thinking Questions

F–2

- What is a perspective?
- Why should we listen to others?
- How can we speak kindly?

Years 3–4

- Why can people have different perspectives?
- What is a conclusion?
- Why should we explain clearly?

Years 5–6

- How do we decide which perspective is strongest?
 - Why must conclusions be based on evidence?
 - Why is respectful communication important?
-

E) Learning Activities

F–2

1. **Show & Tell**
Share one idea from your learning.
2. **Draw Your Idea**
Draw what you learned and explain it.

Years 3–4

1. **Simple Conclusion Writing**
Write one sentence conclusion.
 2. **Partner Sharing**
Explain your ideas to a partner.
-

Years 5–6

1. **Final Conclusion Writing**
Write a paragraph conclusion based on research.
 2. **Presentation Practice**
Practise explaining your findings clearly.
-

All Ages Activity

Mini Presentations

Students share one key idea with the group.

F) Optional Extension Activity

Discuss:

Why is it important to listen to different perspectives?

G) Biblical Connection & Wrap-up

Parent/Tutor Says:

“The Bible teaches us to speak truthfully and wisely.”

Read:

- Ephesians 4:15 – “*Speaking the truth in love...*”

Discuss:

- What does it mean to speak truth in love?
 - Why is both truth and kindness important?
-

Key Idea

Wise people:

- Consider perspectives
 - Seek truth
 - Communicate clearly and respectfully
-

AC v9 Content Descriptions Used

Inquiry & Skills

- **AC9HS3S04** – Draw conclusions based on information
- **AC9HS4S04** – Present ideas and findings
- **AC9HS5S04** – Develop and communicate conclusions

GEOGRAPHY LESSON 8.3 – Our Place in the World (Review & Application)

Theme: Truth & Trust

Character Focus: Responsibility, Wisdom & Reflection

Learning Objectives

Students will:

- Review key Geography concepts from the unit
 - Understand how place, environment, and connections work together
 - Reflect on their role in caring for places and communities
 - Apply mapping, direction, and environmental knowledge
 - Develop a sense of responsibility for their place in the world
-

A) Introduction (Vocabulary & Orientation)

Parent/Tutor Says:

“We have learned many things about Geography...”

Places

Maps

Direction

Environments

Weather

Caring for the land

Connections between countries

“Today, we are going to bring it all together...”

What is our place in the world?

Vocabulary (Review)

- **Place** – where something is
 - **Environment** – surroundings
 - **Map** – representation of a place
 - **Direction** – where something is located
 - **Climate** – long-term weather patterns
 - **Trade** – exchange of goods
 - **Responsibility** – doing what is right
-

B) Informational Story – “Understanding Our Place”

On the final day of their Geography lessons, the children of Fairhaven gathered once more.

The teacher placed several items on the table:

- A map
 - A compass
 - Pictures of different environments
 - Objects from different countries
-

Looking Back

“We have learned a lot,” the teacher said.

“Let’s think about what we now understand.”

From Small to Big

The teacher began:

“We started by looking at our local place.”

Then she pointed to the map.

“Then we learned how to represent places.”

Understanding Location

She held up the compass.

“We learned how to describe where things are using direction.”

The children nodded.

Exploring Australia

Next, she showed the map of Australia.

“We explored different environments across our country.”

Weather and Patterns

The teacher continued:

“We learned that weather changes, but climate follows patterns.”

Caring for the Land

She asked:

“What did we learn about caring for places?”

The children answered:

“That we must take responsibility.”

Connections to the World

Finally, she held up the objects from different countries.

“We learned that Australia is connected to the world.”

Putting It All Together

The teacher explained:

“All these ideas are connected.”

- Places → have environments
 - Environments → are affected by weather
 - People → live in and care for places
 - Countries → connect through trade
-

A Deeper Understanding (Primary-Level Worldview Integration)

The teacher explained:

- The world is structured and ordered
 - People are part of that structure
 - Understanding leads to wise action
-

A Balanced Perspective (Worldview Alignment)

The teacher added:

- Good decisions strengthen communities
- Careless actions can cause harm
- Responsibility applies at every level — local, national, global

A Personal Question

The teacher asked:

“What is your place in the world?”

The room grew quiet.

The children began to think deeply.

Thinking Personally

Mia said:

“I live in Fairhaven, in Australia.”

Noah added:

“I am part of a community.”

Understanding Responsibility

The teacher nodded.

“Yes. And each of you has a role.”

- To learn
 - To care
 - To act responsibly
-

Looking Ahead

The teacher concluded:

“What you have learned will help you understand the world...”

“And help you make wise decisions in the future.”

Final Reflection

As the lesson ended, the children realised something important:

Geography is not just about places

It is about understanding the world and our responsibility in it

C) Narration

Student Task:

Reflect on what you have learned in Geography.

Options:

- Oral narration (F–2)
- Draw a “My World” picture
- Written reflection (Years 3–6)

Prompt:

“What is your place in the world?”

D) Thinking Questions

F–2

- Where do you live?
- What is your place like?
- How can you care for your place?

Years 3–4

- What have you learned about places and environments?
- Why is it important to care for places?
- How are places connected?

Years 5–6

- How do geography concepts connect together?
 - Why is responsibility important in understanding the world?
 - How can you apply what you have learned?
-

E) Learning Activities (Final Geography Assessment)

F–2

1. **My Place Drawing**
Draw your home, school, or local area.
 2. **Show & Tell**
Explain one thing about your place.
-

Years 3–4

1. Simple Geography Project

Create a page showing:

- A map
- An environment
- A short explanation

2. Reflection Writing

“What I learned in Geography.”

Years 5–6

1. Geography Project (Assessment)

Create a project including:

- A map with symbols and direction
- Description of an environment
- Explanation of connections (trade or movement)
- A short reflection

2. Personal Reflection

“How I can care for my place and contribute responsibly.”

All Ages Activity

Class Display or Portfolio

Display completed Geography work.

F) Optional Extension Activity

Discuss:

How will Geography help you in the future?

G) Biblical Connection & Wrap-up

Parent/Tutor Says:

“The Bible teaches that we each have a place and a responsibility.”

Read:

- Acts 17:26 – *“He marked out their appointed times in history and the boundaries of their lands.”*

Discuss:

- Why does place matter?
 - What responsibility do we have where we live?
-

Key Idea

We each have a place in the world.

Understanding Geography helps us live wisely and responsibly.

AC v9 Content Descriptions Used

Knowledge & Understanding

- **AC9HS2K03** – Natural features of places
- **AC9HS2K04** – People’s interaction with environments
- **AC9HS3K05** – Connections between places and environments

Inquiry & Skills

- **AC9HS1S02** – Represent information
- **AC9HS2S02** – Collect and record information
- **AC9HS3S02** – Interpret and present findings

WEEK 9

EDITING YOUR PROJECT FOR ASSESSMENT

LESSON 9.1 – Final Presentation & Editing

Theme: Truth & Trust

Character Focus: Responsibility & Excellence

Learning Objectives

Students will:

- Review and refine their research work
 - Understand the importance of editing and improving their work
 - Present their findings clearly and confidently
 - Reflect on what they have learned throughout the unit
 - Recognise the value of truth, effort, and responsibility in completing a task well
-

A) Introduction (Vocabulary & Orientation)

Parent/Tutor Says:

“We have come to the final step of our research journey.”

“You have worked hard to:

- Ask questions
- Gather information
- Analyse ideas
- Form conclusions”

“Today, we will complete the final step...”

Editing and presenting your work.

Vocabulary

- **Edit** – to improve and correct your work
- **Present** – to share your work with others
- **Refine** – to make something better

- **Clarity** – being easy to understand
 - **Confidence** – believing in your ability
 - **Excellence** – doing your best
-

B) Informational Story – “Sharing the Truth”

The day had finally arrived.

The children of Fairhaven gathered in the town hall, holding their completed research projects.

Some looked excited.

Some looked nervous.

Mia held her paper tightly.

“What if I make a mistake?” she whispered.

The Final Step Before Presenting

The teacher smiled gently.

“Before we present, we will do one more important thing...”

We will edit our work.

What is Editing?

The teacher explained:

“Editing means checking and improving your work.”

She showed them how to:

- Fix spelling mistakes
 - Make ideas clearer
 - Check that everything makes sense
-

Improving Clarity

Ethan read his work aloud.

Some parts were confusing.

The teacher asked:

“Can you make this clearer?”

He tried again, using simpler and more direct words.

“That is better,” she said.

The Value of Effort

The teacher reminded them:

“Good work is not rushed.”

“It is improved through effort.”

Building Confidence

After editing, it was time to present.

Mia stepped forward.

She took a deep breath and began:

“My research question was:
‘How do people build a strong community?’”

Speaking Clearly

She spoke slowly and clearly.

She explained her ideas.

She shared her conclusion.

When she finished, the room was quiet for a moment...

Then the people smiled and clapped.

Learning Through Presentation

One by one, the children presented.

Each had something different to share.

Each had learned something valuable.

Respectful Listening

The teacher reminded the group:

“When others are speaking...”

Listen carefully

Show respect

Think about what they are saying

A Deeper Understanding (Primary-Level Worldview Integration)

The teacher explained:

- Truth should be shared clearly
- Work should be done with care
- Effort matters

She added:

“When we do our best, we honour what we have learned.”

A Balanced Perspective (Worldview Alignment)

The teacher explained simply:

- In life, people are often judged by how they communicate
 - Clear thinking leads to clear speaking
 - Responsibility includes finishing tasks well
-

A Moment of Reflection

After all the presentations, the teacher gathered the children.

“What have you learned?” she asked.

Mia said:

“I learned how to ask good questions.”

Ethan said:

“I learned how to think carefully.”

Noah added:

“I learned how to explain my ideas.”

Looking Forward

The teacher smiled.

“These skills will help you for the rest of your life.”

Final Reflection

As the children left the hall, they felt proud.

They had not only learned facts...

They had learned how to think, seek truth, and communicate wisely

C) Narration

Student Task:

Reflect on your learning.

Options:

- Oral narration (F–2)
- Draw your project
- Written narration (Years 3–6)

Prompt:

“What did you learn during this project?”

D) Thinking Questions

F–2

- What did you learn?
- Why is it good to try your best?
- How can we listen well?

Years 3–4

- Why is editing important?
- How can you improve your work?
- What did you learn about presenting?

Years 5–6

- Why is clear communication important?

- How does effort improve results?
 - What skills did you develop in this project?
-

E) Learning Activities (Final Assessment)

F-2

1. **Show & Tell Presentation**
Share your drawing or idea.
 2. **My Learning Page**
Draw or write one thing you learned.
-

Years 3–4

1. **Short Presentation**
Present your research in a few sentences.
 2. **Reflection Writing**
Write: “What I learned from my project.”
-

Years 5–6

1. **Final Presentation (Assessment)**
Present:
 - Your question
 - Key findings
 - Your conclusion
 2. **Reflection Task**
Write:
 - What went well
 - What you would improve
-

All Ages Activity

Celebration of Learning

Display student work and share learning together.

F) Optional Extension Activity

Discuss:

What skills will help you in future learning?

G) Biblical Connection & Wrap-up

Parent/Tutor Says:

“The Bible teaches us to do our work well.”

Read:

- Ecclesiastes 9:10 – “*Whatever your hand finds to do, do it with all your might.*”

Discuss:

- Why is it important to do our best?
 - How can we honour God through our work?
-

Key Idea

Doing your best matters.

When we work with care, truth, and responsibility, we honour what we have been given.

AC v9 Content Descriptions Used

Inquiry & Skills

- **AC9HS3S04** – Present ideas and findings
 - **AC9HS4S04** – Communicate conclusions clearly
 - **AC9HS5S04** – Develop and present structured findings
-

ASSESSMENT:

Unit Theme: Truth & Trust

Assessment Focus: Inquiry, Research, Thinking, Communication

LEVEL DESCRIPTORS (ALL YEAR LEVELS)

Level	Description
A	Excellent, detailed, accurate, thoughtful, and clearly communicated
B	Strong, mostly detailed and accurate, clearly communicated
C	Satisfactory (Achievement Standard); correct understanding with some detail
D	Basic, partial understanding with limited detail
E	Minimal understanding; incomplete or unclear

FOUNDATION – YEAR 2 RUBRIC

Criteria	A	B	C (Standard)	D	E
Questioning & Curiosity	Asks clear, thoughtful question and shows strong curiosity	Asks relevant question	Asks simple question about topic	Needs support to ask question	Does not ask a clear question
Gathering Information	Finds and shares several relevant ideas	Finds some relevant ideas	Shares simple facts about topic	Shares limited or unclear ideas	Unable to share information
Understanding the Topic	Shows clear understanding with detail	Shows good understanding	Shows basic understanding	Limited understanding	No clear understanding
Communication (Oral/Visual)	Explains ideas clearly with confidence	Explains ideas clearly	Shares ideas simply	Limited explanation	Unable to explain ideas
Effort & Responsibility	Works carefully and completes all tasks well	Completes most tasks carefully	Completes tasks with some support	Needs frequent support	Does not complete tasks

YEARS 3–4 RUBRIC

Criteria	A	B	C (Standard)	D	E
Research Question	Clear, focused, and thoughtful question	Clear and relevant question	Simple question related to topic	Question unclear or too broad	No clear question
Research Skills	Gathers detailed and relevant information from sources	Gathers mostly relevant information	Gathers basic information	Limited or partly relevant information	Minimal or incorrect information

Criteria	A	B	C (Standard)	D	E
Understanding & Explanation	Explains ideas clearly with detail and examples	Explains ideas with good detail	Describes topic with basic understanding	Limited explanation	Minimal understanding
Organisation of Ideas	Well-organised, logical structure	Mostly organised	Some organisation	Poor organisation	Disorganised or incomplete
Presentation	Clear, confident, and engaging presentation	Clear presentation	Simple presentation	Limited clarity	Unable to present clearly
Reflection	Thoughtful reflection on learning	Clear reflection	Simple reflection	Limited reflection	No reflection

YEARS 5–6 RUBRIC

Criteria	A	B	C (Standard)	D	E
Research Question & Focus	Highly focused, insightful question guiding inquiry	Clear and focused question	Appropriate question guiding research	Question unclear or too broad	No meaningful question
Research & Use of Sources	Uses multiple relevant sources effectively	Uses more than one relevant source	Uses basic sources appropriately	Limited or unclear use of sources	Minimal or incorrect use
Analysis & Thinking	Thoughtful analysis showing clear reasoning and insight	Good explanation with some analysis	Explains ideas with basic reasoning	Limited analysis	No analysis shown
Understanding of Topic	Deep and accurate understanding	Strong understanding	Sound understanding of key ideas	Partial understanding	Minimal understanding
Organisation & Structure	Logical, well-structured and cohesive	Mostly well organised	Clear basic structure	Limited structure	Disorganised
Presentation & Communication	Clear, confident, well-articulated presentation	Clear and organised presentation	Simple but understandable presentation	Limited clarity	Unclear or incomplete
Reflection & Evaluation	Insightful reflection on learning and process	Clear reflection	Basic reflection on learning	Limited reflection	No reflection

TEACHER / PARENT NOTES

Assessment Alignment (C Level – Achievement Standard)

At a C level, students demonstrate:

F–2

- Ask simple questions
- Share basic information
- Communicate ideas simply

Years 3–4

- Pose a simple research question
- Gather and describe information
- Present ideas in a basic structure

Years 5–6

- Develop a relevant research question
- Use sources to gather information
- Explain ideas with basic reasoning
- Present findings clearly

Suggested Assessment Evidence

Use this rubric alongside:

- Research notes
- Draft work
- Final presentation (oral/written/visual)
- Reflection task

Optional Scoring System

Grade Score Range

A	22–28
B	17–21
C	11–16
D	6–10
E	0–5

GEOGRAPHY ASSESSMENT RUBRIC (F–6)

Unit Theme: Truth & Trust

Assessment Focus: Understanding Place, Environment, Mapping & Connections

LEVEL DESCRIPTORS (APPLIES TO ALL BANDS)

Level	Description
A	Excellent understanding; highly detailed, clear, accurate, and insightful
B	Strong understanding; mostly clear, accurate, and well explained
C	Satisfactory (Achievement Standard); correct understanding with some detail
D	Basic understanding; partial accuracy, limited detail
E	Limited understanding; minimal or unclear responses

FOUNDATION – YEAR 2 RUBRIC

Criteria	A	B	C (Standard)	D	E
Understanding of Place	Clearly describes place with detailed features	Describes place with several features	Identifies basic features of a place	Identifies limited features	Struggles to identify place
Mapping Skills	Creates clear, well-organised map with symbols	Creates map with mostly clear symbols	Creates simple map with basic symbols	Attempts map with limited clarity	Unable to represent place
Direction & Location	Uses direction correctly and confidently	Uses direction mostly correctly	Uses simple direction (e.g. near/far)	Limited understanding of direction	No understanding shown
Environment Awareness	Explains how to care for environments clearly	Identifies ways to care for places	Recognises basic care for places	Limited awareness of care	No awareness shown
Communication	Explains ideas clearly and confidently	Explains ideas with some clarity	Shares ideas in simple terms	Limited explanation	Unable to explain ideas

YEARS 3–4 RUBRIC

Criteria	A	B	C (Standard)	D	E
Understanding of Places & Environments	Detailed explanation of environments and features	Clear explanation with good detail	Describes environments with basic detail	Limited description	Minimal understanding

Criteria	A	B	C (Standard)	D	E
Mapping & Representation	Accurate map with symbols, key, and clear layout	Mostly accurate map with key	Map includes symbols and simple key	Map lacks clarity or key	Map incomplete or incorrect
Location & Direction	Uses correct directional language consistently	Uses direction mostly correctly	Uses basic direction appropriately	Limited use of direction	Incorrect or absent use
Human Impact & Care	Explains impact and responsibility clearly	Identifies impacts and care methods	Recognises basic human impact	Limited understanding	No understanding shown
Communication & Explanation	Clear, structured, and detailed explanation	Mostly clear explanation	Simple explanation of ideas	Limited clarity	Unable to explain clearly

YEARS 5–6 RUBRIC

Criteria	A	B	C (Standard)	D	E
Geographical Understanding	Insightful explanation of environments, patterns, and connections	Strong explanation with detail	Explains key concepts accurately	Partial understanding	Limited understanding
Mapping & Spatial Skills	Highly accurate, detailed map with key, scale, and direction	Accurate map with most elements	Map includes key elements (symbols, direction)	Map lacks detail or accuracy	Map incorrect or incomplete
Analysis of Human Impact	Thorough explanation of environmental impact and responsibility	Clear explanation of impacts	Describes basic impacts and care	Limited explanation	Minimal understanding
Connections & Trade	Clearly explains global connections and trade systems	Explains connections with detail	Identifies basic connections and trade	Limited understanding	No understanding shown
Communication & Reflection	Clear, logical, and thoughtful reflection	Mostly clear and organised	Simple explanation and reflection	Limited reflection	Minimal or unclear response

TEACHER / PARENT NOTES

How to Use This Rubric

- Assess **final Geography project (Lesson 8)** or portfolio work
- Use alongside:
 - Map tasks
 - Written responses
 - Oral narration

- Practical activities

Achievement Standard Alignment (C Level)

At a **C level**, students demonstrate:

- **F–2:**
Recognition of places, simple maps, basic environmental care
- **Years 3–4:**
Description of environments, use of maps and direction, basic understanding of human impact
- **Years 5–6:**
Explanation of geographical concepts, mapping skills, understanding of connections and responsibility

Optional Scoring System

Grade Score Range

A	17–20
B	13–16
C	9–12
D	5–8
E	0–4