Project: The Ultimate Aussie Summer Survival Guide

Overview: This one-week, project-based unit is designed for a 17-year-old student to creatively explore and communicate essential knowledge about surviving and thriving during an Australian summer. The final project will be a multi-modal "Survival Guide" for a tourist, allowing the student to choose a format that best suits their skills, such as a series of short videos, a website, an interactive presentation, or a podcast. This approach minimizes the need for long-form writing and focuses on research, creativity, and practical communication.

Materials Needed:

- Computer or tablet with internet access
- Smartphone or camera for video recording (optional)
- Software/Apps:
  - Mind mapping tool (e.g., Coggle, Miro, or just paper and pens)
  - Video editing app (e.g., CapCut, iMovie) or web builder (e.g., Google Sites, Canva)
  - Word processor with speech-to-text functionality (e.g., Google Docs, Microsoft Word)
  - Presentation software (e.g., Google Slides, Canva)
- Art supplies for storyboarding or design (paper, markers, pens)
- A quality sunscreen product for analysis
- Bandages (crepe/elasticated) for practicing first aid techniques
- Notebook or digital document for planning

Learning Objectives

By the end of this week, the student will be able to:

- **(Science/Health)** Analyze and explain the risks associated with UV radiation, heatstroke, and venomous snakes in Australia.
- **(Health/English)** Develop and communicate clear, practical strategies for sun protection, heat management, and snake bite first aid (Pressure Immobilisation Technique).
- **(Maths)** Apply mathematical concepts to interpret data related to UV indexes, SPF ratings, and hydration needs.
- **(The Arts/Technology)** Design and produce a creative, multi-modal digital guide that effectively communicates safety information to a target audience.
- **(HASS/Health)** Reflect on the concept of "slowing down" and adapting lifestyle choices to seasonal environmental conditions.

Daily Breakdown

Day 1: Project Kick-off & The Sun Smart Challenge

Focus: Understanding the project, planning, and the science of sun protection.

- **Morning (Planning & English):**

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1. **Introduction:** Discuss the project goal: Create a "Summer Survival Guide" for a tourist. Who is our audience? What do they need to know?
2. **Brainstorming (Dyslexia/Dysgraphia Support):** Use a mind mapping tool to brainstorm all the possible topics for the guide (sun, heat, water, wildlife, etc.). This visual method helps organize thoughts without linear writing.
3. **Choosing a Format:** Decide on the final project format (videos, website, podcast, etc.). This gives the student ownership from the start.

- **Afternoon (Science & Maths):**
  1. **Research:** Watch short documentaries or trusted YouTube videos (e.g., from the Cancer Council or Bureau of Meteorology) about UVA vs. UVB rays, the UV index, and how sunscreen works. Use text-to-speech for any articles.
  2. **Hands-on Science:** Examine a bottle of sunscreen. Identify the active ingredients and SPF rating. What does "broad-spectrum" mean?
  3. **Maths Application:** Find the UV forecast for your area. Discuss what the numbers mean. Calculate safe sun exposure times based on the day's UV index. For example: If you normally burn in 10 minutes, SPF50 theoretically extends this to 500 minutes (10 x 50). Discuss why this is only theoretical (sweat, incorrect application).
  4. **Task:** Begin planning the "Sun Safety" section of the project. Use speech-to-text to draft a script or key points. Storyboard a short video about applying sunscreen correctly.

Day 2: Handling the Heat & The Art of Slowing Down

Focus: Understanding heat-related illness and the importance of adapting pace to the season.

- **Morning (Science & Health):**
  1. **Research:** Use videos and infographics to learn about the difference between heat exhaustion and heatstroke. What are the signs and symptoms? What is the correct first aid?
  2. **Maths Application:** Calculate daily water intake needs. A general rule is 30-35ml of water per kg of body weight. How does this change on a hot, active day? Convert this to a number of water bottles.
  3. **Practical Planning:** Design an "ideal" summer day schedule for a tourist in your area. Where do you incorporate "slowing down"? (e.g., planning strenuous activity for early morning or late evening, scheduling an indoor activity during the hottest part of the day). This connects to seasonal awareness.
- **Afternoon (HASS & Production):**
  1. **Local Connection:** How does the Australian heat shape our culture and architecture? Think about verandas, pools, air conditioning, and the timing of sporting events. Discuss this connection between environment and lifestyle.
  2. **Task:** Work on the "Heat Safety" section of the project. This could involve recording a voiceover explaining the symptoms of heatstroke or designing a visual guide on how to stay hydrated.

Day 3: Wildlife Wise - The Snake Bite Briefing

Focus: Snake awareness, prevention, and essential first aid.

- **Morning (Science & Geography):**
  1. **Research:** Identify 2-3 common venomous snakes in your state or territory. Use online resources like museum websites or wildlife services. Focus on identifying features, habitat, and behaviour (e.g., "more scared of you than you are of it").
  2. **Mapping (HASS):** On a digital or hand-drawn map of your local area, mark potential snake habitats (creek beds, long grass, woodpiles). This turns abstract knowledge into practical local awareness.
- **Afternoon (Health & PE - First Aid):**

1. **Learn the Skill:** Watch several videos from trusted sources (e.g., St John Ambulance Australia) demonstrating the Pressure Immobilisation Technique (PIT) for snake bites.
2. **Kinesthetic Practice:** Using crepe bandages, practice the technique on your own leg or arm (or a family member's). The goal is firm pressure, like for a sprain, not cutting off circulation. Talk through the steps aloud as you do them: "Call 000. Keep the person still. Apply the bandage..." This muscle memory is crucial.
3. **Task:** Create the "Snake Safety" portion of the project. This is perfect for a clear, step-by-step demonstration video or an animated infographic.

Day 4: Production Day - Bringing the Guide to Life

Focus: Dedicated time for creative production and technology use.

- **All Day (The Arts & Technology):**
  1. This day is entirely dedicated to working on the chosen project format.
  2. **If making videos:** Film the segments, record voiceovers, and edit the clips together.
  3. **If building a website:** Design the layout, gather images/create graphics, and write short, clear text for each section (use speech-to-text).
  4. **If creating a presentation:** Build the slides using strong visuals and minimal text. Record audio narration for each slide to explain the concepts.
  5. **Teacher Role:** Act as a facilitator and technical assistant. Help with troubleshooting software, offer creative feedback, and ensure the key safety messages are clear and accurate.

Day 5: Final Polish & Presentation

Focus: Finishing the project, self-assessment, and sharing the work.

- **Morning (English & Technology):**
  1. **Final Touches:** Complete the project. Add titles, credits, or a concluding summary. Review the guide from the perspective of a tourist – is it easy to understand? Is it engaging?
  2. **Self-Reflection:** Have a conversation about the process. What was the most interesting thing you learned? What part of the project are you most proud of? What was challenging? This verbal reflection is a powerful assessment tool.
- **Afternoon (Presentation & Assessment):**
  1. **Premiere:** Present the final "Aussie Summer Survival Guide" to family.
  2. **Assessment:** The project is assessed not on spelling or grammar, but on the following:
     - **Clarity & Accuracy:** Is the safety information correct and easy to understand?
     - **Creativity & Engagement:** Is the final product interesting and well-designed for its audience?
     - **Completion:** Does the guide cover all the key topics (sun, heat, snakes)?
     - **Understanding:** Can the student verbally answer questions about the topics, demonstrating their learning?