

## Working with Country – Tour Guides

This module gives students examples of how they can have a job working on country.

### Magazine with activities

Sheldon, Robbie, Terrance, Dion and Cory are Tour Guides in Kakadu and Nitmiluk National Parks. They describe the types of work they do showing visitors around their country.

Students will learn the language strategies that tour guides use to share facts and knowledge, such as

- using language to sequence instructions
- organising facts into categories
- speaking confidently on a topic.



### Curriculum Links

PreVET reinforces and authentically contextualises curriculum learning. For detailed mapping, see [m1b-curriculum-mapping.xlsx](#)

#### Australian Curriculum Prior Learning

- English: Receptive mode – Students understand how text structures, language features and vocabulary are used in spoken presentations.  
Productive mode – Students create a variety of sequenced texts and oral presentations for different purposes and audiences.
- Mathematics: Students tell the time and investigate the relationship between units of time.
- Science: Students describe features and relationships of living things.
- History: Students explore the historical features and diversity of their community in a local area study.

#### T-9 Net Diagnostic Continua

- Reading: Breaking the written code, Making meaning and Using text.
- Numeracy: Time




#### Australian Core Skills Framework

- Reading, Oral Communication Levels 1-3


#### Numeracy Level 1

# Overview of 1B Tour Guides – Activities

See [m1b-transcript-answers.pdf](#) for Activity Answers, [m1b-quiz-answers.pdf](#) for Quiz Answers.

|                                     |   | Overview  | Key Vocabulary  | Teaching ideas  | Related Games   | Quiz Questions    |
|-------------------------------------|---|---|---|---|---|-------------------|
| A1 Sequencing Instructions          |    | <p>The tour guides explain a sequence of instructions to prepare kangaroo tails.</p> <p>Key points:</p> <ul style="list-style-type: none"> <li>- Putting instructions in order</li> <li>- Using language to order instructions</li> </ul>                                     | <p>Sequence</p> <p>Process</p> <p>Instructions</p> <p>Order</p> <p>Then</p> <p>Next</p> <p>Finally</p> <p>After</p> | <p>Students think of their own activity to sequence. They can orally explain something to their partner or share with the whole class.</p>  | <p>1B.S3.G1.1- Arrange 'Em</p> <p>1B.S3.A2 - Making Sequences</p> <p>1B.S3.A3 - Time and Sequencing (Scootle)</p> | 1, 2, 3, 4        |
| A2 Organising Facts with Categories |    | <p>Examples of how the tour guides organise their talks, listening for and organising simple facts about local plants.</p> <p>Key points:</p> <ul style="list-style-type: none"> <li>- Sharing facts/sharing knowledge</li> <li>- Organising facts into categories</li> </ul> | <p>Fact</p> <p>Category</p> <p>Organise</p> <p>Feature</p>  | <p>Have students research the life cycle of a plant. The teacher could make a list of local plants for them to choose from.</p>   | <p>1B.S3.G3.1 - Splattergories</p> <p>1B.S3.A1 - CategoRace</p>   | 5, 6, 7, 8, 9, 10 |
| A3 Speaking with Confidence         |  | <p>Understanding a topic by organising larger groups of facts into categories, then using this to practice speaking confidently.</p> <p>Key points:</p> <ul style="list-style-type: none"> <li>- Organising larger groups of facts into categories</li> </ul>                 | <p>Confidence</p> <p>Knowledge</p> <p>History</p> <p>Traditional</p>  | <p>Brainstorm what the students already know well, e.g. basket weaving, hunting, finding crabs/oysters, making spears. Encourage them to choose a topic and practice speaking with confidence.</p> <p>Discuss different accents in regards to how tourists hear us, and the importance of speaking clearly.</p> | <p>1B.S3.G2.1 - 50 Fast Facts</p> <p>1B.S3.G4.1 - OOPs!</p>   | 5, 6, 7, 8, 9, 10 |

# Overview of 1B Tour Guides – Activities

|                      |   |   |                    |   |  |             |
|----------------------|---|---|--------------------|---|--|-------------|
| Lesson – Tour Guides |  | <p>Students deliver an oral presentation on a familiar subject. They will identify and organise the information they present, and reflect on how planning assists with sharing information.</p> | Cultural Protocols | <p>Allow more time than suggested – particularly if you have students read aloud together/silently the Larrakia and Cultural Protocols brochures and explanations at the beginning of the activity.</p> <p>Have students research facts about the local area or school history. Work in pairs or groups to design a tour. Students could film themselves giving the tour.</p> |  | 7, 8, 9, 10 |
|----------------------|---|---|--------------------|---|--|-------------|