

Working with Country – Tour Guides

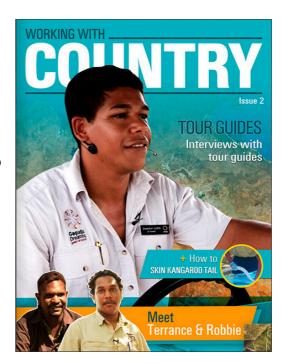
This module gives students examples of how they can have a job working on country.

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 <u>m1b-transcript-answers.pdf</u> for Activity Answers, <u>m1b-quiz-answers.pdf</u> for Quiz Answers.

		Overview	Key Vocabulary	Teaching ideas	Related Games	Quiz Questions
A1 Sequencing Instructions	To go Galain Maffaish Rapad Makka	The tour guides explain a sequence of instructions to prepare kangaroo tails. Key points: - Putting instructions in order - Using language to order instructions	Sequence Process Instructions Order Then Next Finally After	Students think of their own activity to sequence. They can orally explain something to their partner or share with the whole class.	1B.S3.G1.1- Arrange Em 1B.S3.A2 - Making Sequences 1B.S3.A3 - Time and Sequencing (Scootle)	1, 2, 3, 4
A2 Organising Facts with Categories	Trade medicularyey to hive Day shows for caregary features (Features) (Featur	Examples of how the tour guides organise their talks, listening for and organising simple facts about local plants. Key points: - Sharing facts/sharing knowledge - Organising facts into categories	Fact Category Organise Feature	Have students research the life cycle of a plant. The teacher could make a list of local plants for them to choose from.	1B.S3.G3.1 - Splattergories 1B.S3.A1 - CategoRace	5, 6, 7, 8, 9, 10
A3 Speaking with Confidence	The second secon	Understanding a topic by organising larger groups of facts into categories, then using this to practice speaking confidently. Key points: - Organising larger groups of facts into categories	Confidence Knowledge History Traditional	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. Discuss different accents in regards to how tourists hear us, and the importance of speaking clearly.	1B.S3.G2.1 - 50 Fast Facts 1B.S3.G4.1 - OOPs!	5, 6, 7, 8, 9, 10

Overview of 1B Tour Guides – Activities

Cover Sandar Institution	Students deliver an oral presentation	Cultural Protocols	Allow more time than suggested - particularly if you have	7, 8, 9, 10
production is required Management to action detected discussions are required to expose the contact of Various Research	on a familiar subject. They will identify		students read aloud together/silently the Larrakia and Cultural	
Activity Perc 1 - Exploring on hand proteomia You may with its record the presentations to use as evidence of bearing.	and organise the information they		Protocols brochures and explanations at the beginning of the	
 Opposes specified a pare. Introduces to said a bease of histories and assembles of the interfuence with information on Curbos of Protection. Equal histories and anomals are. The interfuence and only or seasonable of permitted providings and information for referral of the resolution. Opposes the process of the	present, and reflect on how planning		activity.	
this solution. The Local Principle and the Solutional convent of the Committee on the Committee of the Solution Solution to the Committee of	assists with sharing information.			
COLTURAL LARRAKIA			Have students research facts about the local area or school	
			history. Work in pairs or groups to design a tour. Students	
DESCRIPTION DESCRIPTI			could film themselves giving the tour.	
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Lesson – Tour Guides