

Protecting the Community – NORFORCE

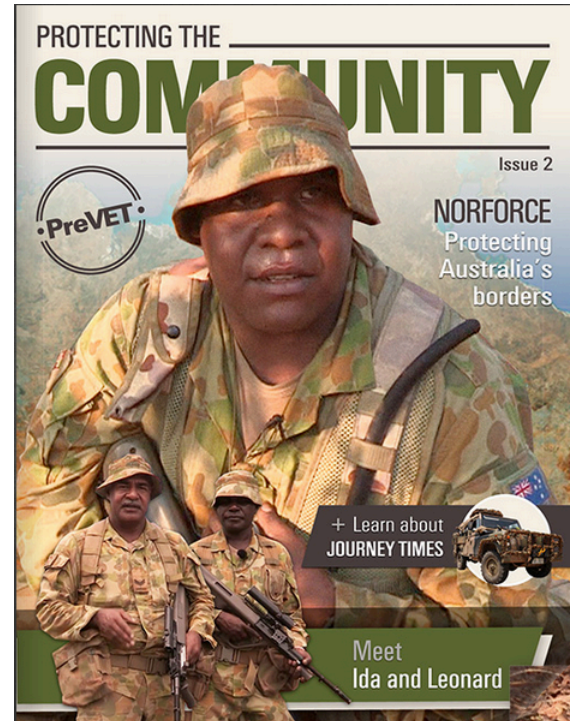
This module gives students examples of how they can have a job protecting the community.

Magazine with activities

Alistair, Jeffrey, Mel, Ida and Leonard are all part of NORFORCE in Northern Australia. They tell us about their jobs protecting our borders and offshore maritime interests.

Students will learn:

- the type of work that NORFORCE soldiers do
- using a compass, directions and pace counts to calculate journeys and distance travelled in metres
- recording information in note form for reconnaissance and surveillance
- using 24 hour time and grid references for accurate communication.



Curriculum Links

PreVET reinforces and authentically contextualises curriculum learning. For detailed mapping, see [m3b-curriculum-mapping.xlsx](#)

Australian Curriculum Prior Learning

- English: Receptive mode – Students analyse and explain literal and implied information from a variety of texts.
- Mathematics: Students convert between 12 and 24 hour time. They use a grid reference system to locate landmarks.

T-9 Net Diagnostic Continua




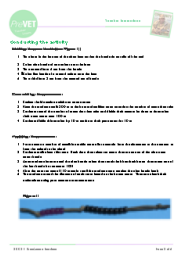
- Reading: Breaking the written code and Using text.
- Numeracy: Time, Shapes & Measurement, Operating & Calculating, Location & Maps.

Australian Core Skills Framework

- Reading, Oral Communication Levels 1-2
- Numeracy Levels 2-3

Overview of 3B Norforce – Activities

See [m3b-transcript-answers.pdf](https://www.3b.com.au/m3b-transcript-answers.pdf) for Activity Answers, [m3b-quiz-answers.pdf](https://www.3b.com.au/m3b-quiz-answers.pdf) for Quiz Answers.

		Overview	Key Vocabulary	Teaching ideas	Related Games	Quiz Questions
A1 Bush Navigation and Pace Counts		NORFORCE soldiers navigate through the bush using compass directions and pace counts. Key points: - Calculating distances in the context of metres - Allowing for different conditions	Cardinal points Direction Compass Pace counts	There is an opportunity here to use compasses and pace counts in the classroom or school grounds. A small orienteering course could be set up for students to practice directions and pace counts.		2, 3, 4, 10
A2 Planning Journey Times		The soldiers use 24 hour time in a briefing about the timing of a trip. Key points: - Using 24 hour time to communicate accurately	Convoy Orders Halt Briefing session	Have an activity/questions where students need to calculate the duration of the NORFORCE convoy crossing time zones – E.g. from WA into NT. <u>Time Scootle Activities</u> These activities are repeated in Topic 1A Environmental Health Officer.	3B.S3.G4 Match n Snap 3B.S3.G6 Military Tidbits 3B.S3.G7 Military Time Force T3B.S3.A1 Time Tools - Scootle	5, 6, 10
A3 Reconnaissance and Surveillance Methods		Soldiers gather and record information about potential smugglers during reconnaissance and surveillance. Key Points: - Using and understanding grid references - Recording information in note form	Reconnaissance Surveillance 2IC Grid reference Horizontal Vertical Eastings Northings Intelligence	Have students use a Cartesian plane to plot/find coordinates. <u>Where's the Treasure?</u> Teachers could add the rule: if the wrong grid reference is said, then either the student loses a turn or the card from the wrong reference is given to the player to their left. <u>Mapping Quiz</u> Note that there is no small grid reference to go over the map to find the 6 digit grid reference. Either ensure the map is 1cm x 1cm and use a ruler with mm scale or tell students to estimate.	3B.S3.G1 / 3B.S3.G2 Battleships 3B.S3.G3 Where's the Treasure? 3B.S3.G5 Mapping Quiz T3B.S3.A2 Grid References T3B.S3.A3 Reconnaissance and Surveillance	1, 7, 8, 9, 10
Lesson – Step Counts		In this lesson, students are required to undertake a reconnaissance of the school ground to observe and report anything of interest. To do this, students make step-count beads to help them determine the distance they have walked. The students will need to use the record sheet to make notes of any interesting observations, such as vehicles, damaged fences, fallen trees etc.	Reconnaissance	Teachers could make up their own reconnaissance mission around their school using compasses. It could be as easy or as difficult as the level of the class allows. For higher level students there could be angles included to move from one area to another where they would need a map of the school and protractor. For lower level students – turns could be as simple as turn right at 90° or 180° or use compass directions – N, NE, etc. Teachers could also use the QR codes (www.grstuff.com) to give students the next instruction or have the “treasure” in the QR code that they need to collect.		1, 2, 3, 4, 7, 8, 9, 10