



TASMANIA

Lesson Ideas

Below you will find a selection of curriculum-linked lesson ideas and accompanying activity sheets, written for primary students, to explore Tasmania. All content is copyright free for use by Australian teachers.

Broad learning outcomes

Using this curriculum material will assist students in achieving the following broad learning outcomes:

- Students will explore the history of Tasmania.
- Students will consider what living in Tasmania means to them.
- Students will investigate the people and places that have shaped Tasmania.

English

- Students to find out the meaning of the term 'Terra Nullius'. How was this term applied to the Australian land mass and what were the implications?
- Students to imagine that they are an early European settler or an Aboriginal Australian and write about what first contact may have been like.
- Students to read or listen to some Aboriginal Dreaming stories from local Indigenous groups. What is the moral or message in the story? What are the similarities and differences between the stories? Which areas of the state do the stories refer to?
- Students to write an anthem for Tasmania.
- Students to view tourism advertisements (print, television or online) for Tasmania. What strategies do the ads use to convince people to visit Tasmania? According to the ads, what can tourists expect to find if they visit? How do the ads use colour, sound, movement, aspect etc. to convey their message? Do you think the ads represent the state accurately?
- Students to write a piece titled 'What I love about living in Tasmania'.
- Students to complete the **Tasmania KWL chart** activity sheet.



TASMANIA

- Students to brainstorm as many adjectives as they can think of to describe Tasmania or the town/suburb in which they live.
- Students to complete the **Tasmania wacky wordsearch** activity sheet.

Mathematics

- Students to collect data about the climate in Tasmania then present it in graph format. Consider average rainfall, average temperatures, wind directions etc.
- Students to collect data about their classmates (*or peers in their year level*) using the **Our class by numbers** activity sheet and compare their data with the data in Facts for students (in the Themed Curriculum Support Resources section of the For Teachers for students website).
- Students to survey their classmates/family/friends to find out where they were born, then present the results in a graph.
- Students to complete the **Tasmania number puzzle** activity sheet and decode a message to reveal an interesting Tasmania fact.

Science

- Tasmania has lots of interesting wildlife. Select one animal found in Tasmania and research to find out more about it. Consider classification, life cycle, behaviour, habitat, diet, conservation status etc. Create an information booklet about the animal.
- Tasmania has an impressive hydro power industry. Students to investigate how water is used to generate a large portion of Tasmania's electricity.
- Students to write an information report about the floral or faunal emblem of Tasmania.
- Students to select a local area and discuss how it has changed as a result of natural processes and extreme weather (*such as erosion, bushfires, drought, floods etc.*).
- Students to research major weather events (heatwaves, bushfires, floods etc.) in Tasmania and the effect they had on people and the environment.



TASMANIA

Humanities and Social Sciences

History

- Students to examine the flag of Tasmania then share what they think each element represents/means.
- Students to research what life was like for the Indigenous people in Tasmania prior to European settlement.
- Students to select one person who had a significant influence on shaping the state of Tasmania then write a short biography highlighting his/her contributions.
- Students to test their knowledge of the history of Tasmania by completing the **Crazy chronology – Tasmania** activity sheet.
- Students to research the life of Truganini. Document her struggle to achieve peace between the Indigenous and non-Indigenous populations.
- The penal settlement of Port Arthur played an important role in post-European settlement Australian history. Students to research the role of this historic area in shaping Australia as a nation.

Geography

- Students to investigate one natural wonder found in Tasmania (e.g. Cradle Mountain, The Bay of Fires etc.). Describe the landscape, animal inhabitants, tourism at the site etc.
- Students to brainstorm how Tasmania is similar to and different from other Australian states and territories.
- Students to research which natural resources can be found in Tasmania (consider minerals, water ways, forests etc.) then discuss how these are, or may be, used to benefit people living in Tasmania and the wider world. Students then consider the environmental impacts and responsibilities of utilising these resources.
- Students to interview someone who has moved to Tasmania either from interstate or overseas. How do they view the state? What makes them feel connected to it?
- Students to test their geography knowledge by completing the **Where is it?** activity sheet.



TASMANIA

- Tasmania has a several locations listed on the World Heritage list (e.g. Macquarie Island, numerous convict sites etc.). Students to investigate how a location becomes World Heritage listed and the importance of this place to the local people and the nation's history.

Economics and Business

- Students to identify a number of businesses in their local area and investigate how they provide their goods and services (e.g. online, shop, market etc.). Students should also consider why these businesses exist and sort them into local, national or global business categories.

Civics and Citizenship

- Students to investigate the Australian Constitution. Discuss and debate the values that underpin this important document.
- Students to investigate the difference between a state and territory. How do their systems of government differ?
- There are three levels of government in Australia: federal, state and local. Students to discuss the roles and responsibilities of each level.
- Students to debate the difference between rights and responsibilities and list some examples of each. How do these relate to Australian citizenship?

The Arts

- Students to experiment with rock art. Begin by investigating the methods and materials that were used by the Aboriginal or Torres Strait Islander people.
- Students to create a new flag for Tasmania. Think about what defines the state for them and what the flag will say to others about it.
- Students to research movies or television shows that have been filmed on location in Tasmania. What was the setting? Who were the actors? Was it for international or domestic release?
- Students to select one artist from Tasmania and create a painting in his/her style.



TASMANIA

Technologies

Design and Technologies

- Students research to find out which industries operate in Tasmania (e.g. agriculture, manufacturing etc.). If possible, visit one of these places (or research them online) and evaluate their production process. Consider things such as sustainability, efficiency and safety.

Health and Physical Education

- Students to research the sports that are the most popular in Tasmania (survey friends/family, check TV guides for broadcasts etc.). Select one sport and devise a one lesson skills session to teach younger students the skills of the game.
- Students to select an athlete from Tasmania and collect the information required on the **Home-grown** hero activity sheet.
- Students to investigate which foods are grown or produced in Tasmania then devise a healthy menu plan using only local foods.

Languages

- Students to investigate the Indigenous languages that are spoken in or around their area. Learn to say some words in one or more of these languages.