

Describing experiences



SmartSteps®
FOR PRIMARY SCHOOLS

AusVELS: Foundation

People live in places – Geography concept: Place

Speaking and Listening – Language (ACELA1429)
– Literacy (ACELY1647)



Key learning outcomes

Students will be able to:

- recognise some of the ways we can use speech, gesture and writing to communicate feelings about a walk in the local area
- share a personal experience about a walk with peers in a semi-formal situation
- use visual cues to practise staying on topic

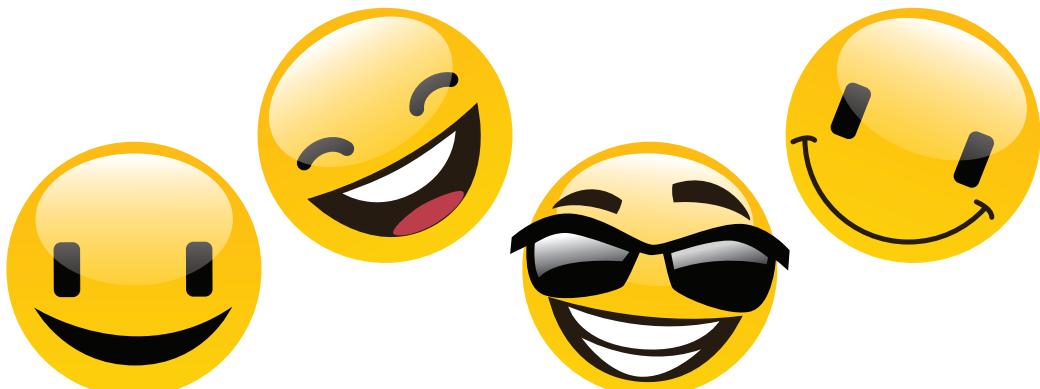


Suggested time

Before we go: 20 minutes

Walk: 20–30 minutes

When we get back: 30–45 minutes



Lesson

Before we go

- Explain to students that they will be going for a walk around the local area. Ask them to suggest what they might see.
- Draw a picture to represent each suggestion and create a class picture list. Explain to students that they will be checking the list when they return.
- **Teacher note:** Take a camera to photograph different things seen on the walk, to use as visual prompts for a post-walk discussion.

Out and about

- As you walk, remind students to look out for things from the class picture list, as well as for other things that interest them.
- Periodically stop students and ask them questions such as:
 - » How do you feel about the walk?
 - » What do you like and dislike?
 - » How do you feel about what you can see?

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When we get back

- As a class, discuss what students saw on the walk. Use the picture list and photographs as prompts. Check off the things students saw from the picture list, and add anything new.
- Once again invite students to talk about what they liked on the walk and what they didn't like. Students can use the picture list and photographs as cues.
- Ask students to think about how they felt about the walk. They can reflect on the things they liked and disliked, and their feelings about the walk before they left, during the walk, and after the walk.
- Students share with the class a feeling they have about the walk (e.g. happy to be walking with their friend, sad when they saw a tree had died).
- Teacher note:** The photographs could be used to create a slide show of the walk, with students describing what they like, dislike and feel about each photo.



Resources

- drawing paper
- coloured pencils
- digital camera or smart phone (optional)

Suggested assessment

Assess student's ability to:

- recognise some of the ways we can use speech, gesture and writing to communicate feelings
- share a personal experience with peers
- use visual cues to practise staying on topic

Further connections

Students and their families could:

- conduct a similar discussion about what the family liked or disliked about a walk in a park or other location
- look at family photos and describe how they make each other feel
- complete a [Smart Steps: for Families – Activity Sheet](#) at home

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Strand	Sub-strand	Elaboration
Geography	Geographic knowledge and understanding The reasons why some places are special to people, and how they can be looked after (ACHGK004)	<ul style="list-style-type: none"> identifying places they consider to be 'special', for example, their room, a play area, holiday location or an Aboriginal or Torres Strait Islander place of family significance, and explaining why the place is special to them describing the features of their special place based on what they see, hear, smell and feel discussing different ways they could contribute to caring for their 'special places'
	Geography inquiry and skills Make observations about familiar places and pose questions about them (ACHGS001)	<ul style="list-style-type: none"> asking questions about what they observe in the local area using photographs, film, painting, dance or stories about a place to stimulate questions about what it is like and why
Speaking and Listening	Language Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429)	<ul style="list-style-type: none"> recognising some of the ways we can use speech, gesture, writing and media to communicate feelings recognising some of the ways emotions and feelings can be conveyed and influenced by visual representations, for example in advertising and animations
	Literacy Deliver short oral presentations to peers (ACELY1647)	<ul style="list-style-type: none"> sharing a personal experience, interest or discovery with peers in a semiformal situation using visual cues to practise staying on topic

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