

Prep Gold Coast Landmarks

Gold Coast Landmarks Education Program - Teacher Overview

Introducing the program

This self directed program allows students to develop a greater appreciation of the Gold Coast's historic and geographical environment and its place within South East Queensland's landscape. Students embark on an exciting exploration of fact finding fun – learning about the construction of SkyPoint/Q1 building and its importance as an identifiable landmark within the Gold Coast area.

Optional unit plan

To assist with the implementation of SkyPoint Observation Deck Gold Coast Landmarks program an optional unit plan has been designed to strengthen and contextualise the learning outcomes. The program aligns with the Queensland Studies Authority Early Years Curriculum Guidelines.

Activity booklet

The student activity booklet includes pre and post learning activities and excursion tasks. The booklet has been designed to allow the students to collate information gathered throughout the unit and reflect on the learning acquired.

Contexts	
Real life situations	-build connections between home, community and class room experiences
Investigations	-asking questions from ideas and events that arouse curiosity or from the need to collect further information for a purpose
Focused learning and teaching	-actively co-construct understanding through interacting with people, objects and representations



Early Learning Area	Specific Focus	Learning Statement	Experience/s
Early Mathematical Understandings	-Early Numeracy	-investigating and communicating about quantities and their representations, and attributes of objects and collections	-identify shapes within the environment -count objects and complete a simple pictograph
Language Learning & Communication	-Oral Language -Early Literacy (reading & viewing) -Early Literacy (writing & shaping)	-using spoken language for a range of purposes -using emerging understandings to predict and make meaning from a variety of written, visual and multimodal texts -experimenting with emerging understandings of written, visual and multimodal texts to communicate meanings	-ask and answer questions, share ideas in class discussions and small group activities -use visual displays at SkyPoint to complete activities -illustrate and record ideas -recount visit to SkyPoint
Active Learning Process	Thinking Investigation Environments	-generating and discussing ideas and plans and solving problems -investigating features of and ways to sustain environments	-participate in class and group discussions -identify and draw local landmarks -draw ideas of what the Gold Coast will look like in the future
Social & Personal Learning	Social Learning Personal Learning	-cooperating with others in social situations -investigating and communicating positively about the social and cultural practises of people in their community -acting with increasing independence and responsibility towards learning and personal organisation	-work in groups to collect information from SkyPoint experience -share ideas in group discussions -complete a range of activities independently
Health & Physical Learning	Making Healthy Choices	-plan and use safe behaviours when interacting with people in a variety of school contexts	-participate in SkyPoint visit

SUGGESTED LEARNING ACTIVITIES

MOTIVATION

1. Students talk about and illustrate their favourite places.
2. Students discuss in small groups what makes the places so special.
3. Share with the whole class.
4. Group students who have chosen the same special places. In groups students discuss why that particular place is special, and the activities that can be carried out there.
5. Students draw the activities that people do there.
6. Display the students' work.

SPECIFIC LEARNING

1. Teacher introduces the word 'LANDMARK' and asks students to share their ideas of what this word means.
2. Tell students a LANDMARK is a large prominent or well-known object in a particular landscape and that there is only one of these objects.
3. Identify some Gold Coast Landmarks.
4. What makes these landmarks special? (There is only one and it may have meaning eg. memorial).
5. What can you do at these places? (Exercise, relax, play sports etc.).
6. Whole class looks at a map of Gold Coast and identify where these landmarks are.
7. Ongoing – Monday morning make a class graph of the places students visited over the weekend. Talk about the results. Students make weekly predictions of where they think class members may have been.
8. Before the SkyPoint visit, talk about the significance of Q1 /SkyPoint and the impact it has on the Gold Coast.
9. Whole class discusses the people who visit SkyPoint and the different reasons for their visit (tourists to see the city, students to research the city etc.).
10. Whole class thinks about some questions/information they'd like to find out during their visit to SkyPoint.

QDECK VISIT

In small groups students collect information about Gold Coast landmarks as required by the teacher.
Parent/Adult records students' ideas on the activity sheets (**activity sheets 1 & 3**)
Students draw landmarks they can see (**activity 2**)
Students identify shapes they can see and draw 1 object for each of the shapes (**activity 4**)

FOLLOW UP AT SCHOOL



1. Whole class discusses the SkyPoint visit.
 - What did we learn?
 - What were the good things we did?
 - What did we see?
 - How did we feel?
 - What made it a great experience?
2. Students illustrate and write a recount of the visit (**activity 5**).
3. Whole class discuss results of counting objects and together make a pictograph using the information students collected (refer **activity 3**).
4. Whole class look at and discuss the digital photographs take. Teacher makes a display.
5. Whole class talks about the activities people like to do at particular places and environments.
 - What would happen if people were unable to go to these places?
 - Could they still participate in their activities?
 - Would the activities change?
6. Whole class talk about what Gold Coast will be like when they grow up.
 - Would the Q1 Tower still be there?
 - Why might there be changes? (More people, more inventions)
 - How will these changes affect people living in Gold Coast?
(More choices, faster pace)
7. Students draw ideas (More towers, buildings, different cars) - see **activity sheet 6**.

