Harvey, Let's Play

Focus: Child-centred Play; Place & Space; Respect for self, others and place

Program Overview: Information for Teachers

This program developed by Amaroo Environmental Education Centre implements elements of the interrelated strands of the Australian Curriculum for English, Science and Geography as well as Cross Curriculum Priorities: Sustainability and Aboriginal and Torres Strait Islander histories and cultures. This programme is delivered at Amaroo and is a full school day in length. The sequence of lessons on the following pages outlines both the activities undertaken by the Amaroo teacher and suggested activities to be conducted by the teacher in the school.

Synopsis of Program:
To engage the students prior to their excursion, a letter from Harvey, the Inside Bear, is sent to the class asking them to think about play - what makes a great play place, a great play mate and great play. They are then invited to come and join us at Amaroo for a day of story reading, outside play and daydreaming.

Activities include:

- Pre-excursion: Setting the scene - a letter from Harvey arrives at your school
- Excursion day:
  1. The story - reading and discussing the story, ‘Harvey, the Inside Bear’. Discussion and questioning about special play places, elements of ‘play’ and paper doll construction to represent themselves.
  2. Play: Students engage in different areas of play - paleontology, games, sensory experiences, garden watering, letter writing and posting, treasure dig, sand/water/rock play, making music and weaving using recycled materials and more.
  3. Bush walk with koala or bear friend who has only ever played inside
  4. Day Dreaming Flop
  5. Reflection

Important Teacher Notes:
⇒ It is a requirement to have at least one extra adult accompany the class on this excursion. (More if you wish)
⇒ Please bring student suggested list of ideas about great play, play places and play mates.
⇒ Not compulsory but if possible bring a head shot photo of each student. See page 2 of teacher notes for actual template size. (On regular photocopy paper is sufficient). If photographs are not possible, students can draw their own face on the paper doll as an alternative.
### Harvey, Let's Play!

**Lesson - outline**

The class receives an invitation from Harvey, the Inside Bear. The students can reply to this via email/letter. Ideas about great play, play places, and play mates should be discussed and recorded to bring to Amaroo.

**The Story - Characteristics of Harvey.**

- **Great Play**
- **Great Play Mates**
- **Great Play Places**
- **My favourite play place**

**Using the 5 senses to explore and become engaged with constructed play places.**

**Playing safely and respectfully**

**Pedagogy and Place – Learning Beyond the Classroom**

<table>
<thead>
<tr>
<th>Pedagogy and Place</th>
<th>BNE</th>
<th>LLRP</th>
<th>LbD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Quality</td>
<td>Higher-order thinking [HoT]</td>
<td>Substantive Conversation [SC]</td>
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<tr>
<td>Recognition of Difference</td>
<td>Cultural Knowledge [CK]</td>
<td>Narrative [N]</td>
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<tr>
<td>Connectedness</td>
<td>Connectedness to the World [CtW]</td>
<td>Background Knowledge [BK]</td>
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<tr>
<td>Supportive Classroom Environment</td>
<td>Academic Engagement [AE]</td>
<td>Self Regulation [SR]</td>
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Lessons for this program have been developed by Amaroo Environmental Education Centre to incorporate additional support and resources that are available through the Centre to assist with the implementation of the **Australian Curriculum Content Descriptions.**

The lessons in the teaching sequence have been colour coded as follows:

- Lessons in these boxes should be taught/facilitated by the class teacher in the school setting
- Lessons in these boxes will be taught by the Amaroo teacher as part of your program.

It is suggested that pre/post work may be conducted on these objectives.

### Teaching Sequence

<table>
<thead>
<tr>
<th>Topic</th>
<th>Lesson Objectives</th>
<th>Harvey, Let’s Play!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-engagement or “Hook”</td>
<td>Students will:</td>
<td>The class receives an invitation from Harvey, the Inside Bear. The students can reply to this via email/letter. Ideas about great play, play places and play mates should be discussed and recorded to bring to Amaroo.</td>
</tr>
<tr>
<td>[LLRP; CtW; BK]</td>
<td>- Create text to respond to and accept the invitation to Amaroo EEC</td>
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**The Story - Characteristics of Harvey.**

- **Great Play**
- **Great Play Mates**
- **Great Play Places**
- **My favourite play place**

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<td>Students will:</td>
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<td>- Understand that children have been engaged in similar types of outdoor play for thousands of years.</td>
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<tr>
<td>- Understand how to form opinions about imaginative texts and make connections to personal experiences</td>
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**Students will:**

- Compare their types of play/games to that of Indigenous children in the past
- After listening to ‘Harvey, the Inside Bear’, students consider the importance of inside and outside play, using their imaginations to create and share ideas about interesting play places.
- Reflect to recall some of their favourite types of play places and reasons ‘why’.
- Decorate a paper doll shape in their own likeness to use on a wall chart to indicate their favourite type of play place.

**Using the 5 senses to explore and become engaged with constructed play places.**

**Playing safely and respectfully**

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<td>Students will:</td>
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<td>- Understand how a familiar place is organised for different purposes</td>
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<td>- Consider the factors that contribute to ‘sustainable play’</td>
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<td>- Demonstrate care and respect for their play environment</td>
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**Students will:**

- Discuss concept of “Speak and Act with Respect” and how it applies to play.
- Demonstrate the attributes of sustainable play
- Engage all their senses as they choose and engage with a variety of different play stations as listed:
Using the 5 senses to explore and become engaged with natural play places

Exploring safely and respectfully

[Sense; BNE; LLRP; LbD; AE; SR; CtW]

Deep Listening

[Sense; BNE; LLRP]

Reflection

[HoT; N; SC; BNE]

It is hoped that teachers will continue to use the ‘deep listening’ process and terms like ‘sustainable play’ back at school.

After the day’s play at Amaroo resurvey the students to see if they would now change where they placed their paper doll on the ‘Favourite Play Place’ chart.

Create a favourite play place mural with photos from the students or drawings they do

Suggested Assessment Tasks:

• Students could share their understanding about inside and outside play by creating new adventures for story characters, including Harvey.

• Students give reasons why it is important to play outside.

• Students demonstrate comprehension of a story through retelling events in the correct sequence: retelling a familiar story or recount

• Acknowledgements: ‘Harvey Let’s Play’, has been modelled on the ‘Ramble and Play’ program developed and run by Pullenvale Environmental Education Centre and based on the book written and illustrated by Tonia Pickering © Education Queensland
Cross Curriculum Priority Link: **Sustainability** addresses the ongoing capacity of Earth to maintain life. Sustainability education is futures orientated, focused on protecting environments and creating a more ecologically and socially just world through informed action.

**Organising Idea: Systems OI.2** - All life forms, including human life, are connected through ecosystems on which they depend for their well-being and survival.

**Futures OI.7** - Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments

Cross Curriculum Priority Link: **Aboriginal and Torres Strait Islander histories and cultures:** Aboriginal and Torres Strait Islander identity is central to this priority and is intrinsically linked to living and learning Aboriginal and Torres Strait Islander communities deep knowledge and traditions and holistic world view

**Organising Idea: Culture OI.5** - Aboriginal and Torres Strait Islander People's way of life are uniquely expressed through ways of being, thinking knowing and doing.

Australian Curriculum References for this program:

**Year 1 Science - Content Descriptions**

**Science Understandings**

**Physical Science**

- Light and sound are produced by a range of sources and can be sensed (ACSSU020)

**Year 1 Geography - Content Descriptions**

**Geographical Knowledge and Understanding**

- The ways that space within places, such as classroom or backyard, can be rearranged to suit different activities or purposes (ACHGK008)

**Geographical Inquiry and Skills**

**Reflecting and Responding**

- Reflect on their learning and suggest responses to their findings (ACHGS012)

**Year 1 English - Content Descriptions**

**Literature**

**Literature and Context**

- Discuss how authors create characters using language and images (ACELT1581)
- Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with the students own experiences (ACELT1582)

C2C Units related to this program:

**Year 1 Science Unit 2: Material Madness**

- Everyday materials and recycling

**Year 1 Geography Unit 1: How do people use places?**

- Lessons 8 & 9: understand how a familiar place is organised for different purposes and for multiple purposes within a place

**Year 1 English Unit 2: Explaining how a story works**

- Lesson 4: Understand how to form opinions about imaginative texts and make connections to personal experiences. (After listening to and discussing this story, students actually ‘live’ the elements of the text.)