Up the Creek & Down the Drain

Excursion Day Handbook

A Healthy Waterways story experience that uses the Storythread Approach developed and trademarked by Pullenvale Environmental Education Centre (Education Queensland).

Healthy Waterways

ONE CLEAR VISION

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2013-004 UCDD Excursion Booklet

Chapter **Two**

Step into the Story and Apply the **Knowledge**, **Values** and **Skills** of *'Waterways Investigators'*

ESSENTIAL STEP 6:
Attend the Excursion as *Waterways Investigators*

** IMPORTANT:

This handbook is a guide to running the *Up the Creek & Down the Drain* excursion day in your site. It contains a detailed outline of recommended activities for the day as well as some suggestions for scripting.

Once you have completed the activities in the Adapting *Up the Creek & Down the Drain* booklet, personalise the excursion day for your chosen creek by adding in any information about the creek you wish to share with your students and any activities you wish them to take part in.

Next, work through the script at your creek paying particular attention to making the story flow in a way that will feel authentic for you and will engage your students' minds, imaginations, emotions and senses.

If you are from a Qld State School you should complete a Variation to School Routine as well as the Curriculum Activity Risk Assessment Bushwalking Template found at education.qld.au/curriculum/carmg/outdoor-rec.html

If you are from a Non-State School you will need to use the Curriculum Risk Assessment protocols required by your school and organisation.

Overview of the Excursion Day

9.30am
Arrive at the starting point for the day near the creek
The students explore Pete, Jonno and Laura's meeting place and then read the first chapter of *Disaster at _____ Creek.* After swearing the *Secret Oath of 'The Three Explorerteers'* they head off in search of the next story location playing *10 Treasures in 10 Minutes*.

10.00am
Gather at the second story location
After sharing their first impressions of the *Explorerteers'* special hiding place for their treasure box, the students listen to the next chapter of Pete's story. What could possibly have happened next?! They head down to the next story location.

10.30am
Spread out looking down at the creek
After reading the third chapter of *Disaster at _____ Creek*, the students finally discover the truth about the terrible environmental disaster Pete, Jonno and Laura unwittingly caused when they were children. They walk down to the banks of the creek to hear the fourth, devastating chapter of the story then take some time to reflect on what they have discovered so far.

11.00am Lunch

11.30am
Take part in activities along the banks of the creek
The students now take part in a series of activities designed to help them connect to the creek. They walk to their final story destination.

12.45pm
Reflect in 'Pete's Place'
After listening to the final chapter of Pete's story, the students discuss the dilemma at the heart of the story and then take the time to record their personal reflections.

1.15pm Afternoon Tea

1.30pm
Celebrate and finish the day
After afternoon tea, the students celebrate their day through the creation of a group

Recommended Teacher Resources:

In a backpack

- Pencils for note-taking (and spares for students)
- Class set of reflection cards (see example below)
- Camera
- Research notes about your creek
- First Aid kit with ice pack and splint
- Mobile phone and hat
- Spare insect repellent and sunscreen
- Rubbish bags
- Student medication

On a clipboard:

- Complete class list with details of any medical requirements
- Copy of *Disaster at _____ Creek*
- Paper (*for deep listening reflection and note-taking)*

Also:

- Set of black plastic mats for deep listening
- (optional) Tarp to sit on for introduction, morning tea and lunch
- Please see the Teacher Checklist for Preparation on page 48 of the Teacher Resource Booklet for further information.

SAMPLE REFLECTION CARD

1. What I like best about this place is...

2. This place makes me feel...

3. What I'd like to share with someone else about this place is...

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Dear trainee *Waterways Investigators*,

The time has come to reveal the final piece of our story puzzle.

Please visit the creek that was so special to Pete, Jonno and Laura. The place and a book written long ago will be your guide.

This is the final stage in your training. Your task is to use your *Waterways Investigator* skills to get to know the creek.

Why?

It's your turn to share your discoveries and experiences.

Everyone knows that the determination and passion of children can inspire others.

You can change how people see waterways and the world.

Best wishes,

The Communication, Education and Motivation Team, Healthy Waterways

Aims for the day

For students to use their *Waterways Investigator* skills to get to know the creek so they can help Healthy Waterways by sharing their discoveries and experiences with others. It is hoped that the students will:

- Share scientific and historical knowledge about this waterway environment;
- Share some of their personal experiences;
- Lead others to understand our waterways are special places for which we are all responsible;
- Lead others to care for their waterways.

They can do this by:

- Stepping into the story and seeing the place through Pete, Jonno and Laura's eyes;
- Continuing their role as *Waterways Investigators* through active exploring and deep listening;
- Using their *Waterways Investigator* journals to record their personal experiences throughout the day in a variety of ways;
- Having fun!

** IMPORTANT:

Although you will have visited your creek prior to the excursion day to conduct a risk assessment and rehearse, we recommend that on the excursion day you do not take on the role of the 'expert' who knows the whereabouts of each of the story locations.

You are on this journey with your students and it is much more empowering for them if you lead them to find the story locations themselves using the information they have gained from reading the story materials and researching your creek. For example, you could admit to your class that you have looked at a map and think you might know the whereabouts of some of the story locations, but that you'll need to explore together.

Looking ahead to the title of each new chapter in Pete's book as your day unfolds will also provide a clue as to where you are headed next.

Detailed Outline of **Activities** for the Excursion Day

We recommend that you visit Ithaca Creek prior to your excursion day to follow the map and find the story locations, as well as to conduct a risk assessment.

Detailed Outline of Activities for the Excursion Day

9.30am Arrive at the starting point for the day near the creek

The students explore Pete, Jonno and Laura's meeting place and then read the first chapter of *Disaster at _____ Creek*. After swearing the *Secret Oath of 'The Thr ee Explorerteers'* they head off in search of the next story location playing *10 Treasures in 10 Minutes*.

INTRODUCTION

- The students arrive — Choose a quiet, shady starting point where they have access to toilets, but are away from the story locations. Once the students have been to the toilet, gather them together.
- Key points to cover
  - Welcome and Welcome to Country
    - Acknowledge Aboriginal and Torres Strait Islander Peoples as the first *Waterways Investigators*
  - Recap
    - The purpose of the students' visit to the creek (see the aims for the day listed on the previous page)
    - The knowledge, values and skills they have developed as *Waterways Investigators*. You could choose three or four skills to focus on for the day.
    - Safety — caring for yourself, others and this place

BEGIN STEPPING INTO THE STORY

- Recap some of the things the students wanted to do at the creek.
- *In the letter from Healthy Waterways they said this place and a book written long ago would be our guides. We decided the book was Pete's first book 'Disaster at _____ Creek'. We were right. The book was waiting for me when I arrived at school this morning!* (Recap also that Pete wrote the book when he was about 14, four years after the incident at the creek with Jonno and Laura.)
- *We need to begin at Pete, Jonno and Laura's meeting place. Let's go!* (Use the knowledge gained about the creek area in Chapter One to lead your students to 'find' Pete, Jonno and Laura's meeting place.)

THE MEETING PLACE

Give the students some time to explore, explaining first that after a few minutes you will ask them to find a place around the edge of the meeting place to stand still. Once the students are standing still, lead them in the following visualisation –

> *Let's try something. Let's take a moment to see if we can imagine Pete, Jonno and Laura meeting here. In a moment when I say go, you are actually going to see them here just like you are making a movie in your mind. Imagine them riding up. I wonder which direction you'll see them coming from? Maybe one of the three children arrives first. What do they do while they are waiting for the others? You might watch Pete, Jonno and Laura swear their secret oath here and then set off down the path to the creek. Let's see what happens. Ready go.*

Gather the students together. Tell the person next to you what you saw. How do you feel being here? Why do you think Pete, Jonno and Laura named this place _____?

Detailed Outline of Activities for the Excursion Day cont

Well we're in our first story location. Let's read the first chapter of Pete's story. Read the first three sentences. What do you think might have happened the night before? Read the rest of the page. *Jonno led the way down the path. That's where we need to go next: along the path to the location where the children used to hide their treasure box.*

While we're walking, let's play 'Ten Treasures in Ten Minutes'. Why do you think Pete, Jonno and Laura always played that game? What rules might they have had? Define the rules including leaving all treasures where they are (the students can always photograph any favourite discoveries) and agree on a definition of 'treasure'. For example, a treasure could be a favourite thing the children saw every day or something new. For Laura, the artist, a treasure might have been the way the shadows played on the tree trunks and Pete might have looked for things that inspired him to write.

Let's swear the secret oath of 'The Three Explorerteers' before we leave. Keep your eyes out for glimpses of Pete, Jonno and Laura. They are our guides too!
Let's go!!

Walk along the path until you reach the next story location.

10.00am Gather at the second story location

After sharing their first impressions of the Explorerteers' special hiding place for their treasure box, the students listen to the next chapter of Pete's story. What could possibly have happened next?! They head down to the next story location.

Gather the students looking out and give them time to take photographs if they wish. *This is it! This is _____!! Is it as you imagined? What are your first impressions?* (Share with a partner.) Recap the sorts of things Pete, Jonno and Laura did here. *Did anyone imagine they saw Pete, Jonno and Laura while they were walking? What were they doing? This was the location of the children's secret hiding spot for their treasure box! Where would you hide a treasure box?* (Share with a partner.) Which of your 10 Treasures would you put in it? Quickly share a few of the students' favourite discoveries from the '10 Treasures' game.

This place was really special to Pete, Jonno and Laura. We've had some ideas about why that was, but now that we are actually here, let's spend one minute standing or sitting absolutely still looking out into the bush to see what we can begin noticing about this place. Lead the students in one minute of guided deep listening (see the Teacher Resource Booklet pages 25 – 29 for more information).

123 REFLECTION

- Decide for yourself one way this place might have changed since 1968.
- Lock away in your mind two things you noticed.
- Make a list in your head of three words you would use to describe this place.

Let's read the next chapter of Pete's story! As I'm reading, see if you can imagine Pete, Jonno and Laura here in this place and visualise what was happening all those years ago.

Read Chapter Two. *What might have happened to their treasure box? I wonder what could be worse. Let's find out! Where do we go next?* Walk down to the section of the path that looks down over the creek. *Imagine how Pete, Jonno and Laura must have been feeling that day as they were hurrying down this path! Try and hold on to that feeling.*

10.30am Spread out looking down at the creek

After reading the third chapter of *Disaster at ____ Creek,* the students finally discover the truth about the terrible environmental disaster Pete, Jonno and Laura unwittingly caused when they were children. They walk down to the banks of the creek to hear the fourth, devastating chapter of the story then take some time to reflect on what they have discovered so far.

(This next section needs to be quick and excited to maintain the tension of the story.)

Line up along the path still a little distance from the creek. Point out the location of the children's cubby. *Think back to Laura's sketch of the cubby and the list of materials the children used to make their cubby. Picture it hidden by the trees and vines.*

Let's listen to the next part of this story.
Read Chapter Three.

Don't speak. Follow me.

Walk down to the banks of the creek.

Once the students are seated (on the black plastic mats if needed) read Chapter Four. Take some time to reflect on what has been discovered so far.

REFLECTION

- Check in with a friend — *What have we just discovered happened here in the story for Pete, Jonno and Laura?*
- *We all know they loved this place and would never have done anything to harm it. So how did this happen? What went wrong?*
- Ask the students to close their eyes and consider the following question — *If we could somehow communicate with the children in our story, what would you want to say to them?* Ask them to keep their eyes closed and put their hands up when they are ready to share their answer with the class. Explain that if you touch them on the shoulder, they are to speak their answer aloud. It might be one word or one sentence.
- *How would you finish this sentence — 'To care for a place, a Waterways Investigator needs…'*
- Give the students time to write in their journals.

LUNCH

11.30am Take part in activities along the banks of the creek

The students now take part in a series of activities designed to help them connect to the creek. They walk to their final story destination.

CHECKING BACK IN

We've spent some time this morning following in Pete, Jonno and Laura's footsteps and getting to know the creek as they did. We have another job today too — when we get back to school you, as 'Waterways Investigators', are going to share your experiences and the discoveries you have made about this creek with others. Just like Pete, Jonno and Laura, you need to share your stories. They loved this place. How can you inspire others to feel the same way? What could you show them or tell them about this creek? Over the next hour you're going to complete three activities that will help you begin collecting ideas.

****PLEASE NOTE: The following three activities can be replaced by activities of your choice e.g. water testing, a transect study, or poetry writing. We do, however, recommend that you include deep listening and reflection.**

1. **Nature Photography (20 mins) – Consider:**
   - *Taking the time to stop and notice what is actually there.* The more you look, the more you see! The students' attentiveness skills could help them find the most incredible big and little things to photograph. Using a camera will help them to extend their senses and focus on specifics.
   - *Taking the time to stop and think.* Encourage the students to look through the lens of their cameras and focus on details, deciding what they want to include in their photographs before they shoot.
   - *Taking the time to look at things from a different angle.* Where could the students sit their cameras to take photos? They might point their camera up a tree, or even shoot on the ground through a hole in a leaf!
2. **Deep listening and reflection (20 mins)**
   To experience this place as Pete, Jonno and Laura did. Deep listening at the creek really opened their eyes to what was around them here. Set up the deep listening session as explained in the Teacher Resource Booklet on pages 25 – 29. After ten minutes or so, gather the students together to share their discoveries. Note their responses and read them back to the group as a poem. Each student can then fill out a reflection card to put in their journal (see example on page 2).
3. **Sketching (20 mins)**
   Allow time for the students to reflect on their experiences at the creek through art.

We found out what happened here for Pete, Jonno and Laura, but we still have one more chapter of the book to read! It's called 'The Aftermath'. I guess that means we're going to find out what happened for Pete, Jonno and Laura after they discovered the damage they had accidentally caused. I bet they needed some time to formulate a plan. Where did Pete used to go when he needed time to think and reflect? Let's read the final chapter over in 'Pete's Place'! Walk along the path to 'Pete's Place'.

11.30am Reflect in 'Pete's Place'

After listening to the final chapter of Pete's story, the students discuss the dilemma at the heart of the story and then take the time to record their personal reflections.

Recap the story so far with the students. *What do you think Pete, Jonno and Laura might have done next?*
We have one final chapter left. Let's find out what actually happened!

Read Chapter 5.

The children's cubby materials caused a lot of damage to the creek but Pete wrote that never meeting at
the creek again was their biggest mistake. What do
you think?

REFLECTION — PLAY *FIVE WHYS*

This technique pushes the students to deepen their thinking beyond their initial response. Ask them if they think never meeting at the creek again was the children's biggest mistake. Once they have responded, ask 'why' and then continue to question their answers by asking 'why' four more times. You could also model the technique then have the students take turns questioning each other in pairs.

WRITTEN REFLECTION

We're sitting here in 'Pete's Place'. This is where Pete came to be by himself and write. I'm going to give you a moment now to be like Pete, reflect on what has happened today and write in your journals. I'd like you to decide who'll probably be the first person you talk to about today. What is the one thing you, as a 'Waterways Investigator', would want to share with them about your day and this place? Write it down in your journals.

AFTERNOON TEA

1.30pm Celebrate and finish the day

After afternoon tea, the students celebrate their day through the creation of a group art piece.

Celebrate the connection the students have made to the creek and finish the day by working together to create a 'Land Art' piece (see page 31 of the *Teacher Resource Booklet* for more details.).

Here is one simple suggestion for creating your Land Art piece:

- Establish boundary markers with the students and then send them off to spend five minutes searching for leaves. They are to find no more than three leaves, no bigger than their hands, which are all different. Ask them to be attentive and look for those leaves that really catch their eye, but that they might not have noticed if they didn't know how to really look. They may find more than three and have to decide which leaves to keep.
- While they are searching, use natural materials such as leaves, rocks and sticks to create a circle on the ground in a clear area.
- When the students return with their leaves, ask them to gather around the circle — those at the front can squat while those behind stand. The students are to take it in turns to place their leaves in the circle, being mindful that as a group they are gradually creating some sort of pattern. This may mean being attentive to colour, shape and texture. This is your class's symbol of their day! It is ephemeral art that will soon return to nature with the help of the wind, the rain and the creatures that live in this waterway environment. Take a photograph that will serve as a reminder of your shared journey.

FINAL REFLECTION

- Throughout this term you have been developing the knowledge, values and skills of *Waterways Investigators.*
  - How has your knowledge of this place and waterways grown today?
  - How do you feel about being here? Was it important to for us to visit and explore the creek for ourselves? Why/why not?
  - How were your *Waterways Investigator* skills useful?
- What do you think it means to be a *Waterways Investigator?*
- How have you changed today?

Let's finish by playing If... then...

Your job now is to share your discoveries and experiences with others.
Complete this sentence for me:

If you share your discoveries and experiences with others, *then...*

Continue asking *If... then...* by using each of the students' answers as the next question. For example

If you share your discoveries and experiences with others, *then...*

other people might begin caring about this creek.

If other people began caring about this creek, *then...*

the creek would be less polluted.

If the creek was less polluted, *then...*

the water quality would improve.

(Continue for as long as the students are able.)

Notes