Project title: Fun with Literacy and Numeracy in the Bush

Project description:

Literacy project: The grant covered a Literacy day run at Bournda National Park for gifted and talented Year 8 students. This activity built on skills developed on the Year 7 day in 2008. The overarching theme for both days was ‘Our Place’. The Year 7 day ‘Exploring the Landscape’ remained, and was run again in 2009, independent of this grant. The theme of the Year 8 day was ‘Voices in the Landscape’ with a particular focus on narrative viewpoint exploring the use of persona, dialogue and parallel storylines. The written works produced are to be published and exhibited in the Bega Valley and Bombala Shires.

Numeracy project: Bournda EEC ran a program for gifted and talented Stage 3 students from local primary schools. The program of activities included the use of GPS equipment and geocaching activities. At each geocache location was a mathematical problem which needed to be solved. Working in small groups, students identified which locations to find by solving simple algorithms. Students then located the geocache position using GPS equipment and, as well as completing a mathematical problem, collected clues to help decipher a coded message.

At the end of the day, all the responses were collated and students accessed the Internet on a laptop to decipher the code with points being awarded to each group. This was a very successful activity and the students enjoyed using the GPS technology which was a new experience for all the students. The students also undertook a GPS bike ride. The task was to design an information sheet for visitors wishing to ride bikes around the National Park. Students measured distance, time and speeds using GPS and bike speedometer. The GPS was also used to identify the location of places of interest.

Person responsible for project: Doug Reckord

School, region, diocese: Bournda Environmental Education Centre Illawarra & South East Region

Contact person’s email: bournda-e-school@det.nsw.edu.au

Number of students, teachers, parents, other community members directly involved:
- **Literacy**: 15 gifted and talented Year 8 students from 3 local secondary schools: Bega, Eden and Bombala High Schools on one day. The completed work to be published will be viewed by a wide audience.
- ** Deb Harris**, teacher Bournda EEC for delivery of program
- **Numeracy**: 12 gifted and talented Stage 3 students from local schools on one day and 16 gifted and talented Stage 3 students on a second day. A total number of 28 students overall.
- **Doug Reckord**, principal Bournda EEC for delivery of program
- **Jan Lynch**, administration Bournda EEC

**Intended literacy and/or numeracy outcomes:**
- To explore and express connections to place.
- To investigate language forms and features and to experiment with increasingly sophisticated language forms and features.
- To draw on experience, ideas and a variety of structures to compose texts.
- To organise, develop and compose texts using language appropriate to audience, form and purpose.
- To use, reflect on and assess individual and collaborative skills for learning.
- To select and use the appropriate unit and device to measure lengths, distances and perimeters.
- To use a variety of mapping skills.

**Evidence of achievement of intended literacy and/or numeracy outcomes:**

**Literacy Project**
- A booklet was produced for each student to work through. This booklet included activities:
  - narrative mode
  - persona
  - factors influencing language choice
  - levels of language
  - dialogue
  - multiple storylines.
- Students worked through 5 sessions which included:
  - narrative mode and defining persona
  - distinctive voices
  - multiple storylines
  - voices in the landscape
  - planning, drafting and editing.
- Each student wrote an outstanding piece of work and these will be published and put into a travelling display.

**Numeracy Project**
- Students worked through 3 sessions which included:
  - Lesson on use of GPS equipment
  - Bushwalk to geocaching locations for numeracy problems
  - Bike ride to geocaching location for numeracy problems.

**Other information:**
- Attached is a copy of the student booklet for Year 8 Literacy Program.
- Attached is a copy of the booklet for the Stage 3 Numeracy Program.
- Google Earth GPS files
- Video footage of Numeracy program
- Photo – group photo of Year 8 Literacy program students.
- Photo/s – Year 8 Literacy program students at work
- Photo/s – Stage 3 Numeracy program students using GPS equipment
- Photo – Stage 3 Numeracy program students on bikes

**Feedback about making grants available for such projects:**
• Student response to the both programs was very positive in terms of the day and their participation in it.
• Feedback from staff at the schools indicated they were very pleased that the program was run.
• With support from grants Bournda EEC can see possibilities for linking gifted and talented students from a variety of schools with programs such as this in the future.
• The Numeracy program developed an activity that could be run at Bournda for other students.
Welcome to Bournda

Bournda Environmental Education Centre would like to show our respect by acknowledging the traditional custodians of the land, the elders both past and present.

Today we will explore how stories are told. We will consider narrative mode, persona, developing distinctive voices and multiple storylines. This will be with a view to creating a text for an exhibition entitled 'Voices in the Landscape.'

This workshop is part of National Literacy and Numeracy Week 2009 and has been made possible by a grant from the NSW Department of Education & Training through an Australian Government Initiative.

Bournda EEC has a motto of take only photos and leave only footprints.

We'll take your photograph and publish your composing. We hope you take away good memories.

Have an excellent day!
YEAR 8 LITERACY WORKSHOP AT BOURNDA

PROGRAM:

09:30       Arrive Bournda EEC
            Drive to Field Studies Huts in Bournda NP

09:45       Introduction

10:00-11:15 Session 1: Narrative Mode & Defining Persona
               Session 2: Distinctive Voices

11:15-11:45 RECESS / Photos / Investigating Voices in the Landscape

11:45-12:30 Session 3: Multiple Storylines
               Session 4: Voices in the Landscape
               Developing Persona(s) & Storylines

12:30-13:00 Walk to Beach / Lunch

13:00-14:15 Session 5: Planning, Drafting, Editing

14:15-14:30 Walk to Field Studies Huts carpark

14:30       Leave from carpark
YEAR 8 LITERACY WORKSHOP AT BOURNDA

NARRATIVE MODE
(Taken from Wikipedia, the free encyclopaedia)

The narrative mode (also known as the mode of narration) is the attribute of a literary, theatrical, cinematic, or musical piece which describes the method used by the author(s) to convey their story to the audience. It encompasses several overlapping areas of concern, most importantly narrative point of view (also known as viewpoint), which determines the person whose eyes the story is viewed through, and narrative voice, which determines how it is expressed to the audience.

The person whose point of view is used to relate the story is regarded as the ‘narrator,’ a character developed by the author for the specific purpose of conveying the story. The narrative point-of-view is meant to be the related experience of the character of this narrator—not that of the actual author (although, in some cases, especially in non-fiction, it is possible for the narrator and author to be the same person).

The narrative mode encompasses not only who tells the story, but also how the story is described or expressed, for example by using stream of consciousness or unreliable narration.

The ability to use points of view effectively provides one measure of someone's writing ability. The writing mark schemes used for National Curriculum assessments in England reflect this: they encourage the awarding of marks for the use of viewpoint as part of a wider judgement.

PERSONA

In literature, the person who is understood to be speaking (or thinking or writing) a particular work. The persona is almost invariably distinct from the author; it is the voice chosen by the author for a particular artistic purpose. The persona may be a character in the work or merely an unnamed narrator; but, insofar as the manner and style of expression in the work exhibit taste, prejudice, emotion, or other characteristics of a human personality, the work may be said to be in the voice of a persona.

Encyclopaedia Britannica 2008 Encyclopaedia Britannica Online
YEAR 8 LITERACY WORKSHOP AT BOURNDA
DISTINCTIVE VOICES
'While the writing of description helps induce feeling, it is less effective than the human voice, whether used in dialogue or narrative. A distinctive voice carries conviction and authenticity. It takes the story into a new realm and captures the reader's sympathies. This voice becomes, in fact, the author's style." Frank MacShane

A: FACTORS INFLUENCING LANGUAGE CHOICE

What have you learned about the narrator from your text's orientation?
YEAR 8 LITERACY WORKSHOP AT BOURNDA

DISTINCTIVE VOICES

B: LEVELS OF LANGUAGE

There are two main levels of language: **formal and informal**.

It is important to note that speakers and writers may deliberately mix their level of language to create a specific effect. For example, a speaker may use a formal level of language in an informal context such as with a gathering of friends to imitate a well-known personality of importance and high esteem in order to amuse their audience. So the level of language, which you choose, should be closely linked to your purpose.

**Formal language**

Formal language may be used in essays, debates, job interviews, talking to a doctor, talking to a bank officer or any other situation that requires us to act in a dignified and deliberately controlled way:

- careful planning
- seriousness of purpose
- being aimed at an educated audience
- a wide variety of sentence structures
(e.g. simple, compound and complex sentences)

A good example of the formal level of language in writing can be found in business letters. Formal occasions often provide the opportunity for a speech, when the choice of a formal level of language is most appropriate.

**Informal language**

Informal language is used in many forms of writing and for everyday social conversation for example in the playground, between friends, between teacher and students, parents and their children.

Some of the features of informal language include:

- warm, friendly and personal tone
- elisions (e.g. we’ve, c’mon)
- occasional repetition of parts of a sentence
- use of non-lexical sounds which are not related to words (e.g. ‘um, ‘er’)
- truncated, or shortened, sentences that omit words (e.g. saying ‘Five to twelve’ when asked to tell the time)
- imprecise diction or choice of vocabulary (e.g. exaggerating adjectives or adverbs)
- colloquialisms, or familiar expressions of everyday language, also known as idioms (e.g. haven’t a clue’ or ‘fair enough’).

As with formal language, the choice of the level of informal language will depend very much on the audience and the nature of the occasion.

**Slang**

Slang is extremely informal language and is appropriate to very informal situations. It is often short-lived as it moves in and out of fashion within sub-groups. Some slang words become part of our common language through being used by a wide section of the community and then appearing in our dictionaries. For example:

- a ‘barbie’ became the popular word as the abbreviated form for ‘barbecue’
- a ‘dumper’ started as a description for a large wave crashing down on surfers, driving them to the bottom.
- a ‘bouncer’ became the general word meaning a short-pitched ball aimed at the batsman’s head.
- writers seldom use slang because it is often not understood outside the sub-group in which it is used and would therefore restrict the writer’s audience.

Slang is used for many reasons:

- to address and be understood by sub-groups of the population (e.g. teenagers at a certain school)
- to express ideas vigorously, giving speech an arresting quality
- to reflect a great deal about the speaker’s personality and emotional state
- to lighten serious thought when it is used humorously and with ingenuity (it is therefore inappropriate to express serious thought),
- to shock, amuse or irritate
- to reveal a mental laziness or ignorance of the writer or speaker (e.g. through errors in spelling, pronunciation and grammar).
Basic rules for punctuating dialogue:

1. Anything spoken by a character in a story must be contained within inverted commas (either single or double may be used, but be consistent).

2. If a speech is broken in the middle, the inverted commas need to be closed then re-opened:

   "It is absolutely unbelievable," exclaimed the king, "that you could let the prisoner escape!"
   OR
   "It's a beautiful day," she said. "What a shame we have to go to work."

3. Every change of speaker normally requires a new paragraph.

   "It's a beautiful day," she said. "What a shame we have to go to work."
   "It certainly is," he replied.

4. BUT if no-one else has spoken in the paragraph, it may be better to run the dialogue straight on.

   He glanced around the room. "It's not much to look at, is it?" he said.

5. Punctuation at the end of a speech should normally come before the inverted commas are closed (see the examples above).

6. Where someone is addressed directly in dialogue, the name they are addressed by must always be offset by a comma (grammatically this is known as the vocative).

   "It's a beautiful day, John," she said.
   "Darling, you're not wrong," he replied.

7. Where a 'he said'? or similar follows in the same sentence, the speech itself may close with a comma, exclamation mark or question mark, but not without punctuation or (even worse) with a full stop:

   "What's it like out today?" he asked.
   "It's beautiful!" she said.
   "You always say that," he said.

   BUT NOT:
   "You always say that" he said.

   OR:
   "You always say that", he said.

   OR:
   "You always say that." He said.

8. Where a speech is continued over two or more paragraphs (not a habit to repeat too often) the rule is that you re-open the inverted commas at the start of each new paragraph, but only close them at the end of the speech.

   "...so, overall, September was a good month for our company.

   "As for October, this month we've seen a slight downturn. However, it's too soon to draw any conclusions from this." When he finished Mark gathered his notes and sat down.
YEAR 8 LITERACY WORKSHOP AT BOURNDA
DISTINCTIVE VOICES

C: DIALOGUE

Punctuation:
Quotation marks “ ”

Quotation marks (called inverted commas or conversation marks) are added at the beginning and end of a passage or words to:

• Show a quote within a quote
  For example:
  Smith (1997) indicates that “Boag (1993) said, ‘Punctuation is a pain.’”.

• Indicate what a person has said in direct speech
  For example,
  I said, “Stay where you are.”
  Note how the punctuation appears inside the quotation marks when the quote is a sentence.

In the following example the punctuation at the end is different.
Eg “Buy two coffees,” ordered John.

In this case, finish writing the quoted sentence with a comma (,), exclamation mark (!) or question mark (?) but not with a full stop.

Inverted commas are not used for indirect speech
Indirect speech reports something said in the past. Unlike direct speech, it may not use a person’s exact words. For example,
Indirect speech The sergeant asked if they could swap rosters.
Direct speech The sergeant asked, “Can you swap rosters?”

Visit the Learning Skills companion website
English Support @CSU
http://www.csu.edu.au/division/studserv/ess
YEAR 8 LITERACY WORKSHOP AT BOURNDA  
DISTINCTIVE VOICES  
C: DIALOGUE EXERCISES

Read this sentence.
“Look out,” Denis called, “or you will be hit!”
Notice the two unspoken words in the middle of the sentence that have been separated by commas from the words actually spoken. Also, notice that quotation marks have been used to show all words spoken.

(a) who are you she asked and why are you here
(b) it was almost dawn said Sandy before I got to sleep
(c) by the way did you lose some money yesterday Ruth asked
(d) margaret exclaimed how lovely she looks
(e) i live at 23 james street carlton victoria he explained
(f) it was ten o’clock she said and I was feeling very tired
(g) michael susan janice and robert will be with me he explained
(h) on what day were you born dr russell asked

In each sentence above use quotation marks to show all the words actually spoken and add missing punctuation.

Punctuate each of these conversations:
(a) by the way said timothy have you seen the film close encounters well replied john my parents took me to see it only last night thats a pity said timothy because I intended to ask you to go with me tonight
(b) how clever he was to win commented mrs richardson yes replied the teacher the other runners thought he was well and truly beaten
(c) ive heard that you have a pet kitten said frances yes I have replied noreen hes completely black and im thinking of naming him satan

Punctuate this conversation.
Jim ran over to amanda and asked her if she had seen a bantam with five chickens yes amanda replied well where were they blurted out jim i saw them about ten minutes ago said amanda they were scratching near the footpath just round the corner as he raced off jim yelled thanks amanda

Correctly punctuate the following passage.
a teddy bear landed a job working on the roads the foreman told him to grab a pick and shovel and start filling in holes on the road so he set to work after morning tea he came over to the foreman he was very upset whats the matter the foreman asked someones taken my pick the teddy bear answered oh strike the foreman said I forgot to tell you todays the day the teddy bears have their pick nicked
YEAR 8 LITERACY WORKSHOP AT BOURNDA

MULTIPLE STORYLINES

Storylines that run parallel to, comment on or intersect with the main storyline. They are designed to add depth and colour to the narrative by, for example, complicating the lives of characters, adding to the range of narrative possibilities, illustrating a moral dilemma, providing a red herring or false lead, contrasting characters, situations or ideas or to provide relief as a counterpoint to a difficult plot. Multiple storylines allow for the development of allegory and metaphor.

Jo Flack 2006

How many narrators are in your text? Who are they and what do you know about them from the orientation of the text?

Have other voices, viewpoints, storylines been embedded in the text? How has this been done?
IMagine … you’re someone else.
Create a persona or two … who will
tell the story
Draft a profile for your persona or personas.
Include appearance, personality, family,
friends, background, likes, dislikes, schooling,
skills, important experiences, role models,
ambitions …
Provide a picture (if you’re so inclined).

Consider storylines … how might
the personas intersect?
Welcome to Bournda

Bournda Environmental Education Centre would like to show our respect by acknowledging the traditional custodians of the land, the elders both past and present.

Today we will explore the wonderful world of GPS!

We will use GPS to navigate to different places in the National Park to solve logical problems. We will also use bikes to explore and use GPS to plan a bike riding trip.

Bournda EEC has a motto of take only photos and leave only footprints.

We’ll take your photograph and publish a report about your activities. We hope you take away good memories.

Have an excellent day!
STAGE 3 NUMERACY WORKSHOP AT BOURNDA

Use a GPS to locate points
To select and use the appropriate unit and device to measure lengths, distances and perimeters
To use a variety of mapping skills including grid references

Equipment:
Compasses (2 per group), GPS units (1 per group), Pencils, clipboards, Maps

Program:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00</td>
<td>Arrive Bournda EEC</td>
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<tr>
<td></td>
<td>Welcome / name tags / Get to know you game</td>
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<tr>
<td>10:15-10:45</td>
<td>Lesson on use of GPS equipment and outline of program</td>
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<td></td>
<td>Using Google Earth, using GPS units, using radios</td>
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<td>10:45-11:00</td>
<td>RECESS</td>
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<tr>
<td>11:00-12:30</td>
<td>Scotts Bay - Bushwalk to geocaching locations for numeracy problems</td>
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<tr>
<td>12:30-13:00</td>
<td>LUNCH (At Scotts Bay)</td>
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<tr>
<td>13:00-14:30</td>
<td>Bike ride to geocaching locations for numeracy problems</td>
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<tr>
<td></td>
<td>Return to EEC - put bikes away</td>
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<tr>
<td></td>
<td>Evaluation</td>
</tr>
<tr>
<td>14:30</td>
<td>Leave from EEC</td>
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GPS Logic Challenge - Teacher Information

Materials:
GPS Receivers — 1 per group
4 Containers for each group (with the clues inside)
Copies of the student worksheet
Pens or pencils
Calculators – Optional
Computers with internet access for use with the last clue

Overview:
During this activity students will use the GPS receivers to find waypoints and collect four clues that will help them solve a logic problem.

Preparation:

1. Set up 20 waypoints on the schoolyard or other area and download the set of points to all of the GPS receivers. Print out a map of your area to help you keep track of the waypoints and clue locations.
2. Print out a copy of the clues and cut apart. Each group has their own set of 4 clues that have been color-coded - Group 1 has clues in red text, Group 2 has clues in green, and so on,
3. Prepare the clues for the challenge by putting a clue in each of the containers and hiding them at the correct locations (see the list below).
4. The worksheet has an initial problem that provides the waypoint numbers. At each waypoint there is also a math problem that the students must solve.

Activity Directions:
I. Divide the students into groups and give each group a GPS, radio and a worksheet. Review the directions printed on the student worksheets. Remind students that they need to find the clues for their group only.
2. Allow time for the groups to collect the four clues they need for the challenge.
3. After all the groups have collectively solved their problems, discuss any difficulties the teams had with the challenge.

Activity modified from T. Trimpe & D. Hughes 2005  http://sciencespot.net
Examples of Student GPS information from Numeracy Day at Bournda EEC - displayed in Google Earth

Image showing bike route and points of interest
Oblique view of same information

Geocaching locations and Group tracks on Day 1