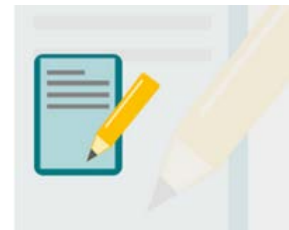


# The fun begins: Plan, budget, profit!

Year 6

This unit is aligned with the following Australian Curriculum learning areas:  
Mathematics, English, Humanities and Social Sciences and Design and  
Technologies



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# The fun begins: Plan, budget, profit!

<b>Year level</b>	6
<b>Duration of unit</b>	7.5 hours*
<b>Learning areas</b>	Mathematics, English, Science, Humanities and Social Sciences and Design and technologies

## Unit description

In this unit students discover that they have been given a fictitious piece of land. The land is to be developed as a nature fun park, at the request of William Corlett, the relative who owns the land. He has provided a budget of \$1 000 000 to develop the nature fun park on the condition that certain facilities are included. He also requests that the trees, stream and lake on the land are retained.

Students engage in designing an environmentally friendly fun park and prepare budget sheets. Based on their plan meeting their requirements, they are then eligible to receive the \$1000 000 to develop their park.

Each student will present their nature fun park plans and budget plans, and calculate the profit they are able to generate from their nature fun park.

## Knowledge and understandings

- ▶ A budget allows you to manage your money effectively.
- ▶ Effective use of money can create a profit.
- ▶ A well-planned and prepared oral presentation can communicate ideas and information to others.
- ▶ Graphic representations of data can communicate scientific ideas.
- ▶ Preparing budgets requires the use of effective strategies to solve problems using whole numbers. Materials selected for making a product can influence cost.

## Extension ideas

The unit can be extended by:

- ▶ having students research their own costs of items to be built in the park
- ▶ making models of the nature park
- ▶ developing advertisements and tickets
- ▶ including upkeep/running costs and accounting for them when working out profits.

*\* Timings are provided as a guide only. Teachers will tailor the activities to suit the capabilities and interests of their class. The unit and all the student worksheets can be adapted to teachers' needs.*

# Unit planner

## Links

The following table provides the relevant links to the Australian Curriculum learning areas, achievement standards and general capabilities.

Australian Curriculum learning areas and achievement standards	
Mathematics	<p><b>Content descriptions</b></p> <ul style="list-style-type: none"> <li>▶ <b>Strand: Number and Algebra</b> <ul style="list-style-type: none"> <li>— Sub-strand: Number and place value               <ul style="list-style-type: none"> <li>○ Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers (ACMNA123)</li> </ul> </li> </ul> </li> <li>▶ <b>Strand: Measurement and Geometry</b> <ul style="list-style-type: none"> <li>— Sub-strand: Using units of measurement               <ul style="list-style-type: none"> <li>○ Convert between common metric units of length, mass and capacity (ACMMG136)</li> <li>○ Solve problems involving the comparison of lengths and areas using appropriate units (ACMMG137)</li> </ul> </li> </ul> </li> </ul>
	<p><b>Achievement standards</b></p> <p><b>By the end of Year 6, students</b> recognise the properties of prime, composite, square and triangular numbers. They describe the use of integers in everyday contexts. They <b>solve problems involving all four operations with whole numbers</b>. Students connect fractions, decimals and percentages as different representations of the same number. They solve problems involving the addition and subtraction of related fractions. Students make connections between the powers of 10 and the multiplication and division of decimals. They describe rules used in sequences involving whole numbers, fractions and decimals. <b>Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation.</b> They make connections between capacity and volume. <b>They solve problems involving length and area.</b> They interpret timetables. Students describe combinations of transformations. They solve problems using the properties of angles. Students compare observed and expected frequencies. They interpret and compare a variety of data displays including those displays for two categorical variables. They interpret secondary data displayed in the media.</p> <p>Students locate fractions and integers on a number line. They calculate a simple fraction of a quantity. They add, subtract and multiply decimals and divide decimals where the result is rational. Students calculate common percentage discounts on sale items. They write correct number sentences using brackets and order of operations. Students locate an ordered pair in any one of the four quadrants on the Cartesian plane. They construct simple prisms and pyramids. Students describe probabilities using simple fractions, decimals and percentages.</p>

English	<p><b>Content descriptions</b></p> <p>▶ <b>Strand: Literacy</b></p> <ul style="list-style-type: none"> <li>— Sub-strand: Interacting with others <ul style="list-style-type: none"> <li>○ Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)</li> <li>○ Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710)</li> </ul> </li> </ul> <p><b>Achievement standards</b></p> <p><b>By the end of Year 6, students</b> understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.</p> <p>Students compare and analyse information in different and complex texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it. They <b>listen to discussions, clarifying content and challenging others' ideas.</b></p> <p>Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used.</p> <p>Students create detailed texts elaborating on key ideas for a range of purposes and audiences. <b>They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect.</b> They demonstrate an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing. They use accurate spelling and punctuation for clarity and make and explain editorial choices based on criteria.</p>
HASS	<p><b>Content descriptions</b></p> <p>▶ <b>Strand: Inquiry and Skills</b></p> <ul style="list-style-type: none"> <li>— Sub-strand: Questioning <ul style="list-style-type: none"> <li>○ Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI122)</li> </ul> </li> <li>— Sub-strand: Researching <ul style="list-style-type: none"> <li>○ Locate and collect relevant information and data from primary and secondary sources (ACHASSI123)</li> <li>○ Organise and represent data in a range of formats including tables,</li> </ul> </li> </ul>

graphs and large- and small-scale maps, using discipline-appropriate conventions (ACHASSI124)

- Sub-strand: Evaluating and reflecting
  - Evaluate evidence to draw conclusions (ACHASSI129)
  - Work in groups to generate responses to issues and challenges (ACHASSI130)
  - Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI131)
  - Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI132)
- Sub-strand: Communicating
  - Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI133)

► **Strand: Knowledge and Understanding**

- Sub-strand: Economics and business
  - How the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs (ACHASSK149)
  - The effect that consumer and financial decisions can have on the individual, the broader community and the environment (ACHASSK150)

**Achievement standards**

**By the end of Year 6, students** explain the significance of an event/development, an individual and/or group. They identify and describe continuities and changes for different groups in the past and present. They describe the causes and effects of change on society. They compare the experiences of different people in the past. Students describe, compare and explain the diverse characteristics of different places in different locations from local to global scales. They describe how people, places, communities and environments are diverse and globally interconnected and identify the effects of these interconnections over time. Students explain the importance of people, institutions and processes to Australia's democracy and legal system. They describe the rights and responsibilities of Australian citizens and the obligations they may have as global citizens. Students **recognise why choices about the allocation of resources involve trade-offs. They explain why it is important to be informed when making consumer and financial decisions.** They identify the purpose of business and recognise the different ways that businesses choose to provide goods and services. They explain different

views on how to respond to an issue or challenge.

**Students develop appropriate questions to frame an investigation. They locate and collect useful data and information from primary and secondary sources.** They examine sources to determine their origin and purpose and to identify different perspectives in the past and present. **They** interpret data to identify, describe and compare distributions, patterns and trends, and to infer relationships, and **evaluate evidence to draw conclusions.** Students sequence information about events, the lives of individuals and selected phenomena in chronological order and represent time by creating timelines. **They organise and represent data in a range of formats, including large- and small-scale maps, using appropriate conventions. They collaboratively generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others. They reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, graphing, communication conventions and discipline-specific terms.**

## Design and Technologies

### Content descriptions

#### ► Strand: Processes and Production Skills

- Sub-strand: Generating and designing
  - Negotiate criteria for success that include sustainability to evaluate design ideas, processes and solutions (ACTDEP027)
- Sub-strand: Collaborating and managing
  - Develop project plans that include consideration of resources when making designed solutions individually and collaboratively (ACTDEP028)

### Achievement standards

**By the end of Year 6, students** describe competing considerations in the design of products, services and environments, taking into account sustainability. They describe how design and technologies contribute to meeting present and future needs. Students explain how the features of technologies impact on designed solutions for each of the prescribed technologies contexts.

Students create designed solutions for each of the prescribed technologies contexts suitable for identified needs or opportunities. They **suggest criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions.** They combine design ideas and communicate these to audiences using graphical representation techniques and technical terms. **Students record project plans including production processes.** They select and use appropriate technologies and techniques correctly and safely to produce designed solutions.



**General capabilities**

Typically, by the end of Year 4 students:

<b>Literacy</b>	<ul style="list-style-type: none"> <li>▶ Navigate, read and view subject-specific texts with some challenging features and a range of graphic representations</li> <li>▶ Compose and edit learning area texts</li> <li>▶ Plan, research, rehearse and deliver presentations on learning area topics, selecting appropriate content and visual and multimodal elements to suit different audiences</li> </ul>
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>▶ Solve problems and check calculations using efficient mental and written strategies</li> <li>▶ Create simple financial plans, budgets and cost predictions</li> <li>▶ Choose and use appropriate metric units for length, area, volume, capacity and mass to solve everyday problems</li> </ul>
<b>ICT</b>	<ul style="list-style-type: none"> <li>▶ Use ICT effectively to record ideas, represent thinking and plan solution</li> <li>▶ Independently or collaboratively create and modify digital solutions, creative outputs or data representation/ transformation for particular audiences and purposes</li> </ul>
<b>Creative &amp; Critical Thinking</b>	<ul style="list-style-type: none"> <li>▶ Analyse, condense and combine relevant information from multiple source</li> <li>▶ Combine ideas in a variety of ways and from a range of sources to create new possibilities</li> <li>▶ Assess and test options to identify the most effective solution and to put ideas into action</li> <li>▶ Identify and justify the thinking behind choices they have made</li> </ul>
<b>Intercultural Understanding</b>	<ul style="list-style-type: none"> <li>▶ Solve problems using equivalent fractions, decimals and simple percentages</li> </ul>

**Cross-curriculum priorities**

Sustainability

**Diversity of learners**

Teachers use the Australian Curriculum content and achievement standards first to identify current levels of learning and achievement and then to select the most appropriate content (possibly from across several year levels) to teach individual students and/or groups of students. This takes into account that in each class there may be students with a range of prior achievement (below, at and above the year level expectations) and that teachers plan to build on current learning.

## National Consumer and Financial Literacy Framework

*(Note: the student learnings in the National Consumer and Financial Literacy Framework are divided into, and are applicable over, bands covering two chronological years.)*

Dimension	Student learnings by the end of Year 6
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>▶ Describe how an individual can influence their income</li> </ul>
<b>Competence</b>	<ul style="list-style-type: none"> <li>▶ Use a range of methods and tools to keep financial records in 'real-life' contexts</li> </ul>
<b>Responsibility and enterprise</b>	<ul style="list-style-type: none"> <li>▶ Apply consumer and financial knowledge and skills in relevant class and/or school activities such as student investigations, charity fundraising, product design and development, business ventures and special events</li> </ul>

## Sequenced teaching and learning activities

Introducing	Resources
<p><b>Activity 1: A grand donation</b> (30 minutes)</p> <p>A letter has arrived from a mysterious fictitious relative, William Corlett, announcing the donation of some land. The land is to be developed as a nature fun park. A further donation of \$1000 000 is provided as a budget to develop the nature fun park. Students must present a plan and budget costings to William Corlett, to receive the \$1000 000. Students consider measurement and scale using past experiences and concrete examples to develop a plan for their nature fun park.</p>	<ul style="list-style-type: none"> <li>▶ Worksheet 1: A grand donation letter</li> <li>▶ Worksheet 2: Facilities and costs</li> <li>▶ Document wallets</li> </ul>
<p><b>Activity 2: Designing nature fun park attractions</b> (60 minutes)</p> <p>Students consider the types of fun park attractions that are environmentally friendly. They brainstorm possible examples. They design a variety of environmentally friendly attractions and justify their suitability within the environment.</p>	<ul style="list-style-type: none"> <li>▶ Worksheet 3: Design proforma</li> </ul>

Developing	Resources
<p><b>Activity 3: Budget fun</b> (60 minutes)</p> <p>Students choose what to buy for their fun park. They use budget and cost sheets to calculate what they can afford and to keep a tally of their spending.</p>	<ul style="list-style-type: none"> <li>▶ Worksheet 2: Facilities and costs (a new copy)</li> <li>▶ Worksheet 4: Budget sheet (2 for each student)</li> <li>▶ Computer access to create Excel spreadsheets (optional)</li> <li>▶ Interactive whiteboard (optional)</li> <li>▶ Document wallet containing map, letter, facilities and costs sheet, design proforma</li> <li>▶ Digital resource: Fun Day Out <a href="https://moneysmart.gov.au/teaching/teaching-resources/digital-activity-fun-day-out">moneysmart.gov.au/teaching/teaching-resources/digital-activity-fun-day-out</a></li> <li>▶ Digital resource: Our big weekend adventure <a href="https://moneysmart.gov.au/teaching/teaching-resources/digital-activity-our-big-weekend-adventure">moneysmart.gov.au/teaching/teaching-resources/digital-activity-our-big-weekend-adventure</a></li> </ul>

**Assessment: Diagnostic**

Collect student budget sheets to determine their understandings of working within a budget and

Developing	Resources
budgeting with large amounts of money.	
<p><b>Activity 4: Designing a nature fun park 1 (60 minutes)</b></p> <p>Students begin to design an environmentally friendly nature fun park. They work with their budget lists to incorporate the number of facilities they have selected within the \$1 000 000 budget.</p>	<ul style="list-style-type: none"> <li>▶ Document wallet containing map, letter, facilities and costs sheet, design proforma</li> <li>▶ Students' marked budget sheets</li> <li>▶ Variety of maps</li> <li>▶ Worksheet 5: Key for the nature fun park map – one for each student and one enlarged copy for whole-class modelling</li> </ul>
<p><b>Activity 5: Designing a nature fun park 2 (60 minutes)</b></p> <p>Students continue to develop their environmentally friendly nature fun park. They prepare their map and budget sheets for submission to William Corlett (played by the teacher), as evidence that they have met the criteria outlined by him regarding fun park facilities and working within a budget.</p>	<ul style="list-style-type: none"> <li>▶ Document wallet containing map, letter, facilities and costs sheet, design proforma, budget sheet and key for the nature fun park map</li> </ul>
<p><b>Assessment: Formative</b></p> <p>Assess students' maps and budget sheets for accuracy of calculations, and matching of facilities required with those incorporated into the fun park, within budget limits.</p>	
<p><b>Activity 6: Creating a profit (60 minutes)</b></p> <p>Students receive \$1m to develop their nature fun park. Using the profit calculator they work out how much profit they could make if 100 people visited in one day.</p>	<ul style="list-style-type: none"> <li>▶ Document wallet containing letter, facilities and costs sheet, design proforma and key for the nature fun park map</li> <li>▶ Students' marked maps, budget sheets and assessment checklists</li> <li>▶ Resource 1: Cheque template</li> <li>▶ Worksheet 6: Profit calculator</li> </ul>
Culminating	Resources
<p><b>Activity 7: Getting ready for opening day (60 minutes)</b></p> <p>Students complete plans and budget sheets in preparation for the opening day of the park during the next session. Students prepare cue cards for a short oral presentation next session.</p>	<ul style="list-style-type: none"> <li>▶ A3 paper or card</li> <li>▶ Design software (optional)</li> <li>▶ Worksheet 7: Cue cards</li> </ul>

**Culminating****Resources****Assessment: Culminating**

Students reflect on design processes, budgeting strategies and experiences in a short oral presentation. Use their cue cards, prepared for this presentation, as an assessment.

**Activity 8: The fun begins!**

*(60 minutes)*

Students describe their nature fun parks to their peers in a prepared oral presentation that also reflects their learning through this unit of work.

- ▶ Cue cards
- ▶ Maps
- ▶ Entry sign
- ▶ Document wallet with all the documents in it
- ▶ Resource 1: Cheque template

**Assessment: Summative**

Use student designs of chicken coops, and their composition of an analytical article, to assess student learning from the unit.

## Assessment rubric

This rubric is intended as a guide only. It can be modified to suit teachers' needs and to be integrated into existing assessment systems. Teachers may also wish to collect the worksheets as work samples for individual student folios.

Student's name: \_\_\_\_\_

Skill	Relevant content description(s)	Relevant activities, resources and worksheets	Competent	Developing at level	Needs further development	Notes
The student can explore a map and calculate a suitable scale with teacher assistance.	Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers (ACMNA123)	Activity 1 Worksheet 1	Students use researched information and concrete examples to work with the teacher in deciding the dimensions of the land and determining a suitable scale for the map.	Students use researched information and concrete examples to work with the teacher in deciding the dimensions of the land and determining a suitable scale for the map.	Students use researched information and concrete examples to work with the teacher in deciding the dimensions of the land and determining a suitable scale for the map.	
The student can complete a budget sheet using multiplication, addition and subtraction.	See ACMNA123 above.	Activity 3 Worksheet 4 (or Excel)  Digital resources: Fun Day Out Our big weekend adventure  Activity 5	The student calculates all costs correctly using efficient mental/written strategies and/or a calculator. The student includes all requests in their budget.	The student calculates all costs using mental/written strategies and/or a calculator and corrects any minor errors. The student includes most requests in their budget.	The student attempts to calculate costs using mental/written strategies and/or a calculator but makes errors. Teacher guidance is required to identify and make corrections. The student includes a few requests in their budget.	

Skill	Relevant content description(s)	Relevant activities, resources and worksheets	Competent	Developing at level	Needs further development	Notes
The student can determine total profit.	See ACMNA123 above.	Activity 6 Worksheet 6	The student correctly calculates total profit using efficient mental and/or written strategies and thoughtfully considers a range of expenses that would be deducted to determine net profit.	The student calculates total profit using appropriate mental and/or written strategies and considers some expenses that would be deducted to determine net profit.	The student attempts to calculate total profit using a written and/or mental strategy but makes errors. Teacher guidance and support is required to identify and make corrections and to consider an expense that would be deducted to determine net profit.	
The student can explain the use of budgeting and can justify their profit.	See ACMNA123 above.	Activities 7 and 8 Worksheet 7 (cue cards) Resource 1: Cheque template	The student clearly explains a range of uses of budgeting and provides verbal/written justification of appropriate ways of making a profit.	The student explains a few uses of budgeting and provides some verbal/written justification of ways of making a profit.	The student explains one obvious use of budgeting but requires teacher guidance and support to provide simple justification of one way of making a profit.	
The student can convert the perimeter of the school ground to metres and kilometres.  The student can convert hectares to metres squared.	Convert between common metric units of length, mass and capacity (ACMMG136)	Activity 1 Worksheet 1  Worksheet 5	Students use researched information and concrete examples to work with the teacher in deciding the dimensions of the land and determining a suitable scale for the map.	Students use researched information and concrete examples to work with the teacher in deciding the dimensions of the land and determining a suitable scale for the map.	Students use researched information and concrete examples to work with the teacher in deciding the dimensions of the land and determining a suitable scale for the map.	

Skill	Relevant content description(s)	Relevant activities, resources and worksheets	Competent	Developing at level	Needs further development	Notes
The student can listen to others and think/share in pairs and with the whole class.	<p>Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)</p> <p>Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710)</p>	<p>Activity 1 Worksheets 1 and 2</p> <p>Activity 4 Worksheet 5</p>	The student always initiates and sustains conversations and discussions, considering and seeking the feelings/needs and opinions of others. The student expresses complex ideas clearly and confidently with supporting details.	The student sometimes initiates and sustains conversations and discussions, considering the feelings/needs and opinions of others. The student expresses simple ideas with supporting details.	The student, with teacher support, initiates and sustains conversations and discussions, sometimes considering others. With teacher support and guidance, the student expresses simple ideas with some supporting details.	



Skill	Relevant content description(s)	Relevant activities, resources and worksheets	Competent	Developing at level	Needs further development	Notes
The student can express opinions in response to questions for presentation.	See ACELY1709 and ACELY1710 above.	Activity 7 Worksheet 7	The student communicates well-developed written content in logical sequence on cue cards. It is appropriate for the defined audience and purpose.	The student communicates written content in sequence on cue cards. It is generally appropriate for the defined audience and purpose.	The student requires teacher guidance to communicate simple written content in sequence on cue cards.	
The student can deliver a three-minute oral presentation on their fun park.	See ACELY1709 and ACELY1710 above.	Activity 8 (Suggested summative assessment with checklist) Worksheet 7	The student uses cue cards effectively as a prompt to deliver a clear presentation within the time limit. The student articulates subject matter, ideas and opinions clearly and concisely using clauses, complex sentences and subject-specific vocabulary. The student consistently uses a range of verbal and non-verbal devices to support their position and to engage and persuade the audience.	The student uses cue cards as a prompt to deliver a presentation within the time limit. The student articulates subject matter, ideas and opinions through some use of clauses, complex sentences and subject-specific vocabulary. The student uses some verbal and non-verbal devices to support their position and to engage and persuade the audience.	With teacher support and guidance, the student uses cue cards as a prompt to deliver a presentation within the time limit. The student articulates subject matter, ideas and opinions through use of simple sentences and some subject-specific vocabulary. The student rarely uses verbal and non-verbal devices to support their position and to engage and persuade the audience.	

Skill	Relevant content description(s)	Relevant activities, resources and worksheets	Competent	Developing at level	Needs further development	Notes
The student can select and design environmentally friendly fun park attractions.	Identify, plan and apply the elements of scientific investigations to answer questions and solve problems using equipment and materials safely and identifying potential risks (ACSIS103)	Activity 1 Worksheets 1 and 2  Activity 2 Worksheet 3  Activities 5, 7 and 8  Worksheet 7 (cue cards)	The student selects and designs a variety and range of appropriate attractions and clearly justifies their suitability within the environment.	The student selects and designs appropriate attractions and justifies their suitability within the environment.	The student selects and designs attractions using ideas discussed in class and attempts a simple justification of their suitability within the environment.	
The student can create a map showing detail from a bird's eye view and using icons to identify attractions.	Construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or relationships in data using digital technologies as appropriate (ACSIS107)	Activity 4 Worksheet 5	The student successfully creates an easy to read map that uses appropriate icons to show all attractions and facilities from a bird's eye view.	The student satisfactorily creates a map that uses icons to show most attractions and facilities from a bird's eye view.	The student requires teacher support and guidance to create a map and use icons to show some attractions and facilities from a bird's eye view.	

# Teacher notes

### Activity 1: A grand donation (30 minutes)

- ▶ Begin this unit by reading the letter in **Worksheet 1: A grand donation letter**. Give each student their own copy of the letter. They are about to discover that William Corlett, a mysterious, elderly relative, has given them some land. On this land they must design a nature fun park.
- ▶ Read the letter to the class, then show the students the map of the land they have been given. Hand out copies of the map included in **Worksheet 1: A grand donation letter**. Give students some time to explore the **map**.
- ▶ The map does not have a scale. Tell students that William Corlett has donated an 18-hectare property to be used as an environmentally friendly nature fun park. Work with students to decide the dimensions of the land and determine an appropriate scale for the map. In doing this you could consider the following:
  - What does 18 hectares mean in perimeter and area?
  - How might this compare to local parks or landmarks?
- ▶ Students could research how big well-known fun parks are, e.g. Sea World, Dream World, Movie World and Taronga Park Zoo.
- ▶ Use a trundle wheel to check the perimeter of the school grounds.
- ▶ Convert the perimeter into metres and kilometres.
- ▶ The map presents the existing features of the land from a 'bird's eye' perspective. Use ICT such as 'Google maps' to research how a 'bird's eye view' can be presented in various ways to assist students in understanding this concept.
- ▶ Hand out copies of **Worksheet 2: Facilities and costs**. This could be used as a guide for students as to what facilities could be included in the fun park and their possible cost. Discuss whether or not each item supports the aims of the fun park.
- ▶ Allow students to think–pair–share about how they might go about achieving the aims of the nature fun park. Have them respond to the following questions. When answering these questions, encourage students to consider the facilities listed in **Worksheet 2: Facilities and costs**. Ask students:
  - Which ones should be included?
  - How many of each will you need?
  - Where could you position them?
  - How might you make your nature fun park respectful of the environment?
  - How might you design the nature fun park to attract a lot of people?
  - How might you best use your budget to develop your nature fun park?
  - How might you be able to make a profit from the fun park?
- ▶ Have students share some of their ideas with the whole group.
- ▶ Ask students to keep their map, letter and facilities and costs sheet together in a document wallet or folder. Explain that in the next activity students will design environmentally friendly nature fun park attractions (ideas for the last item on the list on **Worksheet 2: Facilities and costs**) to incorporate into their own park.

### Activity 2: Designing nature fun park attractions (60 minutes)

- ▶ As part of the nature fun park facilities, students need to incorporate an environmentally friendly attraction into the park. Explain that students need to consider what kinds of attractions will be sensitive to the environment while still being appealing, inviting, engaging and fun. They should also think about what would encourage people to pay a small amount for the experience.
- ▶ Students brainstorm possible examples of environmentally friendly attractions that could be set up in such a facility. Ideas could include mazes, flying foxes, water activities, etc. List a set of criteria for an environmentally friendly attraction – perhaps students could use the internet to research this.
- ▶ Give students a copy of **Worksheet 3: Design proforma**. Have students design some environmentally friendly attractions on their worksheet. Students should draw their designs and provide a brief written description of each activity, explaining:
  - how it is sensitive to the environment
  - why it would attract people to the park
  - how much people might pay for this activity.
- ▶ Students share their design plans with a partner.
- ▶ Ask students to select and share with the class the design they think would be the most **profitable** nature fun park attraction: that is, the attraction for which they feel people would be most willing to pay money to experience. Ensure that the attraction is engaging and environmentally friendly (as requested by William Corlett).
- ▶ Explain that in the next activity students will prepare a budget for their nature fun park, using the **Worksheet 2: Facilities and costs** sheet to plan what they will incorporate into their design.

### Activity 3: Budget fun (Maths 60 minutes)

- ▶ Before you begin this activity, you may like to use the digital resources [moneysmart.gov.au/teaching/teaching-resources/digital-activity-fun-day-out](http://moneysmart.gov.au/teaching/teaching-resources/digital-activity-fun-day-out) and [moneysmart.gov.au/teaching/teaching-resources/digital-activity-our-big-weekend-adventure](http://moneysmart.gov.au/teaching/teaching-resources/digital-activity-our-big-weekend-adventure) to give students some practice at choosing activities and working out budgets.
- ▶ The following activities could be completed using Excel spreadsheets. If not using Excel spreadsheets for this activity, provide each student with at least **two** copies of **Worksheet 4: Budget sheet**. Explain that they can use one to make calculations in draft form before deciding on their final budget and writing it on the second sheet.
- ▶ Explain the following:
  - A **budget** is important as it helps us to know how much money we have.
  - A **cost sheet** helps us to know how much each item costs.
  - Together, the budget and cost sheets help us to work out what we can afford to buy, and to plan efficiently and effectively.
- ▶ Demonstrate how students can use **Worksheet 4: Budget sheet** and **Worksheet 2: Facilities and costs** to calculate what they can buy for their fun park.
- ▶ Using an enlarged copy of the budget sheet, show students how they can use the sheet to keep a tally of their spending. This could be done on an interactive whiteboard.
- ▶ With students' input, demonstrate one way the \$1 000 000 could be spent. Show how the budget offers choices, and demonstrate how to keep within a budget by keeping track of the total as they go.

- ▶ Have students select the facilities for their fun park, using a new copy of **Worksheet 2: Facilities and costs**, and complete their own budget sheet, ensuring that they can afford everything they want to include. Remind them that budgeting is important as it enables them to:
  - make choices about what they can afford to buy
  - not overspend
  - be informed about their spending
  - appreciate that everything has a value
  - understand that the money they have can be used to achieve certain goals
  - be smart with money.
- ▶ In small groups, have students share how they spent their money to purchase their nature fun park facilities.

### Diagnostic assessment

Collect students' budget sheets to assess their ability to work to a budget.

<b>Assessment checklist</b>	
Student name:	
Are all calculations correct?	
Are all the proposed facilities aligned with William Corlett's request represented in the budget?	

- ▶ Explain that in the next activity students will begin designing their whole nature fun park on the map. They will need to include at least one of their nature fun park attractions in their design.

### Activity 4: Designing a nature fun park 1 (Science/Maths/English 60 minutes)

- ▶ You will need to return students' budget sheets from the previous activity. Explain that they will design their nature fun park over the next two lessons.
- ▶ Explain that during this session, students will be using:
  - their map to design their nature fun park
  - their budget sheet, listing the facilities they will be drawing on their map
  - their design proforma outlining the profitable, environmentally friendly attraction they designed.
- ▶ Explain to the class that when creating a map, it is important to include a key in order to ensure that the map is easy for others to read. Show students a variety of maps that use keys, to help model how they are used. Using an enlarged copy of **Worksheet 5: Key for the nature fun park map**, model how to mark the key with icons/pictures that can also then be shown on the map.
- ▶ Give each student a copy of the worksheet for them to complete as they are working on their nature fun park designs.
- ▶ Explain that the major attractions, picnic areas and playground are to be drawn showing the detail from a bird's eye view.

- ▶ Students create their own fun park map using the worksheet provided and their knowledge and understanding gained in Activity 1, including a key, the major attractions, picnic areas and playground facilities.
- ▶ Move around the room as students are designing their nature fun parks to ensure that all students are using the key successfully and that they are referring to their budget sheets.
- ▶ Students share aspects/ideas of their plan with the class.
- ▶ In Activity 5: Designing a nature fun park 2, students continue designing their nature fun park.

### Activity 5: Designing a nature fun park 2 (60 minutes)

- ▶ Students use this session to complete their designs for their nature fun park. At the end of this session, students must submit their maps and budget sheets to 'William Corlett' so he can determine whether they have achieved his vision for the park. If they can demonstrate this, they will receive \$1 000 000.

#### Formative assessment

Collect students' maps and budget sheets to assess their level of understanding of budgeting and sustainability requirements for the nature park. You may wish to use copies of the following assessment sheet when returning feedback to students.

<b>Assessment checklist</b>	
Student name:	
<i>William Corlett has made a decision about whether you are eligible to receive \$1 000 000. He has based his decision on the following criteria:</i>	
Budget calculations are correct	
All facilities are included in the budget	
All facilities are included on the map	
Number of facilities in the budget matches number of facilities on the map	
Nature fun park attractions are considerate of the environment	
All trees remain, the stream is healthy and the lake is healthy and being enjoyed	
Eligible to receive the \$1 000 000	

- ▶ Explain that in the next session, if the students' maps and budgets have been deemed eligible, they will receive \$1 000 000 to improve their nature fun park. Students will also be given some guidance on how they can create a profit from running their nature fun park.

### Activity 6: Creating a profit (minutes)

- ▶ Return students' maps, budget sheets and assessment checklists. Ask students to have their document wallets ready. Using **Resource 1: cheque template** from the Resource section, hand out cheques for \$1 000 000 to those students who are eligible. For those students who did not meet the criteria, give them a chance to adjust their maps and budgets to make them eligible.
- ▶ Re-read William Corlett's letter to the class. Ask students what he had to say about profiting from the park, and how students might be able to make money. Focus on the following:
  - This park must be profitable.
  - To make it profitable students will need some way of making money from the park.
  - A small entry fee may be charged.
- ▶ Tell students that William Corlett insists that this park must be attractive to families and not be expensive, so he has provided a calculator to help students work out how much they can charge for entry to the park. Note: Admission will be free for children aged 12 and under.
- ▶ Point out that as the park has not been bought with a loan, all money that they make will be profit. However, to gain a true picture of the profit students should consider what expenses there would be and deduct these from the takings, for example, maintenance of the park and the equipment, the cost of emptying the bins, staffing the cafe and ticket office, etc.
- ▶ In order to complete the following activity the entry fee per adult is \$3. Give students a copy of **Worksheet 6: Profit calculator** and work out how much profit they can make in one day if 100 people (25 family groups) visit the park – 40 adults and 60 children under 12.
- ▶ Students work in pairs to check their calculations.

### Activity 7: Getting ready for opening day (60 minutes)

- ▶ Use this session to help students complete all the aspects of this unit of work. Explain that they need to be ready for the grand opening of their nature fun park during the next session.
- ▶ Students prepare an entry sign for their park. This should include the name of the park, opening times and the entry fee. Provide students with an A3 paper or card to create the sign or alternatively this could be done using design software.
- ▶ During the next session, each student will give a three-minute presentation about their park. Give students a copy of **Worksheet 7: Cue cards** and have each student prepare **cue cards** for their presentation. Explain that students will need to respond to each of the questions on the worksheet.
- ▶ Summarise the key assessment points (see details in Activity 8) on the board for students to refer to when preparing their presentation.
- ▶ Explain that in the next activity it is time for the fun to begin. The parks will be opened and students will share their nature fun park with the class. Each student will use their prepared cue cards to speak for three minutes about their park.



### Activity 8: The fun begins! (60 minutes)

It's opening day! The nature fun parks are ready for customers.

- ▶ Prepare a schedule for students to present their nature fun parks to the class. Ensure each student is prepared with their cue cards, map, entry sign and document wallet of other resources.
- ▶ As each student comes forward, calculate the entry fee for the families of the whole class to visit their park and present the student with a **cheque** for that sum of money. Use **Resource 1: Cheque template** to create a cheque for each student. This represents the first payment for their nature fun park business.

### Summative assessment


Use the assessment checklist below to assess students' presentations. You may wish to use copies when returning feedback to students.


Summative assessment checklist			
Student name:			
Included in the oral presentation	Competent	Developing at level	Needs further development
Cue cards are used effectively as a prompt for the oral presentation.			
The cue cards and oral presentation include at least three environmental features that would attract visitors to the park.			
The oral presentation is delivered clearly and within the three-minute time limit.			


# Resource


**Resource 1: Cheque template**

Use this cheque template during Activity 6 and Activity 8.

Date: _____	 <p><b>Nature's Bank</b></p>
Pay: _____	
The amount of: _____	
Signed: _____	
	<div style="border: 1px solid black; padding: 2px;">             \$ _____ .           </div>

Date: _____	 <p><b>Nature's Bank</b></p>
Pay: _____	
The amount of: _____	
Signed: _____	
	<div style="border: 1px solid black; padding: 2px;">             \$ _____ .           </div>

Date: _____	 <p><b>Nature's Bank</b></p>
Pay: _____	
The amount of: _____	
Signed: _____	
	<div style="border: 1px solid black; padding: 2px;">             \$ _____ .           </div>

Date: _____	 <p><b>Nature's Bank</b></p>
Pay: _____	
The amount of: _____	
Signed: _____	
	<div style="border: 1px solid black; padding: 2px;">             \$ _____ .           </div>

# Worksheets

Name: ..... Class: ..... Date:

## Worksheet 1: A grand donation letter

### Letter from William Corlett

Golden House  
25 Serenity Road  
Havensville 1120

To my dear and unknown relative

Many years ago, when I was a much younger man, I bought a magnificent 18 hectares of land not far from home.

At the time many people wanted to buy the land and use it to build factories. This would have been determined to the lake and the stream, with most of the last remaining native gum trees cut down, resulting in loss of animal habitat and heritage trees. Those trees are older than me, a wrinkly 94 years old. My mind is sharp but I can no longer protect the land.

That's why you are so important. I need you to carry out my plans for keeping this magnificent part of the world. I believe this land must be saved and enjoyed. This letter outlines what I am hoping you will do.

Included in this letter is a map of the land I am giving to you. It is yours but comes with certain conditions.

1. I am asking you to develop a nature fun park with places to picnic, play and interact with nature.
2. The land must be kept in its natural state. The trees must stay. The stream and lake must be kept clean, alive and healthy for the many fish that thrive in it and for people to enjoy.
3. I have enclosed a list and costs of facilities I suggest you develop in the nature fun park.
4. Design the nature fun park: send me your plans, including your budget.

My ultimate aim is for the nature fun park to

- Be respectable of the environment
- Be set up according to a budget
- Attract many visitors to the nature fun park for a small cost
- Be profitable.

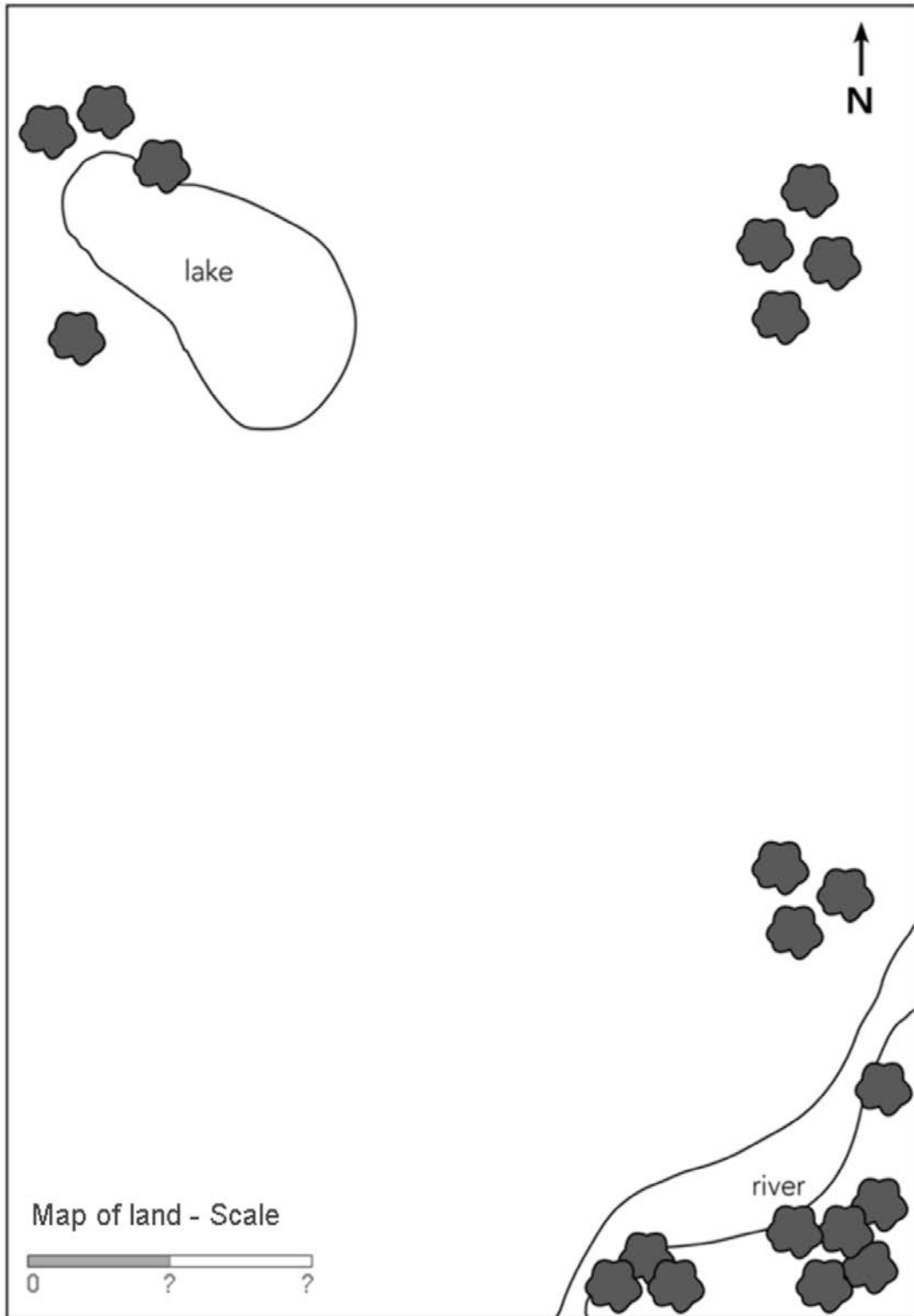
I want you and many others to enjoy this land. I know I am asking a lot but you will be rewarded by owning this magnificent land and making profit as well. When I see that you understand my dream, I will send you the \$1000 000 to carry out your plans.

Happy Planning!

Yours sincerely, your wrinkly relative,  
William Corlett

Name: ..... Class: ..... Date:

Map of land



Name: ..... Class: ..... Date:

## Worksheet 2: Facilities and costs

Suggested features of your nature fun park. You have a budget of \$1 000 000.

Facility	Cost per item
Drinking fountain	\$2 000
Bike rack (for 10 bikes)	\$2 200
Bikes	\$500
Seat	\$750
Table (seats 8)	\$3 000
Paddle boats	\$2 500
Toilet block	\$50 000
Covered picnic area with tables and seats	\$9 950
Walking/bike trail	\$350 per metre
Cafe/ticket office	\$200 000
Parking area for 50 cars	\$100 000
Playground	\$200 000
Nature attraction (flying fox, maze, etc.)	\$250 000
Other:	
Other:	
Other:	
Other:	

Name: ..... Class: ..... Date:

### Worksheet 3: Design proforma

Use this proforma to design some nature fun park attractions that:

- ▶ are environmentally friendly
- ▶ would attract people to your nature fun park
- ▶ use the existing features of the environment
- ▶ people will be willing to pay a small amount of money to use.

Draw each design in the box. On the lines below, describe how the attraction is environmentally friendly, why you think it will attract people to your nature fun park, and how much you think people would pay to use this attraction.

Drawing of design 1



Description of design 1: \_\_\_\_\_

\_\_\_\_\_

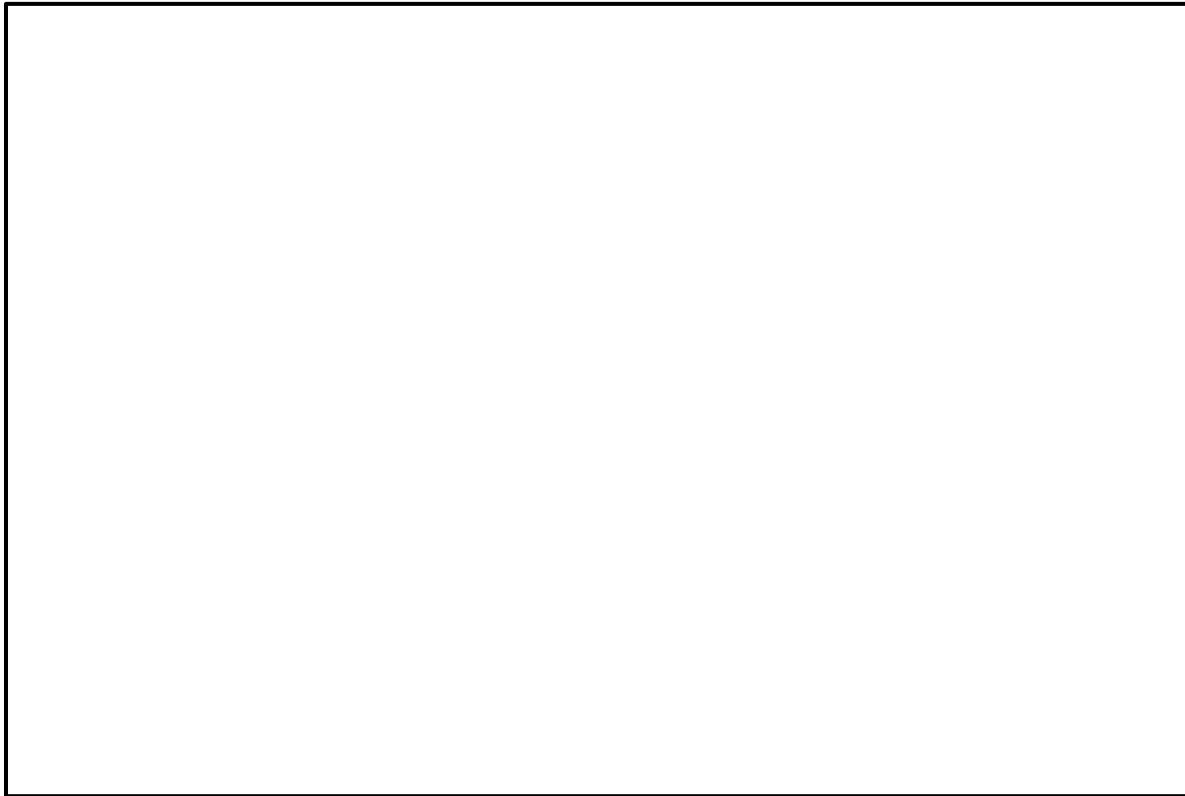
\_\_\_\_\_

\_\_\_\_\_



Name: ..... Class: ..... Date:

Drawing of design 2:



Description of design 2: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

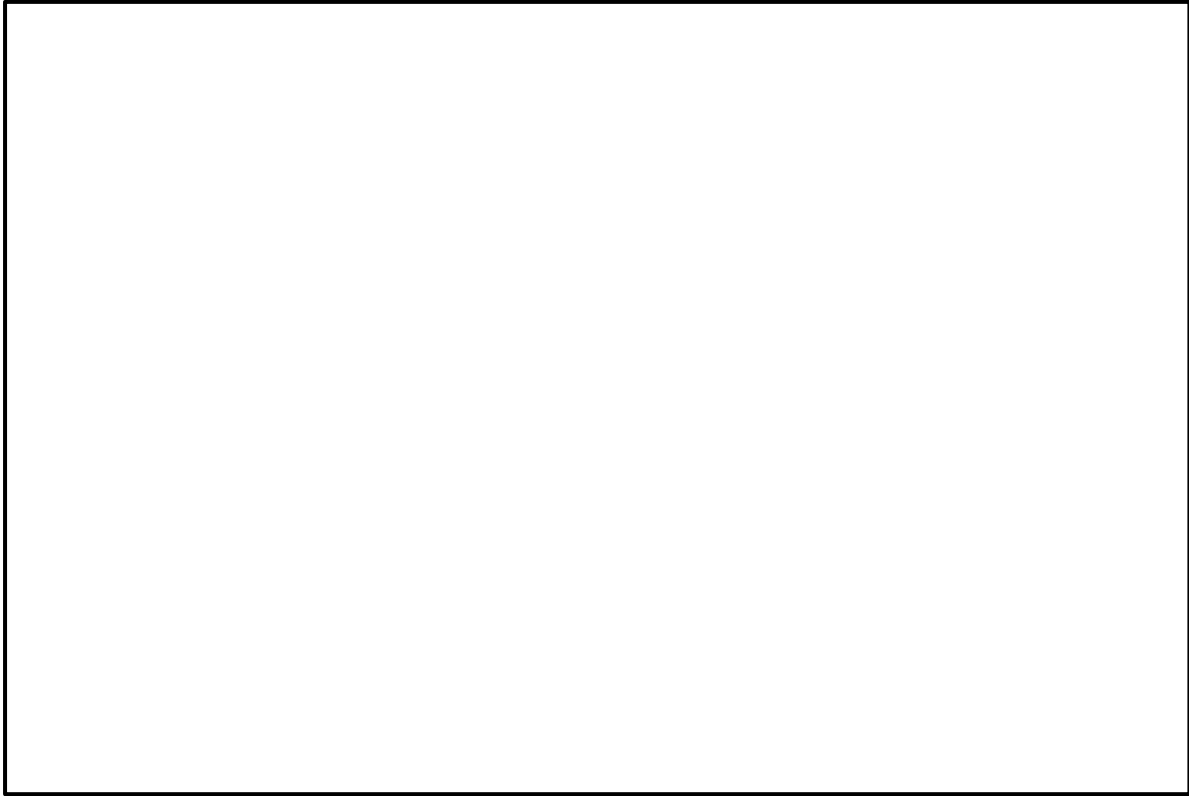
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: ..... Class: ..... Date:

Drawing of design 3:



Description of design 3: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

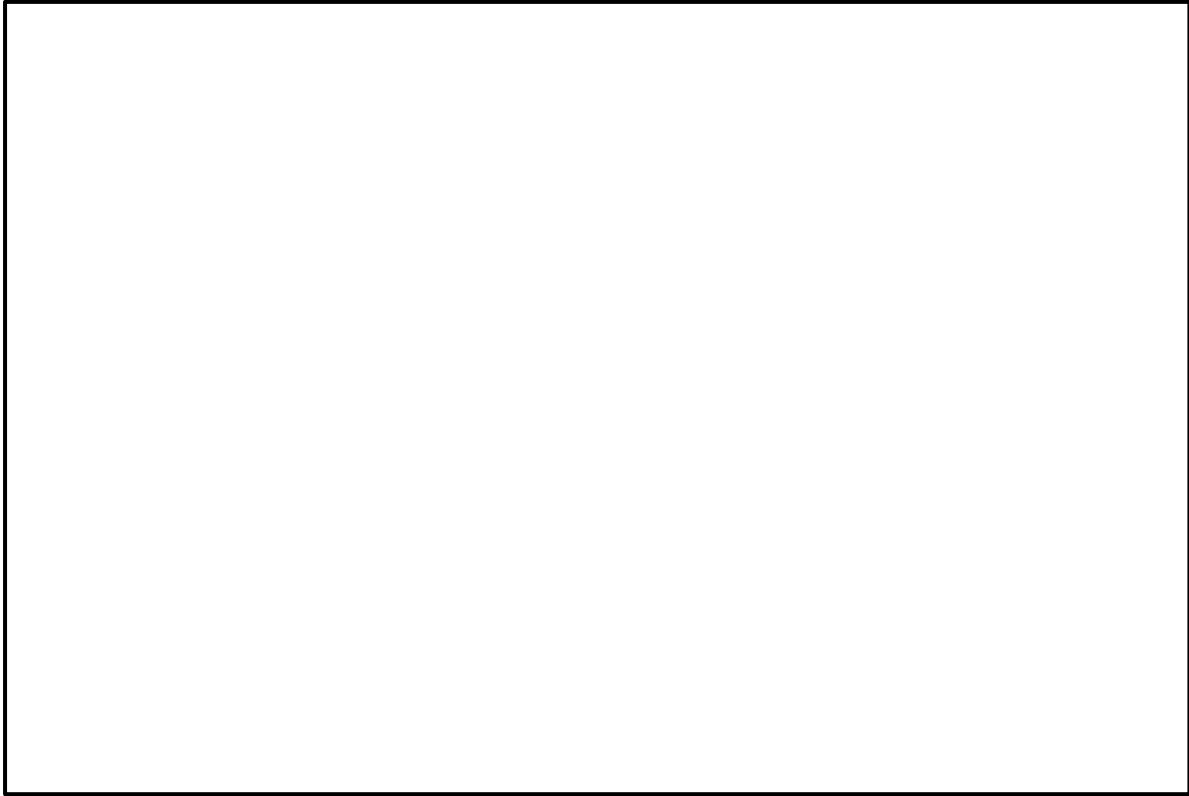
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: ..... Class: ..... Date:

Drawing of design 4:



Description of design 4: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: ..... Class: ..... Date:

## Worksheet 4: Budget sheet

Use this budget sheet to plan how much it will cost to include all the facilities in the nature fun park. You have a budget of \$1 000 000.

Facility	Cost per item	Number of items	Total cost
Drinking fountain	\$2 000		
Bike rack (for 10 bikes)	\$2 200		
Bikes	\$500		
Seats	\$750		
Table (seats 8)	\$3 000		
Paddle boats	\$2 500		
Toilet block	\$50 000		
Covered picnic area with tables and seats	\$9 950		
Walking/bike trail	\$350 per metre		
Cafe/ticket office	\$200 000		
Parking area for 50 cars	\$100 000		
Playground	\$200 000		
Nature attraction (flying fox, maze, etc.)	\$250 000		
Other:			
Other:			
Other:			
Other:			
<b>Grand total</b>			

Check your calculations and whether all the facilities requested by William Corlett are included in the budget.

Name: ..... Class: ..... Date:

### Worksheet 5: Key for the nature fun park map

To create a successful map that is easy for others to read, it is important to include a key.

- ▶ Decide on an icon to represent each of the facilities on the nature fun park map.
- ▶ Draw your icon for each facility listed in the table below. Use this icon to show where that facility appears on the map.
- ▶ Draw the major attractions, playground and picnic areas in detail, from a bird's eye view (how they would look from above).

Key	Icon or bird's eye view
Drinking fountain	
Bike rack (for 10 bikes)	
Bikes	
Seats	

Name: ..... Class: ..... Date:

Key	Icon or bird's eye view
Table (seats 8)	
Paddle boats	
Toilet block	
Covered picnic area with tables and seats	
Walking/bike trail	
Cafe/ticket office	

Name: ..... Class: ..... Date:

Key	Icon or bird's eye view
Parking area for 50 cars	
Playground	
Nature attraction (flying fox, maze, etc.)	
Other:	
Other:	
Other:	
Other:	

Name: ..... Class: ..... Date:

## Worksheet 6: Profit calculator

After you have designed your park you are going to work out how much profit you can make if 100 people (in 25 family groups) – 40 adults and 60 children under 12 – visit on one day. They are all going to use all of the facilities.

Attractions	Charge	Working-out column	Total for the 100 people
Basic entrance fee	\$3 per adult Children aged 12 and under free		
1 x paddle boats	\$2 per hour		
1 x bike	\$2 per hour		
Use of covered picnic area	\$5 per family		
Use of walking/bike trail	\$2 per family		
Use of playground	\$5 per family		
The major environmental attraction	\$5 per family		
<b>Total profit</b>			



Name: ..... Class: ..... Date:

## Worksheet 7: Cue cards

Use the prompts on these cue cards to get you thinking about what you have learnt when planning your nature fun park.

You have considered many things during this unit, from budgets to planning, designing and creating a profitable business.

Use these prompts to help collect your thoughts about planning your nature fun park. Use your completed cue cards to prepare a three-minute presentation for your class. Let the fun begin!

<p><b>The environmental features I included in my park that I think would attract the most visitors are ...</b></p> <hr/> <hr/> <hr/> <hr/>	<p><b>Working with the budget taught me ...</b></p> <hr/> <hr/> <hr/> <hr/>
<p><b>I tried to make a profit for my nature fun park by ...</b></p> <hr/> <hr/> <hr/> <hr/>	<p><b>What I felt was most successful about my work in this unit was ...</b></p> <hr/> <hr/> <hr/> <hr/>

# Solutions

## Solutions for Worksheet 1: A grand donation letter

The teacher reads 'A grand donation letter' to the class then works with them to decide the dimensions of the land and to determine an appropriate scale for the map.

Sea World is 25ha, Dream World is 85ha, Movie World is 168ha and Taronga Park Zoo is 21ha, approximately.

### Sample working – dimensions of the land

18 hectares =  $18 \times 10\,000\text{ m}^2$  (180 000m<sup>2</sup>)

The map's measurements are in the ratio 16cm : 23cm ( $16 \div 23 = 0.7$ ), approximately, so the actual dimensions of the land need to be in this same ratio, approximately.

Using trial and error,  $360\text{m} \times 500\text{m} = 180\,000$  and  $360 : 500 = 0.72$  ( $360 \div 500 = 0.72$ )

[Other possible dimensions are 350m x 510m giving an area of 178 500m<sup>2</sup> (approximately 18ha), which could also be represented approximately by the calculated scale.]

**Therefore, possible dimensions for the land are 360m by 500m.**

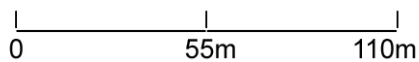
### Sample working – to determine an appropriate scale for the map

16cm represents 360m so  $1\text{cm} = 22.5\text{m}$  ( $360 \div 16$ ) and

23cm represents 500m so  $1\text{cm} = 22\text{m}$  ( $500 \div 23$ ).

*These are approximate calculations.*

Therefore, using the scale at the bottom left of the map, 5cm could represent 110m (using  $1\text{cm} = 22\text{m}$ ).



## Solutions for Worksheet 2: Facilities and costs

This worksheet can be used as a guide for students as to what facilities could be included in the fun park and their possible costs.

## Solutions for Worksheet 3: Design proforma

*Some nature fun park attractions could include:*

- ▶ Flying fox – no fuels used, little impact on the existing vegetation/landscape, blends into surroundings, fun, exciting and fast. Cost \$5/ride
- ▶ Maze – no machinery/fuels, fits into the natural landscape, fun and challenging. Cost \$5 entry
- ▶ Waterslide – use of a well-developed filtration system to reduce water wastage, keep cool in the hot weather, fun. Family entry cost \$15
- ▶ Catch/release fishing – degradable hooks cause little harm to the fish, use the existing lake, a family activity. Family entry cost \$20
- ▶ Climbing wall/scrambling nets/knotted ropes – use of eco-friendly materials, good for fitness, challenging. Cost \$10/hour
- ▶ Suspension bridge – little impact on the existing vegetation/landscape, set amongst the trees. Free to walk
- ▶ Pony rides – little impact on the environment, use manure as fertiliser on gardens. Cost \$5/ride

(Prices are estimates only – students may be more informed about current costs of attractions or what they think people will pay to use the attraction.)

### Solutions for Worksheet 4: Budget sheet

Responses will vary.

*Example*

Facility	Cost per item	Number of items	Total cost
Drinking fountain	\$2 000	10	\$20 000
Bike rack (for 10 bikes)	\$2 200	1	\$2 200
Bikes	\$500	10	\$5 000
Seats	\$750	15	\$11 250
Table (seats 8)	\$3 000	6	\$18 000
Paddle boats	\$2 500	10	\$25 000
Toilet block	\$50 000	1	\$50 000
Covered picnic area with tables and seats	\$9 950	4	\$39 800
Walking/bike trail	\$350 per metre	225m	\$78 750
Cafe/ticket office	\$200 000	1	\$200 000
Parking area for 50 cars	\$100 000	1	\$100 000
Playground	\$200 000	1	\$200 000
Nature attraction (flying fox, maze, etc.)	\$250 000	1	\$250 000
Other:			
Other:			
Other:			
Other:			
<b>Grand total</b>			<b>\$1 000 000</b>

### Solutions for Worksheet 5: Key for the nature fun park map

Responses will vary.

Students decide on and draw an icon to represent each of the facilities on the nature fun park map. They then use this icon to show where that facility appears on the map. Students draw the major attractions, playground and picnic areas in detail, from a bird's eye view (what they would look like from above).

The teacher and/or students can research examples of 'bird's eye view' images for ideas.

### Solutions for Worksheet 6: Profit calculator

Attractions	Charge	Working-out column	Total for the 100 people
Basic entrance fee	\$3 per adult Children aged 12 and under free	$40 \times \$3 = \$120$ Free	\$120
1 x paddle boats	\$2 per hour	$100 \times \$2 = \$200$	\$200
1 x bike	\$2 per hour	$100 \times \$2 = \$200$	\$200
Use of covered picnic area	\$5 per family	$25 \times \$5 = \$125$	\$125
Use of walking/bike trail	\$2 per family	$25 \times \$2 = \$50$	\$50
Use of playground	\$5 per family	$25 \times \$5 = \$125$	\$125
The major environmental attraction	\$5 per family	$25 \times \$5 = \$125$	\$125
<b>Total profit</b>	–	–	<b>\$945</b>

### Solutions for Worksheet 7: Cue cards

Responses will vary.

Students prepare cue cards for their three-minute presentation about their park.

*Suggested summative assessment*

The checklist may be used to assess students' presentations (see assessment rubric):

- ▶ Cue cards are used effectively as a prompt for the oral presentation.
- ▶ The cue cards and oral presentation include at least three environmental features that would attract visitors to the park.
- ▶ The oral presentation is delivered clearly and within the three-minute time limit.