Teacher's Guide: NSW Curriculum alignment for Luna's Containment Journey Series

| | Science | Geography | |
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| Stage (Grade) | Living World | | The Earth's Environment, People and Places, Factors that Shape Places |
| | Knowledge & Understanding | Skills | Knowledge & Understanding |
| Early Stage 1 (Kindergarten & Foundation) | - A student explores the characteristics, needs and uses of living things (STe-3LW-ST) | A student observes, questions and collects data to communicate ideas (STe-1WS-S) A student develops solutions to an identified need (STe-2DP-T) | - A student identifies places and develops and understanding of the importance of places to people (GEe-1) |
| Inquiry and Focus Questions | What do we notice about living things?What do living things need? | - What can we do to meet the needs of living things? | What makes a place special?How can we look after the places we live in? |
| Stage 1 (Grade 1 / 2) | - A student describes observable features of living things and their environment (ST1-4LW-S) | - A student observes, questions and collects data to communicate and compare ideas (ST1-1WS-S) | - A student identifies ways in which people interact and care for places (GE-1-1) |
| Inquiry and Focus Questions | - How can we improve a local environment to encourage living things to thrive? | - How do humans interact with plants and animals? | How are people connected to places?What factors affect people's connection to places |
| Stage 2 (Grade 3 / 4) | A student compares features and characteristics of living and non-living things (ST2-4LW-S) A student investigates the suitability of natural and processed materials for a range of purposes (ST2-7MW-T) | - A student selects and uses materials, tools and equipment to develop solutions for a need or opportunity (ST2-2DP-T) | - A student describes the ways people, places and environments interact (GE2-2) - A student examines differing perceptions about the management of places and environments (GE2-3) |

| Inquiry and Focus Questions | - How are environments and living things interdependent? | - What are some opportunities for problem solving and what is required to develop them? | How does the environment support the lives of people and other living things? How can people use places and environments more sustainably? |
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| Stage 3 (Grade 5 / 6) | - A student examines how the environment affects the growth, survival and adaptation of living things (ST3-4LW-S) | - A student plans and uses materials, tools and equipment to develop solutions for a need or opportunity (ST3-2DP-T) | A student explains interactions and connections between people, places and environments (GE3-2) A student compares and contrasts influences on the management of places and environments (GE3-3) |
| Inquiry and Focus Questions | How do physical conditions affect the survival of living things? How do the structural and behavioural features of living things support survival? | - What are some opportunities for problem solving and what is required to develop them? | How do people and environments influence one another? How do people influence places and the management of spaces within them? |

Extended Critical Thinking Questions broken down into Series Parts

| Questions | Part One | Part Two | Part Three | Part Four |
|-------------|--|--|---|---|
| Literal | Does the quantity of Luna's favourite things change? Does Luna keep any of her favourite things? Have you ever seen a cat outside? What type of things have you seen outside cats doing? | Have you ever seen a cat scratch carpet or furniture? Have you ever played with a cat before? What games have you played with a cat? Does Luna stop her bad behaviour? | Have you ever seen a catio before? Have you ever seen a cat sitting at a window? Does the catio keep Luna contained? Is there a difference between glass and net? | - Have you ever seen a cat being walked on a lead before? - Have you ever seen a bell on a cat's collar before? - Have you ever noticed different sized cats? |
| Inferential | Why does Luna have to stay inside?Why doesn't Luna's human like her gifts initially? | Why does Luna's human call her "cheeky?"Why was Luna bored? | Why can't Luna play outside freely?Why do cats need a sense of autonomy? | Why do cats sometimes wear bells on their collar?Why does Luna need to exercise? |
| Evaluative | - What do you think containment means for Luna? - What will happen to the wildlife now that Luna is contained? - How would you feel if you ever saw a cat catching wildlife? - Is Luna safer inside? - Why might neighbours support cat containment? - Why might farmers support cat containment? - Why might vets support cat containment? - Is Luna a "bad" cat? | - What do you think enrichment means for Luna? - How do you think Luna's human felt about having their house messy? - Does Luna's behaviour improve? - Does the vet blame Luna for her bad behaviour? - Does the vet blame Luna's human for her bad behaviour? - Do you think Luna's relationship with her human will improve with enrichment? | - How do you think Luna felt when she couldn't see, smell of feel the environment behind the glass? - Is it more sustainable to build a catio using recycled and repurposed items or to buy new material from the shop? - What types of things would you put in a catio if you could build one? - Is Luna safe in a catio? - Why is it important to provide safe ways to experience the outdoors? | Do you think cats can be exercised enough inside? What purpose does a lead have? Do you think cats walking on a lead is just as healthy as dogs? What dangers does Luna face on her walk? What threats does Luna pose on her walk Do you think Luna enjoys going for a walk? What other ways can Luna exercise? What other ways can Luna stay healthy? |