

How ruMAD? can be used as a conduit to help achieve literacy outcomes:

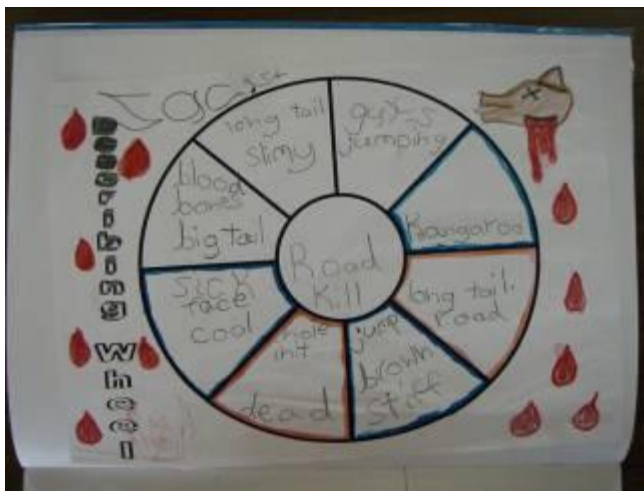
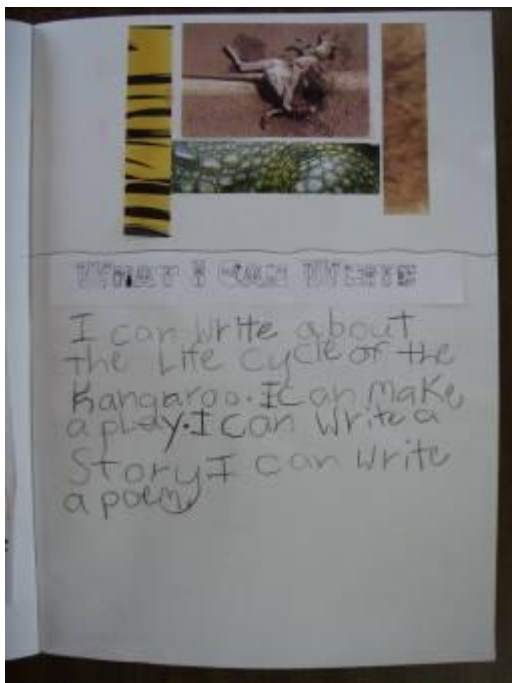
An example from Gagebrook Primary School prepared in 2009 by teacher Steve Robinson in consultation with Pam Powell, Curriculum Project Officer English - Literacy, Department of Education

The following examples of literacy outcomes have been produced with the kind permission of Gagebrook Primary School, Unit E students (grade 2/3) and their teacher Mrs Didham. For background information on ruMAD? visit the website www.afairerworld.org/Current_projects/rumad.html.

It is important to note that this is not a learning sequence that has been planned in advance and delivered by the teacher. The following aspects of literacy have been interwoven into the ruMAD? Program as the need arises. Whilst there were many more instances of literacy being used in the program, the following serve as good examples with photographic evidence. This is literacy for a real purpose which has been identified as being needed by the students and teacher.

In 2009, students from Units E and H democratically chose the topic; 'We would like to help injured native animals that have been impacted upon by human beings,' for their ruMAD? Program.

One of the earlier activities used to stimulate conversation and thought, was the Writers Notebook. A picture of a kangaroo road kill was used as a seed to create discussion, followed by the use a thinking strategy.

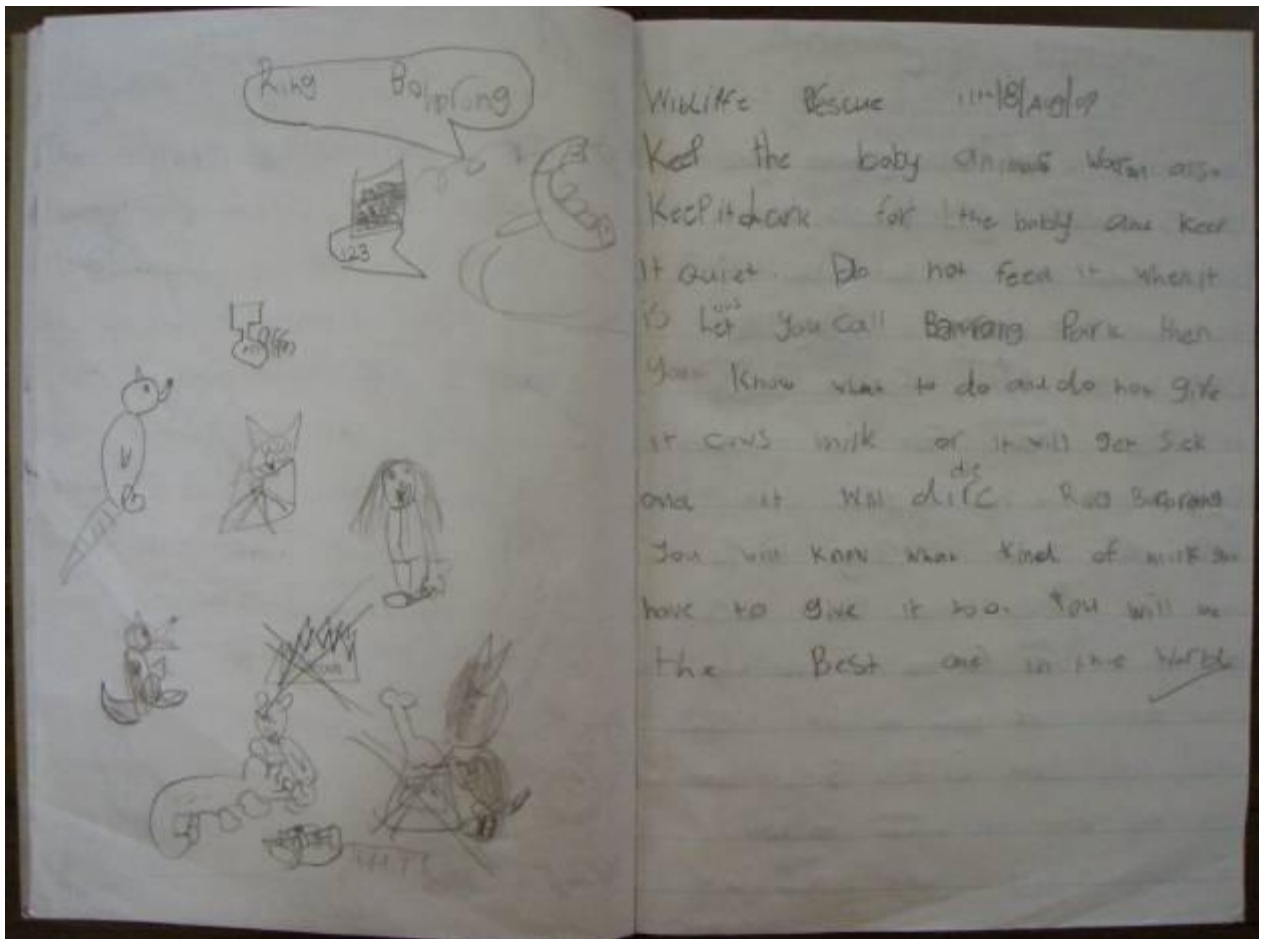


Students were encouraged to create a descriptive text utilising the ideas from their 'describing wheel'. A good copy was produced from the original handwritten copy using the computer. These copies were then placed into a 'Writers Craft' folder as a culminating piece of work derived from the Writers Notebook.

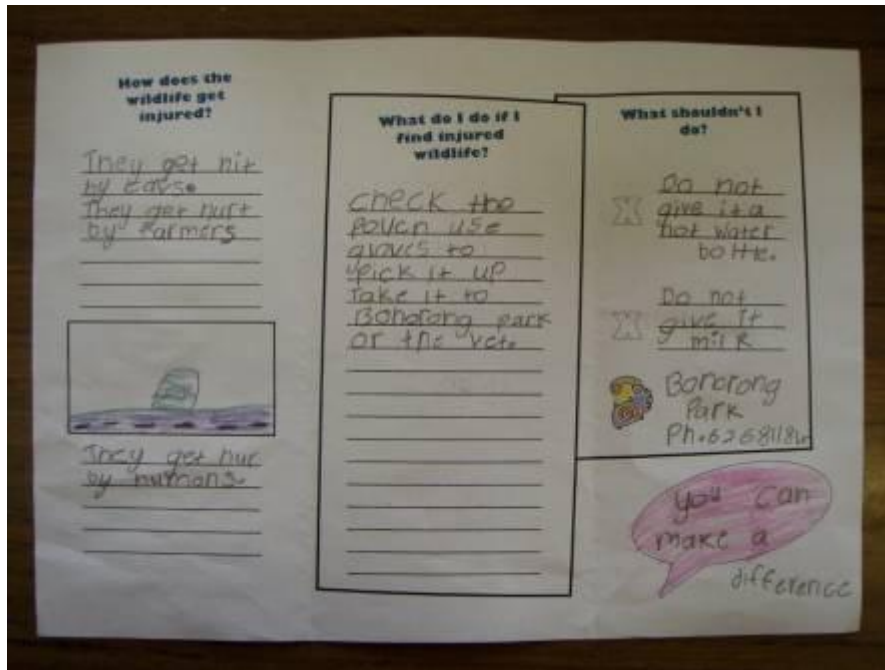


During the period of time when students were researching information about native animals, they invited the manager of Bonorong Park (a local wildlife sanctuary), and discussed the procedure for care of injured native wildlife. Following the visit, students were asked to write a procedural text to demonstrate their understanding of how to care for injured wildlife. Elements of procedural text were explicitly taught prior to students undertaking the task.

When students discussed ways in which they could create social change in their community - in an effort to reduce injuries to wildlife and create awareness - they decided that one avenue would be to create a pamphlet for local distribution.



Several lessons were spent discussing and viewing various types of pamphlets in order to discover what elements made a good pamphlet. Following this, students created a rough draft.



This was then followed by a good copy which will be photocopied prior to distribution.

