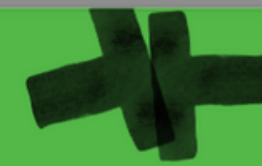CHILD NATION

A creative immersive learning adventure

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CHILDNATION.COM.AU

ENGAGING CHILD-LED EXPERIENCES

Our streets were once owned by children, autonomously roaming and taking risks. They were free to explore as long as they were home by dinner time. The skills learned through this child independent mobility (CIM) have been proven to be crucial building blocks for resilience, self-identity, creative thinking and even happiness.

Contemporary children no longer have the same opportunities. With child safety as our number one priority, adult oversight of all child activity is the new 'normal'. Now children are often driven to school and almost always to their extracurricular activities in what is being called 'car-parenting', which puts more vehicles on our streets and further entrenches the risks of children playing outside.

A 2023 study by Paediatrics and child Psychiatrists, has directly linked the decline in CIM with alarming increases in depression, anxiety, and feelings of helplessness in children.

To impart the qualities of creative thinking, self-awareness, curiosity, independence, and open mindedness children need to have more opportunities to question their own perceptions, explore their surroundings, test ideas, be weird, and move autonomously.

Child Nation is designed by artists to immerse children in this type of experience. It provides short and fun provocations that are experienced solo in a contemplative state, switching on children's imaginations so that they might see the normal things around them in completely new ways. Its interactive digital guides, allow children to wander the school grounds, enter answers based on personal ideas and observations, and have their content incorporated into an evolving story-like experience.
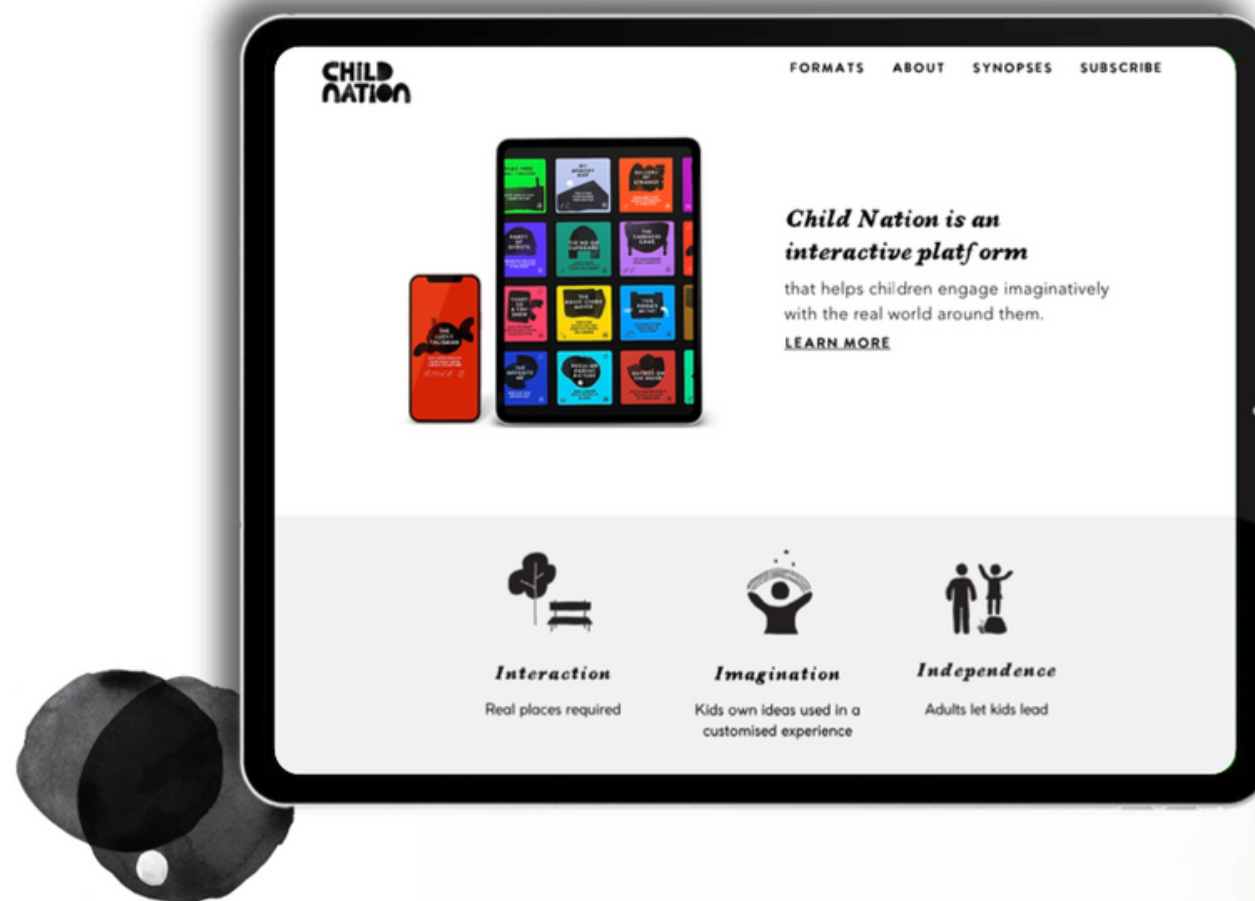
CHILD NATION

Child Nation's highly engaging learning experiences are closely aligned with the Victorian Curriculum levels 1-6.

All ten adventures address the four Curriculum Capabilities, as well as Achievement Standards in English, Media Arts, Visual Arts, Drama and ICT.

THE FOUR CURRICULUM CAPABILITIES

All ten Child Nation adventures help teach the four Victorian Curriculum Capabilities, making assessment across these areas simple and straightforward.

Critical and Creative Thinking

- Understanding of thinking processes and an ability to manage and apply these intentionally
- Skills and learning dispositions that support logical, strategic, flexible and adventurous thinking
- Confidence in evaluating thinking and thinking processes across a range of familiar and unfamiliar contexts.

Ethical

- Analyse and evaluate ethical issues, recognising areas of contestability
- Identify the bases of ethical principles and ethical reasoning
- Engage with the challenges of managing ethical decision making and action for individuals and groups

intercultural·

- Cultivate open-mindedness and reasonableness.
- Demonstrate an awareness of and respect for cultural diversity within the community
- Reflect on how intercultural experiences influence attitudes, values and beliefs
- Recognise the importance of acceptance and appreciation of cultural diversity for a cohesive community.

Personal and Social

- Recognise, understand and evaluate the expression of emotions
- Demonstrate an awareness of their personal qualities and the factors that contribute to resilience
- Develop empathy for and understanding of others and recognise the importance of supporting diversity for a cohesive community
- Understand how relationships are developed and use interpersonal skills to establish and maintain respectful relationships
- Work effectively in teams and develop strategies to manage challenging situations constructively.

CURRICULUM CAPABILITIES

Child Nation alignment with specific Curriculum Capabilities and Achievement Standards include the following.

CRITICAL & CREATIVE THINKING

LEVEL 1-2

VCCCTQ001
Identify, describe and use different kinds of question stems to gather information and ideas

VCCCTQ003
Make simple modifications to known ideas and routine solutions to generate some different ideas and possibilities

VCCCTM009
Investigate ways to problem-solve, using egocentric and experiential language

LEVEL 3-4

VCCCTR016
Identify and use 'If, then...' and 'what if...' reasoning

VCCCTQ011
Explore reactions to a given situation or problem and consider the effect of pre-established preferences

VCCCTQ012
Investigate different techniques to sort facts and extend known ideas to generate novel and imaginative ideas

VCCCTM018
Consider concrete and pictorial models to facilitate thinking, including a range of visualisation strategies

LEVEL 5-6

VCCCTQ021
Examine how different kinds of questions can be used to identify and clarify information, ideas and possibilities

VCCCTQ022
Experiment with alternative ideas and actions by setting preconceptions to one side

VCCCTR025
Consider the importance of giving reasons and evidence and how the strength of these can be evaluated

VCCCTM031
Investigate how ideas and problems can be disaggregated into smaller elements or ideas, how criteria can be used to identify gaps in existing knowledge, and assess and test ideas and proposals

CURRICULUM CAPABILITIES

ETHICAL CAPABILITY

LEVEL 1-2

VCECU001
Explore the meaning of right and wrong, good and bad, as concepts concerned with the outcomes of acts

VCECD002
Explore the type of acts often considered right and those often considered wrong and the reasons why they are considered so

LEVEL 3-4

VCECD007
Explore how apparently wrong actions can sometimes lead to good outcomes and the reverse

VCECD008
Discuss the role of personal values and dispositions in ethical decision-making and actions

LEVEL 5-6

VCECU009
Examine the contested meaning of concepts including truth and happiness and the extent to which these concepts are and should be valued

INTERCULTURAL CAPABILITY

LEVEL 1-2

VCICCB001
Identify what is familiar and what is different in the ways culturally diverse individuals and families live

LEVEL 3-4

VCICCB005
Compare their own and others cultural practices, showing how these may influence the ways people relate to each other

VCICCB006
Describe what they have learnt about themselves and others from intercultural experiences including a critical perspective on and respect for their own and others cultures

LEVEL 5-6

VCICCB009
Analyse how aspects of their own and others lifestyle, behaviour, attitudes and beliefs can be culturally influenced

VCICCB010
Explain how intercultural experiences can influence beliefs and behaviours, including developing a critical perspective on and respect for their own and others cultures

CURRICULUM CAPABILITIES

PERSONAL AND SOCIAL CAPABILITY

LEVEL 1-2

VCPSCSE009
Identify personal strengths and describe how these strengths are useful in school or family life

VCPSCSE010
Explain how being prepared to try new things can help identify strategies when faced with unfamiliar or challenging situation

VCPSCSO012
Listen to others' ideas, and recognise that others may see things differently

VCPSCSO015
Recognise that conflict occurs and distinguish between appropriate and inappropriate ways to deal with conflict

LEVEL 3-4

VCPSCSE017
Identify personal strengths and select personal qualities that could be further developed

VCPSCSO023
Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate

LEVEL 5-6

VCPSCSE025
Explore the links between their emotions and their behaviour

VCPSCSE028
Identify the skills for working independently and describe their performance when undertaking independent tasks

ACHIEVEMENT STANDARDS BY SUBJECT AREA

The Child Nation experiences can be used individually as lessons in themselves, or the whole collection of ten can be used as a standalone Unit of Work across a 10-11 week term in English, Media Arts, Visual Arts or Drama.

THE ARTS : DRAMA

LEVEL 1-2

VCADRE021
Explore roles, characters and dramatic action in dramatic play, improvisation and process drama

VCADRP023
Present drama that communicates ideas, including stories from their community, to an audience

LEVEL 3-4

VCADRE025
Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama

VCADRD026
Use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place

LEVEL 5-6

VCADRE029
Explore dramatic action, empathy and space in improvisations, play-building and scripted drama, to develop characters and situations

ACHIEVEMENT STANDARDS BY SUBJECT AREA

THE ARTS : VISUAL ARTS

LEVEL 1-2

VCAVAE021
Explore ideas, experiences, observations and imagination and express them through subject matter in visual artworks they create

VCAVAP023
Create and display artworks to express ideas to an audience

LEVEL 3-4

VCAVAP027
Explore different ways of displaying artworks to enhance their meaning for an audience

VCAVAV026
Explore visual conventions and use materials, techniques, technologies and processes specific to particular art forms, and to make artworks

LEVEL 5-6

VCAVAE029
Explore visual arts practices as inspiration to create artworks that express different ideas and beliefs

VCAVAP031
Create and display artwork considering how ideas can be expressed to an audience

THE ARTS : MEDIA ARTS

LEVEL 1-2

VCAMAE021
Experiment with ideas and develop characters and settings through stories using images, sounds and text

VCAMAM022
Use media technologies to capture and edit images and sounds and text to tell stories

LEVEL 3-4

VCAMAM026
Use media technologies to create time and space through the manipulation of images, sounds and text when telling stories

VCAMAP027
Plan, create and present media artworks for specific purposes with awareness of responsible media practice

LEVEL 5-6

VCAMAM030
Develop skills with media technologies to shape space, time, colour, movement and lighting, within images, sounds or text when telling stories

ACHIEVEMENT STANDARDS BY SUBJECT AREA

DIGITAL TECHNOLOGIES

LEVEL 1-2

VCDTDS013
Identify and explore digital systems (hardware and software components) for a purpose

VCDTCD017
Follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems

LEVEL 3-4

VCDTDI022
Individually and with others, plan, create and communicate ideas and information safely, applying agreed ethical and social protocols

VCDTCD023
Define simple problems, and describe and follow a sequence of steps and decisions involving branching and user input (algorithms) needed to solve them

LEVEL 5-6

VCDTDI029
Plan, create and communicate ideas, information and online collaborative projects, applying agreed ethical, social and technical protocols

ACHIEVEMENT STANDARDS BY SUBJECT AREA

ENGLISH

LEVEL 1-2

VCELY230
Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose

VCELY233
Construct texts featuring print, visual and audio elements using software, including word processing programs

VCELA237
Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose

LEVEL 3-4

VCELA247
Identify the features of online texts that enhance navigation

VCELT264
Create imaginative texts based on characters, settings and events from students' own and other cultures including through the use of visual features

VCELY269
Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements

VCELT285
Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts

VCELT297
Create literary texts by developing storylines, characters and settings

VCELT298
Create literary texts that explore students' own experiences and imagining

VCELT306
Discuss literary experiences with others, sharing responses and expressing a point of view

LEVEL 5-6

VCELA339
Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects

VCELY347
Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts

VCELT356
Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways

VCELY361 & VCELY332
Use a range of software, including word processing programs, learning new functions as required to create texts

VCELA335
Understand how to move beyond making bare assertions and take account of differing perspectives and points of view

VCELY337
Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences, and present and justify a point of view or recount an experience using interaction skills