

G'Day Mate!

Grade Level: Kindergarten

Presented by: Martha Massie and Kim Kozella, Paul H. Cale Elementary, Charlottesville, VA

Length of Unit: 10 Lessons

I. ABSTRACT

Go “down under” with us and discover the island that is so big it is one of the seven continents...Australia! The objectives in this two week unit will include the geographical location; the variety of land areas; the types of animals; and the culture of the people. This unit will also provide a foundation on which to build any continent study through its use of map skills and through the tangible activities that support an abstract concept.

II. OVERVIEW

Concept Objectives

1. Australia is one of the seven continents.
2. Australia is the smallest continent.
3. Australia is located below the equator.
4. Australia is an island.
5. Australian landscape: deserts, “The Outback”, mountains, rain forests, coral reefs, coastal areas and populated cities.
6. Australian seasons in the southern hemisphere are opposite of North American seasons in the northern hemisphere.
7. Australian animals: kangaroo, koala, duckbill platypus, wombat, dingo, kookaburra, Tasmanian devil, emu, and brush-tailed possum.
8. A marsupial is a mammal whose female has an abdominal pouch in which the newborns and young are sheltered and fed.
9. Australians speak English, but have many expressions and vocabulary words that are unique to their culture.
10. Australian foods follow some recipes that are unique to their culture and they are rarely found outside of the country.
11. Children who live in well populated areas attend public schools, just as we do in the United States. Many children live in isolated areas or on “stations” and must receive their education through a two-way radio system in their home.
12. The Aboriginals were the first people to inhabit the continent thousands of years ago.
13. The ancient Aboriginals lived a nomadic lifestyle, but very few are nomadic today.
14. The lifestyle of most Aboriginals today is a mixture of their ancient culture that is closely connected to nature and the modern society which provides education, clothing, machinery, etc.
15. The Australian flag has the colors of red, white and blue. It includes the “Union Jack” and six white stars on a field of blue.

Specific Content from Core Knowledge Sequence

1. World History and Geography
2. Language Arts and Literature
3. Visual Arts

4. Science

Skills

1. Map skills
2. Sorting and classifying
3. Constructing models
4. Role playing
5. Comparing
6. Retelling and comprehension
7. Copying and creating symbols

III. BACKGROUND KNOWLEDGE

1. What Your Kindergartner Needs to Know by E.D. Hirsch
2. On a daily basis, read from the selected bibliography about one of the animals that will be found in the My Australian Animal book from appendix E.
3. Map skills

IV. RESOURCES

1. Books

- ï Arnold, Caroline. Kangaroo. New York: Mulberry Books, 1987, ISBN 0-688-11502-0
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- ï Frazee, Bruce and William Guardia. Helping Your Child with Maps and Globes. Illinois: GoodYear Books, 1994, ISBN 0-673-36131-4
- ï Klepper, Nancy. Our Global Village: Australia. Missouri: Milliken Publishing Co., 1990, ISBN 1-55863-152-6
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- ï Parish, Steve. Discovering Australia's Wildlife. Australia: Steve Parish Publishing Pty. Ltd., ISBN 0-947263-08-X
- ï Parker, Lewis K. Dropping in on Australia. Florida: Rourke Book Company, Inc., 1994, ISBN 1-55916-007-1
- ï Wood, Jenny. Coral Reefs. Great Britain: Two-Can Publishing, 1991, ISBN 0-590-74256-6

V. LESSONS

Lesson One: Continent Review

A. Objective/Goal

1. The student will participate in singing the "Seven-Continent Song".
2. The student will participate in laying out floor map "puzzle".

3. The student will locate continents using an individual map and map “marker”.
4. The student will locate Australia on the world map and on a globe.
5. The student will develop an understanding of the continent’s size in relation to the other continents.

B. Materials

1. Floor map “puzzle” (Helping Your Child with Maps and Globes)
2. Laminated world maps for each student
3. Map “markers” (ex. unifix cubes, teddy bear counters or other manipulatives)
4. World wall map
5. Globe
6. Coloring maps for each student (Beginning Geography How to Use a Map)
7. Crayons

C. Key Vocabulary

1. Continent
2. North America, South America, Europe, Asia, Africa, Australia, Antarctica
3. Globe
4. Map
5. Model

D. Procedures

1. Sing “Seven Continent Song” (See Appendix A)
2. Lay out floor map “puzzle”: sing song as laying out map; point to each continent while singing song, etc.
3. Give each student a laminated world map and a map “marker”.
4. Review locating land and water by asking children to place “marker” on one or the other. Review locating previously studied continents.
5. Demonstrate and review the concept of a globe.
6. Show location of Australia on the globe. Choose students to locate Australia on the globe.
7. Demonstrate and review the concept of a wall map.
8. Show location of Australia on the wall map. Choose students to locate Australia on the wall map.
9. Ask a question to lead the students to observe that Australia is the smallest continent (ie., “What do you notice about the size of Australia?”)
10. Locate Australia on the floor map “puzzle”. Once again, point out the size of Australia in relation to the other continents. Choose students to locate Australia on the floor map “puzzle”.
11. Each student locates Australia on laminated world maps using a map “marker”. Observe size of Australia in relation to the other continents.
12. Hand out coloring maps to each student. Go to tables and instruct students to point to Australia. Do not allow coloring until you have checked their finger location. When the students have correctly located the continent, instruct that they only color Australia.

E. Evaluation

1. Observe process of students locating Australia on a variety of maps

Lesson Two - Northern and Southern Hemispheres

A. Objective/Goal

1. The student will locate Australia on a globe.
2. The student will develop an understanding of northern and southern hemispheres.
3. The student will locate the equator on a globe.

and the 4. The student will develop an understanding of the relationship between our seasons seasons of the southern hemisphere.

B. Materials

1. Globe
2. Orange or grapefruit, knife, cutting board
3. Black permanent marker, set of continent stamps and stamp pad
4. Rain for Christmas by Richard Tullock

C. Key Vocabulary

1. Globe
2. Equator
3. Northern and southern hemisphere
4. Australia and North America
5. Seasons of winter, spring, summer and fall
6. Model
7. Opposite

D. Procedures

1. Stamp each continent at approximate location on the orange or grapefruit.
2. Present the orange or grapefruit to the students as a model of the earth.
3. Locate each continent on the fruit.
4. Discuss the concept of the equator and draw it on with a permanent black marker.
5. Take the knife and cut the fruit on the equator.
6. Demonstrate the construction of the earth's northern and southern hemispheres.
7. Indicate which continents on the fruit are in the northern hemisphere and which are in the southern hemisphere. Compare fruit hemispheres to globe hemispheres.
8. Discuss the occurrence of the seasons in the two hemispheres as being opposites.
9. Read Rain for Christmas by Richard Tullock

E. Evaluation

1. Observations during discussion

Lesson Three: Taking a Trip

A. Objective/Goal

1. The student will determine appropriate clothing for traveling to Australia.
2. The student will be introduced to the concept of traveling abroad.

B. Materials

1. Real suitcase for teacher demonstration
2. Assortment of winter and summer clothing for teacher demonstration
3. Precut magazine/catalog pictures of assorted seasonal clothing
4. Oaktag (approximately 11" x 14") or manila folders (one per child)
5. 7" x 10" laminated color construction paper (2 per child)
6. Book tape or clear packaging tape
7. Oaktag for suitcase handles

C. Key Vocabulary

1. Season words
2. Suitcase

D. Procedures

1. Discuss/list what people would pack in a suitcase for a trip away from home.
2. Discuss today's weather and the clothing that we are all wearing.
3. *Optional: Look up weather in Australia via the internet or newspaper.
http://www.weather.com/intl/countries_index/Australia.html

4. Discuss the season and today's weather in Australia.
5. Take out suitcase and assortment of winter and summer clothing.
6. Have the students help pack the suitcase with appropriate seasonal clothing for a trip to Australia.
7. Pass out oaktag suitcases and precut magazine/catalog pictures.
8. Have the students "pack" oaktag suitcases with appropriate seasonal clothing for a trip to Australia. Activities and worksheets done throughout the unit may be added to the suitcases.

E. Evaluation

1. Observation through discussion
2. Observation of children's packed suitcases

Lesson Four: Flying To an "Island"

A. Objective/Goal

1. The student will be introduced to the concept of an island.
2. The student will construct a model of an island.

B. Materials

1. Passports (Appendix B) and suitcases
2. Plane tickets
3. Overhead projector
4. Map of Australia transparency
5. 1 1/2" diameter ball of green or brown plasticene
6. Blue food coloring (one bottle per four children)
7. Small cups of water (one per child)
8. Small container, such as a cream cheese tub (one per child)

C. Key Vocabulary

1. Passport
2. Island

D. Procedures

1. Line up chairs for airplane seats.
2. Pass out plane tickets, passports and suitcases.
3. Children give "flight attendant" tickets and find seat on plane.
4. Role play taking off and the experience of flying.
5. Turn lights off and turn on overhead projector.
6. Project the map of Australia transparency.
7. Discuss observations of map.
8. Introduce the term "island" and explain it's definition.
9. Children return to circle for demonstration of making a model of an island.
10. Demonstrate forming the land mass in the small container; add one or two drops of blue food coloring to water; slowly pour in only enough water to surround island.
11. Children go to tables and make their own islands.

E. Evaluation

1. Observation through discussion
2. Observation of children constructing island models

Lesson Five - Airport

A. Objective/Goal

1. The student will be introduced to using passports.
2. The student will be introduced to currency exchange.
3. The student will be introduced to customary treats.

4. The student will be introduced to common phrases and expressions.

B. Materials

1. Passports (see appendix B)
2. Australian currency
3. Recipe and ingredients for Anzac Biscuits, Damper and tea (see appendix C)

C. Key Vocabulary

1. Passports
2. Stamp of Australia and inkpad
3. Australian dollar
4. Anzac Biscuit
5. Damper
6. Cuppa (tea)
7. Expressions: G'day Mate (good day friend), dunny (toilet), ta (good-bye), mum (mother), nipper (young child), ripper (great)

D. Procedures

1. Role play being greeted in Canberra airport.
2. Children enter airport and get passports stamped with stamp of Australia.
3. Go to bank and exchange currencies.
4. Travelers always need to know "Where is the dunny?" and "What is there to eat?"
5. Sample Anzac Biscuits, Damper and tea.
6. While eating, teach various expressions and phrases and practice them throughout the

unit.

E. Evaluation

1. Observation through discussion and activity experiences

Lesson Six - Wish You Were Here

A. Objective/Goal

1. The student will be introduced to the four main geographical areas of Australia: deserts, outback, rain forests and coral reef.
2. The student will create one of the four main geographical areas as a simulation of a postcard.
3. The student will dictate learned information for the postcard correspondence.

B. Materials

1. Photographs, posters and magazine pictures of geographical areas
2. Sample postcards
3. 5" x 6 1/2" piece of oak tag with a 4 1/2" x 6" piece of white art paper glued to one side (one per child)
4. Australian animal stickers to serve as mailing stamps
5. Crayons or colored pencils
6. Clipboards (one per child)

C. Key Vocabulary

1. Desert
2. Outback
3. Rain forest
4. Coral reef
5. Postcard

D. Procedures

1. Divide room into four sections to represent each geographical area.

2. Each station needs to display the photographs, posters and magazine pictures of one geographical area. *If available display other materials that are indigenous to the area.

3. Set up postcard materials, crayons or colored pencils and clipboards at each station.

4. Travel the class to each station, have the children look at the photographs, posters and magazine pictures and have them talk about everything that they see in the landscape.

If indigenous materials are available, ask the students if they can find these materials in any of the photographs. Give an explanation of the materials. You may then read from the books cited in the bibliography.

5. After visiting all four stations, bring children back to a central area. Talk to the children and say “We’re going to write to a friend and tell them about a favorite place we have visited.”. Read some sample postcards that your friends have sent to you (teacher).

6. Discuss and demonstrate how to illustrate postcards.

7. Have the children choose one of the geographical areas that they would like to visit to illustrate on a postcard.

8. As your daily schedule allows, have individual children dictate to an adult something they have learned about the geographical location that they chose to visit.

9. Have dictation typed and then glue to the back of the postcards. Place animal sticker “stamp” on postcard.

E. Evaluation

1. Illustrated postcard

2. Dictated information of what the child has learned

Lesson Seven: Schools

A. Objective/Goal

1. The student will be introduced to the “School of the Air”.

2. The student will be introduced to the concept of boarding schools.

3. The student will be introduced to public schools in Australia.

4. The student will participate in a simulation activity of following directions by only listening.

B. Materials

1. Two walkie-talkies, two-way radio system or ask permission to use school intercom

C. Key Vocabulary

1. School of the Air

2. Two-way radio system

3. Boarding school

4. Stations (large farms and ranches)

4. Public school

D. Procedures

1. Explain and demonstrate to the children how one uses a two-way radio.

ï **Information:** In order to speak over the radio, the student has to push a button on his or her microphone to transmit the message. When the student is finished, he or she says “Over.” and pushes another button so he or she can hear the teacher. When the teacher is finished, she also says “Over.”. The student and the teacher have to take turns talking to one another.

2. Discuss situations in which one might need to use a two-way radio and why.

3. Talk to the children about stations and the dispersion of the population.

or 4. Introduce phrase “School of the Air” by demonstrating with the radios, walkie-talkies school intercom system.

- ï **Information:** Children have a special area in their homes set aside for “school”. Children receive their school supplies, such as books, videos and lessons in the weekly mail. All of the children are listening to their radios at 9:00 a.m. Morning messages are delivered by the school principal and then the teacher begins lessons. The families mail in any schoolwork to be graded.

5. By using the system that you have chosen, direct the children to complete a routine activity in your classroom, such as journal writing. (In other words, the directions given and the materials needed would be plausible as a school lesson in a child’s home.)

E. Evaluation

1. Observation through discussion
2. Observation of listening skills through student successfully completing directions for the activity given over the radio system

Lesson Eight: Aboriginals

A. Objective/Goal

1. The student will understand that the Aborigines were the first people to inhabit Australia.
2. The student will understand that ancient Aborigines lived a nomadic lifestyle, but very few are nomadic today.
3. The student will understand that ancient Aborigines developed the boomerang as a hunting tool.

B. Materials

1. Photographs of Aboriginal people
2. World map
3. Boomerang
4. Children’s daily snack from home (labeled with their name)

C. Key Vocabulary

1. Aborigine
2. Ancient
3. Nomadic
4. Desert
5. Walkabout
6. Tropical
7. Boomerang
8. Symbol

D. Procedures

1. Locate Australia on the world map and show the children photographs of the Aboriginal people.
2. Tell the children that the Aborigines were the first people to live in Australia. Aboriginals have lived in Australia for thousands of years.
3. Locate Europe (Holland and Great Britain) on the world map and tell the children about the explorers discovering and settling in Australia.
- ï Discuss and compare the similarities between the Aborigines of Australia and the Native Americans of North America
4. Read and discuss Down Under: Vanishing Cultures by Jan Reynolds
5. Show the children the boomerang and discuss its original use for hunting animals.

6. Children take out snacks and teacher divides class into two groups. Have one group sit in a circle with their snacks in the center of the circle (close enough for children to reach). The teacher will take the snacks of the other group and disperse them all around the classroom. Have the remaining children stand and observe the group in the circle.
7. Direct the group in the circle to gather their own snack, but do not begin eating. Ask the children “What did you have to do to get your snack?”.
8. Have the second group gather their snacks from around the room and remain standing while the seated children observe. Ask the children “What did you have to do to get your snack?”.
9. Guide the students in making a generalization, based on their activity, about how food sources determine people’s lifestyles and introduce the term “nomadic”.

E. Evaluation

1. Observation through discussion
2. Observation of participation in snack activity

F. Extension: Aboriginal Bark Paintings (see Appendix D)

- i The bark can only be taken from the trunk of the sess mate tree after the wet season while the moisture content is high and the bark is pliable. It then takes approximately 8 to 10 weeks of being stacked and moved every couple of days to dry and flatten before it is cleaned and ready for painting.

Objectives

1. The student will be introduced to Aboriginal symbols (Appendix E).
2. The student will recreate Aboriginal symbols on “tree bark”.

Materials

1. Chart of Aboriginal symbols for classroom display
2. Rectangle cut from brown paper lunch bags (one per child), use whole side without a seam
3. Tub of water
4. Newspapers for drying and covering tables
5. Pencils
6. Yellow, black, white and red paint
7. Paintbrushes (one per child)
8. Two small dowels or sticks per child for hanging painting

Procedures

1. Children place rectangular paper in tub of water.
2. Have children crumple paper and gently squeeze out excess water.
3. Lay paper flat on newspaper to dry.
4. Display and discuss chart with Aboriginal symbols.
5. When paper is dry, demonstrate symbol painting.
6. Have children draw symbols on paper and then paint. Due to size of paper and age of child, limit paintings to one or two symbols.
7. After paintings have dried, attached small dowels or sticks for display.

Lesson Nine: Animals

A. Objective/Goal

1. The student will identify the following animals: kangaroo, koala, duckbill platypus, wombat, dingo, kookaburra, Tasmanian devil, emu, and brush-tailed possum.
2. The student will understand the meaning of a marsupial.

3. The student will make a book of Australian animals.

B. Materials

1. Photographs of Australian animals
2. Bag for placing photographs for game
3. Pre-made book of Australian animals (see Appendix F)
4. Book: Wombat Stew by Marcia K. Vaughan

C. Key Vocabulary

1. marsupial
2. animal names: kangaroo, koala, duckbill platypus, wombat, dingo, kookaburra, Tasmanian devil, emu, and brush-tailed possum

D. Procedures

1. This unit has provided the resources of many books for reading about Australian animals prior to this lesson.
2. Read and discuss Wombat Stew by Marcia K. Vaughan
3. Play "Guess Who I am!"
 - i Choose an animal photograph from a bag for students to guess.
 - i Give clues, such as "I am a marsupial. I can climb trees. I eat mostly eucalyptus leaves. Who am I?"
 - i Have students guess the animal and then show photograph.
 - i At some point, the students may be able to choose a photograph and give classmates clues from which to guess the correct animal.
4. Pass out to the students My Australian Animal Book
 - i Teacher needs to make a decision concerning how to teach the students to read the text in the book, such as in a literacy group or whole class, etc.
 - i Students may design the cover with crayons.

E. Evaluation

1. Observation through discussion
2. Observation of participation in the animal guessing game.
3. Student reads text in book My Australian Animal Book

Lesson Ten: Wave Goodbye

A. Objective/Goal

1. The student will identify the Australian flag.
2. The student will make a model of the Australian flag.

B. Materials

1. An authentic Australian flag
2. 1 large 7-point white star; 4 medium 7-point white stars; 1 small 5-point white star (one set per student)
3. One 9"x12" piece of dark blue construction paper per student
4. One copy of "Union Jack" per student (see Appendix G)
5. Crayons (only red needed)
6. Glue

C. Key Vocabulary

1. Australian flag
 - i Optional information: The Australian flag has three symbols. The Union Jack in the upper left corner is the name sometimes used for the national flag of Great Britain. The Southern Cross represents a constellation of the southern hemisphere. A cross is formed by the four brightest stars. The seven pointed Federal Star represents the six states and two territories of Australia. The colors of the flag are red, white and blue.

D. Procedures

1. Show the students the Australian flag.
2. *Optional information
3. Discuss observations of the flag, such as the colors, stars, and the “Union Jack”
4. Teacher needs to color code the “Union Jack” with small red dots down each section colored red.
5. Pass out the “Union Jack” and a red crayon to each student. Children color areas red.
6. Pass out the stars and blue paper.
7. Demonstrate the correct placement of the stars and the “Union Jack”. Have the students place their stars and “Union Jack” in the appropriate place on the blue paper. Check to see if correct.
8. Pass out glue to complete flag.

E. Evaluation

1. Observation through discussion
2. Observation of participation in making the flag

VI. HANDOUTS/WORKSHEETS

See Appendices

VII. BIBLIOGRAPHY

1. Books

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- ï Fox, Mem. Possum Magic. Florida: Harcourt Brace & Co, Inc., 1983, ISBN 0-590-99471-9
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 - ï Young, Karen. There Were Ten in the Bed. Weldon Kids Pty, Ltd., 1997, ISBN 0-590-03092-2
- 2. Audio Visual Materials**
- ï National Geographic Television Educational Films. Really Wild Animals: Wonders Down Under. Washington D.C.: National Geographic, 1995

Appendix A

Seven Continents Song (sung to the tune of Frere Jacques)

North America,
South America,
Europe, Asia,
Africa.
Don't forget Australia.
Don't forget Antarctica.
The seven continents, the seven continents.

Appendix B

| | |
|---|----------------|
|  | Name |
| | Street Address |
| | City, State |
| | Birthday |
| | Signature |

Photo

Appendix C

Recipe: “Damper” (makes 1 loaf)

Ingredients:

2 cups all-purpose flour
4 teaspoons baking powder
1/2 teaspoon salt
3/4 to 1 cup milk

Directions:

1. Preheat oven to 375 degrees. Grease a cookie sheet.
 2. Sift the flour, baking powder and salt into a large mixing bowl.
 3. Add the milk and stir with a spoon until you have a soft dough.
 4. Form the dough into a big ball with your hands. Place it on the cookie sheet.
 5. Bake for 30 to 35 minutes, or until the bread sounds hollow when tapped on the bottom.
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Recipe: Anzac Biscuits (makes 30 bickies)

Ingredients:

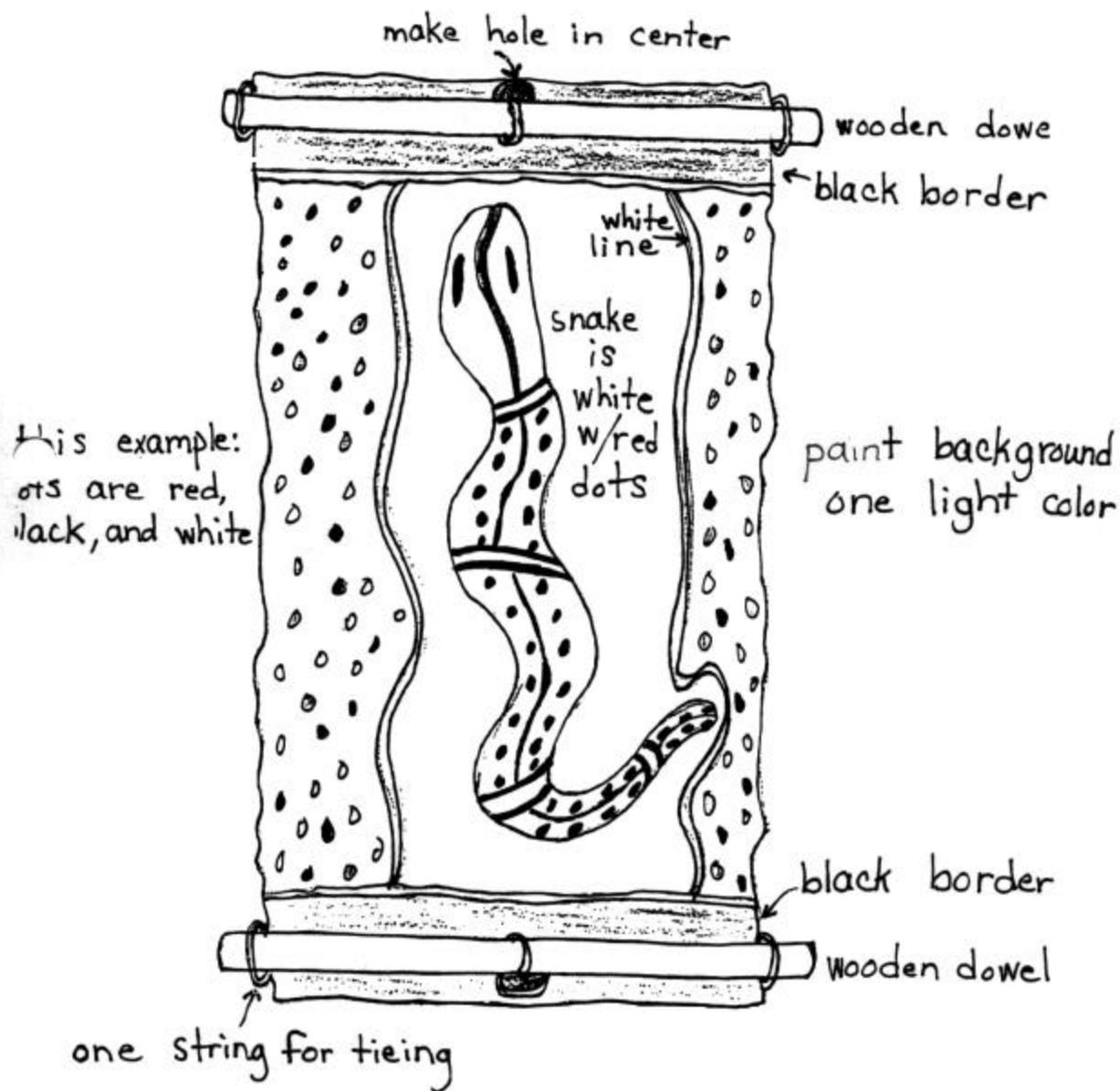
1 cup shredded coconut
1 cup rolled oats
1 cup all-purpose flour
1 cup sugar
1 teaspoon sugar
A pinch of salt
1/2 cup butter
2 tablespoons molasses

2 tablespoons water

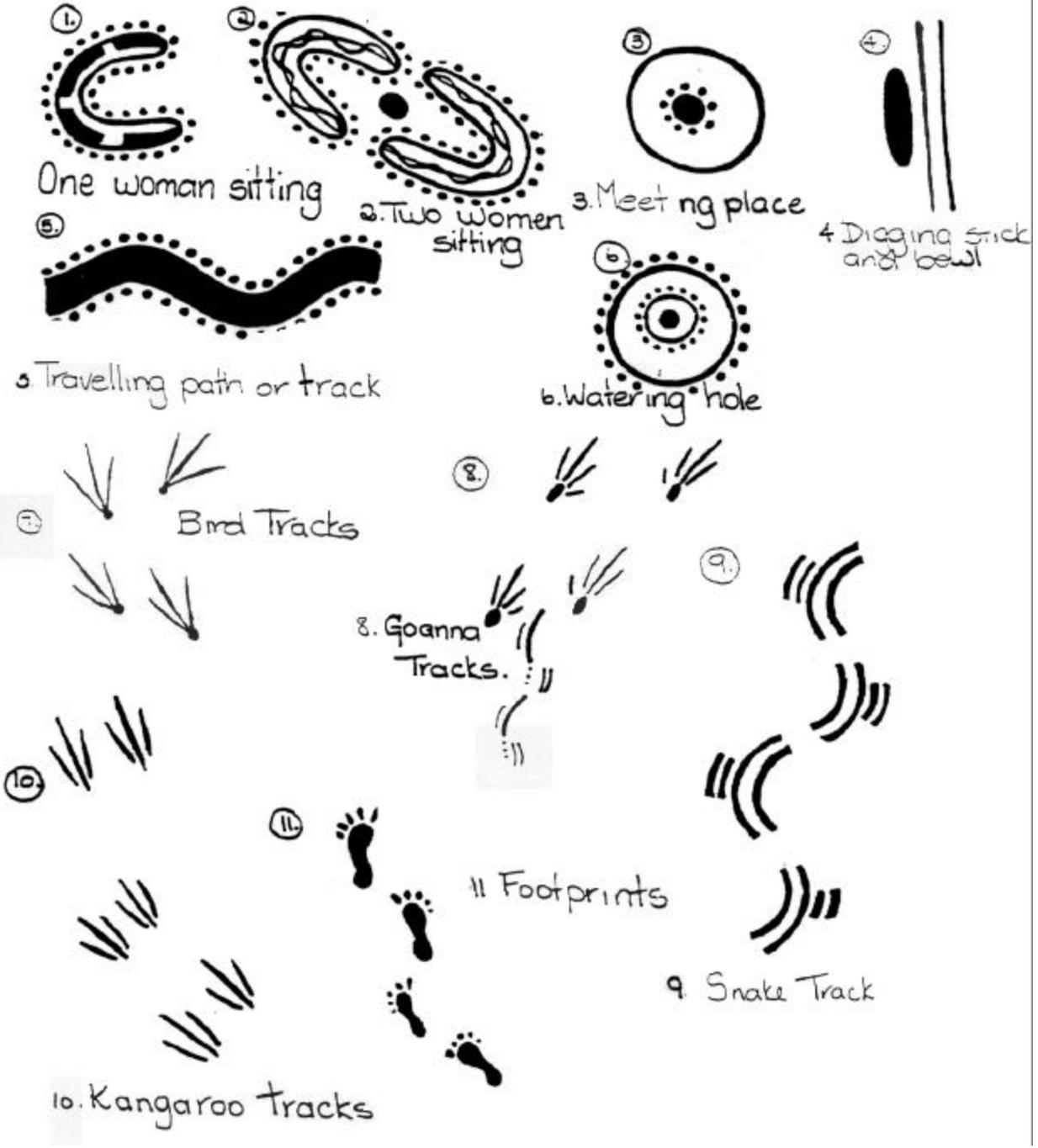
Directions:

1. Preheat oven to 350 degrees. Grease a cookie sheet.
2. Mix the coconut, oats, flour, sugar, baking soda, and salt in a large mixing bowl.
3. Melt the butter in a medium-size saucepan. Add the molasses and water.
4. Pour the butter mixture into the flour mixture. Stir with a spoon until well mixed.
5. Drop the dough onto the cookie sheet with a teaspoon. Bake for 12 to 15 minutes or until the cookies turn tan.
6. Remove the biscuits from the cookie sheet with a spatula. Place on a cooling rack for 10 minutes.

Appendix D



Appendix E

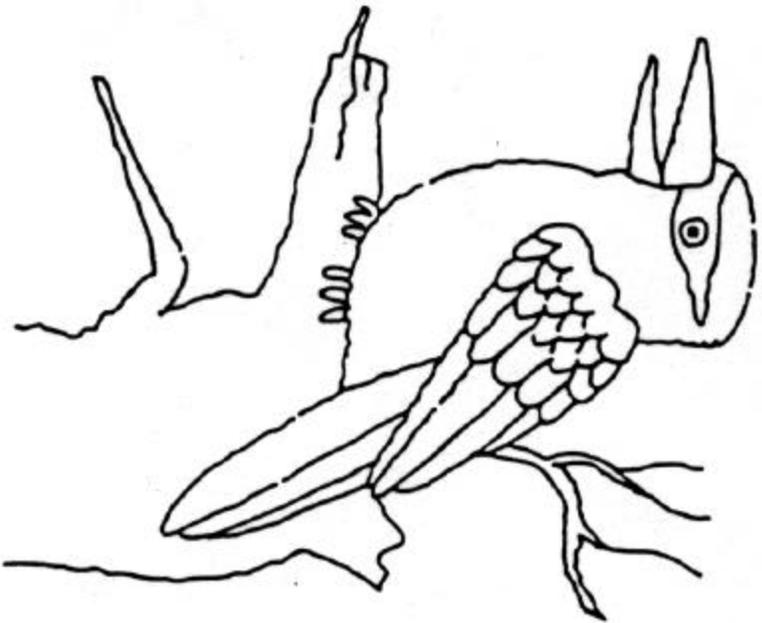




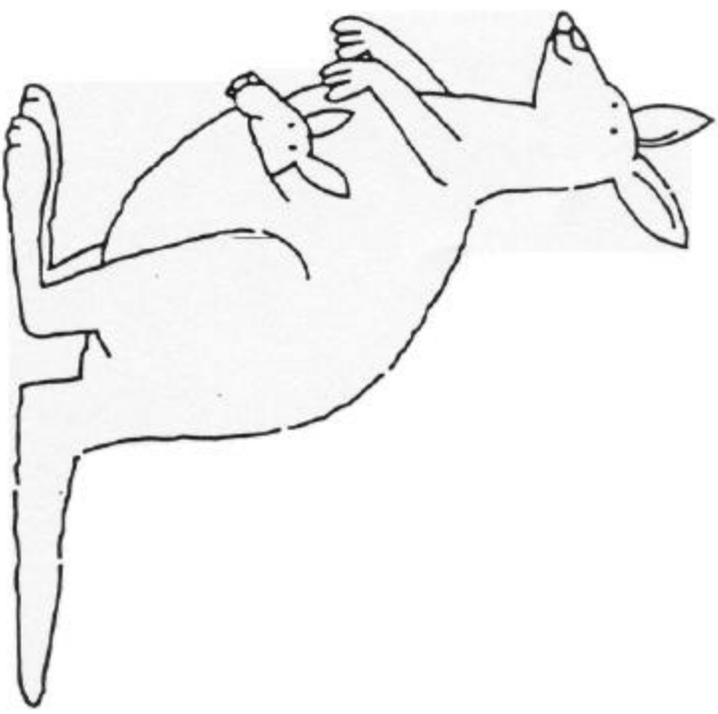
My Australian Animal
Book

By: _____

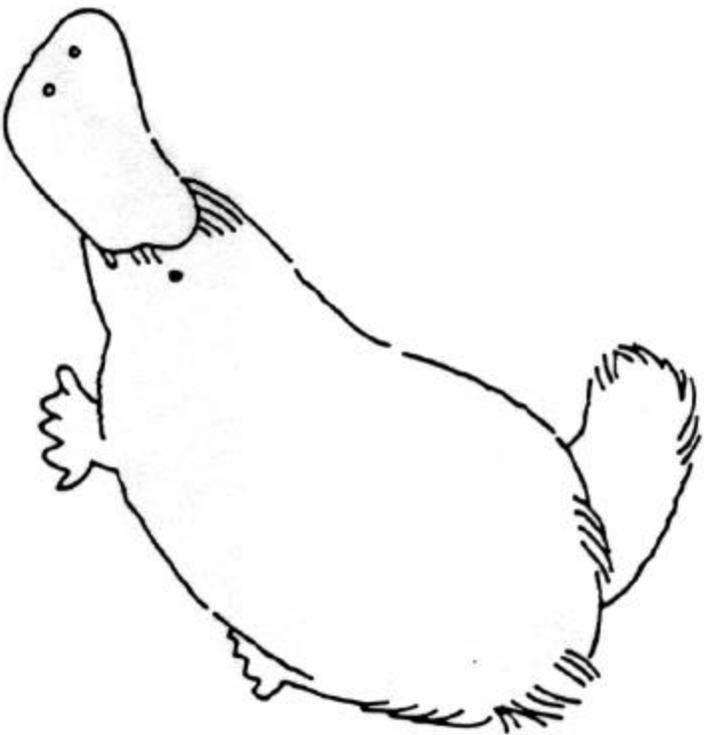
I am a koala.



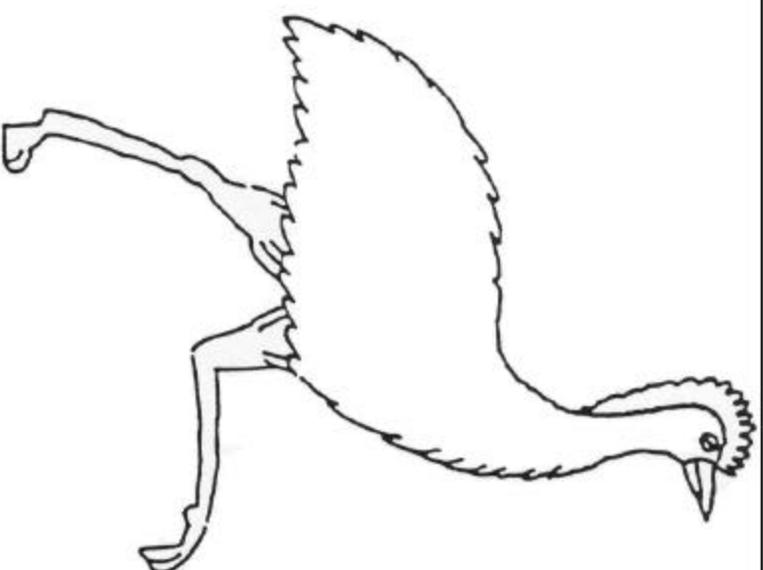
I am a kookaburra.



I am a kangaroo



I am a duckbill platypus.



I am an emu.

Appendix G

