



**PROFESSIONELE BACHELOR IN HET ONDERWIJS
SECUNDAIR ONDERWIJS**

Afstudeerproject

Discovering Down Under

Teaching materials on Australia, New Zealand

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ELKE ROSSEELS
ENGELS

KAREL BARZAN
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Preface

In our second year of teacher training at the PXL in Hasselt, we are provided with a number of interesting topics to write our graduation thesis about. One of these topics immediately caught my eye: "Develop didactical material about Australia and New Zealand". I can't even remember what the other topics were, because I was really eager to make my thesis about Australia and New Zealand.

My father once told me he had been planning on moving there before I was born. This will probably be one of the reasons these countries exert a certain attraction on me.

The fact that we had a foreign exchange student in our class during my secondary education, who lived near Ramsey street (Neighbours) and the fact that some of my friends and my nephew visited these countries and came back, loaded with interesting stories, also contributed to my curiosity.

I was lucky enough to be picked by miss Rosseels as the student to tackle this topic.

She is the first person I would like to thank, for reminding me to keep on working, for helping me hand in a decent thesis, but most of all, for having faith in me and not checking up on me like a probation officer.

There are some more people I would like to thank: my nephew, Arno Barzan who provided me with interesting knowledge, travel books and coins, which I used as pawns in the game. For almost the same reason I would like to thank two other people: my hairdresser Johnny Cuypers, who also provided me with more coins and a lot of information on New Zealand, where he went for a 'once-in-a-lifetime'-experience and Isabel Daemen, who completed the set of coins I needed, after she went 'Waltzing Mathilda' (backpacking) through New Zealand.

Furthermore I would like to thank my girlfriend, Lynn Mentens, for providing me with the time needed to finish this thesis and my kids, Céline, Ella and Bram, for being supportive. They also contributed to the reason I have to give thanks to my girlfriend.

Last but not least, I would like to thank Janne Dilissen. Several years ago, she wrote a similar thesis on America. Although the content and the form of the game are completely different, her thesis helped me greatly with composing the written part.

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Introduction

As a third year student at the PXL, we are supposed to make a graduation thesis as a closing point to our teacher training.

Amongst the numerous topics we could choose from, there was one specific topic that interested me far more than all the other ones: "Teaching materials on Australia, New Zealand".

Australia and New Zealand are two countries that always find a way to tickle our curiosity. Two countries nobody really knows, but we would like to know more about.

The first thing that came to mind was: "How to provide information about these countries, without being boring, but keep it educational at the same time?". Here's where I decided to come up with a board game.

Of course, before starting the development of this board game, there are a couple of questions that need answering, like what is my target audience? Once the decision made that I would target the fourth year of general education, the next questions gradually started popping up: "What can be found in the textbooks and other teaching materials about Australia and New Zealand?", "What is required by the government as knowledge about these countries? (Eindtermen, VOET, leerplannen,...)".

To my own surprise, I found out that there's little to no information about these countries in the teaching materials. There were some textbooks which mentioned the two countries, one or two even dedicated a chapter to them, or only one of them. These textbooks will also be discussed later.

To summarize my search in the textbooks, I came to the conclusion that, other than the location on a map of the world and a footnote as a member of the British Commonwealth, both Australia and New Zealand are mostly uncharted terrain for fourth-graders.

The lack of foreknowledge came as a surprise and obliged me to second-guess my approach.

In the end I decided to, loosely, base my gameplay on the gameplay used by "Trivial Pursuit", and to provide the necessary information needed to answer the questions, on the board. Not all the questions can be answered with the data on the board, some are general knowledge, or trivia. Others can be solved by solving a puzzle or acting out something. I also added multiple choice questions, to encourage the pupils to use a deducting strategy.

After completion, I will search for two classes to play the game, and give me feedback about the difficulties and strong points they experienced playing the game.

Using this information I will make minor adjustments, in order to better suit the needs of the people in the field, both teachers and pupils.

Both Australia and New Zealand are beautiful countries that deserve a bit more recognition. By means of this board game I hope to be able to contribute to a better understanding of the countries, their culture, landmarks, nature,....

1 Target group

Since the plan behind this thesis is to develop a board game that can be used in secondary schools, preferably by teachers with the same type of training I've had, the decision was made to create it with as target group the fourth graders of the general education. Normally, these pupils have already developed the skills to read and/or listen for information. Curiosity is a key word: as these pupils are 15 or 16 years old, in puberty, trying to get to know themselves and the world that surrounds them.

The United States of America is a country they learn a lot about, as well in their textbooks, as on television and through the internet. Australia and New Zealand however are far less known, some pupils might know it because of their favourite singer, the "Lord of the Rings"-trilogy, or other rare encounters with their beauty and culture. As these pupils are already chained to their workbooks and textbooks, it might come as a welcome change to learn about an English-speaking country by means of a board game.

1.1 Objectives

1.1.1 Subject-specific objectives

Our government has issued "vakgebonden eindtermen" for most subjects in secondary education, English is one of them. These "objectives" include five fields of skills: listening, reading, speaking, writing and oral interaction. As the pupils will not be obliged to do a writing exercise of any kind, the part "writing" will not be included in this board game. The other four skills are applied in various ways.

1.1.1.1 *Listening*

In order to play this game, the pupils first have to listen to the teacher for the rules of the game. On top of that they will have to listen to each other, teamwork is essential for success. The teacher can make a choice, he can oblige his pupils to talk English during the game, so the listening becomes "oral interaction" (see later).

Because it was difficult to find real interesting and genuine language differences, the song "Waltzing Mathilda" is also included in the game. Focused listening can really provide a benefit here.

1.1.1.2 *Reading*

The game board is made up in quite a special way: a lot of the answers the pupils have to give are already on the game board. It's up to the students to find these answers, by reading the data on the board.

Furthermore, there is the reading of the questions, which has to be loud and clear. The attitudes concerning reading include the fact that they will have to read the text, even though they don't understand all the words, and that they have to derive the meaning from the given context, two skills they will undoubtedly need to be successful.

1.1.1.3 Speaking and oral interaction

I want to combine these two skills because they are too similar to discuss separately. Part of the speaking part is discussing the questions and the difficult words. If the game is played right, there will be groups, talking about the questions and the game, communication is an important aspect of the game. If there are things the pupils don't understand, they will have to ask each other or they can ask the teacher. Either way, the speaking skill will be trained.

1.1.2 Cross curricular objectives

In 2010, the Flemish government formulated new cross curricular objectives and published them in the document VOET@2010.

These objectives form a guideline for schools: they contain the knowledge, know-how and attitudes expected from a student who wants to become a member of society.

Schools are not obliged to reach all the goals, but they are expected to try, the so called "inspanningsplicht".

These cross curricular objectives consist of 7 contexts, combined with a common core and the part "Leren leren" in a specific role.

First I am going to discuss the objectives from the common core that apply to the game. Next, the relevant contexts will be quoted.

1.1.2.1 Common core

The common core objectives consist of a number of objectives, like for example: perseverance, initiative, communicative skills etcetera. These objectives are written in such a way, that they can be interpreted and achieved in many ways. It's up to the teacher to fill in the way to achieve these competences.

This board game offers the teacher a way to meet a great number of objectives, 18 (out of 27) to be exact. If the teacher slightly adapts his or her approach (making the pupils look up texts and songs on the internet themselves instead of using the materials at hand), there are even some more objectives he or she can meet.

There is an overview of the objectives in the appendix, but I'm going to discuss some of the more obvious ones right here.

Communicative skills: in order to find the right answers, pupils will have to work together. They are supposed to use English as a language, but even if they don't, they still have to apply several elements of "communicative acting".

Perseverance: a lot of the answers are hidden on the board, the pupils can find them by searching. Sometimes the answers are not as obvious as may seem.

Flexibility: there are different types of questions, puzzles, multiple choice, The pupils are expected to be able to solve all these questions.

Amongst the questions there are some answers you can find on the game board, others can be found by "critical thinking". For example some of the multiple choice questions seem difficult, but if you start eliminating obvious wrong answers, you should be able to find the right ones. By doing this I also wanted to give the pupils whose field of expertise lie elsewhere, the opportunity to actively participate, which in turn enhances their "self-image".

Round-up of objectives from the common core, met by the standard version of the game:
1, 2, 4, 5, 8, 9, 10, 11, 12, 13, 16, 18, 19, 20, 21, 22, 25.

1.1.2.2 Contexts

Two contexts apply directly to my board game.

The first one is context three: “Sociorelationele ontwikkeling”. The pupils work in small groups and this means that they have to respect the ideas of their teammates and the other pupils.

I’ve tried to differentiate in the way of questioning. This way the pupils are obliged to work together as a team, acknowledging their weaknesses and strengths as a group.

The second one is “Socioculturele samenleving”. The game teaches the pupils new things about Australia and New Zealand.

Especially the origin of Australia and New Zealand, as a member of the Commonwealth is very interesting and might surprise pupils, but it also has great consequences for the natives in both countries.

Teachers always talk about how hard it is to integrate ‘cross curricular objectives’ into their lessons; “It’s hard enough as it is to achieve the ‘subject specific objectives’”. Schools often organise ‘theme-days’ to achieve some of the goals.

A board game is the excellent way to integrate the ‘cross curricular objectives’ and it doesn’t have to last for a whole week.

1.1.2.3 Leren leren

The last part of VOET@2010 is ‘Leren leren’. At first I thought I would not be able to imply this part in the game, but there are numerous ways the teacher can add this to the lesson.

One of the things a teacher can do is have a look at the landmarks in the top right corner of the game board. A number of these landmarks are mentioned in the game, others are not. The teacher can make the pupils look up information on these landmarks and do a presentation, thus attaining curricular and cross curricular objectives.

As there are 28 landmarks and 12 cities mentioned, the teacher can choose for individual presentations or group presentations, the winners of the game get to choose first.

Teachers using the game can have the pupils write a paper or do a brainstorm about the game, making them think about what they have learned and maybe even adapt the way the game is played. That way he or she can find a way of linking ‘Leren leren’ to the game.

1.1.3 Curricula

The objectives that were formulated by the Flemish government, subject specific or cross curricular, are interpreted by the different educational networks in what we call the curricula. In these curricula, the educational networks form their own point of view of how the objectives should be met by the teachers they employ.

I'm going to shine a light on how the three most important educational networks in Flanders see their task in bringing the pupils in contact with other cultures:

Every curriculum treated in this chapter has integrated objective 41, which states: "De leerlingen kunnen verschillen en gelijkenissen onderscheiden in leefwijze tussen de eigen cultuur en de cultuur van een streek waar de doeltaal gesproken wordt."

This way, all English speaking territories are already included in the curricula.

1.1.3.1 GO!

The educational network "GO!" states in their vision that English is omnipresent in the world we live in. The language opens doors, makes it easy to explore new worlds. New geographical knowledge, trivia and facts about the (whole) Anglo-Saxon world should be a part of an everyday English language lesson.

VISIE

Het leerplan voor de tweede graad ASO daagt leerlingen uit om hun taalvaardigheid te verbreden en te verfijnen. Het is ook de bedoeling dat ze zien dat talen deuren openen. Het Engels is alomtegenwoordig op radio, televisie en internet. Met Engels kunnen leerlingen vele andere landen, volkeren en culturen leren kennen. Een nieuwe boeiende wereld gaat voor hen open. Bekende steden, weetjes en feiten van de (hele) Angelsaksische wereld komen aan bod naar aanleiding van luister-, kijk- en leesfragmenten.

1.1.3.2 VVKSO

In a specific chapter of its curriculum, called 'de interculturele component', the educational network 'VVKSO' also states that an insight in the Anglo-Saxon world will open doors to the world.

According to the curriculum, this insight is best to be acquired by introducing authentic materials to the pupils, such as famous songs, television programs, nursery rhymes,.... They also state that it is opportune to use pictures of famous cities, dishes, monuments,... Sydney can be found among the enumerated cities in this part of the curriculum.

1.1.3.3 OVSG

In the general objectives of their curriculum, "OVSG" states: "Bereid zijn tot intercultureel contact."

The difference with the other two educational networks, is that 'OVSG' gives more details when it comes to 'objective 41', without elaborating specific circumstances and/or referring to 'How authentic sources can be applied'. Mostly 'cultural' differences in behaviour are summed up.

1.2 Foreknowledge

If one wants to know what the pupils already know and what should be taught, one can always search for ways in which the pupils have come in contact with Australia and New Zealand.

The way I tried to find out about the pupils' foreknowledge was to conduct a search in different manuals. Since the PXL library provides us with a vast amount of textbooks and workbooks, this was the ideal place to start the research.

From the first moment I opened a manual, it struck me that there were little to no chapters about Australia or New Zealand. There were some things that always returned, like the Sydney Opera House, a kangaroo, an occasional picture of an aboriginal, the flag and a map of Australia.

There were some textbooks in which the subject was treated. I have made a list of the workbooks/textbooks in which the chapter concerning Australia and New Zealand is worth mentioning.

1.2.1 Lift off 3

In Lift off 3, the textbook doesn't really talk about Australia or New Zealand as such. It focusses on a cultural phenomenon which is very present in New Zealand, the love for extreme sports.

For example "bungee jumping" is almost considered to be a national sport.

1.2.2 All aboard 3

All aboard 3 provides us with 2 reading texts (and the inevitable 'comprehension-questions'). One text on Australia, and one text on New Zealand, followed by a grid in which they enumerate a number of facts like: 'how big is the country', 'who is the head of state', 'what is the capital', ...

1.2.3 Transit Advanced

In the first "side" (chapter within a chapter) Transit Advanced focusses on both countries and gives a short overview of the history of Australia and New Zealand. From "side 2" on the textbook gives information about Australia only, but provides us with 4 chapters in which different aspects of Australia are being highlighted, such as nature, celebrities, culture,...

1.2.4 New Breakaway 3 TSO

In New Breakaway 3, you can also find a chapter about Australia. Again it is a very extensive chapter, in which they talk about (famous) inhabitants, landmarks, typical Australian language, soap operas, In this textbook they even address grammar subjects, such as 'comparative/superlative' and 'relative pronouns' by means of a text on Australian culture/celebrities etc.

1.2.5 Conclusion

New Breakaway 3 (TSO) and Transit Advanced provide us with the most interesting chapters on the two countries.

Some other textbooks, such as All aboard 3 also include the topic, but in a far more minimalistic way. Lift off focusses on only one aspect of New Zealand's culture.

The other textbooks rarely talk about Australia and New Zealand, most of the time they are just a footnote.

Some textbooks show the countries in the context of the "Commonwealth of Nations", but this is more to point out their geographical location and not to exploit the didactical possibilities of everything that has to do with these countries.

2 The questions

In the process of developing this game, a number of questions arose, since there were numerous aspects of Australia and New Zealand I wanted to address.

It would have been possible to give every aspect a proper set of questions, which would also have meant it would have its pictogram on the board.

During this process, I decided to divide the questions into 4 big groups, and these groups would, in turn, be divided into 2 subcategories.

This way I could address every aspect I wanted to imply, without turning the game board into one big cacophony of colours and pictograms, which would not have been beneficial for the gameplay.

In every category, different types of questions are used, being: 'multiple choice', open questions, 'do'-questions, 'true or false', 'fill in the gap'.

I will return to the types of questions in a specific chapter in this thesis.

In the end these were the 4 categories that remained: 'Sports/ Fauna & Flora', 'History/ Language', 'Geography/ Landmarks' and 'Culture/ Media'.

This way every choice the pupils make is also a sort of a gamble, they might choose 'Sport' and get a 'Fauna & Flora' question.

2.1 Questions: categories

As stated before, I ended up with 4 categories of questions.

In each category I've tried to insert different types of questions, thus allowing the pupils to find answers to questions they would not be able to answer. I'll explain this intention in the next chapter.

2.1.1 Sports/ Fauna & Flora

To answer some of the questions in this category, the pupils need some general knowledge. By giving them some possible answers (multiple choice) it's made easier to find the right answer.

The timeline that's on the game board (see: "History/Language", below) also provides some of the answers to the questions in this category.

The overview with the landmarks (see: "Geography/ Landmarks, below) can help the pupils with some of the questions.

There is a thin line between the categories "sports" and "culture", that's why sometimes questions that might refer to sporting events, also occur in the "culture" category and the other way around.

A good example of this is the 'Haka', a ritual performed in numerous important occasions, but specifically known for its interpretation by the "All Blacks", the New Zealand rugby team. It's a cultural phenomenon, but there are very strong connections to sports.

In this category there are three types of questions: 'open' questions, 'multiple choice' and 'fill in the gap'.

2.1.2 History/ Language

Because of the lack of foreknowledge, I had to change the approach. I decided to insert a timeline with numerous historical facts about Australia (black text on the board) and New Zealand (green text on the board).

This timeline is a chronological overview, going from the (alleged) arrival of the aboriginals in Australia, up to the Sydney Olympics in 2000. It contains facts about the history of the two countries, but some of the facts are more cultural than historical.

The pupils will be able to look up answers to some of the questions using this timeline, that way the game isn't only for the pupils who already know a lot about the two countries. It allows other pupils, who know less about the topic, to look up the answers and thus learn more about it.

For the other questions, pupils will have to rely on their own knowledge, but a lot of these answers can be found by using common sense and deduction.

For the language part, I've tried to familiarize the pupils with expressions and words that are (almost) only used in Australia and New Zealand. For the 'Australia-part', I'm using a song, *Waltzing Mathilda*, in which a lot of typical Australian words are used. For some other expressions and words, I've made connections to other languages they might know. If the pupils pay attention while the teacher asks them the question, they might already eliminate some of the possible answers in a 'multiple choice'-question. For New Zealand, only one question refers specifically to the language.

Three types of questions are used in this part: 'multiple choice', 'open questions' and 'true or false'-questions.

Using these different types of questions also allowed me to adjust the level of difficulty.

2.1.3 Geography/ Landmarks

The foreknowledge provided by workbooks, is mostly confined to a map of Australia or New Zealand and their capitals.

Therefore I've tried to put as much information as possible, without turning the game board into a cacophony of colours, numbers and icons, on the game board.

The "Famous landmarks in Australia and New Zealand"-box in the upper right corner, together with the numbers on the map, referred to by these landmarks, gives the pupils the information they need to answer the questions in this category.

The same goes for the other two boxes on the board, one with the Australian States and Territories and one with the regions of New Zealand.

The pupils are also expected to use their deduction-skills and common sense, because not everything is right in front of their noses, ready to be copy-pasted.

The types of questions used here are: multiple 'choice', 'fill in the gap', 'open' and 'true or false'.

2.1.4 Culture/ Media

The questions in this part are more interactive than the other questions. They also require more (fore)knowledge, while the other categories rely, partially, on the game board for finding answers.

The interactivity of this category is reached by inserting puzzles and (Youtube-)clips which allow the contestants to re-enact some famous movie passages.

An example: the famous scene with Mel Gibson (Australian) from “Braveheart” is a part of the game. This clip also allows the teacher to talk about Scotland, but this is all up to the teacher.

Another type of questions used in this category is the ‘puzzle’, allowing pupils to discover some actors/musicians/... from ‘down under’.

The types of questions used in this part are: true or false, multiple choice, ‘to do’-individually, ‘to do’ in group, puzzle (is actually a part of ‘To do’ in group).

2.2 Questions: types

The game I loosely based my game upon, is Trivial Pursuit. This game only uses one type of questions: open questions. Due to the lack of foreknowledge of the pupils, using only open questions was not an option.

This lack of foreknowledge is also the reason why I used the map of Australia and New Zealand as a game board: a teacher that uses this game in class, is working 'cross curricular' just by showing the pupils the game and the game board.

Chances are that the pupils do recognise the countries by their outlines, so I figured it would be a good starting point.

Using maps of both countries also allowed me to provide the pupils with a lot of extra information about the two countries: important cities, landmarks, territories and regions,...

Because I wanted to teach the pupils something about Australia and New Zealand, and not only repeat what they already know, I've used different types of questions. These types all have their benefits and strengths, but also their flaws.

Some types are especially apt for discovering things on the map, while others can even provide the pupils with information, just by posing the question.

I also added some boxes on the game board with more information. The information in these boxes will allow the pupils to answer more difficult questions.

What types of questions did I use?

2.2.1 Open questions

Open questions tend to be the hardest questions to solve, but in this case, the fact that it is an open question could mean two things:

1. It's a rather easy question, one you should be able to solve with little or no foreknowledge.
e.g.: What is the capital of Australia. (The pupils have the map in front of them)
2. The answer to the question can be found on the board (In the timeline or in one of the boxes on the game board).
e.g.: What is the aboriginal name for Ayers Rock? (In the 'landmark box' the name Uluru can be found next to Ayers Rock)

Some of the pupils will have the knowledge at hand to solve these questions, others can look up the answers on the board, but the way the question is solved has its impact on the gameplay (see later: "How the game is played").

2.2.2 Fill in questions

These questions are in fact sentences with a word missing, and it is up to the pupils to fill in the correct word, in order to form a correct sentence.

They are divided into two subcategories: multiple choice or open questions.

Here again, the pupils are required to have some general knowledge but even then, some of the questions won't be easy to answer.

2.2.3 Multiple choice questions

The more difficult questions actually seem to be these multiple choice questions.

Sometimes I've tried to give the 'multiple choices' in such a way, that the pupils can choose the right answer by elimination and common sense.

e.g.: What is the colourful Australian bird called that looks like a kakadu?

- A. Chicken (not an Australian bird)
- B. Flamingo (only one colour)
- C. Galah
- D. Duck (not an Australian bird)

Other questions just rely (again) on knowledge at hand, facts you just happen (not) to know. It still is a board game. Not all pupils will be able to solve all the questions, that would make the game too easy and less interesting to play...or you know the answer, or you do not.

e.g.: Which Australian tennis player was once engaged to "our" Kim Clijsters?

- A. Ray Ruffels
- B. John Pearce
- C. LLeyton Hewitt
- D. Lew Hoad

For some of the multiple choice questions, the answer is on the game board. Paradoxically, the fact that more choices are provided, might make the question harder to answer, because the pupils won't bother to go look at the information on the board when the answers are given. I've inserted this approach to show the pupils that it is important to look for the correct answers, even if they might be obvious or 'given'.

2.2.4 Do questions (group/ individually; act out/ puzzle)

As the title already states, this category is also divided into more than one group.

First there are the literal 'do questions' in which the pupils are required to repeat, in these cases 'act out', something they see in a clip.

For these assignments, one person of the group will be chosen to re-enact something and the rest of the class will decide whether it was done in a convincing way. Choosing the person who has to act is a sort of differentiation, a shy person might not want to do such a thing, but might be stronger in solving puzzles... to each, their own.

This brings me to the second type of “do questions”, the puzzles. These are puzzles of famous people. The pupils might have seen them before, but also knowing their name is another thing. By solving the puzzle, they ‘rebuild’ the picture. When the page is turned over afterwards, the name of the celebrity involved will appear.

2.2.5 True or false- questions

This type of question might be considered as easiest, but most of the time during this game the question ‘and explain why’ follows the true or false question.

The answers to these questions are never literally on the game board, making it necessary for the pupils to read, reread and interpret the information on the board. This way different levels of processing a text, as mentioned in the curricular objectives, is achieved.

2.2.6 Interpret/deduct

Interpret and deduct, why add this type of questions to the game?
In the curricular objectives you can find under listening, final objective number eight, which states (amongst others):

LEERPLANDOELSTELLING 8: de leerlingen kunnen indien nodig de volgende strategieën toepassen:[...]

- hypothesen vormen over de inhoud van de tekst;
- de vermoedelijke betekenis van transparante woorden afleiden;
- de vermoedelijke betekenis van onbekende woorden afleiden uit de context;

In order to introduce the pupils to new, typically Australian, words, I’ve chosen to introduce a text: “Waltzing Mathilda”, by Slim Dusty.

This text contains a number of words they’ll probably hear for the very first time. It also makes it possible to deduct the meaning of the new words mostly by means of the context. This process of deduction is, of course, only possible if the pupils can interpret what the writer of the song is trying to bring across.

3 The name of the game

After having started my thesis under the working title: “Didactisch materiaal over Australië en Nieuw-Zeeland” I realised this was no suiting title for a board game.

Time to come up with a new name.

As I am quite strong in making up names for things, it didn't take me very long to come up with a new name for the game.

Like all titles, it had to be short, catchy, and the last thing I wanted was for pupils to hear the name and think:” Oh, no, another boring game!” On the other hand, it had to remain school related so, for example “Aussi vs. NZ” wouldn't be an apt name, especially because there is no competition between the two (in the board game that is).

“Discovering Down Under” is the title I ended up giving the game. It's a summary of what the purpose of the game is and the alliteration makes it more catchy.

4 How to play “Discovering Down Under”

4.1 What do you need?

4.1.1 Game board

In order to play the game, you need a couple of things. First there is the game board. The board I have is printed in colour, in size A1.

I have tried different sizes and noticed A2 is still playable, but from A3 downward, it becomes very hard to play.

The board doesn't have to be coloured, but it does make things easier to do: as the information on the timeline is given in two colours, as well as the icons, it makes the game more accessible.

The absence of colour doesn't render the board useless, the difference in shades between the Australian and New Zealand's timeline should be big enough to make a difference and the icons also have a pictogram in them, so the difference is obvious..

4.1.2 Dice

Different dice are needed to play the game, but here you can also simplify things.

In my game, I use two types of dice: one 'classical' dice with numbers 1 to 6, and one 'special' dice with planes or boats. The last dice can be modified. To make it more difficult you could make it a dice with 4 boats and 2 planes (planes are faster than boats, see later: 'Gameplay').

If you want to keep it simple you could use only one dice. If the teams want to cross the Tasman sea to go from Australia to New Zealand, you could agree that the even numbers stand for 'boats' and the odd numbers stand for 'planes'.

4.1.3 Pawns

The third indispensable thing you need to play a board game are pawns.

At first I thought of personalising the game, with custom made (read: chosen on the internet) pawns, representing typical animals from the two countries down under. But these pawns were nowhere to be found.

That was the reason why I went on searching for 6 typical things, relating to Australia and New Zealand, indiscriminately linked to these countries. The answer was as simple as it was obvious: why not use coins.

For this game, we need 6 different coins, you can choose which ones. I chose for 3 coins from New Zealand and 3 from Australia, the 20 cent, 50 cent and 1 dollar coins.

Because of some problems I encountered using real coins (see later: 'Troubleshooting') I decided to use paper versions, which you can find all over the internet.

If a team collects a 'colour' (see later: 'Gameplay'), the colour can be drawn on the paper coin.

It might be a good idea to glue the coin to a piece of cardboard, just to increase its strength.

4.1.4 Question cards

All the questions are numbered. In my version of the game I've made cards, with one question each, that need to be picked. According to the field your pawn ends up on, there are 4 colours to choose from.

If you want to make things cheaper, you can write down the numbers from 1 to 30 on a piece of paper and cut this piece into even parts.

Then you let the pupils pick a number that matches the number of the question on the question page.

The only problem here is that you will have to keep track of what number has already been picked for what category, just to make sure you don't ask the same question twice.

4.1.5 Media players

In the game one song and two clips are used, the song is linked to 7 questions about 'language', so it is quite important.

The two clips are less important, but are a nice change amongst all the 'regular' questions. It would be a shame to lose the genuine performance of a "Haka" by the All Blacks.

A big projection screen is a surplus, but a normal computer screen could also suffice.

A music player, which could be part of the computer needed to play the clip, is an absolute must.

4.2 Gameplay

The ultimate goal is to collect 6 colours, 1 for each one of the 4 categories in the game in Australia and 2 in New Zealand and return with those 'colours' to Canberra.

The first team to make it there, after having collected 6 different colours, wins.

4.2.1 How to get there

In order to get the game started, there are some things that have to be done first.

Since there are 6 different coins/pawns in the game, this game can be played in 6 different groups. How many people one group consists of depends on the amount of pupils in one class, ideal would be 3 or 4, but 5 is also still feasible.

In turns, the teams roll the dice, the team with the highest score starts. If there is a draw, the teams with the same score roll the dice again, until a winner emerges.

From then on the turns change clockwise.

Before the game starts, the pupils and the teacher agree on who asks the questions: this can be the teacher, the group sitting to the right or the left of the team whose turn it is.

All teams start off in Canberra and have to move around on the game board while trying to collect 6 different colours.

Teams are allowed to move around in any direction. The only thing confining them is the dice, telling them how many fields they may cross.

With every stop they make in a field, they are obliged to solve a question. These questions are on the question cards and these question cards correspond to the icon in the field the pawn ends up on.

The team (or the teacher) who has to ask the questions picks one question card from the deck and asks the (random) question.

At this point three things can happen:

1. The team can instantly, without hesitating (within 3 seconds) answer the question. In that case, they are allowed to continue right away. There are questions in the deck that don't allow such an approach and others that are that easy, that the pupils will always know the answer right away. Luck is a factor that plays in each game, this game is no exception.
2. The team isn't able to answer the question right away. In that case they get the chance to find the solution to the question, maybe it's on the board, maybe they can find it through elimination,.... If the team finds the answer in the time it takes for their turn to return, they have to give the (correct) answer and then they are allowed to roll the dice and continue.
3. If the team still doesn't know the answer they have to skip a turn.

At this point the teacher can also choose to let the pupils look up answers on the internet, thus achieving certain objectives enumerated under the title 'ICT' in the subject specific curriculum.

The type of question asked depends on the field the pawn of the team ends up on. The icon in this field determines the category of the question. These are the 4 categories and their icons:



**SPORTS /
MEDIA**



**HISTORY/
CULTURE**



**GEOGRAPHY /
LANDMARKS**



**LANGUAGE /
FAUNA & FLORA**

The pupils don't 'collect' a colour when they answer a question right. They only collect the colour when they answer the question right while being on a field where a capital city is located. These are the only cities on the map, recognisable by the 'red dot' that accompanies them.

It is not allowed to stop halfway through the amount of eyes thrown with the dice, you will have to go all the way. Normally it shouldn't be a problem to arrive in a city of choice, the pupils just have to make a little detour.

As long as your pawn is on Australian mainland and it is within the same turn, the pawns are not allowed to return to a field they just left. You will have to make a little detour. On Tasmania or New Zealand this rule doesn't apply, because it would make things unnecessarily complicated.

Crossing the Tasman sea :

At a certain moment every team will have to cross the Tasman sea in order to reach New Zealand (and to return to Australia).

There are a number of rules to take into consideration.

1. You will have to arrive exactly in the field from where a boat or plane leaves (Sydney or Hobart).
2. Here you will have to throw a dice to determine how you will travel, by boat or by plane (boats are slower of course, therefore there are more fields to cross).
3. When you end up on the icon of a boat or a plane, mid travel, there are no questions to be answered. You will just have to wait your turn to continue.
4. Your turn ends when you arrive at your destination, due to customs check (here the rule about not being allowed to stop doesn't apply).

5. When leaving in Auckland there is a choice on how to travel. When you choose to leave from Queenstown (by plane) or from Wellington (by boat), the dice will determine whether or not you are allowed to leave (customs again)
6. There is one crossing where this doesn't apply and that's when you leave Tasmania and go to the Australian mainland (since you don't really leave the country, there's no customs check)

At the end of the game, when a team has collected all the colours, the team will be required to return to Canberra and answer a question in the category Culture/ Media. Here the same rules apply as in the rest of the game:

1. Instant answer = win!
2. Answer next round = win!
3. No answer: roll the dice again and hope to arrive in Canberra again for a second question.

5 Troubleshooting

During the development of the game I ran into some difficulties, concerning both content as form.

Concerning the content: it was a big task gathering useful questions. There are a lot of sites to be found on the internet with all sorts of questions, but very few of them were apt for this game.

Most of the quizzes I found were conceived for an audience of native Australians or New Zealanders, or people who are already interested in and informed about both countries.

The only solution here was to change the 'type' of question: turn an open question into a multiple choice question and provide the pupil with such choices that the answer would become obvious, because they could eliminate the other answers.

There is also one big regret I want to formulate concerning the content of the game. In order not to become too pedantic and keep the game fun to play, I haven't been able to inform the pupils about the situation the Aboriginal and the Maori people live in nowadays.

Not including this is a choice I had to make, but I do want to urge teachers using the game, to talk about this (see 6. Teacher's input).

Concerning the formal part of the game: the version I made for the thesis isn't really cheap. The printing of the board in full colour and in size A1 is quite expensive, but it can also be printed in size A2, without losing playability. Any smaller and the texts on the board would become practically unreadable.

The game board can also be printed in black and white, but a lot of the given information would then disappear.

Another issue I ran into had to do with the pawns. I planned to use (authentic) coins as pawns and (coloured) magnets to show progression in the game, the problem here was that most coins aren't magnetic, so the magnets wouldn't stick. For my own version of the game, I used washers that I glued to the 'heads' side of the coin. These washers would help the magnets stick to the coin.

Another problem then arose: in one of the questions I ask the pupils who the head of state is, a picture can be found on the 'heads' side of every coin. The coins, with the washers glued to them, didn't have a 'heads' side anymore.

I solved this by giving each team a second coin, identical to the one they are using as a pawn. This way they could have a look at the 'heads' side and they wouldn't forget which of the coins on the game board was theirs.

As a solution to the issues with the coins, I would suggest printing the image of the two sides of the coins (in attachment) on a piece of self-adhesive paper and sticking these 'stickers' directly onto the washers.

This would help solve 2 issues: firstly the issue with the magnetism, but secondly, it would even dispose of the problem of needing actual coins and magnets. One could just, instead of handing out magnets, draw the acquired colour on the paper surface of the coin.

After the game the teacher can just stick another image of the 'heads'-side on top of the one they just used.

6 Teacher's input

Before playing the game, the teacher has the choice whether to be the 'game-host' and ask the questions himself/herself or let the group that just solved its question ask the next question to the next group. Keep in mind here that these groups (or at least some of its members) might still be looking up the answer to their previous question.

Other than that, the teacher's input in this game can be interpreted in two ways.

The accessible nature of the game-cards and the questions allows the teacher to add questions of his own, maybe integrate some facts or trivia he/she came across during previous lessons, for example during a transfer activity.

The rules are also easily adaptable. The teacher can make the gameplay easier by allowing pupils to return from the box they came from or allowing them to move crosswise, whereas in the basic version I only allowed moving forward, backward or sideways.

Another way the teacher's role could be important, is the cross curricular transfer that can be made.

In the troubleshooting section I already said that the one big regret I have concerning the game, is the fact that I wasn't able to talk about the situation the Aboriginal and Maori members of society are treated in.

I did, however, integrate a number of historic facts about these ethnic groups. These facts, along with for example, the picture of David Gulpilil, could become the starting point of a lesson on Aboriginal or Maori culture.

Other transfers can also be made thanks to the historic timeline: like the fact that Australia used to be a prison colony, maybe combined with the fact that at this moment crime rates in Australia are, ironically, much lower than crime rates in Great Britain.

New Zealand's utterly progressive stands on politics and political rights for minorities and women can open a debate on our western view on these issues.

The Asian immigration increase can be compared to what is happening in Italy at this very moment.

Both World Wars can be discussed.

All these things are not really needed to keep the game interesting, the use of different search strategies are challenging enough to keep the pupils busy and interested for at least two hours.

Nevertheless, it might contribute to the general atmosphere in the class and inquisitiveness of the pupils to 'look beyond the game board' every once in a while.

7 Trying out the game

My last teaching practice took place at KA2 Topsportschool Hasselt. At that moment, most of my board game was finished and I was looking for a class to try it out.

Unfortunately there were some problems with my own mentor, she didn't teach the second year of the second grade of the general education and her own programme didn't have any free hours.



She directed me to Miss Hella, the teacher who teaches the second grade and who was pleased to help me.

Miss Hella gave me the opportunity to try out the game, in 2 different classes, during 2 consecutive hours.

This was exactly the thing I wanted: to try the game in more than one class and preferably in classes which didn't get the chance to meet during recess. This would be beneficial for the objectivity and thus give me a better overview of the strong points and the weaknesses of the game.

The first challenge already presented itself. The two classes consisted of 22 pupils, which is quite a large number of students. It was also a blessing because if this went well, it already proved to be playable in larger groups.

Miss Hella informed me that the first group, 4SPB, was quite strong and they would participate, without causing any trouble. The second group, 4SPA, could be less compliant. My advantage was that I already knew 4SPA from my teaching practice for French.

After the two try-outs, which both went very well, I had the pupils fill in a survey. The results of this survey will be discussed in the next chapter.



Picture 1 Testing the game in 4SPA

There was, however, one significant problem I noticed while playing the game. While one team was playing, it was difficult to have the other teams look for the right answer to their questions, there just wasn't enough space.

I had a second version of the game board present in the classroom. This solved the matter, but it wasn't convenient to pass on an A1-sized sheet.

For this reason I decided to make hand-outs, in which all the information that is also on the game board, can be found. These hand-outs can then be used by the groups to find their answers. (The hand-outs can be found in attachment)

8 Survey

After having tried out the game in the two classes, I asked the pupils to fill in a survey in which I asked them 5 questions. I did so in Dutch, just to make sure nothing would get lost in translation and also because I didn't want the pupils to be confined by a lack of vocabulary in English.

8.1 Question number one

The first question I asked the pupils was whether they had learned new things and if so, what sort of things. I didn't present the options you can see in the chart, but the answers could be brought back to these 7 categories. This was not very surprising, since these are the same categories as the ones I used in the game.

I also included the option: "No, I already knew everything". 3 Pupils used this option, probably as a joke, or perhaps they thought the questions only applied for the questions they had to solve during the game.



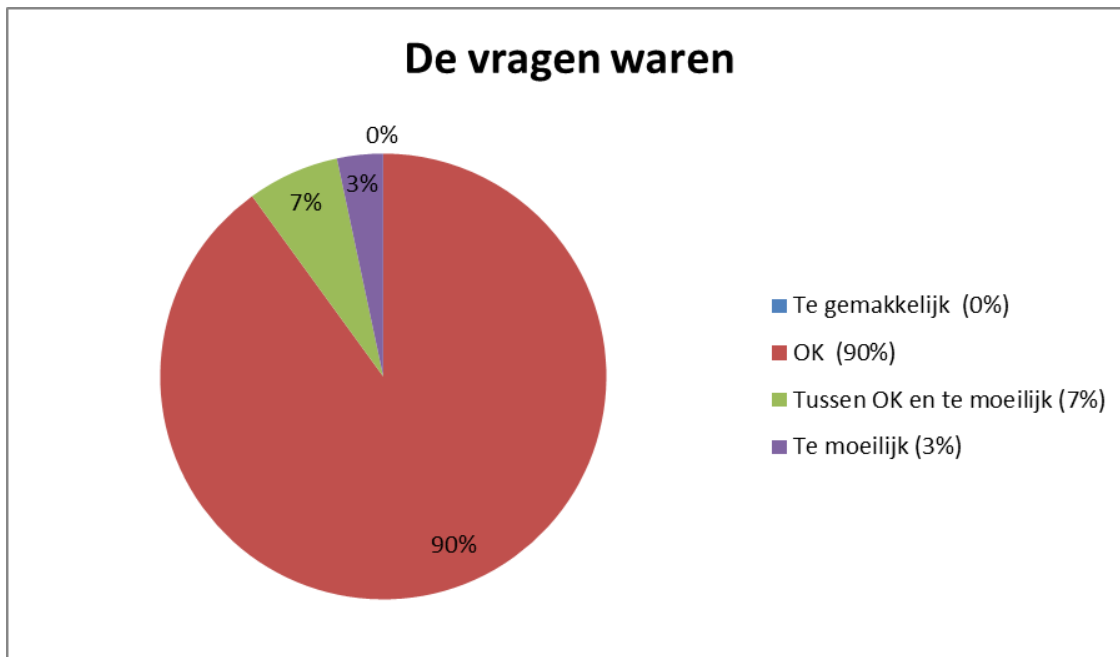
The individual answers (on the survey papers) to this question could be brought back to the specific questions the group got during the game and not so much to all the questions I asked all the groups during the game.

This will be one of the disadvantages of the game that will be talked about in question number 5.

8.2 Question number 2

The second question was as simple as it was clear: "The questions of the game are: too easy, OK, too hard?"

As you can clearly see in the chart, most of the pupils found that the questions weren't too hard, but weren't easy either.



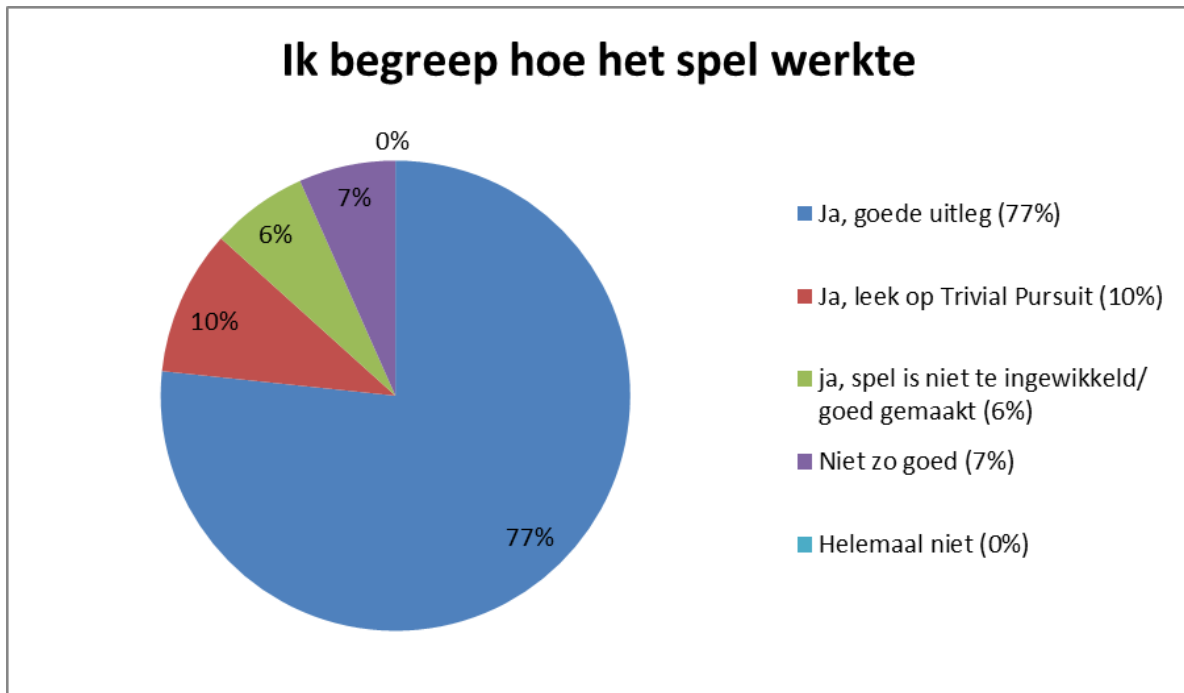
The interesting thing I did find out, was what the pupils gave as a reason for finding the questions difficult.

Some of the pupils, even the ones who found the difficulty of the questions 'OK', gave for a reason that they just didn't know that much (or anything) about Australia or New Zealand.

8.3 Question number 3

The third question was about the comprehension of ‘How to play Discovering Down Under’.

This question was to determine whether the pupils understood how the game should be played. This question was immediately followed by the question: “...because:...”. Again, I left an open space, without different options to choose from, just to give the pupils the opportunity to answer freely.



Apparently, the instructions I gave the pupils were rather clear, because the majority of the students understood the rules because ‘I explained them right’. The fact that the gameplay ‘resembled the gameplay of Trivial Pursuit’ also helped a number of pupils.

I also did an effort, while constructing the game and the game board, to keep things simple and straight-forward. This didn’t go unnoticed to some pupils who pointed out that the game wasn’t hard to play and the board was well constructed.

2 pupils answered that they didn’t quite understand the rules. None of the pupils didn’t understand at all what was going on.

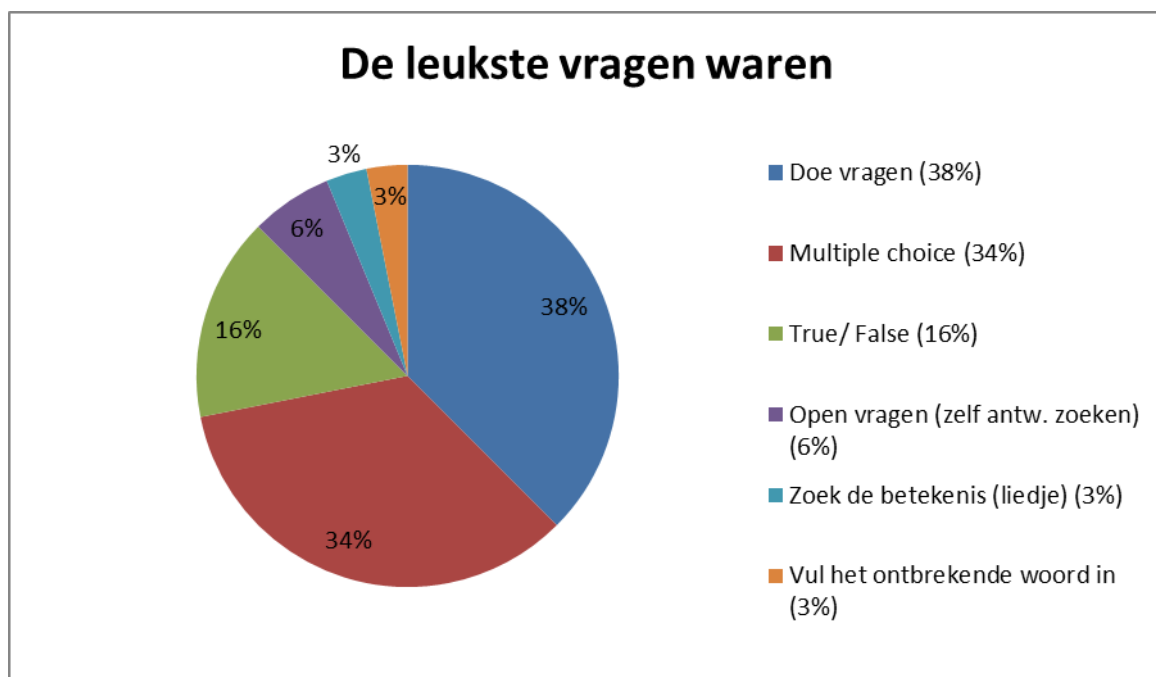
8.4 Question number four

In the fourth question I asked the pupils what kind of question they liked best.

The answer to this question could make me change the way of questioning in the game. In practical terms I meant: should I ask more multiple choice questions, should the puzzles be left out of the game,...?

In retrospect I have to admit it would have been better to have asked the pupils to rate the type of questions they liked best, with point from 1 to 5, with 5 meaning: "I liked best". That way I would have had a clearer view on the matter.

The way the question was asked in the survey only tells me what their one favourite type of question was, although some pupils did indicate more than one option.



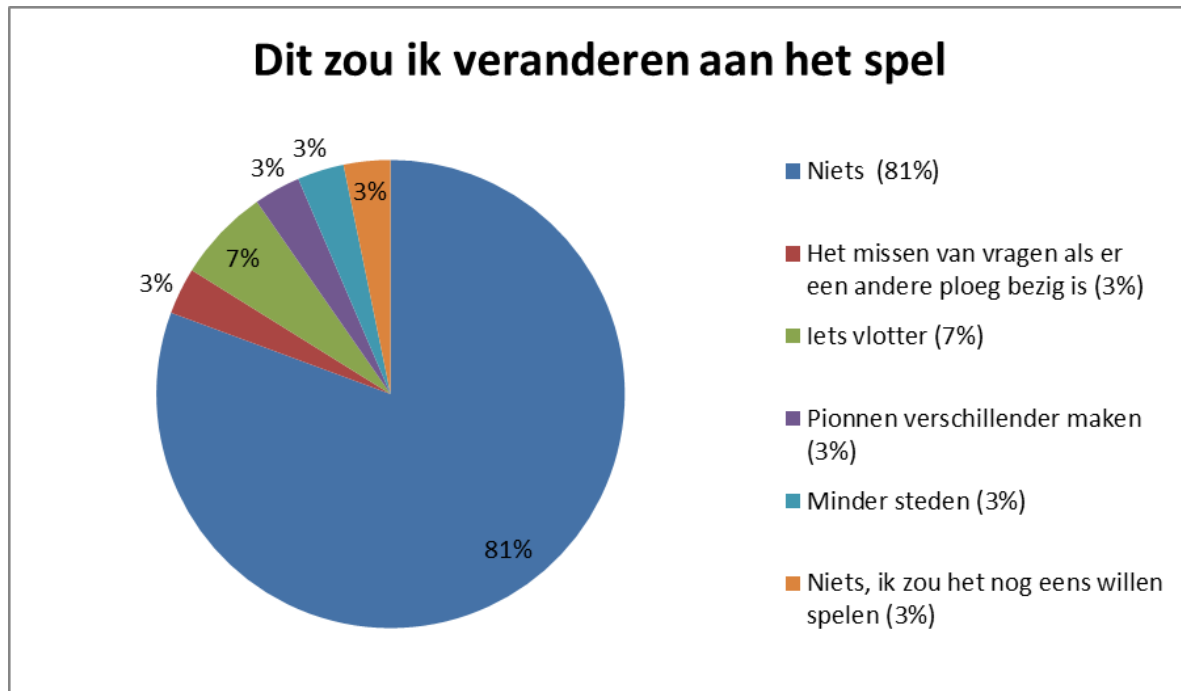
As you can read from the chart, the questions to which the answers were 'given' more explicitly were the most popular.

Again, the remark should be made that it was clear that the pupils reacted more positively to the kind of questions they personally encountered during the game. More multiple choice questions and "do-questions" were asked during the try-out, so these questions were easier to remember.

The only questions they didn't really respond positively to, were the ones where they had to deduct the meaning of a certain word using the context. This appears to be a difficult task. On the other hand the song I used, 'Waltzing Mathilda' by Slim Dusty is a song with a great number of Australian slang-words, so it couldn't have been easy for the first group to derive the meaning of a word from the context: the context itself wasn't really clear to some. As more of these words are explained, it will become easier to derive the meaning of the other words, because the context also becomes clearer.

8.5 Question number 5

The fifth and final question was: “If I could change something about the game, it would be...”. To my own great joy, the vast majority of the pupils answered that they wouldn’t change anything, one pupil even accentuated the statement by adding: “I would love to play it again”.



There were however a few remarks. The first one was about the pawns, the difference between the coins wasn’t really clear. This problem usually occurs when you handle foreign currency for the first time, so this is one thing I’m not going to change.

The second remark, a remark that will solve itself once the gameplay is known to the pupils, was the fluency of the game. (Only) 2 pupils didn’t like the slow progress of the game.

A third remark was that I ‘shouldn’t have included that many cities’. In question number one however 21% of the pupils told me they have learned a lot about geography and this mostly means cities (importance, location on the map,...), so I also decided to neglect this answer.

A last remark and this was a remark made by the teacher, concerns the fact that many of the teams miss out on a lot of information, because they are busy trying to solve their own questions.

This of course is a pity, but it is also inherent to the gameplay. If the pupils can only ‘guess’ the correct answer, only the pupils that already know a lot about Australia and New Zealand will be successful. Furthermore, this way the pupils who don’t really know a lot about the two countries will not learn any new things.

That way the whole purpose of the game would be lost.

By giving the pupils the opportunity to look up certain answers or even allow the pupils to make a second (or even a third) guess, the correct answer that is given is one they found themselves. Thus it will be easier for them to remember or at least leave a trace in their brains.

9 Conclusion:

One of the skills every teacher should have, is creativity. Creativity can be filled in in numerous ways: one can be creative in the way of using the textbook, but one can also be creative in the way of creating educational material oneself.

For my graduation thesis I was asked to develop didactical material on Australia and New Zealand. After some contemplation, I decided to make a board game. It took me numerous attempts to come up with an apt game board, which would trigger curiosity as well as provide information, without becoming boring.

Triggering curiosity wasn't really hard to do. The target group I picked, youngsters at the ages of 15 and 16 are curious by nature. The only thing one has to do to attract their attention is provide a nice wrapping and a catchy name.

Providing information, without becoming pedantic, on the other hand isn't that easy. Nevertheless, this is absolutely necessary, since very few textbooks dedicate space and time to these two very interesting countries.

The government does mention the importance of cultural knowledge in the objectives, but indistinctly talks about the "Anglo-Saxon-world". The educational networks follow their lead willingly in their curricula. This puts the two countries I dealt with next to giants like America or Great Britain, and, eventually, makes them fade away.

It was quite a challenge coming up with a game board that was educational and would provide an answer to the questions I asked in the game, without becoming too filled and disordered. In the end, I believe I have been able to succeed at that.

During the testing of the game, and by means of the survey that followed this testing, this lack of foreknowledge about Australia and New Zealand became clear, mostly because the pupils told me about it themselves.

In order to keep the pupils attention from drifting off, I used 4 different categories, Sports/Fauna & flora; History/ Language; Geography/Landmarks and Culture/ Media. Another thing I did, to make sure the game wouldn't become boring, is use a lot of different types of questions, multiple choice, puzzle, open questions,...

The first reactions to the game were positive, even the gameplay was treated with enthusiasm. Some pupils recognized the gameplay of Trivial Pursuit, others told me the explanation was clear. There were even students who wanted to play the game again.

This game can be a step-in for teachers who want to address the two countries "Down under". It provides them with a fun way of introducing the islands to the pupils and even allows them to explore the facts beyond the game.

I hope it will be picked up, and maybe even enriched and adapted, by the people in the field. This way the pupils in our educational system might get to know some more about the two beautiful countries I've been exploring this year, their culture, their landmarks, the natural beauty,...

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11 Attachment 1: Questions Australia

Sports/Flora & fauna:

1. Kangaroos carry their babies in a pouch (pocket). Which other Australian animal does that?
 - E. Galah
 - F. Koala
 - G. Crocodile
 - H. Sheep

2. Which of these animals did not live in Australia until the Europeans arrived there?
 - A. Crocodile
 - B. Dog
 - C. Rabbit
 - D. Kangaroo

3. What is the wild Australian dog called? A dingo

4. How fast can a kangaroo go?
 - A. 20 km per hour
 - B. 40 kmph
 - C. 30 kmph
 - D. 70 kmph

5. What is the colourful Australian bird called that looks like a kakadu?
 - A. Chicken
 - B. Flamingo
 - C. Galah
 - D. Duck

6. What is the name for the large Australian bird that cannot fly?
 - A. Emu
 - B. Ostrich (is an African bird)
 - C. Goose
 - D. Swan

7. What can hurt you on the beach in Australia?
 - A. The sun
 - B. The water
 - C. Ice cream
 - D. The sand

8. How many sheep are there in Australia?
- A. 15 million
 - B. 50 million
 - C. 75 million
 - D. 150 million
9. What do koalas like to eat?
- A. Popcorn
 - B. Eucalyptus leaves
 - C. Fish and chips
 - D. Grass
10. A ranch is known as a ___station___ in Australia.
- A. Station
 - B. Farm
 - C. Saloon
 - D. Border control
11. Australia has about three times more _____sheep_____ than people.
- A. Koalas
 - B. Sheep
 - C. Cars
 - D. Stars
12. A marsupial is an animal that carries its young in a _____pouch_____.
- A. Pouch
 - B. Bag
 - C. Net
 - D. Nest
13. What's the name of the Aboriginal female athlete who won a gold medal at the Olympic games in Sydney in 2000?
- A. Sydney Freeman
 - B. Gordon Freeman
 - C. Morgan Freeman
 - D. Cathy Freeman
14. What's the nickname of 5 times Olympic gold medallist in free stroke swimming Ian Thorpe?
- A. Thornado
 - B. Thorpedo
 - C. The Thorrific Thorpe
 - D. The Thormentor

15. In which, in Australia immensely popular, sport can we talk about “batsmen”, “bowlers” and a “wicket”, that consists of “Stumps and bails”
- Boomerang throwing
 - Javelin
 - Cricket
 - Rugby
16. What is the difference between “normal” rugby and rugby “Australian style” when it comes to scoring?
- You can only score after 5 consecutive passes
 - You can only score with a kick
 - You can only score with a throw
 - There is no difference
17. Cadel Evans is one of the most successful Australian cyclists, which big “tour” did he win?
- The tour of Qatar
 - The tour de France
 - The tour of Flanders
 - The tour Down Under
18. What is the nickname of the Australian national soccer team?
- The Socceroos
 - The Kicking Kangaroos
 - The Wallaballs
 - The Kicker-Koalas
19. Which Australian tennis player was once engaged to “our” Kim Clijsters?
- Ray Ruffels
 - John Pearce
 - Lleyton Hewitt
 - Lew Hoad
20. There is one Australian Formula 1 driver active at the moment. Last season, he even ended third in the championship, do you know his name?
- Daniel Ricciardo
 - Will Stevens
 - Jensen Button
 - Marcus Ericsson
21. There are a lot of national parks and protected areas in Australia. One of the largest and most important is situated in the Northern territory, near Darwin, what’s its name? (Kakadu National Park)
22. The Olympics were only held once in Australia, in 2000, in Sydney. True or false. (False: in 1956 Melbourne also hosted the Olympics)

23. What's the name of the largest coral reef on earth?
- A. Barrier Reef
 - B. Great Reef
 - C. Great Relief
 - D. Great Barrier Reef
24. A famous Disney character is named after an animal, indigenous to the Australian island that lies in the south of the continent. What's his name? (Taz, the Tasmanian devil)
25. What do we call a baby-kangaroo? It's also the name of a famous sitcom character.
- A. Joey
 - B. Ross
 - C. Chandler
 - D. Barney
26. Which one of these sports can't be practised in Australia?
- A. Bungee jumping
 - B. Archery
 - C. Skiing
 - D. All of the above can be practised in Australia
27. A very strange Australian animal has the body of a beaver and a beak, similar to the one of a duck. Do you know his name?
- A. Ovide
 - B. Platypus
 - C. Birdbeakanimal
 - D. Duckbeaver
28. One of the most famous inhabitants of the Great Barrier Reef is Nemo. Do you know what species of fish Nemo is?
- A. Zebrafish
 - B. Clownfish
 - C. Jokerfish
 - D. Jesterfish
29. What is the name of the kangaroo's little nephew? There is a Belgian theme park named after him.
- A. Belwearth
 - B. Plopsaroo
 - C. Wallaby
 - D. BobbyJean

30. What's the name of the last Belgian winner of the Australian open tennis tournament?
- A. Kim Clijsters (2011)
 - B. Justine Henin (2010)
 - C. Yanina Wickmayer
 - D. Kirsten Flipkens

History & Language

1. What are Australia's native people called?
 - A. Irish
 - B. Welsh
 - C. Indian
 - D. Aborigines

2. Which British captain discovered Australia and claimed it for the British Empire?
 - A. Admiral Nelson
 - B. Captain Blythe
 - C. Captain Cook
 - D. Bluebeard

3. In what year did the British discover Australia?
 - A. 1770
 - B. 1492
 - C. 1524
 - D. 1688

4. Which of these things would you NOT need when driving across the Australian outback?
 - A. A spare tire
 - B. Water
 - C. Petrol
 - D. Make-up

5. In what year did Captain A. Phillip found Sydney? (1788)
6. In what year did Australia become a British colony?
 - A. 1645
 - B. 1788
 - C. 1743
 - D. 1810

7. What do Australians call themselves?
 - A. Rednecks
 - B. Aussies
 - C. All Blacks
 - D. Toughies

8. How many people live in Australia?
- A. 24 million
 - B. 18 million
 - C. 38 million
 - D. 5 million
9. Why did most British and Irish people go to Australia in the 18th and 19th centuries?
Did they
- A. want to see the kangaroos?
 - B. go as prisoners?
 - C. come as tourists?
 - D. like the sunny weather?
10. Who is the Australian head of state?
- A. The British King or Queen
 - B. Kofi Annan
 - C. Tony Blair
 - D. Braveheart
11. What was the name of the last full blooded Tasmanian aboriginal?
Truganini.
12. Which statement is correct:
The Australians fought in the world wars:
- A. Yes, but only in WW2
 - B. Yes, but only in WW1
 - C. Yes, in both WW1 and WW2
 - D. The Australians didn't fight in any WW.

True or false (+ give an explanation or correct):

13. There have never been any aboriginal Members of Parliament.
False: Neville Bonner 1971.
14. In 1853, the last convicts were shipped to Australia.
False: 1853: last convicts to Tasmania; 1868: last convicts to Australia.
15. Columbus was the first discoverer that talked about Australia, he called it "a great unexplored southern land". False: Marco Polo said that, not Columbus.
16. The first explorer that arrived in Australia was the Italian Marco Polo.
False: he talked about it, because he heard stories on his travels, but it was the Dutchman Dirk Hartog who first sailed to Australia.
17. The word "kangaroo" comes from the aboriginal word for "I don't understand".
False: There is a myth that states this, but the word 'kangaroo', originally 'gangurru' is the aboriginal name for the grey kangaroo.

Read the text of “Waltzing Matilda”, an Australian folksong, with a lot of typical Australian words and try to find/derive the meaning of the word

18. Swagman: an itinerant labourer who walked from one place to the next looking for temporary employment. A wanderer.
19. Billabong: stagnant pool; lagoon; water hole.
20. Coolibah: A type of (eucalyptus) tree growing near rivers in Australia.
21. Billy: Vessel such as a pot, bucket, or can with a handle. It is used for boiling water.
22. Jumbuck: Sheep
23. Tucker bag: Bag for food preservation.
24. Squatter: Landowner.
25. Thoroughbred: A type of horse.

26. Jim Carrey used the phrase: “Put another shrimp on the barby” in the hilarious comedy ‘Dumb and dumber’, when he mistook Austrian people for Australians. What does the word “barby” mean? (Barbecue)

27. What do the Australians call a large male kangaroo?
 - A. Boomer
 - B. Flipper
 - C. Lassie
 - D. Daktari

28. Where does a person come from, when they call him a “sandgroper”
 - A. Western Australia
 - B. Queensland
 - C. Victoria
 - D. Auckland

29. The noun ‘shit house’ means toilet, but what does the adjective ‘shit house’ mean?
 - A. Smelly
 - B. Dirty
 - C. Of low quality
 - D. Very small

30. The Australians don’t think very highly of their neighbours, who do they call “sheepshaggers”?
 - A. Indonesians
 - B. New Zealanders
 - C. Indians
 - D. Papua New Guineans

Geography and landmarks

1. What is the capital of Australia? Canberra

2. Which of these cities lies in the north of Australia?
 - A. Perth
 - B. Brisbane
 - C. Adelaide
 - D. Darwin

3. What's the name of the city in central Australia? (Alice Springs)

4. What's the name for the desert in Central Australia?
 - A. Jungle
 - B. Outback
 - C. The Sticks
 - D. Outpack

5. What's the name of the large island south of Australia? (Tasmania)

6. What's Australia's biggest city called?
 - A. Perth
 - B. Brisbane
 - C. Sydney
 - D. Canberra

7. What is the capital city of Tasmania? (Hobart)

8. What's the Aboriginal name for Ayers Rock? (Uluru)

9. Which building can you find on many postcards of Sydney?
 - A. Sydney Opera House
 - B. TV Tower
 - C. Central Bank of Australia
 - D. National Library

10. What's the famous beach in Sydney called? (Bondi Beach)

11. What is the name of the mountains in the north west of Australia?
 - A. High Mountains
 - B. Rocky Mountains
 - C. Kimberly Mountains
 - D. The Alps

12. What's the capital of the Australian state of Victoria? (Melbourne)

13. Perth is the capital of which Australian state? (Western Australia)

14. Which is the biggest state of Australia? (Western Australia)

15. How long is the Great Barrier Reef?
 - A. 150 km
 - B. 350 km
 - C. 1500 km
 - D. 2600 km

16. Sydney is as big as which European capital city?
- A. Moscow
 - B. London
 - C. Paris
 - D. Rome
17. Which state of Australia do you have to visit to see the Great Barrier Reef?
Queensland
18. Which is Australia's smallest state? Victoria
19. What's the most northerly point in Australia? Cape York
20. Australia is called the land _____ down under
21. Australia is about the size of the _____ United States
22. The highest mountain in Australia is called _____. Mount Kosciuszko
23. The Great Barrier Reef has the world's largest deposit of _____.
coral
24. Which of these are the hottest months in Australia?
- A. July & August
 - B. March & April
 - C. January & February
 - D. October & November
25. What is the name of the largest mountain on Tasmania? (Cradle Mountain)
26. What is the name of the (former) prison town on Tasmania? (Port Arthur)
27. The first name settlers gave to Tasmania clearly shows that Dutch explorers arrived there first. What was Tasmania's "original" name? (Van Diemen's Land)
28. What is the name of the UNESCO world heritage site that is situated at the most western point of Australia? The name suggests that you'd better not swim nor surf in that region.
(Shark Bay)
29. The flags of Australia and New Zealand are quite similar. One of these similarities is the constellation "The Southern Cross". Why will you never see this constellation in a flag of Great Britain? It is only visible from the Southern hemisphere.

True or false (+ give an explanation or correct):

30. The current parliament building in Canberra is one of the oldest buildings in Australia.

False: It was built in 1988.

Culture and media.

1. Which Australian pop singer began her career as an actress in the Australian soap opera 'Neighbours'?
 - A. Betty Minogue
 - B. Danny Minogue
 - C. Kylie Minogue
 - D. Winnie Minogue

2. Which of these actors is Australian?
 - A. Russell Crowe (born in New Zealand, but now Australian)
 - B. Tom Cruise
 - C. Arnold Schwarzenegger
 - D. Robert Carlisle

3. Which of these is a famous Australian actress?
 - A. Katherine Zeta Jones
 - B. Franka Potente
 - C. Debbie Moore
 - D. Nicole Kidman

4. Which of these is a famous Australian singer and actress?
 - A. Madonna
 - B. Natalie Imbruglia
 - C. Shania Twain
 - D. Björk

5. Which Australian actor became a legend after playing "the Joker" in the movie "The Dark Knight"?
 - A. Jack Nicholson
 - B. Heath Ledger
 - C. Russel Crowe
 - D. Christian Bale

6. Thor may be from Asgarth, but the actor who played him in "the Avengers" is from Australia: what's his name?
 - A. Liam Hemsworth
 - B. Chris Evans
 - C. Alexander Saarsgard
 - D. Chris Hemsworth

7. Which one of these soaps is NOT Australian?
 - A. Neighbours
 - B. EastEnders
 - C. Home and Away
 - D. Sons and Daughters

8. Which Belgian/Australian singer scored a mega-hitsingle with the song "Somebody that I used to know"?
 - A. Wouter De Backer
 - B. Walter de Slachter
 - C. Eric Postman
 - D. Jonathan Vandebroeck

9. These brothers became disco-icons by performing on the soundtrack of the movie "Saturday Night Fever".
 - A. Gibson Brothers
 - B. Warner Brothers
 - C. Bee Gees
 - D. Sister Sledge

10. Which Australian hard-rock group is known for their single "Thunderstruck"?
 - A. Iron Maiden
 - B. Black Sabbath
 - C. AC/DC
 - D. Metallica

11. What is the name of the movie in which Australian star-actors Nicole Kidman and Hugh Jackman starred together?
 - A. Outback
 - B. Australia
 - C. Down Under
 - D. Sydney Sweethearts

12. This Australian actress was Danny Zuko's sweetheart in the movie "Grease" and later sang the song "Xanadu", what's her name?
 - A. Bette Midler
 - B. Barbara Streisand
 - C. Michelle Pfeiffer
 - D. Olivia Newton-John

13. Which Australian actor became famous for his role as "Mad Max" but became even more famous for his role as William Wallace in "Braveheart".
 - A. Mel Gibson
 - B. Paul Hogan
 - C. Eric Bana
 - D. Russel Crowe

14. What is the name of Australia's biggest national television corporation?
- A. BBC
 - B. ABC
 - C. DEF
 - D. CNN
15. Which movie was not filmed in Australia?
- A. Australia
 - B. The Hobbit, An Unexpected Journey
 - C. Mad Max Beyond Thunderdome
 - D. Pitch Black
16. In the eighties, there was a very famous tv-series about Australian doctors. What was the name of this show?
- A. Outback Doctors
 - B. Healing Aussi
 - C. The Flying Doctors
 - D. SOS Aussi
17. What is the traditional Aboriginal musical instrument called?
- A. Bongo
 - B. Didgeridoo
 - C. Steel drum
 - D. Mouth organ
18. Christmas in Australia is in which season? (Summer)
19. What weapon did the Aborigines use for hunting animals?
- A. Kalashnikovs
 - B. Boomerangs
 - C. Bow and arrow
 - D. Pistols
20. Australia's National Day is 26th January, referring to 26th January 1788, what happened? (Foundation of Sydney)
21. True or false (+explain or correct): Australia has his own car brand (like Mercedes is German).
- True, the Holden
22. True or false (+explain or correct) : Vegemite is the name of an Australian superhero, who promotes the eating of vegetables (like Popeye is in the rest of the world). False: Vegemite is a spread for sandwiches.

23. True or false (+explain or correct) : The population of Australia consists of 70% Europeans and 30% Aboriginals.
False: There are more nationalities in Australia, like Asians (see timeline 1981)

24. True or false (+explain or correct) : The local airline company's name is "Australi-Air".
False, it is called "Qantas".

INDIVIDUAL DO question:

25. watch the clip of "Braveheart" and read Mel Gibson's sentence out loud, exactly as he does in the excerpt. (www.youtube.com/watch?v=0zFAvzf0Mv0)
- They can take our lives, but they will never take our freedom!

Group DO :

There are some less known Australian actors, make the puzzles and tell me the name of the actor/ actress who played:

26. Galadriel in the Hobbit and Lord of the Rings –films (Cate Blanchett)

27. Hector Barbossa in the Pirates of the Caribbean- films (Geoffrey Rush)

28. Crocodile Dundee (Paul Hogan)

29. The Hulk in the movie from 2003 (Eric Bana)

30. An aboriginal, who played the role of an aboriginal in about 15 movies? (David Gulpilil)

12 Attachment 2 Questions: New Zealand

Sports / Fauna & Flora

To Do individually

1. Give your own interpretation of the HAKA, an old tribal dance ritual, which the All Blacks perform before every rugby match.

<https://www.youtube.com/watch?v=tdMCAV6Yd0Y>

True or false (+ give explanation or correct):

2. The HAKA, performed by the All Blacks (New Zealand's national rugby team) originates from an old aboriginal ritual. (it is of course an old MAORI ritual)

3. What is the name of New Zealand's national rugby team?

- A. ALL BLACKS
- B. Cute Kiwis
- C. Tall Blacks
- D. Black Ops

4. What is the name of the heaviest parrot in the world, found in NZ?

- A. Coco
- B. Kakapo
- C. Kiwi
- D. Hector

5. What is New Zealand's national symbol?

- A. Moa
- B. Eagle
- C. Kiwi
- D. Sheep

6. What is the most popular sport in New Zealand?

- A. Rugby
- B. Tennis
- C. Football
- D. Golf

7. What's the small walking bird living in New Zealand called?

- A. Eagle
- B. Kiwi
- C. Parrot
- D. Falcon

8. Because the sport was first practised on a commercialised/regular basis, New Zealand is considered to be the home of which extreme sport?
 - A. Parkour
 - B. Water skiing
 - C. Bungee jumping
 - D. Freestyle motocross

9. New Zealand has the most beautiful natural landscapes, this was the reason the director chose this country for an epic journey between good and evil. What award winning movie trilogy was shot in New Zealand?
 - A. Back to the future
 - B. Matrix
 - C. Lord of the rings
 - D. The godfather

10. "Haka" is the name of a traditional Maori dance from New Zealand. By means of this dance they try to evoke the gods (and forefathers), but why/when do they do this.
 - A. When they go to war
 - B. At a funeral
 - C. Before sport games
 - D. For all the above and even more. (marriage, welcoming tourists)

History / Language

True or false (+ give explanation or correct):

1. Every version of the Treaty of Waitangi states exactly what every citizen of New Zealand was allowed and prohibited to do. After the signing everybody continued living in peace. (False: 20 years after the signing, wars broke out. (Different versions of the treaty existed, the British version wasn't the same as the Maori version.)

True or false (+ explain)

2. The indigenous Maori people are not allowed to participate in political life.
False: the first Maori members of parliament took their places in 1868.

True or false (+ explain)

3. One man played an important role in the discovery of the two countries we talk about in this game, what's his name? Why is he important?
James Cook, he voyaged to New Zealand, his journals inspired a lot of British to settle in New Zealand. He also claimed Australia for Britain.)

4. Who is New Zealand's head of state, his/her head is also portrayed on the official coins?
The Queen

5. What is the name of the person who first arrived at the top of Mount Everest?
 - a. Sir Edmund Hillary
 - b. Dixie Dansercour
 - c. Jim Klim
 - d. Charles Darwin

6. Polynesians are thought to have first settled New Zealand in ... ?
 - a. 600 BC
 - b. 800-900 AD
 - c. 1250–1300 AD
 - d. 1620–1640 AD

7. Who are New Zealand's original inhabitants?
 - a. Maori
 - b. Zulu
 - c. Aborigines
 - d. Sioux

8. Magicians (in the Harry Potter books) have a group called 'muggles', Mexicans call certain people 'gringos' and Maoris call certain people PAKEHA. If you know what muggles are, or you know what kind of people are called 'gringo' by the Mexicans, then what are 'pakeha'?
 - a. People who don't take care of themselves
 - b. Homeless people
 - c. Non-Maori people
 - d. Maori people from other tribes

9. One of the largest Maori settlements was Maungakiekie, it was situated on a hill. Nowadays you can find a grave and a monument on top of that hill, which also has a beautiful overview of the city below, Auckland. What is the English name of Maungakiekie, it's also the name of a television series?
 - a. Sleepy Hollow
 - b. Moeraki Boulders
 - c. One tree hill
 - d. Glee

10. New Zealand has played an important role in the fight for equal rights for women, how can you tell?
(They were the first country in the world to give women the right to vote in 1893 & they also had a female prime minister after the elections in 1997)

Geography/ Landmarks

True or false (+ give explanation or correct):

1. "New" Zealand is named after the place "Zeeland", a place in the Netherlands.
True: it was a Dutch explorer, Abel Janszoon, who discovered the islands.
2. What is New Zealand's closest neighbour?
 - a. Chile
 - b. Australia
 - c. Noumea
 - d. England
3. How many islands does New Zealand consist of?
 - a. 1
 - b. 7
 - c. 2
 - d. 5
4. What's New Zealand's highest mountain?
 - a. Mount Rushmore
 - b. Mount Blanc
 - c. Mount Cook
 - d. Mount Kinley
5. What's New Zealand's capital?
 - a. Dunedin
 - b. Auckland
 - c. Wellington
 - d. Christchurch
6. What's New Zealand's biggest city?
 - a. Wellington
 - b. Christchurch
 - c. Auckland
 - d. Dunedin
7. Where's New Zealand's parliament located? (in the Beehive in Wellington)

True or false (+ explain)

8. New Zealand only consists of 2 regions.
False: it consists of 2 big parts (North and South Island), but of 16 regions.

True or false (+ explain)

9. Because of the threat of earthquakes, it is forbidden to build high buildings in New Zealand. False: look at landmark nr 23: The Auckland Sky Tower.

10. What is the name of the sea that lies between Australia and New Zealand?
- Australian Ocean
 - Indian Ocean
 - North Sea
 - Tasman Sea

Culture/ Media

To do group, make a puzzle and find the answer to the next question:

- Which actor from New Zealand played in (amongst others) Jurassic Park and The hunt for Red October? Sam Neil
- What is the name of the actress that played Xena: Warrior Princess?
Lucy Lawless
- What is the name of the director who put New Zealand's natural beauty on the map with his versions of the books of JRR Tolkien. Peter Jackson.
- My voice has been described as having a vibrant but mellow quality that is ample in size without being overly heavy or forced. I am an opera soprano. Kiri Te Kanawa
- Director Lee Tamahori is best known for directing Once Were Warriors and which James Bond movie ?
 - The man with the silver gun
 - License to chill
 - Die another day
 - From Poland with love
- Which of these films was not filmed in New Zealand ?
 - The Last Samurai
 - Whale Rider
 - Die Hard
 - Once Were Warriors
- Which artist from New Zealand's real name is Ella Marija Lani Yelich-O'Connor, she had a huge hit with the single "Royals"?
 - P!nk
 - Adele
 - Lorde
 - Iggy Azalea
- Which 2005 film, about a big monkey, directed by Peter Jackson won an academy award for special effects ? King Kong

9. Which New Zealand Academy Award winner has appeared in the X-Men film series, The Piano and the True Blood television series ?

- a. Anna Paquin
- b. Nicole Kidman
- c. Marion Cotillard
- d. Mila Kunis

True or false (+ give explanation or correct):

10. The people from New Zealand are very conservative, especially when it comes to politics.

False: Maori's in parliament/ women voting rights/ female prime minister.

13 Attachment 3 Eindtermen

Luisteren

In **teksten** met de volgende **kenmerken**

- **Onderwerp**
- vrij concreet
- eigen leefwereld en dagelijks leven
- ook onderwerpen van meer algemene aard, onder meer met betrekking tot de actualiteit
- **Taalgebruikssituatie**
- voor de leerlingen relevante taalgebruikssituaties
- met en zonder achtergrondgeluiden
- met en zonder visuele ondersteuning
- met aandacht voor digitale media
- **Structuur/ Samenhang/ Lengte**
- ook samengestelde zinnen met een beperkte mate van complexiteit
- tekststructuur met een beperkte mate van complexiteit
- af en toe iets langere teksten
- **Uitspraak, articulatie, intonatie**
- heldere uitspraak
- zorgvuldige articulatie
- duidelijke, natuurlijke intonatie
- standaardtaal
- **Tempo en vlotheid**
- normaal tempo
- **Woordenschat en taalvariëteit**
- frequente woorden
- overwegend eenduidig in de context
- ook met minimale afwijking van de standaardtaal
- informeel en formeel

kunnen de leerlingen volgende **taken beschrijvend uitvoeren:**

- 1 het onderwerp bepalen in informatieve, prescriptieve, narratieve, argumentatieve en artistiek-literaire teksten;
- 2 de hoofdgedachte achterhalen in informatieve, prescriptieve, narratieve, argumentatieve en artistiek-literaire teksten;
- 3 de gedachtegang volgen van informatieve, prescriptieve, narratieve, argumentatieve en artistiek-literaire teksten;
- 4 relevante informatie selecteren uit informatieve, prescriptieve, narratieve, argumentatieve en artistiek-literaire teksten;
- 5 cultuuruitingen herkennen die specifiek zijn voor een streek waar de doeltaal gesproken wordt.

kunnen de leerlingen volgende **taken structurerend uitvoeren:**

- 6 de informatie van informatieve en narratieve teksten op overzichtelijke manier ordenen.

kunnen de leerlingen volgende **taken beoordelend uitvoeren:**

- 7 een oordeel vormen over informatieve, prescriptieve, narratieve, argumentatieve en artistiek-literaire teksten.

8 Indien nodig passen de leerlingen volgende **strategieën** toe:

- zich blijven concentreren ondanks het feit dat ze niet alles begrijpen;
- het luisterdoel bepalen en hun taalgedrag er op afstemmen;
- zeggen dat ze iets niet begrijpen en vragen wat iets betekent;
- gebruik maken van ondersteunende gegevens (talige en niet-talige) binnen en buiten de tekst;
- vragen om langzamer te spreken, iets te herhalen;
- hypothesen vormen over de inhoud van de tekst;
- de vermoedelijke betekenis van transparante woorden afleiden;
- de vermoedelijke betekenis van onbekende woorden afleiden uit de context;
- relevante informatie noteren.

Lezen

In **teksten** met de volgende **kenmerken**

- **Onderwerp**
 - vrij concreet
 - eigen leefwereld en dagelijks leven
 - ook onderwerpen van meer algemene aard, onder meer met betrekking tot de actualiteit
- **Taalgebruikssituatie**
 - voor de leerlingen relevante taalgebruikssituaties
 - met en zonder visuele ondersteuning
 - socioculturele verschillen tussen de Franstalige/Engelstalige wereld en de eigen wereld
 - met aandacht voor digitale media
- **Structuur/ Samenhang/ Lengte**
 - ook samengestelde zinnen met een beperkte mate van complexiteit
 - eenvoudig gestructureerde narratieve, argumentatieve en artistiek-literaire teksten
 - niet al te complex gestructureerde informatieve en prescriptieve teksten
 - af en toe iets langere teksten
 - ook met redundante informatie
- **Woordenschat en taalvariëteit**
 - frequente woorden
 - overwegend eenduidig in de context
 - ook met minimale afwijking van de standaardtaal
 - informeel en formeel

kunnen de leerlingen volgende **taken beschrijvend uitvoeren:**

- 9 het onderwerp bepalen in informatieve, prescriptieve, narratieve, argumentatieve en artistiek-literaire teksten;
- 10 de hoofdgedachte achterhalen in informatieve, prescriptieve, narratieve, argumentatieve en artistiek-literaire teksten;
- 11 de gedachtegang volgen van informatieve, prescriptieve, narratieve, argumentatieve en artistiek-literaire teksten;
- 12 relevante informatie selecteren uit informatieve, prescriptieve, narratieve, argumentatieve en artistiek-literaire teksten;
- 13 de tekststructuur en -samenhang herkennen van informatieve, prescriptieve, narratieve, argumentatieve en artistiek-literaire teksten;
- 14 cultuuruitingen herkennen die specifiek zijn voor een streek waar de doeltaal gesproken wordt.

kunnen de leerlingen volgende **taken structurend uitvoeren:**

- 15 de informatie van informatieve en narratieve teksten op overzichtelijke wijze ordenen.

kunnen de leerlingen volgende **taken beoordelend uitvoeren:**

- 16 een oordeel vormen over informatieve, prescriptieve, narratieve, argumentatieve en artistiek-literaire teksten.

17 Indien nodig passen de leerlingen volgende **strategieën** toe:

- zich blijven concentreren ondanks het feit dat ze niet alles begrijpen;
- onduidelijke passages herlezen;
- het leesdoel bepalen en hun taalgedrag er op afstemmen;
- gebruik maken van ondersteunende gegevens (talige en niet-talige) binnen en buiten de tekst;
- digitale en niet-digitale hulpbronnen en gegevensbestanden raadplegen;
- hypothesen vormen over de inhoud en de bedoeling van de tekst;
- de vermoedelijke betekenis van transparante woorden afleiden;
- de vermoedelijke betekenis van onbekende woorden afleiden uit de context;
- relevante informatie aanduiden.

Spreken

In **teksten** met de volgende **kenmerken**

- **Onderwerp**
 - concreet
 - eigen leefwereld en dagelijks leven
 - af en toe ook onderwerpen van meer algemene aard
- **Taalgebruikssituatie**
 - voor de leerlingen relevante taalgebruikerssituatie
 - met en zonder achtergrondgeluiden
 - met en zonder visuele ondersteuning
 - met aandacht voor digitale media
- **Structuur/ Samenhang/ Lengte**
 - enkelvoudige en samengestelde zinnen
 - duidelijke tekststructuur
 - korte, eenvoudige elementen verbonden tot een samenhangend geheel
 - vrij korte teksten
- **Uitspraak, articulatie, intonatie**
 - heldere uitspraak
 - zorgvuldige articulatie
 - natuurlijke intonatie
 - standaardtaal
- **Tempo en vlotheid**
 - met eventuele herhalingen en onderbrekingen
 - normaal tempo
- **Woordenschat en taalvariëteit**
 - frequente woorden
 - toereikend om, eventueel met behulp van omschrijvingen, over de eigen leefwereld te spreken
 - standaardtaal
 - informeel en formeel

kunnen de leerlingen volgende **taken beschrijvend uitvoeren:**

- 18 informatie uit informatieve, prescriptieve, narratieve en artistiek-literaire teksten meedelen;
- 19 beluisterde en gelezen informatieve en narratieve teksten navertellen.

kunnen de leerlingen volgende **taken structurend uitvoeren:**

- 20 gelezen informatieve, narratieve en artistiek-literaire teksten samenvatten;
- 21 verslag uitbrengen over een ervaring, een situatie en een gebeurtenis;
- 22 een presentatie geven aan de hand van een format.

kunnen de leerlingen volgende **taken beoordelend uitvoeren:**

- 23 een waardering kort toelichten;
- 24 informatieve en narratieve teksten becommentariëren.

25 Indien nodig passen de leerlingen volgende **strategieën** toe:

- zich blijven concentreren ondanks het feit dat ze niet alles kunnen uitdrukken;
- het spreekdoel bepalen en hun taalgedrag er op afstemmen;
- een spreekplan opstellen;
- gebruik maken van non-verbaal gedrag;
- gebruik maken van ondersteunend visueel en auditief materiaal;
- ondanks moeilijkheden via omschrijvingen de correcte boodschap overbrengen;
- digitale en niet-digitale hulpbronnen en gegevensbestanden raadplegen en rekening houden met de consequenties ervan;
- bij een gemeenschappelijke spreektaak talige afspraken maken, elkaars inbreng in de tekst benutten, evalueren en corrigeren.

Mondelinge interactie

In teksten met de volgende kenmerken

- **Onderwerp**
 - concreet
 - eigen leefwereld en dagelijks leven
 - af en toe ook onderwerpen van meer algemene aard
- **Taalgebruikssituatie**
 - de gesprekspartners richten zich meestal direct tot elkaar
 - voor de leerlingen relevante taalgebruikssituaties
 - met en zonder visuele ondersteuning, met inbegrip van non-verbale signalen
 - met aandacht voor digitale media
- **Structuur/ Samenhang/ Lengte**
 - enkelvoudige en samengestelde zinnen
 - duidelijke tekststructuur
 - korte, eenvoudige elementen verbonden tot een samenhangend geheel
 - vrij korte teksten
- **Uitspraak, articulatie, intonatie**
 - heldere uitspraak
 - zorgvuldige articulatie
 - natuurlijke intonatie
 - standaardtaal
- **Tempo en vlotheid**
 - met eventuele herhalingen en onderbrekingen
 - normaal tempo
- **Woordenschat en taalvariëteit**
 - frequente woorden
 - toereikend om, eventueel met behulp van omschrijvingen, over de eigen leefwereld te spreken
 - standaardtaal
 - informeel en formeel

kunnen de leerlingen volgende taken uitvoeren:

26 de taaltaken gerangschikt onder "luisteren" en "spreken", in een gesprekssituatie uitvoeren;

27 een eenvoudig gesprek beginnen, aan de gang houden en afsluiten.

28 Indien nodig passen de leerlingen volgende strategieën toe:

- zich blijven concentreren ondanks het feit dat ze niet alles begrijpen of kunnen uitdrukken;
- het doel van de interactie bepalen en hun taalgedrag er op afstemmen;
- gebruik maken van non-verbaal gedrag;
- ondanks moeilijkheden via omschrijvingen de correcte boodschap overbrengen;
- vragen om langzamer te spreken, iets te herhalen;
- zelf iets herhalen of iets aanwijzen om na te gaan of zij de andere gesprekspartner begrepen hebben;
- eenvoudige technieken toepassen om een kort gesprek te beginnen, gaande te houden en af te sluiten;
- rekening houden met de belangrijkste conventies bij mondelinge interactie.

Schrijven

In **teksten** met de volgende **kenmerken**

- **Onderwerp**
- concreet
- eigen leefwereld en dagelijks leven
- **Taalgebruikssituatie**
- voor de leerlingen relevante en vertrouwde taalgebruikssituaties
- met aandacht voor digitale media
- **Structuur/ Samenhang/ Lengte**
- enkelvoudige zinnen en eenvoudig samengestelde zinnen
- eenvoudige en duidelijke tekststructuur
- vrij korte teksten
- **Woordenschat en taalvariëteit**
- toereikend om, eventueel met behulp van omschrijvingen, over de eigen leefwereld te schrijven
- standaardtaal
- informeel en formeel

kunnen de leerlingen volgende **taken beschrijvend uitvoeren:**

- 29 gelezen teksten op eenvoudige wijze parafaseren;
- 30 mededelingen schrijven;
- 31 een situatie, een gebeurtenis, een ervaring beschrijven;
- 32 alledaagse omgangsvormen en beleefdheidsconventies voor sociale contacten gebruiken;
- 33 een spontane mening verwoorden over informatieve, prescriptieve en narratieve teksten.

kunnen de leerlingen volgende **taken structurend uitvoeren:**

- 34 gelezen informatieve en narratieve teksten samenvatten;
- 35 een verslag schrijven aan de hand van een format;
- 36 eenvoudige, ook digitale correspondentie voeren.

kunnen de leerlingen volgende **taken beoordelend uitvoeren:**

- 37 een standpunt verwoorden in de vorm van een informatieve tekst.

38 Indien nodig passen de leerlingen volgende **strategieën** toe:

- zich blijven concentreren ondanks het feit dat ze niet alles kunnen uitdrukken;
- het schrijfdoel bepalen en hun taalgedrag er op afstemmen;
- een schrijfplan opstellen;
- gebruik maken van een model of van een in de klas behandelde tekst;
- digitale en niet-digitale hulpbronnen en gegevensbestanden raadplegen en rekening houden met de consequenties ervan;
- de passende lay-out gebruiken;
- de eigen tekst nakijken;
- bij een gemeenschappelijke schrijftaak talige afspraken maken, elkaars inbreng in de tekst benutten, evalueren en corrigeren;
- rekening houden met de belangrijkste conventies van geschreven taal.

Kennis en attitudes

Kennis

39 Om bovenvermelde taaltaken uit te voeren kunnen de leerlingen op hun niveau functionele beheersing van de volgende taalelementen inzetten:

VOOR ENGELS:

De grammaticale en complementaire lexicale kennis om ...

Personen, dieren en zaken te benoemen

- Te verwijzen naar personen, dieren en zaken
- Wat? / Wie?
- Zelfstandige naamwoorden: getal, telbaar en ontelbaar
- Lidwoorden: bepaald en onbepaald
- Voornaamwoorden: persoonlijk, bezittelijk en aanwijzend
- Hoeveel? De hoeveelste?
- Uitdrukken van hoeveelheden
- Personen, dieren en zaken nader te bepalen en te omschrijven
- Bijvoeglijke naamwoorden
- Gelijkenissen en verschillen
- Trappen van vergelijking
- Relaties aan te duiden
- Betrekkelijke bijzinnen en betrekkelijke voornaamwoorden
- Genitiefvormen

Uitspraken te doen

- Te bevestigen, te vragen en te ontkennen
 - Bevestigende, ontkennende en vragende zinnen
 - Overeenkomst tussen onderwerp en werkwoord
 - Vragende woorden
 - Gebruik van 'do' om iets te benadrukken
 - Te situeren in de ruimte
 - Uitdrukken van ruimte, beweging, richting, afstand ...
 - Te situeren in de tijd
 - Uitdrukken van tijd, duur, frequentie, herhaling ...
 - Vorming en gebruik van de belangrijkste tijden van de werkwoorden voor de communicatie in de tegenwoordige, de verleden en de toekomstige tijd
 - Te argumenteren en logische verbanden te leggen
 - Uitdrukken van reden, oorzaak en gevolg
 - Uitdrukken van doel
 - Uitdrukken van mogelijkheid en waarschijnlijkheid
 - Uitdrukken van wil en gevoelens
 - Relatie en samenhang tussen tekstgedeelten aan te duiden
 - Eenvoudige samengestelde zinnen met nevenschikking
 - Te rapporteren
 - Indirecte rede
- 40 De leerlingen kunnen reflecteren over taal en taalgebruik binnen de vermelde taalgebruikssituaties en daarbij hun functionele kennis ter ondersteuning van hun taalbeheersing uitbreiden door naar aanleiding van zinvolle communicatieve situaties en taaltaken:
- reeds in de klas behandelde vormen en structuren te herkennen en ontleden;
 - door te observeren hoe vormen en structuren functioneren, onder begeleiding regels te ontdekken en formuleren;
 - gelijkenissen en verschillen tussen talen ontdekken en hun kennis van andere talen in te zetten.
- 41 De leerlingen kunnen verschillen en gelijkenissen onderscheiden in leefwijze tussen de eigen cultuur en de cultuur van een streek waar de doeltaal gesproken wordt.

De leerlingen werken aan de volgende attitudes:

- 42* tonen bereidheid en durf om te luisteren, te lezen, te spreken, gesprekken te voeren en te schrijven in het Frans/Engels;
- 43* streven naar taalverzorging;
- 44* tonen belangstelling voor de aanwezigheid van moderne vreemde talen in hun leefwereld, ook buiten de school, en voor de socioculturele wereld van de taalgebruikers;
- 45* staan open voor verschillen en gelijkenissen in leefwijze tussen de eigen cultuur en de cultuur van een streek waar de doeltaal gesproken wordt;
- 46* stellen zich open voor de esthetische component van teksten.

14 Attachment 4 Leerplannen

OVSG:

<p>5.1 ALGEMENE DOELSTELLINGEN</p> <ul style="list-style-type: none"> Het Engels als taal receptief en productief, mondeling en schriftelijk, effectief en interactief kunnen gebruiken als communicatiemiddel in relevante situaties. (STM 1) De bekwaamheid verwerven om in een breed gamma van houdingen, inzichten en vaardigheden, doelgericht en efficiënt te kunnen leren. (leren leren) In staat zijn het taalgebruik aan te passen aan het doel van de taalkaak. De ondersteunende kennis beheersen die nodig is voor het uitvoeren van de taalkaak: vorm, betekenis, reële gebruikscontext van woorden en grammaticale constructies, aspecten van de socioculturele verscheidenheid van de Engelstalige wereld. Via reflectie op de taalkaak de hierboven beschreven functionele kennis uitbreiden om de doeltreffendheid en de accuraatheid van de communicatie te verhogen. Talige strategieën verwerven om de specifieke taalkaak efficiënter te kunnen uitvoeren. Het belang inzien van en interesse hebben voor het leren van vreemde talen en gemotiveerd zijn om de taal ook buiten de klascontext te verwerven. De gebruiksmogelijkheden van vreemde talen waarden door gevoel te ontwikkelen voor effectieve communicatie en door plezier te beleven aan mondelinge en schriftelijke communicatie. Bereid zijn tot intercultureel contact.

[...]

22	Bereid zijn belangstelling te tonen voor de Engelstalige socioculturele wereld.	ET* 44	B
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[...]

Nr.	Leerplandoelstelling en leerinhoud	Code	B/U	Didactische wenken en hulpmiddelen	Link
5.5	LEZEN				
	<p>Tekstkenmerken voor de leestaken:</p> <ul style="list-style-type: none"> Onderwerp: <ul style="list-style-type: none"> vrij concreet; eigen leefwereld en dagelijks leven; ook onderwerpen van meer algemene aard, onder meer met betrekking tot de actualiteit. Taalgebruikssituatie: <ul style="list-style-type: none"> voor de leerlingen relevante taalgebruikssituaties; met en zonder visuele ondersteuning; socioculturele verschillen tussen de Engelstalige wereld en de eigen wereld; met aandacht voor digitale media. Structuur/Samenhang/Lengte: <ul style="list-style-type: none"> ook samengestelde zinnen met een beperkte mate van complexiteit; eenvoudig gestructureerde narratieve, argumentatieve en artistiek-literaire teksten; niet al te complex gestructureerde informatieve en prescriptieve teksten; af en toe iets langere teksten; ook met redundante informatie. Woordenschat en taalvariatie: <ul style="list-style-type: none"> frekwente woorden; overwegend eenduidig in de context; ook een minimale afwijking van de standaardtaal; informeel en formeel. 				

[...]

Nr.	Leerplandoelstelling en leerinhoud	Code	B/U	Didactische wenken en hulpmiddelen	Link
5.10	CULTUUR				
110	Versillen en gelijknissen kunnen onderscheiden in leefwijze tussen de eigen cultuur en de cultuur van een streek waar Engels gesproken wordt.	ET 41 STM 26	B		
				<p>Hier gaat hier in de eerste plaats om verschillende culturele aspecten bij mondeling en schriftelijk taalgebruik.</p> <p>Culturele verschillen veroorzaken verschillen in communicatie, gedrag, waarden, normen, denk- en leefpatronen, interpretaties, waardeningen en beleving van de sociale werkelijkheid.</p> <p>Onbekendheid met de emotionele betekenis die een bepaald begrip, gebaar of handeling voor de ander heeft, leidt bij interculturele contacten soms tot problemen.</p> <p>Beide partijen beschouwen hun eigen gedrag tenslotte als normaal, en het gedrag van de ander als abnormaal. Het verkeerd interpreteren van een standaarduitdrukking, een zegswijze of een beleefdheidsfrase leidt dan ook wel eens tot miscommunicatie.</p> <p>Goede interculturele communicatie is alleen mogelijk wanneer men werkt volgens volgende stappen:</p> <ol style="list-style-type: none"> Het leren kennen van de eigen cultuurgebonden waarden en normen. Welke regels en codes zijn van invloed op het eigen denken, handelen en communiceren? Het leren kennen van de cultuurgebonden normen en waarden van de ander. Het leren omgaan met de verschillen. <p>Hier moet de link gelegd worden met ET 43*: "Bereid zijn te streven naar taalverzorging" en ET 44* "De leerlingen tonen belangstelling voor de aanwezigheid van moderne vreemde talen in hun leefwereld, ook buiten de school, en voor de socioculturele wereld van de taalgebruikers".</p>	

VVKSO

3.2 De interculturele component

Doelstellingen tweede graad	Leerinhouden: enkele mogelijkheden en aandachtspunten
De leerlingen	
<p>IC 1: herkennen in lees- en luisterteksten van cultuuruitingen die specifiek zijn voor een streek waar de doeltaal gesproken wordt (ET5, ET14).</p> <p>IC 2: kunnen verschillen en gelijkenissen onderscheiden in leefwijze tussen de eigen cultuur en de cultuur van een streek waar de doeltaal gesproken wordt (ET 41).</p> <p>IC 3: doen kennis op over Engelstalige landen en regio's en over aspecten van het dagelijks leven.</p> <p>IC 4: kunnen gangbare stereotiepe voorstellingen toetsen aan de werkelijkheid.</p>	<p>Mogelijke lees- en luisterteksten:</p> <ul style="list-style-type: none"> - tv- en radioprogramma's voor hun leeftijd - tijdschriften - kranten - strips - kortverhalen - gedichten - <i>nursery rhymes</i> - actuele Engelstalige hits en klassiekers - websites - ... <p>De leerlingen krijgen kijk op cultuurverschillen in de dagelijkse omgang, bijvoorbeeld</p> <ul style="list-style-type: none"> - Hoe groeten? - Wat doen met het krijgen/geven van cadeautjes? - Welke beleefdheidsrituelen pas je toe? <p>Ze ontdekken en herkennen:</p> <ul style="list-style-type: none"> - de cultuur van verschillende Engelstalige landen; - de invloed van de Angelsaksische cultuur op onze samenleving; - ... <p>De leerlingen kennen een aantal aspecten van de Angelsaksische landen en cultuur die behoren tot de algemene achtergrond: de belangrijkste Engelstalige gebieden, bekende gebouwen, ...</p> <p>Stereotypen zoals het Engelse ontbijt, de bolhoed, ... worden doorprikt of in een juist kader geplaatst.</p>
<p>IC 5*: tonen belangstelling voor de aanwezigheid van moderne vreemde talen in hun leefwereld, ook buiten de school, en voor de socioculturele wereld van de taalgebruikers (ET44*)³⁷.</p> <p>IC 6*: staan open voor verschillen en gelijkenissen in leefwijze tussen de eigen cultuur en de cultuur van een streek waar de doeltaal gesproken wordt (ET45*).</p> <p>IC 7*: stellen zich open voor de esthetische component van teksten (ET46*).</p>	

GO!

VISIE

Het leerplan voor de tweede graad ASO daagt leerlingen uit om hun taalvaardigheid te verbreden en te verfijnen. Het is ook de bedoeling dat ze zien dat talen deuren openen. Het Engels is alomtegenwoordig op radio, televisie en internet. Met Engels kunnen leerlingen vele andere landen, volkeren en culturen leren kennen. Een nieuwe boeiende wereld gaat voor hen open. Bekende steden, weetjes en feiten van de (hele) Angelsaksische wereld komen aan bod naar aanleiding van luister-, kijk- en leesfragmenten.

Het is de taak van de leraar¹ om leerlingen enthousiast te maken voor het leren van Engels waarbij naast het ontwikkelen van hun kennis en vaardigheden ook aandacht moet besteden aan vakgebonden en vakoverstijgende attitudes. Zo moeten leerlingen bijvoorbeeld aangemoedigd worden om buiten de les hun Engels in te oefenen. Spelvormen zijn dan weer een ideale werkvorm om hen in de les te motiveren en tegelijk hun kennis en vaardigheden te verbeteren. Ook ICT is een krachtig hulpmiddel. Maar vergeet niet: 'Variety is the spice of life', er bestaan nog vele andere activerende werkvormen.

Zowel in de eerste graad A-stroom als in de tweede graad ASO is communicatie de essentie. Het streefdoel is daarbij dat leerlingen geleidelijk correcter leren spreken en schrijven. Daarom is er in dit leerplan ook verhoogde aandacht voor grammaticale correctheid. Dit mag echter het plezier van het *leren en durven* spreken en schrijven niet fruisen.

[...]

LEERPLANDOELSTELLING 5: NIEUW IN DE TWEEDE GRAAD		ET 5 luisteren
<u>de leerlingen kunnen op beschrijvend niveau de talige cultuuruitingen herkennen die specifiek zijn voor een streek waar de doeltaal gesproken wordt</u>		
Leerinhoud	Specifieke pedagogisch-didactische wenken	
	<p>Voorbeeld: de leerlingen beluisteren/bekijken een interview met inwoners uit de Verenigde Staten, Groot-Brittannië en Australië en duiden typische woorden en uitdrukkingen aan in een keuzelijst.</p> <p>Voorbeeld: de leerlingen herkennen en begrijpen het verschil tussen frequente Britse en Amerikaanse woorden en duiden ze aan in een keuzelijst op basis van woorden en afbeeldingen:</p> <ul style="list-style-type: none"> • underground (train) – subway, • pavement - sidewalk, • biscuit – cookie, • lift – elevator, • chips – (French) fries, • motorway – highway, • chemist's shop – drug store, • crisps – potato chips, • mobile phone – cell Phone. 	

[...]

LEERPLANDOELSTELLING 14: NIEUW IN DE TWEEDE GRAAD		ET 14 lezen
<u>de leerlingen kunnen op beschrijvend niveau talige en niet-talige cultuuruitingen herkennen die specifiek zijn voor een streek waar de doeltaal gesproken wordt</u>		
Leerinhoud	Specifieke pedagogisch-didactische wenken	
	<p>Voorbeeld: de leerlingen onderscheiden het taalgebruik in Britse en Amerikaanse (song)teksten.</p> <p>Voorbeeld: de leerlingen zoeken informatie over enkele feestdagen in de Angelsaksische wereld op basis van richtvragen (bijvoorbeeld: 'Saint Patrick's Day': 'Who was Saint Patrick?', 'When did he live?', 'When do we celebrate Saint Patrick's Day?', 'How and where is it celebrated?' ... or 'Valentine's Day' 'Who was Valentine ...?' etc.) of zoeken op basis van sleutelwoorden op het internet over welke feestdag het gaat (Turkey + Cranberry sauce + National holiday = Thanksgiving).</p>	

[...]

LEERPLANDOELSTELLING 41:		ET 41 kennis
<u>de leerlingen kunnen verschillen en gelijkenissen onderscheiden in leefwijze tussen de eigen cultuur en de cultuur van een streek waar de doeltaal gesproken wordt</u>		
Specifieke pedagogisch-didactische wenken		
<p>Voorbeeld: de leerlingen kunnen op basis van lees-, luister- en kijkfragmenten over een Engelstalig gebied (bij voorkeur Groot-Brittannië en de Verenigde Staten) verschillen en gelijkenissen aanduiden in leefwijze tussen hun eigen (niet per definitie Vlaamse) cultuur en de cultuur die beschreven is/getoond wordt.</p> <p>Noot: het is belangrijk dat de leerlingen openstaan voor deze verschillen en gelijkenissen in leefwijze, waarden en normen (zie leerplandoelstelling 45).</p>		

[...]

LEERPLANDOELSTELLING 44*: <i>de leerlingen tonen belangstelling voor de aanwezigheid van moderne vreemde talen in hun leefwereld, ook buiten de school, en voor de socioculturele wereld van de taalgebruikers</i>		ET 44 attitude
Leerinhoud	Specifieke pedagogisch-didactische wenken	
	Voorbeeld: de leerlingen aanmoedigen om naar Engelstalige media te kijken, lezen, luisteren en in het Engels te spreken en schrijven. Voorbeeld: de leerlingen attent maken op de aanwezigheid van Engels in hun dagelijks leven.	

LEERPLANDOELSTELLING 45*: <i>de leerlingen staan open voor verschillen en gelijkenissen in leefwijze tussen de eigen cultuur en de cultuur van een streek waar de doeltaal gesproken wordt</i>		ET 45 attitude
Leerinhoud	Specifieke pedagogisch-didactische wenken	
	Voorbeeld: de leerlingen aanmoedigen om open te staan en begrip te tonen voor gelijkenissen en verschillen tussen de eigen cultuur en die van de doeltaal, door de keuze van teksten en leerinhouden.	

15 Attachment 5: Necessities

Pictures to make the 'travel' dice



Printable coins that can be used as pawns instead of real coins



16 Attachment 6: Game board

Australia & New Zealand: A brief history timeline

- 70,000 BC: Aborigines are thought to have immigrated to Australia
- 42,000 BC: Aboriginal engravings are found in South Australia dating back to this time.
- 33,000 BC: Aborigines are thought to have reached Tasmania.
- 600 A.D. - 1300 A.D. - The first inhabitants of New Zealand, the Maori, arrived by canoe from islands in Polynesia.
- 2000 BC: The Dingo is the first domesticated animal to reach Australia.
- 1300 AD: Marco Polo discovers a great unpopulated southern land.
- 1418 AD: Dirk Hartog, a Dutch explorer, sails to Western Australia.
- 1642 - Abel Tasman becomes the first European explorer to reach New Zealand.
- 1686 AD: William Dampier, English explorer, arrives on the west coast of Australia.
- 1700 - English explorer Captain James Cook makes his first voyage to the lands. His journals inspire other Brits to settle in Australia.
- 1770: Captain James Cook lands on the more hospitable east coast of Australia and claims it for Britain.
- 1788: Foundation of Sydney by Captain A. Phillip.
- 1801: Hobart Town is established in Van Diemens Land which is now known as Tasmania.
- 1837: Port Arthur opens as a penal settlement in Tasmania.
- 1840 - The Treaty of Waitangi was signed. The Treaty established British law in New Zealand and is considered New Zealand's founding document.
- 1851: The gold rush begins near Ballarat in New South Wales.
- 1853: The last convicts are shipped to Tasmania.
- 1860 - A decade of wars begins between the Maori and European.
- 1868: First 43 Maori Members of Parliament took their oaths.
- 1869: The last convicts are transported to Australia.
- 1875: Ayer Rock is first lit by Europeans.
- 1876: The last full blooded Tasmanian aboriginal, Triggerni, dies.
- 1893 - New Zealand becomes the first country in the world to give women the right to vote.
- 1901: The Commonwealth of Australia becomes a reality, within the British Empire.
- 1914-1918: Australian troops fight in World War 1.
- 1920: QANTAS is formed as a local airline.
- 1923: Vegemite (a popular spread for sandwiches, toast, crumpets and croissant biscuits as well as a filling for pastries) is first produced.
- 1927: The first Federal Parliament is held in Canberra.
- 1931: Sydney Harbour Bridge opens.
- 1933: Western Australia produces a referendum for secession from England but it is rejected by Parliament.
- 1939-1945: Australian troops fight in World War 2.
- 1947 - New Zealand becomes an independent country through the Statute of Westminster Adoption Act.
- 1948: The first all Australian car is produced: the Holden.
- 1950: Melbourne hosts the Olympics.
- 1971: New Zealand becomes the first Aboriginal to be a Member of Parliament.
- 1973: The Sydney Opera House opens.
- 1981: Asian immigration increases.
- 1988: Australia wins the America's Cup.
- 1988: Bicentenary: The new Parliament House opens in Canberra.
- 1997 - australiaship became the country's first female Prime Minister.
- 2000: The Sydney Olympics held.

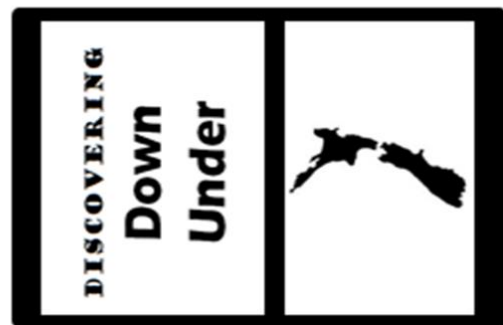
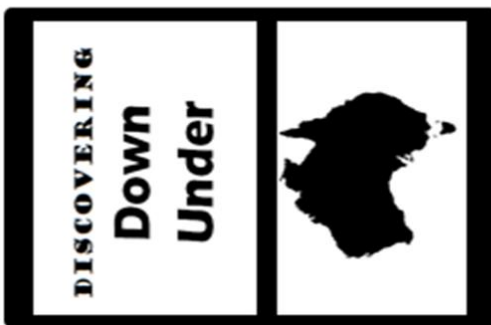
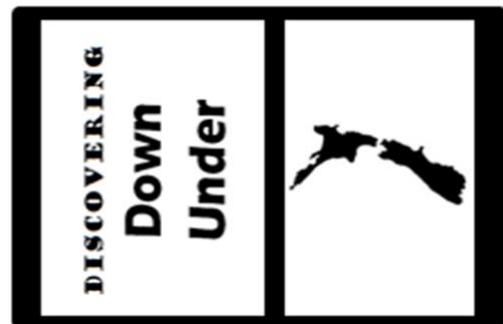
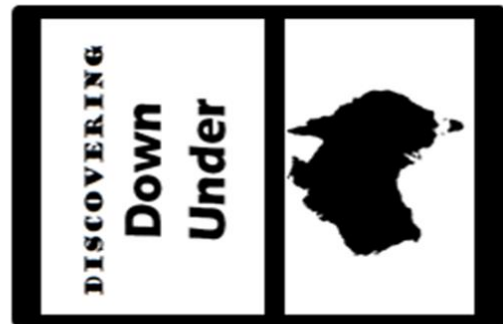
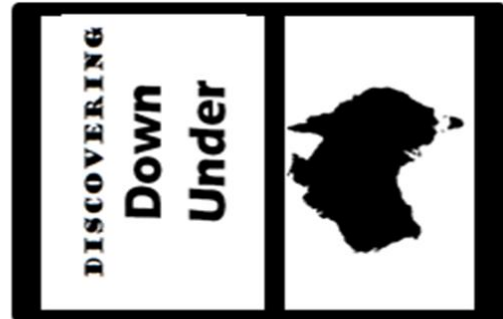
Famous landmarks in Australia & New Zealand

1. Great Barrier Reef	15. Corbier Paddy
2. Woorin Reef	16. Aliso Springs
3. Daintree Rainforest	17. Uluru / Ayers Rock
4. Surfer's Paradise	18. Shark Bay
5. Bondi Beach	19. Horizontal Falls
6. Sydney Opera House	20. The Bungie Bungle
7. The Three Sisters	21. Kakadu National Park
8. Parliament House	22. Mount Kosciuszko
9. Credit Mountain	23. Auckland Sky Tower
10. Port Arthur	24. One Tree Hill
11. 12 Apostles	25. The Beehive (Prime Minister's office)
12. Ballarat	26. Moeraki Boulders
13. Inangoro Island	27. Tepe Mahua
14. Hiders Ranges	28. Mount Cook

Australia: States & Territories

Western Australia	Victoria
South Australia	Tasmania
Queensland	Northern Territory
New-South-Wales	Australian Capital Territory

17 Attachment 7: Question cards: Templates



18 Attachment 8: Lyrics to the song: Waltzing Mathilda

Waltzing Mathilda:

Once a jolly swagman camped by a billabong
Under the shade of a coolibah tree,
And he sang as he watched and waited till his billy boiled:
"Who'll come a-waltzing Matilda, with me?"

Chorus:

Waltzing Matilda, waltzing Matilda
You'll come a-waltzing Matilda, with me
And he sang as he watched and waited till his billy boiled:
"You'll come a-waltzing Matilda, with me."

Down came a jumbuck to drink at that billabong.
Up jumped the swagman and grabbed him with glee.
And he sang as he shoved that jumbuck in his tucker bag:
"You'll come a-waltzing Matilda, with me."

(Chorus)


Up rode the squatter, mounted on his thoroughbred.
Down came the troopers, one, two, and three.
"Whose is that jumbuck you've got in your tucker bag?
You'll come a-waltzing Matilda, with me."

(Chorus)


Up jumped the swagman and sprang into the billabong.
"You'll never take me alive!" said he
And his ghost may be heard as you pass by that billabong:
"Who'll come a-waltzing Matilda, with me?"

(Chorus)


19 Attachment 9: Hand-outs (Front)




**HISTORY /
LANGUAGE**



**CULTURE /
MEDIA**



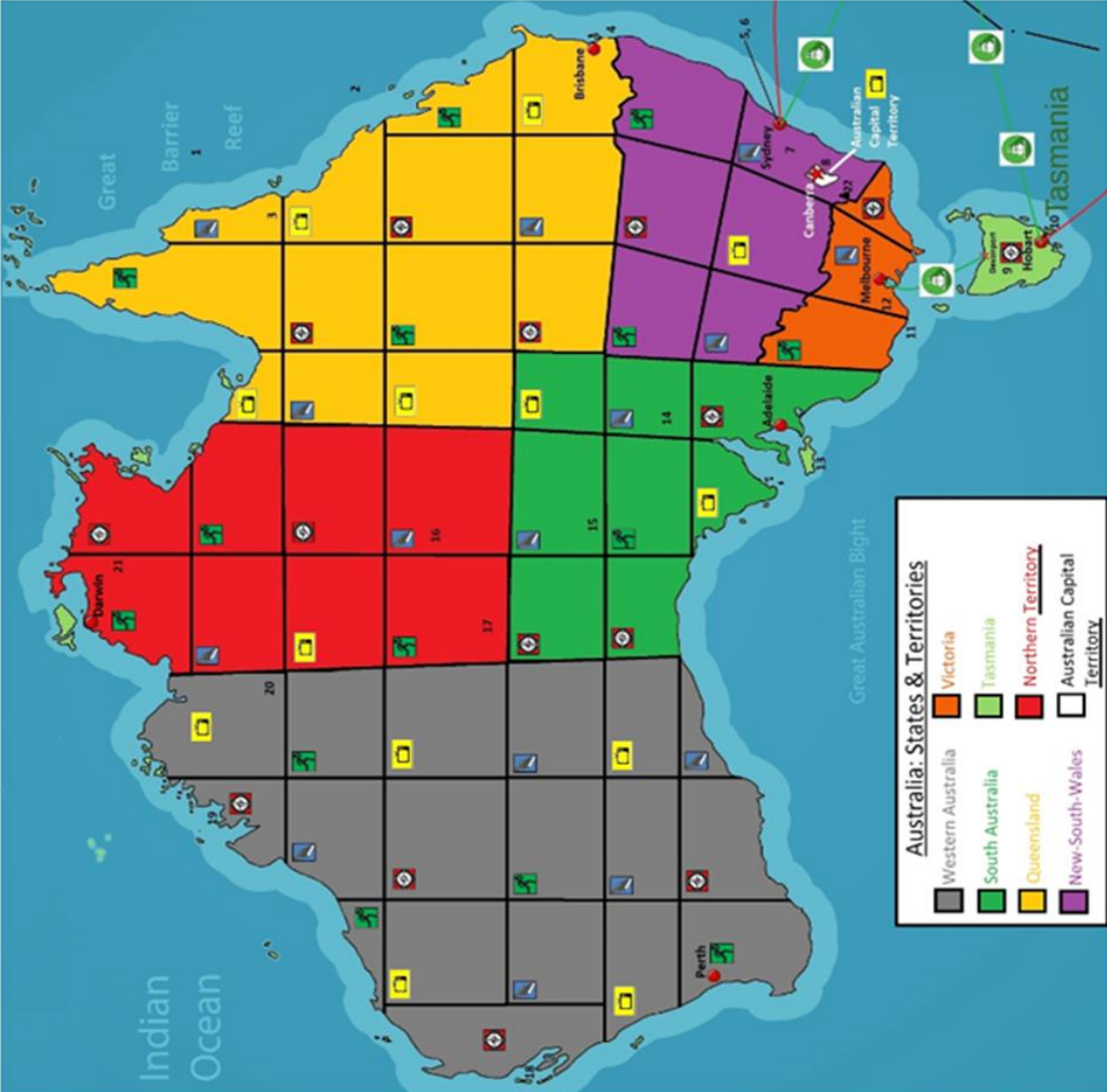
**SPORTS /
FAUNA & FLORA**



**GEOGRAPHY /
LANDMARKS**

Famous landmarks in Australia & New Zealand

<ol style="list-style-type: none"> 1. Great Barrier Reef 2. Heart Reef 3. Daintree Rainforest 4. Surfer's Paradise 5. Bondi Beach 6. Sydney Opera House 7. The Three Sisters 8. Parliament House 9. Cradle Mountain 10. Port Arthur 11. 12 Apostles 12. Ballarat 13. Kangaroo Island 14. Flinders Ranges 	<ol style="list-style-type: none"> 15. Coober Peddy 16. Alice Springs 17. Uluru / Ayers Rock 18. Shark Bay 19. Horizontal Falls 20. The Bungie Bungle 21. Kakadu National Park 22. Mount Kosciuszko 23. Auckland Sky Tower 24. One Tree Hill 25. The Beehive (parliament building) 26. Moeraki Boulders 27. Tane Mahuta 28. Mount Cook
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The map shows Australia and New Zealand divided into states and territories, each color-coded. Numbered icons (1-28) are placed across the map to indicate the location of famous landmarks. A legend in the bottom right corner identifies the colors for each state and territory: Western Australia (grey), South Australia (green), Queensland (yellow), New South Wales (purple), Victoria (orange), Tasmania (light green), Northern Territory (red), and Australian Capital Territory (white).

(Back)

Australia & New Zealand: A brief history timeline

- > 70,000 BC: Aborigines are thought to have immigrated to Australia
- 42,000 BC: Aboriginal engravings are found in South Australia dating back to this time.
- 35,000 BC: Aborigines are thought to have reached Tasmania.
- 600 A.D. -1300 A.D – The first inhabitants of New Zealand, the Maori, arrived by canoe from islands in Polynesia.
- 2000 BC: The Dingo is the first domesticated animal to reach Australia.
- 1300 AD: Marco Polo discusses an great unexplored southern land.
- 1616 AD: Dirk Hartog, a Dutch explorer, sails to Western Australia.
- 1642 – Abel Janszoon Tasman becomes the first European explorer to reach New Zealand.
- 1688 AD: William Dampier, English explorer, arrives on the west coast of Australia.
- 1769 – English explorer Captain James Cook makes his first voyage to the islands. His journals inspire other British to settle in New Zealand.
- 1770: Captain James Cook lands on the more hospitable east coast of Australia and claims it for Britain.
- 1788: Foundation of Sydney by Captain A. Phillip.
- 1804: Hobart Town is established in Van Diemens Land which is now known as Tasmania.
- 1833: Port Arthur opens as a penal settlement in Tasmania.
- 1840 – The Treaty of Waitangi was signed. The Treaty established British law in New Zealand and is considered New Zealand's founding document
- 1851: The gold rush begins near Bathurst in New South Wales.
- 1853: The last convicts are shipped to Tasmania.
- 1860 – A decade of land wars begins between the Maoris and European settlers.
- 1868: First (4) Maori Members of Parliament took their places.
- 1868: The last convicts are transported to Australia.
- 1873: Ayers Rock is first sighted by Europeans.
- 1876: The last full blooded Tasmanian aboriginal, Truganini, dies.
- 1893 – New Zealand becomes the first country in the world to give women the right to vote.
- 1901: The Commonwealth of Australia becomes a reality.
- 1907 – The country becomes a dominion, or self-governing community, within the British Empire.
- 1914-1918: Australian troops fight in World War 1.
- 1920: QANTAS is formed as a local airline.
- 1923: Vegemite (a popular spread for sandwiches, toast, crumpets and cracker biscuits as well as a filling for pastries) is first produced.
- 1927: The first Federal Parliament is held in Canberra.
- 1932: Sydney Harbour Bridge opens.
- 1933: Western Australia produces a referendum for secession from England but it is rejected by Parliament.
- 1939-1945: Australian troops fight in World War 2.
- 1947 – New Zealand becomes an independent country through the Statute of Westminster Adoption Act.
- 1948: The first all Australian car is produced-the Holden.
- 1956: Melbourne hosts the Olympics.
- 1965: Australian troops sent to the Vietnam War.
- 1971: Neville Bonner becomes the first Aboriginal to be a Member of Parliament.
- 1973: The Sydney Opera House opens.
- 1981: Asian immigration increases.
- 1983: Australia wins the America's Cup.
- 1988: Bicentenary: The new Parliament House opens in Canberra.
- 1997 – Jennifer Shipley becomes the country's first female Prime Minister.
- 2000: The Sydney Olympics held.



20 Attachment 10: Survey

Survey: Discovering Down Under.

1. Heb je iets bijgeleerd over Australië en Nieuw Zeeland?

Ja, zoals:

Neen, ik wist al alles.

2. De vragen waren:

- Te gemakkelijk
- OK
- Te moeilijk

Waarom waren ze te gemakkelijk/te moeilijk? _____

3. Ik begreep hoe het spel werkte: Goed Niet zo goed Helemaal niet

Omdat: _____

4. De leukste soort vragen waren:

- Doe vragen (puzzels (foto's)/ doe na)
- Multiple choice
- True/False
- Open vragen (zelf het antwoord zoeken)
- Zoek de betekenis (liedje)
- Vul het ontbrekende woord in

5. Als ik iets zou mogen veranderen aan het spel , was het: _____
