



Royal Flying Doctor Service



# LOOK! UP IN THE SKY YEAR 3 - UNIT PLAN

> Living in Australia's  
Outback

Royal Flying Doctor Service Tasmania

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# LOOK UP INTO THE SKY > Living in Australia's Outback

## Year 3 Australian Curriculum Humanities and Social Sciences Focus

### Topic of the unit

Using the interactive resources located '[www.flyingdoctor4education.org.au](http://www.flyingdoctor4education.org.au)', students explore the development of the Royal Flying Doctor Service and the impact the organisation has on communities in the outback of Australia. They will investigate how the communities have changed over time and the role the Royal Flying Doctor Service has played in these changes. Students will identify how the characteristics of a place shape the industry, community and the lives of the people who live there.

### Students Develop and Understanding of

- > How the community has changed and remained the same over time and the role that the Royal Flying Doctor Service has played in the development and character of the local community (ACHASSK063)
- > The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there, and people's perceptions of these places (ACHASSK069)

### Inquiry Questions

- > How do people contribute to their communities, past and present?
- > How has our community changed?
- > What is the nature of the contribution made by different groups and individuals in the community?
- > What are the main natural and human features of Australia?
- > How and why are places similar and different?

# GROWING UP AN INLANDER >

## Aim of the Unit:

The Royal Flying Doctors (RFDS) Living in Australia's Outback is a Humanities Social Science Year 3 unit of work. The content descriptors for this unit are from the Australian Humanities and Social Science Curriculum v8.2 ([www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au)). The unit is designed to build student's knowledge of the Royal Flying Doctor Service and the contribution they made to the development of communities in Inland Australia. Throughout the lessons students should gain an understanding of how the RFDS came to be, why the service is necessary for those living in the outback areas of Australia and the help they provide. They will identify the characteristics of a place and compare the similarities and differences to where they live, thus coming to an understanding of the challenges of living in a remote location. Students will draw conclusions on the importance of the organisation to these communities both in the past and today.

## Year 3 Level Description

curriculum focuses on the diversity of people and places in their local community and beyond, and how people participate in their communities. Students study how places are represented geographically and how communities express themselves culturally and through civic participation. Opportunities are provided to learn about diversity within their community, including the Country/Place of Aboriginal and Torres Strait Islander Peoples, and about other communities in Australia and neighbouring countries. Students compare the climates, settlement patterns and population characteristics of places, and how these affect communities, past and present. Students examine how individuals and groups celebrate and contribute to communities in the past and present, through establishing and following rules, decision-making, participation and commemoration.

The content provides opportunities for students to develop humanities and social sciences understanding through key concepts including **significance; continuity and change; cause and effect; place and space; interconnections; roles, rights and responsibilities; and perspectives and action**. These concepts may provide a focus for inquiries and be investigated across sub-strands or within a particular sub-strand context.

## Year 2 Achievement Standard

By the end of Year 3, students identify individuals, events and aspects of the past that have significance in the present. They identify and describe aspects of their community that have changed and remained the same over time. They describe the diverse characteristics of different places at the local scale and identify and describe similarities and differences between the characteristics of these places. They identify connections between people and the characteristics of places. Students explain the role of rules in their community and the importance of making decisions democratically. They identify the importance of different celebrations and commemorations for different groups. They explain how and why people participate in and contribute to their communities.

Students pose questions and locate and collect information from sources, including observations, to answer these questions. They examine information to identify a point of view and interpret data to identify and describe simple distributions. They draw simple conclusions and share their views on an issue. They sequence information about events and the lives of individuals in chronological order. They record and represent data in different formats, including labelled maps using basic cartographic conventions. They reflect on their learning to suggest individual action in response to an issue or challenge. Students communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.

## RFDS BACKGROUND INFORMATION >

### RFDS

The Royal Flying Doctor Service (RFDS) takes the finest care to the furthest corners of Australia.

It is one of the largest and most comprehensive aeromedical organisations in the world, providing extensive primary health care and 24-hour emergency service to people over an area of 7.3 million square kilometres. The service began in 1928 as an emergency rescue service and today delivers extensive primary healthcare and 24-hour emergency services to those who live, work and travel throughout Australia. The RFDS reaches 80% of Australia with no patient more than two hours away from help. Last year the RFDS assisted 282 000 people through emergency rescues, clinic services, patient retrieval and inter-hospital transfers or tele-health services.

The RFDS is a federation, with each of the six Sections operating within a federal agreement, under the governance of the Federation board, members of which voluntarily contribute their time.

RFDS is funded through a combination of the Australian Government, State and Territory Governments and our own fundraising initiatives and the provision of other services.

Delivered by a dedicated team of professionals, using the latest in aviation, medical and communications technology, and supported by a vast number of volunteers and supporters, the RFDS is vital for those that live, work and travel in rural and remote Australia.

### John Flynn

- > The RFDS began as the dream of the Rev John Flynn, a minister with the Presbyterian Church. He witnessed the daily struggle of pioneers living in remote areas where just two doctors provided the only medical care for an area of almost 2 million square kilometres.
- > Flynn's vision was to provide a 'mantle of safety' for these people and on 17 May 1928, his dream had become a reality with the opening of the Australian Inland Mission Aerial Medical Service (later renamed the Royal Flying Doctor Service) in Cloncurry, Queensland.

#### Timeline

- > The very Rev John Flynn OBE (1880-1951), 'Flynn of the Inland' lived in the Outback for the most of his life, setting up hostels and bush hospitals for pastoralists, miners, road workers, railwaymen and other settlers.
- > In 1912, he established the Australian Inland Mission to minister to the spiritual, social and medical needs of people in the Outback.
- > In 1917, he received an inspirational letter from Lieutenant Clifford Peel, a Victorian medical student with an interest in aviation. The young man and war hero suggested the use of aviation to bring medical help to the Outback. Shot down in France, he died at just 24 years of age and never knew that his letter became a blueprint for the creation of the Flying Doctor Service.
- > For the next ten years, Flynn campaigned for an aerial medical service. His vision was to provide a 'mantle of safety' for the people of the bush, and his vision became a reality when his long time supporter, HV McKay, left a large bequest for 'an aerial experiment' which enabled Flynn to get the Flying Doctor Service airborne.

- > At this time, Flynn also met Hudson Fysh, a founder of QANTAS. In 1927, QANTAS and the Aerial Medical Service signed an agreement to operate an aerial ambulance from Cloncurry, Queensland.
- > When our first pilot, Arthur Affleck, took off from Cloncurry on 17 May 1928, he was flying a single engine, timber and fabric bi-plane named 'Victory'
- > He had with him the very first of our flying doctors, Dr Kenyon St Vincent Welch.
- > In those days, not much territory was charted, so our pilots were forced to navigate by river beds, fences, telegraph lines and other familiar landmarks. Despite these obstacles, in its inaugural year, the Aerial Medical Service flew 50 flights to 26 destinations and treated 225 patients.
- > On November 11 1928 an electrical engineer named Alfred Hermann Traeger invented a simple but ingenious device. His 'pedal wireless' was a major communication breakthrough, bolstering the fledgling Flying Doctor Service and transforming life in the outback. Prior to his invention radio contact between the Flying Doctor Base and the stations did not exist.
- > In 1934 the Presbyterian Church handed the service over to the Australian Aerial Medical Service and sections were established across Australia.
- > In 1942 the Service was renamed the Flying Doctor Service.
- > The School of the Air was established in Alice Springs in 1951.
- > In 1955 HM Queen Elizabeth II added the prefix 'Royal' to its name in recognition of the service's valued contribution to the outback.
- > Today we own a fleet of 71 fully instrumented aircraft with the very latest in navigation technology. Our pilots annually fly the equivalent of 34 round trips to the moon and are responsible for the care of over 270 000 patients.

## Tasmanian Specific

- > 1960 - RFDS was officially established in Tasmania to provide a 24 hour emergency evacuation and inter-hospital aero-medical transfer service. Aircraft were chartered from Tasmanian Aero Clubs.
- > 1993 – The Tasmanian Section purchased its own plane.

### What we do in Tasmania.

- > In Tasmania the RFDS works under contract with Ambulance Tasmania to fill the vital role in the delivery of essential health care services by supplying the state's fixed wing air-ambulance. The RFDS operates 24 hours a day, 7 days a week and provides Tasmanians with services which include emergency trauma evacuations and inter-hospital transfers to take patients to the specialist care they need.
- > The RFDS also delivers a range of primary health care services and community projects for the benefit of all Tasmanian
- > The generosity of our supporters has enabled the RFDS to provide specialist medical equipment and ancillary aviation equipment for the aircraft, patient transfer facilities at regional airports and medical, dental and nursing scholarships for young Tasmanians to experience working in remote communities in Outback Australia. In addition, RFDS Tasmania supports the provision of dental services to Flinders Island and is currently expanding preventative health programs in regional areas of the state.
- > Our plane – Beechcraft King Air B200C. Twin engine turbo-prop aircraft. Configuration – two stretchers/5 seats or 1 stretcher/7 seats. Fully pressurized and has a range of 1000 Nautical miles and a max height of 35000 feet. Costs more than 11 million dollars to purchase and equip as a flying intensive care unit.



## RESOURCES >

### Useful Websites

[www.flyingdoctor4education.org.au](http://www.flyingdoctor4education.org.au)

[www.flyingdoctor.org.au](http://www.flyingdoctor.org.au)

[www.youtube.com](http://www.youtube.com)

<http://www.abc.net.au/btn/story/s3610675.htm>

## UNIT LESSONS >

Lesson	Stage	Online unit/page	Lesson
1	Orientation	History P1	What do you know about the Royal Flying Doctors? The story of the \$20.
2	View	History P2/3/4	John Flynn and the Inlanders Documentary.
3	View	Geography P2/3/4	Life in the Outback
4	Explore	History P1/2	Virtual Museum Trip – Expert Groups
5	Make	History P2/3/4	Inlander Magazine
6	Make	History P5	Write your own Magazine Article
7	Explore	Geography P1/2/3/4	Sarah's Story
8	Make	Geography P1	Make your own tour – Set the Scene
9	Make	Geography P2	Make your own tour – Create the Character
10	Make	Geography P3	Make your own tour – Set the Plot
11	Make	Geography P4	Make your own tour – Write the Story
12	Make	Geography P5	Make your own tour – Make the Movie

### Useful Books

- > Bush kids : growing up on an outback station in Australia / Jennie Bucknell
- > Radio Rescue / Jane Jolly and Robert Ingpen



## CURRICULUM LINKS > Content Descriptions

Questioning	Researching	Analysing	Evaluating and Reflecting	Communicating
<p>Pose questions to investigate people, events, places and issues (ACHASSI052)</p>	<p>Locate and collect information and data from different sources, including observations (ACHASSI053) Record, sort and represent data and the location of places and their characteristics in different formats, including simple graphs, tables and maps, using discipline-appropriate conventions (ACHASSI054) Sequence information about people's lives and events (ACHASSI055)</p>	<p>Examine information to identify different points of view and distinguish facts from opinions (ACHASSI056) Interpret data and information displayed in different formats, to identify and describe distributions and simple patterns (ACHASSI057)</p>	<p>Draw simple conclusions based on analysis of information and data (ACHASSI058)  Interact with others with respect to share points of view (ACHASSI059)</p>	<p>Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (ACHASSI061)</p>
Cross Curricular Opportunities / Links to other areas				
<p><b>English</b> Identify the features of online texts that enhance navigation (ACELA1790)  Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons(ACELT1594)  Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle(ACELT1601)  Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound</p>	<p>effects and dialogue(ACELT1791)  Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (ACELT1599)  Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations(ACELY1676)  Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1792)</p>	<p>Plan and deliver short presentations, providing some key details in logical sequence(ACELY1677)  Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682)  Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685)</p>	<p><b>Mathematics</b> Create and interpret simple grid maps to show position and pathways (ACMMG065)  <b>Media Arts</b> Use media technologies to create time and space through the manipulation of images, sounds and text to tell stories (ACAMAM059) Plan, create and present media artworks for specific purposes with awareness of responsible media practice (ACAMAM060)</p>	<p><b>Digital Technologies</b> Plan, create and communicate ideas and information independently and with others, applying agreed ethical and social protocols(ACTDIP013)</p>

# TEACHING AND LEARNING >

Teaching Strategies and Learning Experiences	Assessment Opportunities	Differentiation	Resources
<b>View</b>			
<p><b>Lesson 1 - What do you know about the RFDS? The \$20 Story.</b></p> <ul style="list-style-type: none"> <li>&gt; Use the Visual Thinking routine – Think, Puzzle, Explore to enable students to identify what they already know about the Royal Flying Doctor Service.</li> <li>&gt; View the \$20 note. List the images you see on the \$20 note.</li> <li>&gt; Think, Pair Share. Students spend some time thinking about each of the symbols, they then pair up and discuss with their partner. When they come to an agreement they record it on a sticky note.</li> <li>&gt; Have each pair report and stick their sticky notes on a class chart.</li> </ul>	<p>Diagnostic assessment opportunities: - use the discussion to determine students' current knowledge of the Royal Flying Doctors.</p>	<p><i>To be added by the teacher to suit the needs of the students in the class.</i></p>	<ul style="list-style-type: none"> <li>&gt; History P1</li> <li>&gt; Sticky Notes</li> <li>&gt; Class Chart</li> <li>&gt; Think, Puzzle, Explore - Visual Thinking reference sheet.</li> <li>&gt; Think, Pair, Share – Visual Thinking reference sheet.</li> </ul>
<p><b>Lesson 2 – John Flynn and the Inlanders.</b></p> <ul style="list-style-type: none"> <li>&gt; Watch the Documentary 'John Flynn and the Inlanders'</li> <li>&gt; Discuss what you learned from the documentary. Go back to class chart and check sticky note answers.</li> <li>&gt; Using your final answers Label the \$20 to tell the story of the Royal Flying Doctor Service.</li> </ul>			<ul style="list-style-type: none"> <li>&gt; History P2/3/4</li> <li>&gt; You Tube</li> <li>&gt; Sticky Note Chart</li> <li>&gt; \$20 Note</li> </ul>
<p><b>Lesson 3 – Life in the Outback</b></p> <ul style="list-style-type: none"> <li>&gt; As a class, brainstorm some of the positives and challenges of living in the Outback using this Plus, Minus, Interesting Chart</li> <li>&gt; Watch the Documentary 'The Furthest Corner' to see how the RFDS helps those living in the Outback.</li> <li>&gt; Mark on the map where most people in Australia live, and where most people who are helped by the RFDS live. Use the provided distribution maps to assist.</li> <li>&gt; Individually or as a class group write a definition of the Outback/Inland.</li> </ul>			<ul style="list-style-type: none"> <li>&gt; Geography P2/3/4</li> </ul>

<b>View</b>			
<p><b>Lesson 4 – Virtual Museum Trip – Expert Groups</b></p> <ul style="list-style-type: none"> <li>&gt; As a class, explore the Museum.</li> <li>&gt; Divide class into expert groups and assign a research question.</li> <li>&gt; Note taking sheets are provided to help guide student’s research and ensure relevant information is collected.</li> <li>&gt; Students become experts on their assigned question and prepare a mini presentation to teach the rest of the class about their topic.</li> <li>&gt; Presentation can be formal or informal as desired by class teacher.</li> </ul>			<ul style="list-style-type: none"> <li>&gt; Explore History P1/2</li> <li>&gt; Note Taking sheet</li> </ul>
<b>Make</b>			
<p><b>Lesson 5 – The Inlander Magazine.</b></p> <ul style="list-style-type: none"> <li>&gt; View the sample front covers of The Inlander Magazine. Discuss what the magazine may have meant to families living and working in the outback.</li> <li>&gt; View the photo of children in the outback. Using the photo and the knowledge gained from your museum tour to make a class list of the hardships faced by children living in the outback – Then and Now.</li> <li>&gt; How does this compare with living in isolated areas in Tasmania? – Then and Now.</li> <li>&gt; On page 4 read the article sent to John Flynn by a girl who lived in the outback. Discuss how her Day spent with Dad is different to one you would spend.</li> </ul>			<ul style="list-style-type: none"> <li>&gt; Make History P2/3/4</li> </ul>
<p><b>Lesson 6 – (Ext) Write Your Own Magazine Article.</b></p> <ul style="list-style-type: none"> <li>&gt; Students use Circles of Viewpoints- Visual thinking routine to put themselves in the place of someone living in Inland Australia and write an article to be published in the Inlander Magazine.</li> <li>&gt; Student’s article should demonstrate their understanding of the challenges faced.</li> <li>&gt; Genre of the article can be set to integrate with studies in other key learning areas.</li> </ul>			<ul style="list-style-type: none"> <li>&gt; Make History P5</li> <li>&gt; Circle of Viewpoints – Visual Thinking Reference sheet.</li> </ul>

<b>Explore</b>			
<p><b>Lesson 7 – Sarah’s Story</b></p> <ul style="list-style-type: none"> <li>&gt; View the map of Australia which shows a real time location of all RFDS planes currently flying.</li> <li>&gt; Click on the plane to explore inside and hear the real life emergency story of Sarah.</li> <li>&gt; Using Google Maps, take a virtual excursion to explore the area where Sarah lives.</li> <li>&gt; Use the Google Maps Exploration sheet to guide your exploration of the town and record your answers.</li> <li>&gt; Use the distance tool to measure the distance from Menindee to Adelaide Hospital, ‘as the crow flies’.</li> <li>&gt; Use directions to find out how the time and distance by car.</li> <li>&gt; Discuss how the outcome of Sarah’s story might have been different without the RFDS.</li> <li>&gt; EXT: Research the Tiger snake, (found in Tasmania), and the effects of the venom, and first aid.</li> </ul>			<ul style="list-style-type: none"> <li>&gt; Geography P 1,2,3,4</li> <li>&gt; Google Maps Exploration.</li> <li>&gt; <a href="https://www.healthdirect.gov.au/snake-bites">https://www.healthdirect.gov.au/snake-bites</a></li> </ul>
<b>Make – Your Own Version of the Plane Tour – Groups or Individual</b>			
<p><b>Lesson 8 – Make Your Own Plane Tour – Set the Scene</b></p> <ul style="list-style-type: none"> <li>&gt; Using google maps identify an area of Tasmania where residents would struggle to get to a local hospital or doctor in an emergency.</li> <li>&gt; Identify the reasons for their challenges.</li> <li>&gt; Draw and shade a map of the area. Use a Key to label the identifiable features: Landmarks, water sources, at least two nearby towns, average temperatures, usual weather conditions, native plants and animals.</li> </ul>	<p><i>Summative Assessment Opportunity: Student responses should demonstrate their understanding of the Content Descriptions of the unit.</i></p>		<ul style="list-style-type: none"> <li>&gt; Geography P1</li> <li>&gt; Google Maps</li> <li>&gt; Student Task Sheet</li> </ul>
<p><b>Lesson 9 – Make Your Own Plane Tour – Create the Character (Patient)</b></p> <ul style="list-style-type: none"> <li>&gt; Choose a character who will be your patient. Download a picture or draw one of your own.</li> <li>&gt; Complete a character profile to help you develop the person.</li> </ul>			<ul style="list-style-type: none"> <li>&gt; Geography P2</li> <li>&gt; Character Profile Sheet.</li> </ul>

<p><b>Lesson 10 - Make your own tour – Set the Plot</b></p> <ul style="list-style-type: none"> <li>&gt; Think about the documentaries you have watched and the stories you have heard and identify a list of injuries and illnesses that might affect your character.</li> <li>&gt; Are these illnesses/injuries specific to or more likely for those living in the outback?</li> <li>&gt; Choose what will happen to your character and complete the mind map of all you know.</li> </ul>			<ul style="list-style-type: none"> <li>&gt; Geography P3</li> <li>&gt; Story Plan – Mind Map Sheet</li> </ul>
<p><b>Lesson 11 - Make your own tour – Write the Story</b></p> <ul style="list-style-type: none"> <li>&gt; Revisit the plane and listen to the stories again to help you with writing your own.</li> <li>&gt; Utilise the Circle of Viewpoints visual thinking routine to support students thinking from another person’s perspective.</li> <li>&gt; Complete the planning sheets to help you write the script for your movie.</li> </ul>			<ul style="list-style-type: none"> <li>&gt; Geography P4</li> <li>&gt; Write the Script Sheet</li> <li>&gt; Circle of Viewpoints – Visual Thinking reference sheet.</li> </ul>
<p><b>Lesson 12 - Make your own tour – Presenting your Script</b></p> <ul style="list-style-type: none"> <li>&gt; Share your tour with others by either presenting it to the class or using a digital format for your presentation. (PowerPoint, iMovie, Movie Maker etc)</li> </ul>			<ul style="list-style-type: none"> <li>&gt; Geography P5</li> <li>&gt; Assessment Rubric</li> </ul>



**Feedback to Students** *(These are suggestions. Teachers will need to vary according to the requirements of their curriculum and the needs of their students.)*

**Ways to Monitor Learning and Assessment**

Class teacher:  
Initially plan the teaching, learning and assessment needs of all learners and make adjustments to the unit plan as necessary  
Use diagnostic and formative assessment opportunities throughout the unit to plan for students learning and assess student knowledge development  
Mark presentations and moderate with colleagues to achieve consensus and consistency of teacher judgment

**Feedback to Students**

Teachers:  
Plan opportunities for conversations to provide ongoing feedback (spoken and written) and encouragement to students on their strengths and areas for improvement  
Reflect on and review learning opportunities to individualise learning experiences required  
Provide multiple opportunities for students to experience, practise and improve knowledge, processes and skills

Students:  
Identify what they can do well and what they need to improve  
Provide feedback to a peer on interaction skills and suggest some strategies for improvement (written and spoken feedback)

**Reflection on the Unit Plan**

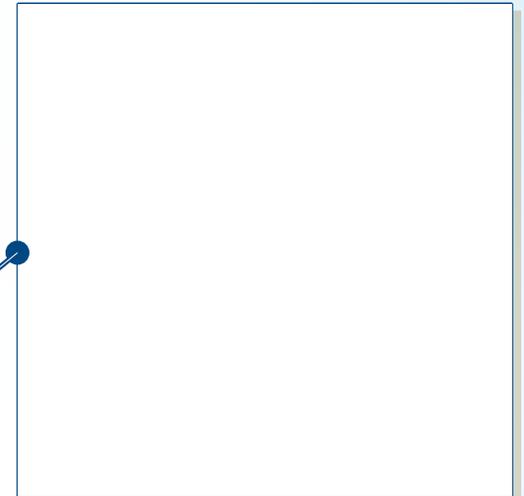
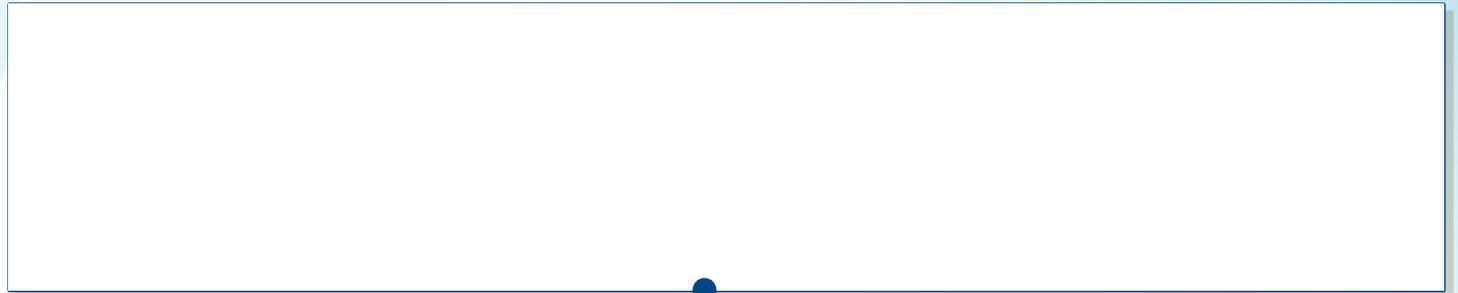
At the conclusion of the unit teachers can reflect on the unit for future planning by answering the following questions:  
What worked well in this unit?  
What was a stumbling block?  
How would you refine it?  
What trends and gaps in learning have you identified?  
How will you build on these learning experiences next term and beyond?

**Appendix >**

The appendix contains four informational slides:

- Slide 1:** A photograph of a blue and white RFDS plane on a runway at sunset. Text: "Look! Up in the Sky. Year 6 - Helping Australia Shrink". Logo: Royal Flying Doctor Service Tasmania.
- Slide 2: "About the RFDS"**
  - Started in 1928 by Rev John Flynn OBE. Flynn was a Teacher and a Missionary.
  - Provide a 24hr Emergency Service to Rural and Isolated Communities.
  - Started the School of the Air in Alice Springs in 1951 where students had their classes by radio.
  - The first flight was in a single engine, timber and fabric biplane named "Gosney".
  - Provided Primary Health Care to Rural and Isolated Communities.
  - Alfred Traeger invented the Padel Radio on November 11<sup>th</sup> 1951. It allowed people to talk to the RFDS.
- Slide 3: "The History of the Royal Flying Doctor Service"**
  - First Flight - Fabric Biplane called "Gosney".
  - 1928 Founder - Rev John Flynn OBE.
  - Compass similar to those used by Flynn's Padel Radios.
  - RFDS Radio - Invented by Alfred Traeger in 1951.
  - Where does it hurt? Bob's Cream - Star-Lady Gairloch, 1951 and used today.
  - Flynn's Padel Radios - Originally called on canvas.
- Slide 4: "About the RFDS in Tasmania"**
  - Today, provide Aeromedical Transfers to and between hospitals.
  - Today, provide primary health care to areas not able to access services.
  - The RFDS was established in Tasmania in 1960 sharing Gairloch from the New Club. Bought our own plane in 1965.
  - RFDS provides Medical Checks which screen children and emergency care.
  - It's mainly used and based in Tasmania to benefit Tasmanians.
  - Started to provide 24hr emergency, care and patient transfers between hospitals.

# The Story of the Royal Flying Doctor Service >



**RFDS Museum > Information Treasure Hunt**

Topic Australian Inland Mission

Questions

What is an Inlander \_\_\_\_\_

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What is the Australian Inland Mission \_\_\_\_\_

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Why was it founded? \_\_\_\_\_

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Did it improve life for Inlanders? \_\_\_\_\_

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**RFDS Museum > Information Treasure Hunt**

Topic John Flynn

Questions

Who was John Flynn? \_\_\_\_\_

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What did he have to do with the RFDS? \_\_\_\_\_

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Why? \_\_\_\_\_

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How \_\_\_\_\_

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When \_\_\_\_\_

## RFDS Museum > Information Treasure Hunt

Topic            Founding the Royal Flying Doctor Service

Questions

Why was the RFDS created? \_\_\_\_\_

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Who was Jimmy Darcy? \_\_\_\_\_

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What happened to Jimmy? \_\_\_\_\_

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How did his emergency influence the foundation of the RFDS? \_\_\_\_\_

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## RFDS Museum > Information Treasure Hunt

Topic            Inlanders

Questions

What is an Inlander? \_\_\_\_\_

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What struggles do they face that are not shared by people who live in cities? \_\_\_\_\_

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How do the RFDS help? \_\_\_\_\_

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## RFDS Museum > Information Treasure Hunt

Topic Technology

Questions

Who was Alfred Traeger? \_\_\_\_\_

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What was his invention? \_\_\_\_\_

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How did it work? \_\_\_\_\_

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How did it help people who lived in the outback? \_\_\_\_\_

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How did people communicate with the RFDS before his invention?

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## RFDS Museum > Information Treasure Hunt

Topic Communicating Illness or Injury

Questions

What is the Body Chart? \_\_\_\_\_

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Who Invented it? \_\_\_\_\_

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How did it work? \_\_\_\_\_

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How did it help? \_\_\_\_\_

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What information should a person give when calling the RFDS during an emergency? \_\_\_\_\_

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## RFDS Museum > Information Treasure Hunt

Topic Education

Questions

What did the RFDS do to help children who lived too far away to attend school? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

When was School of the Air started? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How is it the same and different to your school? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How does it work? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## RFDS Museum > Information Treasure Hunt

Topic Transport

Questions

What transport did doctors use to reach patients before planes?  
\_\_\_\_\_  
\_\_\_\_\_

How did the RFDS start using planes? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How did the use of planes change the RFDS? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How are the planes different now? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## RFDS Museum > Information Treasure Hunt

Topic Fundraising

Questions

Where does the money to operate the RFDS come from? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How much do they charge their patients? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How does the RFDS raise money to keep providing medical services? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Did it improve life for Inlanders? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## THINK / PUZZLE / EXPLORE

*A routine that sets the stage for deeper inquiry*

1. What do you think you know about this topic?
2. What questions or puzzles do you have?
3. What does the topic make you want to explore?

### Purpose: What kind of thinking does this routine encourage?

This routine activates prior knowledge, generates ideas and curiosity and sets stage for deeper inquiry.

### Application: When and Where can it be used?

This routine works especially well when introducing a new topic, concept or theme in the classroom. It helps students take stock of what they already know and then pushes students to identify puzzling questions or areas of interest to pursue. Teachers can get a good sense of where students are on a conceptual level and, by returning to the routine over the course of study, they can identify development and progress. The third question is useful in helping students lay the ground work for independent inquiry.

### Launch: What are some tips for starting and using this routine?

With the introduction of new topic - for example, earth, leaves, fractions, Buddhism - the class can engage in the routine together to create a group list of ideas. Between each phase of the routine, that is with each question, adequate time needs to be given for individuals to think and identify their ideas. You may even want to have students write down their individuals ideas before sharing them out as a class. In some cases, you may want to have students carry out the routine individually on paper or in their heads before working on a new area.

Keep a visible record of students' ideas. If you are working in a group, ask students to share some of their thoughts and collect a broad list of ideas about topic on chart paper. Or students can write their individual responses on post-it notes and later add them to a class list of ideas.

Note that it is common for students to have misconceptions at this point—include them on the list so all ideas are available for consideration after further study. Students may at first list seemingly simplistic ideas and questions. Include these on the whole class list but push students to think about things that are truly puzzling or interesting to them.

## THINK PAIR SHARE ROUTINE

*A routine for active reasoning and explanation*

Think Pair Share involves posing a question to students, asking them to take a few minutes of thinking time and then turning to a nearby student to share their thoughts.

### Purpose: What kind of thinking does this routine encourage?

This routine encourages students to think about something, such as a problem, question or topic, and then articulate their thoughts. The Think Pair Share routine promotes understanding through active reasoning and explanation. Because students are listening to and sharing ideas, Think Pair Share encourages students to understand multiple perspectives.

### Application: When and Where can it be used?

Think Pair Share can be applied at any given moment in the classroom. For example, when approaching a solution, solving a math problem, before a science experiment, or after reading a passage or chapter of a book you may ask students to take a moment to think about a particular question or issue and then turn to their neighbor and share their thoughts. Sharing can also be done in small groups. Some times you will want to have pairs or groups summarize their ideas for the whole class.

### Launch: What are some tips for starting and using this routine?

When first introducing the routine, teachers may want to scaffold students' paired conversations by reminding them to take turns, listen carefully and ask questions of one another. One way to ensure that students listen to each other is to tell students that you will be calling on individuals to explain their partners thinking, as opposed to telling their own thoughts.

Encourage students to make their thinking visible by asking them to write or draw their ideas before and/or after sharing. Journals can also be useful. Student pairs can report one another's thoughts to the class and a list of ideas can be created in the classroom.

This routine is adapted from Frank Lyman: Lyman, F. T. (1981). The Responsive Classroom Discussion: The Inclusion of All Students. In A. Anderson (ED), Mainstreaming Digest (PP. 109-113). College Park: University of Maryland Press.

## CIRCLE OF VIEWPOINTS ROUTINE

*A routine for exploring diverse perspectives*

Brainstorm a list of different perspectives and then use this script skeleton to explore each one:

1. I AM THINKING OF ... *the topic...* FROM THE POINT OF VIEW OF ...  
*the viewpoint you've chosen*
2. I THINK ... *describe the topic from your viewpoint. Be an actor - take on the character of your viewpoint*
3. A QUESTION I HAVE FROM THIS VIEWPOINT IS ... *ask a question from this viewpoint*

WRAP UP: What *new ideas do you have about the topic that you didn't have before? What new questions do you have?*

### Purpose: What kind of thinking does this routine encourage?

This routine helps students consider different and diverse perspectives involved in and around a topic. Understanding that people may think and feel differently about things is a key aspect of the Fairness Ideal.

### Application: When and Where can it be used?

This routine can be used at the beginning of a unit of study to help students brainstorm new perspectives about a topic, and imagine different characters, themes and questions connected to it. It can be used after reading a book or chapter. Provocative topics and issues are encouraged and the routine also works especially well when students are having a hard time seeing other perspectives or when things seem black and white. The routine can be used to open discussions about dilemmas and other controversial issues.

### Launch: What are some tips for starting and using this routine?

After identifying a topic, ask students to brainstorm various viewpoints about this topic. This can be done solo, or as a class, but make sure to give the initial brainstorm enough time for students to really stretch and explore diverse ideas. If students need help thinking of different viewpoints, try using the following prompts:

- > How does it look from different points in space and different points in time?
- > Who (and what) is affected by it?
- > Who is involved?
- > Who might care?



# CHARACTER PROFILE >

Picture/Photo of your Character

Name Age Gender

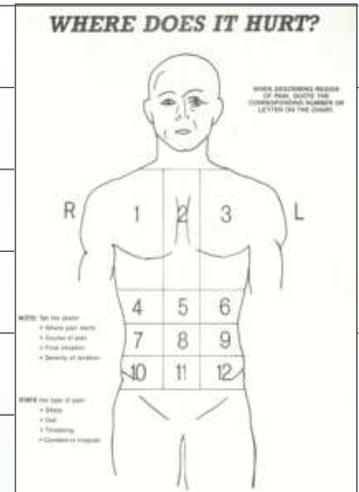
Occupation

Activities

General Health & Fitness Level

Circumstances surrounding Accident/Illness

Symptoms (Use the Body Chart to help explain)





## Writing the Script

Character	Image	Script
Patient		
Relative		
Doctor		
Nurse		
Pilot		

## Assessment Task Sheet > Make your Own Plane Tour

### Telling a Story

The royal flying doctor service is looking for more patient stories to add to their website. They have asked you to create a story that they can use on their website.

### Task

Your task is to create a new plane tour for the RFDS website. The tour will tell the story of a patient and how they were helped by the RFDS.

### Requirements

- > Your tour needs to follow the same format as the example on the website. This is so it can be changed easily.
- > You will need to develop the characters, (patient, relatives, RFDS etc)
- > Ensure your story is relevant and realistic to living in the outback.
- > Share your tour with others by either presenting it to the class or using a digital format for your presentation.



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	Way above level	Above Level	At level	Is approaching the standard expected	Is performing below the standard expected
Content	Independently records and represents the location of places and their characteristics in detailed maps, using discipline-appropriate conventions.	Independently records and represents the location of places and their characteristics in maps, using discipline appropriate conventions.	Records and represents the location of places and their characteristics in maps, using discipline-appropriate conventions.	With assistance records and represents the location of places and their characteristics in maps, using discipline-appropriate conventions.	Information is irrelevant or incomplete
	Independently creates and interprets grid maps to show position and pathways.	Independently creates and interprets simple grid maps to show position and pathways.	Creates and interprets simple grid maps to show position and pathways.	With assistance creates and interprets simple grid maps to show position and pathways.	
	Text is realistic and demonstrates understanding of the importance of the RFDS and the difference of the lives of those living in different places.	Independently demonstrates understanding of the importance of the RFDS and the difference of the lives of those living in different places	Demonstrates understanding of the importance of the RFDS and the difference of the lives of those living in different places.	With assistance demonstrates understanding of the importance of the RFDS and the difference of the lives of those living in different places.	
Researching	Independently poses detailed and thorough questions to investigate people, events, places and issues	Independently poses appropriate questions to investigate people, events, places and issues.	Poses questions to investigate people, events, places and issues	Student requires prompts and assistance to pose questions to guide an inquiry process.	Questions to guide an inquiry process are teacher generated or incomplete.
	Locates and collects detailed, relevant information and data from different sources, including observations.	Locates and collects relevant information and data from different sources, including observations.	Locates and collects information and data from different sources, including observations.	With assistance, locates and collects information and data from different sources, including observations.	Collection of information is teacher guided or incomplete.
Generic Structure	Independently plans, drafts and publishes imaginative and informative texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements, which enhance meaning and are appropriate to the audience and purpose.	Independently plans, drafts and publishes imaginative and informative texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose.	Plans, drafts and publishes imaginative and informative texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose.	With assistance, plans, drafts and publishes imaginative and informative texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose.	Ideas for presentation are teacher generated, or presentation is incomplete.

	Sequencing of information about people's lives and events adds meaning to presentation.	Independently sequences information about people's lives..	Sequence information about people's lives and events	With assistance, sequences information about people's lives and events.	
<b>Grammar and Spelling</b>	Punctuation, grammar and spelling are correct. Text is error free. Uses a variety of sentence structures to convey meaning and add interest.	Independently identifies and corrects punctuation and grammar errors and improves sentence structure throughout the editing process.	Identifies and corrects punctuation and grammar errors and improves sentence structure. throughout the editing process.	With assistance has made an effort to correct errors throughout the editing process.	Little effort editing, text contains many errors or is teacher corrected.
<b>Presentation</b>	Independently presents ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms.	Independently presents ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms.	Presents ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms.	With assistance presents ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms.	Presentation is teacher led or incomplete.
	Independently plans and delivers short, interesting presentations, providing key details in logical sequence.	Independently plans and delivers short presentations, providing some key details in logical sequence.	Plans and delivers short presentations, providing some key details in logical sequence.	With assistance plans and delivers short presentations, providing some key details in logical sequence.	

### Group Work Indicators

	Satisfactory	Unsatisfactory	Didn't participate
Interact with others with respect to share points of view.			
Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations.			
Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume			

Self Assessment \_\_\_\_\_

I am pleased with: \_\_\_\_\_

The part I enjoyed the most was: \_\_\_\_\_

I need to work on: \_\_\_\_\_

Comments \_\_\_\_\_

\_\_\_\_\_



Royal Flying Doctor Service