



# Start the Party Parachute Peril

## Science – Physical Phenomena

Outcomes	Indicators
<p><b>K-6</b>  <b>ESES1.6</b> Explores and identifies ways the environment influences their daily lives  <b>INVES1.7</b> Investigates their surroundings by observing, questioning, exploring and reporting</p> <p><b>7-10 Life Skills</b>  <b>LS.6</b> A student recognises some forms and sources of energy  <b>LS.10</b> A student identifies some features of the Earth  <b>LS.18</b> Participates in an investigation</p> <p><b>11-12 Life Skills</b>  <b>6.1</b> Recognises and understands that energy is needed to undertake a range of activities  <b>1.4</b> Demonstrates knowledge and understanding of variations in climate and weather within the local environment, across Australia and globally</p>	<p><b>For students to:</b></p> <ul style="list-style-type: none"> <li>Recognise how different physical occurrences influence the environment.</li> <li>Recognise how their movements/actions influence their environment.</li> </ul>
<h3>Links to Australian Curriculum</h3>	
<p style="text-align: center;"><b>Early Stage One</b></p> <p><b>STe-6NE</b> Identifies that the way objects move depends on a variety of factors  <b>STe-4WS</b> Explores their immediate surroundings by questioning, observing using their senses and communicating to share their observations and ideas</p>	<p style="text-align: center;"><b>Life Skills 7-10</b></p> <p><b>SCLS-10PW</b> Explores a range of forces in everyday situations  <b>SCLS-11PW</b> Identifies various forms and sources of energy and their uses</p>
<h3>Content</h3>	
<p><b>Introduction:</b></p> <ol style="list-style-type: none"> <li><i>Recognise how their movements/actions influence the environment:</i> Introduce the topic of parachutes. Display photos relevant to the game and include videos of parachutes. If available allow students to explore a giant parachute. Connect the PlayStation move and continue to turn on 'Start the Party'. Select the game 'Parachute Peril'. Demonstrate the use of this game and how to play whilst giving key instructions in your example. Give each student a turn in experiencing how to use the wand to create energy and move the parachutes around the screen.</li> </ol>	

Discuss with students how the movement of their arms is creating the wind. Ask students questions around the impact that this has on each parachute. “What can they see happening on the screen as a result of the wind?” Encourage students to move as many parachutes as possible onto the boats and for them to be safe. Praise each student for their efforts within the game, and in answering questions regarding the game.

**Exploration:** Note: the following lesson ideas have been designed to be taught in separate lessons.

1. *Recognise how their movements/actions influence the environment:* Have students move to an area with space that is protected from outside elements. Use *fly swatters* and *balloons* to create an environment similar to the game in which students must keep the balloon off the ground by creating wind with their fly swatters. Discuss how the *fly swatter* is creating wind and this keeps the balloon in the air. As an extension activity place mats around the room and have students direct the balloon using the *fly swatters* to those specific areas. Have students pair up. One student is to have the fly swatter, the other a parachute man. Let students experiment and have a turn of each position. Discuss with students how much wind is needed to keep the parachute man up. You could do this from different heights and areas around your classroom and school. Video experiments to play back to students.
2. *Recognise how different physical occurrences influence the environment:* Discuss the idea of wind. How can we tell when it is windy? What can we see? What can we feel? Use brainstorming to create ideas around these aspects of wind. It may be an idea to take your students outside on a windy day to let them see what happens in the environment when it is windy. If this is not appropriate use videos to make these connections. On a windy day, take students out and allow them to take turns flying a kite. Take photos of what the environment look likes during windy conditions e.g. tree branches moving and kite flying. Ask students if they can feel the wind. Discuss with students what the wind is doing to the kite. Also discuss what would happen to the kite if there was no wind. Draw connections back to Parachute Peril and previous experiments. Take the kite inside and allow a student to try and fly the kite. Discuss with students why the kite won't fly. What do we need to make sure the kite does fly? Video all experiments to play back to students.

**Conclusion:**

1. Using the videos made and photos taken allow students to categorise these into energy made by humans and energy made by physical occurrences. Have students complete the **Smart Notebook activity** to assess their understanding of man-made and natural sources of energy.

## Assessment

The student will:

**Indicator:** Recognise how different physical occurrences influence the environment

- Identify photos that depict windy conditions
- Describe how the wind impacts on a tree e.g. leaves falling/branches moving
- Describe what is needed to fly a kite.

**Indicator:** Recognise how their movements/actions influence their environment.

- Use PlayStation wand to operate virtual fan.
- Use fly swatter to keep balloon off the ground.

## Resources

PlayStation Move  
Start the Party

## Extension Activities

TV/Interactive Whiteboard SMART Notebook Activities	
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