Dear Teachers

Re: Learning module for classroom teachers - TBM naming competition

Lesson plan overview
Snowy Hydro has a strong focus on STEM, through education, careers and our community. It was this commitment that led to the development of a complete education package wrapped around the Snowy 2.0 TBM naming competition.

This learning module has been designed as a support tool for local teachers of the Snowy region that wish to incorporate the Snowy 2.0 TBM naming competition content into their classroom and extend their students learning experience through the resource package.

The resources included, align with the Australian Curriculum and have been built around the three interrelated strands of language, literature and literacy, with a major focus on history and STEM related outcomes, facilitated by targeting the focus topic of innovative Australian women in STEM past and present.

The various tools have been created to meet the different learning styles of students and to build on their research and writing skills, while exploring the profiles of great Australian women in STEM past and present to further broaden their knowledge in this topic area, consequently strengthening concepts, skills and processes.

The module features a suite of three research information collection sheets, videos of current Snowy Hydro employees partnered with a reflective worksheet, a generic ideas capture sheet and a worksheet targeted at delving further into historic Australian women of STEM exploring innovation and changes in social attitude.

Also, included are direct links to great sites to investigate the amazing innovative current Australian women in STEM and links to profiles of selected past great Australian women of STEM. The students are not limited to the links supplied in this content and can do as much individual research as they choose.

This module will assist the learner to discover and nominate a ground-breaking or inspiring Australian women in STEM and to confidently explain their choice in 200 words or less and be eligible to enter the competition. The students whose shortlisted names gain the most public votes are the winners!

Best wishes
The Education team

Aligned to the Australian curriculum

> **Curriculum overview:** This learning module is wrapped around the TBM naming competition and has been designed to support local teachers with resources and material to bring the topic of Australian women in STEM to the classroom.
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> Below is a list of the learning areas and content descriptors ranging from Year 5 to years 11 and 12 that map to the module content.

Learning area	Content descriptions
HASS **Year 5** (ACHASSI095 - Scootle)	**Inquiry and skills** **Researching** Locate and collect relevant information and data from primary sources and secondary sources
(ACHASSI101 - Scootle	**evaluating and reflecting** Evaluate evidence to draw conclusions
Year 6 (ACHASSI123 - Scootle)	**Inquiry and skills** **researching** Locate and collect relevant information and data from primary sources and secondary sources
HASS - History **Year 6** (ACHASSK137 - Scootle)	**Knowledge and understanding** The contribution of individuals and groups to the development of Australian society since Federation
Science **Year 7** (ACSHE121 - Scootle)	**Science as a human endeavour** **Use and influence of science** People use science understanding and skills in their occupations and these have influenced the development of practices in areas of human activity
(ACSIS133 - Scootle)	**Science Inquiry Skills** **communication** Communicate ideas, findings and evidence based solutions to problems using scientific language, and representations, using digital technologies as appropriate
Year 8 (ACSHE136 - Scootle)	**Science as a human endeavour** **Use and influence of science**

	People use science understanding and skills in their occupations and these have influenced the development of practices in areas of human activity
History **Year 7** (ACHHS207 - Scootle) (ACHHS208 - Scootle)	**Historical Skills** **Historical questions and research** Identify a range of questions about the past to inform a historical inquiry Identify and locate relevant sources, using ICT and other methods
(ACHHS211 - Scootle)	**Analysis and use of sources** Draw conclusions about the usefulness of sources
Year 8 (ACHHS150 - Scootle) (ACHHS150 - Scootle) (ACHHS151 - Scootle)	**Historical skills** **Historical questions and research** Identify a range of questions about the past to inform a historical inquiry Identify a range of questions about the past to inform a historical inquiry Identify and locate relevant sources, using ICT and other methods
(ACHHS153 - Scootle) (ACHHS154 - Scootle)	**Analysis and use of sources** Locate, compare, select and use information from a range of sources as evidence Draw conclusions about the usefulness of sources
(ACHHS155 - Scootle)	**Perspectives and interpretations** Identify and describe points of view, attitudes and values in primary and secondary sources
(ACHHS157 - Scootle)	**Explanation and communication** Use a range of communication forms (oral, graphic, written) and digital technologies
Year 9 (ACHHS168 - Scootle)	**Historical Skills** **Historical questions and research** Identify and locate relevant sources, using ICT and other methods
(ACHHS169 - Scootle)	**Analysis and use of sources**

(ACHHS170 - Scootle)	Identify the origin, purpose and context of primary and secondary sources Process and synthesise information from a range of sources for use as evidence in an historical argument
(ACHHS172 - Scootle)	**Perspectives and interpretations** Identify and analyse the perspectives of people from the past
(ACHHS174 - Scootle)	**Explanation and communication** Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced
Year 10 **(ACDSEH149 - Scootle)**	**Historical Knowledge and Understanding** **popular culture (1945 - present)** Continuity and change in beliefs and values that have influenced the Australian way of life
(ACHHS186 - Scootle)	**Historical Skills** **Historical questions and research** Identify and locate relevant sources, using ICT and other methods
(ACHHS190 - Scootle)	**Perspectives and interpretations** Identify and analyse the perspectives of people from the past
Modern History **Years 11 and 12**	**Unit 2: Movements for Change in the 20th century** Historical skills and Historical knowledge and understanding **Movement to study -** Women's movements
(ACHMH121) (ACHMH125)	**Unit 3: Modern Nations in the 20th century** **List 1** - Australia, 1918 - 1949 (End of WWI - Election of Menzies) **Historical knowledge and understanding** The adjustment of national priorities in the 1920s, including the tensions between urbanisation, industrialisation and rural development; the difficulties of soldier settlement; the exclusion of Aboriginal and Torres Strait Islander Peoples; and the changing role of women The key features of post-war reconstruction, including industrialisation, immigration, the provision of social welfare,

	and attitudes and policies towards Aboriginal and Torres Strait Islander Peoples, and women