

Units of work: primary

From the Information Fluency Framework pilot schools

The following units were developed by teacher librarians participating in the Information Fluency Framework (IFF) pilot during Term 2, 2021. The units were written within a short timeframe and are provided to demonstrate the versatility and scope of the framework. There is still much room to collaborate to develop teaching strategies matched to framework outcomes.

The Information Fluency Framework is comprised of five main elements: Social, Literate, Innovative, Critical and Ethical (SLICE).

Thank you to the following teacher librarians who have shared their work:

- Carmel Grimmett (Summer Hill Public School)
- Jan Poona (Rooty Hill Public School)
- Rebecca Toltz (Bourke Street Public School)
- Helena Vassios (Forestville Public School)
- Nicole Wyatt (Blakehurst Public School)

Early Stage 1

- **English – ‘Dolls and trucks’ and ‘Triangles and circles’**

Adapted for learning from home, these short topics focus on [‘Using the front cover of books to show an awareness of the feelings, needs and interests of others’](#) and [‘Observing and understanding circles and triangles in illustrations’](#). Powerpoint presentations are available for each of the topics and tasks: [‘Dolls’](#), [‘Trucks’](#), [‘Triangles’](#), and [‘Circles’](#). An [IFF checklist for Early Stage 1](#) tracks SLICE outcomes across these topics studied during learning from home.

Stage 1

- **English – ‘Predicting’ and ‘Settings’ (Year 1)**

These short topics explore the questions: [‘How can you predict what a story might be about?’](#) and [‘What is a setting? Have you been to places like the settings represented in picture books?’](#) An [IFF checklist for Year 1](#) tracks SLICE outcomes across multiple topics studied at the pilot school, including ‘Predicting’ and ‘Settings’. A [fiction book list](#) is also available to support the prediction activity.

- **English – ‘Emotions’ and ‘Use of images’ (Year 2)**

These short topics explore the questions: [‘What is the purpose of images in books?’](#) and [‘How are emotions shown in picture books?’](#) A handout, [‘What jobs do images do in books?’](#), supports the former topic. An [IFF checklist for Year 2](#) is also available, tracking SLICE outcomes across multiple topics studied at the pilot school, including ‘Use of images’ and ‘Emotions’.

Stage 2

- **English & science – ‘Endangered, not extinct’**

Originally based on a unit by Jenny Scheffers, this 10 week unit uses an inquiry-based learning approach. Students focus on threatened species – what it means for a species to be labelled as threatened, how they become threatened, and what people can do to assist. Students begin by exploring a variety of endangered Australian animals, and then concentrate on one endangered Australian species. The unit focusses on two elements of the Information Fluency Framework – Literate and Innovative. A [teaching program](#) is available.

- **English & information skills program**

This unit focuses on developing skills from the Information Fluency Framework, and supporting students to read and respond to a range of texts. Across 8 lessons, students examine the key features of literary texts, explore literary genres, create book trailers, participate in the Premier’s Reading Challenge, and locate library resources. A [teaching program](#) is available.

Stage 3

- **English – poetry ('Ode on solitude' by Alexander Pope)**

This 10 week unit provides students with the opportunity to study the ode form of poetry through deconstruction. Students learn to annotate for purpose, analysing the ode's form and structure, and identifying literary techniques used in the given poem. They consider how the techniques are used by the poet to convey tone, mood and/or the poet's attitude to the topic at hand. For substantive learning, students also engage in researching the broader context of the time the poet was born in, as well as the poet's own personal context. Students use this evidence, alongside their analysis, to provide an in-depth interpretation of the focus poem. A [teaching program](#) and supporting [Powerpoint presentation](#) are available.

- **English, PDHPE & geography – project-based learning (PBL) and the Information Fluency Framework (IFF)**

Spanning 8-10 lessons, this unit introduces students to PBL and the Eco-Schools program using the IFF. Its guiding question is: 'How can we change our school into an Eco-School?' The unit also integrates the cross-curricular focus areas of Sustainability and Aboriginal and Torres Strait Islander histories and culture using the NAIDOC theme: 'Heal Country!' A [teaching program](#) and supporting [Powerpoint presentation](#) are available.

Source: Grimmett, C. (2021). Trialling the Information Fluency Framework: A report from the pilot schools. [Scan](#), 40(9).