

MATHS MISSION

Reading the Seasons

YOUR ROLE: COMMUNITY PLANNER

Your Mission

As Community Planner, you've been asked to help decide the best time to run an important community activity — using a local seasonal calendar rather than just a regular monthly one.

[Teacher: insert your local seasonal calendar here, shared with permission, before running this mission.]

Before You Begin

- What signs in nature tell people that the weather or season is changing?
- Do you already know a seasonal pattern here — like a wet season and a dry season? What changes between them?

 *Talk with a partner: what's different about life here in different seasons?*

Background

Many Aboriginal and Torres Strait Islander communities use detailed seasonal calendars built from generations of careful observation of Country — noting things like plant flowering, animal behaviour, and weather patterns — to guide when activities happen. These calendars are different in every region and are not the same everywhere.

17 Step 1 – Mapping the Seasons

Using the seasonal calendar provided, fill in the name and length (in weeks) of each season, then write its length as a fraction of the 52-week year. Simplify the fraction if you can.

Check: do all the seasons' weeks add up to 52?

Not every calendar has 7 seasons — if yours has fewer, just leave the extra rows blank.

Season Name	Weeks Long	Fraction of Year
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Step 2 – Choosing the Timing

The community wants to run its activity during a season when a particular condition is true (e.g. calmer weather, or good road access).

Using your calendar, work out which season fits, and which week of the year that season begins.

- Best season for the activity: _____
- Week the season begins: _____

Make a Decision

Which week should the activity be scheduled to start?

- ☐ The week the season begins
- ☐ A week in the middle of the season
- ☐ A different week — explain

Explain your choice using the calendar and fractions from your table.

: _____

: _____

Mission Challenge

A late change means the activity now needs to happen twice a year, about six months (26 weeks) apart.

Work out the second week, and which season it falls in.

Occurrence	Week Number	Season
First	_____	_____
Second (+26 weeks)	_____	_____

Does the second date fall in a season that still works for the activity? Explain.

: _____

Extension Challenge

Write a rule for working out which season a given week number falls into, using your calendar.

What is your rule?

 *Talk with a partner before you write your rule.*

My idea: _____

Community Connection

Seasonal knowledge is built from careful, long-term observation of the local environment.

- Plants flowering or fruiting
- Animals appearing, breeding, or moving
- Changes in wind, rain, or temperature
- Road or sea access changing

What signs tell people here that a season has changed?

: _____

Reflection

Circle how you felt about today's mission:

 Confident  Mostly understood  Needed some help  Found it difficult

What was interesting about using a seasonal calendar instead of a regular monthly one?

: _____

Bonus Challenge

Design one page of a class seasonal calendar poster using what you found out today.

: _____

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