

Mission 6: Reading the Seasons

Role: Community Planner **Duration:** 45 minutes

Learning Intentions & Success Criteria

We are learning to:

- Identify and describe a repeating pattern in a seasonal calendar.
- Express the length of a season as a fraction of the year.
- Use a calendar pattern to plan the timing of an activity.

Success criteria — I can:

- I can work out how many weeks are in a season.
- I can write a season's length as a fraction of 52 weeks.
- I can use the pattern to recommend the best timing for an activity.

Curriculum focus: Number & Pattern — identifying repeating patterns, simple fractions of a year

Materials

- Blank calendar template
- Local seasonal calendar information (teacher/community-sourced beforehand)
- Coloured pencils
- Whiteboard

Lesson Flow & Scripted Questions

Use these prompts rather than explaining the maths yourself — let students reason first.

Stage	Ask students
Context	"How do you know when the wet season is about to start, without checking a phone or calendar?" "Why might communities pay close attention to signs like plants flowering or animals appearing?"
Student Exploration	"Look at the seasonal calendar in front of you. What repeats? What's different about each season?"
Discussion	"How many weeks long is each season?" "Do all the seasons last the same amount of time?"
Introduce the Maths	"If a season is 8 weeks long, what fraction of the 52-week year is that?" "How could we simplify that fraction?"
Reflection	"Why might a calendar based on real signs in the environment be more useful for planning than just using a date?"

Do Not Default To

- Using a generic, pan-Indigenous 'six seasons' poster without checking it reflects the local Country your students are on.
- Treating this as a literacy or general-knowledge activity — keep the focus on the maths (pattern, fraction, calculation).
- Assuming every community's calendar has the same number or length of seasons — they don't.

 Differentiation**Extra support:**

- Provide the season lengths already filled in and focus only on the fraction step.
- Use a simplified 2-season (wet/dry) version if the full local calendar is complex.

Extension / mentor track:

- Ask students to convert each season's fraction to a percentage of the year.
- Have students investigate why season lengths might vary from year to year in a real calendar.

 Adapting This Mission To Your Community

- Before teaching this mission, source the local seasonal calendar (with permission) — through an Elder, an Aboriginal and/or Torres Strait Islander Education Worker, or the relevant Land Council — rather than using a generic one.
- If no local calendar is available yet, use this mission's structure with a placeholder and treat sourcing one as a real class project.
- At minimum, a well-known wet season / dry season pattern (and how it changes road or sea access — see Mission 3) is a safe, simple starting point if a fuller calendar isn't available yet.

This mission uses a placeholder context. Please localise names, places, and any cultural knowledge in consultation with local Traditional Owners, Elders, or community members, and only include specific cultural knowledge that has been given permission to share.