

## Lesson Background

The Patagonian and North Pole expedition teams will be keeping a daily log/journal of their journeys. Students will look at the template of the expedition's log, have the opportunity to receive updates from the teams during the expeditions and after the expedition the completed log will be available to be viewed on the website.

## Outcomes

Students will explore the emotional and practical dimensions of progress towards a goal by investigating expedition journals and records. Using a goal, task or project that they want to achieve they will write a journal/log of their progress towards the goal.

## Preparation

Supply students with a copy of the Expedition log template. (see Attachments). Compare the log template being used by expeditions with the student 'log'. Ensure that students are clear about a goal they would like to work on.

## Student Activities

### Student Activity 1. What Story Does an Expedition Log Tell?

Look at samples of expedition logs of explorers and adventurers. The logs of Linda Beilharz and her team members Antarctic and Greenland expeditions are attached.

Using the Greenland expedition log and map investigate the progress over the entire expedition. How do the distances travelled each day change? How many days did it take to cover half the distance of the journey? What do you think it felt like to be half way but to have taken much more than half the time to get there? Describe the conditions that were faced.

Look at the log template for the proposed North Pole expedition.

Discuss these imaginary but possible scenarios – What happens if:

- The average distance travelled in the first week is not far enough to ensure reaching the goal?
- The weather is too difficult to enable travel for three days in a row?
- The drift is negating the distances travelled most days?

### Student Activity 2. Tracking Student Goals

Discuss the use of the term 'journey' as an analogy for the process of working towards a goal. What could it refer to in the student's own personal lives?

Ask students to set a personal goal that they would like to work on in the next few weeks. It could be a goal related to their classroom learning, sports, learning a skill, completing a task etc.

Have students share their goal with a partner or in a small group.

Explain each heading in the student log.

- What did you achieve today?
- Was it better or worse than you hoped? In what way?
- What do you think and feel today about the journey to achieving your goal?
- How have other people influenced (helped, distracted or hindered) your progress.
- What else would you like to say about your progress in achieving your goal?

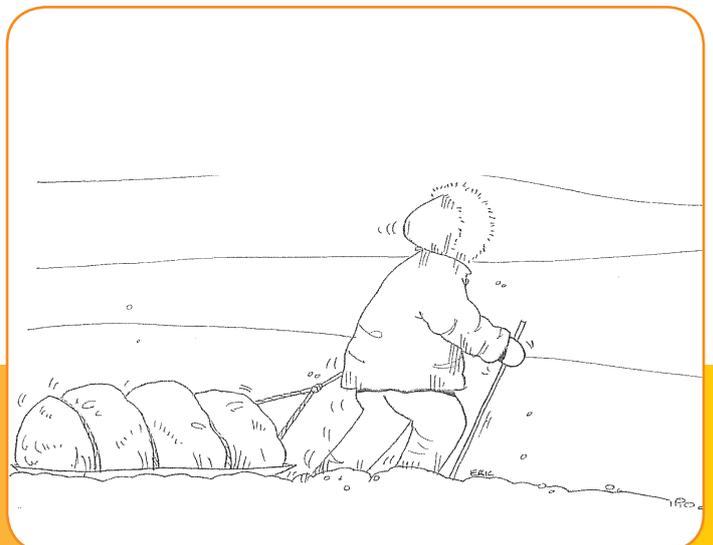
Provide time every day for students to complete their log. Share, reflect and celebrate their achievements when the goal is achieved.

## Extension

Students could be encouraged to keep their own personal journal on a regular basis.

## Resources

Logs and journals of explorers from the past.



## Attachments

**Expedition and Student log** – a template that can be used to enter expedition progress details (distance, location, conditions) and student project progress details (achievements, conditions, comments)

**Greenland expedition log** – example of a log from the Bendigo Bank Greenland expedition

**Greenland expedition map** – map showing where campsites were and illustrating progress of the expedition

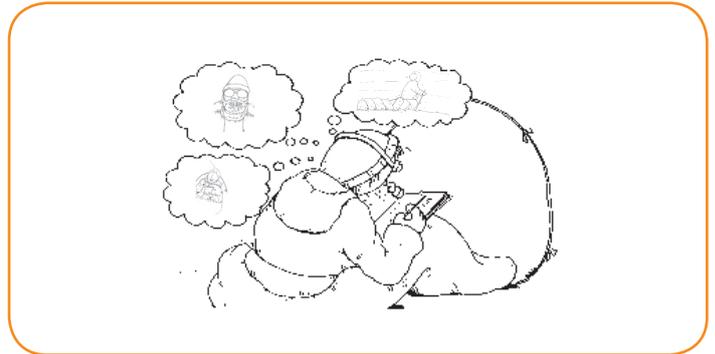
**South Pole expedition log** - example of a log from Linda Beilharz's South Pole expedition

**North Pole Expedition itinerary** – details of expected progress and milestones.

## Links

**Expedition Guide** – including a very full range of topics for polar expeditions

<http://www.thepoles.com/expguide/dream.htm>



day	date	position	distance	temp	wind	windchill	snow	weather	barometer	other
1	11/4	65 01 00 W 58 58 00 S	8.56 km	-10	1/20	64.1	0	fine/11.1	922 ↓	climbing from snow camp
2	12/4	65 08 00 W 58 58 34 S	11.9 km	-10	1/20	64.1	0	fine	921 ↓	climbing from snow camp
3	13/4	65 15 00 W 58 58 00 S	7.35	-10	1/20	64.1	0	fine	920 ↓	climbing from snow camp
4	14/4	65 20 00 W 58 58 00 S	5.3 km	-10	1/20	64.1	0	fine	919 ↓	climbing from snow camp
5	15/4	65 25 00 W 58 58 00 S	18.2	-10	1/20	64.1	0	fine	918 ↓	climbing from snow camp
6	16/4	"	0	-16	1/10	64.1	0	fine	917 ↓	climbing from snow camp
7	17/4	"	0	-16	1/10	64.1	0	fine	916 ↓	climbing from snow camp
8	18/4	"	0	-16	1/10	64.1	0	fine	915 ↓	climbing from snow camp
9	19/4	"	0	-16	1/10	64.1	0	fine	914 ↓	climbing from snow camp
10	20/4	65 30 00 W 58 58 00 S	19.4	-16	1/10	64.1	0	fine	913 ↓	climbing from snow camp
11	21/4	65 35 00 W 58 58 00 S	15.6	-16	1/10	64.1	0	fine	912 ↓	climbing from snow camp
12	22/4	65 40 00 W 58 58 00 S	15.8	-16	1/10	64.1	0	fine	911 ↓	climbing from snow camp
13	23/4	65 45 00 W 58 58 00 S	16.0	-16	1/10	64.1	0	fine	910 ↓	climbing from snow camp
14	24/4	65 50 00 W 58 58 00 S	16.0	-16	1/10	64.1	0	fine	909 ↓	climbing from snow camp
15	25/4	65 55 00 W 58 58 00 S	20.1 (20.1)	-16	1/10	64.1	0	fine	908 ↓	climbing from snow camp
16	26/4	66 00 00 W 58 58 00 S	20.1 (20.1)	-16	1/10	64.1	0	fine	907 ↓	climbing from snow camp
17	27/4	66 05 00 W 58 58 00 S	20.1 (20.1)	-16	1/10	64.1	0	fine	906 ↓	climbing from snow camp
18	28/4	"	0	-16	1/10	64.1	0	fine	905 ↓	climbing from snow camp
19	29/4	66 10 00 W 58 58 00 S	20.1	-16	1/10	64.1	0	fine	904 ↓	climbing from snow camp