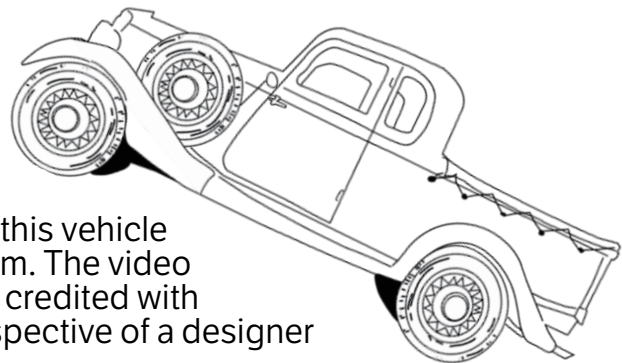


# KID CURATOR & THE FIRST UTE

This video is part of a series, created as a collaboration between Michael Mills and the History Trust of South Australia. The Kid Curator series explores local South Australian history through historical objects. The videos provide a curatorial description of the object and period in history blended with narrative-based re-enactments. Each video focuses on an object from the History Trust of South Australia's State History Collection and provides differing point of view on the history of the object in question. View the video and use the dedicated education resource for a cross curricular exploration of the history of South Australia.

## The First Ute

This video showcases the story of the "First Ute". This car from the Ford Motor Company was commonly owned in rural South Australia from 1934. An example of this vehicle is on display in the National Motor Museum. The video considers the perspectives of the woman credited with requesting the car's creation and the perspective of a designer who worked on the vehicle.



## Curriculum Map

### Year 4

Design and Technologies – examine design and technologies occupations and factors including sustainability that impact on the design of products, services and environments to meet community needs (AC9TDE4K01) generate and communicate design ideas and decisions using appropriate attributions, technical terms and graphical representation techniques, including using digital tools (AC9TDE4P02)

### Year 5

Design and Technologies – explain how people in design and technologies occupations consider competing factors including sustainability in the design of products, services and environments (AC9TDE6K01) generate, iterate and communicate design ideas, decisions and processes using technical terms and graphical representation techniques, including using digital tools (AC9TDE6P02)

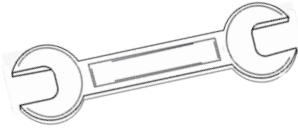
### Year 6

Design and Technologies – explain how people in design and technologies occupations consider competing factors including sustainability in the design of products, services and environments (AC9TDE6K01) generate, iterate and communicate design ideas, decisions and processes using technical terms and graphical representation techniques, including using digital tools (AC9TDE6P02)

## Focus Questions

### Before watching:

1. How would you define technology?
2. What or who has the biggest effect on future technology?
3. How do we make technology sustainable?



### After watching:

1. Do you think the story was true or that it was a marketing scheme? Why?
2. Why do you think no one created a car like this before?
3. What big ideas do you think people are working on building right now? Why?

## Class Activity

### Shark Tank

First brainstorm practical problems faced by students in the classroom – these will later be assigned to students to “solve”. (i.e. cupboards being too tall for kids, sandwiches going soggy or compost bins attracting flies etc.)

Then discuss the “engineering” process

<https://www.teachengineering.org/design/designprocess>

Next watch a quick clip of Shark Tank here:

<https://www.youtube.com/watch?v=y5nmwuu6RX0>

Discuss the information they presented. What makes a good sales pitch? What did the sharks like about their solution?

Break the class into groups. Each group will receive a “problem” and have 10 minutes to come up with a technology-based solution.

Optional: give extra time to make a model, and related documents (instructions, materials, cost etc).

Once complete, groups will present their idea to the class as though on Shark Tank. They must be ready to answer questions.

The class will listen, ask questions and vote on if they would invest in the technology. Give time for reflection on what makes a great idea for new technology.

## Where to Next?

Research further into the engineering design process and work towards testing it out with your class on some real design problems

<https://www.teachengineering.org/design/designprocess>

