

## FOCUS CONCEPTS



## CURRICULUM INTENT

### The Earth Charter

- Principle 2 – Care for people, plants and animals with compassion and love
- Principle 5 – Protect the diversity of nature
- Principle 6 – Avoid environmental harm
- Principle 7 - Walk lightly on our Earth and use only what we need

### Australian Curriculum - Cross-Curriculum Priorities

- **Sustainability**
  - The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future.
  - Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.
  - Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.
- **Aboriginal and Torres Strait Islander Histories and Cultures**
  - Australia has two distinct Indigenous groups, Aboriginal Peoples and Torres Strait Islander Peoples.
  - Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place throughout all of Australia.
  - Aboriginal and Torres Strait Islander Peoples have unique belief systems and are spiritually connected to the land, sea, sky and waterways.
  - Aboriginal and Torres Strait Islander societies have many Language Groups.

### Australian Curriculum – General Capabilities

- Literacy
- Numeracy
- ICT Capability
- Critical and Creative Thinking
- Personal and Social Capability
- Ethical Behaviour
- Intercultural Understanding



## REPERTOIRES OF PRACTICE

### *Australian Sustainability Curriculum Framework*

	FOUNDATION LEVEL - YEAR 2	YEAR 3 -YEAR 7
<b>WORLD VIEWING</b>	<p><b>Perceptions, feelings and values:</b> Practising moments of solitude in and becoming familiar with a variety of natural environments</p>	<p><b>Perceptions, feelings and values:</b> Describing, representing and storytelling about natural environments and their sense of connection with them</p>
<b>SYSTEMS THINKING</b>	<p><b>Tracking change over time:</b> Describe change as a series of events that occur over time</p> <p><b>Assessing probability, risk and benefit:</b> Discuss ways of avoiding or reducing risk</p>	<p><b>Tracking change over time:</b> Describe change as a series of events that are connected in time</p> <p><b>Assessing probability, risk and benefit:</b> Propose, evaluate and enact ways to minimize risk or mitigate its consequences</p>
<b>FUTURES AND DESIGN THINKING</b>	<p><b>Appreciating change over time:</b> Demonstrate a sense of time from past to present and to future based on personal experience of events and place</p>	<p><b>Appreciating change over time:</b> Demonstrate a sense of time and place based on personal and historical experiences</p>

## SUGGESTED TEACHING AND LEARNING SEQUENCE

### INQUIRY PHASE 1 – ENGAGE – MAKING A CASE FOR CHANGE

#### LEARNING OBJECTIVES

- Investigate the natural history of Australia, particularly in relation to Aboriginal and Torres Strait Islander cultures
- Describe relationships between Australian native animals and features of ecosystems

INQUIRY QUESTIONS	SUGGESTED LEARNING AND TEACHING SEQUENCE
<ul style="list-style-type: none"> <li>• What's the best thing about Australia's big backyard?</li> <li>• What might Australia have looked like when it was part of Gondwanaland?</li> <li>• What can we find out about Australia's environment from Aboriginal and Torres Strait Islander peoples?</li> <li>• What are some of Australia's native animals?</li> <li>• Where do these animals live?</li> <li>• How do our native animals use the features of their environment to survive?</li> </ul>	<ol style="list-style-type: none"> <li>1. View the video clip from <a href="#">Tourism Australia</a> and make a list of all the wonderful things about Australia's natural environment. Identify other features of Australia's big backyard that may not have been included in the video. Create a class video/slideshow about the best features of your local environment.</li> <li>2. Visit <a href="#">Ancient Australia</a> to find out more about Gondwanaland. Discuss how archaeologists have used fossils and indigenous artifacts to construct a picture of how Australia's ancient natural heritage. Using historical evidence, create images of landscapes, environments and animals that may have existed in Ancient Australia.</li> <li>3. Brainstorm what students already know and understand about Aboriginal and Torres Strait Islander histories and cultures in relation to Australian plants, animals and the environment. Visit <a href="#">Burarra Gathering</a> and <a href="#">Indigenous Weather knowledge</a> to identify understandings held by indigenous Australians in relation to our natural environment. Create a HEAD, HEART, HANDS diagram to demonstrate students' understanding of             <ol style="list-style-type: none"> <li>a. Indigenous wisdom/teachings – what they know about our land (HEAD)</li> <li>b. Indigenous values – how they feel about our land (HEART)</li> <li>c. Indigenous actions – how they care for the land (HANDS)</li> <li>d. in relation to Australia's landscape (HEART) and</li> </ol> </li> <li>4. Identify all the different ecosystems in Australia and describe the animals that live in those areas. Choose a specific animal for investigation and explain how the animal uses the features of its environment to satisfy its needs – food, shelter, water, air and protection from potential threats</li> </ol>

## INQUIRY PHASE 2 – EXPLORE – DEFINING THE SCOPE FOR ACTION

### Learning Objectives

- Use a map to locate Australian World Heritage sites
- Justify why we need to preserve Australia’s unique environment for future generations
- Explain processes for interacting with and caring for Australia’s environment

INQUIRY QUESTIONS	SUGGESTED LEARNING AND TEACHING SEQUENCE
<ul style="list-style-type: none"> <li>• What is a World Heritage Site?</li> <li>• Where are Australia’s World Heritage sites?</li> <li>• Why have these sites been listed as World Heritage Sites?</li> <li>• What issues are threatening the survival of our natural environment?</li> <li>• What is the Resources Boom?</li> <li>• Where are resources located in Australia?</li> <li>• What is EcoTourism?</li> <li>• How should people behave when they interact with our big backyard?</li> </ul>	<ol style="list-style-type: none"> <li>1. Investigate the UNESCO criteria for World Heritage sites and view the videoclips about Australian places <ul style="list-style-type: none"> <li>▪ <a href="#">Purnululu National Park</a></li> <li>▪ <a href="#">Ningaloo Reef</a></li> <li>▪ <a href="#">Blue Mountains</a></li> </ul> </li> <li>2. Share experiences of these and other World Heritage Listed sites and create postcards to raise awareness of the importance of protecting unique places</li> <li>3. View the videoclip on the <a href="#">Great Barrier Reef</a> to find out about current threats to the area.</li> <li>4. Discuss other issues that are threatening the survival of Australian environments including our native flora and fauna and work in EXPERT GROUPS to find out more about the issues including land clearing, salinity and invasive species.</li> <li>5. Use the class BLOG to record the results of your research and add a list of references and websites where people can access more information on the issues</li> <li>6. Research recent news articles about the Resources Boom to identify the type of resources that are being extracted and locate the places on a map. Develop a PMI (Plus Minus Interesting) Chart to consider different aspects of the debate including the impact on our environment and the health of our people</li> <li>7. Visit <a href="#">EcoTourism Australia</a> to investigate steps that are being taken to encourage people to travel more responsibly. Use a map to locate any tourist spots in your local area and create a ‘How to’ guide or brochure describing the environment and explaining how to protect the diversity of our big backyard.</li> <li>8. Use the class BLOG to publish your ‘How to’ guide</li> </ol>



## INQUIRY PHASE 3 – EXPLAIN – DEVELOPING THE PROPOSAL FOR ACTION

### Learning Objectives

- Identify ways that people can make a difference by taking action to preserve the natural environment
- Raise awareness of the contribution of Aboriginal and Torres Strait Islander histories and cultures to understanding Australia's natural heritage
- Connect with people in the community who can provide feedback and support

INQUIRY QUESTIONS	SUGGESTED LEARNING AND TEACHING SEQUENCE
<ul style="list-style-type: none"><li>• How could we be inspired by the Green Lane Heroes from Strathpine State School?</li><li>• How can we find out more about the indigenous history of our local environment?</li><li>• Which issues should we choose as the focus for our action plan?</li><li>• Who could help us to decide what we can do to make a difference?</li><li>• Who can support us in our action plan?</li></ul>	<ul style="list-style-type: none"><li>• Discuss the actions taken by Green Lane Heroes at Strathpine State School to preserve their corner of Our Big Backyard by planting a bush tucker garden and raising awareness of native species</li><li>• Contact the local indigenous elders and invite them to visit the school to share stories about how the local environment has changed since ancient times.</li><li>• Invite a representative from a local community organisation to inspire your class with possible ideas for action</li><li>• Using the Green Lane Diary project plan and scrapbook, brainstorm, draw and record ideas for actions</li><li>• Weigh up the pros and cons of different courses of action</li><li>• Choose the most effective action</li><li>• Identify the person in the school who has the authority to approve the action and prepare a detailed proposal for presentation</li></ul>

## INQUIRY PHASE 4 – ELABORATE – IMPLEMENTING THE PROPOSAL

### Learning Objectives

- Develop an action plan
- Prepare equipment and devise roles and responsibilities
- Implement the action plan

INQUIRY QUESTIONS	SUGGESTED LEARNING AND TEACHING SEQUENCE
<ul style="list-style-type: none"><li>• What equipment will we need to take action?</li><li>• What steps do we need to take?</li><li>• What jobs will we need to do?</li><li>• Who will be responsible for each of the jobs we need to do?</li><li>• What is our timeline?</li><li>• How can we monitor our progress?</li></ul>	<ul style="list-style-type: none"><li>• Using the Green Lane Diary project plan and scrapbook, make a list of the equipment needed to fulfill the action</li><li>• Identify the steps required and negotiate roles, responsibilities and timelines</li><li>• Implement the action</li><li>• Discuss responsibilities for each step of the action plan</li><li>• Negotiate with the students to form collaborative groups who will be responsible each of the roles</li><li>• Discuss the importance of gathering evidence to determine the effectiveness of the action – eg: photos, videos, data, feedback</li></ul>



## Green Lane Diary Teaching Notes Week 3 - Our Big Backyard



### INQUIRY PHASE 5 – EVALUATE – EVALUATING AND REFLECTING

#### Learning Objectives

- Collect data on the impact of the action plan
- Reflect on the results of the action plan
- Discuss strategies for improving results
- Establish a regular schedule for using the Green Lane Diary Scrapbook

INQUIRY QUESTIONS	SUGGESTED LEARNING AND TEACHING SEQUENCE
<ul style="list-style-type: none"><li>• What happened as a result of our actions?</li><li>• How can we find out about the success of our actions?</li><li>• Who can we tell about our successes?</li><li>• What else can we do to make a difference?</li><li>• Which Earth Charter values did we act upon?</li><li>• Who can provide us with feedback about the success of our actions?</li><li>• What evidence do we have to prove our actions were successful?</li><li>• What have we learned? How can we improve our results?</li></ul>	<ul style="list-style-type: none"><li>• Discuss the results and impacts of the students actions with leading questions about what they observed, what they learned and how they might improve their results in future</li><li>• Make links with the class version of the Earth Charter</li><li>• Record results, learnings and experiences in the Green Lane Diary</li><li>• Identify people in the school community who can provide feedback on the students' actions</li><li>• Use <b>Stixy</b> to evaluate the processes the students used to design and implement the action</li><li>• Celebrate students' achievement and success</li><li>• Discuss possible strategies for improving the success of the actions</li></ul>



## TEACHING AND LEARNING RESOURCES

### BOOKS

- '*Big Rain Coming*' by Katrina Germein and Bronwyn Bancroft  
Teaching Resources: <http://www.curriculumpress.edu.au/rel/sustainability/big-rain-coming.php>
- '*Purinina – A Devil's Tale*' by Christine Booth  
Teaching Resources: <http://www.curriculumpress.edu.au/rel/sustainability/purinina.php>
- '*Why I Love Australia*' by Bronwyn Bancroft  
Teaching Resources:  
[http://www.scool.scholastic.com.au/schoolzone/toolkit/Why\\_I\\_Love%20Australia\\_Teacher%20Notes.pdf](http://www.scool.scholastic.com.au/schoolzone/toolkit/Why_I_Love%20Australia_Teacher%20Notes.pdf)
- '*Are We There Yet?*' by Alison Lester  
Teaching Resources:  
[http://www.det.nt.gov.au/\\_data/assets/pdf\\_file/0018/2628/AreWeThereYet.pdf](http://www.det.nt.gov.au/_data/assets/pdf_file/0018/2628/AreWeThereYet.pdf)

### DIGITAL LINKS

- Blogger: [www.blogger.com](http://www.blogger.com)
- Stixy: <http://www.stixy.com/>
- Ancient Australian History: <http://www.australianhistory.org/gondwanaland>
- Burrara Gathering: [http://burrara.questacon.edu.au/main\\_new.html](http://burrara.questacon.edu.au/main_new.html)
- Indigenous Weather knowledge - <http://www.bom.gov.au/iwk/?ref=ftr>
- YouTube
  - Tourism Australia: <http://www.youtube.com/watch?v=3pOVfJwBd5s>
  - Purnululu National Park: <http://www.youtube.com/watch?v=8uD29nxDOOU>
  - Ningaloo Reef: <http://www.youtube.com/watch?v=erOc-E-wB2g&feature=relmfu>
  - Great Barrier Reef:  
<http://www.youtube.com/watch?v=gJX4ogEbkjQ&feature=channel&list=UL>
  - Blue Mountains: <http://www.youtube.com/watch?v=vJydblqotck>
  - Western Australia:  
[http://www.youtube.com/watch?v=YHoT5sCZ48I&feature=list\\_other&playnext=1&list=SP83AC460AC06954B4](http://www.youtube.com/watch?v=YHoT5sCZ48I&feature=list_other&playnext=1&list=SP83AC460AC06954B4)
  - Victoria: <http://www.youtube.com/watch?v=O63NL-xPfUM&feature=relmfu>
  - Tasmania: [http://www.youtube.com/watch?v=fkCAN\\_B53XM&feature=relmfu](http://www.youtube.com/watch?v=fkCAN_B53XM&feature=relmfu)
  - South Australia: <http://www.youtube.com/watch?v=FoBxq8IB2iY&feature=relmfu>
  - Queensland: <http://www.youtube.com/watch?v=ef2xx987bOo&feature=relmfu>
  - Northern Territory: <http://www.youtube.com/watch?v=r02jEig086M&feature=relmfu>
  - New South Wales: <http://www.youtube.com/watch?v=-wCViAvwTVY&feature=relmfu>
  - Australian Capital Territory: <http://www.youtube.com/watch?v=EkCf8ZaFREA&feature=relmfu>