

## FOCUS CONCEPTS



## CURRICULUM INTENT

### The Earth Charter

- Principle 4: Make good choices for the future
- Principle 6: Avoid environmental harm
- Principle 7: Walk lightly on our Earth and use only what we need
- Principle 8: Teach others how to keep our Earth clean and healthy
- Principle 10: Manage our resources to benefit everyone

### Australian Curriculum - Cross-Curriculum Priorities

- **Sustainability**
  - Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.
  - World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability.
- **Aboriginal and Torres Strait Islander Histories and Cultures**
  - Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing.
- **Asia and Australia's Engagement with Asia**
  - Interrelationships between humans and the diverse environments in Asia shape the region and have global implications.

### 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
WORLD VIEWING	<p><b>Beliefs, ethics and actions:</b> Describing and discussing the reasons for certain rules of behaviour or use of resources at home and school</p>	<p><b>Beliefs, ethics and actions:</b> Explaining why a particular action is right or desirable, including references to sustainability</p>
SYSTEMS THINKING	<p><b>Taking a big picture view:</b> Given a specific situation, identify a relevant action</p>	<p><b>Taking a big picture view:</b> Identify and explain issues, goals and/or problems within a system as a series of interrelated details or processes</p>
FUTURES AND DESIGN THINKING	<p><b>Creating solutions:</b> Anticipate the impact of their designs and actions on people and environments in the immediate future</p>	<p><b>Appreciating change over time:</b> Identify how changing circumstances influence the way people meet their needs</p>

## SUGGESTED TEACHING AND LEARNING SEQUENCE

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

#### Learning Objectives

- Use practical examples to explain the concept of ‘living green’
- Explore the impact of food miles and consider sustainable alternatives
- Discuss ideas to celebrate World Food Day

INQUIRY QUESTIONS	SUGGESTED LEARNING AND TEACHING SEQUENCE
<ul style="list-style-type: none"> <li>• What does it mean to ‘Live Green’?</li> <li>• What ‘Living Green’ steps have we already taken at our school?</li> <li>• What are food miles?</li> <li>• How much packaging do you generate in one day? How does that compare across the rest of the school?</li> <li>• What happens to the packaging?</li> <li>• What are some alternatives to eating packaged food?</li> <li>• What is meant by a</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Brainstorm</b> examples of Living Green from the students’ real experiences. Discuss what is already being done at school and identify areas for improvement</li> <li>2. Research the concept of Food Miles and estimate the total travel amount of the items in the students’ lunchboxes. Discuss ways to cut down on the amount of food miles – using locally grown produce.</li> <li>3. Observe how much packaging is included in each child’s lunchbox and calculate how much packaging is generated across the school. Create a CONCEPT MAP to show what happens to the packaging and the impact of that packaging. Develop a FUTURES WHEEL to demonstrate alternatives to packaged food – eg: nude food, kitchen gardens etc</li> <li>4. Explore the <b>Sustainable table</b> website and identify ways to</li> </ol>

<p>‘sustainable table?’</p> <ul style="list-style-type: none"> <li>• Why do people celebrate World Food Day?</li> <li>• What activities could we do for World Food Day?</li> <li>• How are you ‘Living Green’ in your family home?</li> <li>• What are some other ideas for how we can Live Green?</li> <li>• What kind of commitment can we make for our weekly Live Green challenge?</li> <li>• How will we involve other people in the challenge?</li> </ul>	<p>improve the overall sustainability of students’ meals both at home and at school. Students create a visual representation of how they will make their ‘tables’ more sustainable</p> <ol style="list-style-type: none"> <li>5. Find out what is happening around the world on <b>October 16 – World Food Day</b> and discuss ideas for activities that could be held in your school community</li> <li>6. Revisit the idea of Living Green in the home and share ideas for how students can ‘live greener’. Discuss ideas for a Live Green challenge to increase the number of ‘Living Green’ steps students are taking in a week.</li> <li>7. Explore the <b>Towards Sustainability Blog</b> and discuss how the class BLOG could inspire others to Live Green</li> </ol>
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## INQUIRY PHASE 2 – EXPLORE – DEFINING THE SCOPE FOR ACTION

### Learning Objectives

- Investigate possibilities for sustainable schools programs
- Explore options for sustainable shopping
- Develop critical consumption skills

INQUIRY QUESTIONS	SUGGESTED LEARNING AND TEACHING SEQUENCE
<ul style="list-style-type: none"> <li>• What sustainability programs are already in place in your school?</li> <li>• What other options are available?</li> <li>• How will we make a decision about which program to join?</li> <li>• How do we join a new program?</li> <li>• How can we live green when we’re shopping?</li> <li>• What labels do we need to look for?</li> <li>• What questions do we need to ask ourselves before we decide what to buy?</li> <li>• How can we create a Sustainable Shopping Checklist?</li> </ul>	<ol style="list-style-type: none"> <li>1. Discuss the sustainability programs already place in your school. Complete a PMI (Plus, Minus, Interesting) chart to evaluate the operation and success of each of the programs.</li> <li>2. Work in EXPERT GROUPS to explore other sustainable schools programs with a view to finding out more about what might be suitable for your school, what kind of commitment is involved and what resources are required:             <ol style="list-style-type: none"> <li>a. <a href="#">Stephanie Alexander Kitchen Garden Foundation</a></li> <li>b. <a href="#">Solar Schools</a></li> <li>c. <a href="#">Keep Australia Beautiful - Green and Healthy Schools</a></li> <li>d. <a href="#">CERES School Projects</a></li> <li>e. <a href="#">Junior Landcare</a></li> <li>f. <a href="#">AuSSI – Australian Sustainable Schools Initiative</a></li> </ol> </li> <li>3. Make a <b>wall</b> to display information about each of the programs and take a VOTE to decide which program to join. Prepare a proposal for the school principal to ask for support to join the new program</li> <li>4. Discuss what information can be provided from labels on packaging - <b>brainstorm</b> a list of labels and the information they convey. Give reasons to explain how labeling helps us</li> </ol>



## Green Lane Diary Teaching Notes Week 4 - Live Green



	<p>to make sustainable choices</p> <ol style="list-style-type: none"> <li>5. Focus on packaging, food miles, nutrition and justice as four key decision making criteria for choosing shopping items and develop a Sustainable Shopping Checklist to help families to shop more sustainably.</li> <li>6. Upload a summary of your learnings to the class BLOG and share your ideas for action with other schools on the Green Lane Diary <a href="#">website</a></li> </ol>
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### INQUIRY PHASE 3 – EXPLAIN – DEVELOPING THE PROPOSAL FOR ACTION

#### Learning Objectives

- Investigate actions undertaken by individuals and groups to ‘Live Green’
- Generate ideas for actions to help the local community to ‘Live Green’
- 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 did Green Lane Hero Anna Le inspire people in her community to live green?</li> <li>• How did the Green Lane Heroes from St Brendan’s School act as global citizens?</li> <li>• How can we be more active global citizens and live green at the same time?</li> <li>• How can we make sure that we are thinking globally and acting locally?</li> <li>• Who can support us in our action plan?</li> </ul>	<ol style="list-style-type: none"> <li>1. Discuss the stories from Green Lane Heroes Anna Le and the students of St Brendan’s School and identify how these students made a difference.</li> <li>2. Respond to the students by sharing your own actions on the <a href="#">Green Lane Diary</a> website page, “Tell Us What Your Doing”</li> <li>3. Invite a representative from a local community organisation to inspire your class with possible ideas for action</li> <li>4. Using the Green Lane Diary project plan and scrapbook, brainstorm, draw and record ideas for actions</li> <li>5. Weigh up the pros and cons of different courses of action</li> <li>6. Choose the most effective action</li> <li>7. Identify the person in the school who has the authority to approve the action and prepare a detailed proposal for presentation</li> </ol>



## 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>	<ol style="list-style-type: none"> <li>1. Using the Green Lane Diary project plan and scrapbook, make a list of the equipment needed to fulfill the action</li> <li>2. Identify the steps required and negotiate roles, responsibilities and timelines</li> <li>3. Implement the action</li> <li>4. Discuss responsibilities for each step of the action plan</li> <li>5. Negotiate with the students to form collaborative groups who will be responsible each of the roles</li> <li>6. Discuss the importance of gathering evidence to determine the effectiveness of the action – eg: photos, videos, data, feedback</li> </ol>

## 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

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?</li> <li>• How can we improve our results?</li> </ul>	<ol style="list-style-type: none"> <li>1. 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>2. Make links with the class version of the Earth Charter</li> <li>3. Record results, learnings and experiences in the Green Lane Diary</li> <li>4. Identify people in the school community who can provide feedback on the students' actions</li> <li>5. Use <b>stixy</b> to evaluate the processes the students used to design and implement the action</li> <li>6. Celebrate students' achievement and success</li> <li>7. Discuss possible strategies for improving the success of the actions</li> </ol>



## TEACHING AND LEARNING RESOURCES

### BOOKS

- *'Kitchen Garden Cooking'* by Stephanie Alexander
- *'Green stuff for kids'* by Tanya Ha
- *'Charlie and Lola – Look after your planet'* by Lauren Child

### DIGITAL LINKS

- Sustainable Table:  
<http://www.sustainabletable.org/schools/>
- Stephanie Alexander Kitchen Garden Foundation:  
<http://www.kitchengardenfoundation.org.au/>
- Towards Sustainability:  
<http://www.towards-sustainability.com/2007/06/books-for-kids-on-environment.html>
- World Food Day:  
<http://www.fao.org/getinvolved/worldfoodday/en/>
- Solar Schools:  
<http://www.solarschools.net/>
- Keep Australia Beautiful – Green and Healthy Schools:  
[http://keepaustraliabeautifulqueensland.org.au/programs/green\\_healthy/info](http://keepaustraliabeautifulqueensland.org.au/programs/green_healthy/info)
- CERES School Projects:  
<http://sustainability.ceres.org.au/projects>
- Junior Landcare:  
<http://www.juniorlandcare.com.au/>
- AuSSI – Australian Sustainable Schools Initiative:  
<http://www.environment.gov.au/education/aussi/>
- Bubbl:  
<https://bubbl.us/>
- Wallwisher:  
<http://wallwisher.com/>
- WordSift:  
<http://www.wordsift.com/>