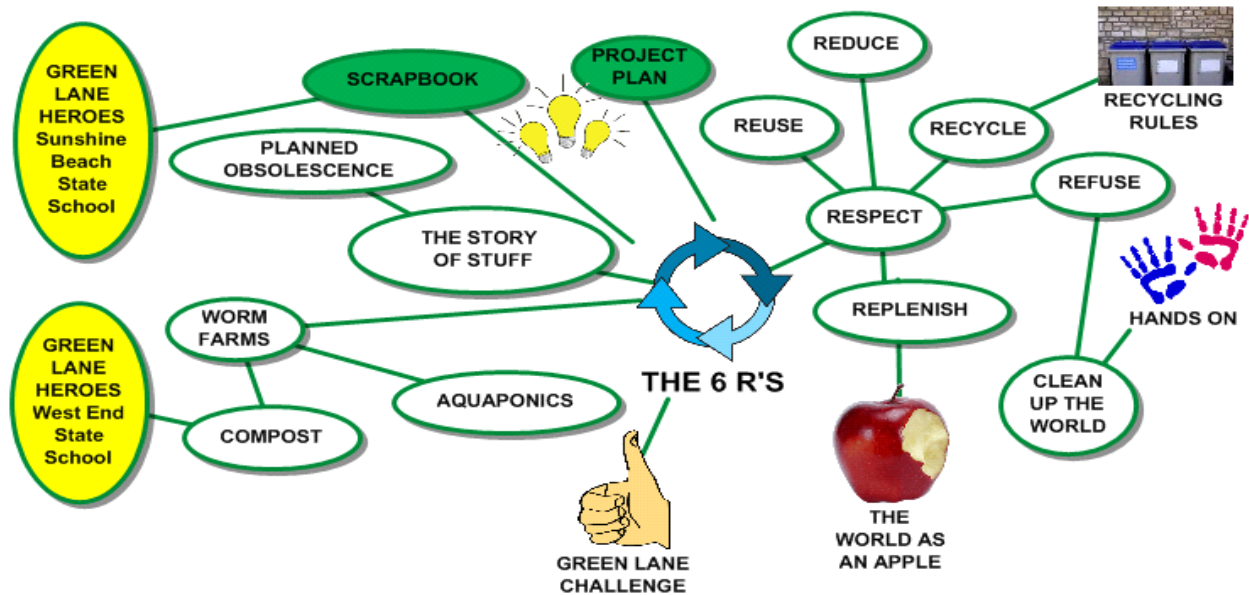


FOCUS CONCEPTS



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 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.
 - Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgments based on projected future economic, social and environmental impacts.
- **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>Beliefs, ethics and actions: Describing and discussing the reasons for certain rules of behaviour or use of resources at home and school</p>	<p>Beliefs, ethics and actions: Explaining why a particular action is right or desirable, including reference to sustainability</p>
SYSTEMS THINKING	<p>Taking a big picture view: Describe some of the functions or processes of a system</p>	<p>Taking a big picture view: 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>Creating solutions: Anticipate the impact of designs and actions on people and environments in the immediate future</p>	<p>Creating solutions: Generate ideas for strategies, environments and products that reflect a preferred future in relation to emerging social and environmental issues</p>

SUGGESTED TEACHING AND LEARNING SEQUENCE

INQUIRY PHASE 1 – ENGAGE – MAKING A CASE FOR CHANGE

Learning Objectives

- Give definitions and real life examples of the 6 R's.
- Use models to explain how much of the planet is available for food production
- Explore the processes used to recycle food and garden waste

INQUIRY QUESTIONS	SUGGESTED LEARNING AND TEACHING SEQUENCE
<ul style="list-style-type: none"> • What are the 6 Rs? • Why do we need to live by the 6 Rs? • Can you think of any other Rs that might be good to add the list of rules to live by? • How are you using the 6 Rs at school and in your home? • What are some ways that we can increase our 'hit-rate' for the 6 Rs? • How can you summarise the story behind 'The World as an apple?' • How do worm farms and compost bins reduce the amount of waste going to landfill? • What is being recycled during aquaponics? 	<ol style="list-style-type: none"> 1. Construct FLASH CARDS of the 6 Rs and create visual definitions for each. 2. Using real life examples, discuss why we need to live by the 6 Rs and BRAINSTORM any other Rs that can be used to help care for our world. 3. Generate ideas for other ways to practise the 6 Rs. 4. Use an apple to demonstrate the story of the world as an apple and explain why we need to reduce the amount of waste going to landfill to preserve the land available for food production 5. Invite a local council representative or community garden member to demonstrate how worm farms and compost bins break down methane gas so that the nutrients can be returned to the soil. 6. Investigate examples of aquaponics to find out how different elements are being recycled. Consider setting up an aquaponics experiment in the school

INQUIRY PHASE 2 – EXPLORE – DEFINING THE SCOPE FOR ACTION

Learning Objectives

- Investigate the impact of production, consumption and disposal on natural environments
- Make links between planned obsolescence and consumption choices
- Compare recycling systems in different parts of Australia
- Create awareness campaigns from recycled and reusable materials

INQUIRY QUESTIONS	SUGGESTED LEARNING AND TEACHING SEQUENCE
<ul style="list-style-type: none"> • What is the Story of Stuff? • Why do we need to make careful choices about stuff? • How can you summarise the Story of Stuff in a poster, cartoon or advertisement? • How can you reuse rubbish to raise awareness of the 6 Rs? • What is planned obsolescence? • What can we do about it? • How do the South Australian recycling rules compare with your own local council area? • What is the story behind Clean Up the World? • What are some tips to help practise the 6 Rs while cleaning up the world? 	<ol style="list-style-type: none"> 1. View the Story of Stuff and discuss the systems, processes and issues involved with the production, consumption and disposal of stuff. 2. View the Keep Australia Beautiful campaign poster and share ideas for using rubbish to create campaign postcards encouraging people to pick up their rubbish 3. Deconstruct the concept of planned obsolescence and using examples from the students' real life experiences, BRAINSTORM some ways for making different consumption choices 4. Investigate the options for recycling different materials in South Australia and compare with your own local council area. Discuss what actions could be taken to improve the recycling systems in your local community 5. Explore the Clean up the World website and identify strategies for practising the 6 Rs 6. Use the Jack Johnson song 'The Three Rs' as a springboard for creating your own class song or rap on the 6 Rs.

INQUIRY PHASE 3 – EXPLAIN – DEVELOPING THE PROPOSAL FOR ACTION

Learning Objectives

- Investigate actions undertaken Green Lane Heroes to practise the 6 Rs
- Generate ideas for actions to practise the 6 Rs in the local community and globally
- 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"> • How did the Green Lane Heroes from West End State School and Sunshine Beach State School practise the 6 Rs? • How can we use the 	<ol style="list-style-type: none"> 1. Discuss the achievements of the Green Lane Heroes from West End State School and Sunshine Beach State School and discuss how their story might inspire action in your own class. 2. Upload a response to the Green Lane Diary website to congratulate these schools on their achievements 3. Invite a representative from a local community

<p>achievements of Green Lane Heroes and other individuals and groups to help inspire our action plan?</p> <ul style="list-style-type: none"> • How can we make sure that we are thinking globally and acting locally? • Who can support us in our action plan? 	<p>organisation to inspire your class with possible ideas for action</p> <ol style="list-style-type: none"> 4. Using the Green Lane Diary project plan and scrapbook, brainstorm, draw and record ideas for actions 5. Weigh up the pros and cons of different courses of action 6. Choose the most effective action 7. Identify the person in the school who has the authority to approve the action and prepare a detailed proposal for presentation
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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"> • What equipment will we need to take action? • What steps do we need to take? • What jobs will we need to do? • Who will be responsible for each of the jobs we need to do? • What is our timeline? • How can we monitor our progress? 	<ol style="list-style-type: none"> 1. Using the Green Lane Diary project plan and scrapbook, make a list of the equipment needed to fulfill the action 2. Identify the steps required and negotiate roles, responsibilities and timelines 3. Implement the action 4. Discuss responsibilities for each step of the action plan 5. Negotiate with the students to form collaborative groups who will be responsible each of the roles 6. Discuss the importance of gathering evidence to determine the effectiveness of the action – eg: photos, videos, data, feedback

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"> • What happened as a result of our actions? • How can we find out about the success of our actions? • Who can we tell about our successes? • What else can we do to make a difference? • Which Earth Charter values did we act upon? • Who can provide us with feedback about the success of our actions? • What evidence do we have to prove our actions were successful? • What have we learned? • How can we improve our results? 	<ol style="list-style-type: none"> 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 2. Make links with the class version of the Earth Charter 3. Record results, learnings and experiences in the Green Lane Diary 4. Identify people in the school community who can provide feedback on the students' actions 5. Use STIXY to evaluate the processes the students used to design and implement the action 6. Celebrate students' achievement and success 7. Discuss possible strategies for improving the success of the actions

TEACHING AND LEARNING RESOURCES

DIGITAL LINKS

- Keep Australia Beautiful Trash campaign poster: https://m.ak.fbcdn.net/a4.sphotos.ak/hphotos-ak-ash3/40925_105222239539679_6493712_n.jpg
- Story of Stuff: <http://www.storyofstuff.org/>
- Clean up the World: <http://www.cleanuptheworld.org/en/>
- South Australia Zero Waste: <http://www.zerowaste.sa.gov.au/>
- YouTube:
 - Jack Johnson - The Three Rs: <http://www.youtube.com/watch?v=eEREvkflsgU>
- Bubbl: <https://bubbl.us/>
- Wallwisher: <http://wallwisher.com/>
- WordSift: <http://www.wordsift.com/>
- Global Education – Teacher resources to encourage a global perspective across the curriculum: <http://www.globaleducation.edu.au/>