

## FOCUS CONCEPTS



## CURRICULUM INTENT

### The Earth Charter

- Principle 3: Include all people and build peaceful, fair and friendly communities
- Principle 4: Make good choices for the future
- Principle 8: Teach others how to keep our Earth clean and healthy
- Principle 9: Help those who don't have enough to live
- Principle 10: Manage our resources to benefit everyone

### Australian Curriculum - Cross-Curriculum Priorities

- **Sustainability**
  - Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.
  - Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.
- **Aboriginal and Torres Strait Islander Histories and Cultures**
  - Australia acknowledges the significant contributions of Aboriginal and Torres Strait Islander people locally and globally.
- **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> Use a variety of aggregated information regarding human needs, wants, happiness, health and wellbeing</p>
SYSTEMS THINKING	<p><b>Identifying and modeling interdependencies:</b> Explain cause and effect as an event or part of a system directly causing change in a second event or part</p>	<p><b>Assessing probability, risk and benefit:</b> Propose, evaluate and enact ways to minimize risk or mitigate its consequences</p>
FUTURES AND DESIGN THINKING	<p><b>Managing change:</b> Identify reasons why predictions of the future can be wrong</p>	<p><b>Managing change:</b> Make provision for uncertainty and risk when designing and taking action for change</p>

## SUGGESTED TEACHING AND LEARNING SEQUENCE

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

#### Learning Objectives

- Use a map to locate countries affected by natural disasters
- Compare the impact of the natural disasters on people and their environments
- Discuss possible causes of natural disasters and extreme weather events
- Explain the difference between climate and weather

INQUIRY QUESTIONS	SUGGESTED LEARNING AND TEACHING SEQUENCE
<ul style="list-style-type: none"> <li>• What is a natural disaster?</li> <li>• Where have natural disasters occurred in the recent past?</li> <li>• Why might there be so many disasters in the Asia Pacific region?</li> <li>• What is the impact of natural disasters on the environment?</li> <li>• What is the impact of natural disasters for people living in affected communities?</li> <li>• What is the Ring of Fire?</li> <li>• How does the Ring of Fire increase the risk of natural disasters for those countries in the region?</li> <li>• What is the difference between weather and climate?</li> <li>• Why do meteorologists need to keep historical records of changes in climate?</li> <li>• What is a king tide?</li> <li>• Why might people become Tide Trackers as part of the Witness King Tides project?</li> </ul>	<ol style="list-style-type: none"> <li>1. <a href="#">BRAINSTORM</a> a list of countries in the Asia Pacific region affected by natural disasters in the past few years. Use a map to locate the countries and develop a key to show what kind of natural disaster occurred.</li> <li>2. Discuss reasons as to why there might be an increase in the number of natural disasters or Extreme Weather events and record the results on a BEFORE AND AFTER CHART.</li> <li>3. Work in EXPERT GROUPS to research the impact of recent floods, droughts, earthquakes, tsunamis, fires and cyclones on people and their environments</li> <li>4. Use your class BLOG to share your understandings with others</li> <li>5. Investigate the exact location of the countries in the Ring of Fire by viewing the <a href="#">Behind the News</a> videoclip. Use a map to locate the countries at risk. Create a flow chart or diagram to explain the reasons why these countries are at risk of natural disasters such as earthquakes, volcanoes and tsunamis.</li> <li>6. Discuss the difference between climate and weather using examples from the <a href="#">BOM website</a>.</li> <li>7. Explore the <a href="#">Witness King Tides project</a> to find out how information about tidal patterns can help secure our environment against the impacts of climate change</li> </ol>



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

### Learning Objectives

- Investigate plans for responding to and preparing for a natural disaster or extreme weather event
- Explore systems and processes used to mobilize volunteers during natural disasters
- Raise awareness of the importance of emergency response strategies
- Investigate actions undertaken by individuals and groups to respond to victims of natural disasters

INQUIRY QUESTIONS	SUGGESTED LEARNING AND TEACHING SEQUENCE
<ul style="list-style-type: none"><li>• What steps can we take to prepare for a natural disaster?</li><li>• What steps do we need to take during an extreme weather event?</li><li>• How can we find out how we can get help in the event of a natural disaster?</li><li>• Who is available to offer help?</li><li>• How can we respond to the call for help from others after an extreme weather event?</li><li>• How can we teach others how to prepare for a natural disaster?</li><li>• What is social networking and how was it used to help people during natural disasters?</li><li>• What is Build it Back Green?</li><li>• How are people rebuilding their lives after natural disasters?</li><li>• How is Build it Back Green helping people to take better care of our environment?</li></ul>	<ol style="list-style-type: none"><li>1. Explore the <a href="#">Harden Up</a> website to find out the steps we need to take to prepare, respond, recover and prevent natural disaster and extreme weather events</li><li>2. Make a <a href="#">WALL</a> to record the results of your inquiries</li><li>3. Discuss the 'Get Ready' checklists and evaluate the potential success of the class' response if there were to be a natural disaster tomorrow. Use the DRILLS from the Green Lane Diary and calculate the amount of time it takes students to pack their survival kits. Share ideas for how the class might take action to be better prepared at school and in their homes. Publish the information on the class BLOG.</li><li>4. Conduct a THINK, PAIR, SHARE discussion process where students think/write/draw their understandings of natural disasters, then work in pairs to share their experiences. Identify any similarities and differences amongst the class' experiences.</li><li>5. Using the students' experiences, identify the organisations/people who responded to calls for help in the event of a natural disaster. Create an ADDRESS BOOK of local contacts by working in EXPERT GROUPS to find out more about:<ol style="list-style-type: none"><li>a. State Emergency Services in your area</li><li>b. <a href="#">Red Cross</a></li><li>c. <a href="#">Extreme Weather Heroes</a></li></ol></li><li>6. <a href="#">BRAINSTORM</a> what students already know about social networking sites and discuss how social networking and radio programs were used to help people during recent natural disasters</li><li>7. Visit the <a href="#">Build it back Green website</a> to find out how people are rebuilding their lives after natural disasters. Identify the steps being taken to use renewable resources and to repair the damage to the local environment. Compile the information as part of a News Update on extreme weather events.</li></ol>

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



### Learning Objectives

- Explore practical strategies for preparing for and recovering from natural disasters
- Generate ideas for actions to build resilience and ‘harden up’ the local community
- 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 the Green Lane Heroes at St Pius X School prepare for extreme weather events?</li> <li>• What materials and design ideas did they recommend for rebuilding after a natural disaster?</li> <li>• What action should we choose to ‘Harden Up’ our local community?</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 story of the Green Lane Heroes from St Pius X School and discuss how their story might inspire action in your own class.</li> <li>2. Invite a representative from a local community organisation to inspire your class with possible ideas for action</li> <li>3. Using the Green Lane Diary project plan and scrapbook, brainstorm, draw and record ideas for actions</li> <li>4. Weigh up the pros and cons of different courses of action</li> <li>5. Choose the most effective action</li> <li>6. Identify the person in the school who has the authority to approve the action and prepare a detailed proposal for presentation</li> <li>7. Upload your action plan on the class BLOG and share your ideas for action with other schools on the Green Lane Diary website</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

### DIGITAL LINKS

- Behind the News – Ring of Fire: <http://www.abc.net.au/btn/story/s2709798.htm>
- Bureau of Meteorology – BOM: <http://www.bom.gov.au/>
- Witness King Tides: <http://www.witnesskingtides.org/>
- Extreme Weather Heroes: <http://extremeweatherheroes.org/>
- Red Cross: <http://www.redcross.org.au/emergency-services.aspx>
- Build it back Green: <http://builditbackgreen.com/bushfires.aspx>
- Harden Up: <http://hardenup.org/>
- Bubbl: <https://bubbl.us/>
- Wallwisher: <http://wallwisher.com/>