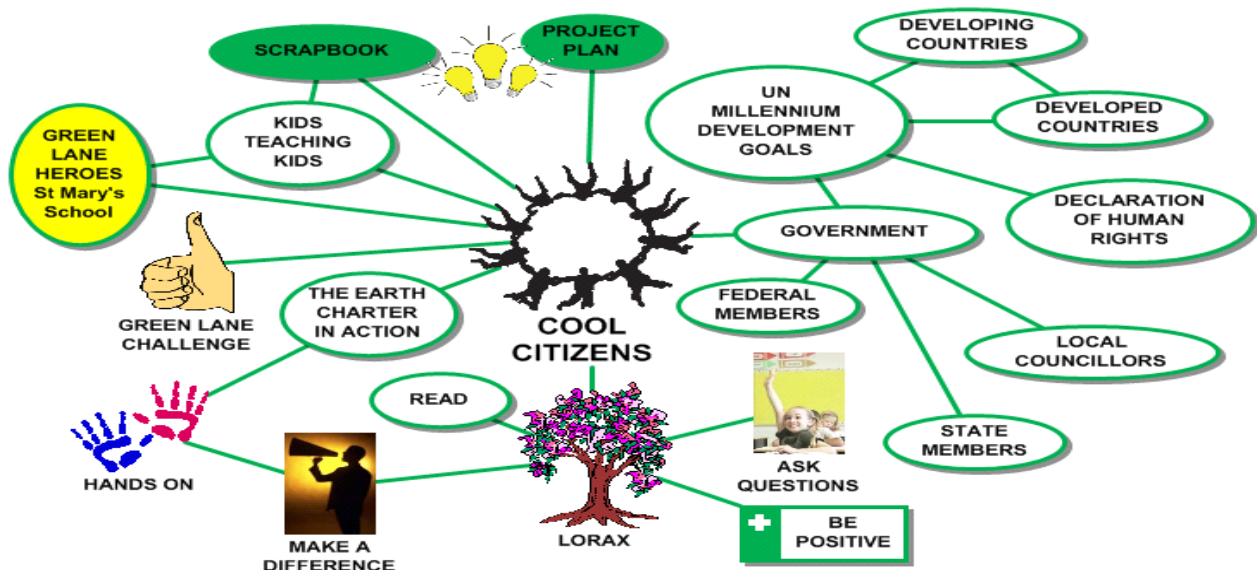


FOCUS CONCEPTS



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 10: Manage our resources to benefit everyone
- Principle 14: Actively learn for a better world

Australian Curriculum - Cross-Curriculum Priorities

- **Sustainability**
 - World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability.
 - World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice are essential for achieving 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.
- **Aboriginal and Torres Strait Islander Histories and Cultures**
 - Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place throughout all of Australia
- **Asia and Australia's Engagement with Asia**
 - Collaboration and engagement with the peoples of Asia support effective regional and global citizenship.

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 | Beliefs, ethics and actions: Describing and discussing the reasons for certain rules of behavior or use of resources at home and school | Beliefs, ethics and actions: Negotiating common ground for collaboration on a project by recognising and accommodating differences of belief and value |
| SYSTEMS THINKING | Identify intended and unintended consequences: Given a specific situation, identify a relevant action | Taking a big picture view: Identify and explain issues, goals, and/or problems within a system as a series of inter-related details or processes |
| FUTURES AND DESIGN THINKING | Creating solutions: Anticipate the impact of designs and actions on people and environments in the immediate future | Creating solutions: Generate ideas for strategies, environments and products that reflect a preferred future in relation to emerging social and environmental issues |

SUGGESTED TEACHING AND LEARNING SEQUENCE

INQUIRY PHASE 1 – ENGAGE – MAKING A CASE FOR CHANGE

Learning Objectives

- Identify the values and actions of active citizens
- Make links between levels of government and roles of responsibility
- Explain the purpose of the Millennium Development Goals

| INQUIRY QUESTIONS | SUGGESTED LEARNING AND TEACHING SEQUENCE |
|--|--|
| <ul style="list-style-type: none"> Who are some people we know who are making a difference in the world? What does a cool citizen do? How does a cool citizen see the world? What are the values of a cool citizen? Why do we need cool citizens? Why did Severn Suzuki's speech stop the world? How can governments make a difference? What are the Millennium Development Goals and why do they exist? What can we do to help achieve the Millennium Development Goals? | <ol style="list-style-type: none"> BRAINSTORM a list of people who are making a difference in the world and identify their actions, behaviours and values. View the Roots and Shoots videoclip and discuss reasons why we need to become more actively involved in the world around us. View the videoclip of Severn Suzuki's speech to the 1992 Earth Summit: The Speech that stopped the world and discuss her key messages. Make suggestions as to how her speech was received by the people at the Earth Summit and evaluate the extent to which action has been taken to address global issues since the 1992 Earth Summit. Make a WALL to show all the systems of government in Australia and internationally – including local government, state government, federal government and the United Nations. Discuss the role of each level of government and give examples of how |

| | |
|--|---|
| | <p>governments have made a difference in the world.</p> <p>5. View the two videoclips on the Millennium Development Campaign and the UN Millennium Development Goals and identify the purpose of the campaign. Discuss what is being done by governments in Australia and internationally to achieve the Millennium Development Goals. BRAINSTORM a list of actions that students can take to raise awareness of the Millennium Development Goals.</p> |
|--|---|

INQUIRY PHASE 2 – EXPLORE – DEFINING THE SCOPE FOR ACTION

Learning Objectives

- Explain why global citizens need to have a world view
- Discuss ways to help improve global literacy development

| INQUIRY QUESTIONS | SUGGESTED LEARNING AND TEACHING SEQUENCE |
|---|---|
| <ul style="list-style-type: none"> • How can we become cool citizens? • How do we connect with action on global issues? • How can we see the world through Earth Charter lenses? • Why do we need to have a positive attitude? • Why is reading important? | <ol style="list-style-type: none"> 1. Discuss what students are already doing to make a difference in the world. Make links between their actions, values and thoughts and suggest ideas for further action on particular issues. 2. Investigate the website for Taking it Global and find out what action is being taken on different issues around the world. 3. View the videoclip See the world through Earth Charter lenses and share ideas for how you can transform the values of the Earth Charter into action by changing your perspective. Discuss the importance of staying positive while taking action to solve global issue. 4. International Literacy Day occurs on September 8 and Indigenous Literacy Day falls on September 5. Give reasons why the right to education is one of the focus areas of the Millennium Development Goals and discuss how your school can get involved in improving literacy across the globe. 5. Share the results of the students' investigations and discussions on the class BLOG and the Green Lane Diary website. |

INQUIRY PHASE 3 – EXPLAIN – DEVELOPING THE PROPOSAL FOR ACTION

Learning Objectives

- Trial Kids Teaching Kids strategies
- Generate ideas for becoming more active global citizens
- 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 can we be inspired by Green Lane Heroes at St Mary's School? • What is the story of Kids Teaching Kids? • Which Kids Teaching Kids idea will we choose as the focus for issues should we choose as the focus for our action plan? • Who can support us in our action plan? | <ol style="list-style-type: none"> 1. Share the story of Green Lane Heroes at St Mary's school. Write a CONGRATULATIONS message on the Green Lane Diary website. 2. Find out the story behind Kids Teaching Kids and make a PMI (Plus, Minus and Interesting) chart to show how students feel about educating each other. Generate ideas for hosting your own Kids Teaching Kids event choose a Kids Teaching Kids strategy to trial in the classroom. 3. Invite a representative from a local community organisation to inspire your class with possible ideas for action 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 |

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? • 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

BOOKS

- *'Inspiring the next young environmental leader'* – by Arron and Richard Wood.

DIGITAL LINKS

- Kids Teaching Kids:
<http://www.kidsteachingkids.com.au/>
- Taking it Global:
<http://www.tigweb.org/>
- Indigenous Literacy Day – September 5 2012:
<http://www.indigenousliteracyfoundation.org.au/ILD/>
- International Literacy Day – September 8 2012:
<http://www.bookaid.org/get-involved/events/international-literacy-day/>
- YouTube:
 - Roots and Shoots:
<http://www.youtube.com/watch?v=5zhi5ENqFGY>
 - UN Millennium Development Goals:
<http://www.youtube.com/watch?v=v3p2VLTowAA&feature=related>
 - UN Millennium Campaign:
<http://www.youtube.com/watch?v=eciOK8yp28Q&feature=related>
 - The Speech that stopped the world:
<http://www.youtube.com/watch?v=xPx5r35Aymc>
 - See the world through Earth Charter lenses:
<http://www.youtube.com/watch?v=-GOI4BEHa1M&feature=plcp>
- Bubbl: <https://bubbl.us/>
- Wallwisher: <http://wallwisher.com/>
- Global Education – Teacher resources to encourage a global perspective across the curriculum: <http://www.globaleducation.edu.au/>