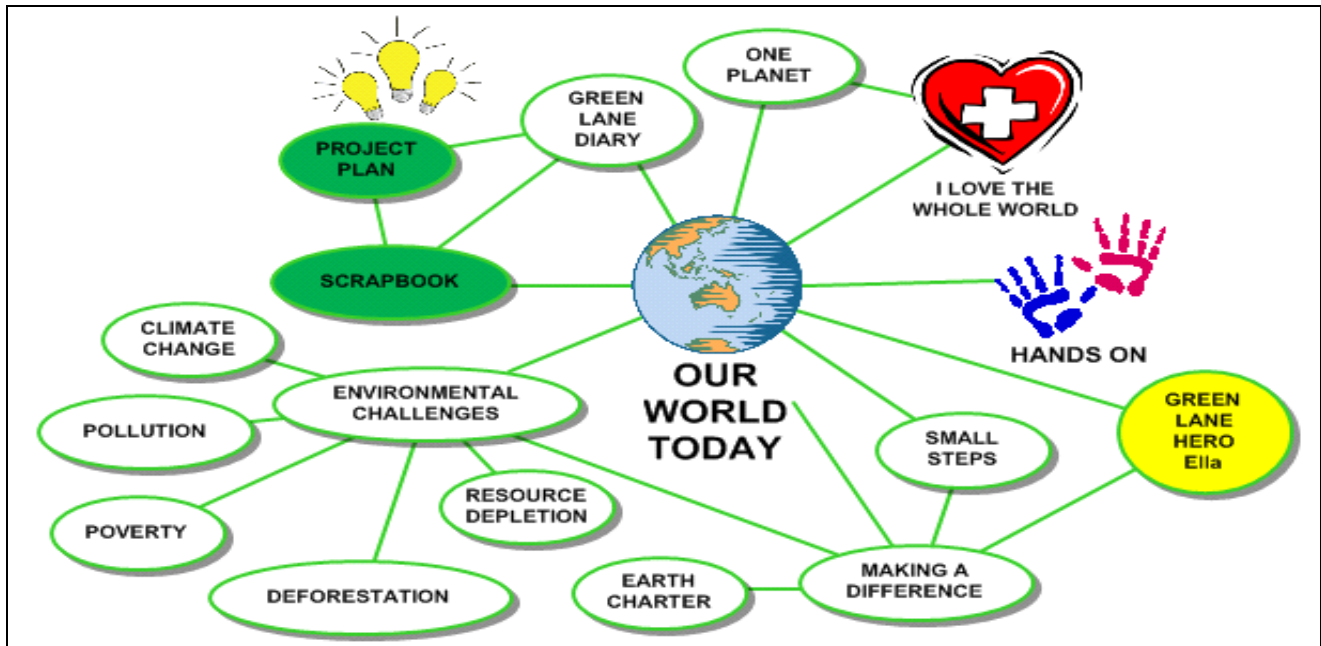


## FOCUS CONCEPTS



## CURRICULUM INTENT

### The Earth Charter

- Principle 1 - Everything is interconnected
- Principle 2 - Care for people, plants and animals with compassion and love
- Principle 4 - Make good choices for now and the future
- Principle 7 - Walk lightly on our Earth and use only what we need

### Australian Curriculum - Cross-Curriculum Priorities

- **Sustainability**
  - All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.
  - 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**
  - 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**
  - Interrelationships between humans and the diverse environments in Asia shape the region and have global implications.

### Australian Curriculum – General Capabilities

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> <li>• ICT Capability</li> <li>• Critical and Creative Thinking</li> </ul> | <ul style="list-style-type: none"> <li>• Personal and Social Capability</li> <li>• Ethical Behaviour</li> <li>• Intercultural Understanding</li> </ul> |
|--|--|

## REPERTOIRES OF PRACTICE

### Australian Sustainability Curriculum Framework

	FOUNDATION LEVEL - YEAR 2	YEAR 3 -YEAR 7
<b>WORLD VIEWING</b>	<b>Beliefs, ethics and actions:</b> Describe and discuss 'why I care' in regard to the issues	<b>Beliefs, ethics and actions:</b> Describe and discuss 'why I care' in regard to various things or issues and empathise with others who care about different things
<b>SYSTEMS THINKING</b>	<b>Take a big picture view:</b> Explain how the removal or malfunction of part of the system affects the whole system	<b>Take a big picture view:</b> Identify and explain issues, goals and/or problems within a system as a series of interrelated details or processes
	<b>Identify and model interdependencies:</b> Show causal relationships	<b>Identify and model interdependencies:</b> Represent causal relationships as either positive or negative
	<b>Identify intended and unintended consequences:</b> Describe an action that would bring about a desirable effect	<b>Identify intended and unintended consequences:</b> Explain how actions can create consequences, both wanted and unwanted
<b>FUTURES AND DESIGN THINKING</b>	<b>Appreciating change over time:</b> Identify continuities, trends and patterns in relation to personal experience of events and places.	<b>Appreciating change over time:</b> Identify how changing circumstances influences the way people meet their needs
	<b>Creating solutions:</b> Follow a systematic design process to realize designs and actions for change in the immediate future	<b>Creating solutions:</b> Implement systematic design processes that respond to people's needs and wants and recognise potential impacts on people and environments into the future

## SUGGESTED TEACHING AND LEARNING SEQUENCE

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

#### LEARNING OBJECTIVES

- Express ideas and feelings about the Earth
- Give reasons why action should be taken to solve environmental problems

INQUIRY QUESTIONS	SUGGESTED LEARNING AND TEACHING SEQUENCE
<ul style="list-style-type: none"> <li>What do you love about planet Earth?</li> <li>Why do we need to take care of our Earth?</li> <li>What can learn from indigenous cultures about how to take care of our Earth?</li> <li>If the Earth had a voice, what would it say?</li> <li>What do we already know about environmental issues?</li> <li>Who or what is being harmed by these issues?</li> <li>Which issues do we need to find out more about?</li> </ul>	<ul style="list-style-type: none"> <li>View the videoclip <a href="#">‘I Love the Whole World’</a> and make your own class version describing what students love about planet Earth.</li> <li><a href="#">Brainstorm</a> a list of reasons to explain why we need to take care of the planet</li> <li>View the videoclip <a href="#">‘One planet’</a> and imagine what the Earth would say if it really had a voice.</li> <li>Do a survey to find out students’ prior knowledge of the issues</li> <li>Make a <a href="#">word wall</a> to show how the issues are connected</li> <li>Visit <a href="#">gapminder</a> or conduct a <a href="#">kidrex</a> search to find videoclips, podcasts and websites on the issues</li> <li>Create a gallery walk using children’s diagrams and illustrations of the issues</li> <li>Prepare a <a href="#">question bank</a> of issues that require further investigation</li> </ul>

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

#### Learning Objectives

- Discuss issues affecting the sustainability of the planet
- Investigate the impact of sustainability issues on people and the environment

INQUIRY QUESTIONS	SUGGESTED LEARNING AND TEACHING SEQUENCE
<ul style="list-style-type: none"> <li>How can we investigate these issues further?</li> <li>What might be the causes of these issues?</li> <li>How are these issues affecting people in different parts of the world?</li> <li>How are these issues affecting plants and animals in different parts of the world?</li> <li>How are our homes/schools/communities and local environments being affected by these issues?</li> </ul>	<ul style="list-style-type: none"> <li>Visit <a href="#">blogger</a> and create your own class blog on the BIG ISSUES.</li> <li>Make a reference list of links and information sources on each of the issues</li> <li>Write a <a href="#">persuasion map</a> for the class blog on the issues that are affecting your local community</li> <li>Work in expert groups to find out more about an issue in response to the key questions: <ul style="list-style-type: none"> <li>What? Who? Where? How? Why?</li> </ul> </li> <li>Play a <a href="#">hurricane quiz</a> to revise students’ knowledge of the issues.</li> <li>Design a CIRCLE OF INFLUENCE model using concentric circles. Place the students in the centre and in each of the radiating circles, sort the issues into those that the students can take action and those that are beyond their control.</li> </ul>

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

### Learning Objectives

- Identify ways that people can make a difference by taking action in response to environmental issues
- Generate ideas for actions to help solve environmental issues in the local area
- 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>• What are people already doing to respond to the issues?</li> <li>• What is the Earth Charter?</li> <li>• How is Ella bringing the Earth Charter to life?</li> <li>• Which of Ella's great ideas for saving the planet will we choose in our school?</li> <li>• Which issues should we address in our school community?</li> <li>• Who could help us to decide what we can do to make a difference?</li> <li>• What actions could we take in our school community?</li> <li>• Who can support us in our action plan?</li> </ul>	<ul style="list-style-type: none"> <li>• Find out what people are already doing to address environmental issues</li> <li>• Discuss the 16 values of the <a href="#">Earth Charter</a> from the poster on page 4 and share real-life examples of values in action</li> <li>• Create your own class version of the Earth Charter and use it to guide action plans</li> <li>• Share Ella's Green Lane Hero success story and identify possible actions students could take in your school community</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  
Introduction: Our world today – Getting started



## 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><li>• Who is Anne Frank and why did her diary become so famous?</li><li>• What can you do to make sure your Green Lane Diary 'walks the talk?'</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. Research the story of <b>Anne Frank</b> and find out how her diary made a difference in the world.</li><li>8. Discuss the process for developing a Project Plan and explain how the scrapbook can be used to document observations, learnings and action plans</li><li>9. Organise a schedule for action planning and diary writing</li><li>10. Discuss ways of sharing and presenting their diaries with a wider audience</li><li>11. Discuss possible strategies for improving the success of the actions</li></ol>

## TEACHING AND LEARNING RESOURCES

### BOOKS

- *'Thinking Globally: Global Perspectives in the Early Years Classroom'* by Julie Browett and Greg Ashman.
- *'Whaddaymean?'* by John Burningham
- *'The Wonderful World Book'* by Kate Petty and Jennie Maizels
- *'Earthdance'* by Joanne Ryder
- *'The Lorax'* by Dr Seuss
- *'In Our Own Backyard: Connecting to global issues in our region'* by the Department of Education, Science and Training
- *'The Antarctica Book: Living in the Freezer'* by Dr Mark Norman
- *'The Last Tree'* by Mark Wilson

### DIGITAL LINKS

- Global Education – Teacher resources to encourage a global perspective across the curriculum: <http://www.globaleducation.edu.au/>
- Answer Garden: <http://answergarden.ch/>
- Bubbl: <https://bubbl.us/>
- YouTube
  - WWF – One Planet: <http://www.youtube.com/watch?v=jrl0chDC5h0&feature=relmfu>
  - Earth – One video you need to see: [http://www.youtube.com/watch?v=thuViAxRd\\_w&feature=related](http://www.youtube.com/watch?v=thuViAxRd_w&feature=related)
  - NASA – Voice of our Earth: [http://www.youtube.com/watch?v=NhAXIjJ56xE&feature=youtube\\_gdata\\_player](http://www.youtube.com/watch?v=NhAXIjJ56xE&feature=youtube_gdata_player)
- Wall Wisher: <http://wallwisher.com/>
- WordSift: <http://www.wordsift.com/>
- Blogger: [www.blogger.com](http://www.blogger.com)
- Kidrex: <http://www.kidrex.org/>
- Hurricane Quiz: <http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/hurricanequiz.pdf>
- Persuasion Map: [http://www.readwritethink.org/files/resources/interactives/persuasion\\_map/](http://www.readwritethink.org/files/resources/interactives/persuasion_map/)
- Stixy: <http://www.stixy.com/>
- Gap Minder: <http://www.gapminder.org/>
- Diary of Anne Frank: <http://www.annefrank.org/en/Anne-Franks-History/The-diary-of-Anne-Frank/>