

Sandhurst *KINSHIP WITH THE EARTH* – Unit Outlines

Level: 3
Title: *People Who Support*
Strand: Moral and Ethical Decision Making

- Informed Conscience
- Responding as Christians

Suggested Duration: 4 Weeks

Unit Focus

In this unit students will learn about the different types of groups in the community who are connected with environmental organisations.

Unit Outcomes

By the end of this unit students should be able to:

- Explain why protection and care for the natural and built environment is important.
- Participate in activities to protect and care for the natural and built environment.

Key Understandings for Students

- We are all responsible for caring for the environment.
- We can take action to care for the environment by using simple measures.
- Many groups in our community care for the environment in different ways.

Curriculum Links - VELs

| DOMAIN | DOMAIN | KEY ELEMENTS FROM STANDARDS |
|-------------------------------|---|--|
| Civics and Citizenship | <ul style="list-style-type: none"> • Civic knowledge and understanding • Community engagement | <p>... explain why protection and care for the natural and built environment is important.</p> <p>... participate in activities to protect and care for the natural and built environment.</p> |

Background for Teachers

Teachers will be required to:

- Develop an understanding of the different environmental organisations and their work in the community.
- Develop a knowledge of federal, state and local government agencies and what services are offered.
- Be able to source financial and learning resources from government and non-government agencies.
- Understand the role in which schools and school communities can play in the support of local environmental projects and issues.

Major Assessment Task

- Choose one of the groups who work in the community who help care for the environment.
- Research the group's website.
- Create a flyer/brochure for the groups.
- Explain the importance of this group's work. Include photos, drawings.
- Include their goals.
- Include how might a school community help.

Assess students' understanding of the 5R's in the Major Assessment Shared Inquiry task. Create a specific criteria for this task so that they are assessed against this.

| | Well Above Expected Level | Above Expected Level | At Expected Level | Below Expected Level |
|---------------------------------|----------------------------------|-----------------------------|--------------------------|-----------------------------|
| Science | | | | |
| Humanities Geography | | | | |
| Think | | | | |
| ICT | | | | |
| Oral Language | | | | |

Suggested Teaching & Learning Experiences

Focusing Activity

Take the class to an area outside. Preferably near trees or a garden.

Have them sit or lie with their eyes closed for 2-5 minutes. Concentrate on sounds, particularly in nature and remember three.

Report back to the class.

Repeat the activity with your eyes open. Observe three events or items in nature (e.g. a bird landing, a beetle crawling, the formation of bark on a tree).

Report back to the class.

- Back in classroom:
How did it feel when you were outside? How does it feel to be outside compared to inside? Why do you think that it is?
- Have the students give you words to write up (IWB, whiteboard, blackboard, etc.) how they felt while they were outside?
- Play quiet music while students choose one word that described the experience for them. On card, write the word and decorate. This could be abstract decoration or with pictures of nature.
- Display on the wall: 'The Environment makes me feel...'
- Investigate the groups who work in the community who help care for the environment – e.g. Landcare, Parks Victoria, Parks and Gardens, Sustainability Group, Friends of Group etc. Website listed below.
- Invite a guest speaker from two of these groups to explain their aims and the work they have done and are currently doing.
- Create a podcast about one of the groups. Include a summary of what this group does and how their work is important to the environment.
- Create a 30 second TV advertisement or promotion for how we can support the environment in the community.
- Investigate world-wide organisations and the work they do (e.g. Caritas, WWF, Greenpeace, the UNEP, IPCC, or you might like to focus on national Non-Government and Government Organisations if easier e.g. ACF, Greening Australia, CERES Community Park, Sustainability Victoria).
- Interview parents/teachers, to find out what environment groups they subscribe to or support. Find out the 'mission statements' of the groups.
- Create a presentation, 'If I could belong to an environmental action group, it would be...'. Present reasons why this group is important to you. What projects they have undertaken and how/where they have made a difference to the environment. Presentation could be digital, oral etc.
- Discuss the possibility of establishing an Environmental Action Team for the school. Identify several tasks the team could concentrate on.

Going Further...

- If there are events on the national calendar (e.g. National Tree Planting Day, Clean Up Australia, Sandhurst Switches Off, Earth Hour, World Environment Day, Enviro Week etc.) have the class actively promote it throughout the school.
- Discuss the benefits of using recycled paper and recycling paper. More trees are allowed to live. Think of ways of recycling paper/card to make a Recycling Poster!
- Discuss the benefits of using less energy in the class.
- Discuss the possibilities of staying 'connected with nature/the environment' through a class weekly 'nature experience, i.e. a 'touch and feel walkabout' (feel leaves, rocks, bark etc.), sitting/listening, cloud watching, tree sketching etc.)
- Volunteer for some activity days with local conservation based projects. Write up a report.
- Run a fundraising day and provide some money to a chosen project – local, national or global. Research the chosen project and share the information in the community.
- Look at some projects that might include the preservation of the built environment for historical purposes. Write up a brief to how the project might attract interest for visitors to the region. If safe to do so – participate in the restoration project where possible.

Resources

The Last Tree by Mark Wilson <https://www.youtube.com/watch?v=ZRvdlHGJPXg>

The Heart of the Tiger by Glenda Millard

World Environment Day <http://www.unep.org/wed/>

Greening Australia <http://www.greeningaustralia.org.au>

Parks Victoria <http://parkweb.vic.gov.au>

Landcare Australia http://www.landcareonline.com.au/?page_id=9196

Coastcare Australia <http://www.coastcare.com.au>

Earth Hour <http://www.earthhour.org>

Australian Conservation Foundation <http://www.acfonline.org.au>

World Wildlife Fund <http://worldwildlife.org>

Thin Green Line Foundation <http://www.thingreenline.org.au>

Department of Environment and Primary Industries <http://www.dpi.vic.gov.au>

United Nations Environment Program (UNEP) – www.unep.org

Intergovernmental Panel for Climate Change (IPCC) <http://www.ipcc.ch>

Keep Australia Beautiful – www.kab.org.au