

Sandhurst *KINSHIP WITH THE EARTH* – Unit Outlines

Level: F-2
Title: *Knowing My Place*
Strand: **Building Preferred Futures**

- Restoring Hope
- Student Democracy & Youth Voice
- Knowledge, Skills & Behaviour
- Green Skills & Practice
- Personal Action

Suggested Duration: 4 Weeks

Unit Focus

In this unit, students will explore the physical elements of their local community and investigate how natural and human activities affect the environment.

Unit Outcomes

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

- Describe the elements of the natural and built environments in their local area.
- Identify the difference between natural and human effects on the environment.
- Describe how their daily choices affect the environment and sustainability.
- Explain what their local area might have looked like before European settlement.

Key Understandings for Students

- Some parts of our local area are natural and some are built by humans.
- Natural factors (e.g. changes in the weather) and human activities (e.g. littering) affect our local environments and community.
- We can support our local environment through our daily activities (e.g. reducing water use).
- The natural and built environments in our local area have changed over time.

Curriculum Links - VELs

DOMAIN	DOMAIN	KEY ELEMENTS FROM STANDARDS
Humanities	<ul style="list-style-type: none"> • Humanities knowledge and understanding 	Not applicable

Background for Teachers

Teachers will be required to:

- Have knowledge about some of the natural and built environments in their local area.
- Research the history of natural and built environments in their local area.
- Provide access to local maps.
- Know how natural factors (eg. changes in the weather) and human activities (littering) affect the lives of their students.
- Provide opportunities for students to participate in activities such as wearing protection from the sun, saving energy, saving water, and recycling their drink cans, as they develop their awareness of environmental issues.
- Understand indigenous presence in the area pre European settlement

Suggested Teaching & Learning Experiences

Focusing Activity

Let's go for a walk! Organise for your student group to go for a walk in their local area to get to know local and natural environments. Before you go on your walk, familiarise students with the terms 'natural' and 'built'. Map out a route with students using Google Maps before you leave. Have students start to identify what is 'natural' and what is 'built' as you walk.

- Identify shapes, form, perspective, height and mass, colour, texture etc. of the landscape – make a visual and word library of these
- Ask a local historian or indigenous community member as a guest speaker to describe some of the history of your area
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- Find some stories in books about how indigenous people have lived in the area from a long time ago up until now. Tell some of your class friends about the stories and their characters
- Identify features of the local environment that have been impacted on humans.
- Do a litter audit of your school to find out how much litter is created. Students then present their findings to the school community and explain litter's impact on local natural environments.
- Use the ResourceSmart AuSSI Vic online system to explore how the seasons affect your school's resource use eg. more water and/or energy used in Summer.
- Explore how the natural environment is affected by the seasons eg. the river is more full when it rains in Spring. What happens to the shrubs during winter – which ones flower and which ones don't.

- Draw simple pictorial maps of your local area, identifying natural and built environments.
- Provide opportunities for students to participate in activities such as wearing protection from the sun, saving energy, saving water, and recycling paper. For each activity, explore why it's important to do this activity.
- Invite a local council/shire officer or member of a local 'friends of' group to speak to the students about how natural environments are cared for by the community.

Going Further...

- Run a campaign at your school to reduce its environmental impact eg. 'reduce litter'.
- Create a video about the special features of your local area.
- Write an article for the school newsletter about the history of your local area.
- Compare your local area to other areas in Victoria, Australia, the world.
- Make a pictorial instructive guide of the things in the built environment that were originally in the natural environment. How were these things changed into what they are now?
- Take some photos, or make drawings of places you think that the built and natural environments appear in harmony

Resources

Amy's Energy Saving Website - <http://www.amysenergysave.com.au/index.html>
 Bendigo Historical Society – <http://www.bendigohistory.com/>
 Calder Waste Management Group – ResourceSmart Schools www.crwmg.vic.gov.au/resourcesmart.html
 Sustainability Victoria – ResourceSmart Schools - www.resourcesmartschools.vic.gov.au
 Cool Australia- Curriculum resource - www.coolaustralia.org
 Clean Up Australia – Fact Sheets about Litter - <http://www.cleanup.org.au/au/Factsheets/>
 Google Earth – <http://www.google.com/earth/index.html>
 Google Maps – <https://maps.google.com.au/>
 Local council or shire – education/sustainability officer, waste education officer, historians, indigenous groups/elders
 NearMap – www.nearmap.com
 SunSmart - <http://www.sunsmart.com.au>
 Water Learn It! Live It! – <http://www.waterlili.com.au/>