



# Curriculum

**Module 1 – Teaching and Learning Sequence**

**The Brink Expedition and the Earth Charter**

**Suitable for Lower Primary**

**Core Learning Outcomes Levels 1 and 2**

**Developed by: Cath Grealy**

*Grateful thanks and special acknowledgement to Brian Hoepper and Karen Livingstone*

In partnership with:



## UNIT IDEA: “MODERN DAY ADVENTURES AND EXPLORATION”

### SOSE Concept:

- People and contributions

### Focus Questions:

- What is an expedition?
- Why do people explore?

ASPECT OF THE BRINK EXPEDITION	LINKS TO CORE LEARNING OUTCOMES	IDEAS/ ACTIVITIES/RESOURCES FOR LINKS TO OTHER KEY LEARNING AREAS	ASSESSMENT OPPORTUNITIES
Looking at Expeditions	TCC2.1 Students explain different meanings about an event, artefact, story or symbol from different times. TCC2.3 Students co-operatively evaluate how people have contributed to changes in the local environment.	<ul style="list-style-type: none"> <li>● Literacy review of other “Race” stories eg <i>Around the world in 80 Days</i></li> <li>● Compare and Contrast other Explorers</li> </ul>	Design an adventure or expedition including reasons, routes, expected difficulties or highlights and consequences of findings.
Survival and exploration	PS1.2 Students make connections between elements of simple ecosystems.		

## UNIT IDEA: “WHERE IN THE WORLD IS THAT?”

### SOSE Concept:

- Spatial patterns

### Focus Questions:

- Why are some places important to people and to us?

ASPECT OF THE BRINK EXPEDITION	LINKS TO CORE LEARNING OUTCOMES	IDEAS/ ACTIVITIES/RESOURCES FOR LINKS TO OTHER KEY LEARNING AREAS	ASSESSMENT OPPORTUNITIES
Mapping the Brink Route	PS1.4 Students organise and present information about places that are important to them. PS2.4 Students use and make simple maps to describe local and major global features including oceans, continents and hot and cold zones.	QSA SOSE module: <i>Our places: Local and Global environments</i> Level 2	Describing the places visited by the Brink Expedition as a segment of the Lifestyle program “ <i>Getaway</i> ” (including an information report and map and why this place is important to you.)

## UNIT IDEA: “LET’S PLAY HABITAT SNAP!”

### SOSE Concept:

- Human-Environment relationships

### Science Concept:

- Living things use the resources of the Earth, solar system and universe to meet their needs.
- Environments are dynamic and have living and non-living components which interact

### Focus Questions:

- How do climate and geography affect habitats and lifestyles?

ASPECT OF THE BRINK EXPEDITION	LINKS TO CORE LEARNING OUTCOMES	IDEAS/ ACTIVITIES/ RESOURCES FOR LINKS TO OTHER KLAS	ASSESSMENT OPPORTUNITIES
Climate and Geography	PS1.1 Students match relationships between environmental conditions and people’s clothes, food, shelter, work and leisure. PS2.1 Students identify how environments affect lifestyles around Australia. PS2.4 Students use and make simple maps to describe local and major global features including oceans, continents and hot and cold zones. EB1.1 Students identify and describe obvious features of the Earth and sky (including landforms and clouds). EB2.1 Students identify and describe changes in the obvious features of the Earth and sky (including changes in the appearance of the moon.) EB2.2 Students identify and describe short- and longer-term patterns of events (including weather and seasons) that occur on the Earth and in the sky. DEB2.4 Students suggest how weather and climate in different places influence local constructions and outdoor and leisure activities.	QSA SOSE modules: <ul style="list-style-type: none"> <li>● <i>Hideaway spaces, special places: Elements of the Environment</i> Level 1</li> <li>● <i>Our places: local area and global environments</i> <b>Level 2</b></li> </ul> QSA Science module: <ul style="list-style-type: none"> <li>● <i>Features of the Earth and Sky</i> Level 1</li> </ul>	Students create a game based on the Brink Expedition which matches climatic and/or geographic features with animals, plants, people, buildings and activities

## UNIT IDEA: “IT’S A SMALL WORLD”

### SOSE Concept:

- Cultural Diversity

### Focus Questions:

- How are children in other parts of the world the same as or different to me?
- Which parts of their culture are the same as mine, and which are different?
- What can we learn from other cultures?

ASPECT OF THE BRINK EXPEDITION	LINKS TO CORE LEARNING OUTCOMES	IDEAS/ ACTIVITIES/RESOURCES FOR LINKS TO OTHER KEY LEARNING AREAS	ASSESSMENT OPPORTUNITIES
Other cultures- global community	<p>TCC1.3 Students share points of view about their own and others’ stories</p> <p>C11.1 Students compare ideas and feelings about stories of diverse cultures including Torres Strait Islander cultures and Aboriginal cultures.</p> <p>C11.3 Students share an understanding of how diverse families meet human needs of food, clothing, shelter and love.</p> <p>C11.4 Students gather and record information about familiar traditions, celebrations and cultural changes.</p> <p>C12.2 Students create records of how they and others have different perceptions of different groups including families.</p> <p>C12.5 Students identify how symbols, rituals and places reflect identities of different groups including Aboriginal or Torres Strait Islander groups.</p>	<p>QSA SOSE modules:</p> <ul style="list-style-type: none"> <li>• <i>Telling stories: Stories and perspectives</i> Level 1</li> <li>• <i>A patchwork of memories: Family diversity</i> Level 1</li> <li>• <i>A world full of stories: stories of diverse cultures</i> Level 1</li> <li>• <i>Our neighbours near and far: Asian cultural study</i> Level 2</li> </ul> <p><b>Orienting Literature suggestion:</b> <i>Whoever you are</i> by Mem Fox</p>	<p>Students complete retrieval charts or Venn diagrams to present similarities and differences with children along the Brink route.</p> <p>Link up with the Brink School room and register for “epals” or pen pals along the Brink route</p>

## UNIT IDEA: “THERE IS ONLY ONE EARTH”

### SOSE Concept:

- Stewardship

### Science Concepts:

- Living things use the resources of the Earth, solar system and universe to meet their needs
- Decisions about the ways that science is applied have short-term and long-term implications for the environment, communities and individuals

### Focus Questions:

- How can we best care for our world?

ASPECT OF THE BRINK EXPEDITION	LINKS TO CORE LEARNING OUTCOMES	IDEAS/ACTIVITIES/ RESOURCES FOR LINKS TO OTHER KLAS	ASSESSMENT OPPORTUNITIES
<b>Earth charter</b>	PS1.5 Students describe the relationships between personal actions and environmentally friendly strategies in familiar places. PS2.5 Students express a preferred future vision for a familiar place based on observed evidence of changes and continuities. CID1.7 Students relate general principles of how to live peacefully and productively, from messages within traditional stories. CI2.4 Students identify how their roles, rights and responsibilities change in different groups. SRP1.4 Students describe practices for fair, sustainable and peaceful ways of sharing and working in a familiar environment. SRP2.4 Students analyse information about their own and others' rights and responsibilities in various settings. EB1.3 Students discuss the uses they make and the care they take of the Earth. EB2.3 Students discuss how their community uses resources and features of the Earth and sky.	QSA SOSE modules: <ul style="list-style-type: none"> <li>• <i>Lean, green cleaning machine: caring for the environment</i> Level 1</li> <li>• <i>Eco-consumerism: conserving the environment</i> Level 2</li> <li>• <i>Creating tomorrows world today: present and future environment</i> Level 2</li> </ul> QSA SCIENCE modules <ul style="list-style-type: none"> <li>● <i>Needs of living things</i> level 1</li> </ul> <b>TRADITIONAL TALE SUGGESTION:</b> <i>The Rainbow Serpent</i> by Dick Roughsey	Students read traditional stories and compile ways of living peacefully and productively. OR Students cooperatively create a mural based on the principles of the Earth Charter. OR Students plan to look after an area of the school in an environmentally friendly way

## UNIT IDEA: “ENERGY TO GO!”

### Science Concept:

- There are different ways of obtaining and utilising energy and these have different consequences

### Focus Questions:

- How can we make things go?
- How can we use “friendly” energy sources to meet our needs and wants?

ASPECT OF THE BRINK EXPEDITION	LINKS TO CORE LEARNING OUTCOMES	IDEAS/ ACTIVITIES/RESOURCES FOR LINKS TO OTHER KEY LEARNING AREAS	ASSESSMENT OPPORTUNITIES
Elemental Power: <ul style="list-style-type: none"> <li>• Solar</li> <li>• Wind</li> <li>• Human movement</li> </ul>	SRP1.1 Students identify how elements in their environment meet their needs and wants. EC1.3 Students make links between the way they use energy and the immediate source of that energy. EC2.2 Students identify and describe forms of energy in their community (including heat and energy of movement). EC2.3 Students illustrate the ways that energy is used in their community.	QSA Science modules: <ul style="list-style-type: none"> <li>• <i>Forms of energy and how they are used</i> Level 2</li> <li>• <i>Forms and sources of energy</i> Level 2</li> </ul> Suggested Activities: <ul style="list-style-type: none"> <li>• discuss why bike riding is environmentally friendly</li> <li>• investigate where the energy comes from to power bicycles</li> <li>• discuss how bicycle riding compares to other forms of transport in terms of environmental impact.</li> </ul>	Students identify the elemental power and energy sources used in the Brink Expedition by various means. Examples: <ul style="list-style-type: none"> <li>• Students design and produce a set of Brink Expedition postcards. Each postcard depicts the Brink team using one particular form of energy, with a slogan that reflects a relevant principle of the earth Charter and/or a SOSE value.</li> <li>• Students produce a concept web, with a bicycle at the centre. Web could highlight all the resources and energy types involved in the production, maintenance and use of a bicycle. Web could also include effects on environment of bicycle use.</li> </ul>

## UNIT IDEA: ON YA BIKE!"

### HPE Concepts:

- Movement Skills and movement Concepts
- Health-Related Fitness

### Focus Questions:

- Can we race our bikes through an obstacle course against the clock?

ASPECT OF THE BRINK EXPEDITION	LINKS TO CORE LEARNING OUTCOMES	IDEAS/ ACTIVITIES/RESOURCES FOR LINKS TO OTHER KEY LEARNING AREAS	ASSESSMENT OPPORTUNITIES
<b>Cycling</b>	PH1.3 Students decide which people and things make environments and activities safe. PA1.1 Students demonstrate a variety of basic locomotor skills and non-locomotor skills, varying body actions and use of space. PA1.3 Students describe the physical and emotional effects that result from their participation in a variety of vigorous, whole-body activities. PH2.3 Students propose and demonstrate ways to promote personal safety and the safety of others. PA2.1 Students demonstrate simple combinations of locomotor and non-locomotor skills. PA2.3 Students compare the effects on the body of participating in physical activities of varying intensities.	<ul style="list-style-type: none"> <li>• “Roadsafe” Kit produced by QLD Transport Dept for Years 1-3 and for Years 4-5</li> <li>• Bike safety classes by Qld Transport Dept</li> </ul>	Organise a Brink Expedition around the school <ul style="list-style-type: none"> <li>• As a substitute for the usual “walkathon”</li> <li>• As an awareness raising exercise for Brink Expedition, or for World Environment Day or similar</li> <li>• As a Fun Day</li> <li>• As part of a Sports Day</li> </ul> (Check for safety issues!)