



Curriculum

Module 1 - Overview

The Brink Expedition and the Earth Charter

Suitable for Upper Primary

Core Learning Outcomes Levels 3 and 4

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MODULE OVERVIEW – THE BRINK EXPEDITION AND THE EARTH CHARTER – LEVELS 3-4

<p>TITLE</p> <ul style="list-style-type: none"> ● Introduction to the Brink Expedition and the Earth Charter <p>TIME</p> <ul style="list-style-type: none"> ● 2003, 2004 <p>LEVELS</p> <ul style="list-style-type: none"> ● 3 & 4 	<p>CONCEPT</p> <ul style="list-style-type: none"> ● Human-Environment relationships ● Interactions between ecological and other systems <p>CONTEXT</p> <ul style="list-style-type: none"> ● The Brink Expedition and the Earth Charter 	<p>RATIONALE</p> <ul style="list-style-type: none"> ● There are many issues in the world that have led to the development of the Earth Charter. The Brink expedition is a practical application of the Earth charter. It is important that children are aware of the Brink Expedition so they can then follow the progress of the expedition through interactive media. The students will demonstrate their awareness of the route and purpose of the Brink Expedition and possible connections to the Earth Charter. As the Brink Expedition requires promotion to ensure its success, the children will advertise the underlying message and pertinent aspects of the Expedition in their choice of mode and medium to a public forum.
<p>KEY QUESTION</p> <ul style="list-style-type: none"> ● What is the Brink Expedition and how will it raise awareness of the Earth Charter? 		
<p>CONTRIBUTIONS FOR LIFELONG LEARNING ROLES</p> <p>A knowledgeable person with deep understanding who generates information from a variety of sources and uses that information to create a realistic awareness-raising product for a chosen public forum.</p> <p>A participant in an interdependent world, who advocates for social justice and ecological and economic sustainability in local and global contexts by creating a media release to inform target audience of Brink Expedition.</p> <p>Effective communicator, who composes and comprehends and assesses a range of written, spoken and visual texts to convey information about the Brink Expedition and the Earth charter that is meaningful to their communities.</p> <p>Active Investigator, who examines underlying principles of the Earth Charter to construct meaning for themselves and others.</p> <p>A reflective and self-directed learner who critically evaluates and reflects on their assumptions, values in relation to the Earth charter.</p> <p>A creative person, who creates a media form expressing personal response to Earth charter for a target audience.</p>		<p>CLUSTERED OUTCOMES</p> <p>PS 3.4, 4.4; I3.2, 4.2</p> <p>ME 3.1,3.2,4.1,4.2; DSS3.5; EC 3.2,3.3,4.3</p> <p>SRP 3.1, ME 3.3,4.3</p> <p>PSD3.8; PH3.1, 4.1</p> <p>PS3.5, 4.5</p> <p>ME3.1, 3.2, 4.1, 4.2</p>

CORE LEARNING OUTCOMES

CORE LEARNING OUTCOMES KLA: SOSE	CORE LEARNING OUTCOMES KLA: TECHNOLOGY	CORE LEARNING OUTCOMES KLA: HPE
<p>PS3.5 Students describe the values underlying personal and other people's actions regarding familiar places.</p> <p>PSD3.8 Students articulate a code of environmental conduct for personal use of resources.</p> <p>PS3.4 Students use and make maps to identify coastal and land features, countries and continents, and climate zones.</p> <p>SRP3.1 Students make inferences about interactions between people and natural cycles, including the water cycle.</p> <p>PS4.4 Students use latitude, longitude, compass and scale references and thematic maps to make inferences about global patterns.</p> <p>PS4.5 Students explain whether personal, family and school decisions about resource use and management balance local and global considerations.</p> <p>SRP4.5 Students classify values that underpin campaigns and organisations associated with human and environmental rights.</p>	<p>I3.2 Students select and use techniques to generate, modify and present information for different purposes.</p> <p>I4.2 Students apply techniques to transform and transmit information for different audiences.</p>	<p>PH3.1 Students describe the impact of their own and others' behaviours on health, and propose personal and group actions which promote the dimensions of health</p> <p>PH4.1 Students recommend actions they can take to promote their health in response to social, biological or environmental factors.</p>

CORE LEARNING OUTCOMES (continued)

CORE LEARNING OUTCOMES KLA: THE ARTS	CORE LEARNING OUTCOMES KLA: Science	CORE LEARNING OUTCOMES KLA: English	CORE LEARNING OUTCOMES KLA: Maths
<p>ME3.1 Students combine and manipulate media languages and technologies to construct intended meanings.</p> <p>ME3.2 Students present media texts to a specified audience using presentation techniques associated with particular media forms.</p> <p>ME3.3 Students examine and compare the particular languages used to construct various representations across media forms and genres for specific purposes.</p> <p>ME4.1 Students apply media languages and technologies through genre conventions to construct media texts.</p> <p>ME4.2 Students select media forms and apply technologies to construct and present media texts to target an audience.</p> <p>ME4.3 Students analyse the media languages and technologies used by them and others to construct representations using generic conventions.</p>	<p>DSS3.5 Students prepare presentations to inform others about some ethical implications of certain applications of science.</p> <p>EC3.2 Students identify forms of energy (including electrical and sound energy) and describe the effects and characteristics of those different forms.</p> <p>EC3.3 Students identify different ways of obtaining energy</p> <p>EC4.3 Students present alternative ways of obtaining and using energy (including energy from the sun and from fossil fuels) for particular purposes.</p>	<p>Reading and viewing: Non fiction Brink website Earth charter</p> <p>Speaking and listening: Oral presentation of current event</p> <p>Writing and shaping Note taking Reflection Advertising in public forum</p>	<ul style="list-style-type: none"> • Distance per day covered • Time taken • Speed of sailboat vs motor boat; bike vs motor bike, car etc • Cost of living; exchange rate • Calculations associated with Ecological footprint