



Curriculum

Module 1 – Teaching and Learning Sequence

The Brink Expedition and the Earth Charter

Suitable for Upper Primary

Core Learning Outcomes Levels 3 and 4

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In partnership with:



Brisbane Catholic
Education



Qld Catholic
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Earth
Charter
www.earthcharter.org.au



Association of Independent
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POSSIBLE TEACHING AND LEARNING SEQUENCE

The teaching and learning sequence is based on an inquiry-based, integrated model, known as *Integrating Socially*, proposed by Julie Hamston and Kath Murdoch. The framework follows a broad sequence, however, each stage is a 'planning menu' from which you may make choices that allow you to respond to students' interests and needs. Many of the suggested activities are borrowed from *Classroom Connections* by Kath Murdoch. For further details and other possibilities, refer to that book. (They are referenced by "CC" and the page number.)

Tuning in

1. Topic wheels about expeditions and Charters (CC p 36)
2. Word associations and definitions: Brink, expedition, charter, sustainability, ecological, etc (CC P41)
3. Set up purpose for unit and discuss Significant Tasks.

Finding out

4. Guest speaker from B rink Expedition or Earth Charter (See page 13 for Contact details)
5. CD ROMs (See Resource List)
6. Internet sites (See Resource List)
7. Experiments with elemental power (See Resource List)
8. Videos (See Resource List)
9. Interview community members regarding opinions on ecological sustainability. Collate and present. (CC p54)
10. Letter writing and emailing members of expedition
11. Gather information about hotspots from newspaper and magazines (See Examples in Resource list)
12. Structured observations of social justice issues/environmental issues around school. (eg how much recycling is or isn't happening) (CC p63)
13. Note taking on Earth Charter (graphic organisers and Directed Reading and thinking activities)
14. Mapping of expedition route

Sorting out

15. Play "Dilemma" for each of the issues at the hotspots. For each of the Hotspots, create roles for the stakeholders around the central issue. For example, for the overfishing issue, the roles could be: fishing employees who need employment to support families; business people; government representatives or conservationists. Students present their positions (in role) to another impartial student who must decide what their personal stance on the issue is after listening to all the arguments. Based on the "Conscience game" (CCp68)
16. Role plays about issues in hotspots
17. Hold a "Talk show" in role as Expedition members or Earth Charter authors
18. Design a Brochure of expedition for target audience
19. Display Art work of expedition in progress

POSSIBLE TEACHING AND LEARNING SEQUENCE (continued)

20. Classify hotspots according to criteria developed by students/teacher
21. Classify or rate Earth Charter tenets according to values and give justifications.
22. Calculate your personal ecological footprint (See Resource List)
23. Construct Graphs of ecological footprints from various countries/ hotspots
24. Make a Timeline of expedition (See Resource List)
25. Design Banners for expedition/Earth Charter
26. Develop Data charts on Earth Charter/expedition (CCp82)
27. "Told us...made us wonder" (CC p84) (Could lead to 28)

Going further

28. Individual projects (CC p90) Negotiate areas for individual inquiry and presentation with individual or groups of students

Making conclusions

29. Make a personal or group concept map of expedition/Earth charter
30. Consider implications of Earth charter by using Effects Wheel strategy (CC p108)
31. Develop students values and attitudes towards Earth charter ("Laying it on the Line" and "putting you in the picture" strategies- CC p111 & 116)

Taking action

32. Develop an Advertising campaign for the Brink Expedition
33. Compose a media release suitable for TV or radio news reports, or internet WebPages
34. Compose a Letter to local papers, local member, etc
35. Design Posters, leaflets/brochures, comic strip, billboards, incidental advertising eg cereal boxes, milk cartons etc to raise public awareness of the Brink Expedition/Earth Charter.

Sharing and reflection

36. Complete Reflection journals
37. Conduct Peer assessment of
 - effectiveness of Media releases on Brink Expedition
 - personal response to Earth Charter

TASK ONE – MEDIA RELEASE FOR BRINK EXPEDITION

Students research the Brink Expedition in order to create a media release as an awareness raising campaign that highlights route to be taken, difficulties encountered (as a result of geography, climate, etc) and the “hotspots” to be explored. Students select the form of media and the public forum they consider most appropriate, considering a target audience. (Work may be individual or collaborative, depending upon circumstances.)

POSSIBLE OUTCOMES TO BE DEMONSTRATED

SOSE	SCIENCE	The ARTS	TECHNOLOGY
<p>PS3.4 Students use and make maps to identify coastal and land features, countries and continents, and climate zones.</p> <p>PS4.4 Students use latitude, longitude, compass and scale references and thematic maps to make inferences about global patterns.</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>C4.3 Students present alternative ways of obtaining and using energy (including energy from the sun and from fossil fuels) for particular purposes.</p> <p>DSS3.5 Students prepare presentations to inform others about some ethical implications of certain applications of science.</p>	<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>I3.2 Students select and use techniques to generate, modify and present information for different purposes.</p>

TASK ONE – MEDIA RELEASE - ELEMENTS

The elements of each task suggest the core content and could be the basis for designing implementing and assessing the teaching and learning program in preparation for the task.

RESEARCH THE BRINK EXPEDITION		
Outcome	Students know	Students can
PS3.4 Communicating with spatial patterns	<ul style="list-style-type: none"> - maps: atlas and wall maps - coastal and land features - continents and countries 	<ul style="list-style-type: none"> - verbally describe places on map - interpret standard symbols - create simple maps
PS 4.4 Communicating with spatial patterns	<ul style="list-style-type: none"> - thematic maps: eg climate - longitude, latitude, compass and scale references 	<ul style="list-style-type: none"> - use map to infer how conditions might influence the expedition
EC 3.2	<ul style="list-style-type: none"> - forms of elemental energy 	<ul style="list-style-type: none"> - identify energy used on Expedition - describe effects and characteristics of elemental forms of energy.
EC 3.3	<ul style="list-style-type: none"> - ways of obtaining energy 	<ul style="list-style-type: none"> - identify ways energy is obtained on the Expedition
EC 4.3	<ul style="list-style-type: none"> - alternative ways of obtaining and using energy 	<ul style="list-style-type: none"> - present the alternative uses and ways of obtaining energy on the Expedition.
CREATE A MEDIA RELEASE		
Outcome	Students know	Students can
I 3.2	<ul style="list-style-type: none"> - different forms of information eg videos, books, radio, TV advertising 	<ul style="list-style-type: none"> - collect, manage and organise information for presentation
ME 3.1	<ul style="list-style-type: none"> - media languages and technologies eg captions, fonts, camera angles 	<ul style="list-style-type: none"> - combine and manipulate by selecting, deleting, cutting, pasting, etc
ME 4.1	<ul style="list-style-type: none"> - media languages and technologies eg genre conventions, transitions, spoken dialogue 	<ul style="list-style-type: none"> - combine and manipulate by editing, scripting, publishing
PRESENT IN A PUBLIC FORUM		
Outcome	Students know	Students can
DSS 3.5	<ul style="list-style-type: none"> - ethical implications of the Brink Expedition 	<ul style="list-style-type: none"> - prepare presentations about the Brink Expedition
ME 3.2	<ul style="list-style-type: none"> - media forms eg stickers, logos, newspapers, etc - specified audience eg children, adults, sporting groups 	<ul style="list-style-type: none"> - use presentation techniques eg print and online forms or broadcast forms
ME4.2	<ul style="list-style-type: none"> - how to target audience with - media forms eg online: screen savers, web page 	<ul style="list-style-type: none"> - ways to apply technology processes eg desktop publishing

TASK TWO: EARTH CHARTER

Students define issues and underlying values of the Earth Charter. They present a Personal Response to the Earth Charter for their peers in a mode and medium of their own choice.

POSSIBLE OUTCOMES TO BE DEMONSTRATED

SOSE	The ARTS	TECHNOLOGY	HPE
<p>PS3.5 Students describe the values underlying personal and other people's actions regarding familiar places.</p> <p>SRP3.1 Students make inferences about interactions between people and natural cycles, including the water cycle.</p> <p>PSD3.8 Students articulate a code of environmental conduct for personal use of resources.</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>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>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>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>

TASK TWO – EARTH CHARTER – ELEMENTS

The elements of each task suggest the core content and could be the basis for designing implementing and assessing the teaching and learning program in preparation for the task.

DEFINE ISSUES IN THE EARTH CHARTER		
Outcome	Students know	Students can
PS 3.5 Reflecting on significance of place	<ul style="list-style-type: none"> - familiar places eg their environment - values eg ecological, economic, spiritual, cultural, recreational - others' actions eg using protecting, conserving abusing neglecting 	<ul style="list-style-type: none"> - identify values that conflict/correspond with their own
SRP 3.1 Investigating interactions between ecological and other systems	<ul style="list-style-type: none"> - natural cycles eg water cycle, food chains - Interactions between people and natural cycles eg introduction/removal of plants and animals, introduction/ removal of environmental elements, modifying the environment 	<ul style="list-style-type: none"> - logically explain how humans affect the natural cycle - predict consequences of changes
SRP 4.5 Reflecting on access to power	<ul style="list-style-type: none"> - campaigns eg Earth Charter - symbols of campaigns - organizations which maintain environmental rights 	<ul style="list-style-type: none"> - classify values according to broad values eg social justice, sustainability
PH 3.1	<ul style="list-style-type: none"> - actions of the Brink Expedition that promote health 	<ul style="list-style-type: none"> - describe the negative or positive impact of the Brink Expedition

(Task two Elements continued on next page)

TASK TWO – EARTH CHARTER – ELEMENTS (continued)

PRESENT PERSONAL RESPONSE TO EARTH CHARTER IN CHOICE OF MODE AND MEDIUM		
Outcome	Students know	Students can
PS 3.5 Reflecting on significance of place	<ul style="list-style-type: none"> - familiar places eg their environment - values eg ecological, economic, spiritual, cultural, recreational - others' actions eg using protecting, conserving abusing neglecting 	<ul style="list-style-type: none"> - identify values that conflict/correspond with their own
PS 4.5 Reflecting on significance of place	<ul style="list-style-type: none"> - personal and group decisions eg ecological decisions - local and global considerations eg local resource use vs ecological degradation 	<ul style="list-style-type: none"> - use recording devices to explain whether decisions balance considerations eg PMI chart, concept web
PSD 3.8	<ul style="list-style-type: none"> - codes of environmental conduct 	<ul style="list-style-type: none"> - present in chosen media form
I 3.2	<ul style="list-style-type: none"> - different forms of information eg videos, books, radio, TV advertising 	<ul style="list-style-type: none"> - collect, manage and organise information for presentation
I 4.2	<ul style="list-style-type: none"> - most appropriate techniques for transforming information eg survey audience, choosing effects 	<ul style="list-style-type: none"> - generate and communicate personal response to Earth Charter
ME 3.1	<ul style="list-style-type: none"> - media languages and technologies eg captions, fonts, camera angles 	<ul style="list-style-type: none"> - combine and manipulate by selecting, deleting, cutting, pasting, etc
ME 3.2	<ul style="list-style-type: none"> - media forms eg stickers, logos, newspapers, etc - specified audience eg children, adults, sporting groups 	<ul style="list-style-type: none"> - use presentation techniques eg print and online forms or broadcast forms
ME4.1	<ul style="list-style-type: none"> - media languages and technologies eg genre conventions, transitions, spoken dialogue 	<ul style="list-style-type: none"> - combine and manipulate by editing, scripting, publishing
ME 4.2	<ul style="list-style-type: none"> - how to target audience with - media forms eg online: screen savers, web page 	<ul style="list-style-type: none"> - ways to apply technology processes eg desktop publishing
PH 3.1	<ul style="list-style-type: none"> - the behaviours proposed by that the Earth Charter that promotes health 	<ul style="list-style-type: none"> - describe the negative or positive impact of the Earth charter on their health
PH 4.1	<ul style="list-style-type: none"> - social, biological and environmental factors proposed by the Earth Charter and how they affect health 	<ul style="list-style-type: none"> - recommend actions they can take to promote their health in response to the Earth Charter

TASK THREE – PEER ASSESSMENT OF BRINK MEDIA RELEASE AND PERSONAL RESPONSE TO THE EARTH CHARTER

Students use criteria to judge the effectiveness of their peers' media campaign. Students use criteria to respond to the effectiveness of their peers' personal response.

OUTCOMES TO BE DEMONSTRATED

The ARTS
ME3.3 Students examine and compare the particular languages used to construct various representations across media forms and genres for specific purposes.
ME4.3 Students analyse the media languages and technologies used by them and others to construct representations using generic conventions.

TASK THREE – PEER ASSESSMENT OF BRINK MEDIA RELEASE AND PERSONAL RESPONSE TO THE EARTH CHARTER – ELEMENTS

The elements of each task suggest the core content and could be the basis for designing implementing and assessing the teaching and learning program in preparation for the task.

PEER ASSESSMENT OF BRINK MEDIA RELEASE			PEER ASSESSMENT OF PERSONAL RESPONSE TO EARTH CHARTER		
Outcome	Students know	Students can	Outcome	Students know	Students can
ME 3.3	<ul style="list-style-type: none"> - ways of examining representations eg comparisons of representations - generic codes eg symbolic, camera angles etc - generic conventions eg non verbals 	<ul style="list-style-type: none"> - examine the representations using camera shots - discuss the values represented eg power, relationships 	ME 3.3	<ul style="list-style-type: none"> - ways of examining representations eg comparisons of representations - generic codes eg symbolic, camera angles etc - generic conventions eg non verbals 	<ul style="list-style-type: none"> - examine the representations using camera shots - discuss the values represented eg power, relationships
ME 4.3	<ul style="list-style-type: none"> - which representations to explore eg culture, issues, environments - which generic conventions create specific meaning for an audience eg characters, lighting, editing etc 	<ul style="list-style-type: none"> - analyse the use of generic conventions and representations eg use of music, characters, etc 	ME 4.3	<ul style="list-style-type: none"> - which representations to explore eg culture, issues, environments - which generic conventions create specific meaning for an audience eg characters, lighting, editing etc 	<ul style="list-style-type: none"> - analyse the use of generic conventions and representations eg use of music, characters, etc