



Curriculum

Module 1 - Overview

The Brink Expedition and the Earth Charter

Suitable for Lower Primary

Core Learning Outcomes Levels 1 and 2

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Grateful thanks and special acknowledgement to Brian Hoepper and Karen Livingstone

In partnership with:



Introduction to the Brink Expedition and the Earth Charter

Core learning areas

The use of the Brink Expedition and the Earth charter document could form the basis of many and varied connected units. Below are some suggestions of ways to use this world event as a springboard into teaching and learning, along with some ideas for connection with other Key Learning Areas and potential assessment devices.

The Brink Expedition

In an epic test of endurance and resolve, a small team of Queenslanders, is racing against time cycling around the world in just 1000 days, travelling at times through harsh and unforgiving terrain. The Brink Expedition began in May 2003 in Venezuela, South America and is scheduled to finish in Sydney Harbour by January 26, 2006. Apart from the adventure of the Expedition the team have been “spurred on by a passionate determination to educate the world’s next generation about the environment”.

The Earth Charter

The Earth Charter provides the background for the Brink Expedition. The Earth Charter is a document based on values similar to those articulated by the SOSE Syllabus. Together with the Brink Expedition, the Earth Charter constitutes a relevant and multilayered opportunity for students to challenge and form their own ideas of democratic process, social justice, ecological and economic sustainability and peace.

Keeping in touch with the Brink Team

Over the next two years (2003-2005) you can keep in touch with the Brink team through the Brink Expedition website at www.brinkx.org. Using the website, you and your students can read updates of the team’s journal, e-mail the team or link up with the Brink School room and register for “epals” or pen pals along the Brink route. The website also contains information about the places visited by the boys.

Rationale

The Brink Expedition provides an immediate and active example of SOSE at work. Linked with an examination of the Earth Charter Document, this module could contribute to the development of Lifelong Learners:*

- **Reflective and self-directed learner**, who engages with the unusual and inspiring example of the Brink Expedition, and who consequently thinks about their own place in the world, and about the role of the values of democratic process, social justice, ecological and economic sustainability and peace in their own life.
- **Participant in an interdependent world**, who, by studying the Brink Expedition's progress around the globe, recognises the links between different people's lives and issues.
- **Complex thinker**, who identifies causes and consequences, ponders interpretations and makes comparisons, inferences, predictions and conclusions arising out of study of the Brink Expedition/Earth Charter.
- **Active Investigator**, who studies social and environmental issues in 'hot spots' visited by the Brink Expedition, using inquiry processes and takes into account the values of the Earth Charter and SOSE.
- **Creative Person**, who develops curiosity by engaging in studies of other times, places, cultures and systems along the Brink route.
- **Effective Communicator**, who uses a variety of written, oral, graphic, dramatic and multimedia modes to communicate their understandings of issues raised by the Brink Expedition and the Earth Charter
- **Knowledgeable person**, who through engagement with the Brink Expedition/Earth Charter develops understandings of the diverse ways in which people live, and in which people respond to social and environmental challenges and opportunities in their own lives and places.

(*adapted from *Studies of Society and Environment Years 1 to 10 Syllabus* the Office of the Qld School Curriculum Council 2000.p 4-5)