



Brink
expedition
www.brinkX.org

*Survive the race
against time!*



Curriculum

Module 1 - Overview

The Brink Expedition and the Earth Charter

Suitable for Lower Secondary

Core Learning Outcomes Levels 5 and 6

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INTRODUCTION TO THE BRINK EXPEDITION AND THE EARTH CHARTER – MODULE OVERVIEW

Core Learning areas

SOSE Levels 5 and 6

The Brink Expedition

In an epic test of endurance and resolve, a small team of Queenslanders, are racing against time cycling around the world in just 800 days, travelling through harsh and unforgiving terrain. The Brink Expedition began in October 2002 on the southern tip of South America and is scheduled to finish in Sydney Harbour by Christmas Eve, 2004. 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 and the decision-making filter 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.

Rationale

The Brink Expedition provides an immediate and active example of SOSE at work. It can be used to introduce students to the discipline of SOSE, and provide them with long-term recurring practice in the skills and processes of inquiry and communication, as well as a platform for exploring the conceptual fields of values and decision-making.

Focus questions

- How do/have people make/made decisions about managing the world we live in?
- What are values and how do they contribute to the decision-making process?
- Does the way the decision is made influence its outcome? (Complex aspects of decision-making and governance)
- How can I use what I know to better understand myself and other people? How can I use what I know to make better decisions?

Key concepts

- Decision making processes
- Democratic processes
- Social justice
- Ecological and economic sustainability
- Peace
- Consensus
- Active citizenship
- Expedition
- Charter

Module Outline

This proposal is devised in three distinct phases:

- a) A short introduction to SOSE, the key values and the issue of decision-making. This can be used to establish the major tools for analysis and processes for group work and communication to carry across the course.
- b) A long-range monitoring of the expedition over time (a year/2 years) which provides practice in inquiry and reporting, which runs concurrently with and provides the impetus for teaching/learning about the complexities of values and decision-making.
- c) Student independent demonstration of understanding through active decision-making or the analysis of decision-making - either through tasks linked to the Brink expedition, or other topics of study. The tools developed and refined through Phase B have equal relevance to the rest of the teaching/learning program and resulting analyses could well serve as the culminating activities for the course.

Keeping in touch with the Brink Team

Over the next two years (2003-2004) 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.

Ideas for assessment:

One or more assessment tasks may be chosen by either teacher or student. The choice will determine the emphasis and selection of teaching and learning strategies.

Task	Links to outcomes
<p>One: This task focuses on the interplay of social and environmental factors in the ways people live. It sets the scene for the study of the different societies and cultures that will be experienced by the Brink team on their expedition. Choose an historical event and outline the decisions made by the key players and the values promoted by these decisions.</p> <ul style="list-style-type: none"> • Use of primary and secondary evidence to create a sequence of environmental decisions (eg Australian farming practices from early European settlement to present day) • Identify interest groups associated with above decisions and identify the SOSE values prominent in each decision made • Analyse how culture is reflected in decision making and evaluate decisions in terms of SOSE values <p>Variations:</p> <ul style="list-style-type: none"> • Historical event linked to decisions of major environmental significance • Indigenous (or other groups) contributions to preserving the environment 	<ul style="list-style-type: none"> • TCC5.1, TCC 5.2 • TCC 5.5, TCC6.5 • TCC6.1, TCC 6.2 • PS 5.2, PS 6.2, PS 5.3,PS5.4, PS 6.4 • TCC 5.3, TCC 6.3
<p>Two: The Brink team will be visiting various 'hot spots' around the world. Each of them is a dramatic example of an environmental and/or economic issue that invites creative solutions informed by the Earth Charter. Assess an environmental or economic problem and propose a solution, including details of an appropriate decision-making process for the context.</p>	<ul style="list-style-type: none"> • PS5.1, PS6.1, PS5.2, PS6.2, PS5.5, PS6.5 • SRP 5.3, SRP 6.3
<p>Three: Who has decided the set of values of the Earth Charter and would it be considered a socially just response to world management issues by the countries currently designated as 'hotspots'?</p> <p>Variations:</p> <ul style="list-style-type: none"> • Debate the issues at hotspots from different perspectives (local employees /employers/governmental authorities/environmental lobby/other stakeholders) highlighting the cultural impact upon the SOSE values and final decision made regarding the hotspot. • Students provide alternative solutions to issues in hotspots, taking into account the cultural impact of the solution or outlining some likely cultural changes linked to socially just solutions. Are the solutions considered just in our society necessarily viewed the same way in other cultures? 	<ul style="list-style-type: none"> • CI5.1, CI6.1, CI5.2, CI6.2 • CI5.4, CI6.4 • CI D5.7, CI D6.7)
<p>Four: Part A: Choose one of the Brink Expedition's 'hotspots' and outline the systems, resources and power issues that would need to be considered and understood before any decision should be made about the situation Part B: Design a decision-making process for this situation and explain the set of values that influenced your design</p>	<ul style="list-style-type: none"> • SRP5.1, SRP5.2, CI5.2, CI6.2, TCC5.5, TCC6.5, PS 5.1, PS 6.1 • SRP5.3, SRP6.3, SRP5.5, SRP6.5, CI5.3, CI6.3, PS6.5, TCC5.5, TCC6.5, TCC D5.7, TCC D6.7.