



# Curriculum

**Module 1 – Teaching and Learning Sequence**

**The Brink Expedition and the Earth Charter**

**Suitable for Lower Secondary**

**Core Learning Outcomes Levels 5 and 6**

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In partnership with:



## 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><b>One:</b> 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"> <li>• Use of primary and secondary evidence to create a sequence of environmental decisions (eg Australian farming practices from early European settlement to present day)</li> <li>• Identify interest groups associated with above decisions and identify the SOSE values prominent in each decision made</li> <li>• Analyse how culture is reflected in decision making and evaluate decisions in terms of SOSE values</li> </ul> <p>Variations:</p> <ul style="list-style-type: none"> <li>• Historical event linked to decisions of major environmental significance</li> <li>• Indigenous (or other groups) contributions to preserving the environment</li> </ul>	<ul style="list-style-type: none"> <li>• TCC5.1, TCC 5.2</li> <li>• TCC 5.5, TCC6.5</li> <li>• TCC6.1, TCC 6.2</li> <li>• PS 5.2, PS 6.2, PS 5.3, PS5.4, PS 6.4</li> <li>• TCC 5.3, TCC 6.3</li> </ul>
<p><b>Two:</b> 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"> <li>• PS5.1, PS6.1, PS5.2, PS6.2, PS5.5, PS6.5</li> <li>• SRP 5.3, SRP 6.3</li> </ul>
<p><b>Three:</b> 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"> <li>• 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.</li> <li>• 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?</li> </ul>	<ul style="list-style-type: none"> <li>• CI5.1, CI6.1, CI5.2, CI6.2</li> <li>• CI5.4, CI6.4</li> <li>• CI D5.7, CI D6.7)</li> </ul>
<p><b>Four:</b> <b>Part A:</b> 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 <b>Part B:</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"> <li>• SRP5.1, SRP5.2, CI5.2, CI6.2, TCC5.5, TCC6.5, PS 5.1, PS 6.1</li> <li>• SRP5.3, SRP6.3, SRP5.5, SRP6.5, CI5.3, CI6.3, PS6.5, TCC5.5, TCC6.5, TCC D5.7, TCC D6.7.</li> </ul>

## **POSSIBLE TEACHING AND LEARNING SEQUENCE**

### **PHASE A: ORIENTATING**

1. Set purpose for unit:” Exploring Decision Making “ Teacher develops supportive environment by modelling acceptance and respecting diversity in views and values and strategies for developing consensus peacefully.
2. Students individually write 10 rules for the effective running of the world.
3. Pair/share. Through consensus the pair must arrive at a list of 10. (8, if you want to increase the tension!)
4. Pair/share. The group of 4 must come up with a top 10. (Or 6!)
5. Pair/share. Now the group of 8... Sustain this as long as you can to allow for a demonstration of conflict of values and issues of representation and mis-representation to arise.
6. Introduce the history of the Earth Charter and how long it has been in development, and the level of agreement it enjoys. Have students speculate why it has been so difficult to arrive at consensus about these issues.
7. Compare the Earth Charter with the lists produced by the class. What are the similarities and differences? Categorise the concerns.
8. Speculate. What is the point of having an Earth Charter? Can it change things? Introduce the idea of values and how they influence decision-making. Who are the signatories to the Earth Charter? What role has Australia played?

## **PHASE A: ORIENTATING – (continued)**

9. Introduce the key values, as the set of values that come into play anytime a decision is needed.

**democratic process** - Who should be involved in making this decision?

**economic and ecological sustainability** - Will the proposed solution contribute to my long-term health and wealth? ? Will the proposed solution enhance the prosperity of individuals and of the society, while also maintaining the well-being of the environment?

**social justice** - Is the proposed solution fair to others?

**peace** - Who might be upset about this and how would they react? Will this decision help people lead more peaceful lives?

### **Further questions:**

- How can people become involved in the democratic process?
- Do all people have equal access to the democratic process?
- What responsibility do we have to speak up and act ethically for the environment?
- Does wealth matter without health?
- In being fair to others, is it more fair to some; is it fair to the environment?
- How do our decisions reflect respect/lack of respect for others?

Explain that these sets of values come into play in ordinary, everyday decisions as well as those made by nations. (Play a game of *Scruples* to illustrate the point. Try to classify the considerations students bring to the hypothetical situations under the headings of the key values.)

10. Explain that the class will be using the Earth Charter as a structure for investigating the cultures and decisions of various groups around the world, and the key values as a tool for evaluating and making decisions. Students' ideas about the Earth Charter and values should change, grow and deepen across the course.

## **PHASE B: ENHANCING**

11. Introduce the Brink expedition as one group of people's response to the Earth Charter. Outline the expedition and trace the progress to date. Establish a learning centre that contains appropriate maps and timelines and assign individual students, or small groups, the task of monitoring the progress of the expedition across time and reporting to the rest of the class.
12. Use the monitoring/reporting task to reinforce basic SOSE skills within the classroom; collecting information (via WWW and other means); recording information accurately on maps, graphs, logs, etc; critically analysing information and reporting in a variety of means.
13. At regular junctures, the whole class can be involved in responding to the information being collected by assessing the current 'hotspot' visited by the Brink Expedition against the aims of the Earth Charter, and the choices made by countries, governments or individuals against the key values. Decisions or proposed solutions should be analysed against the key values to see what is being valued at particular times and for particular purposes. Students should slowly come to realise across the course that values do not exist independently of a context, and that people often have to make difficult choices between values. For example, in a particular circumstance you may be able to have peace but not prosperity. In another, you might be able to protect a group's ecological sustainability but only at the risk of their political freedom. These understandings should be built through discussion, regular practise in analysing decisions in terms of the key values, and hypothetical decision-making both as individuals and member of a group. This strand of the study can be built up in relation to the issues raised by the Brink expedition, but also in relation to the major units of work of your SOSE programs. Students should become adept at analysing historical decisions to see what values were being promoted and which were being downplayed in that particular circumstance. When students design solutions to environmental problems, they should also be able to explain the values inherent in the solution.
14. The strand of hypothetical decision-making within this program should expose students to various processes for making decisions and the impact the processes themselves have on the results. For example, you could explore consensus, majority rule, decision by expert, decision by divine right and other structures and styles of government. This naturally leads to investigation of significant aspects of governance:
  - Who has the right to be involved in decision-making for the group?
  - What is fair and what is expedient?
  - How do you make sure everyone knows about the decision? (Influences of media)
  - How do you make sure everyone abides by the decision? (Influences of law)

Again, this strand develops over time in relation to the issues brought up by the Brink expedition, but also within the rest of the teaching/learning program.

## **PHASE C: SYNTHESISING**

15. As the program developed in Phase B is focussed on improving the complexity of inquiry, skills and processes of analysis, critical literacy and communication - the outcomes of the program should be apparent in all aspects of student work. However, should you wish to formally evaluate students knowledge, skills and processing in this field, there are many opportunities to do so - either within the context of the Brink Expedition, or in relation to the main program of SOSE units. A few examples have been outlined below:

- Students choose an independent inquiry into a decision making process and present their findings.
- Students create an original decision making process to apply to a real/real-life issue, and evaluate the effectiveness of the new model.
- Each student self-assesses their role in group decision making (democratic process), making recommendations for development.
- Form groups to create a “School/Class Charter” for their local area. Present the Charter and describe the process by which consensus was achieved.

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### **Further suggestions for possible activities linked to the Expedition**

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- 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.
- Students could design a ‘storyboard’ for a TV documentary about the Brink Expedition, or focused on one ‘hotspot’. They would consider actual scenes/sites to include, maps/diagrams/graphics needed, interviews with ‘locals’ to be included, voice over/narration needed.
- Students design a two-page spread for a popular magazine, featuring the Brink Expedition. Might be interesting to assign different types of magazines to groups – eg: Women’s Weekly; Ralph; Australian Geographic; Science & Nature; Cycle World; Cosmopolitan. Students consider the flavour/style/values/audience of each magazine in what they design and produce.
- A ‘hypothetical’ panel - as an activity for late 2004 –. Someone on the panel represents each “hotspot”. Panel also includes various ‘experts’. The experts have to make a decision to award a huge grant (UNO?) to just one of the hotspots, or maybe they argue how the experts should divide the grant among all the hotspots. Panel members try to argue the merits of their particular hotspot case. In doing so, they introduce a local person who is affected dramatically by the hotspot issue.