

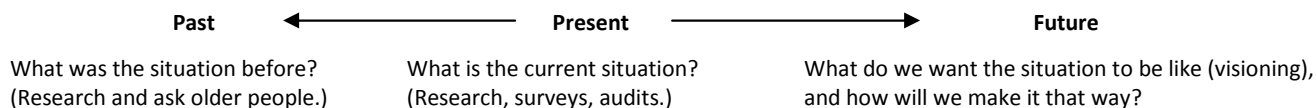
Guidelines for Sustainability Units of Work

A unit of work contains:

- Relevant topics and themes that interest students.
- Student learning goals which value prior knowledge.
- Engaging pedagogies that ‘personalise and connect learning’ i.e. ‘build on learners’ understandings, connect learning to student lives and aspirations, apply and assess learning in authentic contexts, and communicate learning in multiple modes’. (SA Teaching for Effective Learning Framework)
- Different learning styles (engaging ‘head, heart and hands’) e.g. inquiry, hands-on.
- The requirements of the Learning Areas of the Australian Curriculum and cross-curriculum priorities (as outlined in *The Shape of the Australian Curriculum* p. 13):
 - ‘Indigenous perspectives to ensure that all young Australians have the opportunity to learn about, acknowledge and respect the history and culture of Aboriginal people and Torres Strait Islanders
 - a commitment to sustainable patterns of living
 - skills, knowledge and understandings related to Asia and Australia’s engagement with Asia’
- Explicit connections with the general capabilities (of the Australian Curriculum) i.e. literacy, numeracy, ICT, thinking skills, creativity, self management, teamwork, intercultural understanding, ethical behaviour and social competence.
- Assessment and reporting of achievements and outcomes e.g. achievement of the Australian Curriculum Achievement Standards.

A sustainability unit of work will also include:

- One or more of the Organising Ideas* for sustainability (Australian Curriculum).
- A focus on interdependence/ interconnectedness through systems, cycles and patterns.
- Key ideas/ messages for the themes and topics to develop knowledge and understanding.
- School and community resources i.e. human, physical and/or financial.
- Some form of a timeline e.g.



- A global dimension, relating local understanding, values and actions to the global situation, and vice versa.
- Comparison of perspectives e.g. Indigenous, cultural.
- Connection with values (school and other), developing and understanding spiritual and emotional connections to the topic/theme i.e. expressing values and feelings.
- Student and adult action to improve the situation (moving towards more sustainable lifestyles, and transfer learning and behaviours e.g. to families and wider community).

*Organising Ideas (the essential knowledge, understandings and skills)

Systems	World View	Futures
OI.1 - The biosphere is a dynamic system providing conditions that sustain life on Earth. OI.2 - All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing. OI.3 - Sustainability of social and economic systems is closely related to sustainability of the environment. OI.4 - All people are connected through social systems on which they depend for their wellbeing.	OI.5 - Communities throughout the world have a common interest in maintaining environments for the future and deserve to be treated equitably. OI.6 - A world view is important to ensure social justice and the effectiveness of action to improve sustainability.	OI.7 - Sustainability action is designed to intervene in ecological, social and economic systems in order to develop more sustainable patterns of living. OI.8 - Sustainable futures are shaped by our behaviours and by the products, systems and environments we design today. OI.9 - Products and built systems and environments can be designed and/or managed to improve both people’s wellbeing and environmental sustainability. OI.10 - Social and economic systems can be designed, managed and/or used to improve both people’s wellbeing and environmental sustainability.

Key Learning Ideas for Environmental Themes

Learning for Resource Management

- W – Waste reduction through whole community action
- O – Go Organic / avoid Overconsumption
- R – Refuse, Reduce, Reuse, Recycle, and Recover Resources!
- M – Monitor and Manage resource use
- S – Set up and Support Sorting Systems

Learning for Biodiversity

Biodiversity concerns can be remembered as HIPPO (WWF)!

- H - Habitat loss
- I - Introduced species
- P - Pollution
- P - Population growth
- O - Over consumption
- (S – Support/ sustain biodiversity)

The Aussie Version!

- P – Problems of pollution and population growth/ value plants
- E – Ecosystem focus
- L – Land clearing/ plant and save local vegetation/ limited resources
- I – Introduced species
- C – Climate change concerns / control consumerism
- A – value Animals
- N – Care for natural assets and native plants
- S – Support biodiversity

Learning for Water and Soil

- F – Freshness of rain (quality)/ forms of water
- R – Resilience / resource availability (quantity)
- O – Oceans and rivers
- G – Ground / geology
- S – Support/ Solve/ Sustainable practices/ water and Soil concerns

Learning for Energy

- S – Sun – Source of life/ Sustainable sources/ Supporting Sustainable practices
- O – Options of renewable/ gIObal concern
- L – buy Local
- A – improve Air quality/ examine Alternatives and take Action
- R – use Renewables / Reduce use/ value limited Resources

Learning for Transport

- T – use Trains and Trams/ consider Transportation of food
- R – Ride a bike
- A – improve Air quality/ use Alternative ways to travel
- N – Network and travel together/ use Natural energy
- S – Sun – Source of life/ Solar energy/ Sustainable Sources and practices/ Shop locally, use Sustainable travel
- P – Promote sustainable practices/ pollution/ public transport/park and ride or walk/ Pooling (cars)
- O – consider all Options
- R – use Renewable energy/ Ride to school
- T – Turn off (eg. lights, computers)