

Resources rich and rare: Australian resource management

Strand

Time, Continuity and Change

Place and Space

Systems, Resources and Power

Core learning outcomes

<i>Time, Continuity and Change</i>	TCC 4.5	Students review and interpret heritages from diverse perspectives to create a preferred future scenario about a global issue.
<i>Place and Space</i>	PS 4.1	Students make justifiable links between ecological and economic factors and the production and consumption of a familiar resource.
	PS 4.2	Students predict the impact of changes on environments by comparing evidence.
	PS 4.3	Students participate in a field study to recommend the most effective ways to care for a place.
	PS 4.5	Students explain whether personal, family and school decisions about resource use and management balance local and global considerations.
<i>Systems, Resources and Power</i>	SRP 4.1	Students outline how Australian industries link to global economic and ecological systems.

Purpose and overview

An investigation into the use of forests will assist students to develop an understanding that environments and elements of environments are resources and part of ecological systems.

The concept that human use of resources brings with it multiple perspectives and differing values is also explored. Comparative evidence, which includes such elements as bias, sources of evidence and representativeness, is explored in relation to ethics issues. Students are encouraged to analyse the economic and ecological aspects and impacts of resource consumption, production and distribution from an Australian and global context.

Field research activities include the design and implementation of a survey of parents and community members about what they consider are important resources and the investigation of an Australian resource using an inquiry approach.



Phases	Activities	Core learning outcomes	Assessment opportunities
<p>Phase 1: Develop understandings Environments as resources — finite or not?</p>	<ol style="list-style-type: none"> 1. Let's look it up 2. Resources round-up 3. What's on the label? 4. Maintaining the balance 5. We're all consumers 6. Playing the game 7. Independent project (Part 1) 	PS 4.1 PS 4.2 PS 4.5 SRP 4.1	<p>Discuss/record rating of products: Students use criteria to identify products that assist positive resource management (Activity 4) as demonstrations of PS 4.1, PS 4.5 and/or SRP 4.1.</p> <p>Record observations/reflections: Students observe and reflect on consumer behaviour of self/friends/family (Activity 5) as demonstrations of PS 4.5.</p> <p>Make a board game: Students design and make a game that displays links between economic and ecological considerations about resources (Activity 6) as demonstrations of PS 4.1, PS 4.2 and PS 4.5.</p> <p>Opportunities are provided for collecting evidence of demonstrations of PS 4.1, PS 4.2, PS 4.5 and SRP 4.1 (Resource 7 — Assessment record sheet).</p>
<p>Phase 2: Select and clarify issues Rainforests — economic reserves or reservations?</p>	<ol style="list-style-type: none"> 8. Forests of the past, present and future 9. Reality check 10. What if? 11. Independent project (Part 2) 	TCC 4.5 PS 4.1 PS 4.2 PS 4.5 SRP 4.1	<p>Discuss/research and present data in a consequence wheel: Students participate in a variety of tasks during an investigation of global forests (Activity 8) as demonstrations of TCC 4.5, PS 4.1 and/or PS 4.2.</p> <p>Research in groups: Students research different topics relating to Australia's timber industry and present in a self-selected format (Activity 9) as demonstrations of PS 4.1 and SRP 4.1.</p> <p>Discuss/record prediction/reflect: Students complete a prediction sequence by comparing evidence or recording thoughts/reflections (Activity 10) as demonstrations of TCC 4.5 and/or PS 4.2.</p> <p>Continue to collect evidence of PS 4.1, PS 4.2, PS 4.5 and SRP 4.1 (Resource 7).</p>
<p>Phase 3: Research, analyse and evaluate various viewpoints and implications Investigate possible solutions Values and views</p>	<ol style="list-style-type: none"> 12. I think 13. What others think about resources 14. Perspectives in literature 15. Ethics: a state of mind or heart? 16. Two sides to every story 17. Making decisions 18. Independent project (Part 3) 	TCC 4.5 PS 4.1 PS 4.5	<p>Survey family/friends about the importance of resources: Students design and conduct surveys and analyse results to discover values individuals may hold about resources (Activity 13) as demonstrations of TCC 4.5 and PS 4.5.</p> <p>Enact simulations of stakeholders' meetings: Students research and present their viewpoints about an environmental issue (Activity 16) as demonstrations of PS 4.5.</p> <p>Participate in 'hot seat': Students consider and reflect on different perspectives about an ethical issue (Activity 17) as demonstrations of TCC 4.5 and/or PS 4.1.</p> <p>Continue to collect evidence of TCC 4.5 and PS 4.5 (Resource 7).</p>

Phases	Activities	Core learning outcomes	Assessment opportunities
<p>Phase 4:</p> <p>Reflect and act on findings and understandings</p> <p>It can happen in your own backyard</p>	<p>19. Time for action</p> <p>20. Making decisions: Class forum</p> <p>21. Independent project (Part 4)</p>	<p>TCC 4.5</p> <p>PS 4.1</p> <p>PS 4.2</p> <p>PS 4.3</p> <p>PS 4.5</p> <p>SRP 4.1</p>	<p>Design and implement an action plan: In response to a local issue, students develop action plans that recommend the most effective way to care for a place (Activity 19) as demonstrations of PS 4.2, PS 4.3 and PS 4.5.</p> <p>Participate in a debate: Students present arguments that justify their viewpoints (Activity 20) as demonstrations of PS 4.1, PS 4.2 and PS 4.5.</p> <p>Research, present and reflect on independent project: Students present and discuss project processes and findings. Students reflect on their learning throughout the module and complete their reflections logs (Activity 21) as demonstrations of TCC 4.5, PS 4.1, PS 4.2 and SRP 4.1.</p> <p>Conclude recording of evidence of TCC 4.5, PS 4.1, PS 4.2, PS 4.3, PS 4.5 and SRP 4.1 (Resource 7).</p>

Assessment

The assessment opportunities outlined are examples of how to assess students' demonstrations of the identified learning outcomes. As often as possible, negotiate assessment with students and support a variety of ways of demonstrating the learning outcomes. Reflect with students on evidence gathered when making judgments about their demonstrations of learning outcomes. Some students may require more time and/or other contexts in which to demonstrate these learning outcomes. Other modules may provide such time and/or contexts and the 'Levels 1 to 6 module learning outcomes maps' in the *Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines* can be used to identify these modules.

Assessing outcomes at different levels

Activities are designed primarily for students working towards demonstrations of Level 4 outcomes. Assessment opportunities may need to be modified or created to enable students to demonstrate core learning outcomes before or after this level.

Resource 7

To assist in making consistent judgments about students' demonstrations of outcomes, the use of criteria is suggested (see Resource 7). Where appropriate, students may be made aware of the criteria and may be involved in developing criteria.

Using this module

Social investigation strategy

The social investigation strategy used to sequence activities encourages students to explore and examine values, attitudes and beliefs towards social and environmental issues. Emphasis is placed on critical thinking and an analysis of information to identify possible biases, agendas and underlying assumptions. Refer to *Studying Society and Environment — A Handbook for Teachers* (Gilbert, R. 1996) for more information.

Support materials and references

Students will research an Australian resource as an independent project during the module. Opportunities to work on the project are provided at the end of each phase to allow for skills and knowledge gained from activities to be applied to the project task. Activities within a phase may be selected to meet students' needs and interests.

Ecological and economic sustainability	<p>Ecological and economic sustainability is addressed through reflection on values, personal action and environmental ethics. A number of activities require clarification of views, values and morals in regard to certain topical issues. The following strategies may assist in addressing issues, views, values and morals in an education context:</p> <ul style="list-style-type: none"> – define terms and analyse words and phrases that are obviously emotive or judgmental – develop a standard criteria for establishing what is considered appropriate or right and what is inappropriate or wrong according to a particular point of view (this would need explicit critiquing for students) – consider possible positive and negative consequences for people, the economy and the ecology that arise from proposed solutions – identify, apply and assess how moral principles relate to perceived environmental problems – investigate and reflect on personal lifestyle behaviours and value systems – find relevant facts related to environmental issues and evaluate whether they support or reject actions – reflect on personal values, attitudes, ideas and beliefs and how they relate to personal actions.
Futures	<p>This module focuses on futures to assist students to understand and appreciate the impact human use of resources has on our environment. A futures perspective helps students develop insights and knowledge about the past and present and, subsequently, to consider the consequences of personal and collective actions. The promotion of a futures perspective also assists students to identify possible, probable and preferred individual and communal futures. Students are encouraged to take responsibility for their actions and decisions, to think ahead and to enact, with optimism, their visions of preferred futures. As students investigate past and present interactions between social and environmental systems to anticipate futures, they learn to clarify options for preferred futures, consider the rights and responsibilities of present and future generations and species, create new visions and optimistically enact strategies to realise preferred individual and collective futures.</p>
Think/pair/share strategy	<p>To empower all students to participate in sharing thoughts and ideas equitably, use the think/pair/share strategy. This type of brainstorm ensures that all students are on task. Steps in this strategy include:</p> <ol style="list-style-type: none"> 1. Group the students in pairs. 2. Pose the question. 3. Students consider the question without speaking for at least 20 seconds, generating as many answers as possible. (<i>think</i>) 4. Students work in pairs, taking it in turns to listen to each other's ideas, and discuss similarities and differences for one to two minutes. Students are generally asked to agree on an answer. (<i>pair</i>) 5. Invite pairs to respond. (<i>share</i>) (Frangenheim, E. 1998, p. 107)
Support materials and references	
Simulation activity	<p>Simulation activities aim to develop an awareness of varying views arising from specific situations. The use of an issues analysis strategy is effective in assisting students to develop an inquiry approach to research. After involvement in a simulation, it is necessary to debrief to allow students to articulate their ideas and feelings in relation to the role that they undertook. Some students may use this as an opportunity to clarify their views in relation to the role they played. For example, some students may not have agreed with or possessed an empathy for their given role. Students are encouraged to critically evaluate the strengths and weaknesses of the arguments they presented and to suggest possible alternatives for themselves and peers. Students are asked to reflect on, and clarify, the viewpoints expressed and the influences and variables that generated such values. They should also consider what viewpoints have not been expressed or made explicit and why.</p>
Ethics	<p>Some activities aid students' consideration of multiple viewpoints by exploring ethical considerations.</p> <p><i>Most communities, small and large, experience some tension between 'traditional' values and 'emerging' or 'changing' values. This tension arises from many sources, including difficulties in identifying, describing and applying such values. This tension is often acute in societies experiencing rapid change in lifestyle opportunities, available resources and technological capacities. Communities also experience tension when attempting to balance</i></p>

Support materials and references

two equally important sets of values. On the one hand, communities need a large majority of members to hold a core of values, which focus on the 'common good' of all and contribute to a collective identity. The enrichment and, perhaps, survival of families, community groups and nations depends on high levels of adherence to such core values. On the other hand, communities which do not allow some diversity in personal, family and social values run the risk of alienating significant numbers of people and losing any form of community cohesion. Studying ethics can help students develop their abilities to understand and manage these tensions in their own families and communities. (Queensland Department of Education 1996, p. 5)

Preparation

Resources needed include:

- atlases and geographical maps
- reference books, dictionaries, glossaries, thesauruses, posters, videos, television documentaries, Internet access and other secondary source materials that include information about resource use and management in Australia and globally
- photographs, oral histories, artefacts and other primary source evidence about local environmental issues of interest or concern
- copies of student action plans for independent research study
- self-help charts for independent student use that detail various information display formats — for example, flow chart, cyclical model, table, diagram.

Background information

Terminology

In this module students have opportunities to become familiar with and use the following terminology:

bias	environment	origin	renewable
conflict	ethics	possible	resource
conservation	finite	preferred	secondary source
consumer	heritage	primary source	society
consumption	infinite	probable	sustainability
ecology	interdependence	production	
economy	issue	recyclable	
ecosystem	oral history	reflection	

Definitions of some of these terms include:

- **bias**: when a source is prejudiced or one-sided, presenting only one point of view.
- **ecosystem/environment**: a natural unit in which living and non-living things interact. All of the parts are linked and function as a unit. When one of the parts is altered or damaged, the entire system may fail.
- **finite or non-renewable resource**: a resource that exists in a measurable amount (natural materials, which because of their scarcity, the length of time required for formation or rapid depletion are considered exhaustible — for example, coal, bauxite).
- **heritage**: everything that has been handed down to us from the past.
- **issue**: an event or circumstance that attracts a range of viewpoints. Issues arise when people hold differing opinions of a topic. Sometimes these differing opinions result in conflict. An environmental issue relates to situations that involve the interaction between people and their environment.
- **oral history**: people talking about their memories of past events.
- **primary source**: comes from the time period and is known as the 'raw material' of history. Includes official documents, newspapers, artworks, photographs and posters.
- **renewable**: resources derived from an endless or cyclical source, such as the sun, wind, falling water (hydroelectricity), biofuels, fish and trees. With proper management and wise use, the consumption of these resources can be approximately equal to replacement by natural or human-assisted systems.
- **secondary source**: reconstruction of the past by people living at a later time. Includes books, models, computer software and documentary films.

School authority policies

Be aware of and observe school authority policies that may be relevant to this module. Such policies may include:

- workplace health and safety (field studies that require supervision in and outside the schoolgrounds)
- supportive school environment (assisting all students to participate equitably in each activity)
- sunsafety (appropriate measures to ensure students are adequately 'sunsafe' during field study activities).

Equity considerations

Activities take place in a supportive environment. They provide opportunities for students to increase their understanding and appreciation of equity through valuing diversity and challenging inequities. Activities encourage students to:

- respect and value environmental heritage
- identify and view information from different perspectives
- respect and acknowledge equitable decision-making processes, diverse opinions, cooperation and fairness in speech and action
- identify, appreciate and act on environmentally friendly practices that assist in caring for a familiar place.

Some students with disabilities may need assistance with some activities. Advice should be sought from their support teachers. It is important that these equity considerations inform decision making about teaching strategies, classroom organisation and assessment.

Links

Studies of Society and Environment

This module is one of a suite of modules for Levels 1 to 6. See the Queensland School Curriculum Council website at www.qscc.qld.edu.au for more information.

This module has conceptual and process links to the following modules:

- Level 3: *It's mine: Discovering Australia* (TCC 3.2, PS 3.1, PS 3.4, PS 3.5)
- Level 3: *Environments past and present: Management of Australian environments* (TCC 3.3, TCC 3.4, TCC 3.5, PS 3.1, CI 3.4, SRP 3.1)
- Level 3: *Everyone can have a say: Local decision making* (TCC 3.3, PS 3.2, PS 3.3, PS 3.5, SRP 3.3)
- Level 4: *Changing places: Changing global environments* (TCC 4.2, TCC 4.5, PS 4.2, PS 4.4, SRP 4.5)
- Level 5: *A question of balance: Australian environments* (TCC 5.5, PS 5.1, PS 5.2, PS 5.3, PS 5.4, CI 5.4)
- Level 5: *Environment and development: World environments* (PS 5.1, PS 5.2, PS 5.4, PS 5.5, SRP 5.1, SRP 5.3)
- Level 5: *Urban ecology: Ecology and economy* (PS 5.5, CI 5.1, SRP 5.1, SRP 5.2, SRP 5.5).

Other key learning areas

Activities may offer opportunities for planning across key learning areas. However, it is important that the integrity of the key concepts, organising ideas and processes within key learning areas is maintained.

Relevant links to *Mathematics* (in development):

Data (Level 4 Statement) Students select the most appropriate way to collect, organise and display data. They interpret unfamiliar data displays. They evaluate the effectiveness of their own and others' data displays.

Relevant links to *Science*:

EB 4.3 Students summarise information to compare ways in which different communities use resources from the Earth and beyond.

NPM 4.1 Students collect information and propose ideas to explain the properties of materials in terms of each material's underlying structure.

LL 4.3 Students make generalisations about the types of interactions which take place between the living and non-living parts of the environment.

Relevant links to *The Arts*:

ME 4.1 Students apply media languages and technologies through genre conventions to construct media texts.

ME 4.2 Students select media forms and apply technologies to construct and present media texts to target an audience.

ME 4.3 Students analyse the media languages and technologies used by them and others to construct representations using generic conventions.

VA 4.1 Students deconstruct and reconstruct images and objects to manipulate meaning through explorations of elements and additional concepts.

VA 4.2 Students make and display images and objects considering purposes and audiences.

VA 4.3 Students analyse elements and additional concepts evident in images and objects from a variety of cultural and historical contexts.

Relevant links to *Technology* (in development):

TP 4.1 Students use consultative methods to gather knowledge, ideas and data when researching alternatives within design challenges.

TP 4.2 Students generate design ideas through consultation and communicate these in detailed design proposals.

TP 4.3 Students identify and make use of the practical expertise of others when following production procedures to make products for specific users.

TP 4.4 Students gather feedback to gauge how well their design ideas and processes meet design challenges and how effectively products meet the needs of specific users.

I 4.1 Students analyse sources and forms of information and match these to the requirements of design challenges.

I 4.2 Students apply techniques for transforming and transmitting information for different audiences.

Evaluation of a unit of work

After completion of units of work developed from this module, collect information and make judgments about:

- teaching strategies and activities used to progress student learning towards demonstrations of core learning outcomes
- opportunities provided to gather evidence about students' demonstrations of core learning outcomes
- future learning opportunities for students who have not yet demonstrated the core learning outcomes and to challenge and extend those students who have already demonstrated the core learning outcomes
- the extent to which activities matched needs of particular groups of students and reflected equity considerations
- the appropriateness of time allocations for particular activities
- the appropriateness of resources used.

Information from this evaluation process can be used to plan subsequent units of work so that they build on, and support, student learning. The evaluated units of work may also be adapted prior to their reuse. For further information, refer to the 'Curriculum evaluation' section in the sourcebook guidelines.

Activities

Phase 1 Environments as resources — finite or not?

Core learning outcomes emphasis: PS 4.1, PS 4.2, PS 4.5, SRP 4.1

Students develop understandings of terminology specific to resource use and management. Characteristics of resources are identified. Links between ecological and economic factors and the production and consumption of familiar resources are examined.

Activity 1 Let's look it up

Teaching considerations

Resources such as dictionaries, glossaries, thesauruses and reference books containing information about ecology and environments, as well as access to computers, the Internet and a printer, will be needed for this activity.

Write the words 'economy', 'ecosystems', 'environment', 'consumer', 'finite', 'infinite', 'sustainability', 'society' and 'resources' on a board. Ask students to work with a friend to investigate the meanings of these words. Encourage students to use as many different resources as possible in this research, including dictionaries, glossaries and the Internet. Students may record the meanings in a variety of ways — for example, by writing them on paper, tape-recording them or entering them into a computer document and printing them out. Discuss students' findings as a whole class. Allow time for comparing and reflecting on this information and compile a class glossary. A class-made reference book titled 'Our Glossary of Environment Words' may be created and kept in the class library for independent student use.

Activity 2 Resources round-up

Use the class glossary to recall the definition of resources. Assist students to define renewable and non-renewable in relation to resources (see definitions in 'Background information'). Add these definitions to the class glossary.

Assist students to explore the origin of some familiar resources. Brainstorm and list common resources (selections may include water, timber, oil, gas, land, gold, energy, plastic) and encourage class discussion about how these resources are produced. Questions include:

- Where does this resource come from?
- What is this resource made from?
- Are any of the components of this resource found in nature?
- Was this resource manufactured by people?
- Is this resource renewable or non-renewable?
- Is this resource readily available?
- Has this resource caused any disagreements?
- What are the reasons for these disagreements?

Use reference sources to compare/validate students' responses.

Activity 3 What's on the label?

Identify and discuss where a range of familiar items, such as student/teacher belongings, classroom materials/equipment and items in stimulus pictures, are produced. Students (in pairs/small groups) independently investigate the origin and production of familiar items, such as tinned food, clothing, cleaning products, toilet paper, sporting items and furniture. Encourage students to infer and estimate responses if information is not readily available. Ask students to display this information in a table to aid a whole-class discussion about the findings.

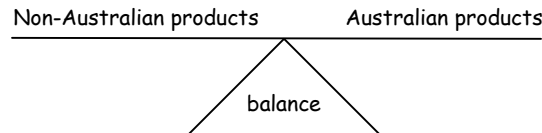
Support materials and references

Our group’s findings on the production of _____
(name of article)

Cost	Resources used	Origin of resources	Possible source/ location	Imported or exported	Recyclable

Activity 4 Maintaining the balance

In small groups, students use the information collected in the previous activity to list products produced inside and outside Australia. Place these lists on a balance to assist students to decide whether Australian products outweigh non-Australian products.



Discuss how the balance between Australian products and non-Australian products could be addressed. Use the following criteria to identify products that involve efficient and inefficient use and management of Australian resources.

- | | |
|---|---|
| Highly efficient use and management of resources | <ul style="list-style-type: none"> – uses Australian materials – minimal packaging – produced in Australia – production involves minimal use of fossil fuels – production involves environmentally friendly materials and processes |
| Efficient use and management of resources | <ul style="list-style-type: none"> – uses some Australian materials – large amount of packaging – contents imported from overseas, but processed/packaged in Australia – production involves some use of fossil fuels – production involves environmentally friendly materials and processes |
| Inefficient use and management of resources | <ul style="list-style-type: none"> – all materials imported – excessive packaging – production involves excessive use of fossil fuels – production involves materials and processes that are not environmentally friendly. |

Assist students to consider and make inferences about the relationship between the efficient use and management of Australian resources in production processes and consumer behaviour. Positive consequences if we buy more Australian-made products may include:

- increased economic growth and employment
- improved conditions for primary producers
- a positive attitude towards our national identity.

Negative consequences of not buying Australian-made products may include:

- decline in economic growth and employment
- closure of some primary producers
- less positive attitude about future prospects for our country.

Other key learning area links

Use of media sources such as newspaper and television reports may assist in illustrating these concepts. See relevant core learning outcomes from the key learning areas of The Arts and Technology.

Assessment

Students’ participation in group work and discussion may provide evidence of demonstrations of PS 4.1, PS 4.5 and/or SRP 4.1.

Activity 5 We're all consumers

Ask students to observe consumer behaviour at home — for example, water usage, recycling practices and whether people's shopping 'habits' consider a product's place of origin, production processes and packaging. Record this information in a book titled 'Reflections Log'. This log will be used in other activities in this module. Once the information has been collected, students collate it into a table during a class discussion and propose actions for improvement.

Our consumer behaviour

Resource	Current practice	Action for improvement
water	many family members have lengthy showers	set time limit
tinned tuna	currently buying brand produced in Thailand	choose Australian dolphin-friendly brand

Assessment Observations in reflections logs and participation in discussions may provide evidence of students' demonstrations of PS 4.5.

Activity 6 Playing the game

Links to Technology Inform students that they will be using knowledge gained from earlier activities to design and make a board game.

Resource 1 Ask students to consider what they have learned so far about resources — types of; origin; production of; use of; connection between production and consumer behaviour. Record this information on a 'mind map' (see sample on Resource 1).

Using this 'map', students work on their own or in pairs to explore various game formats. For example, if using the Snakes and Ladder design, negative practices and consequences of wasteful resource use can be written/drawn in the 'snake squares' and positive factors can be presented in the 'ladder squares'. If a Trivial Pursuit format is adopted, students will need to prepare sets of question and answer cards. As part of their debriefing, encourage students to consider design elements such as rules and presentation as class friends will play the game during self-selected activity sessions.

Assessment Information presented on this board game may provide evidence of students' demonstrations of PS 4.1, PS 4.2 and PS 4.5. Use the assessment record (Resource 7) to assist in making judgments about students' demonstrations of learning outcomes.

Resource 7

Activity 7 Independent project (Part 1)

Assist each student to identify an Australian resource they would like to research. The brainstormed list from Activity 2 may aid selection.

Resource 2 Once a resource is selected, ask students to complete an action plan (Resource 2) outlining how they will organise their research and the procedures they need to follow.

Organise individual conferences with each student to discuss this plan. Establish and record timelines during this interview. Encourage students to use the plan to monitor their progress.

Phase 2 Rainforests — economic reserves or reservations?

Core learning outcomes emphasis: TCC 4.5, PS 4.1, PS 4.2, PS 4.5, SRP 4.1

Students identify and clarify economic and ecological issues that have an impact on rainforests as a natural resource. Students investigate the use of rainforests over time. This may include how rainforests have been utilised, overused, preserved, conserved or managed.

Activity 8 Forests of the past, present and future

Support materials and references

Assist students to investigate the sites of the world's major rainforests and collect data — for example, number of rainforests in specific regions, size of rainforest areas. This data should represent time spans of 5, 10, 20 and 50+ years ago. Encourage students to use a variety of sources — for example, statistics, maps, graphs, reports, atlases, videos, Internet, scientific resources and newspaper articles.

Links to Mathematics

Assist students to present collected data as a graph. Encourage students to draw conclusions relating to this data by:

- exploring what patterns are evident (if any)
- analysing why these patterns occur
- predicting the impact changes would have on environments based on their evidence (possible, probable and preferred futures).

Support materials and references

Assist students to consider the impact the loss of rainforests has on people and their environment. A case study could be used — for example, the people of the Usambara Mountains in north-east Tanzania. During a whole-class discussion, use a consequence wheel to illustrate the effects the loss of rainforest habitat could have. Model how to record the information on the consequence wheel (Resource 3) and invite individual students to record effects in sections of the consequence wheel. Discuss suggestions about possible, probable and preferred futures.

Resource 3

Assessment

Participation by students in the different tasks — for example, providing thoughts and ideas in discussions, researching and graphing information about rainforest sites and recording information on the consequence wheel — may provide evidence of demonstrations of TCC 4.5, PS 4.1 and/or PS 4.2.

Activity 9 Reality check

Support materials and references

Spend one minute brainstorming and listing items that are timber-based or timber-related. Discuss:

- What is made from timber in the school, schoolgrounds and/or community?
- How important is timber to our way of life?
- How would you rate timber in comparison to other natural resources such as coal, oil, residential land and farming land (consider factors such as effect on the environment and degree of conflict or disagreement it may cause among 'interest groups')?
- Does Australia provide all its own timber for industry/commercial use? How can we find out? (Use data from atlases and reference materials.)

Divide students into groups to research:

- processes involved in the production of timber
- the extent of Australian timber production and the type of timber grown
- countries that Australia exports timber to and/or imports timber from
- amount of timber Australia produces in comparison to Malaysia and Indonesia.

Students may present this information as a flow chart or wall chart or in photographic or slide format. Encourage students to apply the research skills they have just used in their independent project.

Use the information to discuss:

- how Australian industries might link to global economic and ecological systems
- how the economy and environment in Malaysia and Indonesia would be affected if Australia began to import larger amounts of timber
- how the Australian timber industry and environment would be affected if Australia imported more timber.

Assessment Resource 7

Opportunities exist to gather evidence of demonstrations of PS 4.1 and SRP 4.1. Record evidence on Resource 7.

Activity 10 What if?**Support materials and references****Teaching considerations**

The reflections log is used to present ideas in a narrative text genre — for example, a choose your own adventure, multiple pathways narrative or cartoon or diagrammatic representation. The reflections logs are a means of presenting a number of alternatives and predictions that students develop from a given scenario. Students will require evidence that shows what an environment was like before and after change. Useful resources include historical pictures of the school, pictures obtained from the State Library's on-line collections or examples from reference books.

Present a scenario in which an aspect of an environment has been removed, changed or introduced. Possible examples include:

- Australia becomes the only country with rainforests.
- A cure for cancer is found to come from a plant found only in a forest habitat.
- Indigenous groups are given control over how forests could be used.
- Legislation relating to clear felling of forests is retracted.
- A new species is introduced to a forest.

Ask students what they think about the scenario and discuss the consequences of the scenario. Encourage students to reflect on their views and how they may influence others' ideas, beliefs and future actions.

Assessment Resource 7

Students record their ideas, alternative viewpoints and predictions as a narrative text in their reflections logs. Students' responses may provide evidence of demonstration of TCC 4.5 and/or PS 4.2.

Extension activity

Provide students with photographs/pictures/drawings/three-dimensional artefacts that show a sequence of change. Ask them to predict what the next image in the sequence would show based on the evidence provided.

Activity 11 Independent project (Part 2)

Meet with individual students to review their research action plans.

Provide opportunities for students to collect and organise information about their chosen resource, including:

- its production and use — for example, location; renewability or scarcity; recyclability; environmental impacts of associated processes; imported/exported; costs of production
- how their resource might link to global economic and ecological systems.

Assist students to collate this research into a first draft and devise a plan to organise and present this draft.

Support materials and reference

Notetaking skills and tools for organising information such as mind mapping, concept webs, flow charts and diagrams may need to be re/modelled for students. Model mapping and associated skills — for example, shading, labelling and key coding — and assist students as necessary. Students may also need to explore interview/survey styles. (See 'Support materials and references' for suggested resources.)

Phase 3 Values and views

Core learning outcomes emphasis: TCC 4.5, PS 4.1, PS 4.5

Students research, analyse and evaluate various viewpoints about humans' use of natural resources, including forests, and examine the implications of these viewpoints.

Activity 12 I think

Using the 'think/pair/share' strategy (refer to 'Using this module'), have students record in their reflections logs what they think rainforests are used for.

Recalling previous discussions and activities on rainforests, ask students, again using 'think/pair/share', to record their preferred future for rainforests.

Use a whole class discussion to model ways that their preferred future can be presented — for example, flow chart/diagram that depicts rainforest changes over time. Modelling different visual formats will assist students with their research presentation.

Invite students to share their viewpoints about the use of rainforests and their preferred future. Use this discussion to reinforce socially just practices of acceptance and non-judgmental attitudes towards the diversity of opinions and views.

Activity 13 What others think about resources

Assist students to design and conduct surveys to find out what parents/caregivers, relatives and other community members consider to be important resources. Model the various features of a survey and the processes of interviewing to ensure students are aware of the types of questions that are used in surveys — for example, open-ended and closed questions — and the responses (yes/no; description) that these may generate.

Resource 4

Resource 4 is an example of a survey that uses a rating scale to gather data about the resources people think are most important. This survey also enables data to be collected about how and why those surveyed would prioritise resources.

Use a comparison chart of the collated survey information to generate discussion about the values individuals hold regarding resources. Use this information to identify and/or recommend ways to care more effectively for familiar places.

This activity may highlight an issue of concern in the school/community — for example, water usage, litter and waste management practices or the need to plant a number of trees in specified areas.

Assessment

Students' gathering of data for this survey and its analysis may provide further demonstrations of TCC 4.5 and PS 4.5.

Resource 7

Activity 14 Perspectives in literature

Teaching considerations

This activity uses a critical literacy approach that encourages students to develop an understanding of the way in which language can be used and is used to maintain and challenge existing forms of power. This approach emphasises that texts are constructed by people who have purposes for creating them and who make particular choices when creating them. It encourages students to ask critical questions, such as:

- Why did the writer or speaker make these choices?
- Whose interests do they serve?
- Who is empowered or disempowered by the language used?

Support materials and references

See 'Support materials and references' for further information about critical literacy.

Encourage students to read a range of texts that present a real-life view of the environment. Assist students to explore the perspectives that are presented.

- What issue does the story examine?
- How did the author present this issue?
- Was a positive or negative approach taken to get the message across?
- Was a solution provided and, if not, what would you suggest?
- What message do you think the author was trying to present?
- Do you think there were any hidden messages or voices?
- Whose message or voice was not being heard?

Activity 15 Ethics: a state of mind or heart?

Teaching considerations

Ethics are defined as 'a system of moral principles, by which human actions and proposals may be judged good or bad, right or wrong'. Students are introduced to the concept that feelings of love, concern, care and compassion may be the fundamental sources of ethical sensitivities, understandings and commitments. Students begin to appreciate the role of feelings in ethical behaviour and judgments. This will 'include assessing the value of expressions of concern, indignation, anger and protest against what is judged to be wrong or bad in personal, public, national or international policies and behaviour' (Queensland Department of Education 1996, pp. 97, 99, 100, 113).

Brainstorm and list different feelings students might experience when hearing or seeing things they believe are right or wrong, good or bad — for example, anger, concern, sadness, puzzlement, compassion, admiration, happiness and hope. Help students to use facial expressions and other forms of body language to mime each of the feelings they have identified.

Arrange the 'feeling' words on a scale or continuum to be used as a 'feelometer' for registering students' immediate responses to stories or news items about people behaving in ethical/unethical ways.

Use news articles and stories about the environment to investigate the concept of ethics and its role in the development of particular viewpoints or perspectives. Ask students to consider which 'feeling' word best represents their view about one or more of these news items. Encourage students to discuss why they feel this way. Highlight the relationships between the issues and students' feelings — for example, 'everyone felt admiration and hope about the news story that revealed the efforts to save a rare, white whale that had beached itself'.

Assist students to note any patterns that may emerge — for example, some of the news stories might evoke feelings of despair. Ask students why they feel like this. Assist students to consider multiple viewpoints about and feelings evoked by an issue. Explain that feelings may be representative of many in society or just a few, such as 'interest group' members.

Resource 5

Read and discuss the statements on Resource 5. Ask students if they think either situation is likely to happen. Have students write a third statement about trees and humans that includes some or all of the following words: good, bad, right, wrong, should, ought.

Explain and discuss how people have used trees over the years and make notes on a board or chart. Ask students to identify which of these ways of using trees are good, bad, right or wrong. Students could predict the consequences of continuing to use trees in these ways.

Activity 16 Two sides to every story

Support materials and references

Teaching considerations

Simulation activities can be generated from newspaper articles or drawn from local issues. Resources that use simulation activities include *Global Teacher*, *Global Learner* (Pike & Selby 1988).

Use concepts developed in the previous activity to assist students to identify and explore a variety of stakeholders' views on a given issue and to examine the factors that influence these views. For example, loggers may defend their actions on the grounds that they need to do this work in order to earn a salary so they can care for their families. An alternative viewpoint could be held by environmentalists who believe trees should not be logged.

Encourage students to collect and explore a variety of newspaper articles about an environmental issue. To aid empathy and understanding of both sides of the issue, assist students to simulate discussion meetings between both 'parties'. Groups of students are given a viewpoint on the issue and prepare arguments to support this viewpoint. At a class forum, each 'party' of students presents its arguments. Encourage students to use a range of media to communicate their arguments — for example, photographs, videos, visual display, models, surveys and opinion polls.

Assessment Resource 7

Students' responses may provide evidence of demonstrations of PS 4.5. Record this information on the assessment record (Resource 7).

Extension activity

After each 'party's' presentation, invite some students to form an independent committee that decides who should be allowed to use the resource discussed and why. This committee completes a criteria sheet, which is used as a basis for discussion and reflection.

Activity 17 Making decisions

Resource 6

Provide small groups/individual students with cards that outline an ethical issue (see Resource 6 for examples). Students take their turn in the 'hot seat', where their feelings and views are listened to and they are questioned by their peers. Encourage students to reflect on the reasoning behind their choices and the difficulties they encountered in arriving at the decision. It is important that all viewpoints are accepted and explored. Refer to ethical concepts and considerations explored in earlier activities to assist this reflection and analysis. Questions to aid reflection include:

- What are the main issues?
- Who are the 'parties' represented in this scenario?
- How would you feel if you belonged to this party?
- What are some other elements that might influence your feelings, views?
- What are your options in dealing with this issue?
- What would the possible, probable and preferred futures be for each 'party'?

Assessment Resource 7

Students' responses can be recorded on the assessment record sheet (Resource 7) and may provide evidence of demonstrations of TCC 4.5 and/or PS 4.1.

Activity 18 Independent project (Part 3)

Provide time for students to continue researching the resource they selected earlier. Encourage students to identify any economic and ecological factors associated with production and consumption of the resource and make justifiable links between the two. Other environmental impacts may be explored.

If ready, students may begin to plan and draft the final version of their project. Encourage students to explore a variety of mediums through which to present their research — for example, interview, video, models, case study, photographic diary, report, diagrams, flow charts, consequence chart, linear or cyclical model.

Phase 4 It can happen in your own backyard

Core learning outcome emphasis: TCC 4.5, PS 4.1, PS 4.2, PS 4.3, PS 4.5, SRP 4.1

Students apply knowledge and skills of resource use and management in familiar, real-life contexts by investigating a local environmental issue. The concept of conservation is also promoted through a futures focus.

Activity 19 Time for action

Teaching considerations

Support materials and references

If options for local action are limited, contact Landcare, Junior Landcare, Waterwatch, Saltwatch, Soilwatch or similar organisations. *Local Action for a Better Environment: Helping People to Get Involved* (Malcolm, S. 1988) is a useful reference.

Assist students to identify a local issue — for example, waste management or recycling needs in the school, revegetation of a local area, water run-off from the school. Students respond to this issue by devising and developing plans of action that address the environment's needs. Encourage students to engage in democratic decision making and to consider the different perspectives held by others.

Assist students to gather information and evidence from a range of sources, including local maps and oral histories. Oral histories may be gathered by speaking to community members or having a guest speaker come to the class. Students prepare a report about their actions. The report should be presented to members of the community — for example, the P&C association, local member of parliament/council, school council representatives or an environmental group. To support the presentation of the report, students use a strategy to raise community awareness, such as:

- placing an advertisement in the local newspaper
- writing an article for the local paper
- writing a letter to the editor

Links to English and The Arts

- creating a poster
- developing an information campaign
- planning a presentation to be given during a school assembly
- developing an awareness-raising brochure to be distributed to households in the local area.

Students assess the outcomes of this action-based activity by considering the following:

- the impact of their actions
- the positive and negative consequences
- any change in attitudes, values and belief
- other actions they could pursue.

Assessment Ask students to record these reflections in their logs.

Students' report preparation and presentation and other verbal responses may provide evidence of demonstrations of PS 4.2, PS 4.3 and PS 4.5.

Activity 20 Making decisions: Class forum

Use the class forum setting (Activity 17) to consider and analyse the different perspectives about a local environmental issue and to make decisions about other environmental actions. Local resources such as newspaper articles, posters and Internet sites may help students gather information about the perspectives held by people in the community.

Explain to students that they are expected to use the skills developed in earlier ethics activities to explore different perspectives and make decisions about this local issue.

Assessment Students' participation in this debate may provide evidence of demonstrations of PS 4.1, PS 4.2 and PS 4.5.

Activity 21 Independent project (Part 4)

Allow time for students to complete the final version of their research project. When ready, students present their research to the class in self-selected formats. Encourage students to ask questions about each presentation.

Select students to complete peer assessment records that contain constructive and positive feedback to presenters. Model types of feedback prior to the presentations. Brainstorm pointers and helpful statements and list them on a chart for respondents to refer to when completing the peer assessment record.

After all the presentations have been delivered, provide an opportunity for students to revisit their reflections log and record further ideas, feelings, views and developments in their learning. Ask students to consider how their entries changed over time and why. Reflective questions include:

- What do you know now that you didn't know before?
- Have you gained or improved any skills?
- What would you change about how you undertook your research? Why?
- What were you most pleased with about your research?
- How can you apply this learning to other areas/situations?
- What particular issues do you think need to be addressed in relation to the resource you researched?
- How do you think these issues could be addressed?
- What do you see are the 'futures' of this resource? Why?
- What different perspectives/groups were represented in the study of your resource?
- Which perspective do you most agree/disagree with? Why?

Assessment Resource 7 Students' reflections, presentations and discussion responses may provide further evidence of demonstrations of TCC 4.5, PS 4.1, PS 4.2 and SRP 4.1. The assessment record (Resource 7) may be used to record this evidence.

Sample of a mind map

Resource 1

This is a sample mind map that records information about resources. Key words and pictures can be added to appropriate boxes.

Renewable
<ul style="list-style-type: none"> • Forests • Use of land • Fresh water • Fisheries • Some plastics •

Non-renewable
<ul style="list-style-type: none"> • Coal • Bauxite • • • •

Imported
<ul style="list-style-type: none"> • Wool products • Vehicles • Food • Oil • •

Natural
<ul style="list-style-type: none"> • Land • Water • Fossil fuels • Cotton • Wool • • •

<p>R E S O U R C E S</p>
--

Manufactured
<ul style="list-style-type: none"> • Plastic • Nylon fibre • • • •

Causes disagreements
<ul style="list-style-type: none"> • Forests • Imported clothing and 'cheap labour' • • •

Environmental issues
<ul style="list-style-type: none"> • Pollution • Greenhouse gases • CFCs •

Exported
<ul style="list-style-type: none"> • Wool • Coal • Cereals • Minerals • Machinery • •

Sample action plan for independent study

Resource 2

My action plan

Date: _____

Name: _____

1. My topic is _____

2. My partner/s is/are _____

3. My questions are _____

4. The people and organisations to contact. (List names, addresses, email addresses, telephone/fax numbers, availability.) _____

5. Primary sources (interviews, surveys and so on) I will use. (List names of those involved, dates and places of interviews and so on.) _____

6. Secondary sources (books, newspaper articles, Internet sites and so on) I will use. (List author, date of publication, title, publisher and page numbers.) _____

7. Where will I find this information? (List resource centres, libraries and so on.) _____

8. How will I present my research project? How will I communicate my knowledge to the class? What equipment will I need? _____

9. My timeline is _____

10. The date my first draft will be submitted on is _____

11. My final presentation will be made on _____

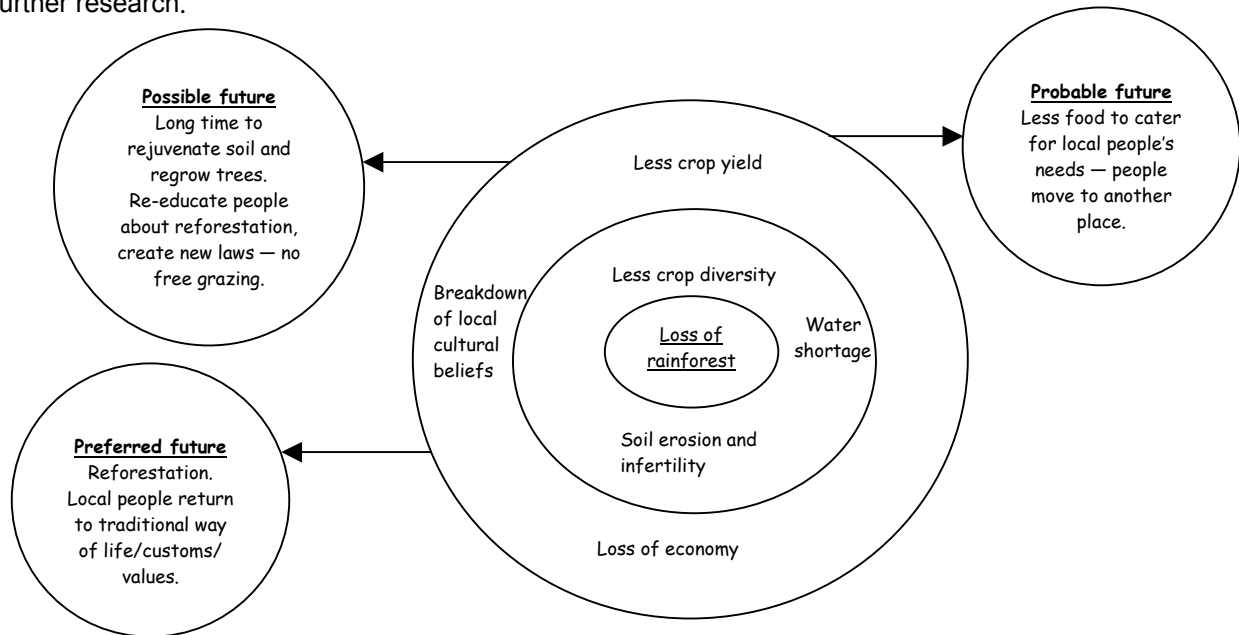
12. What problems might I have? (List any difficulties and how these may be overcome.) _____

13. My signature _____ My teacher's signature _____

Sample consequence wheel

Resource 3

The examples for each future are not definitive or exhaustive. Other suggestions may be added after further research.



Sample resource rating survey

Resource 4

Resources survey

How would you rate the importance of these resources in your life?

1 = a low rating — you do not see the resource as important.

5 = a mid rating — you do not see the resource as either important or unimportant.

10 = highest rating — you see the resource as very important.

Timber	1	2	3	4	5	6	7	8	9	10
Oil	1	2	3	4	5	6	7	8	9	10
Water	1	2	3	4	5	6	7	8	9	10
Land	1	2	3	4	5	6	7	8	9	10
Solar energy	1	2	3	4	5	6	7	8	9	10
Plastic	1	2	3	4	5	6	7	8	9	10
Human-made fibres	1	2	3	4	5	6	7	8	9	10

Questions

1. You rated _____ as the most important resource to you.

Why? _____

2. You rated _____ as the least important resource to you.

Why? _____

3. Are there other resources that you think are most or least important to you?

_____ If so, what are they? _____

Why did you choose these resources? _____

Humans and trees

Resource 5



If all the **Human Beings** on the planet were to die tomorrow, most of the trees and other living creatures are likely to survive, if not flourish.

If all the **Trees** on the planet were to die tomorrow, most if not all humans would die shortly afterwards.

Source: Queensland Department of Education 1996, *Resources for Studying Ethics in Primary Schools*, Brisbane, p. 113.

Making decisions — in the hot seat

Resource 6

Problem 1

Your family has lived in the same area since you were born. Your family home is situated near a small creek, on approximately five hectares of land. A wide variety of birds and native animals live in the bush surrounding your house. Down the road is a large new housing estate. This estate has few trees. There is an increased amount of traffic in the area and you often see dead wildlife on the side of the road that has been hit by cars. A developer has approached your parents and offered to buy their land and house for a very good price. The developer wants to clear the block of all of the bush, remove your house and build a new housing estate. If your parents sell, your family will have to decide whether to find a large block of land in a new area or to stay on a smaller block of land in the new development. Should your parents accept the developer's offer?

Problem 2

A group of South American Indians live on the edge of the Amazon rainforest. These people have lived in this area for centuries, isolated from European contact. A scientist has been working in the area. She has not made contact with these people, as she does not want to transfer any European diseases. She has been carrying out research in this particular area of the rainforest and has discovered that one of the trees contains special properties that could provide a cure for many cancers and AIDS. To be able to obtain the particular parts of the tree that contain this chemical, she has to remove large sections of the inner bark. The removal of the inner bark will eventually kill the tree. To harvest the trees, a road has to be made into the forest. What should the scientist do — continue research into the cure or leave the area?

Problem 3

You live in a small town with limited opportunities for work. Your older brother finds it difficult to obtain permanent work as he has a severe limp as a result of a bad accident. After a period of unemployment, he has just been employed to drive trucks by a local company that produces a number of cleaning agents. As he is new to the job, he is in a trial period. His supervisor says he is doing a good job and it looks like he will be employed on a full-time basis. Your brother has never seemed so happy. However, he was very upset when he came home today. He explains that he was told to dump a container of chemicals into a drain near the factory. This drain empties into the local creek. He says that the company can't afford to dispose of the chemicals properly. If the company follows all the regulations and disposes of chemicals properly, it will cost a lot of money. If he doesn't follow his supervisor's directions, he will lose his job and the company will hire someone else. He says it only happens once or twice a month. What should he do?

Assessment record

Resource 7

Student				
Core learning outcome	Date	Date	Date	Code/Comment WT, D
TCC 4.5 Students review and interpret heritages from diverse perspectives to create a preferred future scenario about a global issue.				
• Has developed an understanding of heritages from diverse perspectives.				
• Is able to accurately review and interpret heritages from diverse perspectives.				
• Can apply understanding of heritages to create a preferred future scenario based on a global issue.				
PS 4.1 Students make justifiable links between ecological and economic factors and the production and consumption of a familiar resource.				
• Is able to identify ecological and economic factors associated with the production and consumption of a familiar resource.				
• Is able to make justifiable links between ecological and economic factors and consumption and production of a familiar resource.				
PS 4.2 Students predict the impact of changes on environments by comparing evidence.				
• Is able to: – make accurate predictions – identify impacts of changes – compare evidence.				
• Is able to draw logical conclusions when predicting change based on comparisons of evidence.				
PS 4.3 Students participate in a field study to recommend the most effective ways to care for a place.				
• Has actively participated in field study and decision-making processes.				
• Is able to use identified field study skills.				
• Has made logical recommendations that reflect effective ways to care for a place.				
PS 4.5 Students explain whether personal, family and school decisions about resource use and management balance local and global considerations.				
• Is able to make clear and rational explanations of decisions.				
• Is able to identify whether resource use and management balance local and global considerations.				
SRP 4.1 Students outline how Australian industries link to global economic and ecological systems.				
• Is able to identify Australian industry and associated ecological and economic systems.				
• Is able to develop a clear outline of how industry and ecological and economic systems are linked.				

Code:

WT — is working towards the learning outcome

D — has demonstrated the learning outcome

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Kits (including audiovisual)

Australian Association for the Teaching of English 1996, *Critical Literacy Resource Pack* (video and booklet).

Give Trees a Chance: The Story of Terania Creek, Sydney's Filmmaker's Co-op.

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Websites

(All websites listed were accessed in April 2002.)

Department of Natural Resources and Mines. www.nrm.qld.gov.au/

Department of Primary Industries. www.dpi.qld.gov.au/home/default.html

Provides information on the forestry industry in Queensland and information about consumption and conservation of forests.

Envirolink Network. www.envirolink.netforchange.com/

An education network that links teachers who are teaching aspects of environmental awareness.

Forest Conservation Portal. www.forests.org/

Houghton Mifflin, *Education Place*. www.hmco.com/school/

An education resource site that provides information about a variety of issues, contacts and activities.

State Library of Queensland, *Online Exhibitions*. www.slq.qld.gov.au/onlinex.htm

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Years 1 to 10 Studies of Society and Environment Syllabus

Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines

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