

ADOPT A BUSHLAND

YEAR FOUR TO SEVEN TEACHERS GUIDE

WHAT IS A GLOBAL CITIZEN?

In this activity students are asked to look beyond their own individual needs and think about the repercussions of their actions in a global sense. Through discussion students will begin to develop an idea about what it means to be a Global Citizen. Students will use these ideas to promote responsible behaviour while in bushland.



Geography

Year	Content Description	Elaborations	Teaching Points
Four	Geographical Inquiry and Skills/Reflecting and Responding Reflect on their learning to propose individual actions in response to a contemporary geographical challenge and identify the expected effects of the proposal. ACHGS032	<ul style="list-style-type: none">• Explaining why it could be necessary to improve sustainability and propose a range of different actions that could be taken, for example, with reference to their home, community or school.• Proposing possible actions that could be taken to promote awareness about how people can reduce their impact on the environment.	<ul style="list-style-type: none">• Terms global and citizen.• How to use a 'Placemat' brainstorm sheet.• Issues related to bushland e.g. litter, weeds, feral animals (such as foxes and cats), dog poo, dumping of refuse, plant diseases and fire.
Five	Geographical Inquiry and Skills/Reflecting and Responding Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge and describe the expected effects of their proposal on different groups of people. ACHGS039	<ul style="list-style-type: none">• Assessing possible options as actions that people could take to enhance sustainability and fairness and reduce the effects of environmental change on the local community.	As above

History

Year	Content Description	Elaborations	Teaching Points
Six	<p>Geographical Inquiry and Skills/Reflecting and Responding Reflect on their learning to propose individual and collective actions in response to a contemporary geographical challenge and describe the expected effects of their proposal on different groups of people. ACHGS046</p>	<ul style="list-style-type: none"> Suggesting a course of action on a global issue that is significant to them. 	As above
Seven	<p>Geographical Inquiry and Skills/Reflecting and Responding Reflect on their learning to propose individual and collective actions in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal. ACHGS054</p>	<ul style="list-style-type: none"> Reflecting on personal values and attitudes and how these influence responses to an issue, for example, the effect of litter on the environment. Proposing actions to respond to geographical issues related to environmental and economic sustainability, for example, taking personal responsibility for litter. 	As above

Background on Bushland

Bushland is important for the following reasons:

- Wildlife habitat and food resource.
- Produces oxygen and captures carbon dioxide.
- Improves air quality.
- Decreases noise pollution.
- Decreases erosion and salinity.
- Recreational and cultural experiences.
- Increases health of soil (recycling of nutrients).

Key bushland threats include:

- Weeds;
- Non-native animals;
- Fire;
- Human impacts such as walking off paths and trampling vegetation; and
- Plant diseases.

People can make a difference to bushland by the following actions:

- Pick up rubbish e.g. join in a Clean Up Australia Day event.
- Weeding (guided by specialists).
- Stick to the paths.
- Avoid touching or feeding wildlife and picking wildflowers.
- Keep dogs on leads and pick up dog poo.
- Keep cats contained, particularly at night.
- If you see a fire, report it by phoning 000 or tell a parent or teacher immediately.
- Volunteer and get involved with a local bushcare group such as a Friends Group.
- Learn more about the bushland and share information with your friends and family.

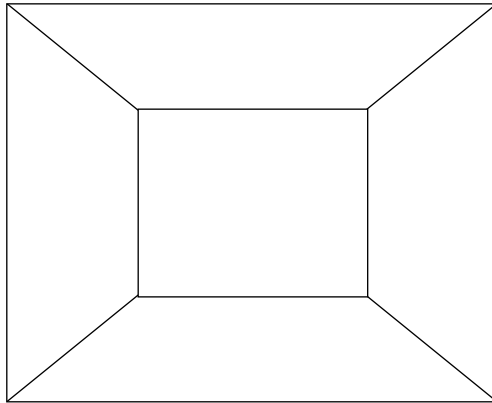
Student Activities

1. Think, Pair, Share

- Ask students to think about the term 'Global Citizen', what they think it means and how they think someone would behave as a Global Citizen.
- Students talk to the person next to them about their ideas.
- Share ideas as a class – perhaps write ideas on board.

2. Placemat

- Divide students into groups of four. Each student requires a different coloured pen.
- Each group gets a large piece of butchers paper drawn up as follows;



Ask students to individually brainstorm how they can be a Global Citizen when in the bushland? Get students to write their ideas into the space around the outside of the central square.

- Once they have done this students are to take turns writing an idea into the centre square. Ideas should not be repeated.
- Groups can then share their ideas with the whole class.

3. Activity

- Using this information students can create a poster about being a Global Citizen when out in the bushland. Posters could be displayed around the school or community.

Extension

- Create PowerPoint presentations and present to younger year groups.
- Write a short play or skit and perform at assembly.
- Produce a short film to be shown at lunch time in the library.
- Take photographs of nearby bushland and display in the library.
- Get in touch with the local 'Friends of...' Group and have a weeding day in the local bushland.
- Develop an Action Plan to address a school issue like littering. Present your Plan to the School Principal.

Examples of Local Environment Groups

- Friends Groups: <http://www.joondalup.wa.gov.au/Live/Environment/community/NaturalAreasFriendsGroups.aspx>
- Weeds or Wildflowers Environmental Weeds Action Network: <http://www.environmentalweedsactionnetwork.org.au/>
- Men of the Trees: <http://www.menofthetrees.com.au/>
- Urban Bushland Council WA <http://www.bushlandperth.org.au/>
 - Friends of Korella Park Bushland;
 - Friends of Hepburn and Pinnaroo Bushland;
 - Friends of Maritana Bushland; and
 - Friends of Yellagonga Regional Park.