**Year 6 HASS/HSIE**

Geography Content Descriptions:

* Evaluate evidence to draw conclusions (ACHASSI129)
* Work in groups to generate responses to issues and challenges [(ACHASSI130)](http://www.scootle.edu.au/ec/search?accContentId=ACHASSI130)
* Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI132)
* Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI133)

Civics & Citizenship Content Description:

* The obligations citizens may consider they have beyond their own national borders as active and informed global citizens [(ACHASSK148](http://www.scootle.edu.au/ec/search?accContentId=ACHASSK148))

Economics & Business Content Description:

* How the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs (ACHASSK149)
* The effect that consumer and financial decisions can have on the individual, the broader community and the environment [(ACHASSK150)](http://www.scootle.edu.au/ec/search?accContentId=ACHASSK150)

**Lesson Topic 1 – Our Ecological Footprint**

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| **Activity 1**: For the student to establish a connection between our needs, the resources we use and the Earth |
| Teacher shares a large packet of potato crisps with the class and leads discussion:   * Why do we need food? Where do potatoes come from? Where does all food come from? Do all the things we use come from the Earth? * Why do we put potato crisps in a packet? What will we do with the packet? Where will the packet end up? How long will the packet remain there? (Share the *How long it takes for certain products to decompose* list)     Teacher leads class discussion:   * How long do you think it would take potato peels to decompose and return to the earth?   How long do you think it would take for a plastic packaging bag to decompose and return to the earth?   * Teach can engage children to work together to answer the following quiz: <https://waster.com.au/quiz-how-long-does-trash-take-to-decompose-in-a-landfill/> * Why is creating rubbish that takes a long time to return to the earth (decompose) a problem? |
| After completing the activity students should be able to:   * understand that all resources people use come from the Earth and its environment, e.g., food, clothing, transport, etc. * understand that some things we use take a long time to decompose and damage (pollute) our environment. |
| **Activity 2**: For the students to develop an understanding that rubbish and pollution are a problem that needs solving. |
| Students view film:   * Don't Waste Your Waste – (6-minute film) https://www.youtube.com/watch?v=Kr\_DGf77OhM   Teacher leads class discussion:   * What did you think of the film? * How do you know it is true? * What is pollution doing to our planet? * Are there other forms of pollution that we can’t see? |
| After completing the activity students should be able to:   * understand that while we depend on the Earth’s resources for everything, how we use those resources can damage the environment we depend on * recognise that less visible types of pollution are damaging and changing the Earth’s environment. |
| **Activity 3**: For the students to understand that we can measure/calculate how much of the Earth’s resources we use |
| Teacher makes a large footprint on the floor of the classroom.   * It is important that the teacher is personally familiar with the use of the Ecological Footprint Calculator: <http://www.wwf.org.au/get-involved/change-the-way-you-live/ecological-footprint-calculator#gs.i70czMM> * Teacher explains ‘ecological footprint as the mark each of us leaves on the Earth by the way we live and the resources we use’. * In groups, students discuss and list the resources they used from the time they got up until they started school energy (electrical, gas, oil), water and waste (food, packaging) * Groups report back, and discuss whether items on the lists that might be changed to make the footprint smaller |
| After completing the activity students should be able to:   * understand that everybody uses resources every day and the way we use resources leaves a small or large footprint, i.e. makes a small or large impact on the Earth. |
| **Activity 4**: For the students to connect the concept of ecological footprint to peoples’ lifestyles and to traditional ways of living |
| Class or Home activity:   * Students calculate an environmental footprint (using the Ecological Footprint Calculator) so that they see that the resources they use determined the size of their footprint (the mark we leave on the Earth)   Class activity: <http://www.wwf.org.au/get-involved/change-the-way-you-live/ecological-footprint-calculator#gs.i70czMM>   * Order the class members’ footprints from largest to smallest and teacher leads discussion as to why students have different sized footprints * Teacher poses the question: Countries have different sized footprints; how do you think Australia’s footprint compares with the footprint of other in the world? * Click to access Activity. Source: <http://wwf.panda.org/knowledge_hub/all_publications/living_planet_report_2018/>   Further discussion;  After discussing scenario, students can make estimates of the quantities to be used for the calculation of a footprint for a young person in India: [**Click to have access**](#_Lesson_1_–)  What are the reasons for the differences between a personal ecological footprint and that of a young person living a traditional lifestyle in Asia? |
| After completing the activity students should be able to:   * appreciate that some of us use more resources than the Earth can provide and, by contrast, people living traditional lifestyles use fewer resources. |
| **Activity 5**: For the students to connect the idea of a personal footprint to values of global fairness |
| Students use the two research questions below to explore the differences between the footprints calculated in Activity 4:   * What will be the effects on the world if first world citizens don’t make a change to their lifestyle habits? * What can many Australians learn about how to care for the environment from those people who live in more traditional ways?   After considering the responses to the research questions, students are asked to express their opinion on their personal ecological footprint and how class members could work together to create change for a better world. The students should consider the influence of technological development on personal footprints. |
| After completing the activity students should be able to:   * generate ideas for personal action to reduce our personal footprint and improve on global fairness * communicate an informed viewpoint on -   + reducing the class/community footprint   + factors that impact on global fairness, and   + personal needs and wants. |

**Lesson Topic 2 – Let’s recycle**

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| **Activity 1**: For the students to understand the need to reduce our footprint by recycling, composting, looking for materials that cause less damage. |
| Group activity:   * Divide students into an even number of small groups. Give students the unordered list and ask them to order the items from the shortest to longest time they would take to decompose. [**Click to see link**](#_Lesson_2_–) * Before revealing the published list, students present their lists and share their reasoning. [**Click to see link**](#_Lesson_2_–_1)   Class discussion:   * Why do you think societies are working hard to recycle, reuse and reduce? * When going shopping, what environmental issues should you consider? |
| After completing the activity students should be able to:   * explain the environmental significance of objects that take millions of years to decompose. |
| Activity 2: For the students to compare the sizes of different countries’ environmental footprints. |
| Group activity:   * Divide students into an even number of small groups. Have student suggest countries that might have a large environmental footprint and those that might have a small footprint. * Groups record the reasons for their suggestions. * Give students the list of the 10 countries with the highest environmental footprint. Source: https://www.worldatlas.com/articles/countries-with-the-largest-ecological-footprints.html      * Groups propose the reasons why countries are on the ‘top ten’ list. [**Click to have access**](#_Largest_environmental_footprint)   Class discussion:   * Why do you think societies are working hard to recycle, reuse and reduce? * Do all countries have the same responsibility for reducing their environmental footprint? |
| After completing the activity students should be able to:   * appreciate that Australia’s environmental footprint is comparatively large. |
| **Activity 3**: For the students to:   * consider purchasing products that have been reused or recycled to reduce waste * recognise a community responsibility to purchase reused or recycled products. |
| * Teacher to display resource A on IWB   Group activity   * Reuse /recycle Treasure Hunt- in small groups students have 15 minutes to research;   + Businesses where they sell recycled goods.   + Businesses that offer consumers free recycling * Teacher to present and example if the students did not find it: * Example of a close loop recycling in the agriculture sector: drumMUSTER * Beating the drum - https://www.youtube.com/watch?v=bRXK9ZTF61o&list=PLLIRN3PIEgyZ1EirGDit6HrQHvWhZEebz&index=1   + Part 1 –   <https://www.youtube.com/watch?v=gpUz6CZjCLc&list=PLLIRN3PIEgyZ1EirGDit6HrQHvWhZEebz&index=2>   * + Part 2 –   <https://www.youtube.com/watch?v=LX9ZAozwyAs&list=PLLIRN3PIEgyZ1EirGDit6HrQHvWhZEebz&index=3>   * + Part 3 – <https://www.youtube.com/watch?v=LX9ZAozwyAs&list=PLLIRN3PIEgyZ1EirGDit6HrQHvWhZEebz&index=3> |
| After completing the activity students should be able to:   * explain that their consumer and financial decisions have a global and environmental impact. |

**Lesson Topic 3 – Living without waste**

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| **Activity 1**: For the students to appreciate that rubbish is associated with modern lifestyles. |
| Teacher provides the class with the image of a rubbish tip and leads discussion:     * What types of things do we send to the rubbish tip? * Why do we call the rubbish tip a ‘landfill site’? * How long have people in Australia been dumping their rubbish at tips? (Class members estimate: 50 years, 100 years, 500 years) |
| After completing the activity students should be able to:   * understand that the problem of rubbish polluting the environment has been created in a relatively short period of time. |
| **Activity 2**: For the students to be introduced to the concept of living sustainably and the issue of peoples’ relationship to the natural world. |
| View the video:   * Around Tasmania Aboriginal Middens, <https://www.youtube.com/watch?v=nVJgse0vRbM>   Class discussion: Aboriginal people have lived in Australia for 60 000 years:   * What types of things can be found in a midden? * What do the objects in the midden tell us about the relationship of Aboriginal people to the environment? * Did traditional Aboriginal people create waste or damage the environment? Was their lifestyle sustainable? |
| After completing the activity students should be able to:   * appreciate people living traditional lifestyles are sustainable and create limited damage to the environment. |
| **Activity 3**: For the students to connect the issue of rubbish and waste to their own lives. |
| Investigating lunch waste  At the start of the day, the students record/photograph the content of their lunch box or the food goods bought at the canteen.  After morning tea/lunch, the teacher brings a playground bin into the classroom and poses the question:   * How can we decrease the amount of rubbish we send to landfill daily by starting with student lunch and morning tea waste?   Students work in groups or pairs to suggest two or three ways to reduce packaging, increase recycling or eliminate waste sent to landfill.  Teacher collates a class list of ideas for ‘less waste’ lunches. |
| After completing the activity students should be able to:   * understand that we all create rubbish and that we can reduce the amount of rubbish we create by changing the way we live. |
| **Activity 4**: For the students to examine their lifestyle and plan to reduce some of the waste they create. |
| Teacher asks the class to estimate how much rubbish they personally create in one year, e.g. the size of one council waste bin, the size of a car, the size of a truck?   * Teacher introduces the concept/ideal of living with ‘zero waste’. The class discusses what is meant by ‘zero waste’. * Class views the video: *Primary school children lead recycling charge* <https://www.abc.net.au/news/2017-04-10/8429872> * In groups, students suggest and record ideas of how the class in the video reduced rubbish to almost nothing.   In groups, discuss ideas for reducing the amount of rubbish personally estimated at the start of the lesson. |
| After completing the activity students should be able to:   * appreciate the quantity of rubbish sent to landfill because of the way we live, and understand that changes can be made to reduce the waste we create. |
| **Activity 5**: Purpose: Identify ideas for personal action to reduce rubbish. |
| Over 24 hours students record the items they use, buy, or consume that produce rubbish (waste sent to landfill). [**Click link to access**](#_The_Waste_I)  Class members select three items from the record and for each item suggest a personal change that could be made to reduce the rubbish they send to landfill. |
| After completing the activity students should be able to:   * demonstrate a capacity to identify items/goods that produce rubbish/waste * describe a range of strategies for reducing waste in their personal life. |

**HASS Achievement Standard**

By the end of Year 6, students explain the significance of an event/development, an individual and/or group. They identify and describe continuities and changes for different groups in the past and present. They describe the causes and effects of change on society. They compare the experiences of different people in the past. Students describe, compare and explain the diverse characteristics of different places in different locations from local to global scales. They describe how people, places, communities and environments are diverse and globally interconnected and identify the effects of these interconnections over time. Students explain the importance of people, institutions and processes to Australia’s democracy and legal system. They describe the rights and responsibilities of Australian citizens and the obligations they may have as global citizens. Students recognise why choices about the allocation of resources involve trade-offs. They explain why it is important to be informed when making consumer and financial decisions. They identify the purpose of business and recognise the different ways that businesses choose to provide goods and services. They explain different views on how to respond to an issue or challenge.

Students develop appropriate questions to frame an investigation. They locate and collect useful data and information from primary and secondary sources. They examine sources to determine their origin and purpose and to identify different perspectives in the past and present. They interpret data to identify, describe and compare distributions, patterns, and trends, and to infer relationships, and evaluate evidence to draw conclusions. Students sequence information about events, the lives of individuals and selected phenomena in chronological order and represent time by creating timelines. They organise and represent data in a range of formats, including large- and small-scale maps, using appropriate conventions. They collaboratively generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others. They reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, graphing, communication conventions and discipline-specific terms.

# **Lesson 1 – Activity 4: Scenario**

I live in a village in India where people follow traditional ways. Water is carried by hand from the local river. There is no electricity in my home but kerosene lamps are used for light in the evening and we sometimes we burn animal dung to keep warm. I get by with very little and spend about 500 Rupees each month. Our family has my mother and father and eight children, and our home is very small. Nobody owns a car and we travel 10kms to school each day by bus. Rice is a common meal and most food is grown locally with fish and chicken each eaten about once every week. While we sometimes have eggs, we never have cows’ milk. Most waste is used to feed the chooks and cows, or it rots and is used to fertilise the garden.

# **Lesson 2 – Activity 2: Question**

# **How long does it takes for certain products to decompose (return to the earth):**

Paper bag:

Orange peel:

Chewing gum:

Cigarette butt:

Plastic bag\*:

Plastic bottle:

Glass:

Aluminium can:

# **Lesson 2 – Activity 2: Answer**

# **Here’s how long it takes for certain products to decompose (return to the earth):**

Paper bag: One month

Orange peel: Up to two years

Chewing gum: Up to five years

Cigarette butt: Up to 12 years

Plastic bag\*: Up to 20 years

Plastic bottle: 450 years

Glass: One to two million years

Aluminium can: More than a million years

# Largest environmental footprint

1. United Arab Emirates – 10.68
2. Qatar – 10.51
3. Bahrain – 10.04
4. Denmark – 8.26
5. Belgium – 8.00
6. United States – 8.00
7. Estonia – 7.88
8. Canada – 7.01
9. Australia – 6.84
10. Iceland – 6.50

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# **Lesson 3 – Activity 5: The Waste I created!**

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| **Item** | **Type of waste** | **Weight** |
| Cheese and crackers | Cardboard and plastic | 50 grams |
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