**Year 5 HASS**

Geography Content Descriptions

* The environmental and human influences on the location and characteristics of a place and the management of spaces within them (ACHASSK113)
* The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places (ACHASSK112)
* Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI104)
* Locate and collect relevant information and data from primary sources and secondary sources (ACHASSI095)
* Organise and represent data in a range of formats including tables (ACHASSI096)
* Work in groups to generate responses to issues and challenges (ACHASSI102)
* 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 (ACHASSI105)

Civics and Citizenship Content Descriptions

* How people with shared beliefs and values work together to achieve a civic goal (ACHASSK118)

Economics and Business Content Descriptions

* The difference between needs and wants and why choices need to be made about how limited resources are used ACHASSK119
* Types of resources (natural, human, capital) and the ways societies use them to satisfy the needs and wants of present and future generations (ACHASSK120)
* Influences on consumer choices and methods that can be used to help make informed personal consumer and financial choices (ACHASSK121)

**Lesson Topic 1 – Our Ecological Footprint**

|  |
| --- |
| **Activity 1**: For students 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? Who grows potatoes? 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 students to develop an understanding that rubbish and pollution are problems that needs solving. |
| Activity 2  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? * 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 students to understand that we can measure/calculate how much of the Earth’s resources we use |
| Teacher draws 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 there are items on the lists that could 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 students to gain understanding of the ‘footprint’ concept and apply it to wider contexts. |
| 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/> |
| After completing the activity students should be able to:   * appreciate that individuals have different sized footprints, as do communities and countries |
| **Activity 5**: For students to connect the idea of a personal footprint to values of global fairness |
| Personal action challenge:   * Students draft an action list on how they can change their habits to reduce their footprint * In groups students discuss the need for shared/collective action in order to make a difference globally * Teacher collates group responses and publishes in the school newsletter to raise community awareness |
| After completing the activity students should be able to:   * contribute ideas for community action to reduce our personal footprint and improve on global fairness. |

**Lesson Topic 2 – Let’s recycle**

|  |
| --- |
| **Activity 1**: For the students to develop an understanding that rubbish and pollution are a problem that needs solving. |
| Review of prior learning:   * What do you think the excess rubbish is doing to our planet? * Don't Waste Your Waste – (6-minute film) https://www.youtube.com/watch?v=Kr\_DGf77OhM |
| After completing the activity students should be able to:   * understand that rubbish and pollution have a major impact on the planet Earth. |
| **Activity 2**: For the students to start a conversation about the need to reduce our footprint by recycling, composting, and looking for materials that cause less damage. |
| Individually, in small groups or as a class:   * Give students the list of items and ask them to suggest the order of the times taken for the item to decompose (return to the earth). Order the items from the shortest to longest time. [**Click to see list**](#_Lesson_2_–) * Reveal published list ordered by time and ask students which time periods surprise them. [**Click to see list**](#_Lesson_2_–_1) * Have students suggest items on the list that should be recycled, those that might be reused and those that should be reduced or avoided. |
| After completing the activity students should be able to:   * explain that some materials return to the earth (the natural environment) quickly with other materials remain with us as rubbish for very long periods of time. |
| **Activity 3**: For the students to:   * Understand that as a modern society we have more possessions than we need and this has an impact on our natural resources. * Understand the difference between needs and wants and think about the future of our world if we don’t reduce the waste we send to landfill. |
| Small group activity:  https://getmerit.files.wordpress.com/2015/10/want-need-apple.jpg?w=700   * Use the image (above) as stimulus and brain storm examples of basic needs and wants of students their age. (Share) * What will happen to our world if we keep getting everything that we want? What does this mean for how future generations live? Is this fair? |
| After completing the activity students should be able to:   * understand that the way they live their life with what they need and want has an impact on the environment. |
| **Activity 4**: For the students to develop an action plan to decrease playground waste based on their shared beliefs and values. |
| Teacher presents data they have collected on the waste that the school sends to landfill. (Students can be involved in data collection about playground waste)   * Using the data presented develop a shared belief about reducing the waste the school sends to landfill. * Students work individually then with a partner, small group and finally class group to create an action plan to make the class’s shared belief become a reality. * 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 why they need to be proactive in the way they behave as consumers to decrease the amount of rubbish they send to landfill. |

**Lesson Topic 3 – Living without waste**

|  |
| --- |
| **Activity 1**: For the students to appreciate that rubbish is associate 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 introduce 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 peoples create waste or damage the environment? Was their lifestyle sustainable? |
| After completing the activity students should be able to:   * appreciate people living traditional lifestyles did limited damage to the environment and that their lifestyles were sustainable. |
| **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. 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 change how we live to reduce the amount of waste that is created. |
| **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, the class members suggest and record ideas of how the class in the video reduced their 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**: For the students to identify ideas for personal action to reduce rubbish. |
| Over 24 hours students record those items they use, buy, or consume that produce rubbish (waste sent to landfill). [**Click link to access page**](#_The_Waste_I)  Class members select three items and for each item suggests a personal change that could be made to reduce the amount of 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 5, students describe the significance of people and events/developments in bringing about change. They identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same. They describe the experiences of different people in the past. Students explain the characteristics of places in different locations at local to national scales. They identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments. They identify the effects of these interconnections on the characteristics of places and environments. Students identify the importance of values and processes to Australia’s democracy and describe the roles of different people in Australia’s legal system. They recognise that choices need to be made when allocating resources. They describe factors that influence their choices as consumers and identify strategies that can be used to inform these choices. They describe different views on how to respond to an issue or challenge.

Students develop questions for an investigation. They locate and collect data and information from a range of sources to answer inquiry questions. They examine sources to determine their purpose and to identify different viewpoints. They interpret data to identify and describe distributions, simple patterns and trends, and to infer relationships, and suggest conclusions based on evidence. Students sequence information about events, the lives of individuals and selected phenomena in chronological order using timelines. They sort, record and represent data in different formats, including large-scale and small-scale maps, using basic conventions. They work with others to generate alternative responses to an issue or challenge and reflect on their learning to independently propose action, describing the possible effects of their proposed action. They present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions.

# **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

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

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