Picture books for learning across the curriculum in HSIE K-10

# Sustainability

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## About this resource

‘What I’m hoping is that readers will feel a responsibility, that the way each one of us lives our lives, counts.’

Jeannie Baker, author/illustrator, discussing her text Window in [Window on a changing world](https://www.jeanniebaker.com/focus/window-on-a-changing-world/).

This resource aims to:

* suggest picture books to support the cross-curriculum priority of sustainability and the general capabilities of personal and social capability and civics and citizenship within the context of human society and its environment (HSIE)
* promote the value of using picture books in learning in K-10 geography and history
* provide snapshots of learning activities that enable students to:
* thoughtfully explore and investigate their world
* develop and practise skills in historical and geographical inquiry
* acquire knowledge and understandings about ecological systems that support life on Earth and our wellbeing
* recognise that there is a diversity of world views on ecosystems, values and social justice that relate to action for sustainability
* build capacity and be empowered to think and act in ways that lead to a more sustainable future
* propose strategies and undertake actions and behaviours for sustainability.

The featured **picture books** can be borrowed from the department’s [Henry Parkes Equity Resource Centre](http://henryparkes.softlinkhosting.com.au/oliver/libraryHome.do), with some available as class sets. Some of the books in the resource are suitable for multiple stages and activities can be applied to other books. When using picture books, we suggest that the first reading of a text be collectively shared and enjoyed in its entirety in a relaxed space and that time be provided for discussion and reflection. Refer to [Quality literature, quality teaching](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/english/ES1S3/quality-literature) for ways of also using the texts to develop skills in the English language and an appreciation of literature.

**Sustainability organising ideas** are quoted from the [Australian Curriculum, Assessment and Reporting Authority (ACARA) Sustainability](https://www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/sustainability/) page.

**Syllabus outcomes** are quoted from [Geography K-10 Syllabus](https://syllabus.nesa.nsw.edu.au/hsie/geography-k10/) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2015 and [History K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2012.

**Additional learning activities** for embedding sustainability within HSIE programs are on the department’s [Sustainability](https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-across-the-curriculum/sustainability) web pages. Contact your local [environmental or zoo education centre](https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-across-the-curriculum/sustainability/environmental-zoo-centres) (EZEC) for support in sustainability programs and activities.

## Little Bird’s Day by Sally Morgan and Johnny Warrkatja Malibirr

**Early Stage 1** – geography, personal and social capability

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| Element | Information and suggestions |
| Little Bird’s Day by Sally Morgan and Johnny Warrkatja Malibirr. Magabala Books (2019) | **Synopsis**  The reader journeys through a day in nature with Little Bird. At dawn Little Bird sings ‘the world alive’ then gently responds to the different elements of the weather and natural features of the place. Little Bird feasts on gum blossoms, playfully flies with the wind and clouds, is freshened by the rain and shelters in a ‘welcoming tree’ as dusk descends.  **English textual concepts**  Character  Context |
| Sustainability organising idea | **Systems**  The biosphere is a dynamic system providing conditions that sustain life on Earth. |
| Syllabus topic and outcomes | **People live in places**  A student:  identifies places and develops an understanding of the importance of places to people **GEe-1**  communicates geographical information and uses geographical tools **GEe-2** |
| Geographical concepts | Place, space, environment |
| Connecting and engaging personally | Building the field – activate prior knowledge of words that describe the progress of a day and weather features, such as ‘dawn’, ‘wind’, ‘gusts’, ‘clouds’ and ‘dusk’.  Shared reading – outside, in a natural area, prepare to share the book. Before reading the words, view the sequence of illustrations to make inferences about the story. Read the words with the illustrations.  Making connections – text-to-text – stories about natural places. Text-to-self – What is your favourite place? What is your favourite time of day? Why? Text-to-world – images and videos of natural places. |
| Curriculum links | Science and technology – Living World  PDHPE – healthy, safe and active lifestyles  Mathematics – time |
| Supporting text | A Walk in the Bush by Gwyn Perkins. Affirm Press (2017) |

### Little Bird’s Day – learning snapshots

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| Activity title | Learning activity description – Early Stage 1 |
| Sensory immersion | **What can I notice when I’m outside in nature?**  ‘I warble with Sun to wake the lazy sleepers.’  Take the students outside into a natural area of the school grounds. Share the text with the students, providing sensory immersion in the place guided by the text such as:  sit with eyes closed and feel the wind on your face  sit with eyes closed and listen for bird calls  sit with your back to the sun to feel the sun’s warmth  lie on your back and look for shapes in the clouds  feel water droplets from a water spray that replicate rain. Students [turn and talk](https://www.theteachertoolkit.com/index.php/tool/turn-and-talk) to share their experiences and feelings. |
| Our place | **What is our place like?**  ‘Here comes the wind blowing and gusting.’  Revisit the illustrations in the text. Track the journey of the sun and notice the changes it brings. What animals live in Little Bird’s place? How do they use it? What happens to the leaves in the wind?  Take the students into the school grounds to explore the natural features of their place. Hunt for evidence of animals such as birds, ants, spiders and lizards. Look for flowering plants, nests in trees and potential roosting sites for birds. Students collect leaves from the ground and take leaf rubbings of them for display. |
| Special places | **What outdoor places are special at school?**  ‘Time to play Little Bird’  Revisit the illustrations of Little Bird spinning across the sky and chasing its bird friends. Notice the verbs and noun groups used in the text. Outdoors, students enact actions such as ‘huffing and puffing’, ‘spin across the sky’, ‘sparkle with freshness’ and ‘flutter’. What were Little Bird’s favourite places? Why do you think that?  In groups, students lead each other to favourite outdoor places at school. Students state why they like it and what they like doing there. Students draw a picture of themselves using a favourite place at school. |

## Last Tree in the City by Peter Carnavas

**Early Stage 1** – geography, personal and social capability, civics and citizenship

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| Element | Information and suggestions |
| Last Tree in the City by Peter Carnavas. New Frontier Publishing (2017) | **Synopsis**  Edward lives in a city of paved streets and tall buildings. Each day he walks to his favourite place, a large spreading tree. Edward is greatly saddened to find it cut down. He rescues a small remaining twig which he plants, nurtures and wheels around with him. To his delight, one day he finds a whole community in the city has also been planting.  **English textual concepts**  Character  Theme |
| Sustainability organising idea | **Futures**  Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments. |
| Syllabus topic and outcomes | **People live in places**  A student:  identifies places and develops an understanding of the importance of places to people **GEe-1**  communicates geographical information and uses geographical tools **GEe-2** |
| Geographical concepts | Place, space, environment |
| Connecting and engaging personally | Building the field – activate prior knowledge on the features of cities. Define the words ‘concrete’ and ‘old buildings’. View Street View images of the streets in the nearest large city.  Shared reading – before reading the words in the book, examine the front cover and make inferences about the story. Read the story, allowing time to examine the illustrations.  Making connections – text-to-text – stories about places in which people live. Text-to-self – Where do you live? What is your street and neighbourhood like? How do you travel around it? Text-to-world – advertisements and signage for plant sales and nurseries. |
| Curriculum links | Science and technology – Living World  History – Personal and family histories |
| Supporting text | The Curious Garden by Peter Brown. Little Brown and Company. (2009) |

### Last Tree in the City – learning snapshots

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| Activity title | Learning activity description – Early Stage 1 |
| Features of cities | **What is a city like?**  ‘It was a place of concrete and cars, a world without colour.’  Examine the illustrations of the city. Name the features in the illustrations. View photographs of cities. Students [turn and talk](https://www.theteachertoolkit.com/index.php/tool/turn-and-talk) to discuss the author/illustrator’s intent in their choice of colour used in the cityscapes. Why Edward colourful and the city’s features grey?  Students use blocks to create a 3D model of the cityscape illustrated in the first two double-page spreads of the text. Students experiment with photographing the model from different angles and viewpoints. Using [think-pair-share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645#.X5EA5TYgFlE.link) students discuss ways in which the cityscape could be improved for people. They experiment with changes and additions such as adding gardens and trees, creating parklands and open spaces. |
| Natural special places | **What makes a place special?**  ‘For a small moment every day, Edward knew nothing but the tree.’  Re-visit the illustrations of Edward and the tree. Scaffolded with [see-think-wonder](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/559#.X4eqALOD96s.link), students describe Edwards’s use of the tree, infer his feelings about the tree and discuss questions they wonder about.  In small sharing circles, students describe a tree, garden or natural place that is special to them and explain why it is special. In a heart shape, students draw and colour a picture of themselves enjoying their special natural place. |
| Planting and caring | **How can I care for places?**  ‘Edward tried to think of a place in the city to plant his tree.’  View the illustrations of Edward after the tree was removed. How was he feeling? How do you know? Examine the double page spread of Edward planting the piece of tree. What were the steps in the process of planting a tree? What did the tree need to survive?  Take the students outside to assess areas of where plants could be added to the school grounds, the classroom or class verandah. Using the process illustrated in the text, students plant seeds into containers and pots for later planting into a school garden. Students could also strike cuttings of plants such as rosemary and perennial basil. |
| Working together to care for places | **How can we work together in caring for places?**  ‘Then something wonderful happened.’  Provide copies of the final double-page illustration for pairs of students to examine. How has the city changed? What has been planted? What containers have been used? How are the people feeling?  Students work together to transfer their seedlings into a potted or dug garden in the school that improves amenity, produces food or increases biodiversity in the space. Students use a simple [storyboard](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/559#.X4eqALOD96s.link) to draw a sequence of four illustrations of the planting process. |

## A Walk in the Bush by Gwyn Perkins

**Stage 1** – geography, personal and social capability, civics and citizenship

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| Element | Information and suggestions |
| A Walk in the Bush by Gwyn Perkins. Affirm Press (2017) | **Synopsis**  Iggy and grandad enjoy their time together on a bushwalk and see a wide variety of plants and animals. They hear the calls of a diversity of birds, see birds drinking nectar from wildflowers and touch burnt and scribbled tree trunks. They rest in a ferny gully and enjoy scenic views.  **English textual concepts**  Context  Perspective |
| Sustainability organising idea | **Systems**  The biosphere is a dynamic system providing conditions that sustain life on Earth. |
| Syllabus topic and outcomes | **Features of places**  A student:  describes features of places and the connections people have with places **GE1-1**  identifies ways in which people interact with and care for places **GE1-2**  communicates geographical information and uses geographical tools for inquiry **GE1-3** |
| Geographical concepts | Place, space, interconnection, scale |
| Connecting and engaging personally | Building the field – activate prior knowledge of Australian native plants and animals, name examples, especially local examples.  Shared reading – share the book with the students, enabling time for examination of the smaller details in the illustrations.  Making connections – text-to-text – texts about natural environments. Text-to-self – local birdlife, bushwalking experiences, time in nature. Text-to-world – advertisements for travel to scenic natural places, signage in national parks and bushland reserves. |
| Curriculum links | Science and technology – Living World  Creative arts – visual arts unit starters [Beat](https://schoolsequella.det.nsw.edu.au/file/b31f7434-99f7-46eb-8dfa-9feca892382c/1/vas1beatrndbushprg.docx) around the bush, [Precious animals](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/primary/stage-1-resources/waste-as-art) |
| Supporting texts | Little Bird’s Day by Sally Morgan and Johnny Warrkatja Malibirr. Magabala Books (2019)  Sam’s Bush Journey by Sally Morgan, Ezekial Kwaymullina and Bronwyn Bancroft. Hardie Grant Egmont (2011) |

### A Walk in the Bush – learning snapshots

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| Activity title | Learning activity description – Stage 1 |
| Local fieldwork | **What plants and animals can we observe?**  ‘Keep your eyes open. We might see some wildlife.’  Re-read the text and name the natural features represented in the illustrations. List them in a word bank or word wall. Students [turn and talk](https://www.theteachertoolkit.com/index.php/tool/turn-and-talk) to recall how Iggy and his grandfather prepared for their walk and the positive behaviours they used in the bushland.  Take the students outside into the school grounds, local bushland or park for a local fieldwork experience. Acknowledge the Traditional Owners and Custodians of the area. Invite Aboriginal community members to share local language and knowledge in the fieldwork. Enable slow and sensory observation of the area, spending time sitting still in several locations. Name plants and animals and photograph them for later reference. After the fieldwork students organise the photographs into collages of types of features, such as plants, animals. |
| Birds | **What birds can we see and hear?**  ‘Can you hear the kookaburra singing?’  Re-visit the illustrations in the text. Use the [Backyard birds finder](https://www.birdsinbackyards.net/finder) to identify the different birds shown. Activate prior knowledge on their habitats, diet and behaviours.  Take students outside into the school grounds, local bushland or park to look and listen for birds. Using the [Backyard birds of New South Wales identification chart](https://www.birdsinbackyards.net/Backyard-Birds-NSW), students identify the birds. Students tally sightings on a class chart then graph the results. |
| Features of gum trees | **What are the features of gum trees?**  ‘Don’t the trees smell wonderful?’  Re-read the pages illustrating and describing gum trees, trunks and leaves. Notice the variety of patterns and textures represented in the illustrations. How are animals using the trees?  Take the students outside into the school grounds, local bushland or park to closely observe and record the features of trees through:   * close observation of tree trunks looking scratch marks, trails * crayon rubbings of the textures of bark and fallen leaves * crushing and sniffing fallen leaves * sketching at eye-level, ant’s-eye view and bird’s-eye view. |
| Caring for nature | **How can we respect and care for nature?**  ‘Doesn’t it feel great to be out here.’  Re-visit the illustrations in the text, focusing on Iggy and his grandfather. Students [step inside](https://pz.harvard.edu/resources/step-inside) the text and in role as the grandfather they explain to Iggy how to be respectful and care for nature.  Using [think-pair-share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645#.X5EA5TYgFlE.link) students compose a three to five point code of behaviour for bushwalking or caring for nature. |

## The Curious Garden by Peter Brown

**Stage 1** – geography, personal and social capability, civics and citizenship

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| Element | Information and suggestions |
| The Curious Garden by Peter Brown. Little Brown and Company (2009) | **Synopsis**  Liam is a curious boy who likes to be outdoors exploring his drab city. He notices a dark stairwell and discovers some struggling plants growing along an unused railway track above the city. He nurtures them and together they explore and spread into all sorts of unexpected places. Armed with new knowledge after winter, Liam’s city is transformed through his actions and those of his community.  **English textual concepts**  Character  Point of view |
| Sustainability organising idea | **Futures**  Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments. |
| Syllabus topic and outcomes | **Features of places**  A student:  describes features of places and the connections people have with places **GE1-1**  identifies ways in which people interact with and care for places **GE1-2**  communicates geographical information and uses geographical tools for inquiry **GE1-3** |
| Geographical concepts | Place, space, interconnection, scale, (sustainability) |
| Connecting and engaging personally | Building the field – define ‘curious’ as ‘eager to learn’ and as ‘odd or unusual’. Which definition does the cover suggest?  Shared reading – share the book with the students, enabling time for examination of the illustrations.  Making connections – text-to-text – texts about place and environments. Text-to-self – school vegetable garden and natural spaces, own and family or friends’ gardens. Text-to-world – vertical gardens, community gardens. |
| Curriculum links | Science and technology – Living World  English – characterisation  Creative arts – visual arts unit starter [Beat around the bush](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/creative-arts/early-stage-1-to-stage-3/visual-arts#tabs-51) |
| Supporting text | Last Tree in the City by Peter Carnavas. New Frontier Publishing (2017) |

### The Curious Garden – learning snapshots

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| --- | --- |
| Activity title | Learning activity description – Stage 1 |
| Explore outside – features of playground | **What are the features of our school grounds?**  ‘… there was only one thing for a curious boy to do.’  Revisit the illustrations of Liam outside. What did he like doing? What are his character traits? Take the students outside to explore the school grounds. Enable slow sensory exploration through:   * sitting still and silently in a spot observing the surroundings * collecting and arranging loose leaves of various colours * scrunching and sniffing leaves, gently smelling flowers * sitting to listen to bird calls and other sounds * stepping barefoot on grass, rocks, sand.   Students record their observations using a [five senses chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.X26o6KuUSs8.link). |
| Features of places | **What are the features of and activities in outdoor gardens?**  ‘But the most surprising things … were the new gardeners.’  Examine the framed illustrations on the third last double-page spread. What is happening in each frame? How are people using the spaces? In which frame would you like to be? What would you hear, smell and see? How would the space make you feel?  On an enlarged copy of a favourite frame, students label the human and natural features and the imagined sounds and smells. Using [hot seating](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/569#.X26ovJDxg40.link) they question each other about what the space is like. |
| Dream garden | **How can places be organised?**  ‘… the entire city had blossomed.’  Provide copies of the first and last double page spreads in the text. Students use sticky notes to identify the changes that were made to the cityscape and then record them in a [Venn diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.X26pQ-Sh-M4.link). What have been the results of the community’s teamwork? How did Liam lead the change?  In groups, students design and create a model of their ‘dream garden’ using loose natural materials. Students provide verbal explanations of the features and uses of their garden by people and animals. |
| Take action | **How can we care for and improve our place?**  ‘Liam’s favourite was where it all began.’  View images of the [Highline](https://www.flickr.com/groups/friendsofthehighline/pool/) in New York City that inspired the writing of the text. Is there an area of your school grounds that could be improved through a planting project? Perhaps a native garden could be restored, or a vegetable bed planted. Photograph potential areas for improvement and plot on a site map.  Survey students from other classes on favourite places in the school grounds and their ideas for improvements. As a class, reach consensus on an area for improvement and develop an action plan. Record the project’s progress and share with other classes. |

## A Patch from Scratch by Megan Forward

**Stage 1** – geography, personal and social capability, civics and citizenship

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| --- | --- |
| Element | Information and suggestions |
| A Patch from Scratch by Megan Forward. Picture Puffin (2018) | **Synopsis**  Set in a suburban backyard, a family transforms their yard into a sustainable productive garden. The children help in the design, planning and construction of the chicken coop and garden beds. Constantly researching information and solving challenges, the family make their own compost, propagate seeds, care for seedlings and sustainably manage pests. They implement a closed loop approach to local food production – seed to seed for plant growth and returning organic waste into the garden for improved soils.  **English textual concepts**  Authority  Context |
| Sustainability organising idea | **Systems**  Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems. |
| Syllabus topic and outcomes | **Features of places**  A student:  describes features of places and the connections people have with places **GE1-1**  identifies ways in which people interact with and care for places **GE1-2**  communicates geographical information and uses geographical tools for inquiry **GE1-3** |
| Geographical concepts | Place, space, interconnection, scale, (sustainability) |
| Connecting and engaging personally | Building the field – activate prior knowledge on food gardens.  Shared reading – find a leafy spot outside in the school grounds to share the book with the students.  Making connections – text-to-text – nonfiction and fiction texts about vegetable gardening. Text-to-self – personal experiences of gardening, growing food and eating freshly-picked produce. Text-to-world – gardening shows on television, fresh produce in the supermarket. |
| Curriculum links | Science and technology – Living World  PDHPE – healthy, safe and active lifestyles |
| Supporting texts | Oliver’s Vegetables by Vivian French and Alison Bartlett. Hatchett (1995)  The Curious Garden by Peter Brown. Little Brown and Company (2009) |

### A Patch from Scratch – learning snapshots

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| --- | --- |
| Activity title | Learning activity description – Stage 1 |
| Mapping a space | **How can spaces within a place be organised?**  ‘… we would love to live more like people on a farm.’  Re-visit the illustrations of the transformation of the backyard. Using [think-pair-share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645#.X5EA5TYgFlE.link) students discuss – What were the yard’s original features? What features were added and why? How was the location of features chosen? What are the benefits of growing food at home?  Examine the map of the yard. On the ground outside, students use loose natural materials to recreate the map or create a 3D model of it. Students verbally explain the purpose of each feature in the yard. |
| Features of food gardens | **What are the features of our school gardens?**  ‘Dirt has its own smell.’  Recall the needs of plants outlined in the text. Take the students outside to examine the features of the school’s existing kitchen gardens or to consider suitable locations to establish a class food garden. Note the location of taps and tool storage and the position of sun and shade.  Examine the soil in the gardens using the senses of smell, touch and sight. Name the plants growing, enable guided tasting or ‘scrunch and sniffing’ of some edible leaves and herbs and discuss their uses. Observe evidence of invertebrates and other animals using the garden and ways of encouraging pollinators and managing unwanted species.  Whilst outside, students sketch a labelled map of the school’s vegetable garden or a map of a proposed garden. They use pictures or a legend to indicate the plants they would like to have growing. |
| Activities in gardens | **How does the garden make us feel?**  ‘… it’s like finding treasure.’  Revisit the illustrations in the text. How did the family members feel about their garden? What did they enjoy doing alone and together? How did the garden make them feel? How did they enjoy their harvest?  Take the students outside into the school’s vegetable garden or into a natural area of the school grounds. Students find their own spot in the garden and sit still and silently for about five minutes, looking around them, listening to sounds and reflecting on how it makes them feel. Students record their observations using a [five senses chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.X26o6KuUSs8.link) or [Y-chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.X4lDs19Y4sA.link). |
| Caring for gardens | **How can we care for our gardens?**  ‘If there’s a plant growing where you don’t want it to grow, it’s called a weed.’  Re-visit the text to recall how the family cared for their soil, plants and animals. How did the family manage unwanted plants and animals? Why did the family produce compost and how did they used it?  Students care for a garden at school by weeding and watering it, spreading mulch or digging compost into a new garden bed. |

## Rain Fish by Lois Ehlert

**Stage 1** – geography, personal and social capability, civics and citizenship

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| Element | Information and suggestions |
| Rain fish by Lois Ehlert. Simon and Schuster (2016) | **Synopsis**  This text focuses on litter and waste. It’s raining, puddles are forming, it’s hitting the concrete and the ‘rain fish’ start dancing and moving. The ‘rain fish’ (the litter and debris on the ground) are taken by the stormwater into the puddles, down the streets and gutters and eventually into the rivers and ocean.  **English textual concepts**  Representation  Theme |
| Sustainability organising idea | **World views**  World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability. |
| Syllabus topic and outcomes | **Features of places and People and places**  A student:  describes features of places and the connections people have with places **GE1-1**  communicates geographical information and uses geographical tools for inquiry **GE1-3** |
| Geographical concepts | Place, space, environment, interconnection |
| Connecting and engaging personally | Building the field – activate prior knowledge of changes to the ground when it rains and where rainwater goes. Define ‘debris’ and ‘discards’.  Shared reading – examine the media used on the illustration on the cover. Make predictions on the text then share the book with the students.  Making connections – text-to-text – texts on rain, storms and waste. Text-to-self – experiences of being outside in rain events, seeing litter in places such as the beach, creeks, school playground. Text-to-world – signage on stormwater drains and labelling on rubbish bins. |
| Curriculum links | Science and technology – Earth and space – Earth’s resources  English – verbs  Creative arts – visual arts unit [Precious resources](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/primary/stage-1-resources/waste-as-art) |
| Supporting texts | Big Fella Rain by Fern Martins and Beryl Webber. Magabala (2017)  Big Rain Coming by Katrina Germein and Bronwyn Bancroft. Puffin Books (2002) |

### Rain Fish – learning snapshots

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| Activity title | Learning activity description – Stage 1 |
| Rain | **How does rain affect places and spaces?**  ‘When blue sky turns grey and it rains all day …’  Re-read the first two double-page spreads in the text. What changes from rain are described? Using [turn and talk](https://www.theteachertoolkit.com/index.php/tool/turn-and-talk) students recall the last time it rained, where they were, how it changed the place and what impact it had on their planned activities. Students generate a [concept map](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/577#.X4fOZaV2H8I.link) that expresses the features of rain and the changes it brings to a place. |
| Litter and debris | **What is litter and debris?**  ‘They hide in debris until rain sets them free.’  Examine the illustrations in the text and identify the various items used to create the fish. Define the terms ‘debris’, ‘discard’ and ‘litter’ using examples from the text. Students use [think-pair-share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645#.X5EA5TYgFlE.link) to infer how these items ended up on the ground.  Take the students outside to do a litter survey of the infants’ area of the school grounds. Students use grabbers or tongs and buckets to collect the litter from the ground. Sort the litter into categories such as paper and cardboard, plastics, metal and ‘other’. Students make inferences on the sources of the litter.  Using clean discarded materials such as milk lids, chip packets, foil, paper and cardboard, students make their own ‘rain fish’ collage. |
| Stormwater | **Where does stormwater go?**  ‘They gather in gutters then swish on down the street.’  Go outside into the school grounds to observe features that manage rainwater such as gutters, tanks, open and grated drains. Students pour water from water bottles onto the ground to replicate rain. They observe the action of the water. What happens to small debris on the ground? Where does the debris and water end up?  Students locate the school and waterways on a Google map. They trace the closest waterway from their suburb or town to its mouth. Students annotate a screenshot of the map with arrows to show the inferred journey of a piece of litter from their school grounds to and along the waterway to the sea. |
| Take action | **How can we reduce litter in waterways?**  ‘If I had a fish tail, I’d swim to warm seas.’  Re-read the last four double-page spreads in the text. What is the author’s implied meaning in the choice of words – ‘sailors’, ‘catch them’, ‘swim away’ when viewed with the illustrations? What happens to debris washed into the sea?  Drawing on knowledge gained, students create posters for display at school that encourage reducing litter in the school grounds. |

## The Great Paper Caper by Oliver Jeffers

**Stage 2** – geography, personal and social capability, civics and citizenship

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| Element | Information and suggestions |
| The Great Paper Caper by Oliver Jeffers. Harper Collins (2008) | **Synopsis**  This text focuses on resource use. Trees in the forest are mysteriously disappearing. Finally, after much covert surveillance, the culprit is found – a paper plane enthusiast who is making paper from the trees. The culprit had just wanted to win but not cause harm, so he replaces the trees he took with new ones.  **English textual concepts**  Character  Narrative  Theme |
| Sustainability organising idea | **Systems**  Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems. |
| Syllabus topic and outcomes | **The Earth’s environment**  A student:  describes the ways people, places and environments interact **GE2-2**  examines differing perceptions about the management of places and environments **GE2-4**  acquires and communicates geographical information using geographical tools for inquiry **GE2-5** |
| Geographical concepts | Place, space, environment, interconnection |
| Connecting and engaging personally | Building the field – activate prior knowledge on paper as a resource – source and production process. Define ‘caper’ and predict the text from the cover.  Shared reading –reactions to the illustrations, characters and narrative.  Making connections – text-to-text – texts about how animals and people use environments. Text-to-self – animal use of plants in school grounds, paper aeroplane experiences. Text-to-world – deforestation, local habitat restoration projects. |
| Curriculum links | Science and technology – Living World  English – characterisation  Creative arts – visual arts unit [Precious resources](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/primary/stage-2-resources/waste-as-art) |
| Supporting text | The Tomorrow Book by Jackie French and Sue de Gennaro. Harper Collins (2008) |

### The Great Paper Caper – learning snapshots

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| Activity title | Learning activity description – Stage 2 |
| Significance of trees | **How are our grounds being used by animals and people?**  ‘There was a time in the forest…’  Examine the first double-page spread in text. What is the implied meaning of these pages? How is a forest used by animals and people?  Go outside to observe how natural areas of the grounds are used by animals and people. Record observations using:   * animal evidence chart – evidence, inferred animal, tally * photographs and field sketches * symbols on a site map of the school.   Organise and analyse the data to draw conclusions. Annotate a photograph of one area describing uses by people and animals. |
| Sustainable paper production | **How is paper produced? Can it be produced sustainably?**  ‘They had found their culprit.’  View the illustration of the paper making machine. Activate prior knowledge on paper manufacture. Students generate [KWLH](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562#.X26u61Lvyt0.link) charts.  Students use videos and other sites to research the steps in paper production from harvesting trees to producing paper products ready for sale. Students use a [storyboard](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/559#.X26wa6YhLAE.link) to sequence the steps of production from tree to pulp to paper. Working collaboratively, students use [think-puzzle-explore](https://pz.harvard.edu/resources/think-puzzle-explore) to explore ways in which timber as a resource can be managed sustainably. Students could make recycled paper from torn used copy paper pulped in a blender and strained onto mesh frames. |
| Paper audit | **How are we using paper and where does it end up?**  ‘…and he had run out of paper, and he had no one to ask’  Undertake a paper survey to investigate the consumption and end-of-life of paper products used at school. Identify:   * the variety of paper products used by the class on a daily basis * the quantity of copy paper used in class over a week * what happens to copy paper after it used. |
| Manage paper use sustainably | **How can we sustainably manage paper usage at school?**  ‘… they had an idea.’  View the final double-page spread in the text. What are the sustainability messages? Where would the used paper planes have ended up if they had not been collected? What was the result of working together and re-using the waste paper?  Examine the [Paper recycling road map](https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-across-the-curriculum/sustainability/teaching-and-learning/waste) and discuss the sustainability considerations. In the diagram how is the ‘paper loop’ closed?  Brainstorm behaviours and actions that could ‘close the paper loop’ at school. Following the [sustainability action process](https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-across-the-curriculum/sustainability/sustainability-action-process), students propose strategies to reduce paper use and increase paper recycling. |

## One Tree by Christopher Cheng and Bruce Whatley

**Stage 2** – geography, personal and social capability, civics and citizenship

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| Element | Information and suggestions |
| One Tree by Christopher Cheng and Bruce Whatley. Puffin Books, 2019. | **Synopsis**  Grandfather’s farm was on a mountain and marked by the tallest tree. Now living in an apartment, Grandfather teaches his grandson how to care for a seedling found in the pavement. He adds more plants onto the balcony until it resembles a small forest which small birds visit. Other people in the apartment copy Grandfather’s actions in growing plants on their balconies.  **English textual concepts**  Theme |
| Sustainability organising idea | **Futures**  Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments. |
| Syllabus topic and outcomes | **Places are similar and different**  A student:  describes the ways people, places and environments interact **GE2-2**  acquires and communicates geographical information using geographical tools for inquiry **GE2-4** |
| Geographical concepts | Place, space, environment, interconnection, sustainability |
| Connecting and engaging personally | Building the field – view the opened front and back covers and make predictions about the location, setting and context of the book.  Shared reading – share the book with the students, reminding students of word meanings.  Making connections – text-to-text – texts about growing plants, greening spaces, local history stories. Text-to-self – family stories, visiting grandparents. Text-to-world – media about urban development, vertical, balcony and rooftop gardens, contributions of community groups. |
| Curriculum links | History – Community and Remembrance  Science and technology – Living World |
| Supporting texts | Florette by Anna Walker. Penguin Books Australia (2017)  Last Tree in the City by Peter Carnavas. New Frontier Publishing (2017) |

### One Tree – learning snapshots

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| Activity title | Learning activity description – Stage 2 |
| Perceptions about places | **How do people express feelings about places?**  ‘Grandfather loved his land.’  Re-read the first three double pages of the text. Name the natural and human features of the landscape and village. Students use [What makes you say that?](https://pz.harvard.edu/resources/what-makes-you-say-that) to locate evidence in the words and illustrations that support the statement ‘Grandfather loved his land’.  If Grandfather had his grandson visit, what would he show him and say? Students role play virtual walks through Grandfather’s homeland. |
| Similarities and differences | **What is city life like? How do people feel?**  ‘A busy, noisy, crowded city… the air is hard to breathe.’  Re-read the pages that describe life in the city. Make comparisons to the pages describing rural life. What language forms and features does the author use to express city life? What visual techniques are used in the illustrations to convey perceptions of city life?  Students [step inside](https://pz.harvard.edu/resources/step-inside) the story and re-write pages 8 and 10 in first person voice as Grandfather. Students express his perceptions of city life including the apartment, cityscape, market and people. |
| Protection of places | **How do feelings influence protection of places?**  ‘That night, I hear Grandfather talking to my tree.’  Compare the illustration of grandfather at the dinner table in the apartment with the illustration of him on the balcony amongst the plants. Using [think-pair-share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645#.X5EA5TYgFlE.link) students discuss the following questions – How does the illustrator express Grandfather’s feelings in both settings? How do Grandfather’s behaviours change? What has he taught his grandson? How has their relationship changed?  Students use a [storyboard](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/559#.X4jPqw8toA4.link) to sketch the sequence of actions and behaviours that grew a single seedling to a balcony ‘forest’. They add words, sentences or direct speech to express the interactions, teachings and feelings of the boy and his grandfather. |
| Protecting places | **How do people influence each other in caring for places?**  ‘So, Grandfather tells her the story of my little tree … that afternoon, she plants a tree on her balcony.’  Re-visit the last five double pages of the text – from the market square illustration with the ‘mountain of buildings’. What influenced Mrs Choy to put a plant on her balcony? What influenced the other people? How do they feel about their plants? How do you know?  Students [brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542#.X4jn9d0KdLM.link) ideas for improving or protecting the environment at school. Ideas may include installing vertical or potted gardens, planting a garden or creating a natural space in the grounds.  Guided by the [sustainability action process](https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-across-the-curriculum/sustainability/sustainability-action-process), students propose strategies to improve amenity and biodiversity of their learning space or grounds. |

## Seagull by Danny Snell

**Stage 2** – geography, personal and social capability, civics and citizenship

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| Element | Information and suggestions |
| Seagull by Danny Snell. Working Title Press (2015) | **Synopsis**  This focus of this text is litter and marine debris. Seagull’s leg gets tangled in a piece of discarded fishing line. She loves to fly but is now grounded and seeks the help of her seaside friends who each ‘loosen it a little’. As Seagull moves along the beach, the line gets tangled in other debris littering the sand. When Seagull settles onto the sand for the night a young boy gently approaches and finishes untangling the line to set her free.  **English textual concepts**  Context  Theme |
| Sustainability organising idea | **Futures**  Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments. |
| Syllabus topic and outcomes | **The Earth’s environment**  A student:  examines differing perceptions about the management of places and environments **GE2-3**  acquires and communicates geographical information using geographical tools for inquiry **GE2-4** |
| Geographical concepts | Place, space, environment, interconnection, scale, sustainability |
| Connecting and engaging personally | Building the field – define ‘marine debris’ and activate prior knowledge on its impacts on seashore and marine life.  Shared reading – share the book with the students.  Making connections – text-to-text – texts about coastal environments and marine life. Text-to-self – personal experiences of visits to the coast and beach, beach combing, litter clean-ups. Text-to-world – media and campaigns on reducing and managing marine debris. |
| Curriculum links | Science and technology – Living world  Creative arts – visual arts unit [Precious resources](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/primary/stage-2-resources/waste-as-art) |
| Supporting texts | Rain Fish by Lois Ehlert. Simon and Schuster (2016)  The Hidden Forest by Jeannie Baker. Walker Books (2005) |

### Seagull – learning snapshots

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| Activity title | Learning activity description – Stage 2 |
| Coastal environments | **What are the features of coastal environments?**  ‘… the rolling dunes and the long white sandy beach.’  Revisit the illustrations. Students use [think-puzzle-explore](https://pz.harvard.edu/resources/think-puzzle-explore) to name the physical features of a coastal environment and the ways animals and people use the environment.  Using satellite view in Google maps, students locate their nearest coastal environment, looking for an area similar to the last double page spread in the text. They collect images of the features of the coastal environment and research answers to their ‘puzzle’ and ‘explore’ questions. They create an annotated photo collage of the features and interconnections in their nearest coastal environment. |
| Marine debris | **What are the impacts of litter and marine debris?**  ‘… she was caught in a tangle of fishing line.’  Examine the illustrations of litter in the text. List the items. How does the author/illustrator make the litter standout? What is his intent? Read about his techniques in the [Seagull teacher notes](http://workingtitlepress.com.au/teachers_notes.html). Using [turn and talk](https://www.theteachertoolkit.com/index.php/tool/turn-and-talk) students infer how the litter ended up on the beach.  View the Behind the News video [Ocean rubbish](https://www.abc.net.au/btn/classroom/ocean-rubbish/10525896?jwsource=cl) (3:50min) and YouTube video [The Global Ghost Gear Initiative for safer, cleaner oceans](https://youtu.be/cio7kSWK44Q) (3:26min). Students use a simple [storyboard](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/559#.X4eqALOD96s.link) to create a flowchart of the journey of a piece of plastic litter or fishing gear from use on land to ending up in the seashore or ocean, including its impact. |
| Environmental protection | **What is being done to manage marine debris?**  ‘But he could only loosen it a little’.  Re-read the text, focusing on how the seagull became untangled. What is the author’s intended meaning of having each animal loosen the tangled line ‘a little’ as opposed to one person or animal? Why do people need to work together to manage marine debris?  Using a [concept map](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/577#.X5Iv7YjbGx0.link) students outline the actions and impacts of campaigns of either [Take 3 for the sea](https://www.take3.org/), [Tangaroa Blue](https://www.tangaroablue.org/) or [Sea Shepherd marine debris campaign](https://www.seashepherd.org.au/our-campaigns/marine-debris-campaign/). |
| Local action | **What can we do to reduce marine debris?**  ‘She spread her wings and lifted lightly off the ground.’  Re-visit the words in the text. Notice the choice of verbs and adjectives that describe the impacts of Seagull’s entanglement and freedom – ‘heavy weight’, ‘sighed’, ‘sank’ versus ‘whispered’, ‘wide’, ‘lightly’. What is their effect on the reader? How do they build empathy?  Drawing on their knowledge and understandings, students use [collecting opinions](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/638?clearCache=7306f6bb-767b-2b8e-f4fb-18b47f35d091#.X5I81YyRkMo.link) to propose and promote local strategies that will reduce marine debris such as increasing recyclable packaging in the school canteen, promoting waste-free lunches or reducing playground litter. They create short persuasive texts to promote their campaign. |

## Queen Celine by Matt Shanks

**Stage 3** – geography, sustainability, intercultural understanding, difference and diversity

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| Element | Information and suggestions |
| Queen Celine by Matt Shanks. Walker Books (2019) | **Synopsis**  Queen Celine is a young girl who finds her ideal ‘kingdom’ at the beach. A rock pool filled with clear water and diverse marine life, she builds walls to protect it. Instead of protection, however, her actions lead to the demise of life in the rock pool. When she realises her errors, she dismantles her fortress and declares that for a place to stay perfect it is best left ‘just the way it always was’.  **English textual concepts**  Character  Narrative |
| Sustainability organising idea | **Futures**  Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments. |
| Syllabus topic and outcomes | **Factors that shape places**  A student:  explains interactions and connections between people, places and environments **GE3-2**  compares and contrasts influences on the management of places and environments **GE3-3**  acquires, processes and communicates geographical information using geographical tools for inquiry **GE3-4** |
| Geographical concepts | Place, space, environment, interconnection, sustainability, change |
| Connecting and engaging personally | Building the field – recall natural features of beaches such as rock platforms, sand, waves and tidal action.  Shared reading – share the cover to make predictions then share the text with the students.  Making connections – text-to-text – texts about human changes to environments. Text-to-self – experiences in exploring rock pools, creeks and nature. Text-to-world – media about environmental management, habitat loss and protection. |
| Curriculum links | Science and technology – Living World |
| Supporting texts | One Small Island by Alison Lester and Coral Tulloch. Penguin Australia (2011)  Cat on the Island by Gary Crew and Gillian Warden. Harper Collins (2008) |

### Queen Celine – learning snapshots

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| Activity title | Learning activity description – Stage 3 |
| Interconnections | **What are the interconnections on a coastal rock platform?**  ‘From deep below, the seagrass weaved and waved hello.’  Revisit the second and third double-page spreads in the text. Identify the natural characteristics of the coast and how people are interacting with them. Define the term ‘intertidal zone’ and outline its unique features. How are people interacting with the intertidal zone? What species live there and rely on the tides?  Students list or label the plants and animals shown in the underwater illustration of the rock pool, referring to an identification guide such as [Rockpool creatures of the Illawarra](https://www.shellharbour.nsw.gov.au/environment/wildlife). They use arrows and annotations to show interconnections in the rock pool environment. |
| Human impacts | **How do people change the natural environment?**  **‘… she built a fortress to protect it.’**  Revisit the illustrations of the fortress Celine built to protect her ‘kingdom’. What was she trying to achieve? What was the outcome? Compare the ‘before’ and ‘after’ underwater illustrations of the rock pool. In Celine’s quest for keeping everything the same, what changed?  Students [brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542#.X5IQ54OkFzI.link) situations in which built structures or management decisions have detrimental environmental impacts such as dam walls, motorways, fences, building developments and introduced species such as bitou bush and cane toads. Name local examples. Students use a [cause and effect chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.XzX2YYTb7A8.link) to express the impacts on plants and animals. Students select one example and create a cartoon style ‘before’ and ‘after’ illustration to represent the impacts on species. |
| Management | **How do people manage natural environments?**  ‘The floods filled her kingdom with new and loyal subjects.’  Re-read the pages in which Celine finally starts to notice the impacts of her actions and admits to making a ‘royal mistake’. Celine learnt that she needed to enable the tide to flow in and out of the rock pool to bring in clean seawater and marine life.  Students outline a local or regional example of an environmental management strategy that enables movement of species on land and water such a vegetation corridor, wildlife bridge or crossing or fish way. |
| Behaviours and actions | **How can our behaviours and actions protect environments?**  **‘This perfect kingdom would stay perfect forever.’**  Celine learnt to leave her kingdom ‘just the way it always was’. Students use [think-pair-share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645#.X5EA5TYgFlE.link) to discuss local applications of this philosophy, such as not taking anything from national parks, not feeding native wildlife, not picking bush flowers and not littering.  Take the students outside to undertake a [habitat assessment](https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-across-the-curriculum/sustainability/teaching-and-learning/biodiversity/habitat-assessment-of-school-grounds) of the school grounds. Students propose and take action to sustainably manage a local habitat based on sound research and expert advice. |

## Where the Forest Meets the Sea by Jeannie Baker

**Stage 3** – geography, sustainability, intercultural understanding, difference and diversity

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| Element | Information and suggestions |
| Where the Forest Meets the Sea by Jeannie Baker. Walker Books (1987) | **Synopsis**  A father and son visit a dense tropical rainforest on the shore of a bay in North Queensland, Australia. The boy explores the rainforest, wondering about its history, its growth and its Traditional Owners and Custodians. He sits still and listens and marvels at its features. Back on the shore with his father the boy wonders about threats to the forest.  **English textual concepts**  Point of view  Theme |
| Sustainability organising idea | **Futures**  Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments. |
| Syllabus topic and outcomes | **Factors that shape places**  A student:  explains interactions and connections between people, places and environments **GE3-2**  compares and contrasts influences on the management of places and environments **GE3-3**  acquires, processes and communicates geographical information using geographical tools for inquiry **GE3-4** |
| Geographical concepts | Place, space, environment, interconnection, scale, sustainability, change |
| Connecting and engaging personally | Building the field – activate prior knowledge on the location and features of wet tropical rainforest in Australia. Locate Daintree National Park.  Shared reading – share the book with the students.  Making connections – text-to-text – texts about natural environments. Text-to-self – experiences in rainforests. Text-to-world – media about environmental management, habitat loss and protection. |
| Curriculum links | Science and technology – living world  Creative arts – visual arts unit starters [Evoking](https://schoolsequella.det.nsw.edu.au/file/394db05e-742f-4910-abfd-2c367f532fd3/1/vas3evokenvironprg.docx) the environment, [Precious plants and animals](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/primary/stage-3-resources/waste-as-art) |
| Supporting text | The Hidden Forest by Jeannie Baker. Walker Books (2000)  The Duck and the Darklings by Glenda Millard and Stephen Michael King. Allen and Unwin Children (2014) |

### Where the Forest Meets the Sea – learning snapshots

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| Activity title | Learning activity description – Stage 3 |
| Features and interconnections | **What are the geographical characteristics of the rainforest?**  ‘Cockatoos rise from the forest in a squawking cloud.’  Re-read the text and name the natural characteristics and interconnections described through the boy’s words and illustrations. What does the boy wonder about as he explores the rainforest? Students use a [see-think-wonder](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/638?clearCache=19af8ea8-5571-9aef-d960-986a6fc6ddad#.X53NqmqSjAY.link) template as they examine the text.  Daintree National Park is now protected in the Wet Tropics World Heritage Area (WTWHA) proclaimed in 1988. Students read the pages [Daintree National Park – nature, culture, history](https://parks.des.qld.gov.au/parks/daintree-cape-tribulation/about/culture) (Queensland Government) and [Community use and enjoyment](https://www.wettropics.gov.au/community-use-and-enjoyment) (Wet Tropics Management Authority). They generate a [concept map](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/577#.XxwHqaar3XA.link) to show interconnections in the rainforest among the plants and animals and between people and the environment, including the Eastern Kuku Yalanji Aboriginal Peoples. |
| Changes | **How do people change the natural environment?**  ‘My father says we’ll come back one day.’  Examine and compare the first and last double-page spreads in the text. What potential changes are represented in the illustration? What are the potential threats to the natural characteristics?  Students use the sources [Daintree National Park – nature, culture, history](https://parks.des.qld.gov.au/parks/daintree-cape-tribulation/about/culture) (Queensland Government) and [A changing environment](https://www.wettropics.gov.au/other-threats-to-the-wha) (Wet Tropics Management Authority) to identify past, current and future threats to wet tropical rainforest. Students use a [cause and effect chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.XzX2YYTb7A8.link) to express the causes and effects of human changes to the area. |
| Management challenges | **How do people manage natural environments?**  ‘But will the forest still be here when we come back?’  Re-visit the illustrations in the text. What is the author/illustrator’s point of view? What techniques does she use to express her point of view?  Despite its management as a world heritage area, human processes continue to threaten the Daintree rainforest. A current issue is a proposal to build a bridge over the Daintree River. As a case study, students investigate a current management or development issue in the Wet Tropic World Heritage Area (WTWHA). They follow the steps in the geographical inquiry process to answer a question such as What is the impact on the world heritage area of the planned Daintree River bridge?  Students create a two-minute documentary, providing a balance of views that discusses the positive and negative outcomes of the issue. Based on evidence in their research, they form conclusions, express their point of view and propose sustainable solutions to the issue. |

## Cloth from Clouds by Michael Catchpool and Alison Jay

**Stage 4** – geography, personal and social capability, civics and citizenship

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| Element | Information and suggestions |
| Cloth from Clouds by Michael Catchpool and Alison Jay. Gullane Children’s Books (2012) | **Synopsis**  A young boy spins and weaves thread from clouds, spinning only what he needs. The greedy king orders the boy to make many royal cloaks and dresses. Despite advising against it, the boy follows the king’s orders and spins until no clouds remain and the land is plunged into drought. The young princess realises the impacts of her father’s greed, returning the clothes to the boy to restore the clouds.  **English textual concepts**  Character  Narrative |
| Sustainability organising idea | **World views**  World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice, are essential for achieving sustainability. |
| Syllabus topic and outcomes | **Water in the world**  A student:  explains how interactions and connections between people, places and environments result in change **GE4-3**  discusses management of places and environments for their sustainability **GE4-5**  communicates geographical information using a variety of strategies **GE4-8** |
| Geographical concepts | Place, environment, interconnection, scale, sustainability, change |
| Connecting and engaging personally | Building the field – activate prior knowledge on the water cycle.  Shared reading – share the text with the students.  Making connections – text-to-text – texts about resource use. Text-to-self – personal experiences of drought. Text-to-world – media on water rights in agricultural industries such as cotton production, water scarcity.  Note – the text is intended to act as a springboard into water scarcity and sustainable management. |
| Curriculum links | Science – Earth and space |
| Supporting text | A Thirst for Home – a story of water across the world by Christine Leronimo and Eric Velasquez. Bloomsbury Publishing USA (2014) |

### Cloth from Clouds – learning snapshots

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| Activity title | Learning activity description – Stage 4 |
| Water cycle | **What is the water cycle?**  ‘As the clouds passed **… gold in the morning … white in the afternoon and crimson in the evening.’**  Compare the double-page illustrations of the landscape in its various states of lush to ‘thirsty’ to being rained on. Notice how the illustrator represents the state of the land, for instance, smiling and sad hills. Activate prior knowledge on the water cycle. What are clouds and how are they formed?  On a copy of the illustration of the rain on the landscape, students add arrows, labels and annotations to represent the water cycle. |
| Water as a resource | **How do human processes influence water availability?**  **‘It would not be wise to have so many … Your majesty does not need them.’**  The boy in the text is described as ‘wise’. What actions and words demonstrate this? What did the boy know that the king didn’t? Is water a renewable resource? Students use [think-pair-share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645#.X5EA5TYgFlE.link) to recall the effects of a cloudless sky on the people and place.  Students research and outline an example of human water use that depletes its availability to environments and people. Uses could include agriculture, mining, commerce, industry and recreation. They use a [cause and effect chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.XzX2YYTb7A8.link) to summarise their information. |
| Water scarcity | **What is the nature of water scarcity in the world?**  **‘our animals are thirsty and our crops are all dying.’**  The United Nations (UN) recognises water scarcity as a global crisis. Using sources such as [Water scarcity](https://www.unwater.org/water-facts/scarcity/) (United Nations) and [Water scarcity and the importance of water](https://thewaterproject.org/water-scarcity/) (The Water Project) students record key information using a [concept map](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/577#.X5pT7zXGbNM.link) or [cause and effect chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.XzX2YYTb7A8.link).  For one country, students create an infographic that communicates:   * the water issues or challenges * government and non-government strategies that work towards overcoming the issues * effects of management strategies on people and places. |
| Sustainable water management | **How can water resources be sustainably managed?**  **‘Enough is enough and not one stitch more.’**  In the text the king shouts that he can do nothing about the shortage of rain but the princess doesn’t support excess resource use and quietly takes effective individual action. What actions could be taken at school that reduces or more efficiently manages water use?  Follow the steps in the [Water use and efficiency resource](https://sites.google.com/education.nsw.gov.au/water-use-and-efficiency-sap/home), assessing the current situation through a school water audit. Propose and implement strategies that improve water use and efficiency at school. |

## House held up by Trees by Ted Kooser and Jon Klasson

**Stage 4** – geography, personal and social capability, civics and citizenship

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| Element | Information and suggestions |
| House held up by Trees by Ted Kooser and Jon Klasson. Walker Books (2012) | **Synopsis**  On a cleared piece of land, surrounded by thick forest, stands a new house. Whilst the children enjoy playing in the surrounding forest, the father likes the lawn to look perfect, mowing the grass and any tree sprouts that self-seed. When the children, then the father, move away the house is left vacant and the forest creeps back and reclaims the house.  **English textual concepts**  Code and convention  Representation |
| Sustainability organising idea | **Systems**  The biosphere is a dynamic system providing conditions that sustain life on Earth. |
| Syllabus topic and outcomes | **Landscapes and landforms**  A student:  describes processes and influences that form and transform places and environments **GE4-2**  discusses management of places and environments for their sustainability **GE4-5**  communicates geographical information using a variety of strategies **GE4-8** |
| Geographical concepts | Place, space, environment, interconnection, scale, sustainability, change |
| Connecting and engaging personally | Building the field – activate prior knowledge on causes and effects of land clearing.  Shared reading – examine the cover image for students to make predictions about the text then share the text with the students.  Making connections – text-to-text – texts about forested landscapes. Text-to-self – personal experiences of changed landscapes and environments. Text-to-world – media on impacts of land clearing. |
| Curriculum links | Science and technology – Living world  Creative arts – visual arts lesson sequences [Compositions with landscapes](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/creative-arts/stages-4-and-5/visual-arts) |
| Supporting text | The Last Tree by Mark Wilson. Lothian Books (2007) |

### House held up by Trees – learning snapshots

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| Activity title | Learning activity description – Stage 4 |
| Changing landscapes | **How do people change landscapes?**  **‘There had been trees there once, but all of them had been cut down …’**  Re-visit the words and illustrations in the text that describe the forest. What would you see, hear, smell and feel if you were in the forest? Recall the ways the father kept the land clear. Why did he feel the need to control his environment? What might the children have preferred? Students use [What makes you say that?](https://pz.harvard.edu/resources/what-makes-you-say-that) to find words and images to justify their inferences about the father’s and children’s feelings. Use the drama strategy [conscience alley](https://dramaresource.com/conscience-alley/) to explore the perceptions of the father and children.  If one of the grown children had moved back into the house, how might they have managed the block? Students create a sketch map of the house and neighbouring lots. They include a landscape plan for the house lot that increases biodiversity and connects the forested areas. |
| Regeneration | **How can degraded landscapes be restored and regenerated?**  **‘Here and there on the lawn, little trees were sprouting’**  Re-visit the images of the air-born seeds in the illustrations of the text. What meaning do they represent? How do they contrast with the representation of the father? Re-visit the pages showing where the seeds successfully sprouted and grew into trees. Students use [think-pair-share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645#.X5EA5TYgFlE.link) to discuss the main message of the text.  ‘In spring, the little seed began to grow’  Share the supporting text The Last Tree by Mark Wilson which provides an Australian context. Compare the visual representations in both texts and their effectiveness in communicating the texts’ key messages.  In [jigsaw](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/546#.X5tKdipiSic.link) groupings students research and share with the group Australian examples of the restoration and regeneration of landscapes, such as sand dune and creek bank stabilisation, mining rehabilitation, planting vegetation corridors, biodiversity restoration on grazing land. |
| Protection | **How can landscapes be sustainably managed and protected?**  **‘A house held together by the strength of the trees’**  Both texts use words and images to represent the power of nature in regenerating itself but also the power of humans to destroy it.  Students examine a satellite image of the school and surrounding areas looking for vegetation corridors linking remnant vegetation. Take the students into the school grounds or local area to undertake a [biodiversity audit](https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-across-the-curriculum/sustainability/teaching-and-learning/biodiversity). Guided by the [sustainability action process](https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-across-the-curriculum/sustainability/sustainability-action-process), students propose strategies to connect, restore or enhance the biodiversity of their environment. |

## Sparrow Girl by Sara Pennypacker and Yoko Tanaka

**Stage 5** – geography, personal and social capability, civics and citizenship

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| Element | Information and suggestions |
| Sparrow Girl by Sara Pennypacker and Yoko Tanaka. Hyperion Books (2009) | **Synopsis**  Set in communist China, war is declared on sparrows as they are considered a grain-eating pest. All villagers participate in exhausting the sparrows to death. Young Ming-Li worries for China’s other bird species and doesn’t want to participate in the campaign. She secretly rescues seven sparrows. As the impacts of the decimated sparrow population on crops and orchards are realised, Ming-Li confesses her secret. Her father calling her ‘a true farmer’ rewards her wisdom.  **English textual concepts**  Characterisation  Theme |
| Sustainability organising idea | **Systems**  All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival. |
| Syllabus topic and outcomes | **Sustainable biomes**  A student:  explains the diverse features and characteristics of a range of places and environments **GE5-1**  analyses the effect of interactions and connections between people, places and environments **GE5-3**  communicates geographical information to a range of audiences using a variety of strategies **GE5-8** |
| Geographical concepts | Place, environment, interconnection, scale, sustainability, change |
| Connecting and engaging personally | Building the field – activate prior knowledge on cropping pests.  Shared reading – share the book with the students. Note that the text is based in fact and that extermination resulted in famine and a huge death toll. Relate to personal experiences or recent global events.  Making connections – text to text – texts about environmental sustainability. Text to self – personal action, campaigns and rescues. Text to world – media about environmental threats, issues and action. |
| Curriculum links | English – narrative, characterisation, literary devices  Science – living world |
| Supporting text | [The Great Sparrow Campaign Documentary](https://youtu.be/ehqmmIef6_w) by CWN Environment |

### Sparrow Girl – learning snapshots

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| Activity title | Learning activity description – Stage 5 |
| Upsetting the balance | **Why do humans alter the characteristics of biomes?**  ‘Sparrows are our enemies. They eat too much grain.’  Share and discuss the text. Students use the sources [The Great Sparrow Campaign Documentary](https://youtu.be/ehqmmIef6_w) by CWN Environment (3:21–4:21) and [Exterminating sparrows – a lesson from history](https://birdingbeijing.com/2015/07/09/exterminating-sparrows-a-lesson-from-history/) by Birding Beijing. Students use a [cause and effect chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.XzX2YYTb7A8.link) that represents the reasons for the campaign and its effects on Chinese grain production and people.  Students use the source [Cane toads](https://www.environment.gov.au/biodiversity/invasive-species/publications/factsheet-cane-toad-bufo-marinus) (Australian Government) to compare the Great Sparrow Campaign with the introduction of cane toads to Queensland, Australia, in 1935 to control destructive beetles in sugarcane crops. What are the environmental impacts of the introduction of the cane toad? What is being done? |
| Palm oil case study | **What are the environmental impacts of palm oil production in Indonesia?**  ‘They’re like teardrops. The sky is crying birds.’  In Sparrow Girl, Ming-Li took action resulting in positive results. View a video about palm oil production such as [Protect paradise – an animation about palm oil](https://youtu.be/0o6WHN4NDTk) (Greenpeace International, 2:47min). What are the environmental impacts of palm oil production? What is the audience and purpose of the video? Is it reliable and unbiased?  Students use the interactive [Eyes on the forest map](http://maps.eyesontheforest.or.id/), and other sources, to analyse the environmental impacts of palm oil production in Indonesia. Students use [circle of viewpoints](https://pz.harvard.edu/resources/circle-of-viewpoints) to explore the different views and perspectives on palm oil production.  Students compose a persuasive text on the environmental impacts of palm oil production and actions that can be taken by individuals, industry, government and non-government agencies. |
| Sustainable food production in Australia | **What sustainability strategies minimise impacts in Australia?**  **‘She could feel the bird’s tiny heart beating against her own.’**  In the text, Ming-Li demonstrated her understanding of ecosystems by rescuing and nurturing seven sparrows. Her father called her a ‘true farmer’. Who are the ‘true farmers’ in Australia? How are they minimising environmental impacts?  View the video, [It’s time we stopped treating soil like dirt](https://www.theguardian.com/environment/video/2019/jul/11/its-time-we-stopped-treating-soil-like-dirt-video) (The Guardian 7:52min). Students use [headlines](https://pz.harvard.edu/resources/headlines) to summarise the key points.  Undertake fieldwork at a sustainably managed local farm, community garden or virtual fieldwork using a case study from [Regenerative agriculture case studies](https://soilsforlife.org.au/case-studies/) (Soils For Life). Students identify and discuss the key sustainable farming practices for one place. Collate these onto a class [concept map](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/577#.X5Jom66Om9g.link). |

## Circle by Jeannie Baker

**Stage 5** – geography, personal and social capability, civics and citizenship

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| Element | Information and suggestions |
| Circle by Jeannie Baker. Walker Books (2016) | **Synopsis**  A flock of godwits leave their coastal estuary to fly north on their annual migration. They face changed environments on their way. Following an ‘invisible pathway’ to their northern destination the godwits nest and lay a clutch of four chicks. Only one survives a fox attack but grows and can make the migratory journey south to its coastal estuary.  **English textual concepts**  Authority  Representation |
| Sustainability organising idea | **Systems**  The biosphere is a dynamic system providing conditions that sustain life on Earth. |
| Syllabus topic and outcomes | **Environmental change and management**  A student:  explains processes and influences that form and transform places and environments **GE5-2**  analyses the effect of interactions and connections between people, places and environments **GE5-3**  assesses management strategies for places and environments for their sustainability **GE5-5**  communicates geographical information to a range of audiences using a variety of strategies **GE5-8** |
| Geographical concepts | Place, space, environment, interconnection, scale, sustainability, change |
| Connecting and engaging personally | Building the field – activate prior knowledge of migratory species.  Shared reading – share the text with students.  Making connections – text-to-text – texts about environments and environmental issues. Text-to-self – personal experiences with migratory species such as whales and Channel-billed cuckoos. Text-to-world – media on impacts of urbanisation and environmental degradation. |
| Curriculum links | Science – living world |
| Supporting texts | Feathers by Phil Cummings and Phil Lesnie. Scholastic (2017)  The Last Tree by Mark Wilson. Lothian Books (2007) |

### Circle – learning snapshots

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| Activity title | Learning activity description – Stage 5 |
| Environments – flyway sites | **What environments are used by migratory waterbirds?**  ‘At low tide the mud teems with food.’  Re-visit the double page spreads of the coastal environment that the godwits use as a stop-over site for feeding and rest. How has this environment been changed and what are potential future threats to it? Read the author’s note at the back of the book. What are the habitat requirements of godwits?  The East Asian-Australasian Flyway Partnership (EAAFP) works towards protecting migratory waterbird habitats as part of their charter. Students take on role as EAAFP representatives from various partnership countries wanting to showcase one of their sites on the EAAFP website. Using a site selected from the [EEAFP Flyway site network](https://www.eaaflyway.net/about-us/the-flyway/flyway-site-network/), students generate a [one pager](https://education.nsw.gov.au/teaching-and-learning/school-learning-environments-and-change/contemporary-learning-and-teaching-from-home/learning-from-home--teaching-strategies/one-pager) that locates and describes physical and ecological features of the site using words and images, includes a diagram of a food chain and explains how the site’s environment meets the needs of migratory waterbird species. |
| Environmental management | **How can environments be managed for migratory waterbirds?**  **‘He scrapes a shallow nest in the ground.’**  Examine and compare the first and last double-page spreads in the text. How have the physical features of the environment changed? How has human use of the environment changed? What are the potential threats to waterbirds? Guided by the list on pages 9 and 10 of the [EAAFP site information sheet form](https://www.eaaflyway.net/about-us/the-flyway/flyway-site-network/become-a-site/), students identify current and potential threats to the site in the illustration. They [brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542#.X5u4rE3aF44.link) management strategies to address each of the threats.  Working in [jigsaw](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/546#.X5tKdipiSic.link) groupings, students select one of Australia’s EAAFP sites listed in[Celebrating Australia’s migratory waterbirds and their habitats](http://www.environment.gov.au/biodiversity/publications/celebrating-australias-migratory-waterbirds-and-their-habitats). They locate the management plan for the site and summarise the key strategies listed to manage and protect the site. |
| Individual actions | **How can individuals contribute to protecting migratory waterbird habitats?**  ‘… back in the place where mud and sand become sea.’  Organisations such as [Bird Life International](http://www.birdlife.org/) work towards protecting habitats for migratory birds. Students read the Bird Life International [Saving saltpans](http://www.birdlife.org/worldwide/projects/saltpan-recovery-project) project document and identify the common elements in what Bird Life want to achieve and develop for each site.  For installation at an Australian EAAFP site, students create an interpretive sign that educates people about the site’s significance and promotes actions individuals can take to protect it. |