

Sample course outline¹: level 2

The course will:

- build an understanding of issues in sustainability and how these affect us in our community;
- develop cooperative learning and collaborative decision-making skills so that young people leaving school know how to participate in a democratic process for a sustainable future;
- develop students' skills in critical thinking, reflection and inquiry learning using authentic contexts from the local community;
- encourage action-oriented learning in which students develop sustainable living practices in their homes, school, and community.

This course:

- utilises the local environment for authentic learning opportunities so that students come to know their own area, the issues it faces, and how these connect to wider global issues that impact on their futures.
- recognises the challenges our society faces and how government is responding to calls for action to reduce our ecological footprint;
- is innovative and aligned with the direction of *the New Zealand curriculum*, integrating key competencies, values, and learning areas;
- uses a learner centred approach in which students are challenged to make decisions about their learning – as individuals and with others, both within and without the class – with the aim of achieving educational, environmental and social outcomes.

Term 1

Week									
1	2	3	4	5	6	7	8	9	10
ABL eco-literacy (full year), tramping, kayaking, weather	Start the kete of reflection Ideas about action project	Developing eco-literacy independence			Biophysical (marine reserve), snorkelling				

Term 2

Week									
1	2	3	4	5	6	7	8	9	10
World views (visit local marae)				Eco-literacy revisited		Initiate action		Values (tourism)	

¹ With thanks to Akaroa Area School

Term 3

Week									
1	2	3	4	5	6	7	8	9	10
Values			Future Thinking				Action presentations to walkway group		

Term 4

Week									
1	2	3	4	5	6	7	8	9	10
Reflect and modify as required Complete kete	Revision for externals – eco-literacy, world views								

Possible assessments	Context
<p>EfS 2.1 (internal, 6 credits)</p> <p>Action Project</p> <p><i>Plan implement and evaluate a personal action towards a sustainable future with guidance</i></p>	<p>Local sustainability project e.g., walkway of school community</p> <ul style="list-style-type: none"> • Sustainability audit • Recommendations to council • School audit and link to Enviroschools
<p>EfS 2.2 (internal, 3 credits)</p> <p>Biophysical</p> <p><i>Describe the consequences of human activities within a biophysical environment in relation to sustainability.</i></p>	<p>Marine reserve and harbour</p> <ul style="list-style-type: none"> • Human impacts on marine ecosystems – What’s happening to our harbour? • Investigating land-based activities and their impact on the marine environment.
<p>EfS 2.3 (external, 3 credits)</p> <p>World views</p> <p><i>Describe how different world views have consequences and opportunities for sustainability.</i></p>	<p>Māori world view (time and culture)</p> <ul style="list-style-type: none"> • Visit local marae and develop a relationship in which sustainability is explored. • Second view to be self-selected and investigated with teacher guidance.
<p>EfS 2.4 (internal, 4 credits)</p> <p>Values</p> <p><i>Describe values and behaviours of people in relation to a sustainable future.</i></p>	<p>Tourism</p> <p>Explore the values that different groups of people have with regard to tourism. Which values and behaviours appear to be leading to a more sustainable future?</p> <ul style="list-style-type: none"> • Farm stay • Eco-accomodation • Dolphin watch

	<ul style="list-style-type: none"> • Hotel/time share
<p>EfS 2.5 (external, 4 credits)</p> <p>Eco-literacy</p> <p><i>Describe concepts of sustainability</i></p>	<p>Context-based</p> <p>These concepts will be developed throughout the year in each context.</p>
<p>EfS 2.6 (internal, 3 credits)</p> <p>Future Thinking</p> <p><i>Work co-operatively to develop sustainable ideas and strategies in response to a future scenario.</i></p>	<p>Scenario</p> <p>What happens to an eco-tourism centre when/if:</p> <ul style="list-style-type: none"> • Post-peak oil hits? • The sea level rises? • Bird flu arrives in NZ? • the fresh water supply dries up? <p>One context will be developed and modelled with the class, and a second chosen by groups to work on cooperatively.</p>
<p>US 467 level 2 (internal, 3 credits)</p> <p>Adventure based learning (ABL)</p> <p>Demonstrate personal and social development through participation in adventure based learning</p>	<p>Understanding our place</p> <p>Camp journey experience a little like the Amazing Race</p> <ul style="list-style-type: none"> • Mountain biking • Sea kayaking • Tramping • Include a journal of what is happening, self-reflection, goals for the year for the course.
<p>US 4383 level 2 (internal, 3 credits)</p> <p>Snorkel dive with safety</p>	<p>Link to EfS 2.2 Marine Reserve</p>
<p>US 425 level 2 (internal, 3 credits)</p> <p>Tramping</p>	<p>Create a tramping adventure; audit a walkway and recommend changes. Linked to EfS 2.5</p>
<p>US 20160 level 3 (internal, 2 credits)</p> <p>Weather interpretation in the outdoors</p> <p>Demonstrate knowledge of weather processes and their effects on outdoor recreation in New Zealand</p>	<p>Maritime</p> <p>Links to biophysical EfS 2.2</p> <p>Climate change as current issue for New Zealand</p>
<p>Students select an appropriate number of credits from the 34 total.</p>	