Overview of learning

Knowledge and understandings:
Strands: Change and Continuity, Environments Stage: 2
Outcomes: Change and Continuity: CC2.2 (Time and Change) – Explains the change in the community and family life and evaluates the effects of these on different individuals, groups and environments.
Environments: ENS2.6 (Relationships with Places) – Describes people interactions with environments and identifies responsible ways of interacting with environments.

Skills: Students will develop skills in acquiring information from picture books and use an inquiry based process to unpack the learning.

Values and Attitudes: Students will be informed in acquiring responsible attitudes towards environments to contribute to an ecological sustainable environment and understanding of the development of society and cultures.

Incorporating: Aboriginal, environmental and global perspectives.

The use of picture books, in this case a book with no words, challenges students down the path of inquiry learning. While reading and interpreting the book, students will be required to construct their own understanding and knowledge of what is occurring by incorporating their prior knowledge and experiences. While walking the students through this book, it will be the role of the teacher to ask student’s inquiry based questions such as: who, what, where, when, why and how.

The picture book’s Window, Belonging and Where the Forest Meets the Sea by Jeannie Baker are excellent examples of books that can be used to facilitate classroom discussion around the key learning area of HSIE. The picture books can be used in the classroom to prompt and visualise learning about changes in the local, national and global community and environmental impacts. Students can look at themes in books that relate to HSIE to learn new knowledge and apply their prior learning experience in their understanding. A consequences chart can be used to complement the environmental changes and impacts that underpin Jeannie Bakers’ picture books.

Consequence charts are an appropriate inquiry based learning strategy because they enable students to synthesise, make judgements and predictions on an issue. Consequence charts allow for visualisation which is an aid to clear thinking. (Drew& Moline, 2006). By visualising the main points, students do not get caught up in the details that may detract from the main purpose. Students are to start with a ‘what if’ question or a problem, suggest possible solutions and then write the probable flow-on consequences of each solution to assist in making a final decision. (Global Education, 2008). By allowing them to follow this process it encourages critical thinking, problem solving and thinking of the implications of certain actions or events.

Our particular consequence chart has been adapted to focus on different levels of impact; locally, nationally, and globally and the positive and negative impacts of each action. It draws on students’ knowledge of their own community and the world around them, while also addressing concepts of urban sprawl, change, human impact on the environment, and their interactions within their environments. Students will use inquiry based learning to formulate their responses when filling in the consequence chart.

Resources:
*Author: Jeannie Baker – Belonging, Window, Where the Forest Meets the Sea (Walker Books)

References: