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|  | ***Presentation styles*** | **English, ICT** | **Geography** | **Science** | **Thinking Processes** |
|  | FilmProjectPowerPointPosterAdvertisementReport*Oral Presentation*InvestigateDatabaseLibraryGraphChartIllustrationDemonstrationPerformanceListOutlineDefinitionBrochurePoster Survey | Make a movie of a sustainability issue you want to change or highlight. | Evaluate the need for a ‘World Heritage Site’ list. What other world sites are part of this list? What do you think should be and why? | **Experiment-** Investigate how changing the physical conditions for plants impacts on their growth and survival. | Create an oral presentation detailing what factors have caused the ozone layer to change? |
|  | Map the Great Barrier Reef. Use a Cartesian mapping system to show co-ordinates and key features of the reef. Describe 5 features in detail. | Imagine you are government representative and your job is to ensure the Great Barrier Reef Marine Park is used in a sustainable manner. Identify all the human and environmental threats develop a plan to help save the reef. | When researching the threats on the world heritage danger list, what powerful questions do you need to ask to find the answers you seek?What will these questions help you to understand? |
|  | Create an Advertising Campaign aimed at promoting a World Heritage Site. | Mordialloc Creek Fieldwork Activity.How are the physical characteristics changing? Initiate an action on an environmental issue or personal concern. **(Whole Class).** | Research an organism that lives in an extreme environment such as the ocean floor or a mountain top. What structural features or adaptations help them to survive in their environment? | Compare any environmental issues from your Mordialloc Creek field work to issues associated with protecting the Great Barrier Reef. |
|  | Choose one place on the world heritage list which is in danger. What are 5 threats to this area or site? Develop a plan to help overcome 2 of the threats. | Locate an environmental problem at school. Use a survey to plan a solution. |
|  | What is sustainability and what does it mean to you? Create a brainstorm | What causes ocean acidification and what impact will it have on ocean/terrestrial ecosystems? | Use a graphic organizer to show the journey from beginning to end of this unit. |
|  | Create a poem based on a sustainability issue. | Define the term sustainability. Why is it important that we keep the Great Barrier Reef healthy and sustainable? | Producers, consumers and decomposers are roles which living things can have in habitats. What are some examples of each, living in the Amazon Jungle and Antarctica? | Draw a picture of what the Great Barrier Reef or the Everglades National Park might look like in 50 years. What questions does this motivate you to ask? What could these questions help you understand? |
|  | On a map of Australia show where the Great Barrier Reef is positioned. How far does it travel? | Compare the life cycles of any animal and a plant. Describe the stages of life.Use the classroom inquiry library. | Complete a lotus diagram based around the topic of sustainability. |

Is the world sustainable?

Humans can affect plant and animal life in a positive or negative way depending on their actions.—isn’t there another one too?

You can look at:- salinity as check the salinity of specific waterways, dredging, www- marine park that the GBR now is, fishing styles- long line etc, Japanese ( Asian) whale hunting, current issues regarding the reef

DO you have an ACTION kids can take if they feel compelled to follow another aspect rather than the reef??

Yes, Englich/ICT column

Do you ONLY WANT to include the Great Barrier Reef? Not have an option of other world heritage sites?

You can include some science experiments with erosion- Mordialloc has done a lot with the beach erosion & planting on the dunes.

MOrdi Creek field work activity

You can make paper etc & have some recycling focus?- esp in yr 4 section

Ask me about Saving Hieronymus…………..

I think you need something about asking what sustainability actually is- maybe a brainstorm about what it means to the kids? Some may look to animals & you could have a lot of endangered animals as part of this, poaching of animals etc (grade 5 Geagraphy)

I have (somewhere) a water book. Some of the activities can be used in the Yr 4/5 sections. Or can be used as part of literacy rotations/