

ecologic

CREATING A SUSTAINABLE FUTURE



K-2 theme trail

This theme trail accompanies the teachers notes for the exhibition *EcoLogic: creating a sustainable future*. The Environmental Education Policy for NSW Schools 2001 cites understanding of the principles of ecologically sustainable development as a key aim for environmental education.


EcoLogic promotes the understanding of sustainability to all ages. The theme trail selects a series of 'sustainable stops' likely to be of interest and relevance to very young students. The exhibition encourages students to see themselves as part of the environment and to consider the way we use the Earth's resources; and how we interact with, damage and care for the environment.

Tips for the group leader

(a teacher or accompanying parent)

1. Know your group. Help them get excited about their visit.
2. Study the map of the exhibition.
3. **To read** is for the group leader to read and familiarise themselves with the topic and scope of each stop.
4. **To say or do** gives the group leader ways to introduce the topic to the group. Explain the focus, activity or discussion point at each stop. Remember theme trails are guides not rules. If the students are restless or no longer interested, move to the next stop.

5. At each stop give your group time to look around the exhibition, listen to the audiovisual(s) and/or play the interactive(s).
6. Gather your group to talk, reflect or do, according to the stop.
7. Rest, debrief and allow time for each student to go back to his or her own exhibition highlight.
8. Have fun! The Powerhouse is a place of discovery. Be an adventurer with your group.

Note: there are eight small showcases for young children in the exhibition. Only some are specific stops in the trail although the students will enjoy finding and looking at them all. They are marked on the map with a 

Sustainable stops for K–2 students



Stop 1

■ To read

The three video screens at the entrance to the exhibition depict scenes of Australian life.

■ To say or do

Ask the children to look at the screens. What things do they see that are part of the Australian environment? Explain that people working or doing things together are part of the environment too.



Stop 2

■ To read

This children's showcase shows Barbie™ and a toy car. The label says:

Our environment

Everything we eat, make, use and play with comes from the environment we live in.

■ To say or do

Read the label aloud. Does it mean that even toys come from the environment? How? People design and make them. What do they make them from?



Stop 3

■ To read

A simple product like a packet of potato chips requires a lot of resources. Some of the resources used to make each product are hidden – each product has a secret life.

■ To say or do

Count all the materials used to package potatoes as chips. These materials come from all over the world. How do the materials come together? What energy is used to transport them? How do the chip packets get to the shop?



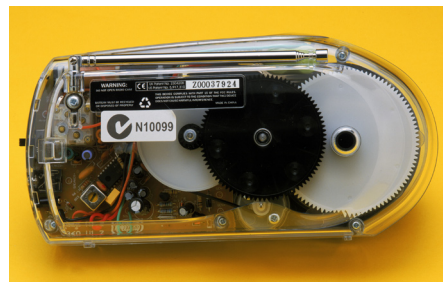
Stop 4

■ To read

Our homes make a lot of impact on the environment. Energy is used in making building materials. It is also used to heat and cool, run appliances and provide lighting.

■ To say or do

Walk the children around the house. Point out all the things you can see that use electricity. Explain that they are designed to use as little electricity as possible. Show how the lights in the kitchen and lounge can be changed using the interactive (marked on your map). Ask the children to think of ways they could save electricity at home and at school. Would they like to live in this house?



Freeplay radio, which uses the sun's energy or muscle power.



Stop 5

■ To read

Create your own world is designed for children under 8 years. It has two components:

- 'Create your own world' collage pieces can be arranged on the background picture
- Biodiversity interactive explains the impact that a new plant or animal can have on an existing ecosystem

■ To say or do

Ask the children to look at the picture on the wall and place a house where they would like to live. Why would they like to live there? Where would they go to school? Where would their mum or dad work? Ask the children to make a story or poem. Take turns to play the biodiversity interactive.



Stop 6

■ To read

This children's showcase encourages children to consider different ways to travel. The label says:

Going to school

Many children travel to school by car. How do you get to school? How many other ways are there to get to school?

■ To say or do

Read the label aloud. Explain that too many cars clog the roads and pollute the air. Ask the children how they go to school? Could they walk? Would it be safe to walk? Is there another way to get to school?



Stop 7

■ To read

Salinity is a major threat to Australia's farm lands. The salt crystal in the showcase weighs 3.7 kg and comes from the wheat belt of Western Australia. Salt lies beneath the ground in Australia but it rises to the surface when we cut down too many trees.

■ To say or do

Ask the children whether they have put salt on their food? How big was each individual salt crystal? Tell them there is a monster salt crystal in this showcase. Can they find it? It is round like a soccer ball. Explain how this huge salt crystal formed around a dying tree.



Stop 8

■ To read

This children's showcase encourages children to consider the consequences of their actions. The label says:

Down the drain

If we drop things in the street, they wash down the drain and end up in the ocean.

■ To say or do

Read the label aloud. Ask the children to identify each of the things in the showcase. What happens to the fish in the ocean when the dog 'poo' washes into the drain?



Stop 9

■ To read

This section focuses on the things we value and how we can make changes to protect things. The dog in the showcase is called Max. He was made out of rubbish collected by Clean up Australia.

■ To say or do

Look at Max the dog. Ask the children, who drops rubbish? Nobody should! But unfortunately people do. People working together in projects like Clean Up Australia help us think about the things that are important to us. Ask the children what is important to them. Give examples, like clean air and water, healthy food and happy friends.



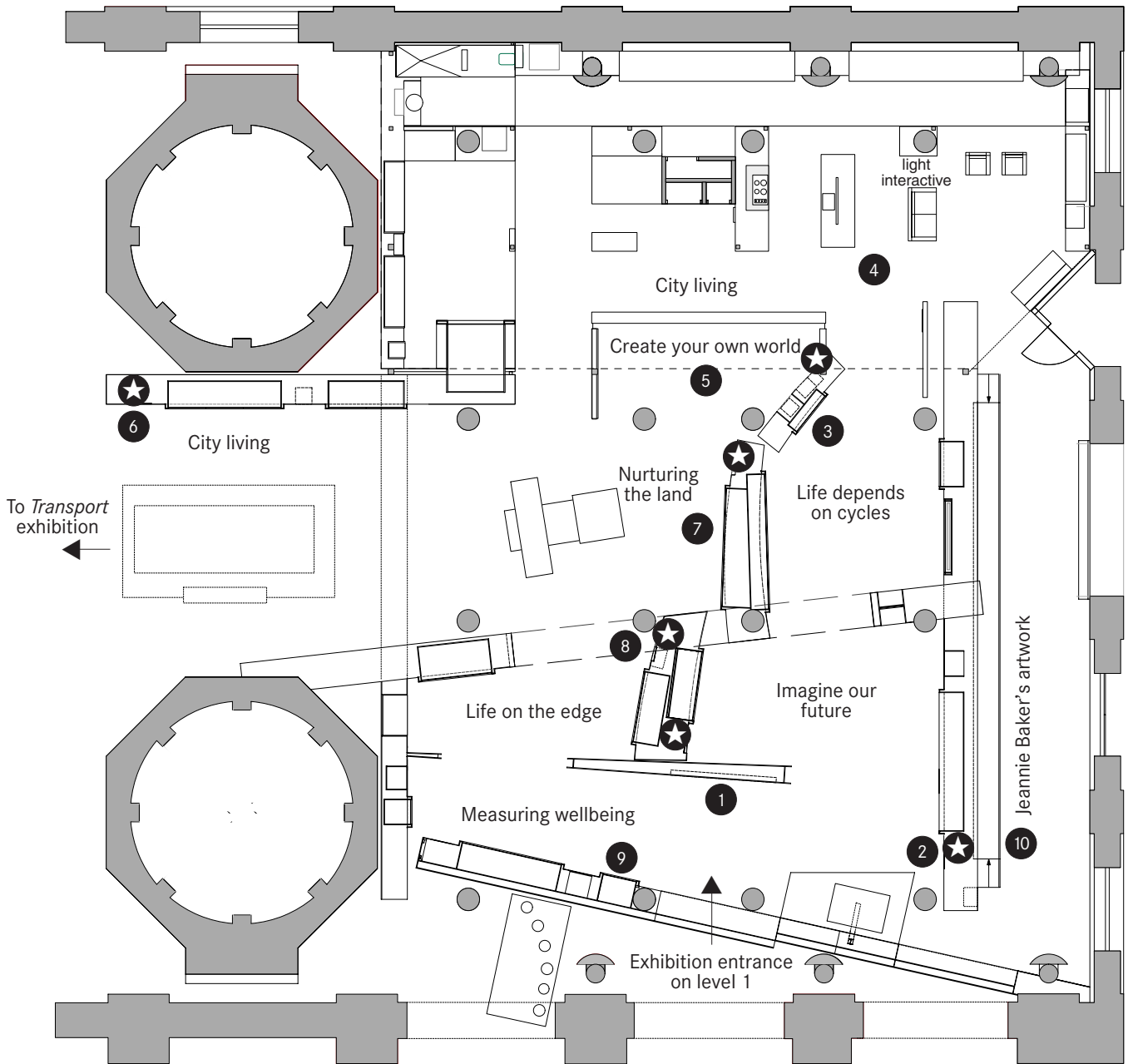
Stop 10

■ To read

Here is Jeannie Baker's original artwork, a series of collages that tell an environmental story.

■ To say or do

The artworks are miniature collages created from both natural and artificial materials. Ask the children if they remember other things in the exhibition made from found things ('Primary totems' artwork at the exhibition entrance, Max the dog, the mobile phones etc). Look at each picture and take turns in describing what each picture shows.



Sustainable stops for K-2 students 1-10.

Children's showcases ★

For more information go to www.powerhousemuseum.com/exhibitions/ecologic.asp

Photographs © Powerhouse Museum 2001

© 2001 Trustees of the Museum of Applied Arts and Sciences. This publication is copyright. Apart from fair dealing for the purposes of research, study, criticism or review, or as otherwise permitted under the Copyright Act, no part may be reproduced by any process without written permission.