

ecologic

CREATING A SUSTAINABLE FUTURE



Primary school theme trail (recommended for years 3–6)

This theme trail accompanies the teachers notes for the exhibition *EcoLogic: creating a sustainable future*. The Environmental Education Policy for Schools 2001 cites understanding of the principles of ecologically sustainable development as a key aim. *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 your students. A key aim of the trail is to encourage students to consider sustainable lifestyles and how they might contribute to environmental decision-making in their home, school and local environment. This trail also contains a series of task cards that you may wish to use in addition to the trail or as the basis of your visit.

Tips for the group leader

(a teacher, accompanying parent or student)

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 stops in the trail, although the students will enjoy finding and reading them all. They are marked on the map with a ★

Sustainable stops for primary students



Stop 1

■ To read

An important aspect of sustainable development is taking care of the planet and all its resources for people to use and enjoy in the future.

■ To say or do

Look carefully at the three screens at the entrance to the exhibition. Talk to each other about the different parts of the environment you can see. Ask the students to think about their future. What would they like in their environment when they are as old as their parents or grandparents?



Stop 2

■ To read

The water cycle involves the movement of water from the sea, through the atmosphere, over and through the land, and back to the sea. On the way water passes through industry, houses and people. Humans are made of 70% water.

■ To say or do

Think of all the ways you use water during the day. Ask one student to count all the ways the group comes up with. Give some more examples. What about filling up the goldfish bowl, putting water in the car radiator, or making steam to inhale when you have a cold?

Read the children's showcase label to each other.

Water cycle

All these things are part of the water cycle.
What else is part of the water cycle?

Think about other ways we need water in our daily lives. How could we use less water during the day?



Stop 3

■ To read

It takes a lot of resources to make and deliver a simple product like a packet of potato chips.

Some of these resources are not obvious and each product has a secret life. Kettle Chips is an example of a very simple product that uses the minimum packaging to keep the chips fresh.

■ To say or do

Look at the life cycle analysis of a packet of chips and count all the materials used in making it.

Consider these questions:

How did the materials come together? What energy was used to transport them? How did the chip packets get to the shop? Think about the amount of packaging used. Do you think the chips could be made using fewer resources?

Think about other processed foods as well.



Packaging is necessary to protect the chips, keep them fresh and supply a convenience-sized snack. It must also attract customers and carry essential information about the brand, the ingredients and nutritional content. Chip packaging courtesy of the Kettle Chip Company.



Stop 4

■ To read

Our homes make a big impact on the environment. Energy is used in making building materials. It is also used to heat and cool, run appliances and provide lighting. One important way to make a building more sustainable is to use less energy in building it and running it.

■ To say or do

First prompt the students to focus on the actual building – elements like louvres (look up) that control ventilation, and wall insulation. Then ask the children to look at the different products and appliances in the home. Ask if they can see anything they have in their own home.



Stop 5

■ To read

Many of the ways we have farmed the country over the past 200 years have damaged the land. The government encouraged farmers to clear the land. We now understand that clearing all native vegetation was a mistake.

■ To say or do

Look at the merino ram and read its label.

Ask the students to pretend they are:

- the farmer who owned the land and worked very hard to clear the trees to make pasture for the sheep
- the farmer's daughter who misses the possums and koalas in the trees
- a modern-day farmer who wants to change the way we use the land by leaving some trees on each property.

What would each person say to the other?



Stop 6

■ To read

Effective, efficient and safe public transport is an important way for city councils to reduce pollution, energy use and traffic jams. But cars are convenient and people will want to continue using them in the future. Car companies have developed hybrid cars, like Honda's Insight. Hybrid cars run on petrol and electricity.

■ To say or do

Look at the Honda Insight, read the label and watch the video. Ask the students to explain to a friend how a hybrid car works.



Stop 7

■ To read

Many of Australia's wild fish stocks are either fully fished or over fished.

■ To say or do

Play the fish interactive. Explain to the students that our fish are being fished until there are very few left. Ask the children to imagine the following situation (stress that it is a 'made up' example):

Imagine that the government has decided to stop all fishing for three years to help fish build up their numbers.

Form groups of those who strongly agree and those who strongly disagree with this action. Do any children wish to stand somewhere in between? Discuss all their views. Can you think of a solution that the government might really consider?



Stop 8

■ To read

This muff is made from platypus skins. The hat is made from a bird. This stop is to encourage children to think about values and how they change.

■ To say or do

Explain that one hundred years ago it was very fashionable to wear feathers and furs. Many animals were killed for fashion. Ask the students if they would wear a platypus skin? What if *all* their friends wore feathers or furs? Would they want to do the same?



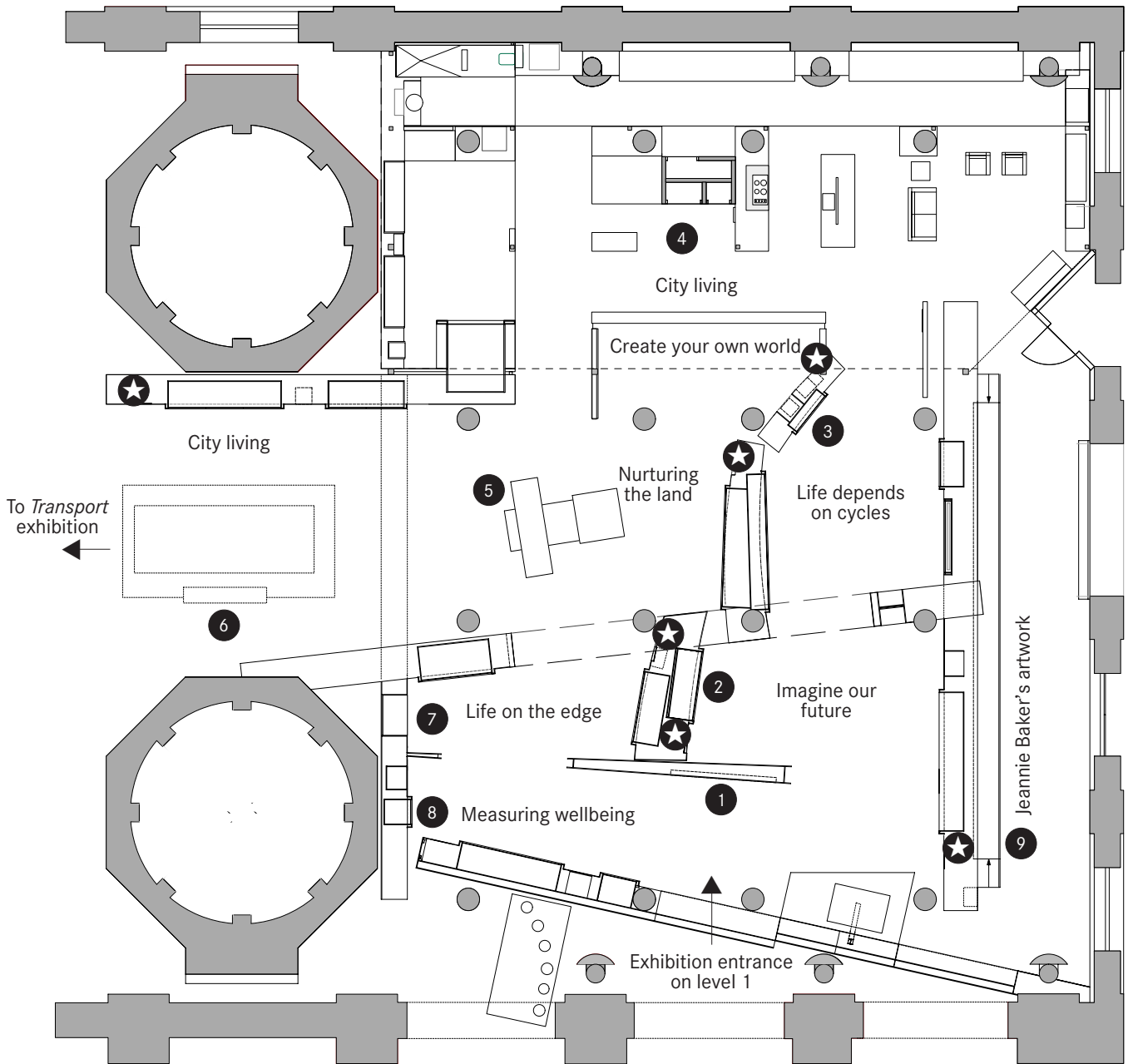
Stop 9

■ To read

Jeannie Baker is an artist whose work focuses on the impact people have had on the environment. Jeannie made these collages.

■ To say or do

Ask the students to study the pictures and tell a friend the story. Focus on what impact people have on the environment.



Sustainable stops for primary students 1-8.

Children's showcases ★

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

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