# Handy curriculum links to the #SeaToSource poster and video competition

Right across the country, teachers focus their inquiry learning on sustainability themes relating to waste, recycling, water, energy, transport, biodiversity and more.

In the Australian Curriculum the Cross Curriculum Priority Sustainability encourages this focus, which is aimed at *building capacities for thinking and acting in ways that are necessary to create a more sustainable future* (Australian Curriculum - Cross Curriculum Priority Sustainability)

## Sustainability integration ideas

### Foundation to Yr 2

- *Students identify how people reduce waste and care for water supplies (Science)*
- *They create visual representations depicting environmental concerns (English)*
- *They explore opportunities around the school for designing solutions to reduce, recycle and reuse materials (Technologies)*
- *They evaluate the success of design ideas including the impact on the environment (Technologies)*
- *Create and present media artworks that communicate ideas and stories to an audience (The Arts)*

### Years 3 & 4

- *Consider how materials affect the environment in different ways (Science)*
- *Design ideas, processes and solutions based on criteria for success including care for the environment (Technologies)*
- *Focus on the use and management of natural resources and waste, and the different views on how to do this sustainably (Geography)*

### Years 5 & 6

- *Scientific knowledge is used to solve problems and inform personal and community decisions (Science)*
- *List the needs and wants of local community and exploring the ways plastics are currently used to meet these needs and wants and how resources might be used more sustainably in the future (Economics and Business)*
- *Using social media to share and discuss ideas about how people can work together as local, regional and global citizens (for example, as communities for a local environmental issue or project) (Civics and Citizenship)*

### Years 7 & 8

- *Classify resources into renewable, non-renewable and finite/infinite resources, and investigate plastics and how they affect environmental sustainability (Science)*
- *Consider how human activity in the community can have positive and negative effects of the sustainability of natural and managed ecosystems (Science)*
- *Identifying and explaining factors that influence major consumer decisions (for example, price, availability and cost of finance, marketing of products, age and gender of consumer, convenience, ethical and environmental considerations (Economics and Business)*

- *Investigating requirements and the design of systems for collecting and recycling household waste (Science)*
- *Investigate the ways in which products, services and environments evolve locally, regionally and globally and how competing factors including social, ethical and sustainability considerations are prioritised in the development of technologies and designed solutions for preferred futures (Technologies)*
- *Plan, structure and design media artworks that engage audiences*

## Years 9 & 10

- *Considering the impacts of human activity on an ecosystem from a range of different perspectives (Science)*
- *Explore the environmental impacts of the consumer product on the places that produce the raw materials, make the product, and receive the waste the end of its life (Geography)*
- *Considering the long-term effects of loss of biodiversity (Science)*
- *Identify human-induced environmental changes… for loss of biodiversity… inland and aquatic environments and discussing the challenges they pose for sustainability (Geography)*
- *Identifying and explaining factors that influence major consumer decisions (for example, price, availability and cost of finance, marketing of products, age and gender of consumer, convenience, ethical and environmental considerations) (Economics and business)*
- *critiquing the design of an existing product to identify environmental consequences of material selection. (Technologies)*
- *critiquing the design of new products to identify how well design ideas respond to sustainability issues. (Technologies)*