

## **#SeaToSource Sea the Change Youth Art Competition: Educational Resources for Parents and Teachers**

Need a place to get started to inspire your young plastic waste ‘tide turners’ with their submission? Read on to find some useful links about the impacts of ocean litter on marine species for both parents and teachers/educators below:

### **Younger #SeaToSource heroes (ages 6-12):**

- A series of short lessons and resources about the ocean, its inhabitants, and the impact of litter on marine life – [learn more](#)
- Simplified and accessible information about litter and its impact on marine life – [learn more](#)
- Impacts of ocean litter on marine environments with potential solutions – [learn more](#)

### **Older #SeaToSource champions (ages 13-18):**

- A collection of educational resources about the Great Southern Reef – [learn more](#)
- The impacts of plastic on a range of marine species – [learn more](#)
- The impacts of ocean litter on marine environments and practical solutions to minimise waste – [learn more](#)
- A summary of impacts of ocean litter on marine species – [learn more](#)

## **Information for Teachers/Educators**

### **Curriculum links to the #SeaToSource Sea the Change Youth Art 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 Year 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 and 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 and 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 and 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 and 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)

## How Can Schools and Youth Groups Get Involved in #SeaToSource?

No matter where you live, schools and young people can be part of the #SeaToSource project. Young people can speak out and act on behalf of freshwater and ocean animals that so desperately need our help. Litter that endangers animals in our freshwater and oceans can start its journey from anywhere, but together with our schools and local communities, we can stop it at the source.

Because stewardship for the environment is crucial for our nation's future, #SeaToSource encourages youth-led initiatives that promote leadership capabilities through the lens of understanding and promoting waste minimisation. Where possible, CVA strives to support activities that engage young people in beach, river and creek clean ups, and other source reduction activities, across Australia.

By participating in real-life environmental learning, planning and action, #SeaToSource provides a gateway for empowerment to help young people to unlock their potential to influence others and make a real difference for nature.

Focusing on the impact of litter can also unlock a bigger world of inquiry and action into the choices that we make relating to plastic products that can do harm to our environment, and exploration of sustainable alternatives.

No matter where you are, there are ways to get involved. Get in touch with us via [seatosource@cva.org.au](mailto:seatosource@cva.org.au) to discuss how you and your group can join the #SeaToSource journey.