



**CERES EDUCATION  
CERESLY SUSTAINABLE  
LAND PRE AND POST VISIT MATERIALS  
YRS 7-9**

## Sustainability and Land

### Pre visit brainstorm

Whole class or small groups brainstorm columns 1 and 2

Whole class come together to fill in column 3 and write questions for CERES visit.

1	2	3	4
What do we know?	What do we want to know?	How will we find the answer?	What have we have learnt?

Keep the brainstorm. Use it to ensure that you are on track and at to evaluate what you have learnt at the conclusion of your project.

### Onsite - Some ideas to keep in mind during your CERES visit.

- a. What is your connection to the land?
- b. How do we maintain a comfortable lifestyle and still respect the earth and live sustainably?
- c. In what ways is organic farming beneficial to the environment and to humans?
- d. What role do you as a consumer play in the shaping of land use? Think about the connection between forests and paper.
- e. What are the practicalities from our past that we can use to shape the future? Reflect on both positive and negative features?
- f. In point form write down some of the ideas that you gained from the CERES Aboriginal Programs- Connection to land and Bush foods.
- g.. My questions.....

### Post Visit

**1. Discuss how we can maintain a comfortable lifestyle and still respect the earth and live sustainably?**

**2. Evaluate the CERES program.**

It is suggested that the class uses de Bono's 6 thinking hats or PMI. For more information see "The six thinking hats" Edward De Bono.

**3. An Organic Food Investigation**

Investigate the Organic Food options available to you? Find out the prices of some organic produce and compare it to the price of conventional produce. Is there a difference? Explain the difference.

**4. A Socratic circle**

The questions:

What needs to occur on an educational level to encourage less human impact on the land?

or

How do we establish ideals of a sustainable lifestyle where less is better?



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Class brainstorm:

a. What constitutes effective dialogue?

Write down a list of the points.

Revise the list if necessary.

b. Students spend time constructing arguments, questions and gathering evidence to support their opinion. Students can work individually or in pairs.

c. Split the class into 2 circles, inner and outer. Each circle faces each other. Individually the inner circle discusses the question within a given time limit. The outer circle writes constructive feedback on the performance of the inner circle.

d. The circles swap and feedback is shared.

Suggested references

The following websites may be useful:

[http://sustainability.ceres.org.au/files/sei\\_hottopics2007.htm](http://sustainability.ceres.org.au/files/sei_hottopics2007.htm)

<http://www.acfonline.org.au>

<http://www.csiro.au/csiro/channel/ichr.html>

<http://www.sustainability.vic.gov.au/www/html/1517-home-page.asp>

## Unit Conclusion:

Refer to the table that you made at the start of the unit.

Brainstorm column 4.

Identify what you have learnt, any outstanding questions to be answered or new questions that have arisen in the course of the unit.

1.	2.	3.	4.
What do we know?	What do we want to know?	How will we find the answer?	What have we have learnt?