

**Program : Sustainability Challenge**

**General Descriptor of Program:**

**(Years 3 - 6)**

Through the construction of bolt-together cubbies, work as a team to explore clean energy alternatives. Make choices and complete tasks to enhance cubby sustainability. Visit the Learn and Earn table with innovative energy saving ideas.

Explain team choices to the Sustainability Inspectors and receive an energy rating for your cubby. Find out how sustainable futures are shaped by our behaviours and how our actions impact on the earth.

**Cross – Curriculum Priorities: Sustainability**

Sustainable patterns of living meet the needs of the present without compromising the ability of future generations to meet their needs. Education for sustainability develops the knowledge, skills, values and world views necessary for people to act in ways that contribute to more sustainable patterns of living.

**OI.7** Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.

**OI.9** Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.

**General Capabilities**

- Literacy
- Numeracy
- Information and communication technology (ICT) competence
- Critical and creative thinking**
- Ethical behaviour
- Personal and social competence
- Intercultural understanding

**Cross-Curriculum Priorities**

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia’s engagement with Asia
- Sustainability**

| Years targeted | Australian Curriculum links - Science  |   |   |
|----------------|--|---|---|
|                | Science Understanding  | Science as a Human Endeavour  | Science Enquiry Skills  |
| Year 3         | <p>Represent and communicate ideas and findings in a variety of ways such as diagrams, physical representations and simple reports (ACSIS060)</p> <p>Heat can be produced in many ways and can move from one object to another (ACSSU049).</p> | <p>Science knowledge helps people to understand the effect of their actions (ACSHE051)</p>  | <p>Represent and communicate ideas and findings in a variety of ways such as diagrams, physical representations and simple reports (ACSIS060)</p> <p>Suggest ways to plan and conduct investigations to find answers to questions (ACSIS054).</p> |
| Year 4         | <p>Natural and processed materials have a range of physical properties. These properties can influence their use (ACSSU074)</p>  | <p>Science knowledge helps people to understand the effects of their actions (ACSHE062)</p>   | <p>Represent and communicate ideas and findings in a variety of ways such as diagrams, physical representations and simple reports (ACSIS071)</p>   |
| Year 5         |  | <p>Scientific understandings, discoveries and inventions are used to solve problems that directly affect peoples' lives (ACSHE0830)</p> <p>Scientific knowledge is used to inform personal and community decisions (ACSHE217)</p> | <p>Communicate ideas, explanations and processes in a variety of ways including multi-modal texts (ACSIS0930)</p>   |

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| Year 6 | Energy from a variety of sources can be used to generate electricity (ACSSU219) | Scientific understandings, discoveries and inventions are used to solve problems that directly affect peoples' lives (ACSHE100)<br><br>Scientific knowledge is used to inform personal and community decisions (ACSHE22) | Communicate ideas, explanations and processes in a variety of ways including multi-modal texts (ACSIS110) |
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