

Support for the Environmental Education Policy: Personal Development, Health and Physical Education



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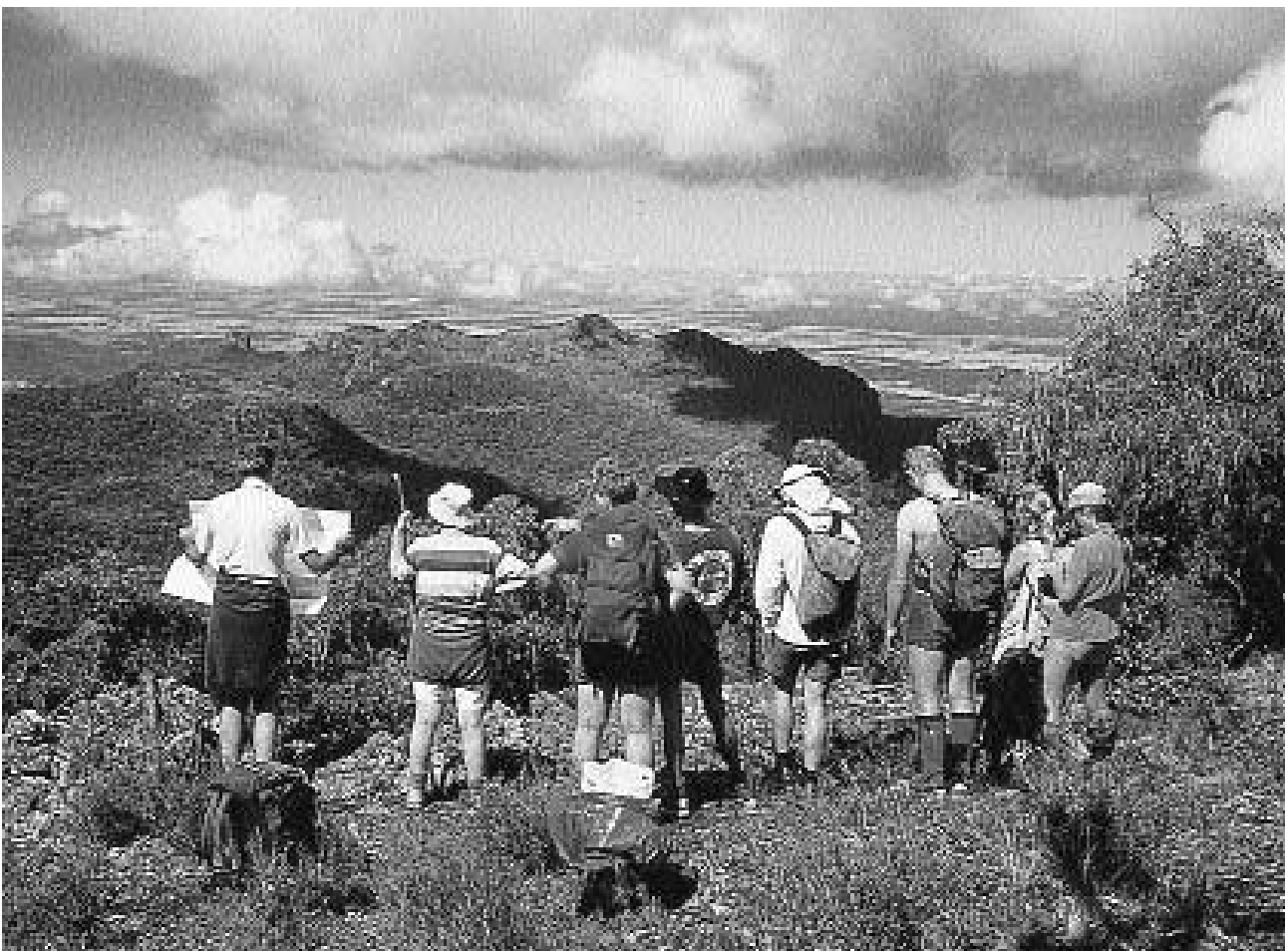


Introduction

Personal Development, Health and Physical Education (PDHPE) is a key curriculum area for environmental education. The *Years 7-10 PDHPE syllabus* and the *Stage 6 PDHPE syllabus* include outcomes that relate to environmental education.

Education about the environment may be integrated into units of work in PDHPE. Teachers will need to select relevant syllabus outcomes, based on the needs and interests of their students and school community, and develop activities which will allow students to work toward achieving these outcomes.

Whilst PDHPE may provide a context for learning about environmental education, teachers will need to make judgements about which activities will best enable students to achieve the syllabus outcomes. The intention is to give students an opportunity to develop knowledge and understanding, skills, and values and attitudes about appreciating, protecting, improving and maintaining the environment.



PDHPE AND ENVIRONMENTAL EDUCATION

Stages 4 and 5

The following objectives and outcomes from the *Years 7-10 Personal Development, Health and Physical Education syllabus* are relevant to environmental education.

Values and attitudes	
<p>Objectives</p> <p>Students will develop:</p> <ul style="list-style-type: none"> • a sense of responsibility for personal health and community health 	<p>Outcomes (Stages 4 and 5)</p> <p>Students will achieve this objective when they:</p> <ul style="list-style-type: none"> • appraise the values and attitudes of society in relation to lifestyle and health • are sensitive to the need for shared responsibility and decision-making
Skills	
<p>Objectives</p> <p>Students will develop skills in:</p> <ul style="list-style-type: none"> • communicating effectively with others • thinking critically about personal and community lifestyle issues • decision-making in the context of maintaining healthy lifestyles • interacting effectively with others and the environment • individual and shared problem-solving • clarifying their own value system 	<p>Outcomes (Stages 4 and 5)</p> <p>Students will achieve this objective when they:</p> <ul style="list-style-type: none"> • share ideas, feelings and information with others (4) • use a variety of communication skills, including assertiveness and conflict resolution, where appropriate (5) • suggest arguments to support or refute various lifestyle issues (4) • describe cause-and-effect relationships (4) • draw conclusions about lifestyle aspects based on accurate information (5) • identify lifestyle decisions important to them (4) • assess the impact their decisions may have on themselves and others (5) • make positive contributions to group activity within both competitive and cooperative situations (4) • select appropriate roles in different group situations (5) • generate alternatives to particular problem situations (4) • solve problems using a variety of people as resources (5) • share those beliefs and principles they hold to be important for well-being (4) • act in a way that publicly affirms their position on particular lifestyle issues (5)
Knowledge and understanding	
<p>Objectives</p> <p>Students will develop knowledge and understandings about:</p> <ul style="list-style-type: none"> • the role of individuals and communities in promoting health • how personal and community attitudes and behaviours influence safe living 	<p>Outcomes (Stages 4 and 5)</p> <p>Students will achieve this objective when they:</p> <ul style="list-style-type: none"> • explain how changes in the environment can create new health hazards (4) • describe the contribution made by individuals and communities in health promotion (5) • explain the contribution of governments and communities to safe living (5)

Examples of activities	Teacher notes
<p>Plan an outdoor education trip</p> <p>Plan an outdoor education experience. Before the trip discuss the responsible use of the outdoors.</p> <ul style="list-style-type: none"> • <i>How might people behave if they are using the outdoors in a responsible way?</i> • <i>How might people behave if they are using the outdoors in an irresponsible way?</i> <p>On an outdoor education experience, ask the students to take note of behaviours that reflect responsible and irresponsible use of the outdoors. List these under headings such as: waste disposal, toilet and washing, respect for flora and fauna, and noise.</p> <p>Minimum-impact codes</p> <p>Investigate specific minimum-impact codes of practice that have been developed to minimise the environmental impact when using the outdoors, for example, minimum-impact codes for waste disposal, minimum-impact fires and minimum-impact bushwalking.</p> <p>Ask students to present information on these codes of practice and explain how each practice works to protect and care for the environment.</p> <p>Adopt a site in the school grounds</p> <p>Set up a situation where the students in the class can "adopt a site" on the school grounds. Ask the students to draw up a "contract" stating their commitment to taking care of and rehabilitating the site and the way in which they might fulfil this commitment.</p> <p>Ask the students to choose from a list of ways to look after the site, for example, picking up litter, digging over and revegetating a compacted area, fencing off the area for revegetation, developing garden beds, planting flowers, trees or shrubs, removing debris or rocks, beautifying the site, painting furniture, laying paths and improving drainage.</p> <p>Ask the students, working in groups, to consider:</p> <ul style="list-style-type: none"> • the negative impact on the school environment as a result of student activity or behaviour • ways of minimising the impact • the responsibilities of individuals and groups who use the school grounds to protect and restore the school environment. 	<p>This activity develops an understanding that people choose to act responsibly or otherwise. Regardless of how responsible people are, every recreational activity has an impact on the environment. It is a matter of identifying how much damage each activity causes. This may be linked to discussions about different values and attitudes held by class members in relation to the environment.</p> <p>By listing activities and identifying how they impact on the environment, the students will begin to understand the need for minimum-impact codes.</p> <p>It is important to develop codes of practice for waste disposal, fire and bushwalking before going on an outdoor trip. Encourage the students to develop their own minimal-impact code of practice and apply these when in the outdoors. A group agreement of acceptable practices improves the likelihood of these practices being followed.</p> <p>The aim of this activity is to encourage the students to care for and rehabilitate sites within the school grounds. In particular the students should be encouraged to identify sites that are damaged by the impact of students.</p> <p>Once a site is cleaned or rehabilitated, the students will need to figure out ways to help maintain the site. People are less likely to damage a clean, healthy site.</p>

Examples of activities	Teacher notes
<p>Environmental health issues</p> <p>Ask the students to work in groups to research an environmental health issue.</p> <p>Each group makes a presentation to the class, including relevant information about the issue, impacts on health and reasons for community concern. Encourage the students to share their ideas and feelings about the issue.</p> <p>Place graffiti sheets around the room, with an environmental health issue listed on it (e.g. ozone depletion). Write the following questions on each sheet:</p> <ul style="list-style-type: none"> • What actions need to be taken to protect and improve the environment? • What actions can individuals and communities take to protect their health? <p>Ask the students to complete a poster walk to look at and discuss the suggestions.</p> <p>Local community environmental health issues</p> <p>Identify and describe an environmental health issue that is impacting on your local community. Design a campaign to increase community awareness of the issue and promote individual and community actions to protect and improve the environment.</p>	<p>This activity aims to make students aware that there are a number of environmental issues that impact on the health of individuals and communities.</p> <p>The main purpose, of the activity, however, is for the students to realise that many environmental issues are the result of the impact of humans on the environment. In this way, the students develop an understanding of their role in protecting the environment and preventing other health issues.</p> <p>Developing an understanding of environmental health issues could include excursions to community locations to explore the extent of the impact on the environment. Guest speakers from local environmental protection organisations may assist students in gathering information.</p>



Stage 6

The following objectives and outcomes from the *Stage 6 Personal Development, Health and Physical Education syllabus* are relevant to environmental education. Examples of activities that can be used to explore these outcomes using an environmental education perspective are provided in the table.

EXAMPLES OF SYLLABUS OUTCOMES AND ACTIVITIES

Outcomes	Example activities
<p>A student:</p>	<p>Students could:</p>
<p>P3 Recognises that health is determined by sociocultural, economic and environmental factors.</p>	<ul style="list-style-type: none"> • Explore how the environmental factors may influence the way people think about health and physical activity (social constructs).
<p>P4 Identifies aspects of health over which individuals can exert some control.</p>	<ul style="list-style-type: none"> • Consider the positive and negative influences of environmental factors on health and physical activity. Explore physical, political, socioeconomic and sociocultural factors.
<p>P6 Propose actions that can improve and maintain health.</p>	<ul style="list-style-type: none"> • Understand that health can be achieved despite limitations. Develop strategies to overcome limitations imposed by the environment.
<p>P14 Propose actions that can improve and maintain health.</p>	<ul style="list-style-type: none"> • Establish an action plan designed to optimise personal health. In the plan, establish the influence of environmental factors and develop actions for those areas over which students exert some degree of control.
<p>P14 Demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4).</p>	<ul style="list-style-type: none"> • Critically examine the need for minimum-impact codes of practice whilst participating in the outdoors.
<p>H1 Investigate and develop conservation skills needed whilst participating in the outdoors.</p>	<ul style="list-style-type: none"> • Investigate and develop conservation skills needed whilst participating in the outdoors.
<p>H1 Describes the nature, and justifies the choice, of Australia's health priorities.</p>	<ul style="list-style-type: none"> • Analyse the priority areas for improving Australia's health. Refer to the role and influence of environmental factors (e.g. social determinants) for each priority area.
<p>H3 Analyses the determinants of health and health inequities.</p>	<ul style="list-style-type: none"> • Critically examine health reports and articles relating to current trends in the health status of Australians, particularly groups experiencing health inequities. Explain these health inequities in terms of sociocultural, physical, economic or environmental factors that affect health status.
<p>H9 Explains how movement skill is acquired and appraised.</p>	<ul style="list-style-type: none"> • Analyse the influence of the environment on skill acquisition and performance.
<p>H9 Design appropriate practice sessions for learners and discuss how the environment is used to maximise the rate of learning.</p>	<ul style="list-style-type: none"> • Design appropriate practice sessions for learners and discuss how the environment is used to maximise the rate of learning.
<p>H11 Designs psychological strategies and nutritional plans in response to individual performance needs.</p>	<ul style="list-style-type: none"> • Compare the nutritional needs of athletes performing in different environments, especially those where fluid replacement requirements are a factor.
<p>H11 Analyse the effect of different environments on performance (e.g. high pollution levels).</p>	<ul style="list-style-type: none"> • Analyse the effect of different environments on performance (e.g. high pollution levels).

DEVELOPING A FACULTY ACTION PLAN FOR IMPLEMENTING THE ENVIRONMENTAL EDUCATION POLICY (EEP)

Introducing the environmental education policy

- Distribute copies of the policy to faculty members.
- At a faculty meeting, provide an opportunity for staff to understand the EEP. Use a jigsaw activity, where faculty members read and explain one part of the policy.
- Discuss the relevance of this policy to the faculty and ways in which the policy may be supported by the faculty.

Curriculum

1. Examine the PDHPE syllabus and identify opportunities to achieve syllabus outcomes through environmental education.
2. Identify and map areas within current programs where the environment is addressed.
3. Determine appropriate opportunities for inclusion, refinement or further development of environmental issues in teaching programs.

Management of resources

1. Contribute to the whole-school plan for resource management.
2. Identify strategies for managing resources at faculty level (e.g. using recycled water for irrigating the school playing fields, encouraging respect for equipment, minimising the use of worksheets in lessons).
3. Support whole-school strategies by reinforcing and modelling sound resource management practices (e.g. recycling practices, power saving, use of bins in the playground). Give explanations for the need to manage resources efficiently.

Management of school grounds

1. Examine the role of the faculty in maintaining, protecting and improving the school grounds.
2. Develop staff and student practices to support this role (e.g. rotate the use of playing fields, where possible, giving fields a "rest" time). Ask students to replace any displaced soil and to discourage any practices that result in damage to the surface of playing fields.

