

Learning about our forests and the curriculum

Learning about our forests provides direction for schools and teachers to pursue many of the educational opportunities which the Tasmanian environment, its cultural history and its commerce provide. For example:

In conjunction with the Tasmanian Studies of Society and Environment Planning Grid schools and teachers can explore aspects of Essential Learning About Australia by focusing on the forest environment in areas such as Ecological Sustainability, Civics and Citizenship and Australian Global Connections.

The support materials, Investigating Social Issues Scientifically, Linking the National Statements and Profiles for the Science and SOSE Learning Areas (DECCD, Educational Programs Branch, Yaxley, 1997), enable teachers to develop learning pathways for investigating social and community issues. The process and examples described can readily be adapted to integrate **Learning about our forests** across learning areas.

This resource document suggests a range of other options including teacher work-samples.

Focus strands in SOSE, Science and Technology

SOSE

Time, Continuity and Change: This strand focuses on continuity and change in people's lives. Students analyse how and why changes have occurred over time. Concepts of time give students a framework within which to organise, record and interpret human experiences.

Place and Space: Students learn about how various groups value place and space. Through investigation, students learn how the interdependence of natural and built environments affect people's experiences and how people understand and respond to these environments. They are encouraged to explore issues and values associated with places. Context for study will vary from the home and local area through to regional, State, national and global context.

Resources: Students investigate the nature and use of resources; any object, material, circumstance, product, individual or group valued for its ability

to satisfy people's needs and wants. The impact of resource development on the environment is a major focus of study. The central disciplines underpinning this strand are economics, business and ecology.

Natural and Social Systems: Students develop essential understandings of the features and operations of natural systems and political, legal and economic systems.

Investigation, Communication and Participation: Students investigate the way humans interact with environments in different places and times. The values, attitudes, skills and knowledge described in this strand develop students' ability to plan and implement appropriate social action.

