



Brink
expedition

www.brinkX.org

*Survive the race
against time!*



Curriculum

Teacher Pack

Compiled by: Brink Education Team



Queensland
Government

In partnership with:

Education Queensland
Education



Catholic
Education
Archdiocese of Brisbane

Catholic
Education

Qld Catholic
Education Commission



QCEC
WITH VISION AND SPIRIT



Earth
Charter

www.earthcharter.org.au



Association of Independent
Schools of Qld

Message From The Brink Boys

“The Brink Expedition’s goal is the progressive education of young people. Through our interactive adventure we hope to excite, inspire and capture students’ imaginations while emphasising the role of young people as active global citizens. Our aim is for children and teenagers to explore the need to protect the environment, preserve cultural heritage, and respect all people. Students and teachers alike will be able to follow the expedition journey through regular visits to the Brink website, www.brinkx.org .”

A Message From Our Patrons

'The Brink Expedition is a global adventure with a dangerous aim: to help turn back the odds stacked against our Earth's survival. These young men will have the backing of 6 billion more in highlighting our common need and to celebrate its role as our only home.'

**Cheers, Bob
Dr. Bob Brown
Office of Senator Bob Brown (Tasmania)**

'Their e-journey will foster greater understandings between countries and cultures and broaden school students' understanding of the world around them. I applaud these young men for using the Brink Expedition to promote the value of education and to foster closer ties between young people across the world..'

**Anna Bligh
Minister for Education (Queensland)**

Our grateful thanks

The Brink Organisation would like to acknowledge the generous support, encouragement and effort given to this project by our friends. Particularly:

- Peter Stewart and Jeanette Fraser for their contribution to the construction of the project website, and their dedicated management of 'homebase' activities in the formative months of the expedition
- Karen Livingstone, Brian Hoepper, Marcia Rouen, Michael Boyle, Cath Grealy, Leanne O'Keefe, Sheridan Rutherford, Jane Kelly and Leanne Delaney for bringing all the education pieces together
- Beth Sheehan, Alison Steel, Steve Pudney, Rick Sheehan, Jane Everett, Nataleen Nixon, Jo Ferriera, Leann Bridge, Kathy Harris, Joy Schultz, Kathleen Gordon, Caralyn Kenyon, Elizabeth Pearson, Kathleen Richards and the staff of the Global Learning Centre for their valuable feedback and advice
- Jason Ellis, for his superb graphic design work
- Our partner organizations, for their contributions: Earth Charter, Queensland Catholic Education Commission, Education Queensland, Brisbane Catholic Education, The Association of Independent Schools Queensland.

For more information, or to volunteer your services to assist the Brink Education Initiative, please contact:

Brink Education Co-ordinator: Louise Erbacher

Email: earthcharter@brinkX.org

Mobile: 0407-170-595

Table of Contents

- Section 1 - The Brink Expedition – An Overview
- Section 2 - A Word from Dr Brian Hoeppe
- Section 3 - Hotspot Table and Regions
- Section 4 - Expedition Route Map
- Section 5 - Qld SOSE Syllabus Outcomes and the Brink Curriculum – Levels 1 and 2
- Section 6 - Qld SOSE Syllabus Outcomes and the Brink Curriculum – Levels 3 and 4
- Section 7 - Qld SOSE Syllabus Outcomes and the Brink Curriculum – Levels 5 and 6
- Section 8 - Annotated Websites

The Brink Expedition – An Overview

The Brink Expedition is a not-for-profit endeavour providing interactive educational experiences for school children in Australia and around the world, using an adventure platform to deliver positive environmental and humanitarian messages. From the first week of May, 2003, school children will be able to follow the Brink Expedition - a 50, 000 km cycling, kayaking and sailing odyssey around the planet using human power and the natural elements.

The Brink Expedition will provide an opportunity for students to learn from other cultures, promoting an understanding of, and a fascination for the complex world around them. As well, the expedition will encourage an awareness of, and respect for the natural environment, while emphasizing the students' role as active global citizens. Children from around the globe will be able to track the team on their journey with regular visits to the Brink Web site, **www.brinkX.org**. By integrating technology and adventure into a real-life context, the Brink Expedition will deliver a progressive form of education that will excite and inspire young imaginations, acting as a springboard for further investigation and learning.

A dedicated team of voluntary teaching staff, in collaboration with Brisbane Catholic Education and Education Queensland is developing a unique and engaging curriculum tailored to the Brink Expedition. The Curriculum Modules will be built around a series of global hotspots – places of social and environmental concern - located along the Brink Expedition Route. Each of the Curriculum Modules reflect the Principles of the Earth Charter – **www.EarthCharter.org** - heightening students' and teachers' awareness of the challenges facing our global community. From May 2003, the curriculum will be released gradually as a practical on-line teacher resource based on the Queensland School Curriculum Council's SOSE syllabus (Studies of Society and Environment for grades 1 to 10). To access the curriculum, teachers can register with the Brink School Room - www.brinkX.org/schoolroom. The curriculum modules will focus on the following areas of social and environmental concern:

The Brink Expedition and the Earth Charter – Introduction

Indigenous People of the Americas – Southern & Central America

Ocean Care – Atlantic Ocean

Global Warming - Europe

Understanding Cultures – Middle East and Central Asia

Fairer Trade – Southern Asia

Endangered Species – South East Asia

Disappearing Forests – South East Asia & Australia

Indigenous Australians – Australia

A Message From Brian Hoeppe

I am very pleased to lend my support to the Brink Expedition.

I have been deeply involved in the development of the Studies of Society and Environment [SOSE] curriculum in Queensland, and I appreciate how the Expedition will make a very valuable contribution to that field. The intrepid journey by Ben, Kendon and Sean offers school students a fresh and valuable way to learn about our increasingly globalised world. The boys' extraordinary trip across time, space and cultures will be mirrored in many classrooms, providing a vivid real-life framework for the curriculum in Studies of Society and Environment.

I commend the Expedition members for their commitment to developing web-based materials for use by teachers and students. The Brink Boys will visit seven world "hotspots", each a dramatic example of a social and environmental issue. On the Brink website, nine SOSE modules will invite primary and secondary students to probe those issues – to analyse the situations, to discern causes, to weigh up possibilities, to propose action. Those nine investigations will be stitched together by the unfolding tale of the boys' fascinating journey. Students will use maps and timelines to follow the boys' journey, and will keep in touch through email, discussions and vivid online journals.

SOSE in schools is framed by values – democratic processes, social justice, ecological and economic sustainability and peace. So too the Brink boys are motivated by those values, pursuing the vision of a fairer and more sustainable future for the people of all nations. Ben, Kendon and Sean provide admirable role models of ethical, committed young people. They reflect the best traditions of active and informed citizenship. I believe that students will be inspired by their example. As students come to appreciate the energies the boys are displaying in their journey, they will be encouraged to ask how their own energies might help shape a better future for all people.

In these ways, the Brink Expedition is a fine demonstration of the spirit of SOSE. As someone involved in the SOSE development as an academic, as a writer of SOSE syllabus drafts, research papers, curriculum modules and textbooks, and as a provider of teacher professional development, I applaud this project and commend it as most worthy of support.

Dr Brian Hoeppe

Visiting Fellow

School of Cultural and Language Studies in Education

Brink Curriculum based on Regional Hotspots

<p>1 Americas</p> <p>5/2003</p> <ul style="list-style-type: none"> ● <i>Brink Expedition and the Earth Charter</i> ● <i>Indigenous Peoples of the Americas</i> <p>Venezuela Brazil Bolivia Argentina Chile</p>	<p>2 Atlantic</p> <p>2/2004</p> <ul style="list-style-type: none"> ● <i>Ocean Care</i> <p>Caribbean Azores</p>	<p>3 Europe</p> <p>4/2004</p> <ul style="list-style-type: none"> ● <i>Global Warming</i> <p>Spain France Italy Greece Turkey</p>	<p>4 Middle East & Central Asia</p> <p>7/2004</p> <ul style="list-style-type: none"> ● <i>Understanding Cultures</i> <p>Iran Turkmenistan Uzbekistan Kyrgyzstan NW China</p>
<p>5 South Asia</p> <p>10/2004</p> <ul style="list-style-type: none"> ● <i>Fairer Trade</i> <p>Pakistan India Nepal Tibet</p>	<p>6 South East Asia</p> <p>4/2005</p> <ul style="list-style-type: none"> ● <i>Endangered Species</i> ● <i>Disappearing Forests – Part 1</i> <p>Vietnam Laos Cambodia Thailand Malaysia Indonesia East Timor</p>	<p>7 Australia</p> <p>9/2005</p> <ul style="list-style-type: none"> ● <i>Disappearing Forests – Part 2</i> ● <i>Indigenous Australians</i> <p>Australia</p>	 <p>Finishing at Sydney Harbour on Australia Day 2006</p>

Brink Expedition Route

Queensland SOSE Syllabus Outcomes For Brink Curriculum – Levels 1 & 2

SOSE STRAND	Americas <i>Brink and the Earth Charter</i>	Americas <i>Indigenous Peoples</i>	Atlantic <i>Ocean Care</i>	Europe <i>Global Warming</i>	Middle East and Central Asia <i>Understanding Cultures</i>	South Asia <i>Fairer Trade</i>	South East Asia <i>Endangered Species</i>	South East Asia and Australia <i>Disappearing Forests</i>	Australia <i>Indigenous Australians</i>
Possible focus of Investigation	What is an Expedition? Why do some people go on Expeditions? What do we mean by the Earth Charter?	What do we mean by indigenous people and why do they live like they do?	What do we know about ocean life? How do people use the ocean? How can we use what we need without	I wonder what would happen if all the ice melted and the sea level rose?	How do people in other countries live, why are they different to us, and how have they influenced us?	Should we buy things if we know that the people who made them haven't been paid properly?	Why don't some animals exist anymore and how can we help save those that are dying out?	Why do some people want to cut down trees but others want to save them?	What stories are important to Aboriginal people and what do these stories reveal about their culture?

			hurting the ocean?						
Time Continuity and Change	1.4, 2.3	1.3, 2.3		2.3 1.4, 2.4	1.3, 2.3 1.5, 2.5				1.3, 1.5 2.1
Place and Space	1.2, 2.2 1.4, 2.4	1.1, 2.1 1.2, 2.2	2.2, 2.4	1.1, 2.1 1.2, 2.2 1.4, 2.4 1.5, 2.5	1.1		1.2, 2.2	1.2, 2.2 1.4, 2.4	2.1
Culture and Identity	1.3, 1.4 2.3, 2.4	1.1, 1.3, 2.3			1.1 1.2, 2.2 1.3, 2.3 1.4	1.1, 2.1			1.1, 1.4, 2.2, 2.3, 2.5
Systems, Resources and Power			2.2			1.2, 2.2 2.5		1.2, 2.2 2.4	

Queensland SOSE Syllabus Outcomes For Brink Curriculum – Levels 3 & 4

SOSE STRAND	Americas <i>Brink & the Earth Charter</i>	Americas <i>Indigenous Americans</i>	Atlantic <i>Ocean Care</i>	Europe <i>Global Warming</i>	Middle East and Central Asia <i>Understanding Cultures</i>	South Asia <i>Fairer trade</i>	South East Asia <i>Endangered Species</i>	South East Asia and Australia <i>Disappearing Forests</i>	Australia <i>Indigenous Australians</i>
Possible focus questions for Investigation	What is the Brink Expedition and how will it raise awareness of the Earth Charter?	How have Indigenous peoples sought to care for (manage) the environment in which they live, & what	What do we know about oceans? How are living things in oceans connected? How are people	Why is global warming important and what has Australia's contribution been to addressing the	What perceptions do we have of the people of the middle east, where did these perceptions come from and	How has the situation of unfair trade been produced and what values and assumptions underlie it?	What causes some species to become extinct and why should this concern us?	How can issues relating to ecological sustainability of forests be compared to issues of economic	How have indigenous people contributed to the development of various Australian

		implications does this have for sustainability? What impact has contact with non Indigenous peoples had on the lifestyle of Indigenous peoples & what might be some peaceful, democratic and socially just ways of minimising this impact?	connected to oceans? What can we do to keep oceans healthy?	global warming issue? How can individuals make a difference to the global warming issue?	in what ways can we challenge them?	What action can individuals take to make a difference to unfair trade practices?		sustainability, and what are some peaceful ways of resolving these issues?	communities?
Time Continuity and Change		3.4, 4.4, 4.5		4.2	3.5, 4.5				3.3, 4.3, 3.5
Place & Space	3.4, 4.4 3.5, 4.5	3.1, 3.2, 4.1, 4.2	3.1, 3.2, 3.4, 4.1, 4.2, 4.4	4.4, 4.5	3.4, 4.4		3.2, 4.2	3.1, 4.1 3.2, 4.2	3.1, 3.5
Culture & Identity		3.1, 3.2, 4.2			3.1, 4.1, 3.2, 4.2				3.1, 4.1, 3.4, 4.4
Systems, Resources and Power	3.1	3.1,	3.2, 4.1			3.2, 4.2	3.1, 4.2	4.1, 4.5	4.4

Queensland SOSE Syllabus Outcomes For Brink Curriculum – Levels 5 & 6

SOSE STRAND	Americas <i>Brink and the Earth Charter</i>	Americas <i>Indigenous Peoples</i>	Atlantic <i>Ocean Care</i>	Europe <i>Global Warming</i>	Middle East and Central Asia <i>Understanding Cultures</i>	South Asia <i>Fairer Trade</i>	South East Asia <i>Endangered Species</i>	South East Asia and Australia <i>Disappearing Forests</i>	Australia <i>Indigenous Australians</i>
Possible focus questions for Investigation	How do people make decisions about managing the world we live in? What are	What challenges are facing the Amazon and its peoples? What role do governments play in	Why are oceans so important to life on Earth? How do human activities affect the health of oceans? How can we use	In what ways will global warming impact upon the activities of the world's citizens? In what ways can this impact be managed?	What perceptions do we have of the Middle East and what challenges does the region face? In what ways	What has caused the pattern of trade throughout the world and what values and assumptions underlie it?	Why should the endangerment or extinction of species concern us? What can citizens do to work for the	What challenges are facing the world's forests and why do we need to work for the future survival of the world's forests?	How have Aboriginal communities changed as a result of government legislation and policies? In

	values and how do they contribute to the decision making process? Does the way the decision is made influence its outcome?	managing the development of the Amazon? How do the activities in the Amazon affect individuals in Australia?	the oceans' resources sustainably?	How can national governments work with international organizations to manage the impact?	can we challenge these perceptions?	How can citizens work for a fairer pattern of trade?	protection of species?	How is the issue of ecological sustainability connected to economic sustainability? What are some socially just and peaceful ways of resolving or managing these issues?	what ways have aspects of Aboriginal culture been presented by the media? What are the particular perceptions of Aboriginal communities?
Time Continuity and Change	5.1, 5.2, 5.5, 6.1, 6.2, 6.5	5.2		5.1	5.5	5.4	6.2, 6.3, 6.4	6.1, 6.3, 6.4, 6.5	5.1, 5.2, 5.3, 5.5, 6.1, 6.3, 6.5
Place and Space	5.2, 6.2 5.3, 5.4	5.4	5.2, 5.4 6.2, 6.4	5.2			6.1, 6.2, 6.3, 6.4, 6.5	6.1, 6.2, 6.3, 6.4, 6.5	
Culture and Identity	5.1, 6.1, 5.2, 6.2	5.5			5.2, 5.5	5.4	6.2, 6.3, 6.4,	6.2, 6.3, 6.4,	5.1, 5.2, 5.4 6.2, 6.4
Systems, Resources and Power	5.3, 6.3	5.1	5.1	5.1, 5.3,	5.5,	5.2, 5.3,	6.1, 6.3, 6.4,	6.1, 6.2, 6.3, 6.5	5.5, 6.5

Brink Expedition – Annotated Web sites

The following list of web sites are a starting point for finding information about the hotspots raised during the Brink Expedition.

General Sites

www.brinkx.org This is the official site of the Brink Expedition. It contains information about Brink team members, journals from the road, the Schoolroom and teaching modules suitable for use in upper primary and lower secondary classrooms.

www.bne.catholic.edu.au The official site of Brisbane Catholic Education.

www.earthcharter.org The official site of the Earth Charter. It contains the Principles of the Earth Charter as well as teaching resources for sustainability.

www.education.qld.gov.au The official site of Education Queensland.

<http://www.caa.org.au/index.html> Oxfam Community Aid Abroad sponsor a range of projects for a fair world and sustainable environment. Find out more about what they are doing in countries around the world and the complexity of the issues they are tackling.

Indigenous peoples of the Americas

<http://www.spx.nsw.edu.au/src/assignments/rainforestculture.html> 'Rainforests Sociologists' St Pious X College in NSW have put together this site that contains some stimulus questions and many useful links to other sites on Indigenous peoples. Sustainability issues and human rights issues are addressed, and the site has a useful link to the Yanomami (human beings) that the Brink team hope to visit.

Ocean Care

<http://members.iinet.net.au/~rabbit/ofishing.htm> A site providing an overview of overfishing as an issue and why it should be stopped.

<http://www.abc.net.au/science/news/stories/s336471.htm> An ABC site containing scientific evidence of overfishing as a marine ecosystem issue greater than that of global warming.

Global Warming

<http://www.greenhouse.gov.au/household/> Australian Greenhouse Office site on global warming. Provides facts and figures for households, communities and businesses in Australia as well as links to international sites.

<http://yosemite.epa.gov/oar/globalwarming.nsf/content/index.html> The United States Environmental Protection Agency site on global warming that provides factual information about global warming and how we are changing the climate of the earth. Environmental impacts and actions are given. There is a kids' site, plus a map of the world where you can link to information on the impact of global warming in the region of choice.

Understanding cultures

http://news.bbc.co.uk/1/hi/world/middle_east/2545719.stm BBC News site with information and stories about the Middle East. Contains pictures of daily life, spirituality and the Israeli and Palestinian conflict.

<http://www.mrdowling.com/607mena.html> Provides useful information about the countries, languages, cultures and histories of the Middle East.

Fairer Trade

http://www.caa.org.au/horizons/may_2002/aus_trade_launch.html

<http://www.caa.org.au/campaigns/trade/> Community Aid Abroad has two components to their site – the first provides information on how Australia is affected by unfair trade, the second focuses on unfair trade and investment in the international arena.

<http://www.arts.monash.edu.au/ausapec/citerpap.htm> Papers from a conference on unfair trade. This site would be most suitable as background information for teachers on some of the issues associated with fair trade.

Endangered Species

<http://www.ea.gov.au/biodiversity/threatened/> Threatened species and threatened ecological communities within Australia is the focus of Environment Australia's site. It has student activities (in the Green kids guide under the resources and information section) ways you can help save threatened species, links to other sites (eg world wildlife fund) and a range of other useful information.

<http://www.greennature.com/article207.html> A site published by Green Nature on endangered species and wildlife in America and around the world (need to choose those from South East Asia region, for example new conifer discovered in Vietnam).

Disappearing Forests

<http://www.wilderness.org.au/member/tws/projects/Forests/valgiant.html> The Wilderness Society's site on The Valley of the Giants - The Styx Valley, Tasmania. Useful information about the importance of the area and pictures of possibly the world's tallest trees are available.

<http://www.theage.com.au/news/national/2001/06/23/FFXCVUGU8OC.html> Pillar for the sky at centre of a battle. This article provides some background to the logging of the Styx valley for woodchips.

Indigenous Australians

www.ciolek.com/WWWVL-Aboriginal.html

The Aboriginal Studies WWW Virtual Library should be the first stop for information on a range of issues. The site features links to government web resources, Koori web resources, Aboriginal history and language sites, and Aboriginal Art and Culture.

www.aiatsis.gov.au/rsrch/ntru/ntru_hm.htm

Australian Institute of Aboriginal and Torres Strait Islander Studies web site provides relevant and up to date information regarding specific native title cases and concerns. The pages include articles and discussion papers and also links to other resources.

www.hreoc.gov.au/social_justice/stolen_children/index.html

This web site provides a wealth of information concerning the Stolen Generation, the removal of Aboriginal children and the abuse they experienced at the hands of the authorities or their delegates. The site provides useful links to *Bringing them Home: The Stolen Generation Report*.

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

Australians for Native Title and Reconciliation provides current information about calls for a Treaty with the Aboriginal people, Aboriginal reconciliation, the Stolen Generation, Australia's international obligations, and indigenous culture and heritage.



Please remember to recycle this paper