



We are all  
**COOKS RIVER  
PEOPLE**

Teacher 's Guide  
and Information



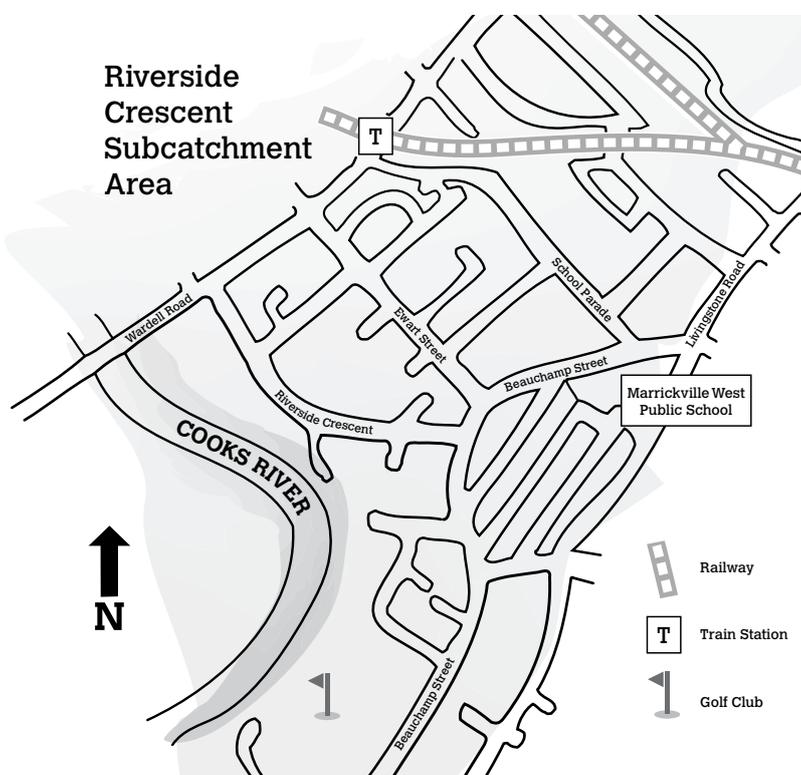
# We are all COOKS RIVER PEOPLE

## THE UNIT

Marrickville West Public School is a land user in the River Crescent Subcatchment area for the Cooks River (Diagram 1). The Riverside Crescent Subcatchment is in Marrickville South in the south-western part of the Marrickville local government area.

As a land user in the subcatchment, Marrickville West has a relationship with the Cooks River. This relationship is one that is worthy of educational focus. To this end a unit of work, **We are all Cooks River People**, has been developed to reflect, to explore, to develop skills, knowledge and understandings about living and working in the subcatchment area of the Cooks River.

**We are all Cooks River People** is a HISE, Science & Technology unit but is designed to be integrated into PDHPE, Creative Arts, Mathematics and English unit aligned to the NSW Board of Studies syllabus Outcomes. The unit has also been designed to be implemented over ten weeks (one school term) at Marrickville West Public School. The unit is flexible enough to be shortened if required.



### **The unit is a sequence of seven key indicators:**

- Describe a personal relationship with the Cooks River
- Recount the history of the Cooks River
- Understand a water system
- Describe the biodiversity of the Cooks River
- Understand water quality
- Rehabilitate a damaged water system
- Plan for a sustainable future



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## Design of Unit

Information about the Cooks River, its history and environmental issues, is immense and detailed. The unit of work presents a slight portion of this information and is presented in a way to give students a sense of the relationship that they have with the river. It is designed to enable teachers, students and the community to enter into learning about the topic with a sequence of specific activities and resources.

The activities presented in this unit are fully supported in the classroom with teacher directed lessons, hands on activities and whole class and group discussions. Teachers are encouraged to enrich the activities with personal skill and expertise. Hands on science lessons, excursions to the Cooks River, mural painting, guest speakers, mathematical data collection, wikis, story writing are a few ways to embrace this unit in the classroom.

The unit will be published electronically to allow teachers to modify, adapt and innovate learning activities relevant to demographics of a particular class group.

The unit has been planned in collaboration between teachers from Marrickville West Public School, the Committee of Walking on Water (WOW) and consultants from Marrickville Council.

## Background

In 2011 Marrickville West Public School was approached by the Committee of Walking on Water (WOW). WOW wanted the Marrickville West Public School community to develop an understanding of the Riverside Crescent Subcatchment water cycle and its relationship and impact on the Cooks River.

Also occurring at Marrickville West Public School was a collaboration with the school, Marrickville Council and the Community Gardeners to build a rain garden on school land. The rain garden, to be constructed later in 2012, will filter out pollution in stormwater runoff from the Henson Street area that normally ends up in the Cooks River. The water will be stored in a tank to use on the school's land and community garden.

The decision was made to integrate into the school curriculum the two initiatives from WOW and Marrickville Council. A collaborative meeting involving the school, WOW and the council involved a sharing of ideas about content and activities for the curriculum and included the naming of the unit, We are all a Cooks River People. This ten week unit will be implemented in Term 3.

A highlight of the unit of work will be a water festival at Marrickville West Public School towards the end of Term 3. This will be organised by WOW and involve the students sharing learning including art and projects. The festival will also be a time to launch the rainwater garden.

## Special Thanks to...

Damien Moran Co-ordinator

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Leann Thomas artist & photography on cover [www.leanne1966.wordpress.com](http://www.leanne1966.wordpress.com)

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Marrickville Council

Project WOW – Walking on Water



# We are all **COOKS RIVER PEOPLE**

## **NSW DET SYLLABUS**

### Key Learning Areas

#### **HSIE**

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##### **KNOWLEDGE AND UNDERSTANDINGS**

###### **Environments**

The environment is the aggregate of all conditions that influence the life of an individual or population. The state of the environment ultimately determines both the quality and the survival of life. Responsible environmental management is an investment in our future. Students learn to identify features, places, sites and environments and develop knowledge of relationships between them.

By investigating components of environments, students learn about the impact of human activity and the need to protect living standards by promoting ecologically sustainable lifestyles. They learn that there needs to be a balance between protection and the use of our environment and natural resources. They learn about the need for an informed sense of responsibility for the environment, a commitment to participate in environmental management and improvement activities, and the development of personal lifestyles compatible with ecological sustainability.

##### **SKILLS**

Students will develop skills in acquiring information, using an inquiry process, and social and civic participation. The development of these interconnected skills is crucial in equipping students for taking active, responsible and informed roles as citizens in a rapidly changing society.

##### **VALUES AND ATTITUDES**

###### **Ecological Sustainability**

- appreciating the environment, one's personal relationship with it and one's responsibility for its future;
- recognising the interdependence of people and the environment;
- showing commitment to ecologically sustainable development and lifestyles;
- being environmentally responsible.



## Science and Technology

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### CONTENT

#### **Built Environments**

People create, construct, modify and adapt structures and spaces for a wide range of purposes. The environments they build are an important part of our communities and cultures.

#### **Living Things**

Living things interact with each other and affect their environments in complex ways. Understanding of people, other animals and plants is fundamental to a wide range of human activity.

#### **Earth and its Surroundings**

The Earth itself is a changing system and is also part of a greater changing system. In order to preserve life on Earth, there is a growing need to develop understanding of the Earth's characteristics and how people interact with their environments.

### LEARNING PROCESSES

#### **Investigating**

All people engage in the activity of investigating. It is an activity that capitalises on, and develops, curiosity. It is a core process whereby students develop understanding about natural and made environments.

#### **Designing and Making**

Designing is an activity in which all people engage. It is a core process through which students try to identify needs and propose practical means by which these needs can be addressed.

#### **Using Technology**

A significant proportion of human activity involves the use of technologies. As a result of science and technology education students will learn to use a wide variety of tools, hardware, materials, equipment and software appropriately and safely.

### VALUES AND ATTITUDES

Students will engage in learning experiences that will enable them to develop positive and informed values and attitudes towards themselves, towards others and towards science and technology.

## English

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### **KNOWLEDGE**

To develop students' knowledge understanding of texts and how texts are structured within different contexts.

### **SKILLS**

To develop students' competence in learning and using language in a broad range of contexts.

### **VALUES**

To develop students' enjoyment, and confidence and independence as language users and learners.

## Visual Arts

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In Visual Arts, students develop knowledge and understanding, skills, values and attitudes in *Making and Appreciating* by engaging with the concepts of artists, artworks, the audience and the world. In making they learn how they can investigate the world through selected subject matter (eg people, objects, places and spaces) and work with the forms (eg painting, drawing, digital works) in expressive ways.

## Maths

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Mathematics is a reasoning and creative activity employing abstraction and generalisation to identify, describe and apply patterns and relationships. It is a significant part of the cultural heritage of many diverse societies. The study of mathematics provides opportunities for students to learn to describe and apply patterns and relationships; reason, predict and solve problems; calculate accurately both mentally and in written form; estimate and measure. Students will have the opportunity to develop an appreciation of mathematics and its applications in their everyday lives and in the worlds of science, technology, commerce and the arts.

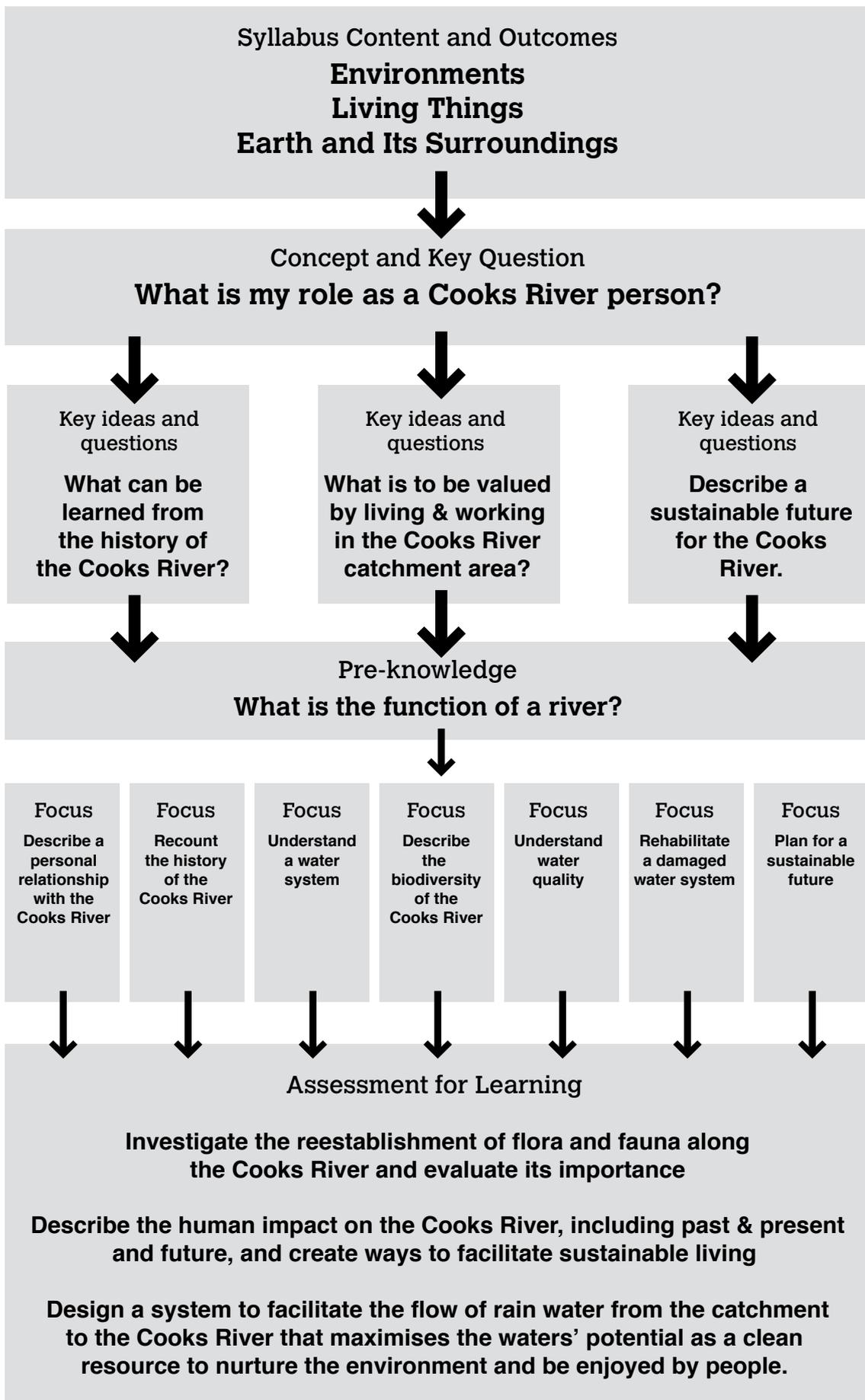
## Personal Development, Health & Physical Education

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In our rapidly changing society there is increasing community awareness of the importance of healthy lifestyles. The resultant good health is characterised by improved quality of life, less sickness and disability, happier personal, family and social experiences and the opportunity to make choices in work and recreation.

Individuals lead a healthy lifestyle when they live in a way that allows them the greatest chance of achieving and maintaining mental, physical, social and spiritual wellbeing. When individuals are well informed on health issues and have a sense of control about the decisions they make, they are more likely to experience positive relationships, improved quality of life and less illness.

# We are all Cooks River People



# ADDITIONAL RESOURCES

Here are some resources and recommended websites

 **Marrickville Council Biodiversity LINK**

[http://www.marrickville.nsw.gov.au/environment/in\\_your\\_community/biodiversity.html?s=0](http://www.marrickville.nsw.gov.au/environment/in_your_community/biodiversity.html?s=0)

 **Cooks River – Royal Botanic Gardens & Domain Trust LINK**

[http://www.rbgsyd.nsw.gov.au/science/Evolutionary\\_Ecology\\_Research/Botany\\_of\\_Botany\\_Bay/places/cooks\\_river](http://www.rbgsyd.nsw.gov.au/science/Evolutionary_Ecology_Research/Botany_of_Botany_Bay/places/cooks_river)

 **Planning Riverside Crescent Subcatchment LINK**

<http://www.marrickville.nsw.gov.au/MARRICKVILLE/INTERNET/RESOURCES/DOCUMENTS/pdfs/DraftRiversideCresSubcatchmentManagementPlan.pdf>

 **Cooks River Valley Association LINK**

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