

## Case Studies

### Bush Food Garden

Early Years  
Primary Years

### Hallett Cove South Primary

Partners: Urban Forest Biodiversity Program  
Department for Education and Children's Services (DECS)  
Marion City Council

The project aims to establish outdoor learning, play and recreation areas using naturalistic plantings of local indigenous species. Part of an on-going integrated programme to develop environmentally aware and responsible citizens.

For more information visit [web.hcsps.sa.edu.au](http://web.hcsps.sa.edu.au) and follow the links to the Bush Food Garden

"The program is taught across R-7 as a specialist subject involving all students in the design, creation and care of individual project elements. It incorporates studies across the learning areas. "

The success of the program is determined by

Improved student attitudes towards local environment, participation in projects and developments of the sub-areas.

Links between classroom work and environmental project

The program is usually delivered by specialist teacher, but involves class teachers by arrangement

#### Environmental Reporting Themes and Issues for this project

<u>Themes</u>	<u>Issues</u>
Atmosphere	<ul style="list-style-type: none"><li>• Air Quality</li><li>• Climate Change</li></ul>
Biodiversity	<ul style="list-style-type: none"><li>• Threatened Species</li><li>• Native Vegetation</li><li>• Introduced Species</li></ul>
Coasts and the Sea	<ul style="list-style-type: none"><li>• Health of the Marine and Coastal Environment</li></ul>

Inland Waters	<ul style="list-style-type: none"> <li>• Water Quality</li> <li>• Rivers, Streams and Wetlands</li> <li>• Water Use</li> </ul>
Land Resources	<ul style="list-style-type: none"> <li>• Land use</li> <li>• Dryland Salinity</li> <li>• Soil Erosion and Acidity</li> </ul>
Human Settlements	<ul style="list-style-type: none"> <li>• Energy</li> <li>• Population and Urban Form</li> <li>• Waste</li> </ul>
Heritage	<ul style="list-style-type: none"> <li>• Heritage</li> </ul>

<b>Environmental Reporting Themes and Issues for this project</b> <ul style="list-style-type: none"> <li>• Arts</li> <li>• Design and Technology</li> <li>• English</li> <li>• Health and Physical Education</li> <li>• Mathematics</li> <li>• Science</li> <li>• Society and Environment</li> </ul>
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<b>Elements of the Essential Learnings that your project develops</b>	
Futures	<ul style="list-style-type: none"> <li>• Learners developing an understanding of patterns and connections within systems</li> <li>• Learners understanding world views when analysing future challenges</li> <li>• Learners building scenarios of preferred futures</li> <li>• Learners acquiring skills that will enable them to thrive in a fast changing world rather than becoming casualties of such change</li> </ul>
Identity	<ul style="list-style-type: none"> <li>• Learners developing an understanding of themselves, of the groups to which they belong, and of other</li> </ul>

	<p>members of their community</p> <ul style="list-style-type: none"> <li>• Learners coming to an understanding of the social construction of identities</li> <li>• Learners developing the capacity to relate effectively to others and to resist the pressure of negative stereotyping</li> <li>• Learners achieving a sense of their own current and emerging identities</li> </ul>
Interdependence	<ul style="list-style-type: none"> <li>• Learners coming to an understanding of cultural and global connections, patterns and evolutions</li> <li>• Learners coming to an understanding of what is needed for sustainable social and physical environments</li> <li>• Learners cooperating to achieve agreed outcomes</li> <li>• Learners acting to benefit their communities</li> </ul>
Thinking	<ul style="list-style-type: none"> <li>• Learners knowing themselves profoundly as learners and thinkers</li> <li>• Learners using a wide range of thinking modes</li> <li>• Learners utilising thinking from a range of times and cultures</li> <li>• Learners developing and employing enterprising attributes</li> <li>• Learners developing enterprising and creative solutions for contemporary issues</li> </ul>
Communication	<ul style="list-style-type: none"> <li>• Learners having an understanding of the complexity and power of language and data</li> <li>• Learners having an understanding of how communication works</li> <li>• Learners having the ability to make effective use of</li> </ul>

language, mathematical information and the tools of  
information and communications technology

- Learners being able to effectively use communication  
in a range of modes