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| 7    | Creek Studies – Water Quality      | This program provides the opportunity for students to explore a local creek environment, investigating environmental resources and recognising that different characteristics affect their use and significance. Students will:  
  • Explore a local creek environment and assess the quality of the water by examining the types of macro invertebrates found in the local habitat.  
  • Chemically and electronically test for a range of environmental pollutants and consider their origins.  
  • Evaluate the impact of human behaviour on the quality of water in creek catchments and consider the problems in managing water as a shared and valuable resource. | • Field sketch  
• Annotate photographs  
• Riparian assessment and plant ID  
• Water quality testing  
• Macro-invertebrate collection and ID  
• Collaborative evaluation | EXCURSION Half day | All year | Single class | Science: C2C Unit 1/2 – Water - Waste not, want not |
| 8    | Community Connections              | In this program, students will:  
  • Investigate a chosen community and focus on the concept of place through an investigation of the community’s liveability.  
  • Explore how places differ in the characteristics of their populations  
  • Utilise geographical data to measure aspects of communities such as liveability, aesthetics and demographics.  
  • Investigate ways to improve these features, focusing on the planning role of the government and local community. | • Field sketch  
• Land use survey  
• Traffic survey  
• Pedestrian survey  
• Collaborative evaluation | EXCURSION Full day | All year | Single class | Geography - Unit 2: Place & liveability |
|      | Landforms and landscapes           | Students investigate the formation of chosen landforms and the varying uses of that landscape. Investigation into the issues related to human use of the area and discussion around the management of these issues is also addressed.  
Students will visit a site/s (coastal or other site close to school can be negotiated) within their local area to collate an accurate representation of the area.  
During the program students will:  
• Identify the effects of erosion and deposition on the coastline;  
• Discuss how coastal lands are used and the effects of these uses;  
• Undertake physical assessment of site/s;  
• Water quality analysis using both chemical and digital test procedures;  
• Identify the natural and human impacts on coastal areas and the mitigation of these;  
• Discuss how the presence of the landform has had a positive or negative effect on the settlement pattern and residents in the area and how it has been modified to accommodate these changes. | • Field sketch  
• Coastal land use survey / mapping  
• Annotate photographs  
• Water quality testing (non-marine setting)  
• Human impact survey  
• Cross-section  
• Group problem solving | EXCURSION Full day | All year | Single class | Geography - Unit 1: Landforms and landscapes |
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| 9    | Food for our futures | Students will:  
- Examine the terms food security / insecurity;  
- Discuss our individual connection / disconnection with the food we eat;  
- Investigate and discuss food miles for differing foods;  
- Examine the effects of environmental challenges such as land and water degradation, shortage of fresh water, competing land uses and climate change on global food production;  
- Consider the use of water, nutrients and technology in maximising crop yields;  
- Investigate ways in which we can meet challenges concerning future food production at a local level.  
- Complete a personal sustainability audit. | • Vegetable / fruit ID  
• Diamond ranking activity – what do we want from our food?  
• Examine food miles  
• Personal sustainability audit | SCHOOL BASED  
Half day | All year | Multiple classes | Geography - Unit 1: Biomes and food security |
|      | Follow the crowd | Students will investigate successful public spaces within their city and consider how well they cater for the needs of young people. They will collect data about users of the site and recommend ways in which the site might become more appealing to youth.  
The excursion focuses on King George Square and includes a visit to Post Office Square to consider ways in which the space can be modified to encourage younger people to use it.  
The day concludes with a decision making activity where students use data collected to justify their proposed modifications. | • Site survey  
• Land use survey  
• User survey  
• Movement survey  
• Sustainability survey  
• Pedestrian survey  
• Collaborative evaluation | EXCURSION  
Full day | All year | Single class | Geography - Unit 2: Geographies of interconnections |
| 10   | Sustaining coastal communities | Students will investigate the potential impacts that climate change may have on the foreshore. The purpose of the study is to collect primary data and identify environmental challenges, their causes and strategies to manage the area.  
Surveying tools are used to establish a horizontal line of sight and begin to consider the impact that predicted sea level rise may have on coastal communities.  
A housing survey is undertaken to establish how well placed the community is to cope with environmental change.  
Exploration of the current and potential future management strategies to cope with such challenges is also undertaken. | • Coastal water level surveying data collection  
• Flood map analysis  
• Housing sketch/survey  
• Annotate photographs  
• Collaborative evaluation | EXCURSION  
Full day | All year | Single class | Geography - Unit 1: Environmental change and management |
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| 11 / 12 | Managing catchments | Students visit 2-3 sites within their local catchment area to investigate aspects such as topography, drainage patterns, vegetation cover, and land use and settlement patterns. Using the primary data students are encouraged to identify the threats to the health of the waterway and discuss mitigation measures. In this program students use a range of ICTs, including digital data loggers, to collect data. Activities include:  
- Gathering data about the nature and extension of exotic species threatening the riparian vegetation and creek fauna;  
- Investigation of physical (turbidity, pH, temperature, dissolved oxygen, nitrate and phosphate) and biological (macro-invertebrates) indicators to determine the creek’s water quality;  
- Investigation of land use, settlement patterns and impacts along the catchment.  
- Discussion of the effectiveness of current management strategies being utilised in the catchment and suggestions for future management of the area. | • Field sketch  
• Annotate photographs  
• Riparian assessment and plant ID  
• Water quality testing  
• Macro-invertebrate collection and ID  
• Collaborative evaluation | EXCURSION | Full day | All year | Single class | Senior Geography 2007 - Theme 1: Focus Unit 2: Managing catchments  
ACARA Unit 1: The changing biophysical cover of the Earth |
| 11 / 12 | Sustainable communities | An investigation into redevelopment sites around the inner city area. Sites are selected to provide students with examples of affordable housing and mixed-use developments. Projects may include, but are not limited to:  
- The Powerhouse  
- Central Village  
- Bonney Lane / Common Ground  
- Brisbane Showgrounds  

Students are required to investigate the environmental, economic and social sustainability of each development and conduct a feasibility study of a future development in either Fortitude Valley or South Brisbane. | • Annotate photographs  
• Land use survey  
• Sustainability survey  
• Pedestrian survey  
• Collaborative evaluation | EXCURSION | Full day | All year | Single class | Senior Geography 2007 - Theme 2: Focus Unit 3: Sustaining communities  
ACARA Unit 2: Sustaining places |
| 11 / 12 | Connecting people and places | Students investigate a proposal for an extensive light rail system linking Brisbane CBD, South Bank, West End, Highgate Hill and St. Lucia. Two possible sites for light rail stations within the West End area will be visited during the day.  
Using the data collated during the excursion, students will make informed decisions regarding the suitability of the sites in terms of meeting the social, economic and environmental criteria of sustainable development. | • Wayfinding activity  
• Annotate photographs  
• Land use survey  
• Traffic survey  
• Pedestrian survey  
• Streetscape survey  
• Collaborative evaluation | EXCURSION | Full day | All year | Single class | Senior Geography 2007 - Theme 2: Focus Unit 4: Connecting people and places  
ACARA Unit 2: Sustaining places |

For further information please contact:

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