

Natural Resource Management Education Framework

Dungbusters! has been developed using the Natural Resource Management Education Program Framework, which promotes a balanced approach to the sustainable management of natural resources that takes environmental, social and economic factors into account. The framework (see figure 1) uses five phases in the learning process:

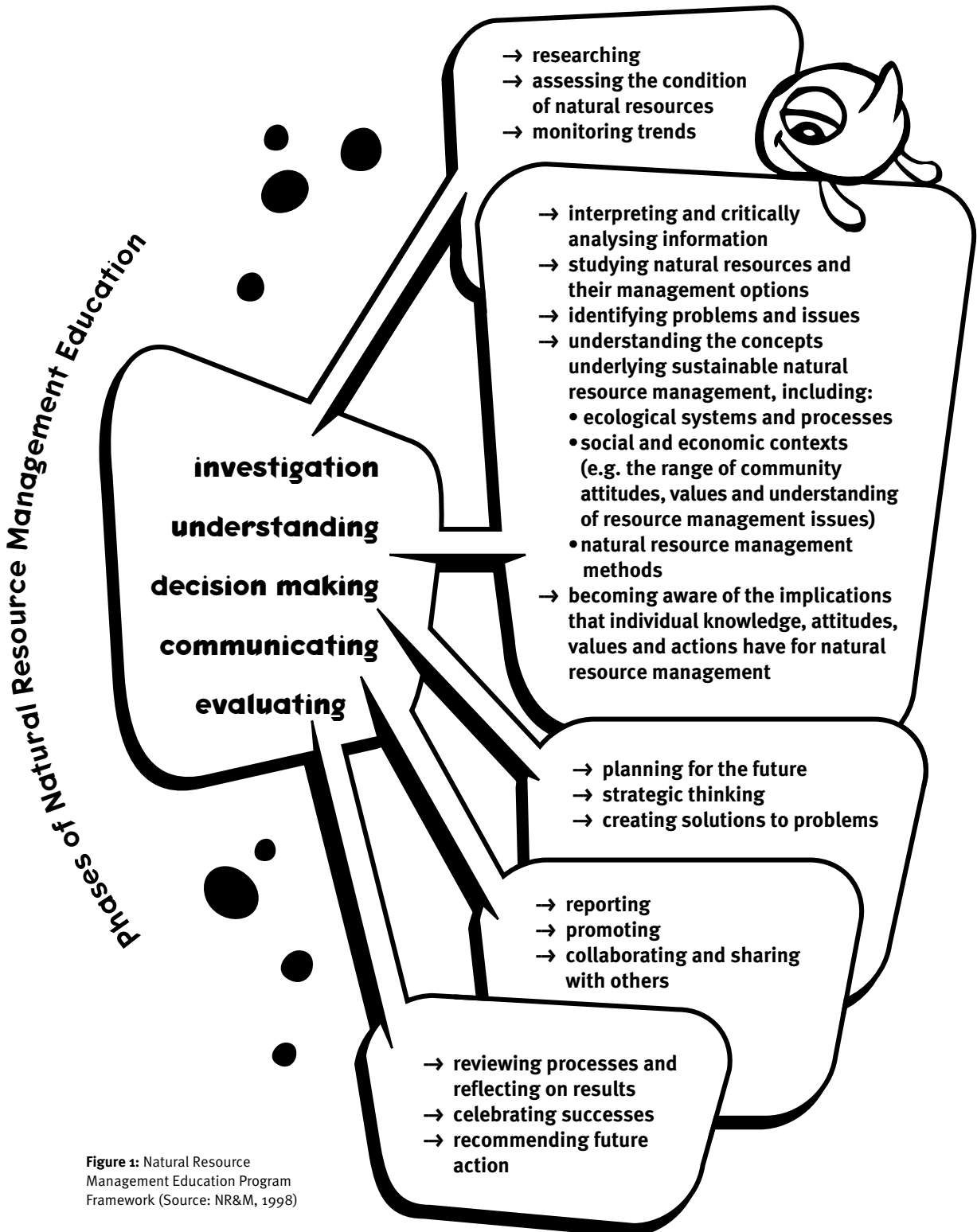


Figure 1: Natural Resource Management Education Program Framework (Source: NR&M, 1998)

Curriculum links

This module is linked to the key values and core learning outcomes identified in the *Queensland Science: Years 1–10 Syllabus* and *Studies of Society and Environment: Years 1–10 Syllabus* (Office of the Queensland School Curriculum Council 1999).

SOSE

Place and Space

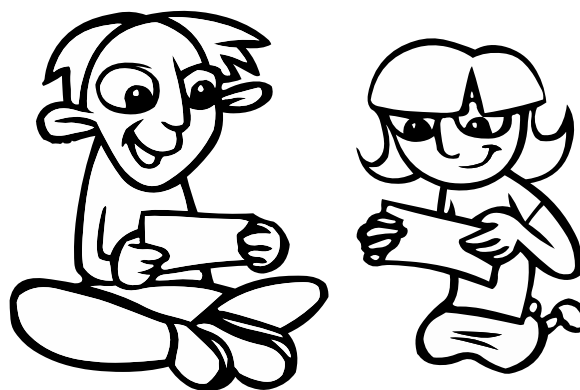
- 2.2 Students predict possible consequences for an ecological system when an element is affected.
- 3.2 Students create and undertake plans that aim to influence decisions about an element of a place.
- 4.2 Students predict the impact of changes on environments by comparing evidence.
- 5.2 Students design strategies for evaluating environmental impacts of a proposed project, highlighting relationships within and between natural systems.
- 5.5 Students evaluate ideas concerning sustainability to identify who may benefit and who may be disadvantaged from changes to an Australian industry.

Systems, Resources and Power

- 3.3 Students apply the principles of democratic decision making in cooperative projects
- 5.3 Students use a structured decision-making process to suggest participatory action regarding a significant current environmental, business, political or legal issue.

Time, Continuity and Change

- 2.4 Students describe cause and effect relationships about events in familiar settings.
- 3.4 Students organise information about the causes and effects of specific historical events.



Science

Science and Society

- 2.3 Students explain some of the ways that applications of science affect their community.
- 3.3 Students make predictions about the immediate impact of some applications of science on their community and environment, and consider possible pollution and public health effects.
- 4.3 Students present analyses of the short- and long-term effects of some of the ways in which science is used.
- 5.3 Students analyse relationships between social attitudes and decisions about the applications of science.

Life and Living

- 2.1 Students look for patterns and relationships between the features of different living things and how those living things meet their needs.
- 3.1 Students draw conclusions about the relationship between features of living things and the environments in which they live.
- 2.3 Students make links between different features of the environment and the specific needs of living things.
- 3.3 Students describe some interactions (including feeding relationships) between living things and between living and non-living parts of the environment.
- 4.3 Students make generalisations about the types of interactions which take place between the living and non-living parts of the environment.
- 5.3 Students evaluate the consequences of interactions between the living and non-living parts of the environment.