

What is HaSS thinking and what is the potential of HaSS thinking?

<http://www.hass-sa.asn.au/>

<http://humsteach.blogspot.com.au/2017/02/hass-sa-conference.htm> Professional learning blog for HASS teachers and links for HASS 2017 presentations.

Malcolm McInerney, 'The place of HASS in curriculum, time to argue your case!' Key note speech.

"When talking about critical and creative thinking, 'real world' application and future 'usefulness' of a learning area, the HASS learning area is often undervalued in schools."

"HASS subjects provide a framework for students to critically and creatively assess possible, probable and preferred futures for themselves and the world in which they live."

<http://www.hass-sa.asn.au/conference/>

McInerney, UniSA HASS Lecturer +other, introduced me to the concept of SOFT LEARNING OUTCOMES. He claims that soft learnings are a HASS learning outcome. (Hard Skills = technical skills and knowledge).

Soft skills: Team Spirit, communication, trustworthiness, empathy, inquisitive, assertiveness, creativity, self-confidence, understanding, a global outlook.

McInerney argued that the same value provided to STEM should be provided in HaSS. That the soft skill HaSS outcomes underpin democracy.

"HASS unpacks how we see the world around us – Prof David Lambert 'curriculum maestro!"

"Science can tell you how to clone a Tryanransurus Rex : Humanities will tell why this might be a bad idea."

What I had forgotten and overlooked about HaSS McInerney reminded and enlightened. I have the confidence again to support and promote the HASS fundamental principle outcomes eg: courage, integrity, fairness. Could HASS be the unseen and felt, the fourth dimension? (Don't ask me what the fifth is). HASS outcomes, as a foundation in local and global understanding, reminds us that we are a humankind, the positiveness in kindness, enables valued discussion, directs action, leads negotiation, brings awareness.

McInerney noted that HASS concepts will address what our students are asking about:

Armed conflict, climate change, rising sea levels, geo-political turmoil, ecosystem collapse, polarization of ideological orientations, unsalable humanity appetite.

Studying HASS is not value free in primary years either. Our primary students are asking about recycling, sunhats, rubbish bins, playing safe, being responsible, cyber safety, and family and friend relationships – HASS discipline enables discussion.

Working paper

HASS Possible Lesson Plans – and engagement points

FOCUS: Middle primary years and UN International Year of Sustainable Tourism for Development

Geography – Tourism – using tourist travel brochures as reference students build their own brochure about a destination. Focus being 'Principles of Sustainable Tourism': Respect – place and peoples, Local Decisions, Payment – trickle down, Preservation – Low impact, local,

History – Famous Explorers. Engage students with video eg: Michelangelo Ships or 'Captain and Commander.' Why you would explore leading discussion to an inquiry question.

Nature based inquiry learning outdoors, observation using sensors.

Yr 3 Geography/History

– Treasure Hunt find trees that belong to leaves/seed, how many different types of trees.
- Observation using sensors look, feel, report evidence of animals – droppings, leaves eaten, burrows, nests

Yr 4/5 – Explore Seasonal awareness through quarterly monitoring of a school nature area. Students work out what and how they observe and record eg tree growth, flowering patterns, annual weeds, temperature, dry and wet patterns.

History - Impact on Flora caused by human settlement – continuity and change
Our town/area now and then. - Engage with images of local before and after settlement.
Engage a local historian expert guest speaker. (NRM, Native Nursery). History, continuity and change.

Nature Based learning - Geography/Science to Economic/Business curriculum outcome.

Engage in area of rare flora, endangered flora, biggest/largest tree in the local or global.

Big Famous Tree Gallery Australian Trees

http://www.dn.com.au/Big_Famous_Trees_gallery/pages/Old-Emu-Foot-Eucalyptus-camaldulensis-red-gum.html

To research to recognise rare/endangered flora species, identified local species and global equivalents, discussions centred on why this is so, what and how actions. In the process establishing local connections to establish a school-nursery to germinate and distribute seedlings.

Y6-7 Business and Economics/science - Upper Primary

- Establish a nursery to germinate rare/endangered flora and distribute/sell as community planting project. Possible Ongoing Community/School partnership.

(These long term projects would excel with recording and observation continuity over two years and I suggest would fit well in a small school where there are multiple year levels in a single classroom).

Reference and points of community engagement:

History of Agriculture in the South East, Naracoorte Herald photo archive, Reedy Creek Native Tree Nursery, Limestone Coast NRM, Naracoorte Historical Society,

Brian – significant trees. Oldest Tree in South Australia. Gepp.Brian@gmail.com

Brian has done the research and wants a 'learning path/lessons' developed around his knowledge and conservation/preservation of trees.

The bush classroom, Shanelle Palmer, Lead Educator, Walk and Talk.

www.thebushclassroom.com.au

https://www.tes.com/lessons/_cT9PVhLIOytTg/visiting-you-visiting-me