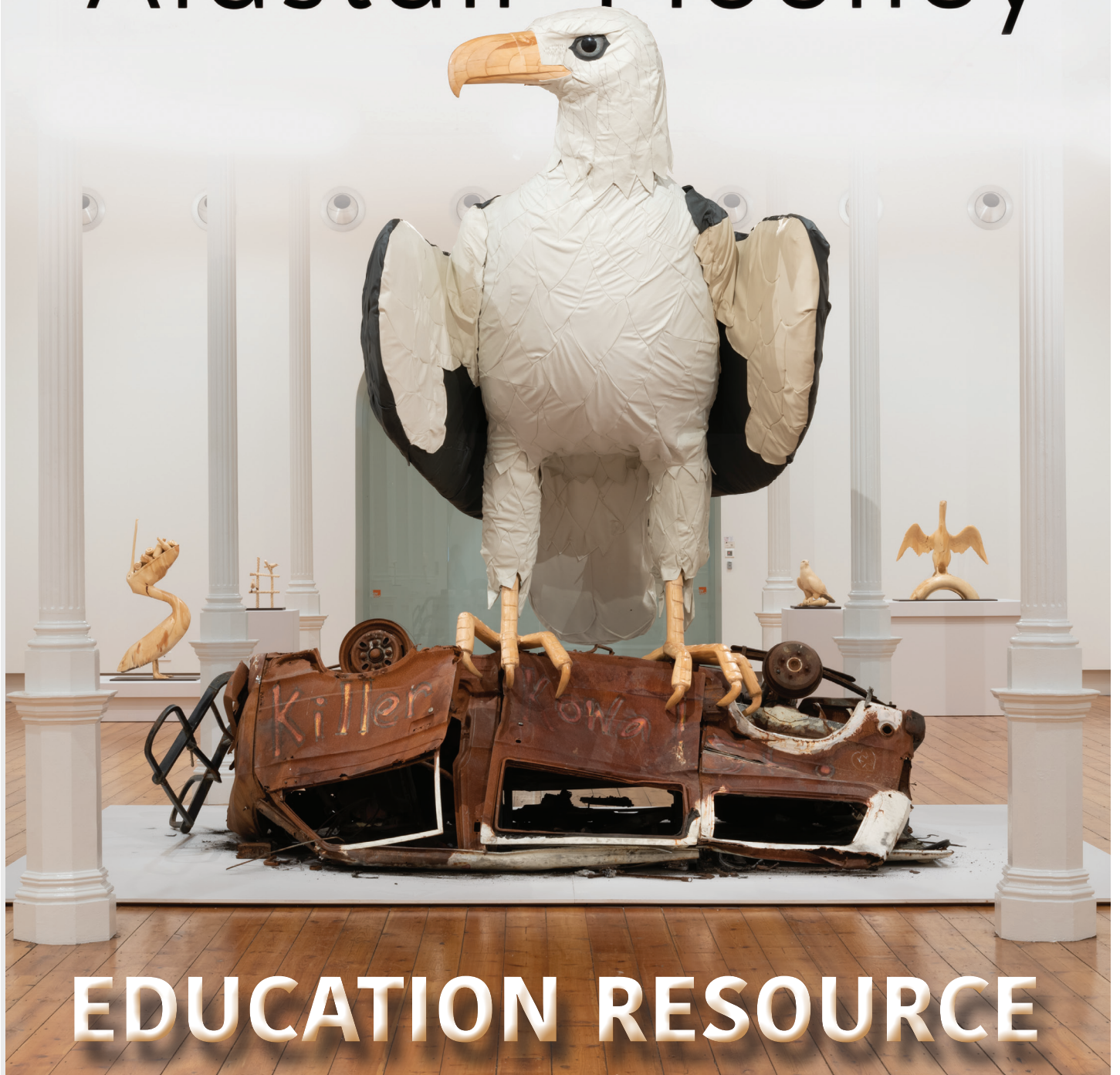


NEST

Alastair Mooney



EDUCATION RESOURCE



City of LAUNCESTON
QUEEN VICTORIA
MUSEUM & ART GALLERY



Tasmanian
Government

TEACHERS' NOTES

The exhibition *NEST* explores the artist's connection to the environment.

Growing up in George Town, Mooney developed a strong attraction to the birdlife of the region. This motivated him to spend much of his youth exploring Northern Tasmania.

This resource focuses on the impact of humans on the environment.

Students are encouraged to examine:

- different types of birds' nests
- the impact of resources that humans use and how they can reduce their carbon footprint
- how recycling helps the environment, and
- the choices humans can make to have a positive effect on the environment.



FOR TEACHERS – LINKS TO AUSTRALIAN CURRICULUM

Sustainability cross-curriculum priority

Sustainability addresses the ongoing capacity of Earth to maintain all life.

Systems

- OI.1 The biosphere is a dynamic system providing conditions that sustain life on Earth.
- OI.2 All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.
- OI.3 Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.

World views

- OI.4 World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice, are essential for achieving sustainability.
- OI.5 World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability.

Futures

- OI.6 The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future.
- OI.7 Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.
- OI.9 Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.

Science curriculum links

Year 1

- Living things live in different places where their needs are met (ACSSSU221)
- People use science in their daily lives, including when caring for their environment and living things (ACSHE022)

Year 2

- People use science in their daily lives, when caring for their environment and living things (ACSHE035)
- Represent and communicate observations and ideas in a variety of ways (ACSI042)

Year 3

- Science knowledge helps people to understand the effect of their actions (ACSHE051)

Year 4

- Living things depend on each other and the environment to survive (ACSSU073)
- Science knowledge helps people to understand the effect of their actions (ACSHE062)

Year 5

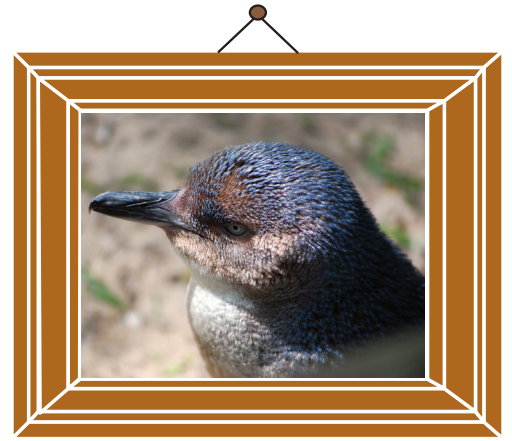
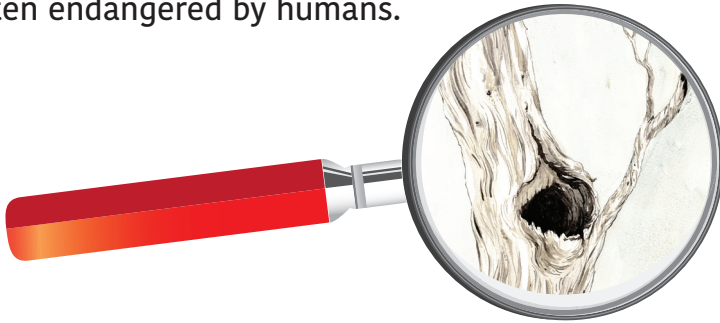
- Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE083)

Year 6

- The growth and survival of living things are affected by physical conditions of their environment (ACSSU094)
- Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE100)

WHY BIRDS?

Birds are a beautiful part of nature. They are our closest link to dinosaurs but their habitats are often endangered by humans.



Bird nests come in all shapes and sizes. Can you match these birds to their nests?



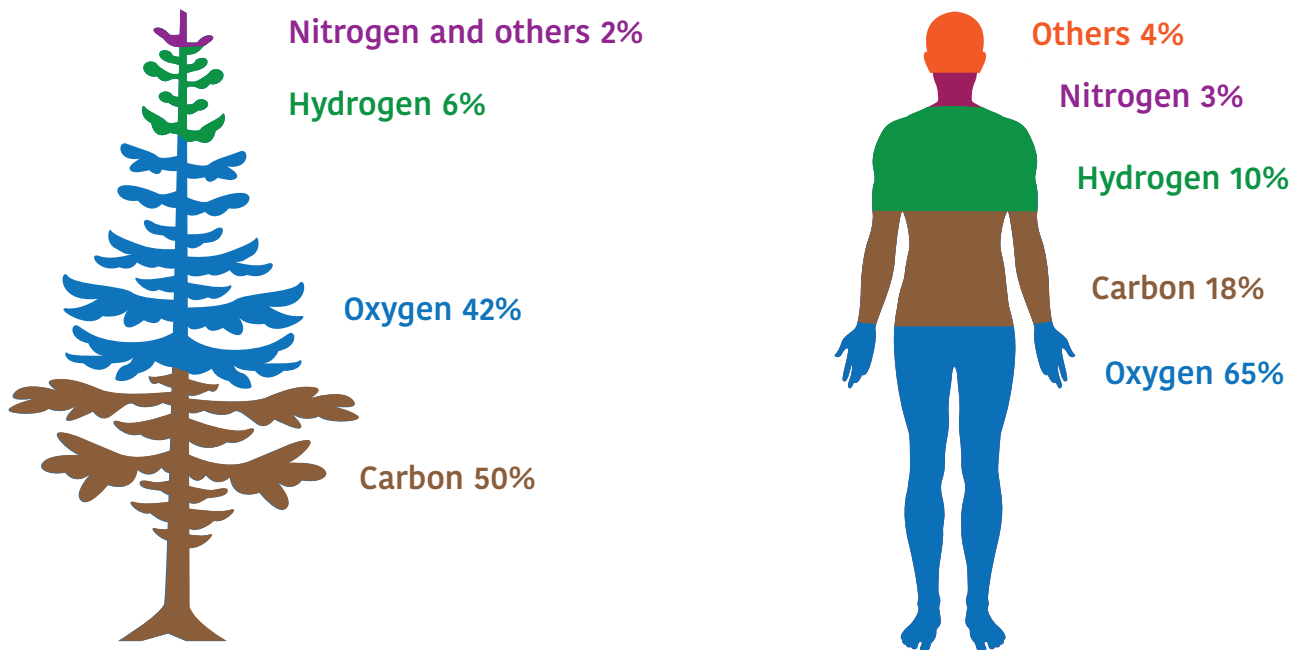
Write some words that connect all these nests to your home

Why do you think the artist called the exhibition *NEST*?

WHY WORK IN WOOD?

Wood comes from trees. Trees are, like humans, part of nature.

Every living thing on Earth contains four basic elements - carbon, hydrogen, oxygen and nitrogen.



A tree breathes in (absorbs) carbon dioxide and breathes out (produces) oxygen - the exact opposite of humans.

The amount of oxygen a tree produces depends on the species and the size. Generally, older, larger trees produce more oxygen. Humans and animals need oxygen to survive.

Trees on Earth can absorb about 25% or $\frac{1}{4}$ of the carbon dioxide that is released every year when humans burn fossil fuels¹. This process helps limit climate change and gives us cleaner, healthier air.

We all have a carbon footprint. This is how much carbon dioxide is released into the atmosphere by the activities of a person.

Activities that INCREASE your carbon footprint

Driving to school
Eating lots of meat
Buying food from overseas

Activities that DECREASE your carbon footprint

Walking or riding your bike to school
Eating less meat
Buying locally produced food

What other activities can you think of which will increase or decrease your carbon footprint?

Think of what **you** can do to reduce your carbon footprint.

Write them in the footprints on the next page and create a path towards a brighter future in your classroom.

¹ [<https://ecos.csiro.au/despite-decades-of-deforestation-the-earth-is-getting-greener/>]



WHY ALUMINIUM CANS AND GLASS BOTTLES?

Aluminium is one of the most common metals. The ore is mined and then the aluminium is extracted from the ore. This takes a lot of energy. Recycling aluminium takes much less energy - only around 5% or 1/20th of the energy it takes to make the original aluminium can. Glass bottles are also highly refined objects.

The bottles and can represent human beings' dominance over their environment. But the fact that these objects are seen in the exhibition as trash, thrown away without thought, shows a break in the recycling process due to human thoughtlessness.



Ask an adult to cut up an aluminium can for you, then see what ideas you can come up with to upcycle it.



Make a classroom display.

WHY A CAR WRECK?

A car wreck can be two things at once.

The first could be destruction of one of the finest examples of human engineering that has become useless.

The second could be a source of recycled parts that can be reused to keep other cars going.

The wreck is a symbol of destruction, and hope of renewal at the same time.

This wreck symbolises mankind's predicament:

Do we keep polluting our environment, using the Earth's resources and throwing them away?

Or do we use this as an inspiration to become more responsible with our resources?

The choice may be ours but the results of our choices will have huge impacts, not only for ourselves but for the creatures, like the eagle, who depend on the choices we make.

Which choice do you think the artist wants us to make?

What makes you think this?

How does he inspire us to make the right choice?

Write an acrostic poem to inspire action:

E

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G

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E

WHAT CAN WE DO TO HELP?

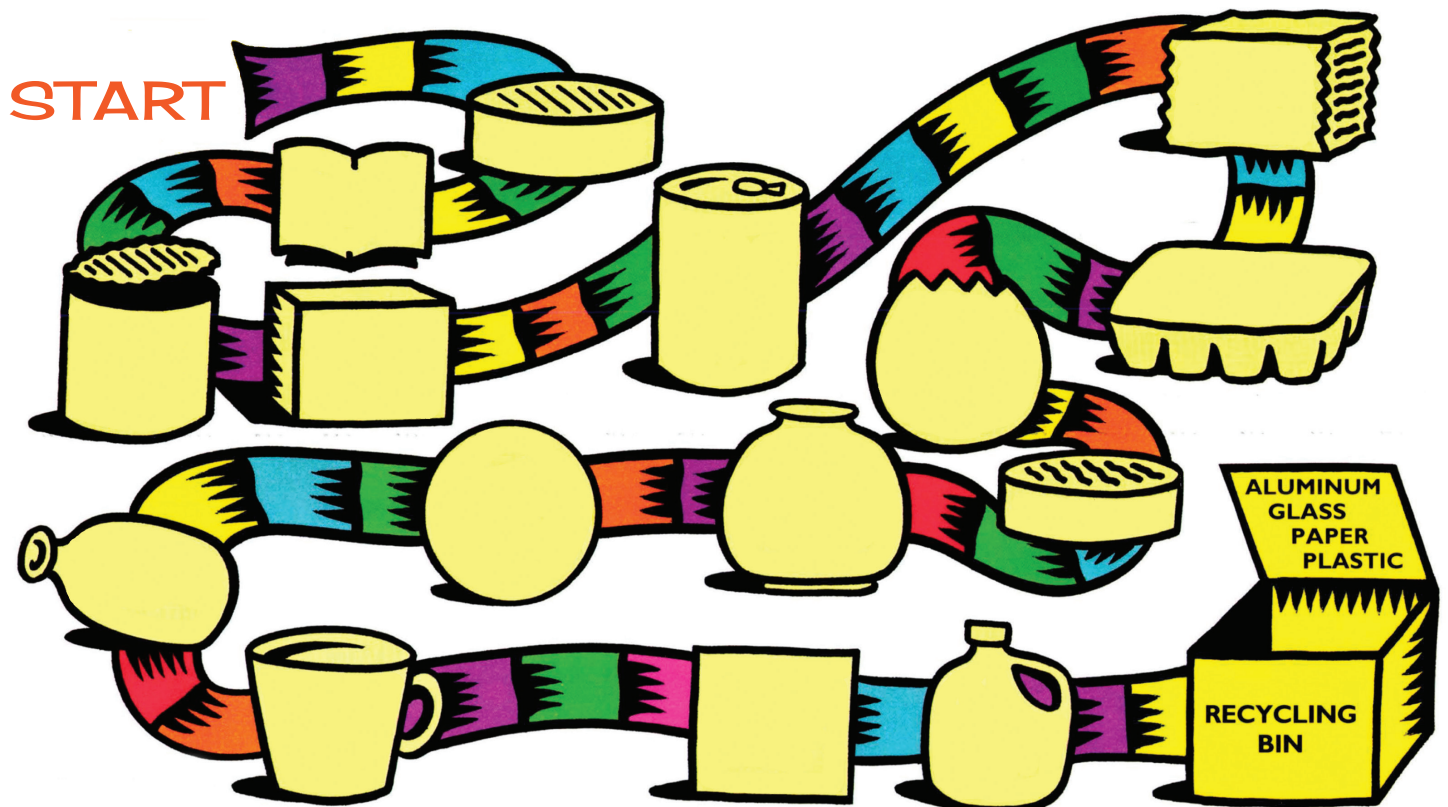
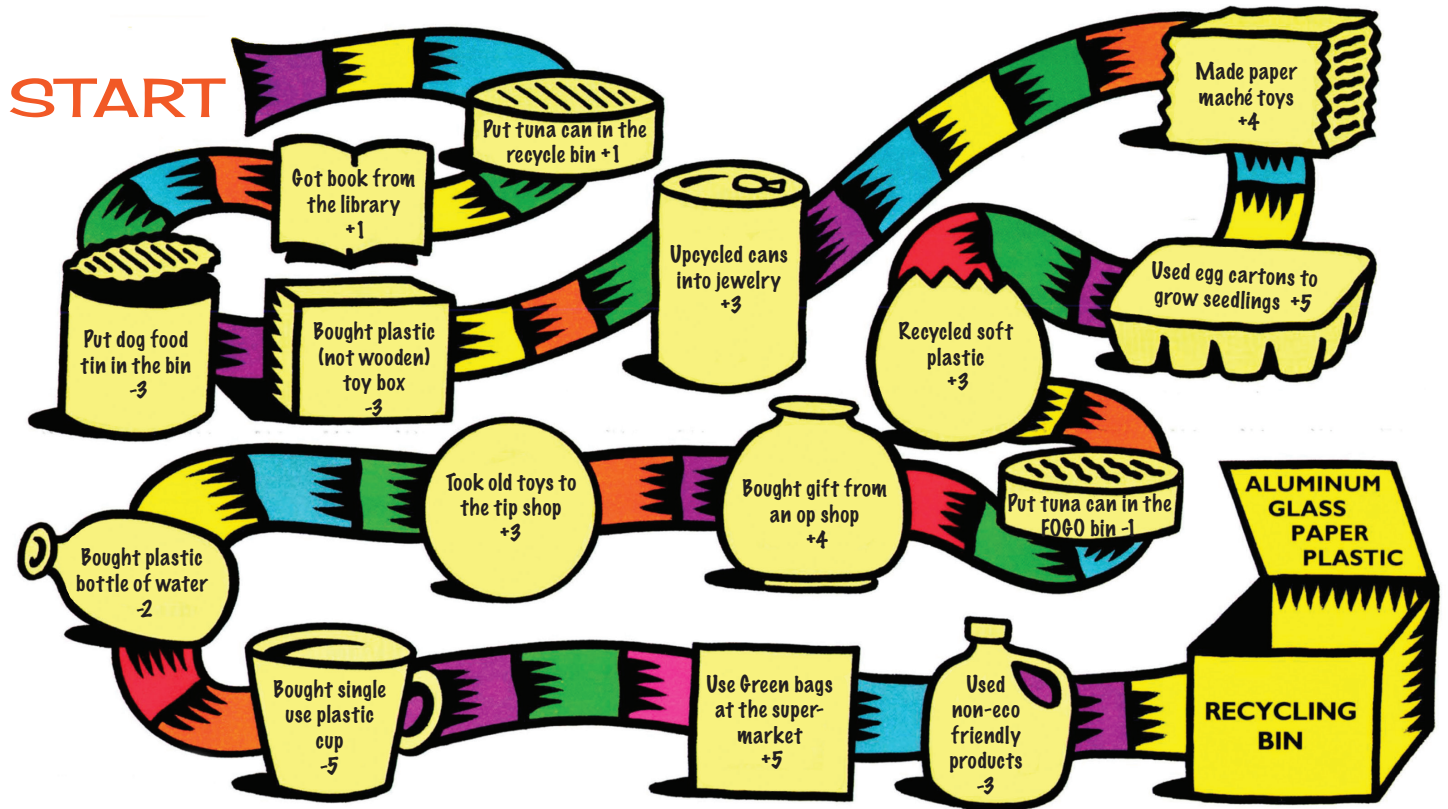
Alastair Mooney has created this exhibition to invite us to think more deeply about the impact of where the things that we throw away come from and where they are going

List some actions you could take to:

[illegible]

HOW CAN YOU INSPIRE OTHERS?

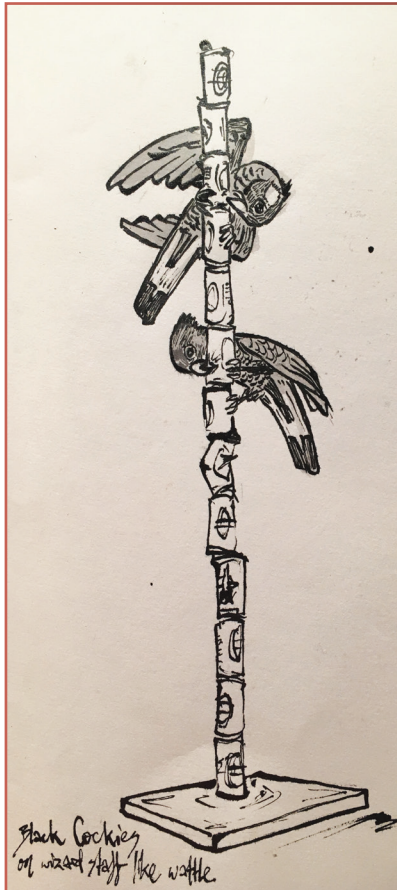
Create your own recycle game to play with your friends. Here's an example and a blank board for you to fill in yourselves.



IS THERE HOPE FOR THE FUTURE?

The exhibition has a very hopeful tone.

The works form as a warning to us all to think about the impact of our thoughtless disposal of rubbish, however each piece provides a hope for the future.



The black cockatoos are playfully clamboring on the wizard stick of aluminium cans to remind us of the 'magic' that recycling cans can perform.



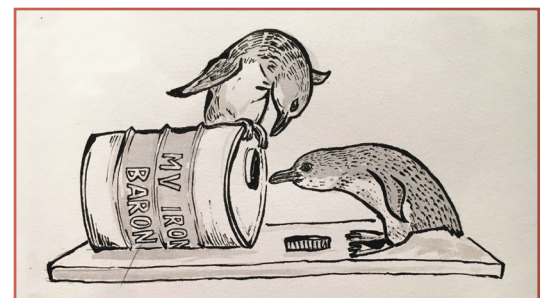
Boobook owls bring their wisdom to remind us of the common sense of reusing, reducing and recycling our waste.



The fairy wrens remind us that size is not an impediment to achieving a purpose and that children can have just as big an impact as their parents.



The eagle is perched on a 'nest' of a wrecked car to remind us that human use of technology can find solutions as well as problems for endangered species.



Finally the little penguins remind us of the power of community action. Recalling the community effort to clean up penguins after the Lady Barron oil spill in 1995.