

**GROWING UP GLOBALLY:
Teaching global education
in primary classrooms**

SAMPLE



Acknowledgements

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Introduction

This text (*Growing Up Globally: Teaching global education in primary classrooms*) is the product of work of the members of the Global Education Research and Teaching Team (GERT) at the University of Newcastle. Their work in instituting Global perspectives in teacher education courses at this university has been ably supported by the Global Education Project at the Professional Teachers' Council of NSW.

Global Education is a very encompassing term meaning many different things to different people. To some it is education that enables our students to be globally competitive in an increasingly globalised world emphasising maths skills and science skills but can also include language acquisition, cultural awareness, geography of the world, history of the world and literature of the world. Another group see Global Education in terms of equity. In Hanvey's (1976) seminal schema for attaining a global perspective, Perspective Consciousness (appreciation of the fact that one's own view of the world is not necessarily the same as that of someone else) and Awareness of Human Choices (awareness of one's own cultural perspective) came the notion that it is not just about us but that we need to be considering other perspectives and critiquing our own notion of what is right and what is good and appropriate. It is about developing globally minded world citizens who work with and for others. As the Melbourne Declaration argued:

As well as knowledge and skills a school's legacy to young people should include national values of democracy, equity and justice and personal values and attributes such as honesty, resilience and respect for others (MCEETYA, 2008, p. 5).

Thus Global Education does not fit nicely into any particular curriculum box and must address knowledge, skills and values if it is to be effective. Osler and Vincent (2002, p. 2) suggested that global education:

... is based on the principles of co-operation, non-violence, respect for human rights and cultural diversity, democracy and tolerance [and]

is characterized by pedagogical approaches based on human rights and a concern for social justice which encourage critical thinking and responsible participation.

The Australian statement on global education, *Global Perspectives: A framework for global education in Australian schools* (Curriculum Corporation, 2008), pointed out that global education is distinct, although had commonalities with, civics and citizenship, engaging young Australians with Asia, environmental education, language education and values education. It argued that Global Education has key concepts involved:

- Interdependence and Globalisation,
- Identity and Cultural Diversity,
- Social Justice and Human Rights,
- Peacebuilding and Conflict Resolution, and
- Sustainable Futures.

Learning to teach for a global world, and hopefully a better world, requires great teachers. To better assist teachers to take a Global Education perspective, to examine the values and attitudes associated with living in a global world, and to equip children to address the controversy that such a world involves we have developed these units following the NSW Global Education Program, *Global Perspectives*. We hope you find them of value.

Ruth Reynolds and the GERT Team from the University of Newcastle, Gale Ball, Debbie Bradbery, Joanna Brown, Debra Donnelly, Kate Ferguson-Patrick, and Suzanne Macqueen

Global-education.net

Introduction

How to use this book

Teachers can choose from eight different units focussed on a number of different Year levels and Learning Areas. Each unit in this book is an integrated unit, using a set of outcomes from one Learning Area to provide focus but then integrating appropriate themes and pedagogies from other Learning Areas. Australian Curriculum and NSW curriculum outcomes are incorporated. Within each unit teachers can follow a full inquiry process or can select discrete sequences to better fit their teaching requirements.

For each unit there is an overview with inquiry questions, links to Global Education themes, assessment ideas, required teacher planning and cross curriculum priorities. Additionally all units clearly indicate their links to Australian Curriculum and NSW curriculum, perspectives and general capabilities. Key references, resources, weblinks and children’s literature have been carefully sourced for each unit.

References

Curriculum Corporation (2008). *Global Perspectives. A framework for global education in Australian schools*. Carlton South: Curriculum Corporation

Global Education Project NSW (2014). *Global Perspectives: A framework for the development of active citizenship in NSW schools*. NSW: GEP.

Hanvey, R. G. (1976). *An Attainable Global Perspective*. New York: Center for Global Perspectives in Education.

Ministerial Council on Education, Employment, Training and Youth Affairs (MYCEETYA) (2008). *Melbourne Declaration on Educational Goals for Young Australians*. Canberra: MYCEETYA.

Osler, A. & Vincent, K. (2002). *Citizenship and the challenge of Global Education*. Stoke-on-Trent: Trentham Books.

UNIT TOPIC	INQUIRY QUESTIONS	KEY FOCUS AREA	GLOBAL EDUCATION FOCUS	YEAR	PAGE
CHANGE	How do seasons change?	Creative Arts	Interdependence	F/1	6
IDENTITY	How can we tell our stories of who we are?	History	Identity and cultural diversity	F/1	20
CHOICE	How do our food choices affect us and the environment?	Health and PE	Sustainable futures	1/2	32
DIVERSITY	Is diversity something we can and should celebrate?	English	Identity and cultural diversity	2/3	48
CITIZENSHIP	How and why are places similar and different?	Geography Civics	Interdependence and globalisation	3/4	62
WELLBEING	What can we do to promote well being?	Health and PE	Peace building and conflict resolution	4/5	74
CONNECTIONS	How did Australian society develop over time?	History	Social Justice and human rights	5/6	88
LIVING SUSTAINABLY	What issues affect our food security?	Science and Technology	Sustainable futures	5/6	104

CHANGE: Seasonal Stories

<p>Title Change: Seasonal Stories Author: Gail Ball</p>	<p>Target Years Foundation and Year 1</p>
<p>Inquiry Questions How do seasons change? What changes can we see? What changes can we hear? How do I and other living things respond to seasonal changes? Are seasons the same all over the world?</p>	
<p>Main Curriculum Focus Area The Arts</p>	<p>Integrated KLAs Geography Science</p>
<p>Global Education Focus Knowledge and Understandings: A sense of responsibility for the long term care of the environment. Values and Attitudes: Concern for the environment and commitment to sustainable practices. Skills and Processes: Critical thinking; Problem solving; Ethical decision making Action and Participation: Ability to see connections between actions and consequences</p>	

<p>Cross Curriculum Priorities</p> <ul style="list-style-type: none"> • Sustainability • Aboriginal & Torres Strait Islander histories and cultures 	<p>General Capabilities</p> <ul style="list-style-type: none"> • Personal and social competencies • Critical and creative thinking • Numeracy
<p>Planning / Preparation Teacher: Develop an understanding of how different cultures describe seasonal changes through reading references listed. Collect a variety of objects that students might associate with seasons ready for the mystery feely bag. Students: Look at home for things they can bring in for our seasons table.</p>	
<p>Assessment Formative assessments will include observations, questioning, product analysis, discussions, peer and self-assessment. The summative assessment is The Arts evening / assembly that students produce towards the end of the unit of work using the knowledge they have learnt about seasonal changes.</p>	
	

CHANGE

CHANGE: Seasonal Stories

Australian Curriculum Outcomes:

The Arts (draft)

ACAVAR109: Respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples (F–2).

ACAMUM081: Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community (F–2).

ACADRM029: Present drama that communicates ideas, including stories from their community, to an audience (F–2).

Science

ACSSU004: Earth and Space sciences: How daily and seasonal changes in our environment, including the weather, affect everyday life (F).

Geography

ACHGK006: The weather and seasons and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander peoples, describe them (Yr 1).

NSW Curriculum Outcomes:

Creative Arts

VAS1.1: Makes artworks in a particular way about experiences of real and imaginary things (Yr 1).

MUES1.1: (F) **MUS1.1:** (Yr1) Participates in simple speech, singing, playing and moving activities, demonstrating an awareness of musical concepts.

DRAS1.1: Takes on roles in drama to explore familiar and imagined situations.

Science

STe-7NE: Observes using their senses how daily and seasonal changes in the environment affect them and other living things (F).

Mathematics

MA1–1WM: Describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols (Yr 1).

Geography

ENES1: Gathers information about natural environments and communicates some of the ways in which they interact with, and care for, these environments (Yr 1).

GE1-1: Describes features of places and the connections people have with places (Yr 1).

Key Resources

- http://www.qagoma.qld.gov.au/__data/assets/pdf_file/0019/150634/4510_WR_Artist_Focus_v6.pdf: William Robinson Australian artist – seasons with teacher notes.
- <http://pixels.com/featured/seasons-of-joy-edmund-nagele-.html>: Photograph of 4 seasons by Edmund Nagele
- <http://gallery.aboriginalartdirectory.com/aboriginal-art/roseanne-ellis/four-seasons.php>: Roseanne Ellis Aboriginal artist 4 seasons.
- <http://www.youtube.com/watch?v=ksGiLalX39c>: 4 seasons song clip
- <http://www.poems-jokes-songs-for-kids.com/season-poems-for-kids.html>: Seasons of trees poem by Julie Holder
- <http://www.youtube.com/watch?v=txltFnXnmB0>: Vivaldi Winter
- <http://www.youtube.com/watch?v=YJ0Qs8cdkr4>: Vivaldi Spring
- <http://www.youtube.com/watch?v=xhkoUQ7HdIQ>: Vivaldi Summer
- <http://www.youtube.com/watch?v=H7hGiZ579cs>: Vivaldi Autumn
- http://www.youtube.com/watch?v=LU85J_JT7yl: The First Sunrise; A Dreamtime Story
- http://www.exploratorium.edu/listen/activities/soundscapes/deploy/activity_soundscapes.php: Build a soundscape online: the beach
- <http://www.activityvillage.co.uk/paper-dolls/>: Paper doll cut outs, plus assorted clothing
- <http://www.bbc.co.uk/wales/bobinogs/games/game.shtml?1>: Online game dressing for the season
- http://www.harcourtschool.com/activity/science_up_close/113/deploy/interface.html: Online story with animals and plants responding to seasons
- <http://www.12canoes.com.au/>: Aboriginal seasons: after opening click on seasons. Suitable for teachers or students.
- <http://www.bbc.co.uk/wales/bobinogs/games/game.shtml?>: Online game
- http://www.harcourtschool.com/activity/science_up_close/113/deploy/interface.html: Online story with animals and plants responding to seasons
- Cave, K. (2002) *One Child One Seed*. Frances Lincoln Limited, London.
- Lucas, D & Searle, K. (2005) *Walking with the Seasons in Kakadu*. Allen & Unwin.

ACTIVITY SEQUENCE 1: Four Seasons?

Tuning In / Preparing to Find Out

Inquiry Question/s

What are the four seasons across (temperate zones of) Australia?

NB: There are only two seasons up north in Australia's tropical zones – wet and dry. This will be discussed as part of the unit. It will also be connected to other countries.

Overview of themes in this sequence

Students examine the four seasons in temperate zones in Australia. Schools in tropical zones can easily adapt this unit to suit their climate and seasonal changes.

Students will name the four seasons, find the months of year that the seasons fall within and describe objects that are associated with the seasons. They will learn a song and a poem to help them remember the seasons.

Resources

- <http://www.youtube.com/watch?v=ksGiLalx39c>: Four seasons song clip
- <http://www.poems-jokes-songs-for-kids.com/season-poems-for-kids.html>: Seasons of trees poem by Julie Holder

References

- <http://australia.gov.au/about-australia/australian-story/austn-weather-and-the-season> references: an overview of the seasons in Australia in temperate zones and tropical zones

Assessment ideas

Student ability to:

- gain meaning from a multimedia text and learn a song about seasons
- orally name and describe the our seasons – oral description.

KLA and content descriptors

ACAMUM081:

- Demonstrating the difference between singing and speaking voice
- Using technology as a tool for music learning.

MUES1.1/ MUS1.1:

- Perform music through singing, playing and moving to simple songs and speech rhyme.
- Performs simple songs maintaining a sense of beat and rhythm.

GE1-1:

- Investigate the weather and seasons of places

MA1-1WM:

- Name and order the seasons and name the months for each season.
- Describe environmental characteristics of each season (e.g. In Autumn trees lose their leaves.)



ACTIVITY SEQUENCE 1: Four Seasons?

Tuning In / Preparing to Find Out

Teaching/Learning Strategies	Topic	Activities
<p>Senses walk Learn a song View and respond to a multimedia text</p>	<p>What are the four seasons?</p>	<ul style="list-style-type: none"> Students go on a senses walk outside in the playground. What can you see in the gardens? hear? smell? Ask if anyone knows what season it is. If it was a different season, what might be different in how you feel or what you see? http://www.youtube.com/watch?v=ksGiLalx39c: Students watch and listen to the song. It is an interactive clip where students need to name the seasons by viewing the picture, as they sing along with the simple words. Chorus can be learnt instantly as it consists of the names of the four seasons. (including Autumn not Fall). This will reinforce names of seasons.
<p>Listen to a poem. Visualising Describing orally Interactive whiteboard</p>	<p>What months are the seasons in?</p>	<ul style="list-style-type: none"> Teacher reads poem: Seasons of the trees by Julie Holder. (see link in resources above). Students close their eyes as it is read. They visualise how the trees change in each season. They orally describe the tree in each season. Game on interactive whiteboard – drag & drop the correct months to match with the seasons. Which season is your birthday in? (Teacher to make).
<p>Feely Bag Match item to season Justify choice</p>	<p>What are some things that we associate with each season?</p>	<ul style="list-style-type: none"> Teacher has four hoops on the ground (each labelled with a different season). Students sit in a circle around the hoops. Teacher then displays a mystery feely bag with items that are associated with certain seasons: natural items like coloured leaves, seeds, flowering plants or shells and man made objects like beanies, gloves, swimmers, sun hats, toy baby animals etc. Students are chosen to pull out an item and place it in the correctly labelled hoop. They orally justify why they put it in this hoop (season).

