PROPOSAL: LOWER PRIMARY GLOBAL CITIZENSHIP EDUCATION INTEGRATED LEARNING PROJECT

Purpose:

Outline a proposal for a Lower Primary (Years 2 and 3) Integrated Learning Project that will support a teacher in meeting learning needs of students needing extension.

Proposal:

> Students work in small groups to describe (for a nine-year-old child living in an Asian nation) how the *United Nations 2030 Sustainable Development Goals (SDGs)* apply to their community.

This integrated learning project will:

1. enable students to learn collaboratively to develop and apply understandings from the accredited WA Year 3 Curriculum for Humanities, Science, Technology, Mathematics, Health, English and Arts (refer to curriculum mapping document **Alignment UNESCO GCEd with WA Curriculum**).
2. incorporate the WA *Cross-curriculum Perspectives* of Sustainability, Indigenous Perspectives and Australia's Engagement with Asia.
3. develop the WA Curriculum *General Capabilities* and scaffold student self and peer assessment of *Personal and Interpersonal Capability*, *Critical and Creative Thinking*, *Intercultural Understanding*, *Ethical Understanding* (refer to Year 3 learning continua in **Bronze Mission Student Notes**).
4. result in an online and/or printed document publishing the student's research.

The roles of the Integrated Learning Project partners are:

- *Students* choosing to participate complete a learning contract designed to assist them in taking responsibility for their own learning.
- *Parents* are active partners in overseeing their child's progress in the integrated learning project.
- *School Administrators* provide the appropriate learning environment and resources for the students (including specified time and place for study, computer access, supervised access to internet).
- *Teacher* supervises implementation of the project, verifies the students' progress and communicates with other partners as needed.

Examples of questions (SDG 3 Good Health and Well Being) teachers may use to initiate the inquiry process:

a) What do the terms 'health' and 'well-being' mean?
b) How do we know whether a person has/doesn't have good health?
c) How do we know whether a person has/doesn't have well-being?
d) What happens in our community if a person is physically or mentally unwell?
e) Is there a human right related to this goal?
f) Are there any groups of people in our community that have poorer health and well-being?

Global Citizen Skills 'Passport' – Students' Notes

This Skills 'Passport' is presented to you as a Global Citizen in training. You can use it to record your learning journey as you plan and carry out projects designed to make a difference to your own community and those in other parts of the world. These projects are called *Missions*.

All 193 members of the United Nations, including Australia, have committed to a set of 17 Global Goals (called the 2030 Sustainable Development Goals). These will help to build a more peaceful and fairer world for all of its citizens. You can find out more about these goals through these webpages:

http://worldslargestlesson.globalgoals.org/

http://www.un.org/sustainabledevelopment/sustainable-development-goals/

http://www.wfuna.org/mission-possible

http://www.wfuna.org/wfuna-70-global-citizenship-challenge

Your Mission is to be part of a team of students to create and implement a project in your school community using the following five steps:

2030 Global Goals for Sustainable Development *Mission Cycle*

1. **Investigate** the needs of people in the local community and a community in another country related to one or more of the *UN 2030 Sustainable Development Goals*.
2. **Act** by designing and carrying out a project that will help address these needs.
3. **Reflect** on the progress and impact of your project - along the way and when it is completed. Do this by analysing (looking at the parts) and synthesising (looking at the whole) of your project.
4. **Share** your learning by involving and reporting to others your school and community.
5. **Sustain** by thinking about ways to expand your project, develop a new project, or mentor others to become involved.

The WFUNA[1] *Mission Possible Program Cycle*, being used by students in other countries, is the inspiration for this approach.

Mission Possible Program Cycle

INVESTIGATING
Students build global knowledge, develop 21st century skills, and strengthen collaborative values and attitudes by participating in interactive training sessions.

SUSTAINING
As Mission Possible Agents of Change, students have the opportunity to expand their projects, develop new projects, and mentor new program participants.

EMPOWERING GLOBAL CITIZENS

TAKING ACTION
Students apply their learning by designing and managing their own collaborative projects to address one of the SDGs in their local communities.

SHARING
Students share project results locally and globally through presentations to diverse audiences, including their peers, communities, and other Mission Possible participants.

ANALYZING & SYNTHESIZING
Students monitor and evaluate the progress and impact of their projects.

Source: WFUNA Mission Possible webpage
http://www.wfuna.org/mission-possible

As the Mission proceeds use the 'maps' provided for Critical and Creative Thinking (CCT), Intercultural Understanding (ICU) and Ethical Understanding (EU) to plan and record your learning journey. The table below is a guide on how to link elements of these three 'maps' with the Mission stages.

Planning – check the 'maps' to learn about things to do and think about as you plan your project. If you don't fully understand the words used in each 'map' ask your teachers for help. Remember these 'maps' apply to your classroom learning in many subjects.

Reflecting – use the 'maps' as a journal to record and link evidence of your journey. Built up over time, the journal becomes an important record. Link evidence like photos, written feedback, documents. Ask your teacher to verify your journal and linked evidence along the way. Develop your personal icon to do this.

Mission Cycle	Critical and Creative Thinking Map	Intercultural Understanding Map	Ethical Understanding Map
Investigate	CCT 1, CCT 2, CCT 3	ICU 1, ICU 2, ICU 3	EU 1, EU 2, EU 6, EU 7
Act	CCT 4, CCT 5, CCT 6, CCT 10, CCT 11	ICU 4, ICU 5, ICU 6	EU 3, EU 4, EU 8
Reflect	CCT 7, CCT 8, CCT 9, CCT 12	ICU 7, ICU 8 ICU 9	EU 5

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[1] World Federation of United Nations Associations

Bronze Mission

General Capability	Level 3 (typically end of Yr 4)	Evidence (student reflections linked to supporting information and verified by teacher)
CRITICAL AND CREATIVE THINKING		
CCT 1 Pose questions	pose questions to expand their knowledge about the world	In HSTP Club today we had to think of questions about our SDG project
CCT 2 Identify and clarify information and ideas	identify main ideas and select and clarify information from a range of sources	
CCT 3 Organise and process information	collect, compare and categorise facts and opinions found in a widening range of sources	
CCT 4 Imagine possibilities and connect ideas	expand on known ideas to create new and imaginative combinations	
CCT 5 Consider alternatives	explore situations using creative thinking strategies to propose a range of alternatives	
CCT 6 Seek solutions and put ideas into action	experiment with a range of options when seeking solutions and putting ideas into action	
CCT 7 Think about thinking (metcognition)	reflect on, explain and check the processes used to come to conclusions	
CCT 8 Reflect on processes	identify pertinent information in an investigation and separate into smaller parts or ideas	
CCT 9 Transfer knowledge into new contexts	transfer and apply information in one setting to enrich another	
CCT 10 Apply logic and reasoning	identify and apply appropriate reasoning and thinking strategies for particular outcomes	
CCT 11 Draw conclusions and design a course of action	draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion	
CCT 12 Evaluate procedures and outcomes	explain and justify ideas and outcomes	
INTERCULTURAL UNDERSTANDING		
ICU 1 Investigate culture and cultural identity	identify and describe variability within and across cultural groups	
ICU 2 Explore and compare cultural knowledge, beliefs and practices	describe and compare a range of cultural stories, events and artefacts	
ICU 3 Develop respect for	identify and discuss the significance of a range of cultural events, artefacts or stories recognised in the school,	

	community or nation	
ICU 4 Communicate across cultures	recognise there are similarities and differences in the ways people communicate, both within and across cultural groups	
ICU 5 Consider and develop multiple perspectives	identify and describe shared perspectives within and across various cultural groups	
ICU 6 Empathise with others	imagine and describe the feelings of others in a range of contexts	
ICU 7 Reflect on intercultural experiences	identify and describe what they have learnt about themselves and others from real, virtual and vicarious intercultural experiences	
ICU 8 Challenge stereotypes and prejudices	explain the dangers of making generalisations about individuals and groups	
ICU 9 Mediate cultural difference	identify ways of reaching understanding between culturally diverse groups	
ETHICAL UNDERSTANDING		
EU 1 Recognise ethical concepts	identify ethical concepts, such as equality, respect and connectedness, and describe some of their attributes	
EU 2 Explore ethical concepts in context	discuss actions taken in a range of contexts that include an ethical dimension	
EU 3 Reason and make ethical decisions	explain reasons for acting in certain ways, including the conflict between self-respect and self-interest in reaching decisions	
EU 4 Consider consequences	examine the links between emotions, dispositions and intended and unintended consequences of their actions on others	
EU 5 Reflect on ethical action	consider whether having a conscience leads to ways of acting ethically in different scenarios	
EU 6 Examine values	identify and describe shared values in familiar and unfamiliar contexts	
EU 7 Explore rights and responsibilities	investigate children's rights and responsibilities at school and in the local community	
EU 8 Consider points of view	describe different points of view associated with an ethical dilemma and give possible reasons for these differences	