






## TUMUT PUBLIC SCHOOL GEOGRAPHY PROGRAM

<b>Stage:</b>	<b>3</b>	<b>Year:</b>	<b>5&amp;6</b>	<b>Unit Name:</b>	<b>A Diverse and Connected World</b>	<b>Term:</b>	<b>3 &amp; 4</b>	<b>Duration:</b>	<b>20 Weeks</b>
<b>Unit Description</b>						<b>Inquiry Questions</b>			
<p>Students explore countries of the Asia region and the connections Australia has with other countries across the world. Students learn about the diversity of the world's people, including the Indigenous Peoples of other countries. Students will explore and reflect upon similarities, differences and the importance of intercultural understanding.</p>						<p>How do places, people and cultures differ across the world?</p> <p>What are Australia's global connections?</p> <p>How do people's connections to places affect their perception of them?</p>			











<b>Outcomes</b>	<b><u>Geographical Concepts</u></b>	<b><u>Geographical Inquiry Skills</u></b>	<b><u>Geographical Tools</u></b>
<p>A student:</p> <ul style="list-style-type: none"> <li>● describes the diverse features and characteristics of places and environments <b>GE3-1</b></li> <li>● explains interactions and connections between people, places and environments <b>GE3-2</b></li> <li>● acquires, processes and communicates geographical information using geographical tools for inquiry <b>GE3-4</b></li> </ul>	<p>The following <b>geographical concepts</b> have been integrated into the unit:</p> <p><b>Place:</b></p> <ul style="list-style-type: none"> <li>● <i>characteristics of places on a global level</i></li> </ul> <p><b>Space:</b></p> <ul style="list-style-type: none"> <li>● <i>global patterns of spatial distribution</i></li> </ul> <p><b>Environment:</b></p> <ul style="list-style-type: none"> <li>●</li> </ul> <p><b>Interconnection:</b></p> <ul style="list-style-type: none"> <li>● <i>diversity of cultures and peoples around the world</i></li> </ul> <p><b>Scale:</b></p> <ul style="list-style-type: none"> <li>● <i>environmental and human characteristics of places on local, regional and global scales</i></li> <li>● <i>the effect of global events on people and places locally, regionally and globally</i></li> </ul> <p><b>Sustainability:</b></p> <ul style="list-style-type: none"> <li>●</li> </ul> <p><b>Change:</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>	<p>The following <b>geographical inquiry skills</b> have been integrated into the unit:</p> <p><b>Acquiring geographical information</b></p> <ul style="list-style-type: none"> <li>● <i>develop geographical questions to investigate and plan an inquiry</i></li> <li>● <i>collect and record relevant geographical data and information, using ethical protocols, from primary data and secondary information sources</i></li> </ul> <p><b>Processing geographical information</b></p> <ul style="list-style-type: none"> <li>● <i>evaluate sources for their usefulness</i></li> <li>● <i>represent data in different forms</i></li> <li>● <i>represent different types of geographical information by constructing maps that conform to cartographic conventions using spatial technologies as appropriate</i></li> <li>● <i>interpret geographical data and information, using digital and spatial technologies as appropriate, and identify spatial distributions, patterns and trends, and infer relationships to draw conclusions</i></li> </ul> <p><b>Communicating geographical information</b></p> <ul style="list-style-type: none"> <li>● <i>present findings and ideas in a range of communication forms as appropriate</i></li> <li>● <i>reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge and describe the expected effects of their proposal on different groups of people</i></li> </ul>	<p>The following <b>geographical tools</b> have been integrated into the unit:</p> <p><b>Maps – M</b></p> <ul style="list-style-type: none"> <li>● <i>large-scale maps, small-scale maps, sketch maps, political maps, topographic maps, flowline maps</i></li> <li>● <i>maps to identify location, latitude, direction, distance, map references, spatial distributions and patterns</i></li> </ul> <p><b>Fieldwork – F</b></p> <ul style="list-style-type: none"> <li>● <i>observing, measuring, collecting and recording data, conducting surveys and interviews</i></li> <li>● <i>fieldwork instruments such as measuring devices, maps, photographs, compasses, GPS</i></li> </ul> <p><b>Graphs and statistics – GS</b></p> <ul style="list-style-type: none"> <li>● <i>Pictographs</i></li> <li>● <i>data tables</i></li> <li>● <i>column graphs</i></li> <li>● <i>line graphs</i></li> <li>● <i>climate graphs</i></li> <li>● <i>multiple graphs on a geographical theme</i></li> <li>● <i>statistics to find patterns</i></li> </ul> <p><b>Spatial technologies – ST</b></p> <ul style="list-style-type: none"> <li>● <i>virtual maps</i></li> <li>● <i>satellite images</i></li> <li>● <i>global positioning systems (GPS)</i></li> </ul> <p><b>Visual representations – VR</b></p> <ul style="list-style-type: none"> <li>● <i>photographs</i></li> <li>● <i>aerial photographs</i></li> <li>● <i>illustrations</i></li> <li>● <i>flow diagrams</i></li> <li>● <i>annotated diagrams</i></li> <li>● <i>multimedia</i></li> <li>● <i>web and app tools</i></li> </ul>

## Learning Across the Curriculum

The following highlighted Cross-Curriculum Priorities are embedded in this inquiry unit:

-  Aboriginal and Torres Strait Islander Histories and Cultures
-  Asia and Australia's engagement with Asia
-  Sustainability

The following highlighted General Capabilities are embedded in this inquiry unit:

-  Information and Communication Technologies
-  Literacy
-  Numeracy
-  Critical and Creative Thinking
-  Work and Enterprise
-  Ethical Understanding
-  Intercultural Understanding
-  Difference and Diversity
-  Personal and social capability
-  Civics and citizenship

## Curriculum Learning Links

Outcomes from other Key Learning Areas have been integrated to support the development of understanding and skills in this inquiry unit:

### **Mathematics:**

- Position [MA3-17MG](#)
- Length [MA3-9MG](#)
- Data [MA3-18SP](#)
- Multiplication & Division [MA3-6NA](#)
- Whole Number [MA3-4NA](#)

### **English:**

- Speaking and Listening [EN3-1A](#)
- Writing and Representing [EN3-2A](#)
- Grammar, Punctuation and Vocabulary [EN3-6B](#)
- Thinking Imaginatively, Creatively, Interpretively and Critically [EN3-7C](#)
- Expressing Themselves [EN3-8D](#)
- Reflecting on Learning [EN3-9E](#)

## Assessment For/ As/ Of Learning

### Learning Sequence 1

Mapping the Asian region **Assessment For Learning** GE3-1 GE3-4

Characteristics and features of Asia **Assessment For Learning** GE3-1

Asian country research and presentation **Assessment For Learning** GE3-1 GE3-4

Connect Extend Challenge **Assessment As Learning** GE3-1 GE3-4

### Learning Sequence 2

Indigenous tribes of the world research task **Assessment For Learning** GE3-2 GE3-4

Comparing and contrasting Indigenous tribes of the world **Assessment Of Learning** GE3-2

United Nations research task **Assessment For Learning** GE3-2 GE3-4

Connect Extend Challenge **Assessment As Learning** GE3-2 GE3-4

### Learning Sequence 3

Exploring trade connections **Assessment For Learning** GE3-2 GE3-4



Exploring the effect of the Tokyo Olympic Games locally, regionally and globally **Assessment For Learning** GE3-2 GE3-4

### Learning Sequence 4

Stereotyping Ethiopia **Assessment For Learning** GE3-1 GE3-2 GE3-4

Research Task - Many Eyes: One Country **Assessment Of Learning** GE3-1 GE3-2 GE3-4

Connect Extend Challenge **Assessment As Learning** GE3-2 GE3-4

CONTENT FOCUS	LEARNING & TEACHING SEQUENCE - 1	EVALUATION	RESOURCES
<p><b>How do places, people and cultures differ across the world?</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>investigate the diversity in geographical characteristics within the Asia region, for example: <ul style="list-style-type: none"> <li>identification of countries of the Asia region in relation to Australia</li> <li>examination of economic, demographic and social differences between countries of the Asia region eg employment, population, lifestyle</li> </ul> </li> </ul> <p><u>Curriculum Links:</u></p> <p><b>Mathematics:</b></p> <ul style="list-style-type: none"> <li>→ Position <a href="#">MA3-17MG</a></li> <li>→ Length <a href="#">MA3-9MG</a></li> <li>→ Data <a href="#">MA3-18SP</a></li> <li>→ Whole Number <a href="#">MA3-4NA</a></li> <li>→ Multiplication &amp; Division <a href="#">MA3-6NA</a></li> <li>→ Area <a href="#">MA3-10MG</a></li> </ul> <p><b>English:</b></p> <ul style="list-style-type: none"> <li>→ Speaking and Listening <a href="#">EN3-1A</a></li> </ul>	<p style="text-align: center;"><b>Diversity Across Asia</b></p> <p><b>Tuning In:</b> <i>What learning experiences will be used to spark curiosity, ascertain prior knowledge and understand student wonderings?</i></p> <ul style="list-style-type: none"> <li>Watch the YouTube video <a href="#">Asia: Destination World</a> and use the thinking routine <a href="#">Think Puzzle Explore</a> to activate prior knowledge and wonderings about the Asian region. Gather students thinking using post-it notes and display on the wonderwall, referring back periodically. <ul style="list-style-type: none"> <li>What do you <u>think</u> you know about the Asian region?</li> <li>What questions or <u>puzzles</u> do you have about this region and our connection to it?</li> <li>How might we categorise and <u>explore</u> the questions we have?</li> </ul> </li> </ul> <p><b>Shared Inquiry:</b> <i>What learning experiences and questions will be used to develop understanding and skills? What assessment opportunities will help us monitor student learning and inform future practice? What differentiation (Support/ Extension) will be needed?</i></p> <ul style="list-style-type: none"> <li>Examine the region of Asia using a range of maps. (<b>LINK: Mathematics</b>) <b>Assessment For Learning</b> <ul style="list-style-type: none"> <li>Locate the region of Asia</li> <li>Identify the furthest points (countries) to the North, South, East and West</li> <li>Locate some countries they already know and determine its direction and distance from Australia, using compass point directions and appropriate units of measurement for length</li> <li><b>NB:</b> A large class map could be started on the wall adding information about Asia as the unit progresses.</li> </ul> </li> </ul> <div style="display: flex; justify-content: space-around;">   </div> <ul style="list-style-type: none"> <li>Pose the question: <i>What does Diversity mean? How might a country or region be diverse?</i> Develop a shared definition for the term diversity and display on the wonderwall.</li> <li>Watch the YouTube video <a href="#">World Geography: The Geography of Asia and The Pacific</a> once through. On a second viewing use the video to springboard an investigation into the defining characteristics and features of Asia and compare it to Australia and the Pacific. <b>Assessment For Learning</b> <ul style="list-style-type: none"> <li>Describe the unique characteristics or features of the Asian region</li> </ul> </li> </ul>		<p><a href="#">World Mapper</a></p> <p><a href="#">Asia: Destination World</a></p> <p>thinking routine <a href="#">Think Puzzle Explore</a></p> <p>A range of maps Digital devices Google My Maps</p> <p><a href="#">World Geography: The Geography of Asia and The Pacific</a></p>

→ Writing and Representing [EN3-2A](#)  
 → Grammar, Punctuation and Vocabulary [EN3-6B](#)  
 → Thinking Imaginatively, Creatively, Interpretively and Critically [EN3-7C](#)  
 → Reflecting on Learning [EN3-9E](#)

- Why might Asia be divided into 5 major land areas? What purpose does/ might this serve?
  - What are the defining features of the 5 major land areas? How are they different?
  - Why do you think % of the world's population calls Asia and the Pacific home?
  - Why do you think most people rely on farming for their livelihoods?
  - What questions or puzzles do you have?
  - Vocabulary Exploration:** Further examine some of the key vocabulary from the video, such as archipelago, region, equator, seismic, fertile, terrain, plateau, tropical, subtropical, densely populated, uninhabitable, unstable (**LINK: English**)
  - Add additional information about the region to the wonderwall map and to students' maps
  - Support:**
  - Extension:**
  - Examine key terms before undertaking research and post on the wonderwall, including economic, demographic, Gross Domestic Product (GDP), lifestyle, employment, population (**LINK: English**)
- Research Task: Assessment For Learning (LINK: English & Mathematics)**
- In pairs, use research and data analysis to explore the diversity of economic, demographic and/or social characteristics of two different countries within the Asian region.
    - Choose two countries in Asia, each from 1 of the 5 major land areas
    - Research and locate information and data to show the following for each country
      - region of Asia
      - land area
      - defining characteristics of the country
      - population
      - types of employment and/or unemployment rate
      - lifestyle
      - GDP
    - Examine the information and data gathered and draw comparisons between the two countries and Australia, choosing some of the data to represent in a graph.
    - Present findings to the class using Google Slides - acknowledging sources
    - Support:**
    - Extension:**
    - Useful source: <http://www.heritage.org/index/country/australia>
      - Teacher model locating and representing the information for Australia
  - Examine [Gapminder population growth](#) to draw comparisons between the population of the Asia region and other parts of the world. (**LINK: Mathematics**)
    - Use the thinking routine [See Think Wonder](#) to help students unpack the data through discussion, recording student thinking and displaying on the wonderwall
      - What do you see, observe or notice about the data?*
      - What do you think contributes to growth in some places/ regions compared to others?*
      - What does the data make you wonder?*
    - Determine the total population of a number of countries by performing calculations using digital technologies, given the land area and population density.

Digital devices

[Gapminder population growth](#)  
 thinking routine [See Think Wonder](#)

Choose 4 Asian countries of their own and add data to the table. *What do you notice? Which country is the most/ least densely populated? Why might this be?*

Country	Total Population	Land Area	Population Density
Australia		7559861 km <sup>2</sup>	3 per km <sup>2</sup>
Tuvalu		30 km <sup>2</sup>	331 per km <sup>2</sup>
China		9326961 km <sup>2</sup>	147 per km <sup>2</sup>
Mongolia		1553556 km <sup>2</sup>	2 per km <sup>2</sup>
Monaco		2 km <sup>2</sup>	18866 per km <sup>2</sup>

- Support:**
- Extension:**
- Pose the question: *How might population growth impact different countries?*
- Re-examine the Think Puzzle Explore undertaken in the tuning in phase. Explore initial thoughts and wonderings about Asia. Use the thinking routine [Connect Extend Challenge](#) to explore how thinking and questioning has grown. **Assessment As Learning**
  - How did our learning connect to what you already knew about Asia?*
  - How was your understanding of Asia extended by our learning?*
  - What still challenges you about Asia? What do you still wonder?*

thinking routine  
[Connect Extend Challenge](#)

CONTENT FOCUS	LEARNING & TEACHING SEQUENCE - 2	EVALUATION	RESOURCES
<p><b>How do places, people and cultures differ across Australia?</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>● investigate the world's cultural diversity, including the cultures of Indigenous Peoples, for example: <ul style="list-style-type: none"> <li>○ identification of various cultural groups, including Indigenous cultural groups, e.g. Maori, Inuit, Sami, Dayak</li> <li>○ examination of various cultures, e.g. customs, beliefs, social organisation</li> </ul> </li> </ul> <p>Curriculum Links:</p> <p><b>English:</b></p> <ul style="list-style-type: none"> <li>→ Speaking and Listening <a href="#">EN3-1A</a></li> <li>→ Writing and Representing <a href="#">EN3-2A</a></li> <li>→ Expressing Themselves <a href="#">EN3-8D</a></li> <li>→ Reflecting on Learning <a href="#">EN3-9E</a></li> </ul>	<p style="text-align: center;"><b>The World's Cultural Diversity</b></p> <p><b>Tuning In:</b> <i>What learning experiences will be used to spark curiosity, ascertain prior knowledge and understand student wonderings?</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Watch the video <a href="#">Uncontacted Amazon Tribe</a> and discuss the concept of Indigenous peoples using the thinking routine <a href="#">Think Puzzle Explore</a> as a scaffold. Record thinking and display on wonderwall. <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>What do you think makes this tribe Indigenous?</i></li> <li><input type="checkbox"/> <i>Do you think contact should be made with this tribe? What makes you say that?</i></li> <li><input type="checkbox"/> <i>What questions or puzzles do you have about Indigenous peoples of the world?</i></li> <li><input type="checkbox"/> <i>How might we explore and categorise our wonderings?</i></li> </ul> </li> </ul> <p><b>Shared Inquiry:</b> <i>What learning experiences and questions will be used to develop understanding and skills? What assessment opportunities will help us monitor student learning and inform future practice? What differentiation (Support/ Extension) will be needed?</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> There are approximately 370 million indigenous peoples in the world. They live in all regions of the world and represent more than 5000 different groups. Each indigenous group is significant to the area they inhabit and has a unique culture. <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop a shared definition for the word Indigenous and display on the wonderwall.</li> </ul> </li> </ul> <p><b>Research Task: Assessment For Learning</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Individually or in pairs, research, gather and present information about one Indigenous tribe of the world. <b>(LINK: English)</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Choose a tribe → Maori, Inuit, Aboriginal and Torres Strait Islander peoples, Sami people, Orang Asli, Ainu, American Indian, Moken, Dayak, Bunun or Yami peoples.</li> <li><input type="checkbox"/> Locate and highlight on a world map where the indigenous tribe is found → add to class map also</li> <li><input type="checkbox"/> Locate information about the Indigenous peoples <ul style="list-style-type: none"> <li><input type="checkbox"/> customs</li> <li><input type="checkbox"/> beliefs</li> <li><input type="checkbox"/> history</li> <li><input type="checkbox"/> social organisation</li> <li><input type="checkbox"/> language</li> <li><input type="checkbox"/> dress</li> <li><input type="checkbox"/> music</li> </ul> </li> <li><input type="checkbox"/> Outline some of the challenges the Indigenous people face in maintaining their traditions and way of life in contemporary society.</li> <li><input type="checkbox"/> Present your findings as a booklet (paper or using Book Creator) - acknowledging sources</li> <li><input type="checkbox"/> <b>Support:</b></li> <li><input type="checkbox"/> <b>Extension:</b></li> </ul> </li> </ul>		<p><a href="#">Uncontacted Amazon Tribe</a> thinking routine <a href="#">Think Puzzle Explore</a></p> <p>Digital devices</p>

- ❑ Share booklets with someone who examined a different Indigenous groups. Compare and contrast the similarities and differences between the Indigenous peoples, using the template (see appendix & Powerpoint - slide 22). **Assessment Of Learning**

- ❑ **Support:**

- ❑ **Extension:**

Research Task **Assessment For Learning**

- ❑ Pose the question: *How are indigenous peoples and other groups around the world protected?*
  - ❑ Use the [United Nations site](#) to find out the following information
    - ❑ What is the United Nations?
    - ❑ When were the following UN Declarations put into place? Create a timeline
      - ❑ human rights
      - ❑ rights of indigenous peoples
      - ❑ international cooperation in the exploration of outer space
      - ❑ human cloning
      - ❑ the prevention of nuclear catastrophe
      - ❑ the indian ocean as a zone of peace
    - ❑ What do you notice about when the declaration of the rights of indigenous peoples was made? Why do you think this might be? What is your opinion about this?
    - ❑ 4 countries originally chose not to sign the declaration for the rights of Indigenous peoples. Who were they? What reasons might the countries have had for not signing the declaration? What impact would this decision have had on the Indigenous peoples of that country?
    - ❑ **Support:**
    - ❑ **Extension:**
- ❑ Re-examine the Think Puzzle Explore undertaken in the tuning in phase. Explore initial thoughts and wonderings about Indigenous Peoples. Use the thinking routine [Connect Extend Challenge](#) to explore how thinking and questioning has grown. **Assessment As Learning**
  - ❑ *How did our learning connect to what you already knew about Indigenous Peoples?*
  - ❑ *How was your understanding of Indigenous Peoples extended by our learning?*
  - ❑ *What still challenges you about Indigenous Peoples? What do you still wonder?*

Compare and contrast template (see appendix)

[United Nations site](#)

thinking routine [Connect Extend Challenge](#)

CONTENT FOCUS	LEARNING & TEACHING SEQUENCE - 3	EVALUATION	RESOURCES
<p><b>What are Australia's global connections?</b></p> <p>Students: investigate connections between Australia and other countries of the world, for example:</p> <ul style="list-style-type: none"> <li>○ description of connections Australia has with other countries, e.g. trade, migration, tourism, aid</li> <li>○ examination of a significant event and its local, regional and global effect on people and places, e.g. sporting or cultural event</li> </ul> <p>Curriculum Links:</p> <p><b>English:</b></p> <ul style="list-style-type: none"> <li>→ Writing and Representing <a href="#">EN3-2A</a></li> <li>→ Expressing Themselves <a href="#">EN3-8D</a></li> <li>→ Reflecting on Learning <a href="#">EN3-9E</a></li> </ul>	<p style="text-align: center;"><b>Global Connections</b></p> <p><b>Tuning In:</b> <i>What learning experiences will be used to spark curiosity, ascertain prior knowledge and understand student wonderings?</i></p> <ul style="list-style-type: none"> <li>❑ Observe a range of artefacts from different origins, e.g. piece of art, food, toy, ornament etc. <ul style="list-style-type: none"> <li>❑ Arrange the objects around the room</li> <li>❑ Make predictions about where they think the artefact is from and why they think this</li> <li>❑ Discuss the origin of the artefacts and the connections these give us with other countries, adding these to the class world map</li> </ul> </li> <li>❑ Use the thinking routine <a href="#">Think Puzzle Explore</a> to gather understanding about Australia's global connections, recording thinking and display on the wonderwall. <ul style="list-style-type: none"> <li>❑ <i>How do you think we are connected to other countries?</i></li> <li>❑ <i>Why do you think connections to other countries are important to Australia?</i></li> <li>❑ <i>What questions or puzzles do you have about our connections?</i></li> <li>❑ <i>How might we categorise and explore these connections further?</i></li> </ul> </li> </ul> <p><b>Shared Inquiry:</b> <i>What learning experiences and questions will be used to develop understanding and skills? What assessment opportunities will help us monitor student learning and inform future practice? What differentiation (Support/ Extension) will be needed?</i></p> <ul style="list-style-type: none"> <li>❑ Examine the <a href="#">Department of Foreign Affairs and Trade website</a> (DFAT) and explore the trade connections we have with other countries. <b>Assessment For Learning</b> <ul style="list-style-type: none"> <li>❑ Develop a shared definition for the terms Trade, Import and Export</li> <li>❑ Identify Australia's top 10 trading partners <ul style="list-style-type: none"> <li>❑ Locate each country on a world map - add to class map on the wonderwall</li> <li>❑ Choose one country and gather information about the types of goods we import and export to and from that country. <ul style="list-style-type: none"> <li>❑ Explain why the trade connections with this country are important to Australia. What would happen if this trade connection was lost?</li> <li>❑ What questions do you have about the connection with this country?</li> </ul> </li> </ul> </li> <li>❑ <b>Support:</b></li> <li>❑ <b>Extension:</b></li> </ul> </li> <li>❑ Tourism is/was one of the fastest growing industries in the world. Use the thinking routine <a href="#">Chalk Talk</a> to unpack understanding further, using the following guiding prompts: <ul style="list-style-type: none"> <li>❑ What is meant by the word Tourism?</li> <li>❑ Why is the tourism industry growing?</li> <li>❑ What reasons might people have for travelling?</li> <li>❑ In what ways might people travel? Why?</li> <li>❑ What connections do you have to travelling to another destination?</li> </ul> </li> <li>❑ Pose the question: <i>What are the most popular overseas destinations for Australians?</i></li> </ul>		<p>A range of artefacts</p> <p>thinking routine <a href="#">Think Puzzle Explore</a></p> <p><a href="#">Department of Foreign Affairs and Trade website</a></p> <p>thinking routine <a href="#">Chalk Talk</a></p>



- Make predictions about the top countries visited by Australians, justifying why they think it would be in the top 10
- Investigate the top 10 countries visited by Australians in 2019
- How does travelling to places overseas help to build connections between Australia and other countries?
- What are the impacts of tourism on Australia or other countries?
- Watch the video [Destination: Japan](#) and use the thinking routine [3 2 1 Bridge](#) to activate understanding and wondering about this country.
  - What are three things you think you know about Japan?*
  - What two questions do you have about this Asian country?*
  - What is one thing that challenges you?*
- Japan will play host to the 2020/2021 Olympic Games in Tokyo. Explore the effect of the games locally, regionally and globally. **Assessment For Learning**
  - Investigate the 3 olympic values and the 5 educational themes of olympism
    - How might we strive to live out these values in our everyday lives?
    - Watch the video [The most beautiful moment of Rio 2016](#) and explain how the athletes demonstrated the core values.
      - What impact did their actions have on others?*
      - What was the result of their actions?*
      - Why do you think they chose to continue?*
      - What message does this send to other athletes and spectators around the world?*
  - Support:**
  - Extension:**
  - Pose the question: *How do you think hosting the Olympic Games affects different groups of people and/or places?* **Assessment For Learning**
    - Explore the positive and negative impacts individually, in pairs or small groups, using appropriate research where possible to support claims. Present impacts in a creative way.
      - Athletes from the host country
      - Athletes from around the world
      - Citizens of the country
      - Governments and Olympic Committees/ officials
      - The construction/ building industry
      - Tourism industry
      - Citizens of the local area
      - Indigenous peoples
      - The environment
    - Support:**
    - Extension:**
  - The theme of the Tokyo Olympic Games is 'Unity in Diversity'. Explore the [emblem](#) for the games and explain why the theme is so important in our world today.
    - Use the concept of the Tokyo olympic emblem to design an emblem for the class.

[Destination: Japan](#)  
thinking routine [3 2 1 Bridge](#)

[The most beautiful moment of Rio 2016](#)

[The Fundamentals of Olympic Values Education](#)

Tokyo Olympic [emblem](#)

CONTENT FOCUS	LEARNING & TEACHING SEQUENCE - 4	EVALUATION	RESOURCES
<p><b>How do people's connections to places affect their perception of them?</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>● investigate how connections influence people's perceptions and understanding of places, for example: <ul style="list-style-type: none"> <li>○ identification of factors that influence people's perceptions of places, e.g. media, culture, education, travel</li> <li>○ discussion of the effect of generalisations and stereotypes about places</li> </ul> </li> </ul> <p>Curriculum Links:</p> <p><b>English:</b></p> <ul style="list-style-type: none"> <li>→ Writing and Representing <a href="#">EN3-2A</a></li> <li>→ Expressing Themselves <a href="#">EN3-8D</a></li> <li>→ Reflecting on Learning <a href="#">EN3-9E</a></li> </ul>	<p style="text-align: center;"><b>Connections Shape Perceptions</b></p> <p><b>Tuning In:</b> <i>What learning experiences will be used to spark curiosity, ascertain prior knowledge and understand student wonderings?</i></p> <ul style="list-style-type: none"> <li>❑ Watch the ABC Education video <a href="#">Australians As Global Citizens</a> <ul style="list-style-type: none"> <li>❑ Use the thinking routine <a href="#">Plus One</a> to gather key information about Australia's place in the world. <ul style="list-style-type: none"> <li>❑ Recall and record key details from the video independently</li> <li>❑ Add further details, elaborations or connections to the note-taking of three other people</li> <li>❑ Review original note-taking and add further insights gained from engaging with the note-taking of others.</li> </ul> </li> <li>❑ Why might Australians be apprehensive about furthering connections with our trade partners?</li> <li>❑ What might be the cause of these perceptions?</li> </ul> </li> </ul> <p><b>Shared Inquiry:</b> <i>What learning experiences and questions will be used to develop understanding and skills? What assessment opportunities will help us monitor student learning and inform future practice? What differentiation (Support/ Extension) will be needed?</i></p> <ul style="list-style-type: none"> <li>❑ Pose the question: <i>What is a perception? How does it impact the way we connect and interact with other people and countries?</i> Develop a shared definition of the key term Perception and display on the wonderwall.</li> <li>❑ Watch the video <a href="#">Perceptions of Countries</a> (inquisitive)</li> <li>❑ Examine some of the perceptions we currently hold about other countries around the world. Record student initial thinking about perceptions. The thinking routine <a href="#">Think Puzzle Explore</a> would be useful in helping students to unpack their thinking about this concept.</li> <li>❑ Examine perceptions and stereotypes of the country Ethiopia <b>Assessment For Learning</b> <ul style="list-style-type: none"> <li>❑ <b>Home Connector:</b> Survey adults to find out their perceptions of the country Ethiopia and record their responses.</li> <li>❑ Examine the ebook <a href="#">Real Images of Ethiopia</a> (inquisitive) and record words or phrases to describe the images of Ethiopia.</li> <li>❑ Explore the differences between the survey of adults and what we saw in the ebook. How might Ethiopia be affected by people's perceptions of the country? What impact do these perceptions have on the people, the economy etc?</li> </ul> </li> </ul> <p><b>Research Task: Many Eyes: One Country Assessment Of Learning (LINK: English)</b></p> <ul style="list-style-type: none"> <li>❑ Investigate more deeply, a country for whom students have current perceptions about and present research as an ebook using Book Creator or something similar. <ul style="list-style-type: none"> <li>❑ Locate the country on a map of the world</li> <li>❑ Identify connections between the chosen country and Australia, e.g. trade, tourism, aid</li> <li>❑ Survey a range of people to find out their perceptions about the chosen country, representing results in a T chart showing positive and negative perceptions.</li> </ul> </li> </ul>		<p>ABC Education video <a href="#">Australians As Global Citizens</a></p> <p>thinking routine <a href="#">Plus One</a></p> <p><a href="#">Perceptions of Countries</a></p> <p>thinking routine <a href="#">Think Puzzle Explore</a></p> <p>ebook <a href="#">Real Images of Ethiopia</a></p> <p>Digital devices</p>

	<ul style="list-style-type: none"><li><input type="checkbox"/> Gather a range of images or other media that represents different aspects of the country, ensuring to acknowledge sources</li><li><input type="checkbox"/> Gather evidence from headlines, media articles, government websites and/or travel brochures that highlight how this country is portrayed to the world</li><li><input type="checkbox"/> Explain the impact these portrayals and stereotypes have on the way people perceive this country?</li></ul> <p><input type="checkbox"/> Re-examine the Think Puzzle Explore undertaken in earlier sessions. Explore initial thoughts and wonderings students have about perceptions of place. Use the thinking routine <a href="#">Connect Extend Challenge</a> to explore how thinking and questioning has grown. <b>Assessment As Learning</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> <i>How did your research connect to what you already knew about your chosen country?</i></li><li><input type="checkbox"/> <i>How was your understanding of your chosen country extended through research?</i></li><li><input type="checkbox"/> <i>What still challenges you about the way you perceive this country? What do you still wonder?</i></li></ul>		thinking routine <a href="#">Connect Extend Challenge</a>
--	---	--	--

# Compare and Contrast

Country:	How are they similar?	Country:
How is this country different?		How is this country different?