

www.globalwords.edu.au



Online, interactive
units of work
for teachers and
students Years 3-8

Integrates the
Australian Curriculum:
English with global
citizenship education.

World Vision photo of eight-year-old Margaret from Uganda, from the Junior Primary unit Words to unite us

- Builds global citizenship knowledge
- Promotes positive values and participation
- Integrates English with Geography and global citizenship education

Background to *Global Words*

Global Words is an online teaching and learning resource that supports students and teachers to meet the demands of the Australian Curriculum: English, and the learning aims and outcomes outlined in *Global Perspectives: A framework for global education in Australian schools*. This interactive resource, developed by World Vision Australia and the Primary English Teaching Association Australia (PETAA), targets Years 3 - 8 and consists of twelve units of work, which address aspects of the Geography, HSIE/SOSE curricula.

The Rationale for the Australian Curriculum: English states that 'the study of English ... helps [students] become ethical, thoughtful, informed and active members of society.' Learning through English contributes both to nation building and to a global worldview.

The *Global Words* units of work are designed for Junior Primary, Upper Primary and Junior Secondary students to engage meaningfully with the three interrelated English curriculum strands of Language, Literature and Literacy.

More details: www.globalwords.edu.au/background

The resource delivers

- an online environment
- print and downloadable resources
- student engagement with quality literature
- opportunities to analyse, interpret and compose multimodal texts
- models of explicit literacy teaching
- age-appropriate units of work.

General capabilities

The skills, behaviours and attributes that students need to engage with and succeed in life and work in the 21st century have been identified in the Australian Curriculum as General capabilities of:

- literacy
- numeracy
- information and communication technology (ICT) capability
- critical and creative thinking
- ethical behaviour
- personal and social capability
- intercultural understanding.

The units of work in *Global Words* embed the seven General capabilities within teaching and learning activities.

Cross-curriculum priorities

The three cross-curriculum priorities in the Australian Curriculum are addressed in the units:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability.

Units include specific syllabus links for NSW teachers, with details of English outcomes and indicators for each unit of work.



World Vision photo of eight-year-old Margaret from Uganda, from the Junior Primary unit *Words to unite us*

Junior Primary



Year 3 Refugees and migration



Words to unite us

A unit of work for Year 3 to explore our common humanity, using books *Whoever You Are*, by Mem Fox, illustrated by Leslie Staub, *Mirror*, by Jeannie Baker, *The Little Refugee* by Anh Do and Suzanne Do, illustrated by Bruce Whatley, and a range of texts from World Vision.

Focus

This unit provides opportunities to explore the ideas that:

- people are precious and unique
- people come from different nations with different ethnicity, cultures, beliefs and languages
- despite differences in our lives we are all essentially the same.
- all humanity is connected and it is this interconnectedness that is our common humanity
- people have a responsibility to each other that flows from this connection and this responsibility includes caring for the vulnerable people amongst us
- refugees in Australia are vulnerable people who face many challenges settling into Australian society
- people experience adversity and set-backs in life but having a belief in a good outcome, having hope and being resilient and resourceful, sustains and encourages us in our endeavours.





Top (right to left): Shanta from Bangladesh and Margaret from Uganda
Above: Cover *Mirror* by Jeannie Baker, reproduced with permission of Walker Books

To scaffold an activity in which students design their own poster, download the full sized version of 2010 Refugee Week poster above and consider the following questions for students to further understand how visual elements and text combine to define a purpose for the poster.

- What can you see in the poster?
- What image is in the foreground?
- What image is in the background?
- What colours have been used?
- What is the written text?
- Why have they chosen the text 'freedom from fear'?
- What does 'freedom from fear' mean?
- What is the purpose of the poster?
- Why does the poster show children smiling?
- How effective is the poster in achieving its purpose?
- Have the students as a class think about ways to help refugee children, and then help them translate those ideas into the design of their own poster.

Years 3 and 4 Indigenous peoples



Stories to unite us

A unit of work for Years 3 and 4 to explore aspects of Australian Aboriginal and Torres Strait Islander cultures, using the picture books *You and Me: Our Place* written by Leonie Norrington and illustrated by Dee Huxley and Yorta Yorta stories retold in *Stories from the Billabong*.

You and Me: Our Place highlights the connections between young and old Aboriginal Australians, and between cultures. Leonie Norrington grew up at Barunga Aboriginal community, south of Katherine and central to the story is the portrayal of the long grass people who sleep out on foreshore reserves on the outskirts of Darwin. *Stories from the Billabong* is a collection of traditional Aboriginal stories from the Yorta Yorta people, retold by James Vance Marshall and illustrated by Francis Firebrace.



Focus

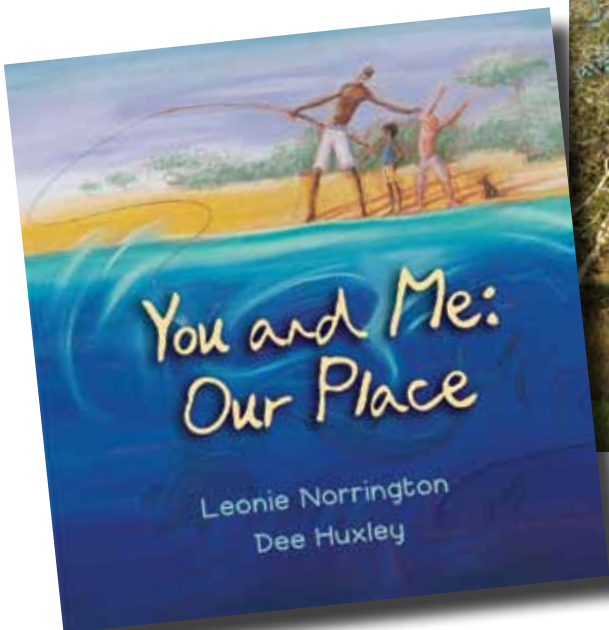
This unit provides opportunities to explore the ideas that:

- people are precious and unique
- Aboriginal Australians have an oral story telling tradition
- Aboriginal and Torres Strait Islander cultures are represented throughout Australia.

This unit addresses the cross-curriculum priority Aboriginal and Torres Strait Islander histories and cultures.

Top: Fishing — Yellow Water Billabong, Kakadu National Park. Source: Tourism NT

Left: Image from Australian Curriculum, Assessment and Reporting Authority CC BY-NC-SA 3.0



Left: Cover *You and Me: Our Place* reproduced with permission of Working Title Press

Top right: Darwin City Skyline. Source: Tourism NT

Top left: John Gould Illustration (public domain)

Middle: Billabong, Northern Territory

As a class, look at the cover, title and end notes of *You and Me: Our Place*. Ask students to suggest what clues about the story the cover gives to the reader.

What else is on the cover?

Why have these symbols or images been included?

Can we see different ways of looking at the world in the images the artist has chosen to use?

What clues do we get about the story by looking at the cover?

Year 3 Neighbours, Asia/Pacific



Neighbours

A unit of work for Year 3 to explore the concepts of neighbourhood and being neighbourly through narrative, poetry and a factual text.

Texts used are the picture storybooks *Amelia Ellicott's Garden*, written by Liliana Stafford and illustrated by Stephen Michael King, *Rose Meets Mr Wintergarten* by Bob Graham, and the *Side by Side* big book by Janet King. The unit concludes with an introduction to Australia's neighbourhood, the Pacific, to introduce our close international neighbours.



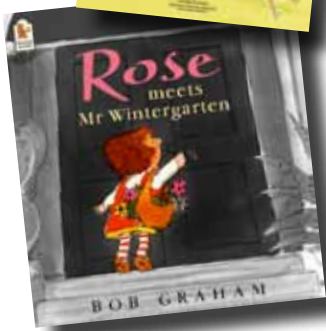
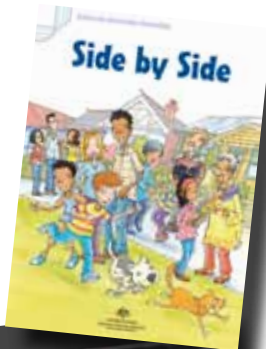
Focus

This unit provides opportunities to explore the ideas that:

- good neighbours want to know and understand their neighbours
- despite differences in how we live we have basically the same need for friendship
- people have a responsibility to each other and their neighbours
- thinking can be influenced.

Top: Dili kids. Photo by Kok Leng, Maurice Yeo CC BY-2.0

Left: Choisel Island, one of the nine provinces of the Solomon Islands



Above: Cover *Rose Meets Mr Wintergarten* reproduced with permission of Walker Books

Middle: Cover *Side by Side* big book reproduced with permission of Curriculum Press

Bottom right: : Butterfly at Seaforde Garden by Kenneth Allen CC BY-SA 2.0

Damian's story

My name is Damian and I am 11 years old. I am doing grade three and I live with my parents in Port Moresby, Papua New Guinea. I really love playing games like running races and soccer which I play at school with my mates. My favourite food is rice and sweet potato. My favourite subject at school is mathematics and when I grow up I want to become a teacher.

My school has more than 1,000 children and there are around 46 children in my class. There are no computers or televisions at school but we do have some basic sports equipment like volleyball nets and basketballs. I start school at 8.00am and finish at 2.30pm. I walk to school each morning and walk back each afternoon. It takes me about one hour to walk to school unless it rains - then it takes me longer!

For breakfast I usually eat leftover food from the previous night's dinner which my mum heats and prepares. At times I just eat flour balls. If there is no breakfast my mum gives me some money to find something to eat at school. At lunch it's usually dough balls or biscuits. After school I go straight home to do my homework. Because there is no electricity in our house, I have to do my work while it is still daylight. But in the night I can also light candles to do my homework.

When I don't have any school work my mother expects me to help her out with cooking or washing dishes. I also fetch our water from the nearby water supply which is shared with six other families.

On the weekends I am usually out with my mother...



Read the recount of *Damian's story*, an eleven-year-old boy from Papua New Guinea. Have students identify similarities and differences with their own lives and Damian's life in the table below – our neighbours are similar and different – to write their own stories ...

Years 3 and 4 Sustainability



Taking care of Earth together

A unit of work for Years 3 and 4 to explore our shared responsibility to care for the environment for future generations, using a play, a poem, and *The Tomorrow Book* written by Jackie French and illustrated by Sue deGennaro.

This unit is concerned with the values of responsibility and understanding: that by seeking to understand each other and the natural world we are closer to becoming global citizens. Issues are addressed by having students complete activities cooperatively in small groups.



Focus

This unit provides opportunities to explore the ideas that:

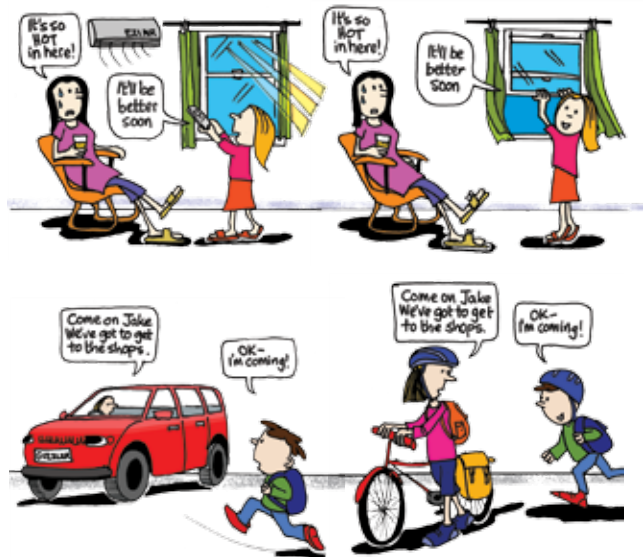
- it is essential to recycle and reuse in order to sustain the Earth's resources
- global warming is impacting negatively within our world.
- we share a responsibility to work together to make our world a better place
- we are all different but in many ways we are all the same
- we need to work together to reduce our impact on the environment
- we are global citizens, and as such we need to understand each others' culture.

Top: A Little Planet panorama of a green plaza. Gilgonei CC BY-SA 3.0

Opposite top left: Photo by Jerry Evans. Perpetual traffic and a power station releasing carbon dioxide in the background. CC BY-SA 2.0



Above: Cover *The Tomorrow Book* reproduced with permission of Harper Collins



Above: Cartoons from World Vision Australia (2010) *Get Connected*, Issue 7: Climate Change

Encourage students to think about how we can help conserve the Earth's resources — at home and in the classroom and school — by first considering the following cartoons.

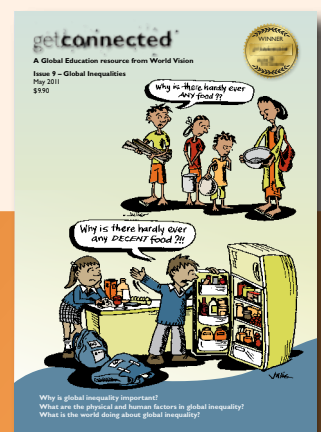
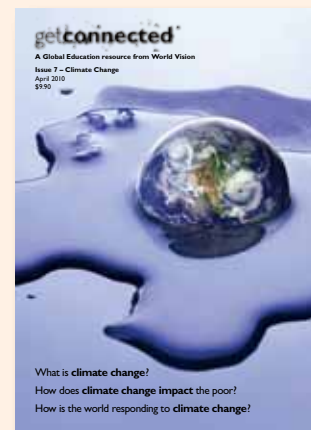
Have the class draw up a mind map together listing ways in which greenhouse gas emissions might be reduced around the home or at school by using energy more wisely.



A featured text in *Global Words* is the high quality colour education resource, *Get Connected*.

Designed for the Upper Primary and Lower Secondary Australian curriculum, *Get Connected* won the 2010 Australian Geography Teachers Association Award in recognition of 'its currency, authenticity, application of contemporary understandings of how students learn and use of cutting edge production and innovative style in supporting geographical education in Australian schools.'

Each issue is student-centred, addresses an important global issue and incorporates a range of teaching strategies and pedagogies including Bloom's Taxonomy, Gardner's Multiple Intelligences and de Bono's Thinking Hats. It provides a range of text types for individual and small group work and each issue includes supplementary web-based and digital media resources. Every second issue includes a DVD.



If you would like a free copy sent to you, please register at worldvision.com.au/schoolresources

Upper Primary



Refugees and migration



Sustainability



Neighbours,
Asia/Pacific



Indigenous peoples

Year 6 Refugees and migration



Global people

A unit of work for Year 6 to explore the human dimensions of forced and voluntary migration.

Texts used include the picture story book *Ziba Came on a Boat*, written by Liz Lofthouse and illustrated by Robert Ingpen, and a real-life story of Najeeba, an asylum seeker from Afghanistan. The focus might be complimented by having junior novels for students to read independently during the unit, such as *Mahtab's Story* by Libby Gleeson, *Parvana* by Deborah Ellis, and *Boy Overboard* by Morris Gleitzman.

Focus

This unit provides opportunities to explore the ideas that:

- people migrate for many reasons
- there is migration within nations as well as between nations
- a refugee is a person who has fled his or her country of origin in fear of being persecuted because of race, religion, nationality, public opinion or membership of a particular social group
- an asylum seeker is a person who has fled their home and is seeking protection from another country they are waiting for their claim to be a refugee to be evaluated.



Top: Somali Bantu refugee Children in Florida. Photo Melvin Baker, CC-BY-2.0

Left: Lay Htoo with his wife and two-year-old daughter



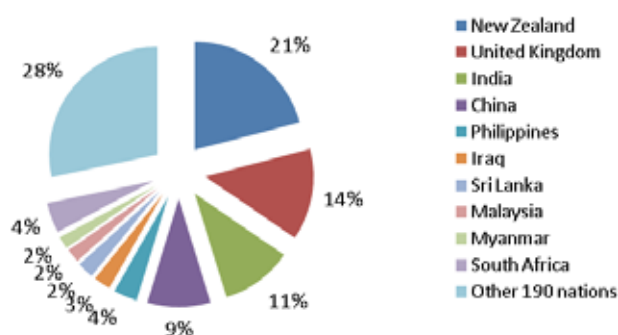
Above (left): Tony Farugia with her husband, (right) Violeta Veliz

Left: Cover *Ziba Came on a Boat* reproduced with permission of Penguin books

Right: Cartoon by Julie Smith from World Vision Australia (2010) *Get Connected*, Issue 8: Migration—People on the move



2008-09 Settler Arrivals to Australia



Write the following words in the best spaces below:

homesick, population, live, improve, family, home, countries

We live in a world where people have always been on the move — migrating to _____ in different places and even different countries. People have migrated to Australia for

numerous reasons and come from many places. Australia is a multicultural country with people from over 200 _____. In 2010, one quarter or 25 percent of the Australian _____ was born overseas.

Migrants

Sometimes people choose to move because they want to _____ their economic and/or social wellbeing. They may

move to work in a better paying job, to join their _____ or to find warmer weather. This is often an exciting move that has been planned; belongings carefully packed and farewells made to family and friends. Later, if the move does not work out as they had hoped or they get _____, they can always return to their _____ country. This is called voluntary migration.

Year 6 Indigenous peoples



People, place, language and song

A unit of work for Year 6 to explore concepts of place, language and song are explored as they relate to Australian Aboriginal and Torres Strait Islander people and their cultures.

Multi-modal texts used include music video clips, the picture book *Nyuntu Ninti (What you should know)* by Bob Randall and Melanie Hogan, and *My Island Home* by Neil Murray, illustrated by children from Papunya and Galiwinku, and with paintings by Peter Hudson.



Focus

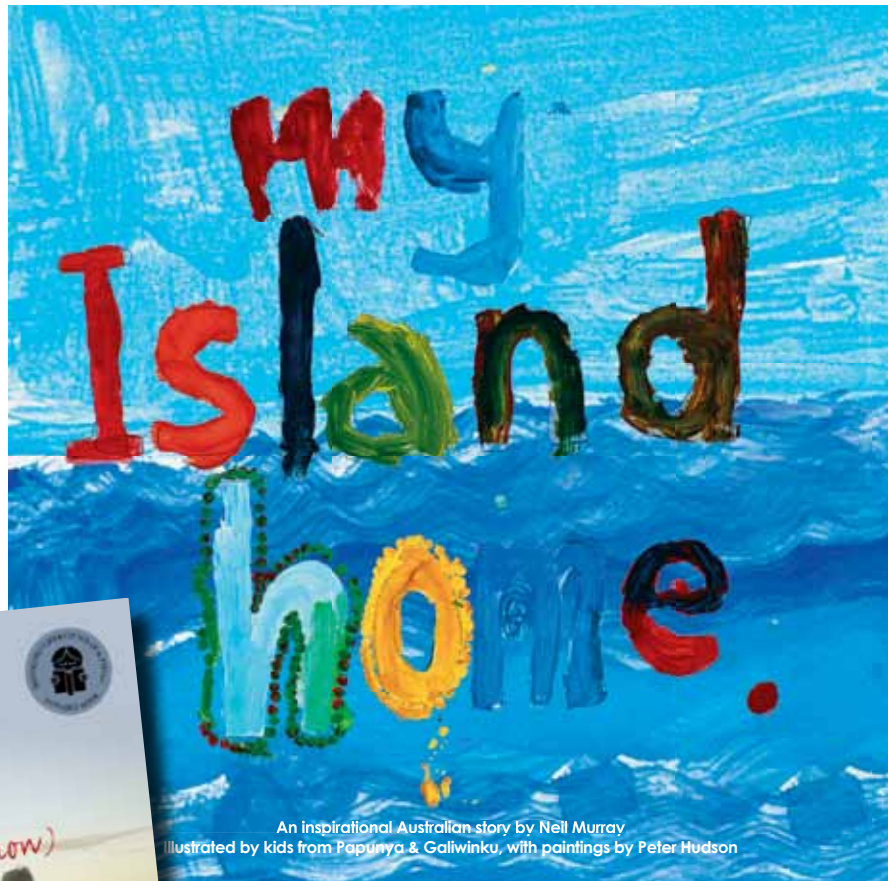
This unit provides opportunities to explore the ideas that:

- Aboriginal Australia is made up of many cultures
- Aboriginal and Torres Strait Islanders are Australia's indigenous peoples
- language and land are important to the identity of indigenous cultures
- Indigenous peoples express their cultures in many ways
- people, place, language and song are connected in many ways.

This unit addresses the cross-curriculum priority Aboriginal and Torres Strait Islander histories and cultures.

Top: Geoffrey Gurrumul Yunupingu performing at St George's Church, Brighton, May 2009. Photo by Greg Neate, CC BY 2.0

Left: Image from Australian Curriculum, Assessment and Reporting Authority CC BY-NC-SA 3.0



Top: Cover *My Island Home* reproduced with permission of One Day Hill publishers



Left: Cover *Nyuntu Ninti (what you should know)* reproduced with permission of Harper Collins

Neil Murray wrote 'My Island Home' for his friend and fellow band member, George R Burarrwanga.

- Compare the places that they came from — the freshwater country around Lake Bolac in Victoria and the saltwater country of Elcho Island. Locate them on the map. Explain that a sense of direction and awareness of place are important aspects of Aboriginal culture.
- Place markers in the room for cardinal points on the compass. Refer to these in discussions about place.
- Divide the class into three research groups and set the task of finding facts about Papunya, Elcho Island and Lake Bolac under the headings of place, people, language and other interesting facts. Groups create poster presentations to share with the class.
- In a yarning circle students use information from their research to discuss similarities and differences between and among places and communities.

Year 5 Neighbours, Asia/Pacific



Neighbours PNG

A unit of work for Year 5 that begins with the concept of neighbourliness to extend the focus to our Pacific Island neighbour, Papua New Guinea —its place in relation to Australia, major languages and the culture of traditional storytelling.

Texts used include fiction, stories and factual texts, with *Miracle on Separation Street* by Bob Graham, *Bungawitta* by Emily Rodda, illustrated by Craig Smith, a traditional tale, *The First Lakatoi* by Andrew V Solien, material from *Get Connected* Issue 3: Our Pacific Neighbours, and the video clip *Guardians of the River*.

Focus

This unit provides opportunities to explore the ideas that:

- good neighbours want to know, understand and assist their neighbours
- Australia has an obligation to help our international neighbours if needed
- despite differences in how we live we have basically the same human needs
- if we know about our neighbours' lives, customs, languages and cultures we are more likely to understand them
- Australians have a responsibility to learn about Papua New Guinea and our international neighbours.



Left: Young Australians visit Parliament House to raise awareness of child labour

Opposite top right: Artist Kohu Muri, showing his granddaughter Heni Litar (right) and wife Auda Ava (centre) the story of the lakatoi using pencil drawings he has created, from Issue 5 PNG Newsletter *Stories from the field*



Cover *Bungawitta* reproduced with permission of Scholastic publishers

Right: Children dressed up for sing sing in Yengisa, Papua New Guinea, by Amy Bauer CC-BY- 2.5



Guardians of the River

In preparation for the video *Guardians of the River*, lead a short discussion about local and national celebrations, such as the school concert, community fairs and Australia Day.

The video is one example of a PNG village preparing for and undertaking a celebration. Watching the five-minute clip will assist students to learn about this village in PNG and appreciate some of the similarities and differences in cultural practices.

Prompt comments on aspects of the cultural event the video shows, including noting details of the preparation and undertaking of the celebration.

Form small groups and allocate a topic to each group for their viewing focus. Topics would include: carving and painting, the setting of the village, children's activities, food, clothing at different times, care of the environment and celebrations.

View the video a second time and ask groups to observe and

record information about their specific topic. Students then make an annotated drawing that reflects their topic, that they can display and present to the class. As a class, use the annotated drawings as the basis for a table that compares the PNG village's way of living with the same topics in their own Australian community. Draw some conclusions about how people in Australia and our regional neighbour conduct celebrations.

Year 6 Sustainability



Global footprints

A unit of work for Year 6 to explore the concepts of sustainable futures, global or ecological footprints and personal and social responsibility.

Narrative texts used are the children's picture book, *The Short and Incredibly Happy Life of Riley*, written by Colin Thompson and illustrated by Amy Lissiat, a factual text and video in *Ida's story*, the story of a mother of seven children living in Burundi, and the short novel, *Blueback: A fable for all ages*, by Tim Winton.

Focus

This unit provides opportunities to explore the ideas that:

- co-operative and collaborative processes support sustainability at all levels
- reducing our global footprint is the responsibility of all
- individuals can and do make a difference.



Top: Blue groper photo by Richard Ling CC BY-SA 2.0

Left: Ida from the World Vision video *Ida's Story*



Far right: Cover *Blueback: A fable for all ages* reproduced with permission of Pan Macmillan

Right: Based on diagram by Andrew Sunray CC BY-SA 3.0

Below: Ida, from the World Vision video *Ida's Story*



Ida is a mother of seven living in Burundi, a country of Africa and one of the world's poorest nations. She has been provided with a fuel-efficient stove through a World Vision global aid program.

Read the transcript of part of Ida's story. (Explain the term transcript.)

Locate Burundi on the world map and read the country profile.

Brainstorm what other activities Ida could do with her time.

View the video *Ida's Story*. Explain that Ida speaks the Kirundi language. View the video a second time and ask the students to take notes from the video that tell about Ida's lifestyle in Burundi. After watching the

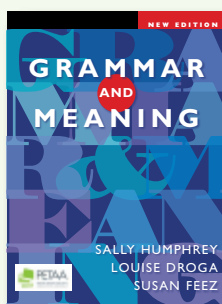
video return to results of brainstorming activity and compare and contrast how the reality compares with the brainstorm?

Have students consider the differences between the information in the transcript and the information in the video images. What information does the camera give the viewer that the transcript does not?

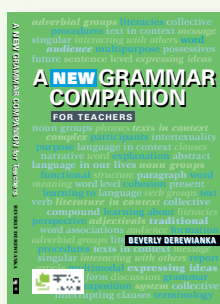
Write brief description of the lifestyle of Ida and her family.

PETAA resources to support *Global Words*

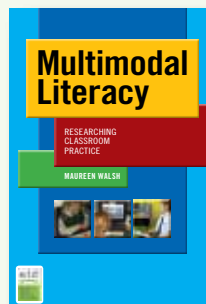
The Primary English Teaching Association Australia (PETAA) has an extensive range of resources that will assist teachers to implement the *Global Words* units of work. The following titles represent a useful selection.



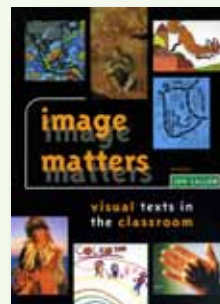
Sally Humphrey, Louise Droga and Susan Feez (2012) *Grammar and Meaning: New Edition*, PETAA, Sydney.



Beverly Derewianka (2011) *A New Grammar Companion for Teachers*, PETAA, Sydney.



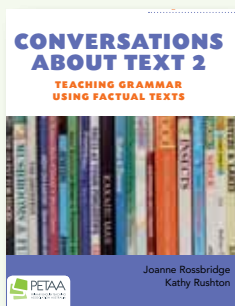
Maureen Walsh (2010) *Multimodal Literacy: Researching classroom practice*, PETAA, Sydney.



Jon Callow (ed) (1999) *Image Matters: Visual texts in the classroom*, PETAA, Sydney.



Joanne Rossbridge and Kathy Rushton (2010) *Conversations About Text 1: Teaching grammar using literary texts*, PETAA, Sydney.



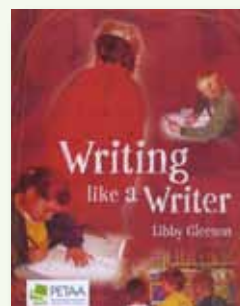
Joanne Rossbridge & Kathy Rushton (2011) *Conversations About Text 2: Teaching grammar using factual texts*, PETAA, Sydney.



Marcelle Holliday (2008) *Strategies for Reading Success*, PETAA, Sydney.



Marcelle Holliday (2009) *Strategies for Writing Success*, PETAA, Sydney.



Libby Gleeson (2007) *Writing like a Writer: Teaching narrative writing*, PETAA, Sydney.

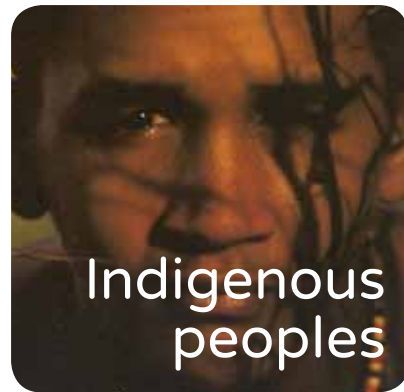


Paul Duffy (2005) *Designing Learning for Diverse Classrooms*, PETAA, Sydney.

Visit the PETAA website to learn more about these titles and other professional resources that support the teaching of English and literacies across the curriculum.

Check the website too for details of free professional learning sessions to support the teaching of *Global Words*. www.petaa.edu.au

Junior Secondary



Indigenous peoples



Refugees and migration



Sustainability



Neighbours,
Asia/Pacific



Junior Secondary

Year 8 Refugees and migration



Seeking refuge — the journey

A unit of work for Year 8 students to explore the human face of the journey undertaken by refugees and asylum seekers, and to create their own imaginative digital story to reflect what they learn.

Texts used include *The Happiest Refugee: A Memoir* by Anh Do, *Mahtab's Story*, a novel by Libby Gleeson, the non-fiction text *Children of War: Voices of Iraqi Refugees* by Deborah Ellis; and the graphic novel, *The Arrival*, by Shaun Tan.



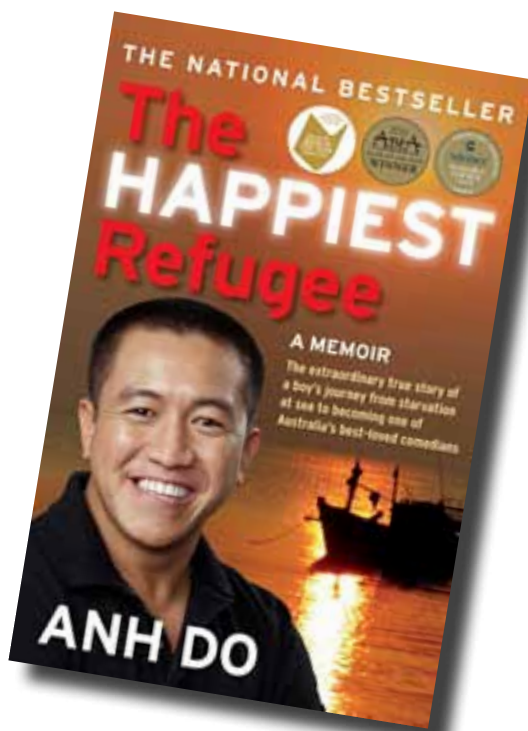
Focus

This unit provides opportunities to explore the ideas that:

- wars, disaster, persecution and poverty can make it necessary for people to leave their homes
- the decision to leave home is difficult to make and the journey is often dangerous
- asylum seekers and refugees can often spend years in difficult conditions in refugee camps and detention centres before they are offered resettlement
- it can be difficult to adjust to life in a new country, especially when the media negatively portrays refugees and asylum seekers.

Top: Girl in school in Afghanistan. Photo by People in Need (PIN) CC BY-SA-3.0

Left: Daria and her children, Mutaka and Nghandwe in the Kala Refugee Camp (Zambia)



Top: Photos from World Vision (2010) *Get Connected*, Issue 8, Migration—People on the move; (left) Sam Jalloh and (right) Djibril Ly

Left: Cover *The Happiest Refugee: A Memoir* reproduced with permission of Allen and Unwin

Centre: Photo by Phil Eggman, Public domain, via Wikimedia Commons. Thirty-five Vietnamese refugees wait to be taken aboard the ship USS Blue Ridge. They are being rescued from a 10.6 metre fishing boat 560 kilometres northeast of Cam Ranh Bay, Vietnam, after spending eight days at sea.

Read the section in *The Happiest Refugee* (chapter 2, page 9, to first paragraph page 10) describing the boat that takes them from Vietnam to Malaysia.

In pairs students briefly imagine being stuck on such a boat with 40 people. Consider what they might need, the difficult issues such as lack of water, and the good that might come of it, such as friendships emerging. Read a section from *The Happiest Refugee* (pages 22–24), having summarised what went before (from page 13).

Discuss the irony of Anh Do's story. If pirates had not attacked a second time they would have died of thirst, but they were thrown a gallon of water by the youngest of the departing attackers. How surprising is it in a narrative when someone who is 'bad' does something good?

Junior Secondary

Year 8 Indigenous peoples



Ways of being

A unit of work for Year 8 to explore ideas of cultural identity and belonging, specifically Aboriginal identity, and how these are embedded in language.

Texts used Aboriginal English resources, Indigenous poetry and rap, the novella, *The Binna Binna Man* by Boori Monty Pryor and Meme McDonald and Aboriginal storytelling in a range of media and forms.



Focus

This unit provides opportunities to explore the ideas that:

- Aboriginal English is a valid, expressive and potent statement of Aboriginal identity
- cultural identity is strongly expressed and developed through shared language and stories
- maintaining cultural identity is very important to Indigenous peoples
- Indigenous culture does not have to be seen as either 'traditional' or 'contemporary', that 'old ways' can be expressed in new ways.

This unit addresses the cross-curriculum priority Aboriginal and Torres Strait Islander histories and cultures.

Top and bottom right: Cover *The Binna Binna Man* reproduced with permission of Allen & Unwin

Left: Image from Australian Curriculum, Assessment and Reporting Authority, Australian Curriculum Website, CC BY-NC-SA 3.0

My name is Evie Willie. I am 20 years old and come from the Wiradjuri nation. My mum is Aboriginal and my dad is from Vanuatu.

As a young person growing up an Aboriginal mission settlement about seven kilometres outside Wellington in NSW. I grew up on the Macquarie River in Wiradjuri country and I spent a lot of time with my cousins swimming in the river, swinging off ropes and catching fish. My mum kept me very grounded and was a very stable influence in my life.

However, there were all sorts of negative stereotypes and barriers of 'shame'

in my community.

A lot of kids in our community felt degraded because they were called names and this

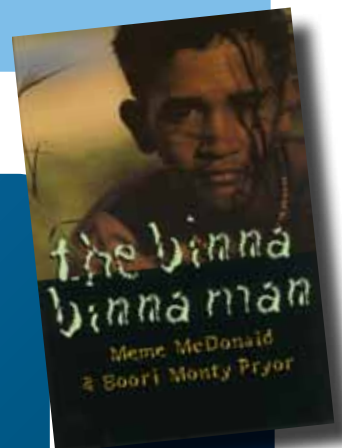
just pushed me to prove a point. It doesn't matter what colour your skin is, it doesn't matter what race or ethnic group a person has, all people have the right to be treated with respect.

I had some good leadership opportunities at Wellington High School and so now I'm keen to help young Aboriginal kids realise they are capable and need not follow negative stereotypes. I work in Sydney now and play music and sing. I'd like Australians to learn about the importance of our land and our ancestors and the history of the country.

I don't know much about my language and I wish I knew it better. It is something I am trying to learn more about. Our people are proud and strong and able to do whatever they want.



What does it mean to lose the ability to speak in language? Reviving local Aboriginal languages helps revitalise culture and strengthen Aboriginal identity. Read the following recounts from interviews with contemporary Aboriginal women, Rebekah Torrens and Evie Willie.



Junior Secondary

Year 7 Neighbours, Asia/Pacific



Helping hands

A unit of work for Year 7 to explore fiction, non-fiction and multi-modal texts related to the 2004 Asian tsunami and its tragic aftermath.

Texts used include the young adult novel *The Killing Sea* by Richard Lewis, the picture book *The Day of the Elephant* by Barbara Kerr Wilson and Frané Lessac, the memoir *Hands Across the Waters* by Peter Baines, non-fiction books *The Asian Tsunami 2004* by John Townsend and *Surviving Tsunamis: Children's True Stories* by Kevin Cunningham, and a traditional Thai folktale, 'Makato and the Cowrie Shell.'

Focus

This unit provides opportunities to explore the ideas that:

- hazards are natural and steps can be taken to prevent them from becoming a disaster; they have potential to become disasters when they occur near a major human settlement
- disasters such as earthquakes and tsunamis receive great media attention; however, there is often little follow-up coverage on recovery
- the media show cultural bias when reporting on disasters in foreign countries
- the later examination of reports and rumours around disasters is a necessary process
- life saving acts of heroism can also be life changing for the hero
- our responsibility to help our neighbours during disasters should continue after disasters have passed
- folk tales from around the world explore universal themes of human experience and show the values of the culture that created them.



Top: The 2004 tsunami in Ao Nang, Thailand, by David Rydevik, public domain image via Wikimedia Commons

Left and opposite top: Images from the article 'Impacts of disasters' from World Vision (2012) *Get Connected*, Issue 10–Disasters



Centre: Images of the town of Keudah on the Pennayong River in Banda Aceh, Indonesia, two weeks and two years after the 2004 Indian Ocean Tsunami.

Top right: A page from 'Makato and the Cowrie Shell'

Disaster stories are popular with the media. However, some disasters are more popular than others. These include:

1. Local disasters. Smaller disasters which happen in Australia or involve Australians are more popular than more significant disasters that occur overseas – especially in developing countries with which Australians are not familiar.
2. Sudden or rapid onset disasters like earthquakes and tsunamis. Gradual and ongoing disasters like droughts, famines and land degradation receive less coverage than the more 'spectacular' disasters.
3. Disasters occurring in England or the USA. The influence of American and English media in Australia means greater coverage is given to these countries.
4. Disasters that are sensational and include dramatic images. The popular media prefers footage of spectacular escapes, gruesome death, heroic rescues or 'survival against the odds' stories. A common media saying is 'If it bleeds, it leads.' Major disasters and tragedies that are not filmed receive little coverage.

On the interactive whiteboard project the articles 'Reporting Disasters'. Share read 'Reporting Disasters'. Discuss the idea that disasters are more 'popular' or newsworthy in the Western media if they have aspects described in this list from World Vision, or correspond to other criteria for newsworthiness, such as this newsworthiness list.

Back in their pairs, students again discuss previously mentioned disaster examples. Have them note their examples and classify them under four categories below, and share with them with class. In pairs or small groups, discuss the newsworthy elements of the 2004 Asian tsunami then share their ideas with class.

Junior Secondary

Year 7 Sustainability



Changing minds, changing behaviour

A unit of work for Year 7 to explore the persuasive power of advertising by analysis of the narrative television advertisement 'Can you live with dirty water' and the short animated documentary *The Story of Bottled Water*.

The unit, with an emphasis on media studies in English, has a strong focus on developing critical literacy and visual literacy by a close analysis of the social purpose of language in both written and visual grammar.

Focus

This unit provides opportunities to explore the ideas that:

- advertising to promote the social good, including sustainability, uses persuasive texts that provide factual information (logos), engage the emotions of the reader or viewer (pathos), and seek to demonstrate the integrity of the presenter (ethos)
- grading modality and evaluative vocabulary in spoken/written language in advertisements and other persuasive texts allows us to understand how we are positioned as readers
- print and television advertising harnesses the persuasive power of visual language that seeks to engage our minds and emotions
- narrative, humour and incongruity are all powerful devices used in advertising.



Top: Photo by World Vision of African children with a new water pump

Left: Photo by World Vision of Myagmargarig from Mongolia in the unit *Words to unite us*



Watch the World Vision advertisement 'Can you live with dirty water?' without the soundtrack. Prime students to consider questions while viewing:

- What positive and negative emotions does the advertisement aim to provoke?
- What is the problem that needs a solution?
- Is there a 'call to action' in this advertisement — what might the advertiser want responders to think and do after watching?
- After watching the advertisement, think-pair-share answers to the pre-viewing questions, then briefly share with class. They will later be discussed at length.
- Replay the clip with the soundtrack and discuss how this changes or affects the viewer. What is the role or the purpose of this sort of soundtrack? The soundtrack to the advertisement is 'Heart's a Mess' by Belgian-born Australian artist Gotye (Wally de Backer).



Contents

Background/overview	2
Junior Primary, Year 3, Refugees and migration	4-5
Junior Primary, Year 3 and 4, Indigenous peoples	6-7
Junior Primary, Year 3, Neighbours, Asia/Pacific	8-9
Junior Primary, Year 3 and 4, Sustainability	10-11
World Vision Resources	12
Upper Primary, Year 6, Refugees and migration	14-15
Upper Primary, Year 5, Indigenous peoples	16-17
Upper Primary, Year 5, Neighbours, Asia/Pacific	18-19
Upper Primary, Year 6, Sustainability	20-21
PETAA Resources	22
Junior Secondary, Year 8, Refugees and migration	24-25
Junior Secondary, Year 8, Indigenous peoples	26-27
Junior Secondary, Year 7, Neighbours, Asia/Pacific	28-29
Junior Secondary, Year 7, Sustainability	30-31

‘As a school teacher, you are in a unique and privileged position to influence the lives of young people. The study of global issues in our English classrooms will educate young Australians to become informed, responsible and active global citizens. *Global Words: English for global education* is an engaging and important, curriculum-aligned English resource. I trust it will find a valued place in every Australian classroom.’

Tim Costello AO,
CEO World Vision Australia