**Cross-Curriculum Priority Sustainability**

**Learning Areas Covered in these notes:**

* English Primary
* Mathematics Primary
* Humanities and the Social Sciences Primary and Middle School
* Business or Social Entrepreneurship

**The Australian Curriculum**

The Australian Curriculum places emphasis on Sustainability as a priority for all Australian educators. Clash of the Countries can help students grasp a number the concepts required in the curriculum:

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| OI.3 | Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems. |
| OI.4 | World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice, are essential for achieving sustainability. |
| OI.5 | World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability. |
| OI.6 | The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future. |

**General Scaffolding**

English Depending on the age and ability of the students you may need to introduce game vocabulary i.e. “export”, “petroleum”, “crude”.

Mathematics Depending on the age and ability of the students you may need to introduce number vocabulary especially around place value 10 digits to from three decimal points, i.e. how to say 0.003 and 1 325 659 832.

Humanities Depending on the age and ability of the students you may need to introduce the United Nations geographical regions and how the cards are colour coded for each region.

**Groups**

Groups can be mixed ability to enhance peer to peer learning or streamed to that those who have are ready to deal with a complexity of the issues can work independently while support can be given to those still consolidating their learning.

**Timing**

All the activities require that the students have played the game for 10-15 minutes. Playing in groups of 4-5 students with just the base pack one round (when one student wins all the cards) will take 10-20 minutes depending on the age and numeric ability of the students. Variations will add 10min to 3+ hours to the activity depending on variation and ability to group.

**Level**

The activities start at the primary level with variations for middle and senior school.

**Activities**

There are four different activities in these notes, each with variations depending on the level of the students and the subject they are enhancing.

1. One Country Statistical Comparison (40+min)
2. Three Country Comparison (30+ min)
3. Global Responsibility (45+ minutes)
4. Links to the Sustainable Development Goals (SDG) (60+min)

**Activity 1: One Country Statistical Comparison**

**Time:** 45+min includes playing game and activity.

**Key Concept**

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| *OI.5* | *World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability.* |

**Steps**

1. (10-20 min) If the students haven’t already, play at least one round of the game, in groups of 4-5 students.
2. (20+ min) Following the game, each group to choose one of the cards and answer the following questions for their country using other approved texts to confirm assumptions: (You might like to check out the recommended links at the bottom of this resource and add them to your approved links list)
   1. If there were more doctors do you think the country earnings would go up or down? Why? Would an increase in the number of doctors effect how many mobile phones people had? Share your thinking?
   2. If the country earnings went up would people have more or less mobile phones? If the country earnings went up do you think the population numbers would rise or fall? Explain your thinking?
   3. Can you see any link between the statistics? Explain how you reached this conclusion
   4. What other changes would happen in a community if the country earnings went up?
   5. What would life be like for a person in that country? Which statistic do you think they would most want to change? Explain your thinking?
3. (10+ min) A class discussion on the most surprising thing they discovered when they answered the questions. Choose either population growth or doctor density and get the class to consider what sustainability means for countries in relation to that statistic – i.e. is it always good for a countries population to be growing or falling? What would be a sustainable population for a country? – Think about how much food and water does the country have, or money to buy that food and water. This conversation can be geared to the level of the class and linked into other activities that have been happening.

**Variations with a focus on English**

* After the class discussion groups to reform and develop a power point highlight the key findings of the discussion.
* Groups to research one not-for-profit that is working to improve the socioeconomic base of a developing country and present a short story about a family who is working with that not for profit. The short story could be presented digitally, on paper or dramatically.
* Presentations could be written, pictorial, power point – and the time given to the presentation work extended to reflect the amount of work expected.

**Variations with a focus on Business or Social Entrepreneurship**

* In groups, research one social or not for profit enterprise that is working to improve the conditions or socioeconomic base of a developing country (e.g. Thank-You, Who Gives a Crap, Vision Spring). Present an overview of the company’s business model, product/service and history. How did they identify the need? How are they trying to solve it?

**Variations with a focus on Mathematics – Primary**

1. Work out what a family in your country would need to have in a week to survive (the “essentials”) – i.e how many meals, clothes, transport, schooling. Divide the country earnings by the population and work how much a person would actually have to live on in a week. Divide that weekly earnings among the “essentials”. Do you think a person in that country would be living a “good” life or “bad life” why?
2. Each group to produce a graph the relationship between the statistics – i.e. doctor density and country earnings. The groups could then be challenged to show what would happen if a community organisation started to work on changing one of the statistics.

**Variations with a focus on Humanities and Social Science**

* How could a country’s government change one statistic? Groups to be encouraged to choose a country witha low country earnings. Each group to write a letter to that country’s government suggesting how they could make a change to help their population and what change this would bring about. Or each group to make a poster/social media advertisement from a country’s government telling the people how they are going to change one of the statistics and what that means for the community, its people, its land, its sustainability.
* Middle school students could be challenged to discover the population density of the country and compare that with the country earnings. This could then spark conversations around population growth, effectiveness of government mandated birth control, one child policies, infanticide. For countries with lower population density the conversation could be steered to migration policies, refugee policies and food security. This conversation can be geared to the level of the class and linked into other activities that have been happening. Middle and Senior school students could use this as an icebreaker activity into a number of topics, including country study, historical impacts of social and economic policy, population growth, impact of war etc. It could also lead to research on indigenous and multinational not for profit community development organisations. For example, are there any not for profit organisations that fill the gap in countries with very low doctor density. What problems do they face in country? This could also be a business variation, looking at challenges to international business, globalisation
* Following the game, each group to choose one region and answer the following questions for their country:
  1. Which is the richest country in your region?
  2. What are the different exports in your region?
  3. Which country is the poorest?
  4. Is their political stability in your region?
  5. Are there many natural disasters in your region?
  6. How has this impacted life in the countries of your region?
  7. Discuss anything that surprises or sparks your curiosity you about the country/s stats that you discovered today

**Activity 2: Three Country Comparison**

**Time**: 40+min includes playing game and activity.

Note This activity would be best conducted in the school library as it requires the students to conduct research either on or off line. If conducted in a class room instead of the research time students could develop 5-6 curious questions they would like to ask to understand their country more based on the card content and present those to their group or whole class.

**Key Idea Covered**

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| OI.6 | The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future. |

**Scaffolding**

* If appropriate introduce the idea of social inequality in the class discussion. A useful definition: “*a situation in which people are not equal because some groups have more opportunities, power, money, etc than others.*” (source: MacMillan dictionary)

**Steps**

1. (10-20 min) If the students haven’t already, play at least one round of the game, in groups of 4-5 students.
2. (1 min) Following the game, each student to pick one of the statistics, then choose three cards (one with a large number, one small and one in the middle) that show the diversity of that statistic.
3. (5 min) Each student to spend 5 minutes researching their country using class room resources.   
   (5 min) Each student to develop 60 sec an oral presentation for the class that highlights what life is like in the three countries and the differences between them.
4. (5 min) Students to give their 60 second presentation to each other in groups of 4-5
5. (10 min) End the activities with a class discussion on global equality and fairness. Challenge the class to consider what impact the population would have on the environment for each of their countries. Do they think population size, country earnings or biggest export would have the greatest impact on the environment? What impact does each country have on their neighbours? Is that fair?

**Variations**

*(will add 10-90 minutes to the activity depending on variation and ability to group)*

* Instead of individual work, students to work in pairs or small groups, either ability or mixed ability groups.
* The three countries could be from the same geographical region or from different regions.
* Task could be individual rather than group.

**Variations with a focus on English**

* Presentations could be written, pictorial, power point – and the time given to the presentation work extended to reflect the amount of work expected.

**Variations with a focus on Mathematics – Primary**

* Each group to work out how much money a person would have to spend in one day in each of their chosen countries.
* Each group to discuss what would a day might be like to a person in each country given how much they would have to spend in a day.
* Each group to choose the three countries from the same geographical region. Groups could be challenged to discover which is the richest and poorest in each region. What is the difference?
* Each group to produce a graph the difference between the three countries
* Ask students to find the richest country in the pack and the poorest country and to compare what life would be life for both.
* Choose the three countries from the same region. If one of the statistics changed dramatically for one country – what would the impact be on the other country? On the region?

**Variations with a focus on Humanities and Social Science**

* For students who have chosen the mobile phone statistic – challenge them to find out why many countries have more phones than people? Students to come up with at least two theories as to why people might need more than 1 phone and present to the class. Class to vote on the most likely theory.
* Groups to present their findings as a “Day in the life of” for a person in each other their countries. Students could describe what it might be like for that person, the difficulties the person might face, daily struggles, problems they foresee in their future, etc. This activity should be handled sensitively, to avoid stereotyping groups of people. Use approved on line resources to give each person a country appropriate name and to find out how many siblings they may have. The presentation could be as a poster, power point, or drama.
* Groups to research one not-for-profit that is working to improve the socioeconomic base of a developing country and present a short story about a family who is working with that not for profit. The short story could be presented digitally, on paper or dramatically.

**Activity 3: Global Responsibility**

**Time**: 45+min includes playing game and activity.

**Key Idea Covered**

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| OI.3 | Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems. |
| OI.5 | World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability. |

**Steps**

1. (10-20 min) If the students haven’t already, play at least one round of the game, in groups of 4-5 students.
2. (1 min) Following the game each group to choose one country with low country earnings or low doctor density.
3. (20+ min) In their groups students to answer the following questions using other texts to confirm assumptions:
   1. How much do you think a person in that country would have to live on each day?
   2. Could you live on that much?
   3. Would a family in that country be able to afford to send their children to school?
   4. What would happen if a person in that country got sick?
   5. What could a family do to change that statistic?
   6. What could a community in that country do to change that statistic?
   7. Is there anything we in Australia could do to help that country change that statistic?
4. (10+ min) Groups to present their report in a way that is appropriate to other learning happening in the class (power point, oral, poster, drama, etc.)

**General Variations**

*(will add 10min to 3+ hours) to the activity depending on variation and ability to group)*

* Instead of individual work, students to work in pairs or small groups, either ability or mixed ability groups.
* Students might want to think of ways to fundraise money for the country they have been studying – making it a class or school wide project.
* If the school has an existing relationship with a developing country, or with have an annual fundraising project to help developing countries, that project or country could be linked to this activity.
* Contact UN youth and invite a young person to come in and talk how the United Nations represents these countries.
* Have a look at not-for profit organisations already making a difference, what are they doing and how?

**Variations with a focus on English**

* Groups to research one not-for-profit that is working to improve the socioeconomic base of a developing country and present a short story about a family who is working with that not for profit. The short story could be presented digitally, on paper or dramatically.
* Use the initial research as preparations for a class room mock United Nations Debate. Teacher to set an appropriate topic of debate.

**Variations with a focus on Mathematics – Primary**

* Groups to work out how much the average Australian would have to spend in a day if the country earnings were distributed to all the population evenly. Compare that with the person in your chosen country.
* Develop a weekly budget for both an Australian family and a family in your chosen country.

**Variations with a focus on Humanities and Social Science**

* Introduce the activity by playing a short video or YouTube clip describing life in one of the countries from one of the countries with low statistics. Get the class to discuss what they saw and how life in that country might be different from their own.
* Use the initial research as preparations for a class room mock United Nations Debate. Teacher to set an appropriate topic of debate.

**Activity 4: Links to the Sustainable Development Goals (SDG)**

**Time**: 60+min includes playing game and activity.

**Key Idea Covered**

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| OI.6 | The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future. |

**Steps**

1. Introduce the students to the United Nations Sustainability Goals, if they haven’t already been. (See links page)
2. (10-20 min) If the students haven’t already, play at least one round of the game, in groups of 4-5 students.
3. (1 min) Following the game each group to choose either country earnings or doctor density, and pick the card showing one a country with a low number in that statistic.
4. (20+ min) In their groups students to answer the following questions using the on-line SDG resources in the link section.
   1. What goals could be impacted by changes in the statistic?
   2. Which goal do you think the country needs to work on first? Why?
   3. What barriers might the country face in addressing this goal?
   4. Are there any other goals that the country needs to address to help achieve the first goal?
   5. Are there any barriers the country might face that need the help of another country to address?
   6. What could a local community do to meet the goal? Do you think they need help of a local, state or federal government to achieve their goals?
   7. If one of the statistics changed what would be the impact on the others?
5. (20+ min) Groups to present their findings as a poster (digital or paper) on their country and one of the goals.

**Variations**

*(will add 10min to 3+ hours) to the activity depending on variation and ability to group)*

* Instead of group work, students to work individually.
* Why do you think the country has such a low statistic in this area? Students might like to use on line resource to see if there are any historical reasons that might explain why.
* Students to consider what other goals might be linked to the one they chose, and to consider whether or not we have a responsibility to help the chosen country achieve their goal.

**Variations** with a focus on English

* Display completed posters in the classroom and invite family members or school faculty members to give feedback to the students’ written opinions and findings.
* Contact UN youth and invite a young person to come in and talk how the United Nations represents these countries.

**Variations** with a focus on Mathematics

* Students might want to think of ways to fundraise money for the country they have been studying – making it a class or school wide project.
* What could the country do to meet the goal? Work out what a family in your country would have to live on per week. How can they meet that goal within their budget?

**Variations** with a focus on Humanities and Social Science

* Students to be challenged to think if the way we live our life in Australia is impacting the way people in their chosen country live their lives? Is there anything people in Australia could do to make life better in that country?
* Challenge students to think about the country and regions history. What has happened throughout history that would have an impact on these country’s state present day?
* What types of events could dramatically change a statistic in a day, month, year?

**Links**

[**https://unyouth.org.au/**](https://unyouth.org.au/)

UN Youth Australia are one of Australia's largest youth-led organisations, educating and empowering young Australians to build the peoples' movement for the United Nations. They are an excellent start for looking for young people who are passionate about eth Sustainable Development Goals and global responsibility. They run a number of events and conferences that your students may be interested in attending.

[**http://www.teachsdgs.org/collections.html**](http://www.teachsdgs.org/collections.html)

In partnership with [Participate](https://www.participate.com/) and the work of the Global Schools Network, this website gives you a large collection of resources on each of the SDGs, and ideas for classroom delivery.

[**http://worldslargestlesson.globalgoals.org**](http://worldslargestlesson.globalgoals.org)

World’s Largest Lesson introduces the Sustainable Development Goals to children and young people everywhere and unites them in action.

# <https://academy.amnesty.org>

Training courses for a new generation of human rights defenders - strengthening the human rights movement through action oriented education.

[**https://globaled.gse.harvard.edu/design-change**](https://globaled.gse.harvard.edu/design-change)

Design for Change equips children with the tools to be aware of the world around them, believe that children play a role in shaping that world, and can take action toward a more desirable, sustainable future.