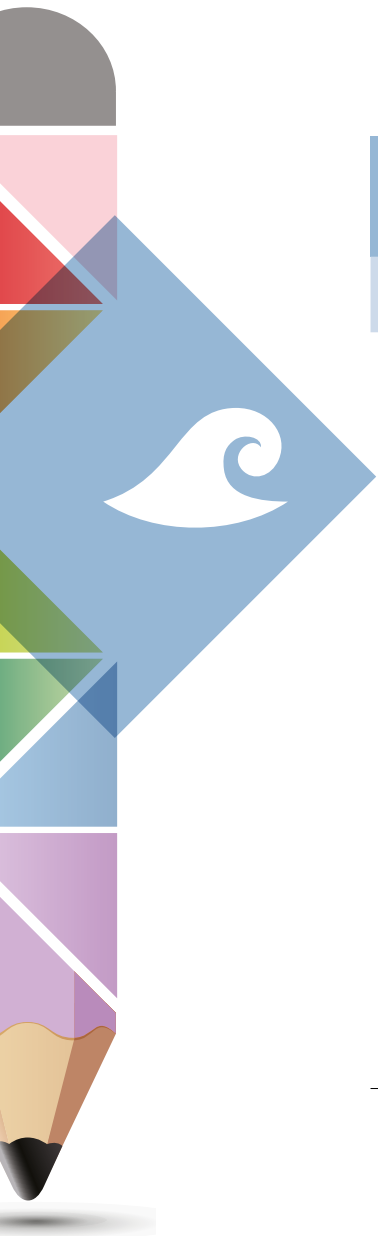


### WHAT IS A GLOBAL CITIZEN?

Students will gain an insight into the philosophy of 'Global Citizenship' through discussion and possibly guest speakers.

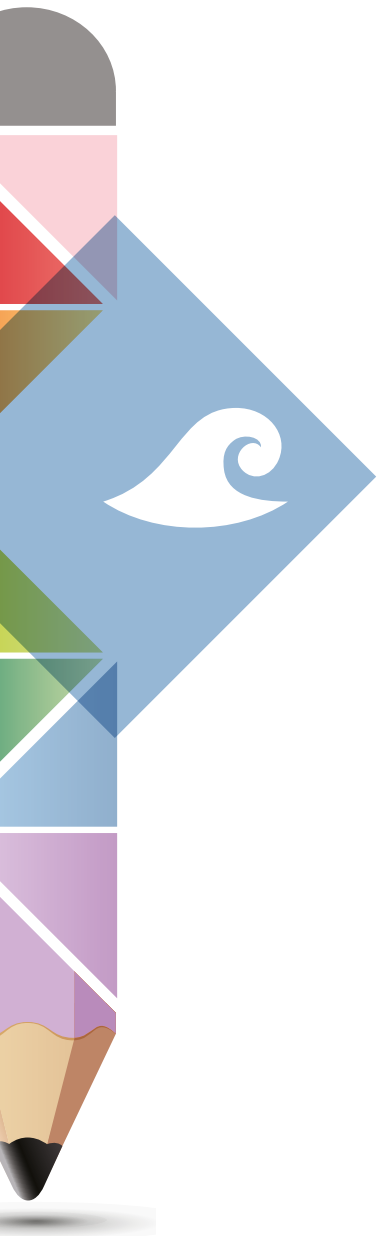
## Geography

| Year        | Content Description   | Elaborations   | Teaching Points  |
|-------------|---|--|--|
| <b>Four</b> | <p><b>Geographical Inquiry and Skills/Reflecting and Responding</b><br/>Reflect on their learning to propose individual action in response to a contemporary geographical challenge and identify the expected effects of the proposal.<br/><b>ACHGS032</b></p>  | <ul style="list-style-type: none"> <li>Explaining why it could be necessary to improve sustainability and propose a range of different actions that could be taken, for example, with reference to their home, community or school.</li> <li>Proposing possible actions that could be taken to promote awareness about how people can reduce their impact on the environment.</li> </ul> | <ul style="list-style-type: none"> <li>Terms e.g. global and citizen.</li> <li>How to use a 'Placemat' brainstorm sheet.</li> <li>Issues related to the coast e.g. litter, weeds, cigarette butts, fishing line, erosion.</li> </ul> |
| <b>Five</b> | <p><b>Geographical Inquiry and Skills/Reflecting and Responding</b><br/>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.<br/><b>ACHGS039</b></p> | <ul style="list-style-type: none"> <li>Assessing possible options as actions that people could take to enhance sustainability and fairness and reduce the effects of environmental change on the local community.</li> </ul>   | As above   |



# Geography

| Year  | Content Description  | Elaborations  | Teaching Points  |
|-------|--|---|--|
| Six   | <p><b>Geographical Inquiry and Skills/Reflecting and Responding</b><br/>           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.<br/> <b>ACHGS046</b></p>  | <ul style="list-style-type: none"> <li>Suggesting a course of action on a global issue that is significant to them.</li> </ul>  | <ul style="list-style-type: none"> <li>Terms e.g. global and citizen.</li> <li>How to use a 'Placemat' brainstorm sheet.</li> <li>Issues related to the coast e.g. litter, weeds, cigarette butts, fishing line, erosion.</li> </ul> |
| Seven | <p><b>Geographical Inquiry and Skills/ Reflecting and Responding</b><br/>           Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal.<br/> <b>ACHGS054</b></p> | <ul style="list-style-type: none"> <li>Reflecting on personal values and attitudes and how these influence responses to an issue, for example, the effect of litter on the environment.</li> <li>Proposing actions to respond to geographical issues related to environmental and economic sustainability, for example, taking personal responsibility for litter.</li> </ul> | As above   |

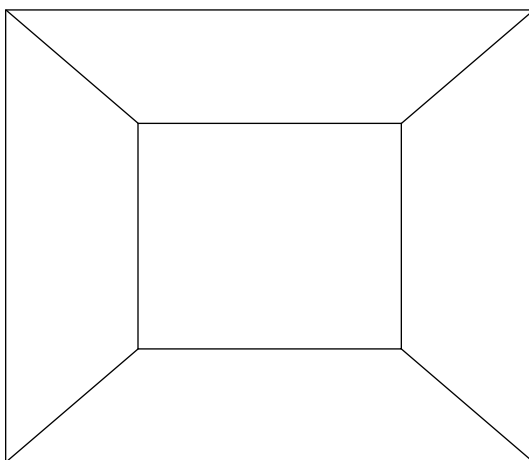


## Think, Pair, Share

- Ask students to think about the term 'Global Citizen', what they think it means and how they think you behave as a Global Citizen.
- Students talk to the person next to them about their ideas.
- Share ideas as a class – perhaps write ideas on board.

## Placemat

- Divide students into groups of four, each student needs a different coloured pen.
- Each group gets a large piece of butchers paper drawn up as follows:



- Ask students to individually brainstorm how they can be a Global Citizen when at the coast, writing their ideas into the space around the outside of the central square.
- Once they have done this students take turns writing an idea into the centre square. Ideas should not be repeated.
- Groups can then share their ideas with the whole class.

## Activity

- Using this information; students can create a poster about being a Global Citizen when out at the coast. Posters could be displayed around the school or community.

## Extension

- Create PowerPoint presentations and present to younger year groups.
- Write a short play or skit and perform at assembly.
- Produce a short film to be shown at lunch time in the library.
- Get in touch with the local "Coast care..." group – have a litter pick up day. Get involved in planting activities.
- Develop an Action Plan to address a school issue like littering. Present your plan to the School Principal.

## Local Environment Groups

- City of Joondalup, 2009, *Natural Areas Friends Groups*, [www.joondalup.wa.gov.au/Live/Environment/community/NaturalAreasFriendsGroups.aspx](http://www.joondalup.wa.gov.au/Live/Environment/community/NaturalAreasFriendsGroups.aspx).
- Government of Western Australia, no date, *Keep Australia Beautiful Western Australia*, [www.kabc.wa.gov.au](http://www.kabc.wa.gov.au).
- Joondalup Community Coastal Care ([www.joondalupcoastcare.com](http://www.joondalupcoastcare.com)) consisting of:
  - Friends of Sorrento Beach
  - Friends of Mullaloo Beach
  - Friends of North Ocean Reef-Iluka Foreshore.
- Tangaroa Blue, no date, *Protect Our Oceans*, [www.tangaroablue.org](http://www.tangaroablue.org).
- Urban Bushland Council WA ([www.bushlandperth.org.au](http://www.bushlandperth.org.au)) including:
  - Mullaloo Beach Community Group
  - Friends of North Ocean Reef-Iluka Foreshore
  - Joondalup Community Coast Care Forum.