WHAT IS A GLOBAL CITIZEN?

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

### Geography

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| Four | Geographical Inquiry and Skills/Reflecting and Responding  
Reflect on their learning to propose individual action in response to a contemporary geographical challenge and identify the expected effects of the proposal.  
ACHGS032 | • 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.  
• Proposing possible actions that could be taken to promote awareness about how people can reduce their impact on the environment. | • Terms e.g. global and citizen.  
• How to use a ‘Placemat’ brainstorm sheet.  
• Issues related to the coast e.g. litter, weeds, cigarette butts, fishing line, erosion. |
| Five | Geographical Inquiry and Skills/Reflecting and Responding  
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.  
ACHGS039 | • 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. | As above |

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| Six  | Geographical Inquiry and Skills/Reflecting and Responding 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. ACHGS046 | • Suggesting a course of action on a global issue that is significant to them. | • Terms e.g. global and citizen.  
• How to use a ‘Placemat’ brainstorm sheet.  
• Issues related to the coast e.g. litter, weeds, cigarette butts, fishing line, erosion. |
| Seven | Geographical Inquiry and Skills/Reflecting and Responding 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. ACHGS054 | • Reflecting on personal values and attitudes and how these influence responses to an issue, for example, the effect of litter on the environment.  
• Proposing actions to respond to geographical issues related to environmental and economic sustainability, for example, taking personal responsibility for litter. | 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:

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- 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**
- 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.
- 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.