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|  | **Campbell House School Teaching and Learning Program** | | | | | | | | | | | | | | |
| **Title/Type of Unit: Geography – Place and Liveability – Providing links to Vietnam**  **Duration: 9 Weeks** | | | | | | | | | | | | | | |
| **Syllabus Outcomes**  **Stage**  **5** | *A student:*  Stage 5:  GE5-1: Explains the diverse features and characteristics of a range of places and environments  **GE5-2** explains processes and influences that form and transform places and environments  GE5-3: Analyses the effect of interactions and connection between people, places and environments  **GE5-4** accounts for perspectives of people and organisations on a range of geographical issues  GE5-6: Analyses differences in human wellbeing and ways to improve human wellbeing. | | | | | | | | | | | | | | |
| **Connectedness**  **Why does this learning matter?** | **Students learn to:**   * The perceptions people have of [place](http://www.australiancurriculum.edu.au/glossary/popup?a=G&t=place), and how these influence their connections to different places * Environmental quality * Compare perceptions and use of places and spaces in their local area, particularly at different times of day, between males and females, different age groups, people with and without disability, and people from diverse cultures including Indigenous and non-Indigenous peoples, and reflecting on the differences * investigating how people in places in other countries perceive, use and are connected to their place and space * describing the differences in people's access to the internet between and within countries and exploring how information and communication technologies are being used to connect people to information, services and people in other places * examining how information and communication technologies have made it possible for places (for example, in India and the Philippines) to provide a range of global business services * The ways that places and people are interconnected with other places through trade in goods and services, at all scales * The effects of people’s travel, recreational, cultural or leisure choices on places, and the implications for the future of these places | | | | | | | | **Students learn about:**   * Influence and perceptions of the liveability of places * Access to services and facilities * Environmental quality * Community * Enhancing liveability * Human wellbeing and development * Spatial variations in human wellbeing – Focus on Australia and South East Asia * Human wellbeing * Improving human wellbeing * how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways * how these connections help to make and change places and their environments * the interconnections between people and places through the products people buy and the effects of their production on the places that make them. * ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places | | | | | | |
| **Background and Key Ideas** | The unit focuses on the economic, social, political and cultural aspects of Vietnam as a place of liveability. Through an intensive study of Vietnamese culture students build a storyline for wellbeing through understanding the diverse features and characteristics of environments in Vietnam. The unit focuses on processes and influences that transform liveability and human wellbeing on a geographical scale. The unit’s key idea is creating a profile to evaluate liveability in terms of human wellbeing in a country. | | | | | | | | | | | | | | |
| **Literacy Continuum** | Reading Texts | Comprehension | | | Vocabulary Knowledge | | Aspects of Writing | | Aspects of Speaking | | | Phonics | Phonemic Awareness | | Concepts About Print |
| **Student:** …  **Literacy Aspect:** Writing texts  **Element:** Cluster 9 Constructs well-sequenced imaginative, informative and persuasive texts using language appropriate to purpose and audience  **Student:** …  **Literacy Aspect:** Writing texts  Element: Cluster 5 Draws on personal experiences and topic knowledge to create texts of about 4-5 sentences for a range of purposes.  **Student:** …  **Literacy Aspect:** Comprehension  **Element:** Cluster 10 Interprets text by inferring connections, causes and consequences during reading  **Student:** …  Literacy Aspect: Comprehension  **Element:** Cluster 7 Interprets and responds to texts by skimming and scanning to confirm predictions and answer questions posed by self and others while reading.  **Student:** …  **Literacy Aspect:** Comprehension  **Element:** Cluster 2 beginning to analyse and evaluate stories read and viewed by providing and justifying a personal opinion  **Teaching activities linked to program to increase learning.**   * Brainstorm 🡪 vocabulary building by introduction to new terms, and demonstrating and applying understanding. Students write about their home and surrounding facilities using descriptive and evaluative language. * Interacting with text 🡪 websites, articles, diary entry 🡪 Using comprehension and reading strategies (e.g., super six strategies, visual literacy) to gather understanding of content * Creating articles 🡪 using higher order thinking skills to apply their understanding | | | | | | | | | | | | | | |
| **Numeracy Continuum** | Counting Sequences | | Counting as Problem Solving | | | Pattern and Number Structure | | Place Value | | | Multiplication and Division | | | Fraction Units | Length, Area and Volume |
| **Student:** …  **Numeracy Aspect:** Aspect 1 - Counting sequence: written labels  Aspect 2 - Counting as a problem solving process  **Element:** Aspect 1 Number identification– MA2 – 4NA identifies numerals in the range 1 – 10 000.  Aspect 2 Factile counting - MA1 -5NA uses known facts, number structure and other non-count by –one strategies to solve problems.  **Teaching activities linked to program to increase learning:**  Students are required to order events and evaluate simple numerical representations of economy. Students are required to use counting to problem solve in order to read graphs and tables in relation to population responses to wellbeing and liveability questions. Students must have an understanding of place value to understand population tally’s and graphed data. Students must be able to evaluate the graphs information based on their number plane and place value understanding. This numeracy aspect was explored in mathematics unit in term 1 and will be able to be referred to and practiced again as part of the geography unit. | | | | | | | | | | | | | | |
| **Quality Teaching** | | | | | | | | | | | | | | | |
| **Intellectual Quality** | | | | **Quality Learning Environment** | | | | | | **Significance** | | | | | |
| * IQ1 Deep Knowledge * IQ2 Deep Understanding * IQ3 Problematic Knowledge * IQ4 Higher-order Thinking * IQ5 Metalanguage * IQ6 Substantive Communication | | | | * QLE1 Explicit Quality Criteria * QE2 Engagement * QE3 High Expectations * QE4 Social Support * QE5 Students’ Self-regulation * QE6 Student Direction | | | | | | * S1 Background Knowledge * S2 Cultural Knowledge * S3 Knowledge Integration * S4 Inclusively * S5 Connectedness * S6 Narrative | | | | | |
| **Teaching and Learning Lesson Overview** | | | | | | | | | | | | | | | |
| **The Elements of Learning & Achievement**    F:\Mock ups\Square elements\Numeracy.jpg        E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg | ***Unit main concept:*** *storyline for wellbeing. Comparison of lifestyles through an intensive study on Vietnam. Engaging with economic, politics, social and cultural aspects of Vietnam as a place of liveability. Forming a concept of social and cultural aspects of liveability as a comparison to Australian liveability. Examine how each of these factors contributes to the social and cultural wellbeing of the population.*  ***Week One:***  ***Introduction to Vietnam and the concept of first world countries.***  ***Lesson 1:*** *General introduction to Vietnam and the unit; lifestyle, liveability and culture.* [*https://www.youtube.com/watch?v=d\_8fE-On19I*](https://www.youtube.com/watch?v=d_8fE-On19I)  *Part One: Google earth and Google maps exploration of Vietnam.*  *Discussion:* Where is Vietnam?  *Mind map:* What do we already know about Vietnam?  *Student activity*: Students will create their own map of South East Asia using cut outs of Asian countries. Students will locate where the country is in relation to its surrounding countries and what the capital of the country is. Students will glue this to an A3 page.  *Part two:* Direct teaching and power point:  What does it look like? Geographical area of Vietnam, terrain and communities?  Virtual tour, what could we taste, see, smell and feel in Vietnam.  How Is it organised? Social structure, suburbs, providences, how is the town concept different?  Pictures that show north and south vietnam.  <https://www.youtube.com/watch?v=ffrFDcblrc0>  View of driving on main streets of Ha Noi  <https://www.youtube.com/watch?v=Tx--O4ZsLP4> Play beginning and scan through to 19:06.  Very good video of back streets. No music overlay, so you can hear the sounds of Vietnam streets.  <https://www.youtube.com/watch?v=c_VaqdrjpcU>  Why is Ho-chi-minh city called Saigon sometimes?  Discussion: How is it different to Australia?  Student activity: South east Asia chatterbox – facilitating student knowledge of continent and south east Asian countries and areas.  ***Lesson 2:*** *What does it mean to be a developing world country?*  Direct teaching: Developing country explained. Introduce the concept and language of third world, developing, western country, civilisation.  You can see how the Third World Farmer Game is played by watching the [Third World Farmer Game tutorial movie](http://www.technogogy.org.uk/games/farmer.html" \t "_blank).  To play the Third World Farmer Game, go to [Third World Farmer Game](http://www.arcadetown.com/3rdworldfarmer/gameonline.asp" \t "_blank).  Student activity: Explain to students that they are going to play a computer game that involves making a number of survival choices. Tell them they need to keep notes about their choices and the outcomes of their choices.  After they've played for 10-20 minutes, ask them to stop.  Ask students as a class what problems they faced in the game and if they developed any strategies for being successful at the game.  Develop some of the themes from the game for a class debate.  Discuss/debate these or other questions:  Who do you think this game is aimed at?  What did you learn from the game?  How accurately does the game depict the two different lifestyles?  Does playing a game like this trivialize the actual situations?  Can computer games like these educate people and change their opinions?  Does the game depict stereotypes rather than realities?  What do you think the makers of this game wanted to achieve?  How would you define a Third World country?  What is the difference between a Third World country and a developing country?  Why are some countries very poor and others very rich?  What other political or educational computer games do you know about?  How good do you think this game was?  Did you enjoy playing it?  Would you recommend this game to a friend?  **Lesson 3:** compare the pair. 1st world versus 3rd world countries; what makes wellbeing?  Direct teaching: Teacher discusses with students the concept of developing versus developed countries around the world.  Notebook to be used to explain the difference between developing and developed contries.  <http://exchange.smarttech.com/details.html?id=88de0e47-b103-491c-ab9b-401d9554f440>  Teacher to discuss the following in terms of their role in evaluating the countries status within the world.  Social indicators:   * HDI ranking and value * Age structure * Population growth rate * School life expectancy * Life expectancy at birth * Total fertility rate * Education expenditures   Economic Indicators:   * GDP per capita * GDP – composition by sector * [Unemployment rate](http://welkerswikinomics.com/blog/glossary/unemployment-rate/) * Public debt * Stock of direct foreign [investment](http://welkerswikinomics.com/blog/glossary/investment/) – at home: * [Labour](http://welkerswikinomics.com/blog/glossary/labor/) force – by occupation   Teacher discusses with students why each of these factors affect whether the country is developed or developing. Teacher opens up discussion about how these factors also inhibit the move from developing to developed countries.  *Student activity:* students are presented with a world map. Students colour the developed countries in green and the developing countries in red as indicated by a table presented in the notebook activity.  Student activity: he groups representing the first world nations will receive scissors, a compass, a protractor, a ruler, a large amount of money, and two pieces of paper. The developing nations (with resources) will have a ruler, pen, a small amount of money, more group members, and six sheets of paper. The developing nations (with future resources) will have a pen, ten sheets of paper, a large group, little money, and post it notes. Each group will have to interact and trade with other groups to attempt to win at the game. At five minutes left in the simulation, any shapes turned in with a post it note on them will be worth triple.  ***Week Two:***  ***Local area, interconnections and perceptions.***  **Lesson 1 and 2:** Personal interconnections and perceptions of your local area.  *Direct teaching:* teacher discusses how each suburb is a hub in itself. That each hub creates a space in which the people living within don’t have to leave the hub for anything extra.  *Student activity:* Students draw a map of their local area with buildings and infrastructure they find noteworthy. Such as trains stations, swimming pools, gyms, shopping centres.  *Student activity:* Select a contentious place within the local area and explore different perceptions of the place within the group and from outside the group, e.g. Consider the perceptions of the media, a guest speaker, the view of the council or interviews with people from outside the local area.  Students: create personal digital maps of their local area using Google My Map  Teacher asks; geographical questions to compare class members’ spatial use of the local area, e.g. What are the features of the local area that connect us and where are they located? How do they connect us?  analyse maps to identify spatial patterns (including anomalies) and reasons why people go to these places  Teacher uses Glenfield and the school as an example to describe and explain spatial patterns (e.g. linear, clustered etc.) and relationships, e.g. gender patterns; how the local area is used.  Students use this model to compare perceptions of places in the local area, particularly at different times of day, between males and females, different age groups and people from diverse culture using survey data.  Using the information and activities from the beginning of the lesson teacher and students engage in a discussion about the diversity and culture in Australia. The class discussed perceptions of Australia from outside groups. Teacher can bring in asylum seekers into the conversation and how there is a positive and negative global view of diversity in Australia.  ***Lesson 3:*** Arts and culture in Vietnam.  Direct teaching: teacher discusses and shows pictures of Vietnamese culture and art. Teacher discusses the Moon Festival parade and celebration in Vietnam. Teacher creates a feeling of Vietnamese culture and art within the classroom. Teacher creates a cultural experience. Students are provided with pictures of art and discusses silk painting as a relatively new form of Vietnamese art forms. Teacher discusses the art form of water puppetry and shows video of this.  Teacher shows students Hat tuong, which is a Chinese performing art that arrived in Vietnam in the 13th century by way of a prisoner of war named Ly Nguyen Cat.  Teacher discusses moon festival that occurs in Vietnam. Teacher talks about the history of the moon festivals and how it came about and show students a video of the festival in Vietnam.  <https://www.youtube.com/watch?v=Xjvx-yY6h5k>  Teacher creates a mini moon festival in class by making dragon puppets with students, hanging paper lanterns and eating moon cakes.  Student activity: Dragon Puppet <http://www.adoptvietnam.org/vietnamese/tet-puppet.htm>  Moon Festival Moon Cakes  <http://www.adoptvietnam.org/vietnamese/festival-leaann.htm>  Moon Festival Paper Lanterns  <http://www.adoptvietnam.org/vietnamese/festival-leaann.htm>  **Week Three:**  Hunger and education across the world.  ***Lesson 1:*** *Web of connections.*  Students focus on understanding of hunger in the context of other social issues. Teacher discusses the ways in which hunger is connected to other issues in the world, which also impact the plight of those in poverty.  Student activity: Using a ball of string and cards that represent these various issues, group members will construct a “web” of connections between the given topics.  <http://documents.wfp.org/stellent/groups/public/documents/webcontent/wfp202964.pdf>  ***Lesson 2:*** The Hunger Tree  Direct teaching: Teacher discusses the problem of “hunger” that may seem overwhelming and impossible to change at first. Students create mind map about hunger and what it means, causes and countries that may be effected by hunger issues (both over consumption and starvation.  Students are to think though the problem and why it occurs and also think together about actions that can be taken to help reduce the problem of hunger. Students are to articulate the ways in which hunger affects both individuals and society, and write them on the tree trunk  Ex. Hunger makes it difficult for children to concentrate in school.  Second, have students discuss the possible causes of hunger and write them on the roots of the tree. Ex. Poverty, lack of access to food, conflict/war, etc.  Next, have students brainstorm possible actions to take to help solve the problem of hunger and write them on the  leaves of the tree. Ex. Have a food drive, an awareness activity, fundraising activity, etc.  Come together as a class to make a large Hunger Tree for the entire class  Have each group present their trees  Write some or all of the causes, consequences, and actions on the large tree.  Keep the Hunger Tree in the class to remind students what they learned  [*http://documents.wfp.org/stellent/groups/public/documents/webcontent/wfp202399.pdf*](http://documents.wfp.org/stellent/groups/public/documents/webcontent/wfp202399.pdf)  **Lesson 3:** Access to education across the world and an introduction to the millennium development goals. **Assessment for learning.**  Teacher shows PowerPoint presentation on the millennium development goals. The PowerPoint shows what a millennium development goal is and why these are put in place. Students and teacher discuss the millennium development goals and the reasons they exist. Teacher discusses what the united nations is and why they use such development goals.  <http://documents.wfp.org/stellent/groups/public/documents/webcontent/wfp202400.pdf>  Teacher and students discuss educational outcomes in Australia and compare them to student’s knowledge of educational outcomes across the world. Students discuss the level of education in Australia and the types of jobs average Australian person has. Students consider educational outcomes and access to education for students in developing countries and the average job for someone in these countries.  *Student activity.* Students are presented with written information about access to education across the world. Students use this information to create a bar graph to compare the percentage of education access each country listed has.  Students learn about major roles/jobs for the population of Vietnam including bar work and working at the market. Students consider this in relation to Vietnams access to education percentage.  Teacher and students discuss To Educate a Girl (Trailer). Teacher points out Malala’s difficulty in accessing education from the book read in class throughout the term. Teacher discusses 10 barriers to education around the world. <https://www.globalcitizen.org/en/content/10-barriers-to-education-around-the-world-2/>  <http://www.owlkidsbooks.com/Portals/0/docs/teachersGuides/LFA_K_4-6_032913.pdf> (lesson 1 - education rights)    ***Week Four:***  ***Climate and Geography.***  Lesson 1: rainfall, temperature, ecosystems, bio systems and influences these have on lifestyle choices and farming choices.  Teacher directly teaches the above geographical language. Teacher discusses how each of the words above relates to liveability and wellbeing. Students are given a piece of paper. Students are to imagine that it is a hot summers day. They are at the park with some friends and laying on the grass talking and listening to music. Using colours, patterns and shapes students are to represent the feeling they have in this space. The pictures shouldn’t be recognisable as anything in particular (like a person) rather a feeling. Teacher shows students Kandinsky’s music artworks to give understanding of the task. Teacher changes the scene and provides students with a new piece of paper. Students are now to draw a summer’s day when it is raining outside. It is hot and you are standing in the park with your friends. Students discuss the difference between the two drawings and colourings. How would they enjoy living in the second climate?  Teacher shows notebook activity and learning that focuses on Vietnams climate, temperature, rainfall and bio systems.  Teacher prints images of Vietnam climate and farming culture:  <http://www.learnnc.org/search?area=multimedia&tag=vietnam&media=image>  Students discuss the images and the culture around farming. Students link the cut out images with cut out descriptors of the type of farming. This is then linked to an advantage label in green (which suggests a positive of this climate and output source) and a disadvantage label in red (which suggests effects on the human wellbeing of this climate.) Students focus on the major output and money making production in the country and compare the advantages and the disadvantages. Students are to write a descriptive explanation about possible disadvantages not named about having such an output production in the climate in Vietnam.  Student activity:  <http://www.livelearn.org/sites/default/files/docs/Climate%20change%20Teaching%20Manual_Eng_final_05032013.pdf> (section 3.1 and 3.2)  **Lesson 2:** Natural resources, impacts of this on trade and connectedness to other resources. Visitors and tourism connected to climate and geography.  Student activity: teacher provides students with a map. Teacher directly teaches trade routs. Students are given cut outs and strips of information. Firstly, students must connect the output product with the receiving country. They then attach the correlating visual (which indicates what the product is.) the picture of the product should be closest to the receiving country and the receiver of the money for the goods should have a positive money sign. Students create a trade route map in which they develop an understanding of incoming and exported products from Vietnam. In the end of the activity students add the amount made from exporting and subtract the cost for importing products. Students get an understanding of how trade and natural resources are important in developing a country. Discuss this issue.  Teacher directly teaches about Vietnams trade and connectedness with close neighbours in relation to climate and geography. Class discusses visitors and tourism.  **Lesson 3:** landforms that regulates agriculture and industry; e.g. rice paddy’s and rural farming as a country focus. How does this vary from Australia?  Students explore how these factors affect the liveability of humans within South East Asia through direct teaching and student activities. Teacher directly teaches about Marble Mountains in Vietnam and the use of the mountain for resources in Vietnam through a PowerPoint presentation. The PowerPoint develops students understanding of rice paddy’s and the process of harvesting rice. This is compared to the climate from last lesson. Students find the dangers and disadvantages as having rice as the major exported produce in the country.  Student activity: students are given an a3 image of an empty Vietnamese rice paddy and an empty factory. Students are given a mixed bag of cut-outs that relate to either a factory or a rice field. Students are to select the appropriate images for each and glue them on setting out their landscape as they please. Students are to decipher which equipment is for which scene. Teacher displays product outcomes for both scenarios and students must select the correlating product outcome and economic spending and attach it to the correct landscape. Class discussion around the cost of maintenance upkeep and manpower in each scenario and the outcome figures copied from the board. Students compare agriculture of the rice paddy to the old Australian car factory. (Information on the topography of regions within Vietnam: )  <https://cardinalscholar.bsu.edu/bitstream/handle/123456789/199691/Lesson%20Plan%204.pdf?sequence=4>  ***Week Five:***  ***Economy***  **Lesson 1:** Industry and availability for free enterprise. (Sugar factory making candy and popped rice.  Class discussion: Teacher discusses industry and its importance in maintaining a country financially and socially. Students discuss the role of a factory.  Student activity: teacher shows students a picture presentation and virtual tour of an Australian or American factory. Teacher points out machinery, safety precautions and product quality, waste and employment. Teacher then shows students an image of a Vietnamese factory. Students discuss the same points in relation to the Vietnamese factory.  Teacher sets up a mini factory system within the classroom. Teacher discusses a sweets factory that is situated on the Mekong delta. Teacher shows images of the factory and the products made. Students try popped rice products, which are made out of that factory. Student’s and teacher create a mind map that details the differences between the two factories.  Students engage in a mini factory. There are five stations in the room. At each station in the room students must engage in a task. Each station has a product and waste from the product. The students are to read the information provided at the station and complete the task counting and collecting their product and minimizing their scrap. Students must then move to the next station. When they get to each station they realise they require the scraps from another station to complete their task.  Once all students have been at each station teacher describes the popped rice factor in which the rice husks are used as a fuel for the fire and how all products “waste” really is not that but is used in some way or another. Including the candy wrapping of coconut as an edible product.  Students and teacher go through PowerPoint and discuss how the product is used and not wasted. The PowerPoint finishes with information and pictures regarding to the possibility of free enterprise in Vietnam. Students and teacher discuss.  **Lesson 2:** income and employment rates in Vietnam. Types of employment and what this means for the family at home.  Students are presented with pictures of family homes in Vietnam. Students are to play a guessing game and guess the income and number of tenants in the house, the facilities and the age of the house. Students do this by filling in a table. Teacher presents students with the true facts surrounding the home.  *Student activity:* looking at employment and the concept of sweatshops. Explain that the purpose of the activity is to solve a mystery – a real-life paradox of human behaviour.  Give the following instructions:  Each group will have a packet containing a description of the mystery and a set of clues.  Distribute the clues so that each person has at least one.  (Depending on the size of your group, some students may have more than one.)  Note that the clues are numbered.  There is no significance to the numbers; they are just provided for easy reference during the discussion.  All the clues are true.  There is no effort to trick you by providing false or misleading information.  However, not all clues are important or useful in solving the mystery.  Read aloud the mystery that came with the packet of clues.  In round-robin fashion, share your clues.  Discuss whether or not the clue is relevant to solving the mystery and if so, in what way.  Solve the mystery and decide which clues were necessary and sufficient to solve the mystery.  <http://www.fte.org/teacher-resources/lesson-plans/tradelessons/standing-up-for-sweatshops/> (resource and clues)  Teacher discusses the mystery and the evidence in the clues. Teacher shows images of sweatshops and percentages of this type of employment in Vietnam. Teacher discuses employment options and rates in Vietnam in the same presentation. Students use mini M&M’s to create groups of employment (using the different colours) as a way of making a bar graph of information. Teacher takes photographs of this.  **Lesson 3:** Crime, safety, poverty rates. Looking at a day in the life of a person living in Vietnam.  Teacher begins discussion about safety, crime and poverty in Australia. Students engage in a mind map discussion as to how they feel about crime and safety in Australia. Teacher explicitly reads a scene of Vietnam in which it details night life, lack of lighting and late night dinner. Teacher asks students to compare their understanding of the story to the mind map. Are their similarities? Differences? Which would they prefer? Teacher displays facts around crime, safety and poverty in relation to Vietnam. This is cross-referenced with Australia. Were students shocked? Discussion.  Students watch a video on a day in the life of a Vietnamese person.  <https://www.youtube.com/watch?v=cl_mOtl9nuM>  <https://www.youtube.com/watch?v=uMzsNhTRM-0>  Close lesson with a discussion about the type of lifestyle and the relation that this has with crime, safety and poverty rates.  ***Week six:***  **Transport and technology**  **Lesson 1:** transport in Vietnam. Access to public transport. Transport as a way of life. Proximity to city centre and transport needs. Deaths and infustrautre costs on the roads of Vietnam.  Student activity. Students are given a map of Vietnam and are directed by the teacher about colouring zones in. Students colour in inhabitable places in Vietnam in relation to mountains and swamps as well as city centres and outer districts, farming lands and uninhabited lands. Teacher compares the size of Vietnam with areas in Australia for student references. Students are given a scale and are shown the distances of some farms to the city centre.  Students watch a video on Vietnamese transport.  <https://www.youtube.com/watch?v=pLeTHD-Fi9A>  <https://www.youtube.com/watch?v=GySgIj1M-uc>  Teacher provides students with an envelope. Inside is a unique character. The character is provided with a story, which includes their name, family life, location, job and a purpose. Students must use the information provided to find the dependence and cost of transport. Students are given a picture of a car, bus, motorbike, bicycle and shoes and must work out the cost of using each mode of transport for their character. They must subtract this from their earnings from their job and create a timeline of which mode is possible and the cheapest. Teacher begins conversation around transport in Vietnam its importance and its effect in making people move into the city, casualties and costs of transportation and infrastructure in a developing country.  **Lesson 2:** case study of the floating city. (junket market in mekong)  Teacher discusses the importance of the Mekong delta in Vietnam. Students look at the proximity and length of the Mekong and discuss the importance of water transport. Students watch the video on transport on the Mekong. Class discussion:  <https://www.youtube.com/watch?v=nTgyXhISXK0>  *Week Seven: Health development.*  Lesson 1 and 2 Access to doctors and health benefits. Lifespan and comparison to the rest of the world. Reasons for such results.  Teacher discusses: Although significant progress has been made, many health-related issues remain to be addressed. The country is currently facing a double burden of disease. In the past few years, disease patterns have seen important shifts, with declines in the share of morbidity from communicable diseases and an increase from non-communicable diseases, accidents and injuries. Some communicable diseases such as dengue fever, continue to have high prevalence rates innendemic regions in the Mekong Delta. Malaria is prevalent in the northern mountains and Central Highlands, while tuberculosis (TB) is making a comeback in the country.  Direct teach about Malaria. Students engage in discussion about how malaria is contracted, passed and cured. Discussion about the climate and how this feeds into poor health conditions. Discussion about the Mekong being stagnant water and therefore more dangerous than running water. Students compare table of major socioeconomic and health indicators for Vietnam and major socioeconomic and health indicators for Australia. Compare the differences and similarities. Convert Vietnam’s indicators into a graph to track changes and improvements. Discuss reasons for changes including tourism increases and global aid.  **Lesson 3:** open spaces and layout of the country. City versus rural. Lifespan and health opportunities. Compare meeting places and sport lifestyle.  Teacher presents power point presentation on lifestyle, meeting rituals and sports lifestyle in Vietnam. Students discuss lifestyle in Australia. Teacher uses Google maps and images form PowerPoint to show the open spaces and the layout of the city and compare that to Australia through discussion.  Students are provided with cardboard and are to create a drawing or 3D representation of a newly planned open space and sporting place for a busy suburb in Saigon. Students are to think about the needs and lifestyles of people living in Saigon and design a park n relation to this. Students will create their model and explain to the teacher or the entire class justifications as to why they chose certain aspects over others.  ***Week Eight:***  ***Culture and religion****.*  **Lesson 1 and 2:** religion. Overview and analysis of population and general connectedness to specific religion.  Direct teach: The history of religion in Vietnam, as in most countries, is characterized by state efforts to impose certain beliefs and practices on the population. Confucianism, a set of ethical and spiritual beliefs that developed in tandem with the Chinese imperial system, was the official religion during the 1,000 years of Chinese rule that began in 111 BC. Buddhism, which filtered into the country as a popular religion during Chinese rule, was adopted as the de facto state religion after it regained independence in the 11th century, and remained the principal religion thereafter. However, the Nguyen dynasty attempted to impose a strict form of Confucianism in the 19th century.  Class discussion: religion and influence in country  Teacher discuss: Buddhism as a general topic. How the religion was adopted and why in Vietnam.  General discussion and general teaching of key concepts and why it is important to Vietnamese people. Teacher shows map with major religions and the places they are predominantly practiced and the relation this has with surrounding countries.  Cao Dai Temple pictures and virtual tour.  <http://www.sacred-destinations.com/vietnam/cao-dai-temple>  Class discussion on why religion is major in assessing the wellbeing and liveability of a country.  ***Week Nine:***  **Vietnam war**  **Lesson 1:** Vietnam war overview, what was it, how long did it go for? What was it like?  Student activity: War overview table with cut out dates, pictures, tyoes of warfare and a map to be highlighted.  Student activity: Would you go to war if… game.  Direct teaching. Discussion about separation of north and south Vietnam. Discussion around influences from china. Direct teaching using photographs the events that led to the war.  **Lesson 2:** Australia’s involvement in Vietnam war.  Direct teach: Australian involvement in the war. The reasons Australia became involved. Images of the cù-chi tunnel system and the type of warfare. Discussion about the terrain and conditions during fighting.  Student activity: Dress the Vietnamese soldier using the cut-outs of clothes and equipment and the soldier 3D cut out.  Dress the Australian soldier using the cut-outs of clothes and equipment and the soldier 3D cut out.  Using green shrubbery and sticking it into oasis make the terrain that the soldiers would have been fighting in and place the 3D cutouts inside. Discuss the conditions this would have created whilst fighting and the strengths in each uniform.  **Lesson 3**: How this was seen on a world stage. Effects of the war on both north and south Vietnam. Tourism and worldviews of the war.  Vietnam War PowerPoint presentation and worksheet.  Discussion about the Vietnamese war memorial and the tourism part played In the creation of the memorial. Study Australia’s involvement in the Vietnam war and its direct affect upon our cultural perspective of our place in the world. Explore how this war affected the economy of Vietnam as well as the future politics of Australia.  ***Week Ten:***  ***Politics and future politics.***  **Lesson 1 and 2:** Politics prior to the Vietnam war. What lead to Vietnam war. Politics post Vietnam war.  <http://explore.museumca.org/wgolessons/pdf/lesson3/OMCA_WGO_LessonPlan3.pdf> southeast Asian refugees left their homeland and established a life in the United States.  <http://vietnam-war.commemoration.gov.au/aftermath/>  **Lesson 3:** future directions of politics in Vietnam and Australia. Comparison Assessment.  Extension activity: Technology and how this is inclusive of social and cultural needs. Technology in relation to employment and developments in city planning and output of production for the country. | | | | | | | | | | | | | **The Australian General Capabilities**  Aboriginal and Torres Strait Islander histories and cultures boriginal and Torres Strait Islander histories and cultures  Asia and Australia's engagement with Asia sia and Australia's engagement with AsiaSustainability ustainability  Critical and creative thinking ritical and creative thinking  Ethical understanding thical understanding  Information and communication technology capability nformation and communication technology capability  Intercultural understanding ntercultural understanding  Literacy iteracy  Numeracy umeracy  Personal and social capability ersonal and socail capability  Civics and citizenship ivics and citizenship  Difference and diversity ifference and diversity  Work and enterprise ork and enterprise | |
| **Special Needs Adjustments** | | | | | | | **School to Work** | | | | | | | | |
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| **Assessments. Type. Weight. Due Date** | | | | | | | | | | | | | | | |
| **Weeks 1 – 10: participation and engagement: assessment for learning.**  **Assessing** application and completion to classwork. Engagement in discussions andactive attendance in lessons.  **Outcomes:**  **GE5-1** explains the diverse features and characteristics of a range of places and environments  Task: engage in lesson activities and discussions.  10%  **Week 5: Access to education across the world and the millennium Development goals: Assessment for learning**  **Assessing:** knowledge, recall and understanding.  **Outcomes:**  **GE5-1** explains the diverse features and characteristics of a range of places and environments  **GE5-2** explains processes and influences that form and transform places and environments  **Task:** Students create a bar graph that accurately compares the level of education across the world. Students must comprehend and interpret a table of numbers and statistics into a bar graph.  Students are evaluating which millennium development goals affect human right to access education the most and a argument for this. Students will write an essay plan as the final product of this task. Students are assessed on their logical relation of goals and access.  20% Bar graph represents relevant accurate data in a logical manner.  10% Logical, clear and accurate arguments as to why the millennium development goal is relevant  10% Uses spaces provided and accurately creates an introduction, topic sentences and conclusion.  **Week 9 onwards. City planner assessment:** **Assessment of learning**  **Assessing:** Skills in Problem Solving and Skills in application and performance  **Outcomes:**  **GE5-3** analyses the effect of interactions and connections between people, places and environments  **GE5-4** accounts for perspectives of people and organisations on a range of geographical issues  **GE5-6** analyses differences in human wellbeing and ways to improve human wellbeing  **Task:** Students create a city plan that takes into account the human wellbeing issues discussed in the unit. Including access to education, production and industry, meeting places, religion and climate. Students reflect on these issues when designing a city to make a difference and improve human wellbeing of people in Vietnam. Students are given a spreadsheet with prices for certain buildings and facilities and must problem solve to build the most economically stable and positive human wellbeing environment as possible. Students are showing evidence of learning by problem recognition and problem solving and selecting and applying appropriate strategies to a context.  Students must submit a description and explanation of why they chose certain facilities as well as their diorama or model.  20% Construction of model or diorama  20% Explanation and evidence of critical thinking and problem solving in selecting facilities. | | | | | | | | | | | | | | | |
| **Resource List** | | | | | | | | | | | | | | | |
| https://www.youtube.com/watch?v=\_XVU7SxX2Kg | | | | | | | | | | | | | | | |

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| **Teacher Evaluation**  **Comments / Variations** | |
| Guiding Questions  What worked well?  What needed to be changed?  What do I think the students gained from this lesson?  How well did this unit match the Elements of Learning and Achievement?  What did I learn?  How will I use this experience to extend my practice in the future? | |
| **Date Commenced**: | **Date Finished**: |
| **Teachers Signature**: | **Assistant Principals Signature**: |