

# Be the Change

## Learning Sequence 1

Teacher Notes + Parents Guide



[www.upschool.co](http://www.upschool.co)

Ages 5 +

2022

### Teacher video

<https://vimeo.com/728904945>

### Parent video

<https://vimeo.com/728905762>

Part	Content overview	Teacher/Parent guide	Links
<b>Introduction</b>	<p>Over the next 10 weeks, we will collaborate on a project to transform our community's perspective on lifestyle and choices.</p> <p>This week, we will explore the interconnectedness of nature and its role in sustaining our world. We will also reflect on our identities, envision our future aspirations, and identify our values and priorities.</p>	<ul style="list-style-type: none"><li>• Introduce the concept of interconnectedness.</li><li>• Explore the relationship between nature and human beings.</li><li>• Emphasise how the past, present, and future shape our world.</li><li>• Help students understand the importance of connections with others.</li><li>• Encourage students to strive for positive change in the community.</li></ul>	
<b>Weekly Keywords</b>	<p>These words will help you during this week's lesson. You may already know some of these words however practice makes perfect! First, read the words and then try to define them as simply as possible.</p> <p>An example has been completed for you. You can write these into your books, and draw a picture to match or simply complete the task card.</p>	<p>Introduce the spelling word list and choose from list of tasks.</p> <p>Students can:</p> <p>Copy the words into a spelling list/vocabulary book</p> <ul style="list-style-type: none"><li>• Put each of the new words into a sentence</li><li>• Place the words in alphabetical order</li><li>• Use a dictionary to define each of the words and place them into a vocabulary book</li></ul> <p>Try to represent each of the words using a picture or a symbol</p> <ul style="list-style-type: none"><li>• Write a paragraph containing all of the new vocabulary</li><li>• Make a vocabulary wall containing all of the new words</li><li>• Use a thesaurus to find synonyms for the words and create a synonym list</li></ul>	<u><a href="#">Activity</a></u>

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<b>Watch &amp; Discuss</b>	<p>Watch the following clip on how trees communicate and take care of each other within a forest setting and answer the following questions with your partner, your group, or individually, and record your answers in your book.</p> <p>If you're not looking carefully, what might you miss in a forest?</p> <ul style="list-style-type: none"> <li>• What chemicals do trees inhale when they breathe?</li> <li>• Name five ways in which carbon dioxide is produced by humans.</li> </ul> <p>Tell me three things about a mother tree.</p> <ul style="list-style-type: none"> <li>• How many organisms can a tree be home to?</li> </ul> <p>How do trees get resources to each other under the ground?</p> <ul style="list-style-type: none"> <li>• In 1997, what did trees do that amazed everybody in the scientific world?</li> </ul> <p>Why do leaves turn orange during autumn?</p> <ul style="list-style-type: none"> <li>• What is the meaning of deforestation?</li> <li>• When a plague of insects arrives to attack a forest, what do the trees do?</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce the 'Be the Change' theme with a video on tree communication.</li> <li>• Ask questions to assess understanding.</li> <li>• Discuss the topic and its relevance to students' lives.</li> <li>• Help students understand how they can connect their community to the wider world.</li> </ul>	<a href="#"><u>Activity</u></a>
<b>Who are we? - Writing your Autobiography</b>	<p>During this activity, reflect on your identity and values. Be sincere and express your thoughts and feelings clearly.</p> <p>This week focuses on making connections and finding similarities among classmates. After completing the activity, biographies will be displayed on a collective board to show connections based on similarities in thoughts and feelings.</p> <p>Remember, we are all interconnected, just like the trees in a forest.</p>	<ul style="list-style-type: none"> <li>• Ask students to express their feelings and thoughts while analysing their personality and understanding of the world.</li> <li>• Task cards can be displayed on a collective board. Students to use strings to connect their similarities with others.</li> </ul>	<a href="#"><u>Activity</u></a>
<b>The Wall of Connection</b>	<p>Now that we value the power of connection, it's time for the next step. As a class, gather and display your task cards on the designated wall, known as the wall of connection. With string and scissors in hand, identify classmates who share similar thoughts, dreams, fears, and hopes for the future.</p> <p>This activity emphasises that despite our unique qualities, we have many similarities. By finding common ground, we can unite, work together, and create a collective impact on the world.</p>	<ul style="list-style-type: none"> <li>• Create a collaborative display called the Wall of Connection.</li> <li>• Have students showcase their autobiography task cards on the wall.</li> <li>• Provide string and scissors to students.</li> <li>• Instruct students to identify similarities and form connections with classmates' task cards.</li> <li>• Emphasise the interconnectedness and celebrate both shared experiences and individual uniqueness.</li> <li>• Keep the task cards on the wall for the entire program to foster collaboration, unity, and shared purpose.</li> </ul>	

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	<p>This week, we've learned the significance of paying attention to nature as human beings, for we are an integral part of the natural world.</p> <p>The interconnectedness present in nature, encompassing plants, animals, insects, and <b>Closing Video</b> even humans, imparts valuable lessons on how <b>with Gavin</b> we connect and collaborate towards a shared objective.</p> <p>Next week, we'll delve deeper into discussions on how you, as a team, will work together to create positive change.</p>		
	<p>To ensure a collaborative community effort, it's required that you engage with a younger child from your community.</p> <p>Utilise the checklist to prepare for each lesson. The right-hand side of the checklist outlines the sequence of topics you need to teach your younger student.</p> <p><b>Extension</b></p> <p><b>Activity - Buddy Program</b></p> <p>Remember that thorough preparation is key to achieving success in any lesson, accounting for <b>Week 1</b> 99% of its effectiveness. Prior to teaching your buddy, ensure that you have all the necessary resources at hand.</p>	<ul style="list-style-type: none"> <li>Assign each student in grade three and above a younger student from a lower grade.</li> <li>Encourage older students to teach concepts they have just learned to their assigned younger students.</li> <li>Emphasise collaboration, teamwork, maturity, mentorship, and leadership.</li> <li>Foster a sense of community within the school.</li> <li>Develop essential skills for students' well-being and future readiness.</li> <li>Support students in preparing for an uncertain future.</li> <li>Challenge students to send a letter on a global journey to at least seven countries.</li> </ul>	<u><a href="#">Activity</a></u>
<p><b>Extension</b></p> <p><b>Activity - Send a Letter Around the World</b></p>	<p>Embark on a 9-week challenge: Send a letter worldwide! Find someone in another country, compose a letter, and ask them to pass it on. Let it travel through seven countries, back to your school. Include keepsakes as evidence. Remember stamps, envelope, and clear instructions.</p>	<ul style="list-style-type: none"> <li>Have students write a letter to someone they know in another country, requesting a memento to be added to the envelope and passed along.</li> <li>Emphasise the power of connection and global initiatives.</li> <li>Instruct students to aim for the letter to be returned to the student sender.</li> <li>Encourage students to discover the amazing connections made across borders.</li> <li></li> </ul>	

## Learning Elements

- Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts
- Understand how to use phonic knowledge to read and write less familiar words that share common letter patterns but have different pronunciations
- Understand how to use knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations to spell new words
- Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts
- Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships
- Living things have structural features and adaptations that help them to survive in their environment
- Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions
- Scientific knowledge is used to solve problems and inform personal and community decisions
- Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges
- The role that a significant individual or group played in shaping a colony
- Locate and collect relevant information and data from primary sources and secondary sources
- Examine primary sources and secondary sources to determine their origin and purpose
- Examine different viewpoints on actions, events, issues and phenomena in the past and present
- (ACHASSI099 - Scootle )
- Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships
- Evaluate evidence to draw conclusions
- Work in groups to generate responses to issues and challenges
- Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others
- Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects
- The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places
- The environmental and human influences on the location and characteristics of a place and the management of spaces within them
- The difference between needs and wants and why choices need to be made about how limited resources are used
- Types of resources (natural, human, capital) and the ways societies use them to satisfy the needs and wants of present and future generations
- Influences on consumer choices and methods that can be used to help make informed personal consumer and financial choices
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