10 Week Overview

Be the Change

Teacher Notes + Parents Guide

www.upschool.co	Ages 5 +	2023

Unit Overview	Buddy Program – Essential Skills Development
During this 10-week learning sequence, students will gather in groups, pairs, or as a whole school community to select a Sustainable Development Goal (SDG) that matters to them. They will be guided in innovative and entrepreneurial ways to work within their community, creating local, national, and international impacts aligned with their chosen SDG. Projects and initiatives will be created or selected to observe the impact of their efforts in a short timeframe. Towards the end of the course, students will reflect on their goals, plans, and achievements. They will prepare a presentation showcasing their work and submit it for evaluation and pitching to Canva x Upschool and the UN. Selected presentations will have the opportunity to be presented at the 'World Children's Day Conference.' Multiple presentations will be developed for each of the 17 SDGs, with a single project per SDG being selected from the pool of projects (17 projects in total). Selection criteria will be developed in collaboration with the UN.	Collaboration is a significant part of the program, and therefore, at the end of each learning sequence, we request that older children, aged 8 and older, are paired up with younger children to re-teach the same lesson. This builds responsibility, teamwork, and leadership skills while guiding the younger children in their book publishing efforts. A weekly checklist will be provided to assist. The buddy system aims to foster collaboration and responsibility within the school while enhancing the confidence of those who participate.

Week	Title	Key Focus Area	Lesson Description	Duration
1	A Global Connection Where do I fit in? Create an Impact Web	History, science, global citizenship, community action, student voice, student agency, independence, student autonomy, collaboration, research.	During this Learning Sequence, students will begin to understand that everything in the world is interconnected. This will discover the importance of the relationship between nature and human beings. They will learn how the past, present, and future contribute to the world we live in today and shape the world of tomorrow. **Real-World Learning Activity:** The students will create an impact web that demonstrates how small actions taken today can have a significant effect on the world tomorrow.	60 - 90 Minutes with ongoing follow-up
2	Who am I? What matters to me? Write a Biography	Self-reflection understanding, writing, history, science, impact-based learning, learning with purpose, collaboration, community, inclusivity.	During this Learning Sequence, students will start to analyse who they are, where they've come from, where they're going, and what matters to them in terms of how the world works. The students will understand that the future is in their hands and that the time for action is now.	60 - 90 Minutes with ongoing follow-up

Week	Title	Key Focus Area	Lesson Description	Duration
			Real-World Learning Activity: This week, the students will compile a simple biography, which will be displayed alongside an array of other children's work to demonstrate connection and inclusivity.	
3	Creating Awareness Choosing an SDG Write a powerful Letter	Student voice independence, student engagement, persuasive writing, research, global citizenship, impact-based learning, grammar, punctuation, tax types, choice, sustainability.	During this Learning Sequence, students will analyse and understand the variety of Global Sustainable Development Goals (SDGs) provided by the United Nations. The students will decide which of these goals matters to them the most, and over the coming weeks, they will take action on this goal and encourage their community to do the same! **Real-World Learning Activity:** The students will write a powerful and persuasive letter to an influential figure in the local, national, or international community, expressing their passion for making a change in this particular field.	60 - 90 Minutes with ongoing follow-up
4	How Can I Make an Impact? Choose your Goal Prepare a speech	Executive functioning, essential skills, leadership, collaboration, co-operation, teamwork, planning, preparation, research, speaking and listening, editing, scriptwriting.	During this Learning Sequence, students will gather in groups, teams, pairs, or individually to make a plan on how they will have an impact in their community. The group or individual will focus on the 10 SDG actions associated with this particular goal. **Real-World Learning Activity:** The students will prepare a short 60-second speech to present to the rest of the class, the school, or the world. The speech will emphasise their belief that making small changes today can have a significant impact on tomorrow.	60 - 90 Minutes with ongoing follow-up
5	Taking Action Together Let's get started Poster	Creative design, persuasive language, emotive language, creativity, creative arts, research, responsibility, sustainability, speaking and listening, editing, interview techniques.	During this Learning Sequence, students will focus on making a local impact by persuading the community to make changes in their lifestyle to help save the world. They will explore the significance of local initiatives and how their collective impact contributes to making the world a better place for everyone. **Real-World Learning Activity**: The students will design a poster to engage their community and conduct an interview with a community member. Through the interview, they will explore their feelings and discover ways in which they can positively change their behaviours.	60 - 90 Minutes with ongoing follow-up
6	Dear Word Get your message out there! Video Recording	Global responsibility, global citizenship, research, individuality, impact based learning, independence, recording, speaking and listening, video editing.	During this Learning Sequence, students will start to think about key messages and values. They will research major changemakers such as Greta Thunberg, Gandhi, and Malala and conduct research around their key messages, core values and quotes. The group will curate their very own quote.	60 - 90 Minutes with ongoing follow-up

Week	Title	Key Focus Area	Lesson Description	Duration
			Real-World Learning Activity: The students will find a local issue that affects the whole world and record a 90-second pitch video about why the community needs to make a change in the way they live. The video will be used next week to strike a potential partnership with a company that can help achieve one of the SDG actions.	
7	Create a Product What's Your Message? Designing a T-shirt	Key messages language, lexicon grammar, research history, autonomy, student voice, creative design, product design, global impact.	During this Learning Sequence, students will review how the community has responded to change and identify an organisation within the community that can help them achieve one of the actions on the checklist. They will explore the possibility of forming a partnership with them to support the local community. They may also be invited to speak to parents at school. **Real-World Learning Activity:** The students will design and create a T-shirt featuring their key message and logo using Canva.	60 - 90 Minutes with ongoing follow-up
8	Creating your Slides Tell us your story Create a presentation	Sequencing order presentation, creative design, planning, time management, collaboration, communication, compromise, understanding, teamwork.	During this Learning Sequence, students will gather all the information they have collected over the past eight weeks: photographs, videos, letters, and responses. They will then create a clear and concise presentation to share their story with the world. The presentation will be created using Canva and will demonstrate the impact they've made. **Real-World Learning Activity:** The students will utilise the Canva platform to create a presentation. Additionally, the students will send this presentation via email to their local councillor to demonstrate the tangible results of their efforts!	60 - 90 Minutes with ongoing follow-up
9	Empower the Community Present your Ideas Presentation/Talk	Persuasive devices, emotive language, speaking and listening, presentation skills, time management, community engagement, organisation confidence, speaking and listening, collaboration.	During this Learning Sequence, students will invite the community to their school to attend a special assembly or community gathering, where each group will present their ideas, their movement and their thoughts on their chosen SDG. The groups will talk about how many of the 170 actions have been achieved and their impact. **Real-World Learning Activity:** This will allow each and every group to present, talk and discuss their ideas with the rest of the community and, potentially, get their message further and wider than before.	60 - 90 Minutes with ongoing follow-up

Week	Title	Key Focus Area	Lesson Description	Duration
10	Reflect and Submit How Have We Changed?	Self-reflection, understanding, communication language, impact based learning, student voice.	During this Learning Sequence, the students will reflect on the journey. They will contemplate the changes they have witnessed in the community and the positive impact they have made. The United Nations will select the 17 most inspirational presentations to be presented live. **Real-World Learning Activity:** Finally, each group of students will submit their presentation to a secure online platform, where they will be assessed and voted on by the United Nations and Canva x Upschool. The selected presentations will be invited as keynote speakers to present at the upcoming World Children's Day Conference.	60 - 90 Minutes with ongoing follow-up

Assessment Criteria	
Observation Work Submission Collaboration Teamwork Mentorship	Have the children worked collaboratively to achieve one common goal? Have the students managed to engage the community and persuade them to take action to meet the requirements of the sustainability goals? Have the students represented their findings, research and criteria to see change take place in their community? Have the students reflected upon their learning? Have the students developed and demonstrated an arrangement of essential skills such as determination, understanding, empathy, consideration, time management, and resilience? Have the students used technology to represent their findings and have they thought about the sustainability of the products they have produced?

Learning Elements

- Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges.
- Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines.
- Students work with others to generate alternative responses to an issue or challenge and reflect on their learning to independently purpose action by describing the possible effects of their proposed action.
- Examine and determine their origin and purpose.
- Examine different viewpoints on actions, events, issues and phenomena in the past and present.
- Interpret information displayed in a range of formats to identify, describe and compare data distributions, patterns and trends, and to infer relationships. Evaluate to draw conclusions
- Work in groups to generate responses to issues and challenges.
- Use criteria to make decisions and judgements and consider the 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.
- Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate History.

- 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 and the management of spaces within them.
- How people with shared beliefs and values work together to achieve a civic goal.
- The difference between and why choices need to be made about how limited resources are used.
- Types of (natural, human,) and the ways societies use them to satisfy the need of present and future generations.
- Influences on choices and methods that can be used to help make informed personal consumer and financial choices.
- Students describe the people and events/developments in bringing about significant change.
- They identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same. They describe the experiences of different people in the past.
- They identify and describe the interconnections between people and humans and the environment.
- Students identify the importance of values.
- Students develop questions for an investigation they locate and collect information from a range of sources to answer inquiry questions.
- Students infer relationships to suggest conclusions based on events in the lives of individuals and selected phenomena in chronological order using timelines.
- Students work with others to generate alternative responses to an issue or challenge and reflect on their learning to independently purpose action by describing the possible effects of their proposed action.
- They describe different views on how to respond to an issue or challenge.
- They examine sources to determine their. purpose and to identify different viewpoints.
- They work with others to generate alternative responses to an issue or challenge and reflect on their learning to independently purpose action, describing the possible effects of their action.
- They present their ideas, findings and conclusions in a range of communication forms, including using technology.
- They identify the causes and effects of change on a particular community and describe aspects of the past that have remained the same, they describe the experiences of different people in the past.
- When researching, students develop questions for a range of historical inquiries.
- Students explain the interconnections between people and the human environment and between the components of the environment. They identify the effects of these interconnections on the environment, and they identify and describe different possible responses to an issue.
- Students use visual arts to express personal views in their artworks. They demonstrate different techniques and processes in planning and making artworks. They describe how to display these artworks to enhance meaning.
- Students examine how people In design and occupations address competing considerations, including sustainability in and the design of products, services and environments for current and future use.
- Students investigate how and why food Is produced and managed in environments and prepared to enable people to grow and be healthy.
- Understand how texts vary in purpose, structure and topic as well as the degree of formality
- Students critique needs or opportunities and investigate materials, tools, and processes to achieve intended design solutions.

- Students select appropriate materials, tools and techniques and apply safe procedures to make design solutions.
- Students acquire, store and validate different types of software to interpret and visualise data, to create information reports.
- Students generate and record design ideas for specific audiences using appropriate technical terms and graphical and non-graphical representation techniques, including algorithms.They plan, design, test, modify and create digital solutions that meet intended purposes, including user interfaces and visual programmes.