

Be the Change

Learning Sequence 2

Teacher Notes + Parents Guide



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
Introduction	<p>In this learning sequence, we will ask you some questions to explore what is important to you.</p> <p>The world faces numerous challenges, and the United Nations has established a set of sustainability goals. By collectively embracing these goals, we can improve the well-being of all living creatures on our planet.</p> <p>Today, your task is to conduct research and identify the sustainability goal that resonates with you. We want to uncover the goal that you will commit to for the next 10 weeks.</p>	<ul style="list-style-type: none">Watch the welcome video with your student/students.	
Weekly Keywords	<p>These words will help you during this week's lesson. You may already know some of these words; however, practice makes perfect!</p> <p>First, read the words, and then try to define them as simply as possible. An example has been completed for you. You can write these in 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> <ul style="list-style-type: none">Copy the words into a spelling list/vocabulary bookPut each of the new words into a sentencePlace the words in alphabetical orderUse a dictionary to define each of the words and place them into a vocabulary bookTry to represent each of the words using a picture or a symbolWrite a paragraph containing all of the new vocabularyMake a vocabulary wall containing all of the new wordsUse a thesaurus to find synonyms for the words and create a synonym list	<u>Activity</u>

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Read & Discuss	<p>Please read about the life of Albert Einstein, and answer the following questions:</p> <p>Where was Albert Einstein born?</p> <p>Who was Albert Einstein's biggest influence when it came to studying electronics and science?</p> <p>What were Albert Einstein's favourite subjects at school?</p> <ul style="list-style-type: none"> What was Albert Einstein's first job and where was it located? In 1905, what was Albert Einstein's first theory? What significant life event happened to Albert Einstein in 1921? Why did Albert Einstein leave Germany and move to Switzerland? What other theories did Albert Einstein create that have changed the way we Live Today? What other global events were happening as Albert Einstein was growing up in Switzerland? What can we learn from Albert Einstein when it comes to becoming a changemaker? 	<ul style="list-style-type: none"> Read "Be the Change" book together each week. Discuss featured changemaker's efforts for positive change. Ask comprehension questions (literal, inferential, applied). Encourage additional research after the lesson. Highlight historical changemakers' impact and engagement. Foster understanding of changemakers' influence. Use diverse question types for deeper comprehension. 	<p>Read Be the Change Website</p> <p>Activity</p>
Watch and Discuss	<p>Watch the video on United Nations' sustainability goals and discuss with your peers which target resonates with you. Identify the goal that holds personal significance and discuss why.</p> <p>Reflect on the feasibility of achieving these goals by 2030 and the potential consequences if we fail to meet the United Nations' targets. Engage in a group discussion and share your findings with the class teacher.</p>	<ul style="list-style-type: none"> Show a video introducing the United Nations' Sustainability Goals. Discuss which goal resonates with them and which ones they find most important. Explore the potential consequences if the goals are not achieved by 2030. Emphasise the urgency of taking action now to prevent future repercussions. Highlight individual and collective responsibility for achieving sustainability. Motivate students to contribute to a sustainable future. 	
Defining the Goals - What do they mean?	<p>Research the 17 Sustainable Development Goals (SDGs) and complete the task card provided. Watch the videos with a partner, team member, or group to simplify the language and define each goal. Discuss with your peers if you need help understanding any of the goals.</p>	<ul style="list-style-type: none"> Provide time for students to research and watch videos about the SDGs. Encourage collaboration and discussion to define each SDG in simple terms. Have students choose an SDG that resonates with them and can make a positive impact. 	<p>Activity</p>

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Share your Thoughts - 30-Second Pitch	<p>Share your thoughts on your chosen sustainability goal with the class and watch the video to help you create an elevator pitch.</p> <p>Explain why you chose this goal and why we should take action on it. Also, describe the potential consequences if we fail to act.</p> <p>This is a chance to practice speaking in front of your supportive classmates and develop your public speaking skills.</p>	<p>Share a video with students about sustainability goals.</p> <ul style="list-style-type: none"> Ask students to prepare notes for pitching their chosen goal to the class. <p>Encourage the use of emotive language, facial expressions, timing, intonation, and body language in their speech.</p> <p>Create a supportive environment for students to listen to each other's ideas and potentially reconsider their own opinions.</p> <p>Provide opportunities for students to build confidence in speaking in front of an audience.</p>	
SDG 1 and 2 Quiz - Weekly round-up	<p>The teacher is now going to show you a series of questions on the interactive whiteboard at the front of the classroom. Your job is to try to answer the questions correctly. You can talk to the people around you to help you answer the questions.</p> <p>Test your knowledge and have some fun as you try to answer these questions collectively with the people at your table or in your group. Remember, it doesn't matter if you get anything wrong.</p>	<ul style="list-style-type: none"> Introduce a fun quiz to promote collective thinking about the natural environment and sustainability. Display questions related to sustainability goals one and two. Incorporate the quiz into the weekly learning sequence. Emphasise that the activity is enjoyable with no pressure on points, scores, rankings, or percentages. 	Quiz
Closing Video with Gavin	<p>We had a fantastic week together, expanding our knowledge about the United Nations and the SDGs. In the upcoming week, we will begin reaching out to the wider community to express why these issues are important to us.</p> <p>You all did a wonderful job this week! See you in Learning Sequence 3.</p>		
<p>Share your knowledge of sustainability goals with younger children in your school community.</p> <p>Prepare your resources and follow the provided task card and "things to teach" Extension materials.</p> <p>Activity - Buddy Program</p> <p>Week 2 Take a patient and steady approach, considering the age of the students. As a leader, mentor, and guide, your efforts are commendable. Keep up the great work!</p>		<ul style="list-style-type: none"> Focus on exploring the United Nations' Sustainability Goals with students. Emphasize planning & preparation before engaging in teaching younger students. Prepare students for interacting with younger children effectively. Foster a sense of leadership and mentorship within the school community. 	Activity

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Extension Activity - Creating SDG Flashcards/Matching Game	<p>Create flashcards to help younger students memorize and understand the SDGs. Use the provided template to make two cards for each goal: one with the symbol and another with the definition.</p> <p>Cut out and mix up the flashcards for a matching game. You can even share these cards with schools abroad to spread the message of sustainability. Make the flashcards vibrant and consider laminating them for long-lasting use.</p>		<u>Activity</u>

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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