

Going Global

Social Sciences and English - Level 3, Learning Languages Level 1 – 2 (optional)

The Learning Context:

In this unit students will set up an Asian 'holiday destination' in their classroom/school hall and invite others to visit their 'holiday destination'.

Students begin by investigating a range of Asian countries that are holiday destination choices for New Zealanders, e.g. China, Thailand, Vietnam, Japan, Indonesia, Korea, etc. They find out why people travel to these places and what they see and learn about another country and culture.

The next phase of this unit engages students in setting up a 'tourist destination' in the classroom, or in the hall if a syndicate is involved. Students will need to research the particular food, customs, traditions, wild life, climate, landscape and natural features that are unique to their selected location. The tourist destination that students set up will simulate the country's cultural and festive environment, provide sight seeing opportunities and offer food experiences for 'travellers'.

On 'travel day' visitors will be invited to travel to their destination, exchange appropriate currency and participate in wide ranging tourism experiences.

Each group will maintain a planning journal to record their thinking and planning. Journal entries may include group success criteria, planning documentation, progress reports, job description/s, ideas contributed to their group, problems they see arising in their group and how group team members contributed to them being resolved, as well as key ideas and language learned.

Approximately 20 lessons

Achievement Objectives:

SOCIAL SCIENCES CURRICULUM: Level 3:

- Understand how cultural practices vary but reflect similar purposes.
- Understand how people view and use places differently.
- Understand how people remember and record the past in different ways.
- Understand how the movement of people affects cultural diversity and interaction in New Zealand.

ENGLISH CURRICULUM: LEVEL 3:

Listening, reading, and viewing:

Purposes and audiences

- Recognise that texts are shaped for different purposes and audiences.

Speaking, writing, and presenting

Purposes and audiences

- Show a developing understanding of how to shape texts for different purposes and audiences.

LEARNING LANGUAGES: Level 1 – 2 (Optional)

COMMUNICATION:

Selecting and using language, symbols and texts to communicate:

- Receive and produce information.

Participating and contributing in communities

- Show social awareness when interacting with others.

Enterprising Attributes:

- Generating, identifying and assessing opportunities.
- Collecting, organising and analysing information.
- Communicating and receiving ideas and information.
- Matching personal goals and capabilities to an undertaking.
- Using initiative and drive.
- Working with others and in teams.
- Planning and organising.
- Monitoring and evaluating.

Teachers to observe and collect evidence of these enterprising attributes in action.

Resource Requirements:

- Internet, books and film
- TV travel destination shows
- Local travel agencies
- Local people who are from the target destination
- Decision Grid
- Group Planning Journal
- Classroom or school hall
- Resources list
- Cash Book.

Learning Outcomes:

Students will be able to:

1. Identify the similarities and differences of cultural practices across several Asian countries.
2. Identify how people from another country view, use and represent their places differently, and understand that the past and peoples' access to resources influences this.
3. Understand that language is shaped to meet the purpose for which it is intended.
4. Select and use language that is appropriate for the context in which it is used.
5. Describe how they applied Enterprising Attributes to support their tasks in this unit.

Teaching and Learning Sequence

NB: Teachers are encouraged to gauge the prior knowledge of their students before implementing each unit so that they can provide personalised and meaningful learning opportunities. The teaching and learning sequence provided in each unit is to be viewed as a guide only. Teachers will need to adapt this sequence to meet the needs of their students, school and community.

The future focus issues of globalisation, enterprise, and citizenship can be explored during this unit. Globalisation refers to the world-wide change that has taken place as education standards have been raised and technology advancement has spread world-wide, enabling people in countries to communicate, travel and trade at unprecedented levels. These ideas can be explored through this unit. Enterprise and Entrepreneurship can be explored through this unit as the trading of goods and services is the most prevalent exchange that occurs between countries.

The numbered activities listed below are learning steps rather than lessons. Teachers may choose to combine two or three learning steps into one lesson. Alternatively, they may spread one learning step out over several lessons. This will be largely dependent on students' prior knowledge and their subsequent learning needs.

Getting Started:

The teacher shows students a travel documentary of an Asian destination they think students would like to go to, or may have been to.

The unit and focus for learning is described to the students. Explain that the class will:

- Investigate a range of Asian destinations and select one destination to showcase to an audience,
- Work in co-operative groups to organise the events, attractions, food, etc, using the community as a resource
- Invite people from their community to attend this event
- Donate proceeds to a favourite local community organisation/charity.

The class sets a date and time for the event and creates a draft timeline for the planning of this unit. Students take their first photograph to record the whole class embarking on this project at day 1. The Time Line is a 'work in progress', so as more information arises; students will update the actions to be completed, and keep a photo story of their journey.

LINKS TO BES Best Evidence Synthesis

5. Quality teachers provide effective and sufficient learning opportunities.

Teaching and Learning Sequence:

1. The teacher shows further video clips of Asian travel destinations or reads a travel destination story to the students. Discuss what we mean by a 'tourist destination' and why people travel to other countries. Complete a brainstorm on what students already know about what a New Zealander travelling in Asian destinations might do.
2. Ask students to look up the TV guide to see if there are other tourist destination travel documentaries they could watch over the next few weeks for ideas, and also encourage them to search the internet for useful information. This information can be shared during step 4.

8. Quality teachers develop all students' information skills; ensuring students have ready access to resources to support the learning.

<p>3. Students brainstorm a range of Asian countries they could use for their travel destination expo and consider ‘experts’ who could come in and tell them more about these destinations. Students may want to narrow down their list to three possible destinations that they will investigate further before making their final decision. Generating, identifying and assessing opportunities</p> <p>4. USE a KWL Chart (*) – What I know; What I want to learn; What I have learned to help direct the questioning approach that will be used when the ‘experts’ are interviewed. The KWL chart may be further divided into sub categories such as food, tradition, climate, etc. The teacher will check that the students have covered the range of aspects that are important for travel information; eg: food, international currency – exchange rates, traditions and customs, cultural festivals, climate, natural features, etc. Collecting, organising and analysing information</p> <p>5. Invite at least one local expert to help answer the questions students have about their potential destinations. Collecting, organising and analysing information</p> <p>6. After the visit/s, students describe the ideas that were communicated and check to see if they gained sufficient information to answer, What I want to learn?</p> <p>7. Students decide the range of criteria that would be important in determining which travel destination would best meet their and their community’s interest. Criteria might include:</p> <ul style="list-style-type: none"> • Do we have access to the information we will need to establish this tourist destination? • Do we have community experts who can help us with cultural aspects such as food, protocols and language? • Is this a country that we would be interested in showcasing? • Etc. <p>Students use a Decision Making Grid (*) to help rank the possible countries and decide which one they will showcase. Students explain why they have chosen the one that has the highest score.</p> <p>8. Students brainstorm the range of exhibits, cultural performances, foods etc., which they could provide at their travel destination expo. They may also consider the currency visitors will use during the expo, and consider ‘exchanging New Zealand currency into a currency which represents their destination. They may also consider how much of the destination’s language they would incorporate into their activities. NB: Further research about the designated country may be required at this step. Communicating, and receiving ideas and information</p> <p>9. From these ideas, the teacher and students decide which themes are the most popular and feasible. A Decision Making Grid (*) could be used again to help make final decisions on how many ‘exhibits’ will be showcased, and which ones. NB: This will be limited by the number of students engaged in this project, class, syndicate, whole school.</p> <p>10. The teacher explains that students will be working in groups and they will need to keep group journals of their planning. The teacher explains that one group will be the event organising committee, responsible for invites, hall layout, currency exchange, etc. The teacher explains to students that they are going to write a Letter of Application to apply for work in a particular division of the travel destination’s organisation, eg: the food team, the music team, tour guides, etc.</p> <p>11. The teacher and students explore the following questions: What is a Letter of Application? Who do we write these letters for? What do they look like? What information is contained in them? The teacher shares samples of job application letters with students to help answer these questions. Learning Outcome 3.</p>	<p>9. Quality teachers promote critical thinking.</p> <p>2. Quality teachers teach students how to work collaboratively.</p>
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<p>12. Students examine a Letter of Application more closely in a guided reading lesson. The teacher breaks a letter up into chunks for analysis. What information is recorded at the top of the letter? How does the letter begin? What information is recorded in the first paragraph? What information is recorded in the body of the letter? How long is the letter? How is the letter concluded? Why is it ordered in that way? etc. The teacher encourages students to consider how a writer can create impact when writing a Letter of Application – examine the use of convincing language, the promotion of a person’s interests, skills and knowledge within the letter, etc. LO 3</p> <p>13. Students write a Letter of Application to apply for work in one of the venture themes, with students also providing a second and third ‘theme’ choice. LO 3 Matching personal goals and capabilities to an undertaking</p>	<p>2. Quality teachers teach students how to work collaboratively.</p>
<p>Creating Destination Asia</p>	
<p>14. Students receive a reply confirming their appointments in an organising group for one aspect of the Destination Asia venture. The first planning meeting is held. Students establish a list of success criteria for their part in the organisation and record this in their journal. They decide the range of roles within the group and discuss and record the job descriptions. Plans are recorded on an ongoing basis. Working with others and in teams</p> <p>15. Guided by the teacher, students establish an action plan for their part in the organisation and create a group timeline that is consistent with the class timeline. The students make a list of the resources/materials they will need to produce their displays/performances, etc using the resource list template. Materials are costed (budgeted). Students consider if they can recover these costs and possibly more at their Asian destination Expo through ticket sales, food sales, etc. Final decisions about materials and resources are made and production begins. As expenditure is incurred students record costs. Students may consider the need for a ‘Quality controller’ to monitor the quality of their work. Students may also choose to invite their local experts back into the classroom to critique their work in progress. LO 4, Planning and organising Using initiative and drive Working with others and in teams</p> <p>16. Students learn the target language that will enable them to welcome guests, etc. Students learn new vocabulary and structures that enable them to say and write their messages. (Learning Outcome 3 and 4) Communicating and receiving ideas and information</p> <p>17. Once the displays, performances, etc are completed students carry out self assessment and/or peer assessment using the success criteria listed during step 13. Students identify the strengths of their displays and areas for improvement. Monitoring and evaluating</p> <p>18. The teacher and students consider how the displays, food sales, performances, etc, could be scheduled/presented at the Destination Asia Expo to make them look more appealing. Ideas are listed and trialled where appropriate. LO 4 Working with others and in teams Using initiative and drive</p>	<p>2. Quality teachers encourage learners to work as a community.</p>
<p>Sharing and Evaluating:</p>	
<p>19. Students hold Destination Asia and welcome visitors to experience their display.</p> <p>20. Students seek feedback from all people who were part of Destination Asia, particularly their customers.</p> <p>21. Students revisit shared success criteria and evaluate each of their actions against these.</p>	

<p>22. Students draw a flow diagram of the steps they took along the timeline, with each step supported by photographs. They describe how they applied each Enterprising Attribute to support their actions in this unit. (Learning Outcome 5)</p> <p>23. Students calculate their expenditure and income from their venture and determine if there is any surplus. If there is a surplus students decide how this will be distributed.</p> <p>Reflective Questions</p> <p>Exploring new knowledge and skills</p> <ul style="list-style-type: none"> • Describe the range of links that New Zealanders and New Zealand businesses have with the selected Asian country. • What attributes would you need to be a travel agent, or to work in the travel industry with visitors? • What are the similarities between New Zealand and your Asian destination? (Learning Outcome 1 & 2) • What are the differences between them? Consider: Time line of history, geographic features, cultural features, cultural symbols, economic features, e.g. goods and services sold. (LO 1 & 2) <p>Exploring what it is to be innovative and enterprising</p> <ul style="list-style-type: none"> • What step/s were you doing when you used each of the Enterprising Attributes? Break each attribute into its separate words and refine your answers. (LO 5) • How could you improve on using the Enterprising Attribute/s for next time? • Can you transfer this learning to your other topics? <p>Exploring further future focus issues</p> <ul style="list-style-type: none"> • Why can we not always communicate in English and use our own cultural practices? • Globalisation is a word so often used today. What does it mean, and why is it important? • Why do people from other cultures come to live and work in New Zealand and why do New Zealanders live and work in other countries? What benefits does it bring to our people and country? 	<p>10. Quality teachers use evaluations that are purposeful and supportive of the learner.</p>
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Possible Assessment Activities (Teacher):

- Cultural links: The teacher could evaluate how well students understand the different cultural practices for their destination.
- Teacher evaluates the student's Group Planning Journals.
- Teacher conferences with students to assess their understanding of the range of links New Zealand has with Asian countries, and how important these links are to New Zealand's well-being.

Handy Hints:

- § Have a multi-purpose room where others aren't concerned about busy work environments.
- § Be prepared for a mess. Be flexible and relaxed. Enjoy the students' journey.
- § Think about how students' enterprise and learning could become sustainable from this unit.

KWL Chart

What I know	What I want to know	What I have learnt

Using Language, Symbols and Texts: Collecting, organising and analysing information

Decision Grid

Choices						
Criteria						
						Total

Destination Asia

Theme Planning Journal

Participating and contributing: Planning & organising

Picture of our team

Description of our theme

Our brainstorm of ideas

Thinking - Generating, identify and assessing opportunities

Our job titles and responsibilities

Managing Self: Matching personal goals and capabilities to an undertaking

Our actions and time line

Participating and contributing: Planning & organising

Resource list and order form			
Material Resources - description	Price per unit	Quantity	Total price

Assessment of unit session		Monitoring and Evaluating		Date:
Stall Name: Things to do every session J K L Review our performance Update our Business Planning Journal Check against our time line	Actions for this session	Problems arising	Actions for next week	
PMI Assessment on this session's work				
Positives	Negatives	Interesting		

Thinking: Monitoring and evaluating