Sample virtual program: stage 4 geography

## Considerations for programming virtual classrooms

Guiding questions for establishing learning expectations and communication processes

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| Guiding question |  |
| What are your students going to learn? (Objectives) | Itemise what you want your students to be able to do or know when completed. |
| How are they going to learn it? (Resources and Strategies) | What is required in order to meet each of the objectives defined? Will delivery be using one platform or be blended? |
| Target date for completion | When do you expect each task to be completed? |
| How are you going to know that they learned it? (Success criteria) | What is the specific task that students are to complete to demonstrate their learning? |
| Collecting evidence of student learning (Verification) | What evidence of student learning will you collect and how will you evaluate it? |
| Feedback (Evaluation) | How well was the task completed? Provide an assessment decision. |
| Communication | How will student learning be oriented?  How will share and display information for your students to access?  How can you promote student-teacher interactions?  How can opportunities for inter-learner interactions be incorporated into activities?  How will the teacher monitor and support progress in student learning? |

## Model 1 – Student guided inquiry

Students are guided in completing an investigation into ways people and places are connected and the consequences of those interconnections. This sample virtual program is intended for one week of learning.

Stage 4 – Interconnections

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| Guiding questions: | How are people and places connected together? |
| What are your students going to learn? (Objectives) | * **Trade** * Students: * investigate the ways places and people are interconnected through trade in goods and services across a range of scales, for example: (ACHGK067) * identification of trade connections in Australia eg local farmers markets, inter-state business * examination of a country’s trade links with other countries eg major trade partners, sources of raw materials * analysis of spatial patterns of global trade eg countries of production and consumption, global shipping and freight routes   from [Geography K-10 syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10/content/1189) |
| How are they going to learn it? (Resources and Strategies) | Strategies   1. Students go to the [BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/zrycwmn/revision/1) website. They are to read through the information on globalisation and global trade. After reading through the information, they should then complete the test. They need to record their score and notify their teacher using the shared online collaboration space. 2. Students are to create a document to record their work using Google docs (or similar) and their department log in so their teacher is able to support their learning. 3. Students should to conduct an audit of one room in their home. They are to create a list of 20 items they have found in a table with two columns, one for the item and one for the country of origin (do not include items that are made in Australia). Students then need to mark and label each of the countries on a [blank map of the world](http://www.free-world-maps.com/printable-blank-world-maps).   Students are to write a paragraph answering the following question: What do you notice about where in the world things are created?   1. Conduct another audit of your house. Can you find any items that were produced within 100km of where you live? What sort of items did you find? Write a paragraph on the possible effect on the climate of where items come from. 2. Go to the [Department of Foreign Affairs and Trade](https://www.dfat.gov.au/trade/resources/trade-at-a-glance/Documents/index.html) website.    1. Use the interactive map to identify Australia’s top ten trading partners. Write these down on your Google doc. On the map you used in task 3, draw lines showing the flow of imports and exports between Australia and our major trading partners.    2. Answer the following questions: Was your list of trading countries at home the same as the one from the DFAT website? If not, suggest why you think this is the case?    3. Click on the Top 10 exports/imports tab at the top of the page. Create a list of Australia’s top 10 imports and exports. Write a paragraph describing the types of goods we export and the types of goods we import (for example are the manufactured goods or raw materials). |
| Target date for completion | When do you plan to complete each task? |
| How are you going to know that they learned it? (Success criteria) | What is the specific task that you are to complete to demonstrate learning? Students will complete a response to the initial questions about teenagers, a full picture book (digital or hardcopy), a peer assessment and a reflection. |
| Collecting evidence of student learning (Verification) | Online responses to discussion prompts in first task, work log submitted using Google classroom or Class OneNote, final picture book products. |
| Differentiation | Students to use the [BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/zrycwmn/revision/1) website to refresh their understanding of globalisation. They complete a short test and submit their results to their teacher. |
| Extension/HPGE | For task a. students vary the thickness of the line to reflect the value of imports and exports between the two countries. Students then identify and comment on countries we have a trade surplus and deficit with.  Open-ended investigations into the effectiveness of the responses of major corporations to factory working conditions. Students may access the Human Rights Watch report on “[Clothing Brands business practices fuel factory abuses](https://www.hrw.org/news/2019/04/23/clothing-brands-business-practices-fuel-factory-abuses)”. Students need to evaluate corporation responses to factory worker rights in relation to the information in the Human Rights Watch report. |
| Feedback (Evaluation) | Format to be communicated clearly by teacher, whether it is by emailing tracked documents, upload of media/audio via online platforms or a blended approach. For example, teacher recording oral feedback on Class OneNote. |
| Communication | [Bubbl.us](https://bubbl.us/), [Padlet](https://padlet.com/) and other activities in the learning tools selector can be used to support real-time collaboration in small groups. |

**Resources**

* [Digital Learning Selector](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=176dc)
* [Human Rights Watch](https://www.hrw.org/)
* [War on Want – Sweatshops in Bangladesh](https://waronwant.org/sweatshops-bangladesh)

## Model 2 – pre-sharing resources for students to view/read

Using the asynchronous discussion activity from the [Digital learning selector – Learning activities](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=240cd). Editable templates are included for both Google G Suite and Office 365. Below is an example of an adapted template.

### Production and Consumption Stage 4

Students:

* investigate the effects of the production and consumption of goods on people, places and environments throughout the world

If you have any questions or ideas about the learning in this topic, you can post them here and I will answer them as promptly as possible. You can ask me questions privately, through this channel or by email as well – I may post my answers here if I think other students might also benefit, but you will be kept anonymous. Make sure you read through the discussion before asking your question in case someone has already asked it, but if you are unsure ask.

**What are the consequences of a globally connected world for people and places?**

**Produce a report for** [Human Rights Watch](https://www.hrw.org/) **on the effect of the fashion industry on the lives of garment factory workers in Bangladesh.**

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| Lesson sequence | Teacher notes | Student notes |
| One | Strategies  Watch [Life cycle of a T-shirt](https://www.youtube.com/watch?v=BiSYoeqb_VY) (duration 6:03).When you have watched it, complete the Storyboard task. | Make a list of all daily activities that involve  Create storyboard of the process of producing a cotton t-shirt and the resources it uses. Start with the growing of the cotton and end with you washing a cotton t-shirt at home. You may wish to use a program such as [Storyboarder](https://wonderunit.com/storyboarder/?clearCache=646fac94-89bd-fd39-d923-b594f47bb2e9) or storyboards in Google Slides. |
| Two | Access and read this article from the [Sydney Morning Herald](https://www.smh.com.au/world/wests-fashion-industry-relies-on-sweat-of-asias-teenagers-20150609-ghjmy7.html).  Students analyse the article using the framework on the right. | Analyse the article by identifying the following information:   * name and date of source * author * geographical issue * spatial dimension (Where? Why?) * impacts * key interest groups and contrasting   perspectives   * responses (Individuals, groups and   governments)   * how successful are their strategies? * what are the implications of these processes |
| Three | Read this [ABC story](https://www.abc.net.au/news/2013-04-30/bangladesh-building-collapse-fashion-industry/4661162) regarding a garment factory building collapse in Bangladesh.  Answer questions 1 and 2  Watch this video on the [True cost of fashion](https://www.youtube.com/watch?time_continue=154&v=QPMU1VHgmEo&feature=emb_logo) (duration 2:34).  Answer question 3  Read through Human Rights Watch article, “[Clothing Brands’ Business Practices Fuel Factory Abuses](https://www.hrw.org/news/2019/04/23/clothing-brands-business-practices-fuel-factory-abuses)”.  Answer question 4. | 1. Explain what happened in Bangladesh in 2013. 2. Why did this event occur and what contributed to the high loss of life? 3. Identify from the video the challenges facing workers in garment factories. 4. Describe the five practices that contribute to poor conditions for garment factory works. |
| Four | Kmart is a company that sources many of its products from factories in Bangladesh. You can access this information from [Kmart’s website](https://www.kmart.com.au/factorylist).  Read through [Kmart’s Ethical Sourcing](https://www.kmart.com.au/wcsstore/Kmart/pdfs/ES-code-poster-final-English.pdf) statement. | Identify and describe five of the processes that Kmart has put in place to protect the workers who produce their garments?  Report task: You have been asked to write a 2 page report on the impact of clothing production on the people who produce these goods |