


Asia Scope and Sequence for English

Secondary Units of Work

Engaging young Australians with Asia



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These Units of Work are drawn from *Asia Scope and Sequence for English* which can be downloaded from the website: http://www.asiaeducation.edu.au/public_html/scope_sequence.htm.

Originally designed to be part of the Scope and Sequence document, they have been compiled in this format as well to assist the planning of teachers in secondary schools.

Level	Unit of Work
Lower Secondary	Beyond the River Art as a Bridge between Cultures Poetry into Performance
Middle Secondary	Our Region, Our Home ✓ Floating Lives (Film Festival) Japan Diary – My Double Journal

Stage of Schooling: Middle Secondary

Learning Focus: Speaking and Listening (*Asia Scope and Sequence for English*, p. 28)

Students discuss challenging ideas and issues related to Australian and Asian experiences, and critically respond to others by developing well constructed and justified views. They:

- present an oral report outlining various views on a current issue in Asia
- develop a position using appropriate evidence about ideas arising from the study of a text from or about Asia.

Learning Focus: Writing (*Asia Scope and Sequence for English*, p. 27)

Students write information and argument texts on topics related to Asia that require careful selection and synthesis of material and that present logical and reasoned ideas and views. They:

- select information from a range of sources and synthesise it in a logical way.

Texts/Resources

Map showing Asian region

Images of Asia: Environment (Curriculum Corporation, 2005)

Go Global (Curriculum Corporation, 2000), Handout 6.2

Voices and Values: Citizenship in Asia (Curriculum Corporation, 1988) pp. 8–10

Environments Asia Pacific (Curriculum Corporation, 2004)

The United Nations Environmental Programme Youth Advisory Council website

<http://www.unepapac.org/activities.html>

Overview

This unit offers students opportunities to investigate, analyse, advance and refute arguments through oral activities, while learning about Asia. Students are required to access current Asian media as well as Access Asia resources, focusing on environmental issues in the region and preparing an oral report. Some of these resources are not designed specifically for English (eg *Go Global* and *Voices and Values*), thus broadening the possibilities for cross-curricular involvement, particularly in the areas of geography and citizenship. Most importantly, the unit aims to unite students with their peers in other countries in the common pursuit of a better world for the future by highlighting the universality of their concerns.

Duration

This unit could be studied intensively for a week or so, in four or five lessons of one hour, or extended over a longer period of time, depending on the breadth and depth of research desired.

Activities

Introductory Activity: The Big Question

1. Ask students to think of, and share with the class one thing they have done today to help our planet. Suggestions might include things like turning off the tap while brushing their teeth, recycling a milk carton at breakfast, walking to school or picking up litter in the school yard.

2. Ask students to discuss in pairs how their actions relate to current Australian environmental concerns. They should also discuss how they know what these concerns are; that is, they should identify their sources of information.
3. Ask students if they are aware of any things their peers in neighbouring countries are doing to help our planet, or what environmental concerns are most pressing in those countries. Use a map of the Asian region to identify the countries. If the class requires stimulus material to assist in suggesting environmental concerns, distribute the *Images of Asia* environment cards and the *Go Global* handouts and materials from *Voices and Values* relevant to the region. Identify any other sources of information and raise the question of possible biases, if relevant.
4. Encourage students to suggest why it is important or useful to understand our neighbours' environmental concerns. For example, strategies and knowledge can be shared to tackle problems; countries can be united in their efforts; doing so may build better relationships between countries; in learning about other countries' problems, we can try to avoid them ourselves.
5. With the aim of preparing an oral report on an issue in a neighbouring country, students should suggest strategies for finding out more about an issue.
6. Explain the task in full using the assessment sheet and distribute copies of the appendixes. (Pairs of students are to choose and research a current environmental issue in a country in the Asian region and the action being taken to address it, then present an oral report on the issue that answers the questions in Appendix One. They are also to prepare and submit a written bulletin incorporating what they learnt from other students' talks.)

Activity One: A Starting Point

1. Arrange computer access for all student pairs. Introduce them to the United Nations Environment Programme's Youth Advisory Council website, with its special page for Youth Environmental Activities in the Asia-Pacific Region. This website is a good place for students to start reading about a range of issues and selecting one of interest to them.
2. Allow further time for broader Internet research. For example, if students were to choose the state of wetlands in Bangladesh as their issue, simply entering 'Bangladesh' and 'wetlands' into a search engine will provide a wealth of information. Encourage students to note down the websites they use, using Appendix Two. By the end of this session, students should have chosen an issue and be well into their research, using Appendix One to guide them.

In assisting students to select and define an issue, try to keep the focus positive and on the initiatives being undertaken to tackle a problem, rather than concentrating on ways the environment is being damaged.

Activity Two: In the News

1. Have students go to the AEF website to visit some Asian online newspapers, including youth newspapers such as Thailand's <http://www.nationjunior.com>. Alternatively, show students how to use a portal such as Newslink or Asianinfo to access a range of newspapers from different countries. Students can then use the search engines within individual online papers to find material related to their issues, and continue filling in Appendixes One and Two.

2. Discuss with students the implications of being able to usefully access only English language newspapers for perspectives on issues in non-English speaking countries. Useful questions to ask include:

- Who publishes these newspapers?
- Whose views are likely to be represented?
- What limitations might there be to reading a perspective only in English?
- What advantages might there be in reading a perspective only in English?
- How might the values, attitudes and cultural assumptions of this newspaper differ from those of a native language newspaper?

Activity Three: Preparing the Report

1. Have students work with their partners to prepare an oral report. Encourage them to use visuals to illustrate their points and to include maps wherever possible.

Activity Four: Delivering the Report

1. Have student pairs present their oral report based on the questions in Appendix One, using visuals and maps where appropriate. Each pair should allow time for questions once they have delivered their report.

2. While other students are talking, the class should complete Appendix Three to create a bulletin about environmental issues in Asia.

Consolidation Activity: Bulletin Discussion

Hold a class discussion about the reports before students hand them in. Questions to ask include:

- Did you already know about any of these issues? How?
- Which issues did you find most interesting? Why?
- Why has/hasn't this issue been covered in the Australian media?
- Can you think of any ways young Australians could support their peers in other countries in tackling this issue?

Extension Activities

1. Write a letter expressing a point of view to someone with an important role in relation to the chosen issue.

2. Create a visual collage contrasting the different points of view about an issue.

3. Write a proposal for taking action to address an issue.

4. Develop a lesson plan for teaching younger students about an issue.

5. Write a play about the issue, developing characters who move beyond cultural stereotypes to explore different points of view.

Assessment

Assessment is ongoing throughout this unit by keeping note of student attention and participation during the activities. The oral reports and the bulletins provide specific points for assessment and Appendix Four is a sample assessment sheet for monitoring the unit as a whole.

PLEASE NOTE: Assessment record sheets are included as samples only and are based on the *Asia Scope and Sequence for English*. You will need to adapt them in line with specific state and territory curriculum goals.

Links

<http://www.webdirectory.com>

<http://www.panda.org>

<http://www.unep-wcmc.org>

Useful sites for more targeted research on environmental issues if students need more support than simply using a general search engine

<http://www.asiaeducation.edu.au>

Links to many online newspapers from countries in Asia

<http://www.asianinfo.org>

<http://newslink.org/nonusa.html>

<http://www.aeta.com>

Portals to newspapers from Asian countries

<http://www.unepapac.org/activities.html>

Website for United Nations Environment Programme's Youth Advisory Council

<http://www.asiaeducation.edu.au/voices/environ.htm>

Website supporting the text *Voices and Values* (Curriculum Corporation, 1998); contains online activities related to environmental initiatives in India and Thailand and a checklist for assessing websites

This unit has been developed as part of a set of units to support the *Asia Scope and Sequence for English*, which highlights key studies of Asia concepts and content that can be incorporated into P-10 English. The website is http://www.asiaeducation.edu.au/public_html/scope_sequence.htm.

Appendix One: Guidelines for Notetaking

Use the following questions to assist you in researching your issue.

1. What is the issue you are researching?
2. Which country/ countries does it involve?
3. What are the differing points of view about this issue?
4. Why might this issue be of importance to young people?
5. What actions are being taken to address this issue?
6. Who is taking these actions?
7. What is the time frame for addressing the issue?
8. In what kinds of media have you read about this issue? Describe the websites or print materials you have used, their countries of origin (ie where they were created and published), languages and possible biases. Your Website Monitoring list should assist you here.
9. Has the issue been reported at all in the Australian media? If so, how have these reports differed, if at all, from other reports? Suggest reasons for any differences.
10. What is your point of view on this issue and/or related issues in Australia? Give detailed evidence from your research to support and justify your point of view.

Appendix Two: Website Monitoring

Record 1	
Website title:	
Who created or sponsored this website?	
Whose interests are served by this website?	
What potential biases might this website have?	
What has been included/excluded?	
Who advertises on this website?	

Record 2	
Website title:	
Who created or sponsored this website?	
Whose interests are served by this website?	
What potential biases might this website have?	
What has been included/excluded?	
Who advertises on this website?	

Record 3	
Website title:	
Who created or sponsored this website?	
Whose interests are served by this website?	
What potential biases might this website have?	
What has been included/excluded?	
Who advertises on this website?	

Appendix Three: Our Region, Our Home Bulletin

Presenters' names:	
Issue:	
Country/Countries involved:	
Key points:	
Presenters' point of view:	
My point of view:	
Reasons for my point of view (eg my own values, assumptions, experiences)	

Appendix Four: Student Assessment Record

Name:		
Task	Completed	Not yet completed
Worked with partner to identify an issue		
Researched issue		
Prepared an oral report, using guidelines		
Delivered an oral report, presenting a point of view sustained by supporting details and evidence		
Showed awareness of how cultural context of texts and audiences affects interpretation and attitude		
Participated in question time and class discussions		
Took notes during other reports		
Submitted comprehensive bulletin		

Comments: