

Let's Talk About: Education

Teacher Notes and Guide to Student Workbook Activities

How to Use This Resource

Each activity outlined in these teacher notes corresponds directly to the activity of the same name in the student workbook. Please see the student workbook for more information on what each activity involves.

Teacher Notes

The theme of this series '*Miniclips: Let's Talk About...*' is that of equality vs equity. It is important to be familiar with the definitions of these terms before viewing each Miniclip.

Equality: *the state of being equal, especially in status, rights or opportunities*

Equity: *the quality of being fair*

Even though we might perceive that a situation is equal for all, sometimes people are still disadvantaged or excluded due to ongoing prejudice, discrimination, and ignorance. As an example, expecting all students to write the answers to their test using pen and paper is treating them **equally**. Allowing the student with a broken arm to instead type their test responses is **equitable**.

When teaching about human rights it is important to create a safe and positive classroom environment, which encourages participation and cooperation. By helping to create an environment where rights are respected, students are encouraged to actively take part in advancing respect for the rights of others in the classroom and beyond.

Before beginning any activities on this topic, it is important to take some time to think about the students in the class. Do your best to familiarise yourself with the backgrounds of your students by engaging with parents, support staff, the school principal, or other relevant colleagues.

Be careful not to make any assumptions about the students in your class.

Understand that the personal experiences of your students may affect their engagement with this subject matter, particularly if they (or their families) have experienced trauma.

Classroom Management and Behavioural Expectations

The activities in the student workbook can be used in a variety of ways according to the number of students, age, and ability levels in your classroom. These activities can be adapted and used in existing subjects (for example, history or personal development and health education) or to create a standalone lesson on the topic during special celebrations such as Mardi Gras, Harmony Day or International Women's Day.

Younger students (Years 3-4) will need to be instructed and guided by the teacher, while older students (Years 5-6) may be able to complete many of the activities independently or in small groups. Bear in mind the importance of coming together as a class or group throughout and at the conclusion of activities to summarise learnings and address any ongoing questions or misconceptions.

You may already have class rules but setting up ground rules before conducting lessons could include the following:

- To value and respect others' views and opinions
- To listen without interrupting, criticizing or making fun
- To avoid sharing personal information when giving examples or sharing experiences

If students are not observing the ground rules, make a direct statement such as: "*We may not agree on all matters. Let's make sure we find a way to disagree while still showing respectful behaviour.*" You may not know the answer to all questions, in this case do not be afraid to say, "*I do not know the answer to your question, but I will find out for you.*" It is important to provide accurate information.


CURRICULUM OBJECTIVES

The activities that accompany this Miniclip are designed to both consolidate and assess learners' understanding of the content. They contain unique opportunities for teachers to measure learners' capabilities in the following areas:

Capabilities:

 Critical and Creative Thinking

 Ethical

 Personal and Social

 Intercultural

Health and Physical Education / Years 3 and 4 / Personal, Social and Community Health / Communicating and interacting for health and wellbeing / ACPPS037

Describe how respect, empathy and valuing diversity can positively influence relationships

- describing behaviours that show empathy and respect for the rights of others
- predicting and reflecting on how other students might feel in a range of challenging situations, and discussing what they can do to support them

HASS / Year 3 / History / Concepts for developing understanding / ACHASSK065

Celebrations and commemorations in places around the world

- investigating the origins and significance of some international celebrations or commemorations (for example, the International Day of Peace and International Malala Day)

HASS / Year 6 / Geography / Concepts for developing understanding / ACHASSK139





Differences in the economic, demographic and social characteristics of countries across the world








- comparing people's lives in places with different levels of income

HASS / Year 6 / Civics and citizenship / Concepts for developing understanding / ACHASSK147

The shared values of Australian citizenship and the formal rights and responsibilities of Australian citizens

- exploring how laws protect human rights (for example, gender, disability, race and age discrimination law)

Activity	Resources	Outcomes
<p>Activity 1: True or False Timeframe: 35 minutes Overview: This activity will assess students' comprehension of the information presented in the video Let's Talk About Education and allow students to reflect upon what education means to them.</p> <p>Before commencing the activities begin by watching the ClickView Miniclip Let's Talk About Education</p> <p>Once students have completed the worksheet, come together as a class to go through the answers and clarify any areas of misunderstanding.</p> <p>Give students the chance to also share their reflection on how education can help people in their lives. This could either be with the whole class or in pairs as a 'turn and talk' exercise.</p>	<p>ClickView Miniclip – Let's Talk About Education https://online.clickview.com.au/videos/47788693</p> <p>Student workbook</p>	<p> Critical and Creative Thinking</p> <p>ACHASSK139</p>
<p>Activity 2: Education Around the World Timeframe: 35 minutes Overview: This activity encourages students to think about the resources they have access to and consider how children around the world have differing opportunities when it comes to education.</p> <p>After completing the worksheet, encourage students to share their observations and write down any questions or areas of inquiry they may have to address at a later date.</p>	<p>Student workbook</p>	<p> Critical and Creative Thinking</p> <p> Intercultural</p> <p>ACHASSK139</p>
<p>Activity 3: Helping Others Timeframe: 30 minutes Overview: This activity will make students aware of charities which work to improve educational outcomes for children around the world.</p> <p>Once students have completed the word search they can work independently or with others to brainstorm ways to help a school that has experienced a disaster such as a fire or flood. Encourage students to share their ideas with the class and collate the students' ideas.</p>	<p>Student workbook</p>	<p> Critical and Creative Thinking</p> <p>ACPPS037</p>

Activity	Resources	Outcomes
<p>Activity 4: Research Task - Education Superhero Profile: Malala Yousafzai Timeframe: 45 minutes research time + 45 – 60 minutes writing time Lesson overview: This activity will allow students to practice research skills and expose them to the inequity of education around the world, particularly for girls.</p> <p>Before allowing students to conduct their research, give the students a brief overview of Malala's story so the students are not alarmed or distressed upon learning that Malala was shot. Malala's story in her own words can be found at https://malala.org/malalas-story.</p> <p>In this activity, Internet access is preferable for students to research. If the Internet is not available to students, provide them with articles or books about Malala instead.</p> <p>Some books for children about Malala include:</p> <ul style="list-style-type: none"> • <i>For the Right to Learn: Malala Yousafzai's Story</i> by Rebecca Langston-George • <i>Malala Yousafzai (Little People, Big Dreams)</i> by Maria Isabel Sanchez Vergara • <i>Malala Yousafzai: Defender of Education for Girls</i> by Kelly Spence • <i>The Extraordinary Life Of Malala Yousafzai (Extraordinary Lives)</i> by Malala Yousafzai with Patricia McCormick • <i>Malala Yousafzai: Heroic Education Activist</i> by Heather E. Schwartz • <i>Malala My Story of Standing Up for Girls' Rights</i> by Malala Yousafzai • <i>Malala Yousafzai Gateway Biographies</i> by Matt Doeden • <i>Malala's Magic Pencil</i> by Malala Yousafzai 	<p>Student workbook</p> <p>Internet access for research or articles and books featuring Malala and her story</p>	<p> Critical and Creative Thinking</p> <p> Intercultural</p> <p>ACHASSK065</p> <p></p> <p></p>
<p>Activity 5: My Future at School Timeframe: 30 minutes Lesson overview: This activity will encourage students to reflect on their education and recognise the factors that may contribute to their future success.</p> <p>Students can complete this sheet and reflect on their answers later in the year. Younger students may not be able to answer questions 4 and 5.</p>	<p>Student workbook</p>	<p> Critical and Creative Thinking</p> <p> Personal and Social</p> <p> Ethical</p>

Activity**Resources****Outcomes**

<p><u>Activity 6: Interactive Video</u> Timeframe: 15 minutes Overview: Students will answer interactive questions to show their understanding of the video.</p> <p>ClickView has created an interactive video lesson to accompany this video. You can assign the interactive video to your students to do at any suitable point in your unit. Alternatively, you can edit the pre-made questions to suit your students, or create your own interactive video.</p> <p>To share the interactive video with your students, follow these steps:</p> <ol style="list-style-type: none">1. Search for the Miniclip Let's Talk About Education that has the interactive logo (Interactive).2. Click to view the video.3. Click on the 'Interactive videos' tab beneath the video.4. Click the 'Print as Worksheet' OR 'Save to Workspace' button on the interactive video.5. If you click 'Save to Workspace', you can either click 'Share with your students' or access it via your Workspace.<ul style="list-style-type: none">• If you choose 'Share with your students', copy the link and send it to your students.• Otherwise go to your Workspace, select the 'Interactive videos' folder, and click 'Share' to access the link and send to students.	<p>IWB OR Digital display OR 1:1 device with Internet connection</p> <p>Interactive video for the ClickView Miniclip – Let's Talk About Education</p>	<p>ACPPS037 ACHASSK147</p>
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