

## WithOnePlanet

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Culture
- > Level:  
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Australia and Timor  
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# Module: **Culture**

Australia and Timor Leste – Place and culture

## Unit outline for teachers

Years **9** to **10**



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INQuIRY     

**WithOnePlanet**

Climate change education

An xpan Foundation initiative



## Australian Curriculum covered in this unit:

INQuIRY

Learning area		General capabilities		Cross-curriculum priorities	
✓	English	✓	Literacy		Aboriginal and Torres Strait Islander histories and cultures
	Mathematics		Numeracy	✓	Asia and Australia's engagement with Asia
	Science	✓	Information and communication technology (ITC) competence	✓	Sustainability
✓	Humanities and Social Science	✓	Critical and creative thinking		
	The Arts	✓	Social and personal competence		
	Technologies	✓	Ethical behaviour		
	Health and Physical Education	✓	Intercultural understanding		
	Languages				
	Work Studies				

# Australia and Timor Leste – Place and culture

## A unit for Years 9 to 10

### Unit outline for teachers

#### Introduction

Culture has an impact on our everyday lives, and influences how we interact with people, situations and the world around us. The WithOnePlanet culture module looks at culture with a focus on three different areas: Plants, People and Place. While some elements of Plants, People and Place are present within all the units, each year level has a major focus. In years 5 to 6 the main focus is on Plants, in years 7 to 8 the main focus is on People, and in years 9 to 10 the main focus is on Place.

The Place and culture years 9 to 10 module looks at our culture in Australia, and how it is becoming more and more intertwined with technology. The unit looks at the effect that the technology use of our culture is having on the environment, as well as the knock-on effect that these climatic changes are having in places such as Timor Leste. The lessons cover the topic of how we interact with people in places such as Timor Leste and alternative methods of dealing with issues such as poverty and long-term viability are discussed. Students are able to look at coffee, one of the main agricultural products from Timor Leste, in some depth. Students are also made aware of some of the critical problems with this industry, and encouraged to think about ways they can make a positive difference.



*The Place and culture unit is an ideal way to investigate and foster an understanding of cultural literacy in the classroom!*





## Unit at a glance – INQuIRY teaching and learning model

The WithOnePlanet INQuIRY teaching and learning model provides opportunities for students to:

- > be involved and immerse themselves in an area of learning
- > formulate questions
- > investigate, review and develop a deeper understanding of what they are learning
- > construct new knowledge and skills
- > build informed opinion and seek resolution to take with them into their futures.

INQuIRY model	Lesson sequence	At a glance
 <p><b>INQuIRY Introduce</b></p> <p>The focus of the <i>Introduce</i> phase is to spark students' interest and engagement, stimulate their curiosity and elicit their existing beliefs about the topic. Students' existing ideas and questions can then be taken into account in future lessons.</p>	<p><b>Lesson 1</b> <b>How are we changing our planet?</b></p>	<p>Students look at what climate change is, what causes climate change, and how humans have influenced CO<sub>2</sub> emissions and climate change. Students are encouraged to think about how technology, which is a large part of their lives and culture, is having an effect on the environment and adding to climate change.</p>
 <p><b>INQuIRY Question</b></p> <p>The focus of the <i>Question</i> phase is for students to develop an essential question or a small number of essential questions that accurately reflect their ideas and thoughts from the <i>Introduce</i> phase and act as a springboard for their learning in the <i>Investigate</i> phase.</p>	<p><b>Lesson 2</b> <b>The big questions about climate and culture</b></p>	<p>This lesson aims to use the understandings, information and questions developed during the <i>Introduce</i> phase of the INQuIRY process to assist students in determining the essential questions that will form the basis of their investigation.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>&gt; distil the learning from the <i>Introduce</i> phase and consider the key questions that arise for them from this learning</li> <li>&gt; develop one or more essential questions about plants for use in the <i>Investigate</i> phase of the INQuIRY process.</li> </ul>
 <p><b>INQuIRY Investigate</b></p> <p>The <i>Investigate</i> phase (lessons 3-7) is designed to provide students with hands-on experiences of culture and people in different cultures. Students explore ideas, collect evidence, discuss their observations and keep records. The <i>Investigate</i> phase ensures all students have a shared experience that can be discussed and explained.</p> <p>In the <i>Investigate</i> phase students develop a literacy product to represent their developing understanding. They discuss and identify patterns and relationships within their observations. Students consider the current views and deepen their own understanding.</p>	<p><b>Lesson 3</b> <b>Timor Leste, one of our closest neighbours</b></p>	<p>In this lesson students look at geographic data from Timor Leste, including location, climate, and crops. Some of the changes in the environment in Timor Leste over the last few decades are explored, as well as the impact that this is having on the population and their everyday lives.</p>



 <b>INQuIRY Investigate</b>	<b>Lesson 4</b> <b>Creating your own video</b>	Students create their own video to share with others in Australia and Timor Leste about their understanding of culture, climate change, and how the two are related and interact.
	<b>Lesson 5</b> <b>Charity, aid and empowerment</b>  Students look at some of the aspects of traditional Timorese culture.	Students are challenged to think about the way they view the 'third world,' and how they interact with people in places like Timor Leste. Students are encouraged to think about what empowerment means, and how they may be able to change the way they interact with people in places like Timor Leste to ensure that the relationships are positive and empowering for people in Timor Leste.
	<b>Lesson 6</b> <b>Making a positive sustainable difference</b>	Students are introduced to some alternative ways of thinking about making a positive difference and overcoming some of the issues of inequality in the world. Students watch and discuss a series of TED talks, which focus on the positive role businesses and social enterprises can play in supporting long-term viability and reducing poverty in the world.
	<b>Lesson 7</b> <b>A focus on coffee</b>	Students delve into the world of coffee in Timor Leste and look at how the nation's largest crop is keeping the farmers that grow it in poverty. Students look at where the coffee goes once the farmers sell it, and some alternatives for coffee farmers that can mean more coffee farming families being brought out of poverty.
 <b>INQuIRY Review</b>  The <i>Review</i> phase is designed to provide students with hands-on experiences of culture phenomena. Students explore ideas, collect evidence, discuss their observations and keep records.  The <i>Review</i> phase ensures all students have a shared experience that can be discussed and explained.	<b>Lesson 8</b> <b>Review</b>  Students review their understanding of the unit.	This lesson aims to provide students with an opportunity to review their understandings, knowledge and skills that have been learned during the unit and to identify any gaps that exist.  The lesson provides students with an opportunity to reflect on the success of their own learning strategies and tools, and to identify any of these with which they require additional support.

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INQuIRY

## Your future

The *Your future* phase is designed to provide opportunities for students to take their learning about plants into a new cycle of inquiry in their own preferred direction.

In the *Your future* phase students develop a literacy product to represent their new understandings. They discuss and identify patterns and relationships within their observations. Students consider the current views about plants and extend their own understanding.

### Lesson 9

#### Where to next?

Students decide where to go next on their journey learning about place.

This lesson provides students with an opportunity to think about what they have learned and what they would like to learn next. Students are also encouraged to think about how they can take what they have learned and use it in their own future.





## WithOnePlanet **Big questions about big ideas**

The WithOnePlanet curriculum seeks to engage students in the big idea of culture, what it is and how it varies – both here in Australia and in the Asia-Pacific region, specifically Timor Leste. The WithOnePlanet *Culture module* is based on 5 big questions. These questions can be explored at all levels from Foundation to Year 10, with ever-increasing complexity as students move through each unit. In Years 5 to 6, there is a greater focus on culture and how it relates to plants. In Years 7 to 8, the focus shifts to culture and people, and in Years 9 to 10, the focus is on culture and place.

The table below outlines these big questions and provides specific detail about how these ideas can be tackled in Years 9 and 10.

Big Ideas	What is my cultural environment?	How is my cultural environment different from other places?	What are some of the influences that shape cultural environments?	Why is it important to look after our natural and cultural environments?	How do we look after people and the places they live in into the future?
Big ideas	We all live within specific environments. These include the natural environment (plants), cultural environment (people), and geographical environment (place).	The cultural, natural and geographic environments in Australia are different from those in other places like Timor Leste.	There are many influences that have shaped our cultural environments to make them what they are today.	Without diverse and healthy cultural and natural environments, there are many negative impacts on communities.	We all need to work together to respect our environments and cultures, and work together to create a sustainable future.
Years 9 to 10	In Australia, our culture which is becoming more and more intricately bound to technology and the use of technology in everyday life.  Most of us are unaware that the use of technology has a large impact on the environment.	Timor Leste is one of Australia's closest neighbours. Timor Leste has comparatively little technology use.  Even though Timor uses minimal technology, environmental issues such as global warming have a real affect on everyday life.	Our interactions with people from other cultural environments such as Timor Leste can sometimes be based on an outdated and incorrect 'saving people' view of the world. This is reinforced by the many 'feed the hungry' campaigns that are around, as well as not-for-profit work that aims to address issues on a surface level, while not addressing the root cause of those issues	Environmental and climate change issues have a much greater impact on people in places like Timor Leste, where they rely on their ability to grow their own food in order to feed themselves.  Changes in weather such as rainfall and temperature can result in crops failing and people going hungry.	We can look after our environment by taking into account the way we live our lives and the effect this can have on other people. We can better respect and empower people in places like Timor Leste by viewing them as equals, and applying the same rules to the way we interact in 'developing' countries as we would apply in our own country.



## Alignment with the Australian Curriculum: English

The table below identifies how the lessons align with the Australian Curriculum (AC) strands and sub-strands and provides hyperlinked codes to the source document.

Strand	Sub-strand	Year level	Code	Years 9 to 10 content descriptions	Lesson
Literacy	Interacting with others	9	ACELY1811	Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects.	1, 2, 4, 5, 6, 7, 8
			ACELY1741	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes.	4, 6
		10	ACELY1813	Use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences.	1, 2, 4, 5, 6, 7, 8
			ACELY1751	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action.	4, 6
	Interpreting, analysing, evaluating	9	ACELY1743	Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension.	1, 3, 5, 6, 7
	Creating texts	9	ACELY1746	Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features.	4
			ACELY1747	Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features.	4
			ACELY1748	Use a range of software, including word processing programs, flexibly and imaginatively to publish texts.	4
		10	ACELY1756	Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues.	4
			ACELY1757	Review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects.	4
ACELY1776			Use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user.	4	



## Alignment with the Australian Curriculum: Humanities and Social Science (Geography)

The table below identifies how the lessons align with the Australian Curriculum (AC) strands and sub-strands and provides hyperlinked codes to the source document.

Strand	Sub-strand	Year level	Code	Years 9 to 10 content descriptions	Lesson
Geographical knowledge and understanding	Biomes and food security	9	ACHGK061	The human alteration of biomes to produce food, industrial materials and fibres, and the environmental effects of these alterations.	1
			ACHGK062	The environmental, economic and technological factors that influence crop yields in Australia and across the world.	3
			ACHGK063	The challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change, for Australia and other areas of the world.	1, 3
			ACHGK064	The capacity of the world's environments to sustainably feed the projected future population to achieve food security for Australia and the world.	1, 3
	Environmental change and management	10	ACHGK070	The human-induced environmental changes that challenge sustainability.	1, 3
			ACHGK071	The environmental worldviews of people and their implications for environmental management.	1, 3
	Geographies of interconnections	9	ACHGK065	The perceptions people have of place, and how this influences their connections to different places.	1, 3
			ACHGK066	The way transportation and information and communication technologies are used to connect people to services, information and people in other places.	1, 3
			ACHGK067	The ways that places and people are interconnected with other places through trade in goods and services, at all scales.	3, 6, 7
	Geographies of human wellbeing	10	ACHGK076	The different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places.	1, 3, 5, 6, 7
ACHGK081			The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries.	5, 6, 7	
Geographical inquiry and skills	Collecting, recording, evaluating and representing	9	ACHGS064	Collect, select, record and organise relevant geographical data and information, using ethical protocols, from a range of appropriate primary and secondary sources.	3
		10	ACHGS073	Collect, select, record and organise relevant data and geographical information, using ethical protocols, from a range of appropriate primary and secondary sources.	3





Strand	Sub-strand	Year level	Code	Years 9 to 10 content descriptions	Lesson
Geographical inquiry and skills (cont.)	Interpreting, analysing and concluding	9	ACHGS064	Evaluate multi-variable data and other geographical information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes.	3
		10	ACHGS076	Evaluate multi-variable data and other geographical information using qualitative and quantitative methods and digital and spatial technologies as appropriate to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes.	3
	Communicating	9	ACHGS070	The perceptions people have of place, and how this influences their connections to different places.	3, 4
		10	ACHGS079	Present findings, arguments and explanations in a range of appropriate communication forms selected for their effectiveness and to suit audience and purpose, using relevant geographical terminology and digital technologies as appropriate .	3, 4
	Reflecting and responding	9	ACHGS071	Reflect on and evaluate the findings of the inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations; and explain the predicted outcomes and consequences of their proposal.	9
		10	ACHGS080	Reflect on and evaluate the findings of the inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations; and explain the predicted outcomes and consequences of their proposal.	9



## Alignment with Australian Curriculum: General capabilities

The skills, behaviours and attributes that students need to succeed in life and work in the 21st century have been identified in the Australian Curriculum as General capabilities. There are seven general capabilities and they are embedded throughout the curriculum.

For further information go to:

ACARA 2012, *General Capabilities in the Australian Curriculum*, viewed 20 December 2013, <<http://www.australiancurriculum.edu.au/GeneralCapabilities/Overview/General-capabilities-in-the-Australian-Curriculum>>.

For examples of our unit-specific General capabilities information, see the table below.

General capabilities	Australian curriculum description (scope)	<i>WithOnePlanet Culture</i> example
Literacy	<p>Literacy encompasses the knowledge and skills students need to access, understand, analyse and evaluate information, make meaning, express thoughts and emotions, present ideas and opinions, interact with others and participate in activities at school and in their lives beyond school.</p> <p>Becoming literate is not simply about knowledge and skills. Certain behaviours and dispositions assist students to become effective learners who are confident and motivated to use their literacy skills broadly. Many of these behaviours and dispositions are also identified and supported in other general capabilities. They include students managing their own learning to be self-sufficient; working harmoniously with others; being open to ideas, opinions and texts from and about diverse cultures; returning to tasks to improve and enhance their work; and being prepared to question the meanings and assumptions in texts.</p>	<p>The literacy focuses are:</p> <ul style="list-style-type: none"> <li>&gt; websites</li> <li>&gt; videos</li> <li>&gt; creating books</li> <li>&gt; graphic organisers</li> </ul>
Information and communications technology (ICT) competence	<p>The nature and scope of ICT capability is not fixed, but is responsive to ongoing technological developments. This is evident in the emergence of advanced internet technology over the past few years and the resulting changes in the ways that students construct knowledge and interact with others.</p> <p>Students develop capability in using ICT for tasks associated with information access and management, information creation and presentation, problem solving, decision making, communication, creative expression, and empirical reasoning. This includes conducting research, creating multimedia information products, analysing data, designing solutions to problems, controlling processes and devices, and supporting computation while working independently and in collaboration with others.</p> <p>Students develop knowledge, skills and dispositions around ICT and its use, and the ability to transfer these across environments and applications. They learn to use ICT with confidence, care and consideration, understanding its possibilities, limitations and impact on individuals, groups and communities.</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>&gt; create multimedia education products</li> <li>&gt; further develop their knowledge and skills around ICT and its use</li> <li>&gt; use various interactive programs</li> </ul>

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General capabilities	Australian curriculum description	<i>WithOnePlanet Culture</i> example
Critical and creative thinking	<p>This capability combines two types of thinking – critical thinking and creative thinking. Though the two are not interchangeable, they are strongly linked, bringing complementary dimensions to thinking and learning.</p> <p>Critical thinking is at the core of most intellectual activity that involves students in learning to recognise or develop an argument, use evidence in support of that argument, draw reasoned conclusions, and use information to solve problems. Examples of thinking skills are interpreting, analysing, evaluating, explaining, sequencing, reasoning, comparing, questioning, inferring, hypothesising, appraising, testing and generalising.</p> <p>Creative thinking involves students in learning to generate and apply new ideas in specific contexts, seeing existing situations in a new way, identifying alternative explanations, and seeing or making new links that generate a positive outcome.</p> <p>This includes combining parts to form something original, sifting and refining ideas to discover possibilities, constructing theories and objects, and acting on intuition. The products of creative endeavour can involve complex representations and images, investigations and performances, digital and computer-generated output, or can occur as virtual reality.</p> <p>Concept formation is the mental activity that helps us compare, contrast and classify ideas, objects, and events. Concept learning can be concrete or abstract and is closely allied with metacognition. What has been learned can be applied to future examples. It underpins the elements outlined below.</p> <p>Dispositions such as inquisitiveness, reasonableness, intellectual flexibility, open- and fair-mindedness, a readiness to try new ways of doing things and consider alternatives, and persistence both promote and are enhanced by critical and creative thinking.</p> <p>Critical and creative thinking can be encouraged simultaneously through activities that integrate reason, logic, imagination and innovation; for example, focusing on a topic in a logical, analytical way for some time, sorting out conflicting claims, weighing evidence, thinking through possible solutions, and then, following reflection and perhaps a burst of creative energy, coming up with innovative and considered responses. Critical and creative thinking are communicative processes that develop both flexibility and precision. Communication is integral to each of the thinking processes. By sharing thinking, visualisation and innovation, and by giving and receiving effective feedback, students learn to value the diversity of learning and communication styles.</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>&gt; Analyse videos and produce thoughts and summaries about those videos</li> <li>&gt; Make and check predictions</li> <li>&gt; Discuss and share ideas in groups and as a class</li> <li>&gt; Create their own texts to be shared with others.</li> </ul>

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<p>Personal and social capability</p>	<p>Personal and social capability encompasses students' personal/emotional and social/relational dispositions, intelligences, sensibilities and learning. It develops effective life skills for students, including understanding and handling themselves, their relationships, learning and work. Although it is named 'Personal and social capability', the words 'personal/emotional' and 'social/relational' are used interchangeably throughout the literature and within educational organisations. The term 'Social and Emotional Learning' is also often used, as is the SEL acronym.</p> <p>When students develop their skills in any one of these elements, it leads to greater overall personal and social capability, and also enhances their skills in the other elements. In particular, the more students learn about their own emotions, values, strengths and capacities, the more they are able to manage their own emotions and behaviours, and to understand others and establish and maintain positive relationships.</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>&gt; Work together with other students, building on their social skills. Students are encouraged to listen to others, take on board other points of view, and encourage other classmates to be actively involved in activities.</li> </ul>
<p>Ethical behaviour</p>	<p>Students learn to develop ethical understanding as they explore ethical issues and interactions with others, discuss ideas, and learn to be accountable as members of a democratic community. In this context, students need regular opportunities to identify and make sense of the ethical dimensions in their learning. As ethics is largely concerned with what we ought to do and how we ought to live, students need to understand how people can inquire collaboratively and come to ethical decisions.</p> <p>They need the skills to explore areas of contention, select and justify an ethical position, and engage with and understand the experiences and positions of others. These skills promote students' confidence as decision-makers and foster their ability to act with regard for others. Skills are enhanced when students have opportunities to put them into practice in their learning, for example, understanding the importance of applying appropriate ethical practices in areas such as Australian Indigenous studies (AIATSIS 2011).</p> <p>Students also need to explore values, rights and responsibilities to assist them in justifying their ethical position and in engaging with the position of others.</p> <p>The processes of reflecting on and interrogating core ethical issues and concepts underlie all areas of the curriculum. These include justice, right and wrong, freedom, truth, identity, empathy, goodness and abuse.</p> <p>Processes of inquiring into ethical issues include giving reasons, being consistent, finding meanings and causes, and providing proof and evidence. Interrogating such concepts through authentic cases such as global warming, sustainable living and socioeconomic disparity can involve group and independent inquiry, critical and creative thinking, and cooperative teamwork, and can contribute to personal and social learning.</p> <p>As students engage with these elements in an integrated way, they learn to recognise the complexity of many ethical issues. They develop a capacity to make reasoned ethical judgments through the investigation of a range of questions drawn from varied contexts in the curriculum.</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>&gt; Learn about others who live in difficult circumstances. Understanding how others live is the first step to being able to create ethical changes to address the imbalances which are present, and live more ethically as a global society.</li> </ul>

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<p>Intercultural understanding</p>	<p>Intercultural understanding combines personal, interpersonal and social knowledge and skills. It involves students in learning to value and view critically their own cultural perspectives and practices and those of others through their interactions with people, texts and contexts across the curriculum.</p> <p>Intercultural understanding encourages students to make connections between their own worlds and the worlds of others, to build on shared interests and commonalities, and to negotiate or mediate difference. It develops students' abilities to communicate and empathise with others and to analyse intercultural experiences critically. It offers opportunities for them to consider their own beliefs and attitudes in a new light, and so gain insight into themselves and others.</p> <p>Intercultural understanding stimulates students' interest in the lives of others. It cultivates values and dispositions such as curiosity, care, empathy, reciprocity, respect and responsibility, open-mindedness and critical awareness, and supports new and positive intercultural behaviours. Though all are significant in learning to live together, three dispositions – expressing empathy, demonstrating respect and taking responsibility – have been identified as critical to the development of intercultural understanding in the Australian Curriculum.</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>&gt; Look at their own culture, and look at what shapes their culture and view of the world.</li> <li>&gt; Look at some comparisons between their culture and some aspects of culture in Timor Leste.</li> <li>&gt; Look at some aspects of traditional culture in Timor Leste.</li> </ul>
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## Alignment with Australian Curriculum: Cross-curriculum priorities

There are three cross-curriculum priorities identified by the Australian Curriculum:

- > Aboriginal and Torres Strait Islander histories and cultures
- > Asia and Australia's engagement with Asia
- > Sustainability.

For each cross-curriculum priority, a set of organising ideas reflects the essential knowledge, understandings and skills for the priority. The organising ideas are embedded in the content descriptions and elaborations of each learning area as appropriate.

### Asia and Australia's engagement with Asia

Asia and Australia's engagement with Asia is integrated into the WithOnePlanet *Culture* curriculum throughout F to 10. The table below outlines the organising ideas for Asia and Australia's engagement with Asia.

Code	Organising ideas
<b>Asia and its diversity</b>	
Ol.1	The peoples and countries of Asia are diverse in ethnic background, traditions, cultures, belief systems and religions.
Ol.2	Interrelationships between humans and the diverse environments in Asia shape the region and have global implications.
<b>Asia-Australia engagement</b>	
Ol.5	Collaboration and engagement with the peoples of Asia support effective regional and global citizenship.
Ol.7	Australians play a significant role in social, cultural, political and economic developments in the Asia region.



## Sustainability

Sustainability is integrated into the WithOnePlanet *Culture* curriculum throughout F to 10. The table below outlines the organising ideas for Sustainability that are incorporated into the *Place and culture* module.

Code	Organising ideas
<b>Systems</b>	
OI.1	The biosphere is a dynamic system providing conditions that sustain life on Earth.
OI.2	All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.
OI.3	Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.
<b>World views</b>	
OI.4	World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice are essential for achieving sustainability.
OI.5	World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability.
<b>Futures</b>	
OI.6	The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future.
OI.7	Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.
OI.8	Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgments based on projected future economic, social and environmental impacts.
OI.9	Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.

## Key lesson outcomes

In the *Place and culture* unit, students begin to develop their understanding of how culture and climate are interrelated, and how one culture can have an effect on another. Students further their understanding of Place and culture through looking at how we interact with other cultures, as well as looking at how we have traditionally tried to solve issues such as poverty, and some new ways and ideas for dealing with these issues. Students are challenged to look at and question their pre-existing beliefs about their culture, environment, other cultures, the way we interact, and the inequities that are present in the world.

## Assessment Guide

The WithOnePlanet INQuIRY model phases (*Introduce, Question, Investigate, Review and Your future*) include a range of different types of activities. These different activities may be used for formative assessments, teacher feedback and the extension of student learning. Activities from this unit may also be useful for teachers to collect for student portfolios for use in summative assessments.

WithOnePlanet intends to develop more specific assessment rubrics for teachers to use at a later date, when curriculum modules are expanded.



## Teacher background information

### Lesson 1

The science around climate change shows us that our earth is warming, and that human behaviour is having an effect on global warming. One way that we are contributing to global warming is through our technology use, because every time we send an email, sms, upload a photo or a video, use Facebook, etc, we are adding to the amount of data that is stored. This data is stored in large storage centres around the world. Technology use currently contributes around 2% of the world's total CO<sub>2</sub> emissions and this number is rising.

### Lesson 3

Timor-Leste has a tropical climate, with a wet season and a dry season each year. According to the Ministry of Agriculture, Forestry and Fisheries website (<http://gov.east-timor.org/MAFF/>), an estimated 80% of the population of Timor-Leste relies on the food they grow themselves for subsistence (subsistence farming). Changes in weather (too much rain, too little rain, different starting times for the seasons, etc) can affect people's ability to grow their food, and in bad years much of the population can go hungry. Climate change, which has a direct effect on weather patterns, has a direct effect on people's lives in Timor-Leste.

### Lesson 5

People in economically advanced nations often share the misapprehension that their relationships with people in developing nations are based on the superiority of the culture of the advanced nation. We all need to understand that ideas of saving or serving the people of developing nations are condescending and, therefore, damaging. Visitors to countries like Timor-Leste need to keep in mind that they are not offering the local people the benefits of their experiences. On the contrary, it is the visitors who are honoured to be the learners, sharing a culture of which they know little, and honoured to be treated as equals. The locals know far more of their values and needs than is possible for temporary visitors.

Unfortunately, some charitable and aid programs in developing countries are also condescending and temporary. Recent media publicity has highlighted cases of tourists to Cambodia being lured by unscrupulous operators into visiting and donating to orphanages so that the operators make personal profit from the tourists' compassion. Scams also include deceiving teenagers on 'gap' years to pay for trips to become volunteers in orphanages and schools. Such well-intentioned short-term volunteer projects can end up having a negative rather than positive effect on communities. Such lessons, while potentially confronting for students, are important and thought provoking. It is intended that students should gain a deeper understanding of the world and their place in it, and have more meaningful and equal relationships with people in places like Timor-Leste as they go on their school trips, schoolies trips, or holidays.

### Lesson 6

Traditionally, we have looked to charities and aid organisations to solve some of the world's most pressing problems and inequalities. After many years of this approach, more and more people are coming to realise that the approach we are taking is not making a big enough or fast enough difference, and we need to rethink the way we approach poverty and other problems. More and more, the focus is turning to agencies that provide long-term solutions rather than depending on charitable and aid programs that conduct specific assignments on limited-term project funding.

Conventional not-for-profit organisations and non-government organisations (NGOs) have tended to be project based with funds delivered for specific outcomes generally over specific time frames. Although emergency funding and responses are essential in a humanitarian crisis situation, more recently, the emergence of activities focused on the idea of social enterprise is providing a different way forward, to build economies, address environmental issues and deliver dignity. The social-enterprise model aims to establish a venture that becomes self-supporting, developed in partnership and then taken over and operated permanently by the local community. The traditional NGO model is reliant on external funding, and is also heavily restrained by funding



and reporting cycles. Many aid projects lack long-term viability because they stop when the funding cycle ends. Greater effectiveness is likely to be achieved through the work of not-for-profit social enterprises and through businesses, both of which are committed to a long-term presence, rather than the traditional project-based NGOs. Social-enterprise NGOs and businesses are more likely to make positive changes in the developing world, partially because their models have long-term viability and can create their own income to keep projects going and, importantly, are managed and run by local people. The social enterprise that establishes a locally managed venture is the more powerful and viable model.

## Lesson 7

Coffee is the largest cash crop in Timor-Leste, and could be the largest export for the country once the oil and gas runs out in the next couple of decades. Coffee was introduced by the Portuguese, and is now grown by about a quarter of the population. Coffee farmers have little say about the price they receive for their coffee, and there is a direct link between coffee farming and poverty in Timor-Leste.

## Climate change education portal

The WithOnePlanet open education portal is about learning, but also about connecting with others. The website provides opportunities for Australian schools to connect with school communities in Timor-Leste through technology and through exchange programs. This enables schools to establish collaborative contacts with Timor-Leste subsistence communities that are participating in WithOneSeed's reforestation cooperatives. Emails can be sent to [editors@withoneseed.org.au](mailto:editors@withoneseed.org.au)

## Students' conceptions

Taking account of students' existing ideas is important in planning effective teaching approaches. Students' conceptions about Timor-Leste will most likely be limited, and this unit provides a good opportunity for teachers to introduce information and ideas about Timor-Leste, one of our closest neighbours.