



JOURNAL OF THE ASIA EDUCATION
TEACHERS' ASSOCIATION

ASIA

Volume 45, No 2 June 2017



Celebrating 40 Years – Valuing cultural diversity and promoting
intercultural understanding in a networked world



Mission Statement

AETA, a voluntary non-profit organisation, dedicates itself in this Mission Statement to endeavour to:

1. promote Asian Studies in Australian schools whether as a separate discipline, or as part of studies in other disciplines;
2. publish a journal dedicated to providing appropriate input about Asia to school teachers, as well as being a forum for the dissemination of ideas for improving Asian Studies in Australian schools;
3. publish resources which can be helpful in teaching about Asia in Australian schools;
4. promote and/or participate in conferences, seminars, or other discussions which are aimed at promoting Asian Studies or enhancing their quality
5. make representations to governmental or other bodies regarding Asian Studies courses or their content in school curricula;
6. make representations to tertiary institutions regarding Asian Studies in tertiary courses, particularly for teacher education; and
7. disseminate news about this Association's activities and its views about Asian Studies education through the media and through specialist newsletters and journals.

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Contributions to the Asia Education Teachers' Association journal are most welcome. For policy guidelines for submission of articles to the AETA journal go to – www.aeta.org.au/journals.

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ASIA

Journal of the Asia Education Teachers' Association

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From the Editor's Desk

I recently read the Saturday piece by "wordsmith", David Astle [FEBRUARY 11TH, 2017] in the SPECTRUM of The Sydney Morning Herald where he 'tackled' Racism from the point of view of language. He discussed, with humour, the impact of Arabic on our language. This can be a useful starting point for discussion with your students: the challenge of what is old/new/confronting. It is important that we teach students about what we share with other cultures not just what sets us apart.

This time we tackle the "big picture". It can be easy in our teaching to avoid the troublesome, difficult topics BUT, if we are to prepare our students to participate in the global environment and the global economy then it is our responsibility to address controversial issues and teach them how to navigate their way through the difficulties.

There are units to provide the skills and scaffolds for teachers to approach difficult topics as well as programmes, student exercises and teaching units.

Thank you to all of our contributors: Dr Susan Bliss, Dr Jennifer Curtis, Judy Pilch, Phillip O' Brien, Pauline Sheppard and two new contributors, D. Lewis and Lauren Bowman from Nemingha Public School.

Di Dunlop.

Sorry pal, that's your last coffee. No more lattes, ladies! Espresso is finito, people. Unless your pantry has a secret stash of beans, then you can kiss your macchiato goodbye. Ciao cappuccino!

Ooroo ristretto!

Before you start whining, let me be clear. I have a mandate. Part of my platform when seeking control of this column was to ban all words of Arabic origin, and that's what I'm doing, fulfilling the wishes of the silent majority.

I mean how can English ever be great again if the same language has to suffer artichokes and other Arabic riffraff? I've had a gutful of alfalfa and I don't even eat the crap. Nothing but rabbit food, and now it's gone, along with every other mole on the menu such as apricot and juleps,

spinach and soda, aubergine and tarragon.

Coffee too, since that comes from qahwa al-bun, or wine of the bean. Like most of you, I've grown quite fond of my afternoon cup, but that's what Muslim words do. They win your favour over time, like syrup and tuna, and soon you start believing they belong. Muslim-Arabic, same difference in the wash-up. You think I want to exist without carob and candy? Such are the sacrifices we gotta make.

Authors will grumble, we know that. That Hannah Kent woman was on Twitter this morning, saying her palette is barer for losing crimson and azure, but I've always said Kent was an overrated novelist.

The Macquarie Dictionary is spitting the dummy as well, bitching they never got the memo. Sue Butler, the so-called editor, has been challenging my executive order, refusing to erase albatross and alcove, algebra and alchemy, and every other al-scourge sleeping among us. In the end I had to sack her.

Al, she tried telling me, is Arabic for "the". Not in my world it isn't. Al was my long-time mechanic on High Street, always good for a racing tip. Al is Pacino and Capone, and even that climate kook in Gore, and not some fake article smuggled from Iraq. Besides, even if "al" does mean "the" in Arabic, then that only means we say the-the alligator, which is dumb. It's time to make English smart again.

☞ **Prime Minister Trumble says his Wentworth electorate would implode if coffee and alcohol were made undesirables, but that's his problem.** ☞



Fashionistas just have to cope without sequins and sashes, amber and henna, gauze and carats. Even mohair, that hairy rat-wool that makes my wife sneeze, has a Muslim passport, coming from mukyyhar, or chosen.

Make that unchosen - I'm making English safe again.

Needless to add, the streets are full of pluralists, people waving clever-clever placards saying "All Words Are Derived Equal!" Or "English Has Lost Its Calibre!" They boohoo how some words such as alcohol (you heard me - alcohol)

have been trapped in LAX limbo like eternal duty-free. Well, I have news for them. Since my signature, it's bye-bye California, a name that's linked to some bogus warrior called Queen Calafia who put the sword to Christians back in the day. And even if that broad wasn't Arabic, I've never liked those west-coast alfalfa-eaters anyhow. So long San Diego!

Zircon is gone, and zero too. Finally English can flourish without the

excess baggage of fake diamonds and a sense of nothingness. Zookeepers have been told to cull their giraffes and gazelles. While the corporate sector must rebadge Safari and Adobe - or else.

Australia has been in touch to plead for leniency. Prime Minister Trumble says his Wentworth electorate would implode if coffee and alcohol were made undesirables, but that's his problem. Same guy even wanted admiral to be spared the guillotine, but I played hardball.

As an ally, the one concession I was prepared to make was Sherbet, that boy-band from the '70s. Turns out sarba - or drink in Arabic - gave us the limp-wristed name in the first place. Fine, OK, if those guys ever reunite, they can come over here as Highway, but strictly no guitars. That's a Muslim word.

David Astle

davidastle.com

TWITTER: @dontattempt

Valuing cultural diversity and promoting intercultural understanding in a networked world



Teaching **Controversial** Issues in Changing Times

by Dr. Susan Bliss

<http://topyaps.com/wp-content/uploads/2013/07/Top-10-Controversial-Topics-You-Love-to-Discuss.jpg>

Today students are bombarded, by the media and modern communications technology, with **controversial issues** in which people have different views generally based on their values, experiences, interests and the media. A **contemporary controversial issue** is any event, idea, opinion or topic that is relevant to the present day such as climate change, conflict, terrorism, refugees and poverty. These issues are complicated, produce no simple answer, and arouse different values, beliefs and feelings in people and politicians.

Curriculum

Controversial issues are a major component of **Australian** and **NSW curriculums** and an important part of the **teaching and learning process**. The study of these issues help students acquire:

- their own values and attitudes
- critical thinking skills
- an awareness of contemporary social, political and economic issues
- the capacity to debate issues from different perspectives
- the ability to use evidence based evaluation
- the skills required for informed, responsible, active local and global citizenship

The goal in teaching a controversial issue is not to sway students to one opinion or the other. The aim is for them to better understand different perspectives on the issue. After open and free classroom discussion students may change their opinions or maybe strengthen their beliefs backed by unbiased information.

Refer to the document on the teaching-learning of controversial issues in schools https://www.det.nsw.edu.au/policies/curriculum/schools/cont_issue/PD20020045.shtml

Asia

Asia's economic success sometimes obscures critical controversial issues such as poverty, growing income inequality, corruption, discrimination, environmental degradation, and religious and ethnic conflicts. Following are eighteen examples of **contemporary controversial issues** focussing on countries in the Asia region.



What controversial issues concern Asian Countries?



South China Sea conflict

<http://fin.cnn.com/applications/cnn.com/resources/files/2016/04/06/chinaMap2-01.png>



Human rights violations in Tibet

<https://belgium4tibet.wordpress.com/2013/01/10/tibetan-protests-in-the-eu-capital-on-the-occasion-of-international-human-rights-day/>



Millions of refugees flee to Turkey

<https://johnbrianshannon.files.wordpress.com/2014/09/isis-forces-100000-syrian-refugees-to-turkey-650x406.jpg>



High rate of urbanisation in China

<http://s1.reutersmedia.net/resources/r/?m=02&d=20130908&t=2&i=788879323&w=780&fh=&fw=&ll=&pl=&sq=&r=CBRE9870BSZ00>



Water pollution in Indonesia

<http://media.web.britannica.com/eb-media/79/102979-050-6D9F5B50.jpg>



Child labour in Pakistan

<http://www.aeworldschool.org/page/-/images/content/News/Child%20labour%20-%20a%20bonded%20brick%20maker%20in%20Pakistan%20picture%20by%20UN.jpg>



Rise of ISIS/ISIL/DAESH

<http://static2.businessinsider.com/image/54e5d24569beddf2733cbd85-840-481/isis-103.jpg>



Poverty in Afghanistan

<https://chuckieb123.files.wordpress.com/2012/10/afghanistan-poverty.jpeg>



Child soldiers in Syria

<https://i.ytimg.com/vi/FW6Ajlhkb5g/hqdefault.jpg>



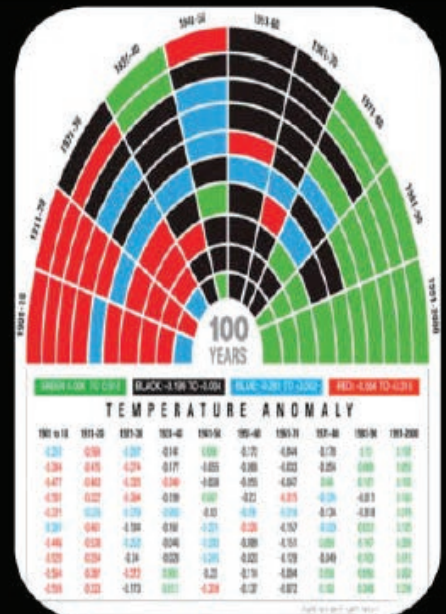
Deforestation and fires in Indonesia

https://i.guim.co.uk/img/media/c373d9be0e853b9d10528e897f084c1bef86aac6/0_168_3000_1800/master/3000.jpg?w=620&q=55&auto=format&usm=12&fit=max&s=e8df2e0a3b4a33353c356a4813082fa2



Terror groups in SE Asia

http://www.straitstimes.com/sites/default/files/st20151115_xis15_1839513.jpg



Climate change in Asia over past 100 years

<http://ejap.org/environmental-issues-in-asia/climate-change-in-asia.html>



North Korea nuclear tests

http://ichef-1.bbci.co.uk/news/624/cpsprodpb/DCE6/p/roduction/_87505565_nkoreamap.png



Women's rights in Saudi Arabia

<http://theiranproject.com/wp-content/uploads/2014/01/Saudi-women.jpg>



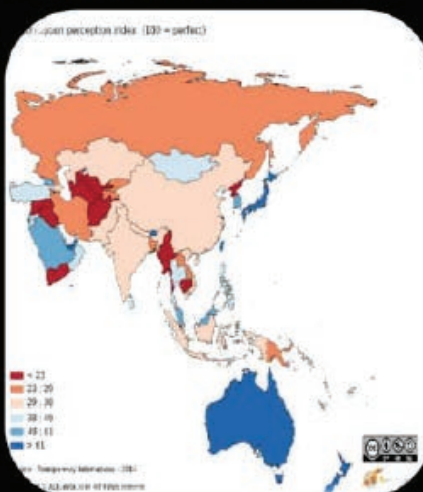
Water scarcity West Asia

https://sustainabledevelopment.un.org/content/images/image18_841.jpg



Human trafficking Asia

https://www.adb.org/sites/default/files/styles/content_media/public/content-media/7763-human-trafficking.jpg?itok=MSvBYONb



Corruption across Asia. Lack of transparency and accountability

<http://en.actualitix.com/doc/maps/asoc/asia-and-oceania-map-corruption-perception-index.jpg>



Food insecurity, hunger and malnutrition in Asian countries

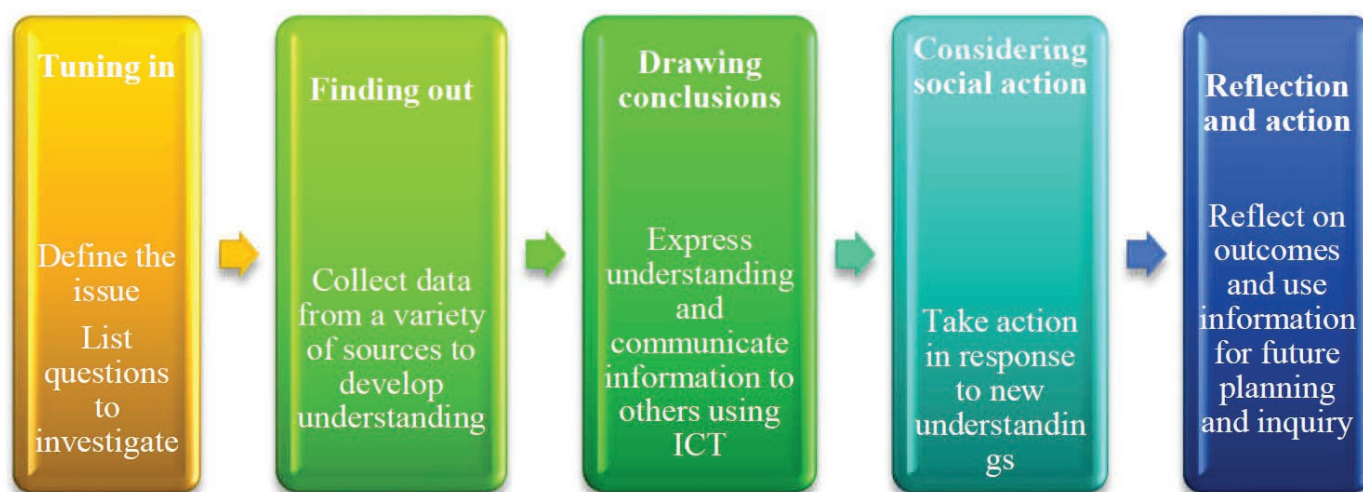
http://producemagazine.com/wp-content/uploads/2011/06/world_food_supply.jpg

Controversial Issue: Child Soliders in Asia

Read the following article on child soldiers in the Asia region. In pairs conduct an investigation, using the **inquiry learning model**.

Photo: http://www.catholic.org/files/images/ins_news/2013073413child.jpg

Model of inquiry learning (S. Bliss)



Child soldiers

Around the world hundreds of thousands of children participate in armed conflict. Some are abducted on the streets, at school and at home. Many abandoned orphans fend for themselves as street dwellers, are recruited into the armed forces. Others enlist voluntarily as they see few alternative ways to survive. Most of these poor children have missed out on the right to an education and safe childhood as *'apart from the tragedy of becoming perpetrators of human rights abuses themselves, many child soldiers are killed, maimed or are victims of rape and other sexual violence.'* (Amnesty International)

At present there are an alarming number of children used as suicide bombers. According to the UN High Commissioner for Human Rights *'children as young as six years old were being trained as suicide bombers and taken to the front line as blood donors for wounded Islamic State (IS) fighters.'*... The IS impresses upon children the importance of fighting and dying for their faith and states that those who die will go to heaven.

Life of Asian child soldiers

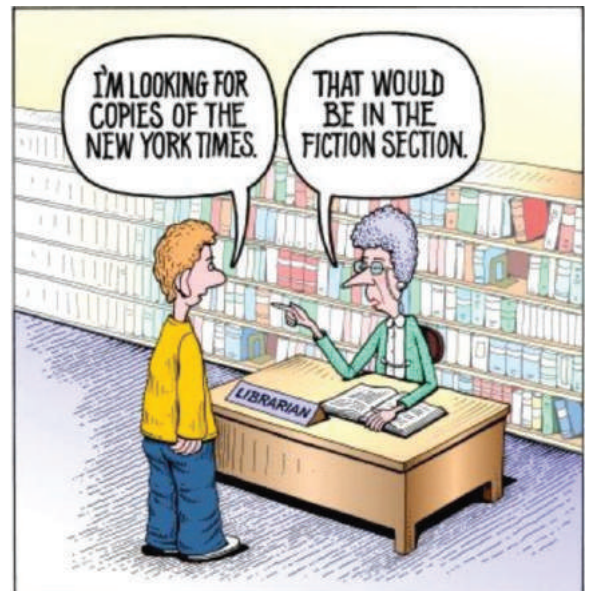
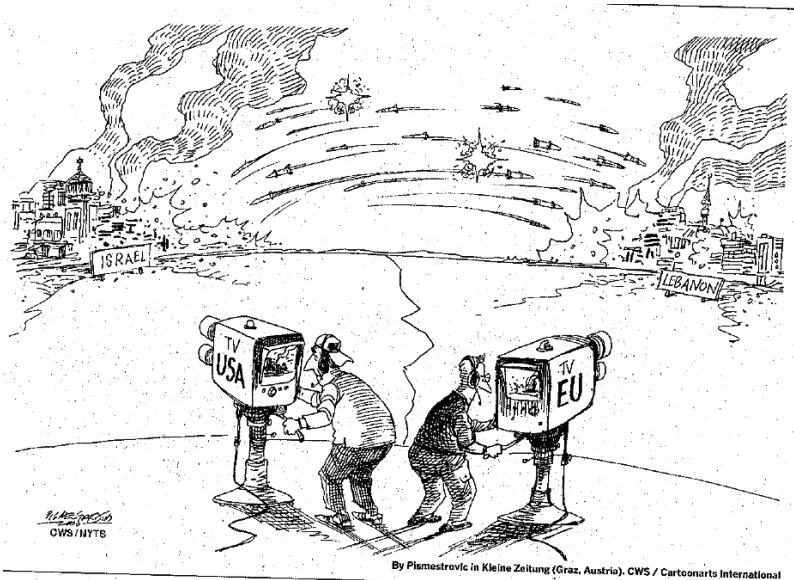
- **Cambodia:** A child soldier in Cambodia said *'I joined because my parents lacked food and I had no school..... Once somebody stepped on a land mine in front of me and died... If I stop being a soldier I won't have a job because I don't have any skills. I don't know what I'll do'* (Human Rights Watch, 1999).
- **Myanmar:** In Myanmar a child stated that *'sometimes I fell asleep when I was on guard duty, I was beaten by my corporal. He beat me like a dog, like I was an animal, not a human being. There were two or three suicides during that time, of boys who had been hospitalised and finally shot themselves.'* (Children in Armed Conflict: A Horrifying Image from Asia, by C. Massey).
- **Afghanistan:** Abdul explains that *'when I was in the third grade at school, my father told me that I should bring money to my family. I had no other choice but join the army. It's my obligation to help my family.'* ... *'The army gave him \$16 a month, a uniform, a pair of shoes and some food.'* (<http://www.povertyprogram.com/docs/Child%20Soldier.pdf>)

What role does the media play in controversial issues?



<http://lnmradionetwork.com/wp-content/uploads/2015/06/maxresdefault.jpg>; <http://create.ou.edu/wp-content/uploads/2014/11/media-spoonfeeding-cartoon-300x180.jpg>;
http://www.frugal-cafe.com/public_html/frugal-blog/frugal-cafe-blogzone/wp-content/uploads/2009/09/what-is-the-cause-of-media-bias-nyt.jpg; <https://g16languagebslmackay.files.wordpress.com/2014/03/israel-lebanon-pol-crtn.jpg>

In the 19th century, the concept of unbiased journalist reporting became an integral part of journalistic ethics. Most main-stream media organisations play an important role in presenting people with correct and unbiased facts surrounding controversial issues. The level of unbiased journalism or biased journalism can shape how people view a specific controversial issue. However, information is sometimes incorrect and biased for a variety of reasons (see following diagram)



Fact or Fiction?



Social media

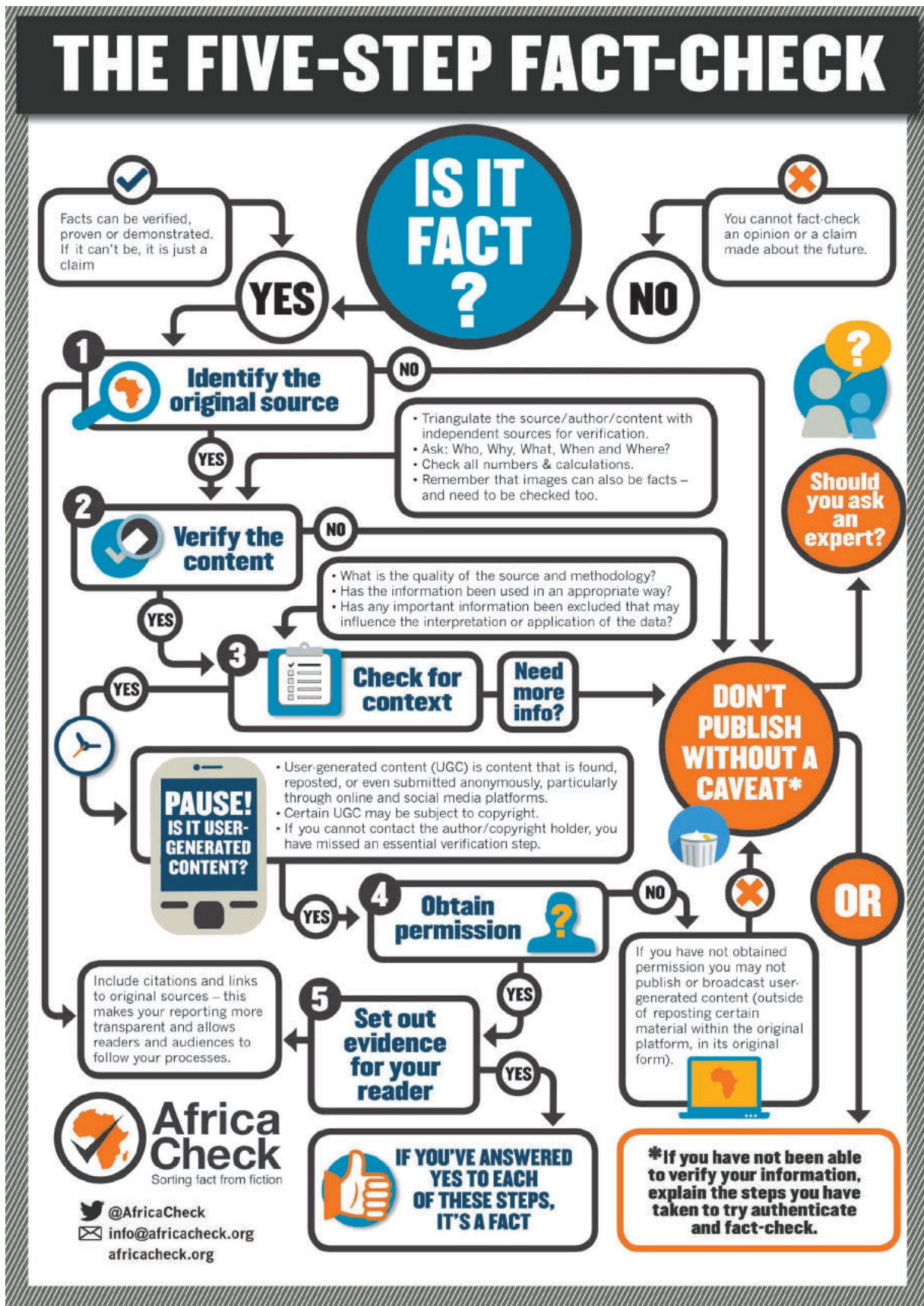
Social media such as Twitter, Blogs, Flickr and You tube have changed how people communicate and disseminate information. This modern technology has had a huge impact on determining peoples' perspective on a controversial issue.

Social media allows people to discuss ideas, post news and ask questions. Students should act cautiously and investigate information and data on its source, as it is sometimes based on incorrect facts and is biased.

Social media provides quicker response to natural disasters such as earthquakes and typhoons in Asia and has contributed to the growth in social and political protests, such as the Arab Spring. However, on the downside it provides links with people interested in joining terrorist groups.

Activities

Explain the important steps when determining whether a fact in a controversial issue is true.



<https://africacheck.org/factsheets/guide-the-five-step-fact-check/>

Activities

Refer to photographs and cartoon and answer the following questions:

- What is the 'whole' story?
- How have the photographer and cartoonist presented different stories?
- Explain why a narrow perspective does not deliver the full story and can be counter-productive.

Photographs



https://qph.ec.quoracdn.net/main-qimg-68e8a32dee06aece564e4abda0889d1b-c?convert_to_webp=true

Cartoon

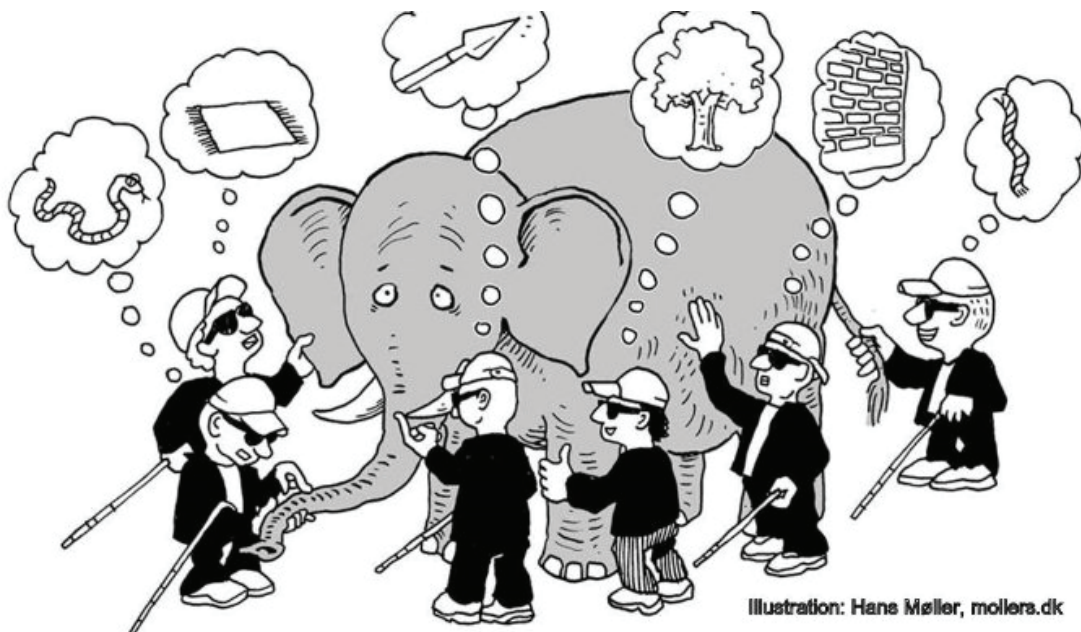


Illustration: Hans Møller, mollers.dk


Why narrow perspectives are counter productive

https://qph.ec.quoracdn.net/main-qimg-68e8a32dee06aece564e4abda0889d1b-c?convert_to_webp=true

What is the role of the teacher?

Teaching controversial issues provides teachers with an opportunity to foster discussion in the classroom, cultivate collaborative learning and critical thinking, and to view an issue from a variety of perspectives. Additionally, it enables students to view political, social and economic impacts of these issues and arrive at decisions based on deep unbiased knowledge. As many teachers feel uncomfortable at teaching some topics, the following strategies aim to make the experience a **teaching success** rather than a **classroom catastrophe**.

Role of the teacher



Provide students with a variety of **primary and secondary sources** from different **perspectives** on the issue e.g. journals, newspapers, internet, interviews, questionnaires, YouTube, photographs, cartoons and infographics.

Provide a **neutral, balanced approach** to the issue.

Keep discussion **tied to the issue**. A structured controversy often moves from the teacher to students.

Establish an open environment that encourages free thoughts. Listen carefully, with an open mind, to the contributions of others and treat student's counter-arguments with respect. Ensure students take turns in speaking and all opinions are heard.

Be sensitive to **classroom connections** as some issues have special significance for some students (e.g. religious or political)

Act as the **devil's advocate** to gain different responses. By changing views it highlights both sides of the argument.

The teacher must not demonstrate **bias**. If they promote a certain view on a controversial issue they must indicate to the students that it is only 'one' opinion. They must provide students with evidence on which their view was based.

What are some approaches to teaching controversial issues?

APPROACHES TO TEACHING CONTROVERSIAL ISSUES

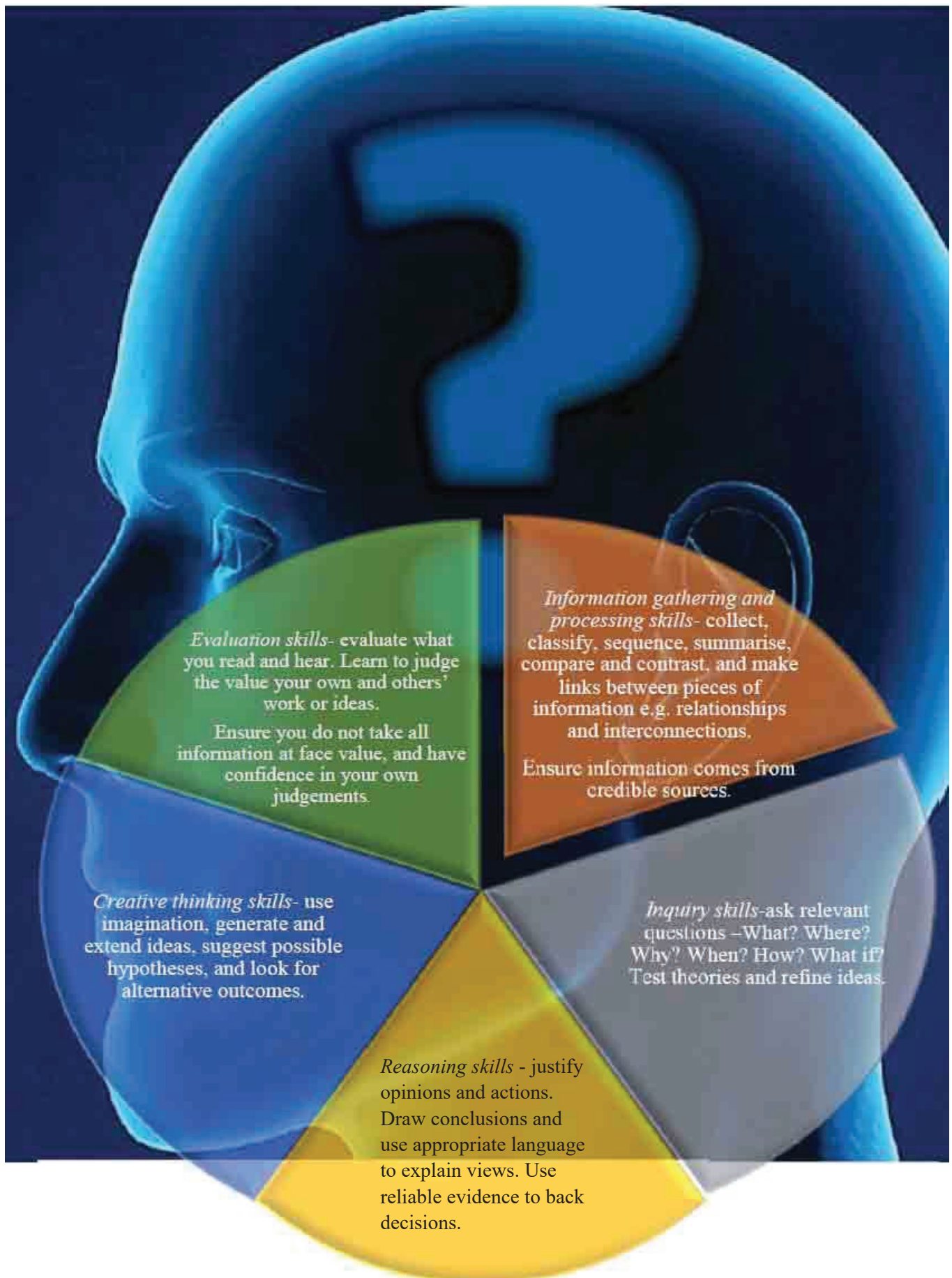


<https://thetruthaboutheroes.files.wordpress.com/2013/04/teaching-controversial-issues.jpg>

How can group work be integrated into the teaching of controversial issues?



How can controversial issues develop thinking skills?



De Bono's Six Thinking Hats

Six Thinking Hats is a simple activity that enables students to see all sides of a controversial issue.





Activity Using a Scaffold



Select a topic to test the Six Thinking Hats, such as:

- Australia should give more aid to poor Asian developing countries
- Australians should not purchase articles made by child labour in Asian countries
- Australia should accept more asylum seekers
- Countries should not trade with countries that practice violations to human rights
- Australian's should reduce use of palm oil to save the Sumatran environment and its animals
- Killing sharks for soup should be banned
- Coal mine fracking should be stopped
- American globalisation harms Australians
- Australians should be forced to reduce greenhouse emissions and waste

The sequence of hats might run:

1. Start with the **WHITE** hat to identify the controversial issue and collect information. Students conduct their research.
2. Once the topic is investigated, use the **RED** hat to ask group members how they feel about the controversial issue. Some will be positive while others will be negative.
3. Use the **YELLOW** hat to identify the positive aspects of the issue.
4. Use the **BLACK** hat to consider the negative aspects or barriers to the issue.
5. Use the **GREEN** hat, students use creative thinking to overcome negative issues and suggest new alternatives to resolve the issue.
6. The **RED** hat may be used again to gauge the feelings of group members, which may have changed.
7. Finally, use the **BLUE** hat to evaluate whether the group has offered solutions or conclusions. Organise a written report for presentation to the class.

NOTE: This activity is designed to facilitate group work and creative thinking. It is not designed for assessment. However, a simple marking criteria is provided to assess individual student involvement in group work if required.

Hat colour	Critical thinking activity	Record your information and ideas here <i>or</i> in an online document (e.g. using Google Docs)
WHITE What do you know and need to know?	Record data and information	
RED Fire and warmth Emotional	Put forward feelings, attitudes; emotion-related—does not need justification	
YELLOW Sunshine, positivity	A positive view of things	
BLACK Symbolises a stern judgement	Caution—a critical judgement. Looks at negatives and 'what if's'.	
GREEN Symbolises rich growth and productivity	Creative thinking to generate new ideas.	
REPEAT RED	Have feelings and attitudes changed?	
BLUE Overview	Leader—controls the process and chases up summaries, conclusions and decisions.	

Activities



Select a topic to test the Six Thinking Hats, such as:

NOTE: This activity is designed to facilitate group work and creative thinking. It is not designed for assessment. However, a simple marking criteria is provided to assess individual student involvement in group work if required.

Controversial issue: ‘Was Mao Zedong a great helmsman or ruinous dictator?’

In 2016, China remembers Mao, 40 years after his death. Chinese villagers built giant golden statue of Mao Zedong overlooking farmland in Shaoshan-the location of the former Chinese leader’s hometown.



Read the following information and investigate this controversial issue from different perspectives.

Quotes:

- ‘Small but vocal group of neo-Maoists dismiss western focus on famine and chaos to praise the republic’s founder on anniversary of passing’.
- ‘The Great Helmsman is still revered by many in China despite admissions by the country’s new leaders that his rule caused ‘grave disorder’.
- ‘Rather than focusing on the terrible calamities he inflicted on China during the 1950s and 1960s, many Chinese remember the Mao of 1949, a revolutionary hero-who led to the creation of a country that they now take great pride in that is able to throw its weight around in the world’.
- ‘Statue of ruler, blamed for the deaths of millions in great famine, constructed in impoverished province’.
- ‘We miss the life of equality and justice experienced in Mao’s time’.
- ‘In Beijing, a source with ties to the Chinese leadership told Reuters there would be low-key remembrance events’.

<https://www.theguardian.com/world/2016/sep/08/great-helmsman-dictator-china-anniversary-mao-40-years-after-death>
<https://www.theguardian.com/world/2016/jan/05/giant-golden-chairman-mao-built-by-chinese-villagers>



Using Perspective in Controversial Issues

by Dr. Jennifer Curtis

<https://pixabay.com/en/eye-view-through-chain-link-fence-look-1255968/>

CULTURE CONNECTIONS

'I try to encourage students to always think in terms of three cultures, their own and at least two others—not one other, because they could too easily reduce true human diversity to a single dimension of difference, us and them....'

Mary Catherine Bateson, 'Composing a Life.' [N.Y: Atlantic Monthly Press. 1989]

Why do we need Perspectives?

- they address BIAS so that more than the viewpoints of the dominant group can be expressed.
- the curriculum can be more accessible to marginalized groups.
- they provide all students with the basis for critiquing dominant ways of thinking.
- they help students to analyse and understand the social nature of knowledge and to appreciate the values that underlie supposedly objective knowledge.
- they promote a fairer and more harmonious society where there is acceptance and respect not just tolerance.
- they embody the democratic principle that all citizens should have an equal voice in decision making.
- they promote a more inclusive and pluralist society that may thrive on difference and diversity.
- they can promote accuracy.





STUDIES OF RELIGION I

EXTENDED RESPONSE EXERCISE

by Judy Pilch

Preparation for extended response.

Read the two articles:

1 Identify examples of sexual ethics:

2 Define these terms:

- hadith
- sexual ethics
- protocol
- custom
- tolerant
- diverse Australian community

Article 1

Male Muslim students at Sydney public school given permission to refuse to shake hands with women - because it is against their religion

Muslim students at a Sydney public school can refuse to shake hands with women even at an awards ceremony.

The Hurstville Boys Campus of Georges River College introduced the policy to allow Muslim boys to instead put their hand on the heart as a greeting.

The Year 7 to 10 school's two principals told guests at its 2016 presentation day, including notable community members, that students may decline the gesture.

The practice comes from the Muslim teaching of hadith that states: 'It is better to be stabbed in the head with an iron needle than to touch the hand of a woman who is not permissible to you.'

The NSW Education told The Australian it approved of the 'agreed protocol' that was developed through consultation between staff, parents and students.

'The department requires its schools to recognise and respect the cultural, linguistic and religious backgrounds of all students, with the intent to promote an open and tolerant attitude towards a diverse Australian community', it said.

The department said principals were best placed to know the needs of their communities when following that requirement.

Such a literal interpretation of hadith, which describes the practices of the prophet Mohammed is controversial even among Australian Muslim leaders.

Australia's Grand Mufti Ibrahim Abu Mohammed shakes hands with women as did his predecessor, Fehmi Naji El-Imam, and Islamic schools do not even have the policy.

Mr Seyit said it was an issue because Australians do not understand the custom and could be embarrassed if they were 'left hanging'.

SOURCE

<http://edwatch.blogspot.com.au/2017/02/race-obsessed-students-at-soas-leftists.html>

NSW Muslim students decline to shake hands

The "agreed protocol- was established at Hurstville Boys' Campus of Georges River College in Sydney's south after extensive consultation with the wider school community last year. a NSW education department spokesman told AAP on Monday.

"At the school's 2016 presentation day, the principal explained to invited guests making awards that some Muslim students may place their hand across their chest instead of shaking hands," the spokesman said.

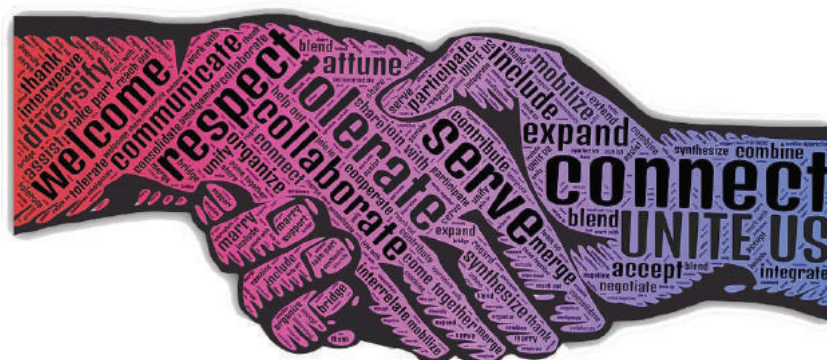
The Department of Education requires its schools to recognise and respect the cultural, linguistic and religious backgrounds of all students. with the intent to promote an open and tolerant attitude towards a diverse Australian community."

News Corp Australia reports there were several female presenters at the awards ceremony.

The instruction is understood to derive from an Islamic hadith stating "it is better for you to be stabbed in the head with an iron needle than to touch the hand of a woman who is not permissible to you". News Corp reports.

The education department spokesman said NSW principals - such as Hurstville Boys' Campus principal Leanne Lacombe - are -best placed to know the needs of their local school communities when implementing this requirement".

<http://www.news.com.au/national/breaking-news/nsw-muslim-students-decline-to-shake-hands/news-story/101815b5022cc914f19ea936167f-ba0c>



Extended response

'Muslim students at a Sydney public school can refuse to shake hands with women even at an awards ceremony.'

<http://www.news.com.au/national/breaking-news/nsw-muslim-students-decline-to-shake-hands/news-story/101815b5022cc914f19ea936167fba0c>

Such a literal interpretation of hadith, which describes the practices of the prophet Mohammed is controversial even among Australian Muslim leaders.

Australia's Grand Mufti Ibrahim Abu Mohammed shakes hands with women as did his predecessor, Fehmi Naji El-Imam, and Islamic schools do not even have the policy.

<http://edwatch.blogspot.com.au/2017/02/race-obsessed-students-at-soas-leftists.html>

Section III Religious Tradition Depth Study

20 Marks

Allow 35 minutes for this section

Answer the question in a writing booklet

Your answer will be assessed on how well you:

- Demonstrate knowledge and understanding relevant to the question
 - Incorporate significant aspects of religion to illustrate your answer
 - Communicate using language and terminology appropriate to the study of religion
 - Present ideas clearly in a cohesive response
-

With specific reference to the above quotations, explain Islamic ethical teachings on sexual ethics.



BUSINESS STUDIES TOPIC:

Operations - Influences:

Globalisation and Government Policies and Global Sourcing

by Judy Pilch

<https://pixabay.com/en/writing-pen-man-boy-male-ink-1149962/>

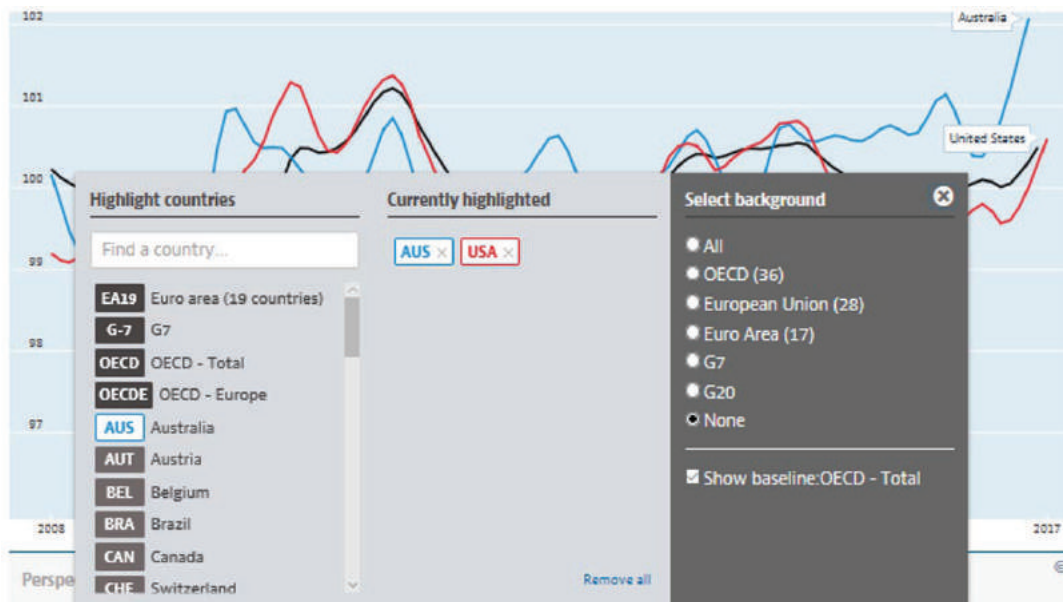
The 'Dump Trump' Bump?

The political rallies calling for newly elected Donald Trump to be dumped, may have been the cause of the recent improvement or bump in business confidence, not just in the USA, but globally. The rallies have raised awareness of Trump's policies to increase local USA manufacturing jobs rather than outsource to low cost eg Asian manufacturers, in the hope of raising American businesses' loyalty and conservatism.

The OECD statistics on global business confidence index show an increase since December 2016.



<https://data.oecd.org/leadind/business-confidence-index-bci.htm>



<https://data.oecd.org/leadind/business-confidence-index-bci.htm>

Key

Australia (blue)

USA (red)

The index shows USA business confidence in the total all OECD countries has increased since Trump was elected in December 2016. More importantly it shows an increase in the USA at a higher rate of increase than in Australia. Americans who support Trump believe that his policies of conservatism will create employment and several global businesses eg Boeing and Carrier Air Conditioning, based in the USA, have decided not to close local factories and instead to continue their manufacturing operations in the USA as Trump has promised lower corporate taxes to entice them to stay in USA and border tax penalties if they leave the USA.

Operations strategies, including global sourcing, have taken a new direction with President Trump calling for an end to the Trans Pacific Partnership trade (TPP) agreement. The TPP previously included price negotiated imports into the USA from a number of countries in the Asia region for use as inputs in American manufacturing. This change in government policies has implications for Australian business as well as USA businesses. The Australian businesses are now hoping to sell mineral resources to Asia now that Trump has discontinued planned imports of mineral resources from China.

There may be implications for higher prices and so rising inflation in the USA if imports of cheap goods from Asia are replaced with goods made locally in the USA using high cost American labour. Trade uses the benefits of low cost global sourcing and uses the principles of comparative advantage to ensure low prices in home markets. Protectionist policies such as Trumps may cause inflation and in the long run American jobs which are created may not be worth the economic cost of this inflation.



Questions

1. Research the websites above and explain the Business Confidence Index.
2. Compare the increase in the BCI for USA and the UK and explain the impact of Brexit.
3. Explain the purpose of the Trans Pacific Partnership trade agreement.
4. Identify the countries in the TPP
5. Explain the advantages and disadvantages of the TPP for Australia and China if they join it.
6. Extended response sample

Section IV

20 Marks

Allow 35 minutes for this section

Answer the question in a writing booklet

Your answer will be assessed on how well you:

- Demonstrate knowledge and understanding relevant to the question
- Apply relevant case study/studies and contemporary business issues
- Communicate using relevant business terminology and concepts
- Present a sustained, logical and cohesive response

“We may have a wider TPP without the US, but with China, which is our biggest trading partner.”
“Between 25 to 35pc of our exports and imports are with China.”

Trade Minister Steve Ciobo said there was now scope for China to join the agreement.

<http://www.dailytelegraph.com.au/business/how-will-donald-trumps-dumping-of-transpacific-partnership-affect-australia/news-story/ebcf472080cbbb7d20a6ef72868a951a>

Evaluate the role of global sourcing in operations management.



<https://pixabay.com/en/chart-trading-courses-forex-1905225/>

SHARKS IN HOT SOUP

CONTROVERSIAL ISSUE

by Dr. Susan Bliss

<http://cdn1.theinertia.com/wp-content/uploads/2015/10/kill-sharks-1.jpg>

Over the years, sharks have received bad publicity as bloodthirsty man-eaters. As a result, concerned Australians have participated in heated debates over whether or not, to cull these magnificent creatures to save the lives of board riders and surfers. Here is one perspective on this **controversial topic**:

Picture yourself sitting quietly in your house, enjoying a meal. Now imagine being dragged out and accused of being a nuisance to society. Despite not knowing what you did, and with no ability to defend yourself, your life is taken from you in a blink of an eye. The notion of entering a shark's natural habitat and disrupting their regular behavioural patterns are among the concerns of those opposing culling.

Adapted: <http://seeseeyee.csu.edu.au/eastwest-2014/shark-cull-western-australia-fight-or-flight/?gclid=CNPxlevzodACFOsQvOodvsAGyQ>

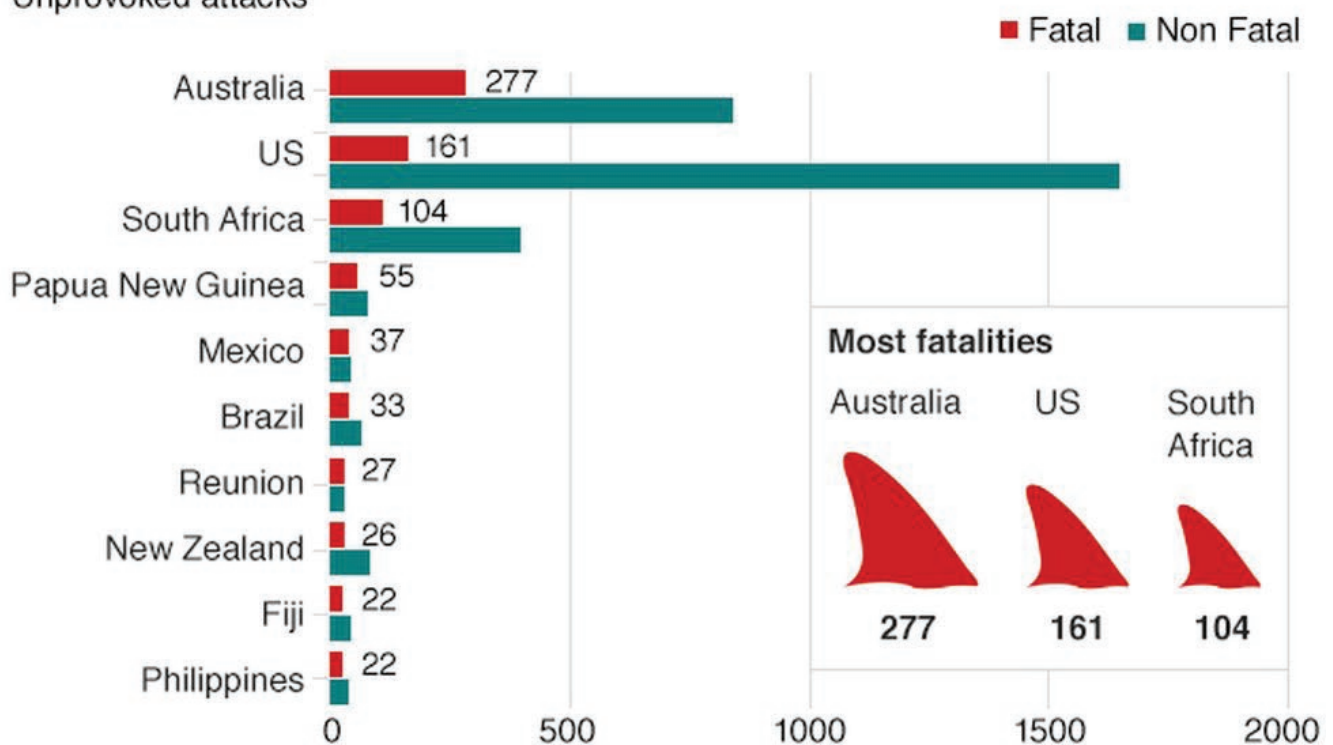
Activities

1. Read the quotes and the table. In a short paragraph, summarise the different views on shark attacks:

- *About one-quarter of shark attacks are fatal, and the average fatal attack is one person per year.*
- *'According to the Australian Shark Attack File, retained by Sydney's Taronga Conservation Society, there have been 1003 shark attacks in Australia since records began in 1791.'*
- *'While shark encounters do occur, they are extremely rare-despite extensive media sensational coverage.'*
- *'Why should we cull sharks that existed before dinosaurs and pre-dated humans by millions of years'*
- *Australian Institute of Marine Science (AIMS)*
- *Sharks kill 10 people per year*
- *People kill 11,417 sharks per hour'*

Shark attacks since 1900

Unprovoked attacks



Source: Shark Attack Data / Shark Research Institute

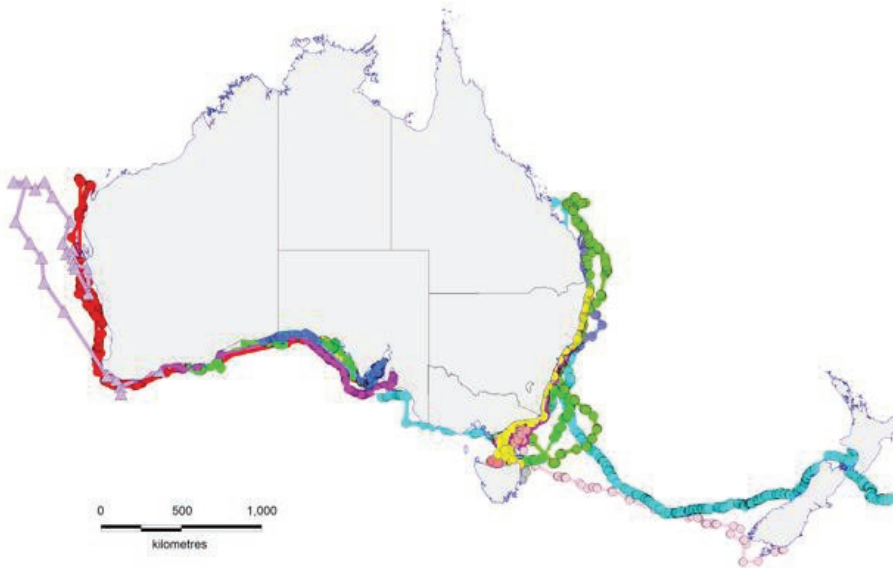
BBC

Fig 1: Shark attacks since 1900 in a selection of countries

<http://www.bbc.co.uk/newsbeat/article/33591730/top-tips-on-how-to-avoid-a-shark-attack-and-what-to-do-if-you-are-attacked>

2. What are your thoughts on culling sharks and what methods are considered effective and ineffective?

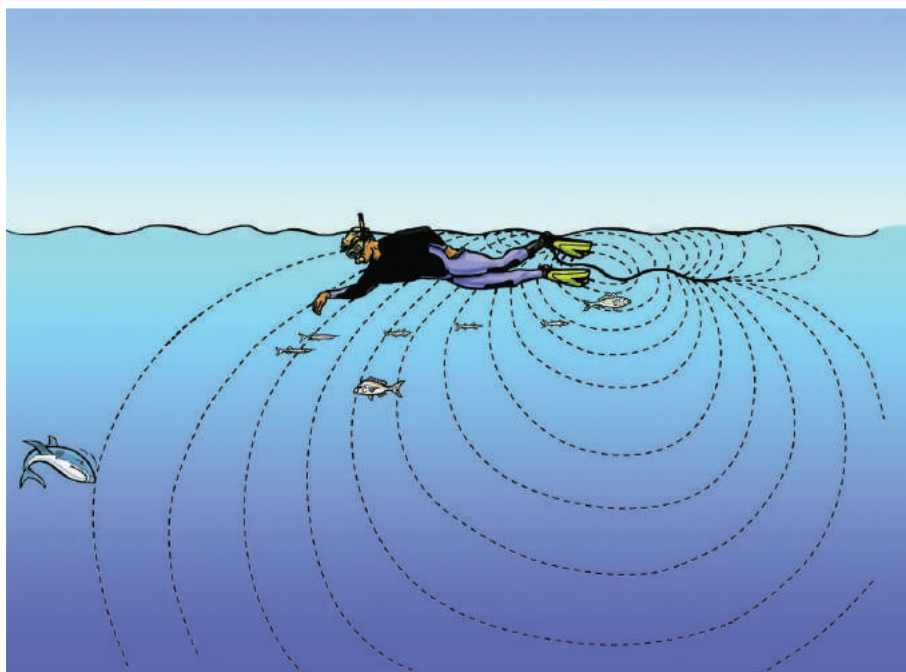
- *'There is no scientific support that culling sharks will lead to a decrease in shark attacks and increase human safety.'*
- *'Western Australia tried culling sharks with baited drum lines. The tactic did not improve the safety of swimmers, surfers or divers.'*
- *'Indiscriminate culling of sharks is dangerous to marine ecosystems and is also expensive.'*
- *'We can be more effective by improving our knowledge of "why" and "where" sharks are likely to attack humans, by tagging sharks and following their movements over time.' In 2015 an online map was launched to track sharks on NSW north coast.*



Tracking sharks

<http://resources3.news.com.au/images/2013/12/01/1226772/287971-dad5b542-5711-11e3-8753-b885d06300c5.jpg>

- *'Scientific analysis has discredited aerial programs in NSW. Aerial surveys have only a 12.5% success rate in spotting a coastal shark from aircraft, and a 17.1% success rate in helicopters. As surveys are only done for a few hours per week, and pass over a particular beach in minutes, these patrols can give the public a false sense of security.'*
- *'Other non-invasive methods include the use of erratic walls of bubbles to deter sharks.'*
- *'Development of wetsuits and surfboards that sharks are less likely to mistake as prey.'*



The effectiveness of these shark-detering technologies remains to be determined

<http://www.surfermag.com/features/anti-shark-devices/#IqZeb6yTD2FIUvHA.97>

Ultimately, we all need to take personal responsibility to reduce the likelihood of a shark attack. Precautionary methods include not swimming at dawn and dusk, not entering water with poor visibility, or in areas of baitfish. Even sharks make mistakes!

Figure 2: Activity: Discussion Scaffold

DISCUSS FOR AND AGAINST SHARK CULLING

Should sharks that poses a risk to humans be killed to protect human lives? Students' research, discuss the issue, and draw conclusions.

Students should be able to understand:

- culling sharks is a controversial issue
- there are arguments for and against shark culling

General capabilities: Literacy, Critical and creative thinking, Ethical understanding.

Cross-curriculum priority: Sustainability

Text type: Discussion

Purpose: To look at different sides of the controversial issue

Introduction - Outline the issue to be discussed	Language Features <ul style="list-style-type: none"> • Use subject specific terminology • Tense: past, present or future • Word choice: emotive, persuasive • Specifications: words and phrases to contradict the other side of the argument
Argument 1	For (positive) Against (negative)
Argument 2	For (positive) Against (negative)
Argument 3	For (positive) Against (negative)
Conclusion	Summary of different points of view Judement/Recommendation favouring one side of the discussion or decision of what course of action to follow

Declining Shark Species

About 100 million sharks are killed each year in commercial fisheries for fins, meat and oil. As a result, over the last 20 years many species have dropped to 1%-10% of their original population. This has left 30% of species threatened with extinction. The **World Conservation Union (IUCN)** noted that 150 shark species are listed as threatened or near threatened with extinction and under the **Convention on International Trade in Endangered Species (CITES)** only three sharks are protected such as the white shark, baking shark and whale shark. At the present rate of **overfishing** it is predicted that in a few years many shark species could become extinct if **sustainable** programs are not implemented. To avoid extinction, **Seafood Watch** recommends everyone should avoid eating sharks, and has developed a responsible seafood purchasing guide available on mobile devices such as the iPhone.

Figure 3: Sharks threatened with extinction

<http://www.sharksavers.org/files/cache/da92cf13c6b7afce295bb36f4df0b41e.jpg>

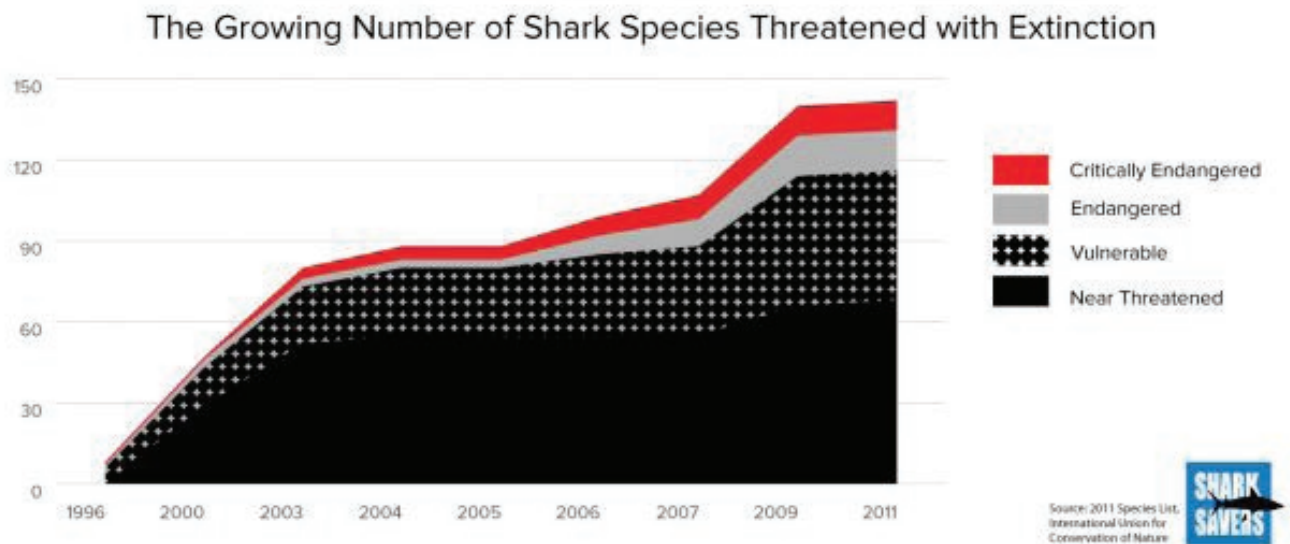
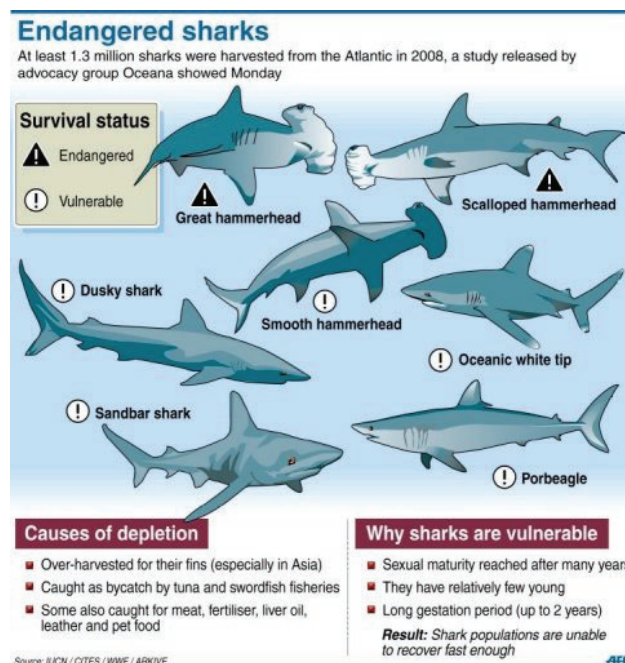


Figure 4: Endangered sharks

<https://angelicagraceart.files.wordpress.com/2015/07/graphiconend.jpg>



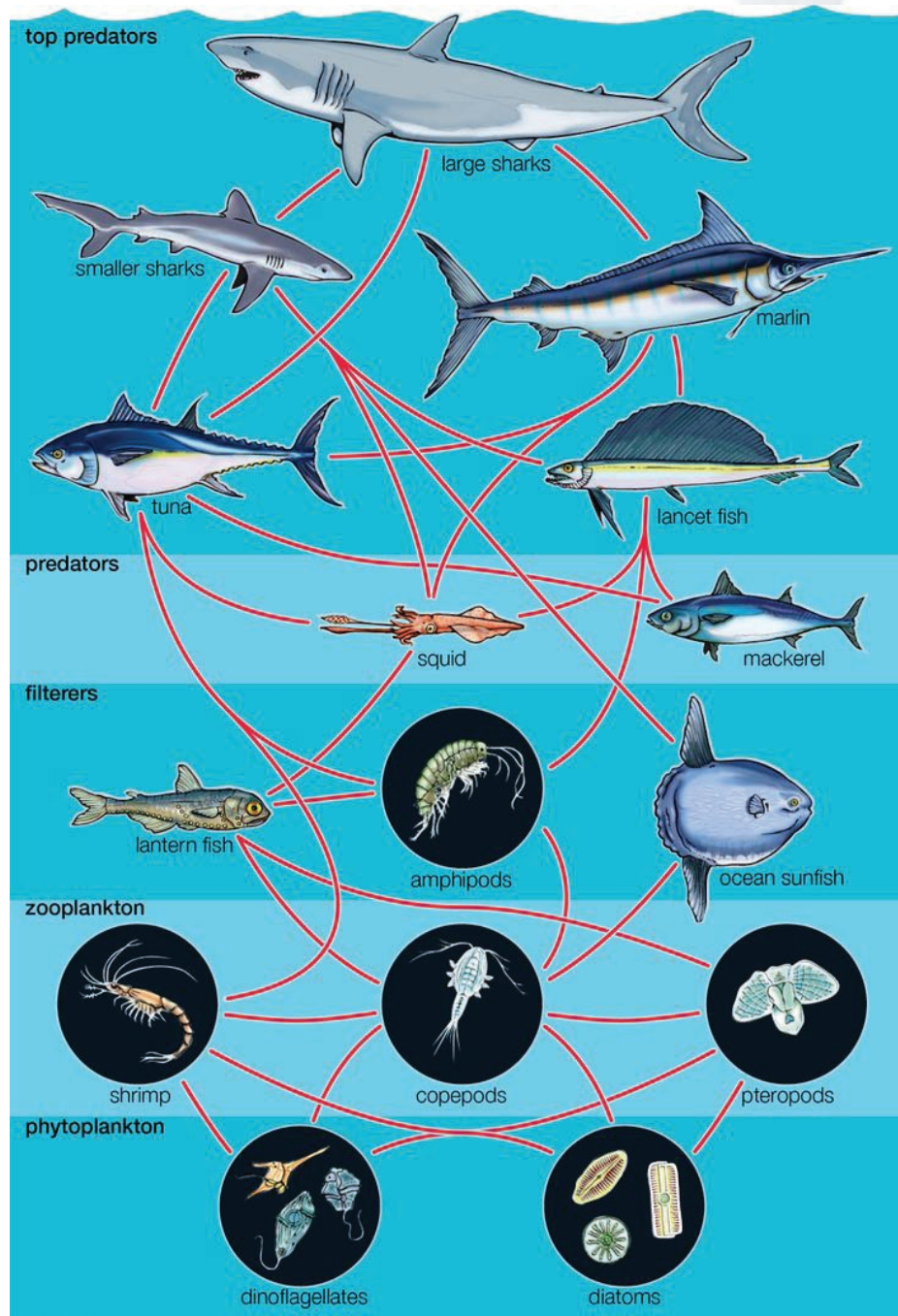
King of Ocean Food Web

Sharks are **predators** at the top of the aquatic **food chain**. Their diets play an important role in regulating the number of species below them, similar to the lions in Africa. Consequently a decline in sharks causes changes in aquatic ecosystems that trickles all the way down the food chain. Due to the trickle down sharks are able to reduce **algae blooms** that overgrow coral reefs and prevent photosynthesis. Species-rich coral reefs are frequently proof of a healthy population of sharks.

Sharks tend to eat efficiently and hunt the old and sick aquatic species which prevents the spread of diseases as well as strengthening marine gene pools. Sharks consume the most vulnerable species while at the same time ensure stronger and healthier species remain alive. As a result when sharks are overfished marine ecosystems lose their balance.

Figure 5: Food web for a shark

<https://s-media-cache-ak0.pinimg.com/736x/5a/3a/fb/5a3afbcbf9b88ea9e755052c4d9286498.jpg>

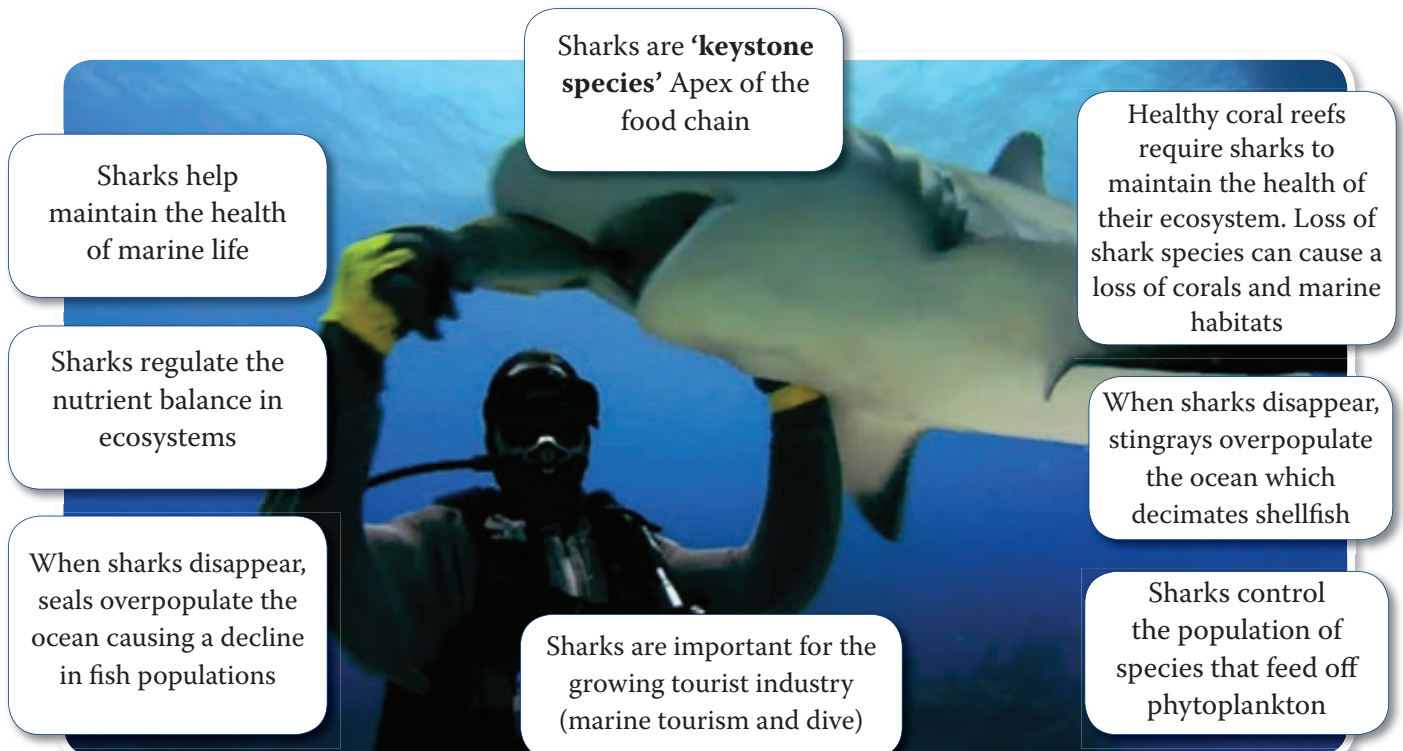


© 2010 Encyclopædia Britannica, Inc.

Ripple Effects of Disappearing Sharks

Removing sharks in large numbers can have ripple effects that throw entire ecosystems out of balance. The shark is an apex predator that keeps the numbers of other predators in check. Since sharks reach sexual maturity late their risk of extinction is higher than most other vertebrate species.

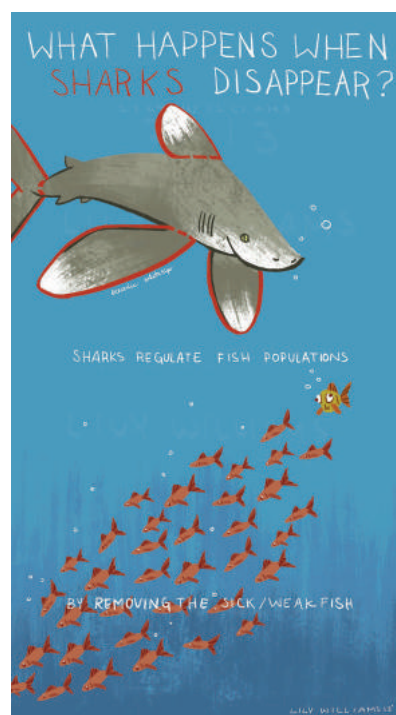
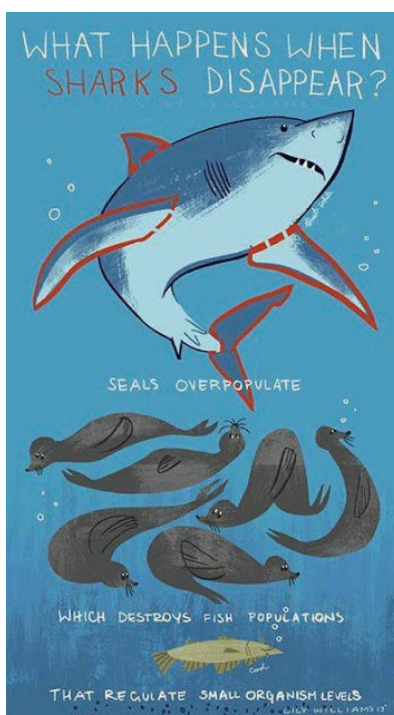
Figure 6: Importance of sharks in marine ecosystems



Source of Photo: <https://angelicagraceart.files.wordpress.com/2015/07/graphiconend.jpg>

Figure 7: What happens when sharks disappear in a marine ecosystem?

<http://www.anonymousartofrevolution.com/2013/08/what-happens-when-sharks-disappear.html>



Shark Finning



Sharks are a common seafood around the world such as in China and Japan (shark-fin soup), Australia (flake), India (sora) and Iceland (hákarl).

Shark finning is the practice of removing shark's fins, then discarding the finless but living shark back into the sea. This cruel **illegal activity** involving about 145 countries **impacts** adversely on marine ecosystems:

- **Illegal:** Shark finning is mainly unmonitored and unregulated. Even though it is prohibited in several countries, the practice continues where law enforcement is lax.
- **Impacts:** Shark finning has contributed to 14 species threatened with extinction and a decline in some shark populations by up to 98% in the last 15 years. Demand for shark fins is depleting the oceans of their top predator and destabilising marine ecosystems. If sharks disappear **lower level prey** in the ecosystem (e.g. seals, sea lions) will increase.

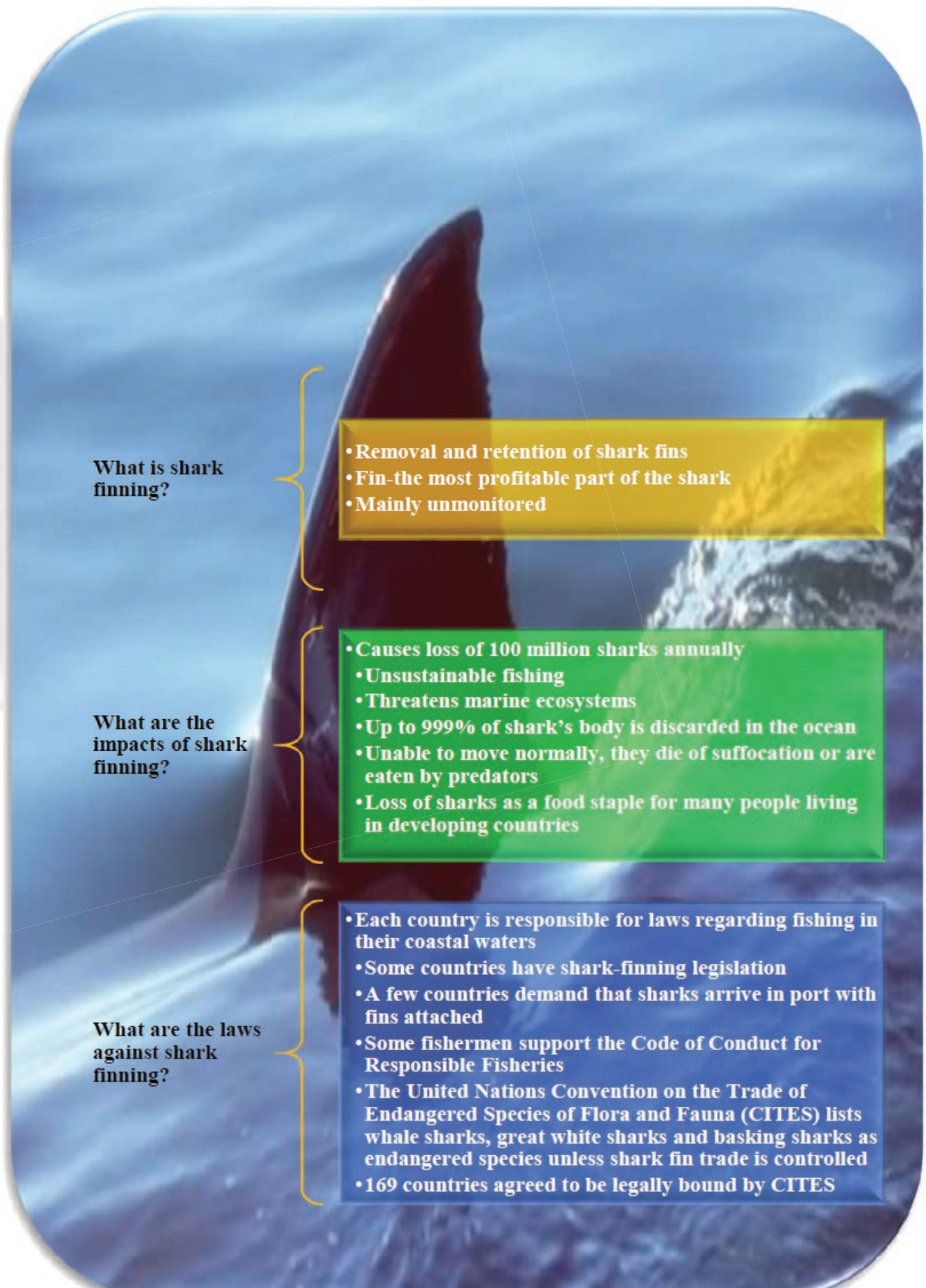
As most of the **shark trade** is illegal and carried out in the black market, valid statistics of the declining numbers of sharks is impossible to determine. Without accurate catch data, sustainable management of shark fisheries is problematic.



Shark Finning

<http://www.anonymousartofrevolution.com/2013/08/what-happens-when-sharks-disappear.html>

Figure 8: Inquiry Questions

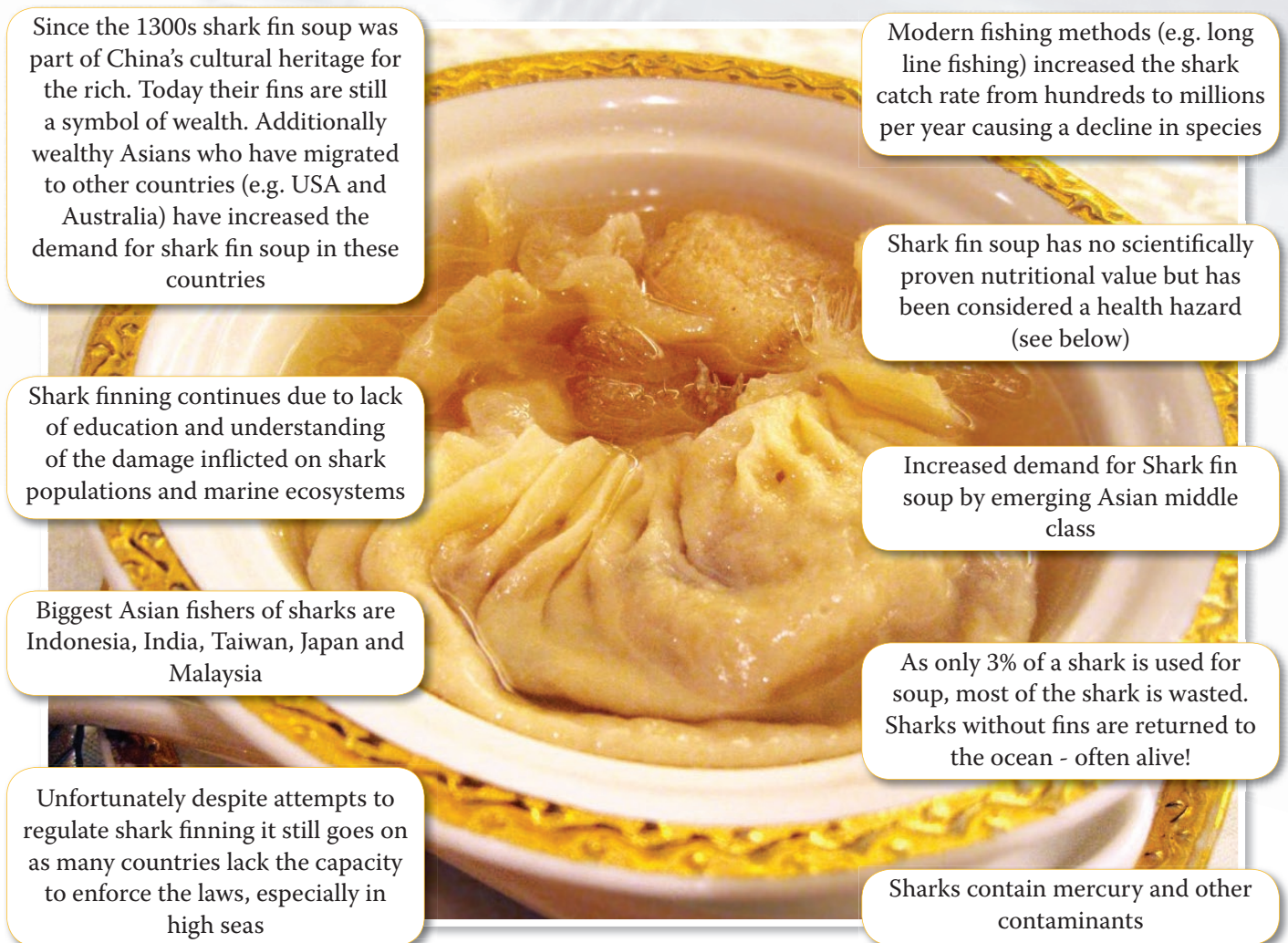


Expensive Bowl of Soup

Each year 100 million sharks are killed for their fins with 73 million used in the Asian delicacy, shark fin soup. Shark fins are among the world's most expensive seafood products, fetching up to \$1000 per kilogram in comparison with prawns retailing at \$15-\$30 per kilogram. Some soups cost \$150 a bowl!

Figure 9: Shark fin soup in Asia—causes and impacts

Source photo: <http://www.fishwallpapers.com/wallpapers/majestic-white-shark-photo.jpg>



Bowl of Shark Fin Soup:

http://ocean.si.edu/sites/default/files/styles/colorbox_full_width/public/photos/3975780990_e4c5faee26_o.jpg?itok=tFmMQbm

Figure 10: Shark Fin Soup a Health Hazard:

Shark meat (including the cartilage, which the fins are primarily made of) contains high levels of mercury that affects the nervous system. Humans who are further up the food chain can amass concentrations of mercury up to ten times higher than the species (e.g. shark) they consume (**biomagnification**). High concentrations of BMAA are also found in shark fins. BMAA is linked to neurodegenerative diseases in humans including Alzheimer's, and Motor Neurone Disease can affect a person's ability to breathe and walk.

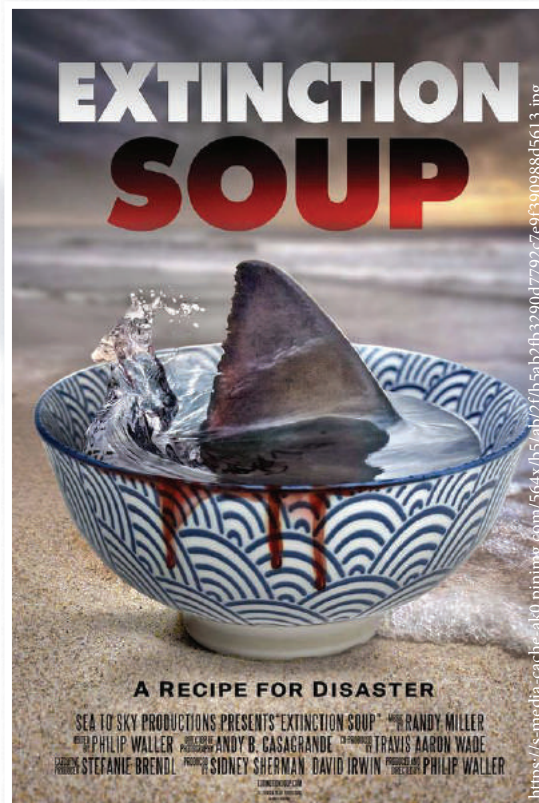
Who Are The Culprits?

The fate of the world's sharks are in the hands of twenty countries that account for 80% of the global shark catch. Indonesia is currently the world's largest supplier of shark fin products, with the trade primarily driven by China's appetite for shark fin soup. In 2011 over 10.3 million kilograms of shark fins and shark fin-based products were imported into Hong Kong.

Figure 11: Main countries that catch sharks and main countries that import sharks for soup

What countries catch most sharks? From largest to smallest

- Indonesia
- India
- Spain
- Taiwan
- Argentina
- Mexico
- Pakistan
- USA
- Japan
- Malaysia
- Thailand
- France



What countries are the major importers of shark fins? From largest to smallest

- Hong Kong 58%
- China 36%
- Malaysia
- Indonesia
- Taiwan
- Thailand

Figure 12: Kesennuma, Japan—major shark fin port

Kesennuma located north of Tokyo accounts for 90% of the country's shark fin trade. It is the city's commercial lifeblood supporting 2,000 workers. In summer, busloads of tourists arrive every day to consume the country's best shark fin soup. About 130 ships spend up to 150 days at sea casting baited lines several kilometres in length between Japan and Hawaii. Most of the shark fins are dried and sold to restaurants in Japanese cities. A smaller quantity is exported to China and Hong. Unfortunately, large sections of the city and its port were destroyed by the 2011 Tōhoku earthquake and tsunami and major fires on March 11, 2011



The Destruction of Kesennuma, Japan's Shark Fin Town in 2011

<http://www.japanprobe.com/wp-content/uploads/2011/03/kesennuma.jpg>

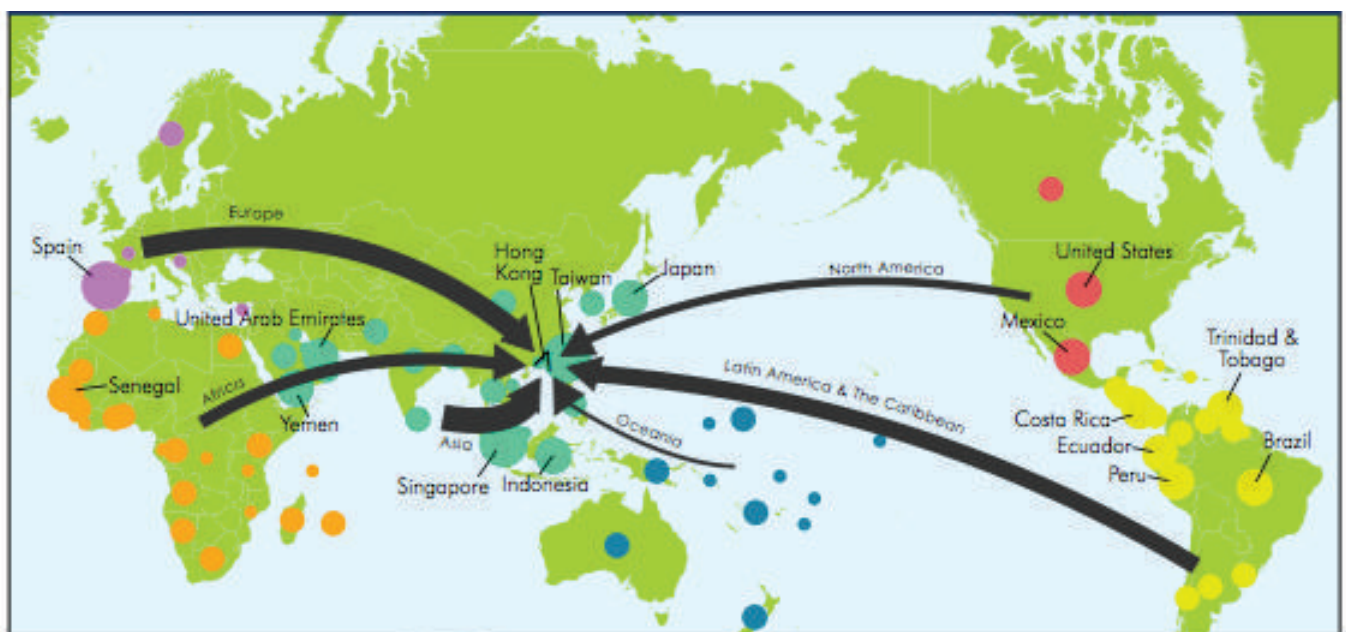
Hong Kong - Centre of the Shark Fin Trade

Sharks are not commonly found in Hong Kong's surrounding ocean, but the city is the centre of the lucrative shark fin trade. The city accounts for about 50% of the global shark fin trade every year. Additionally, the WWF found that *'shark fin soup is served at 98% of Hong Kong restaurants as restaurants choose money over the environment.'*

The WWF aims to reduce the city's demand of shark fins by working with the public, businesses and the government. *'We encourage Hongkongers to refuse buying or consuming shark fin by taking the "No Shark Fin Pledge", and call on businesses not to promote, trade or consume shark fin by making the "No Shark Fin Corporate Pledge" via email. We also lobby shipping companies, to stop transporting shark fins.'*

Figure 13: Major shark fin exporting countries to Hong Kong-the largest importer of shark fins in the world.

Source: <http://papa-boisconservation.org/home/wp-content/uploads/2014/06/PEW-Census-and-Statistics-Department-of-Hong-Kong.png>



Source: Census and Statistics Department of Hong Kong



Top 15 Exporting Fins to Hong Kong

- Spain
- Singapore
- Taiwan, Province of China
- Indonesia
- United Arab Emirates
- Trinidad & Tobago
- Yemen
- Mexico
- United States
- Costa Rica
- Peru
- Japan
- Ecuador
- Brazil
- Senegal

Regions Exporting Shark Fins

- Asia
- Europe
- Latin America & The Caribbean
- Africa
- North America
- Oceania

Kilograms of Fin Products Exported by Fishing Entity

- > 1 million kg
- 170,001 - 1 million kg
- 10,000 - 170,000 kg
- < 10,000 kg

Towards Sustainable Shark Fishing



Thriller movies such as *Jaws* and horrific tales about sharks have been interwoven with factual information. Separating myth from reality has contributed to the lack of education and effective conservation strategies. Unfortunately conservation laws have not prevented the decline in shark species. Instead more enforceable protective measures are required to avoid possible extinction of sharks in the future such as:

- bans on the consumption of shark fins
- bans on the trade in shark fins
- establishment of shark sanctuaries

Figure 14: Agreements

The following **agreements** have created a legal basis for the protection of sharks. These agreements must be accepted by shark fishing countries for sustainable shark populations.

**Convention on
International
Trade in
Endangered
Species (CITES)**

**Conservation
of Migratory
Sharks (CMS)**

**United Nations
Convention on
the Law of the
Sea (UNCLOS)**

**International
Plan of Action
for Sharks
(IPOA Sharks)**

**United Nations
Fish Stock
Agreement
(UNFSA)**

Figure 15: Aims of International Plan of Action for Sharks (IPOA Sharks)

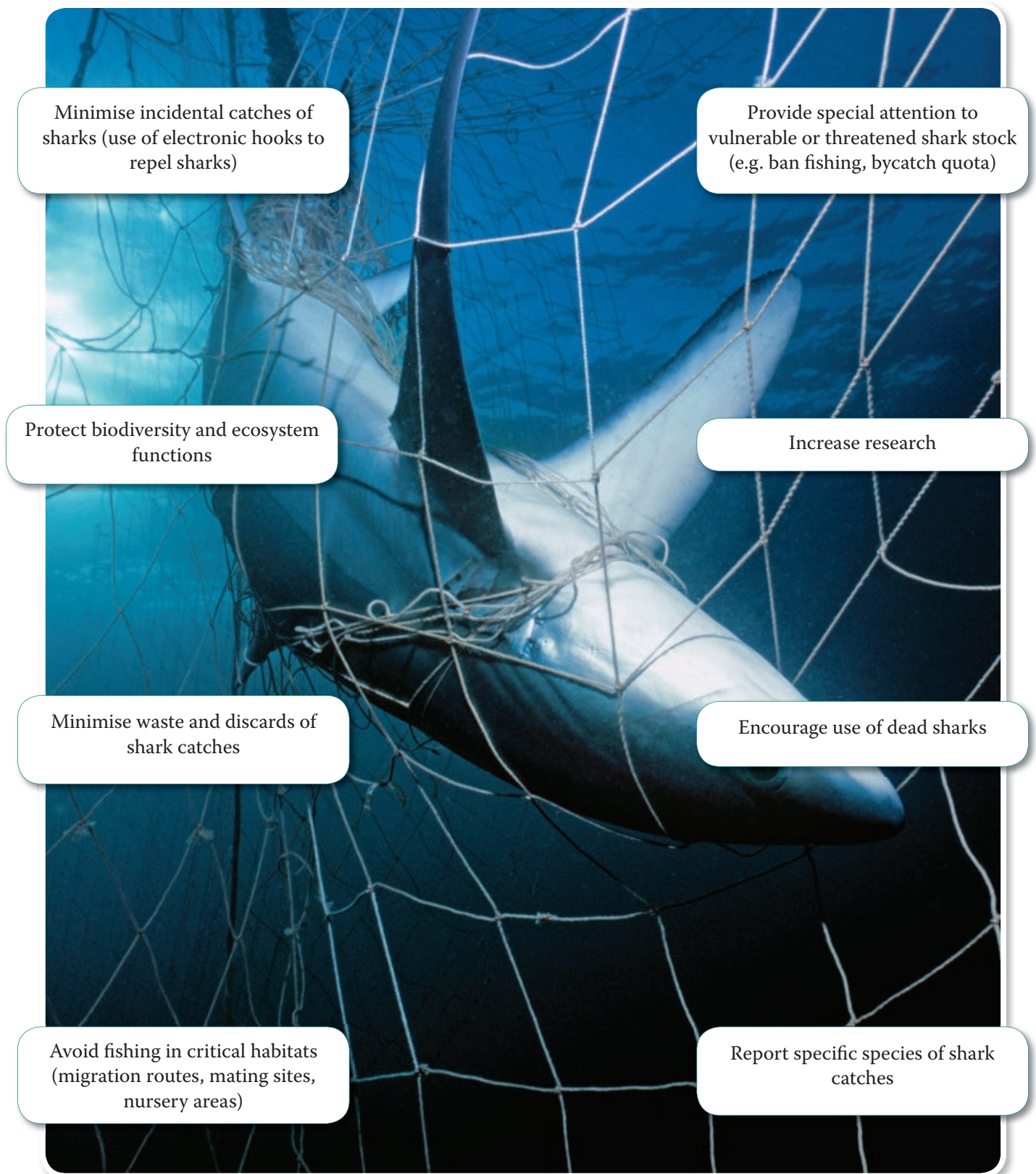


Figure 16: Organisations to Save Sharks



Save Our Sharks

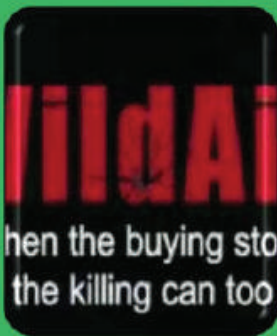
This organisation aims to educate people about the importance of these amazing creatures and their significance for the healthy functioning of marine ecosystems.



Asia Shark Conservation Project Aware

Was formed by divers who were concerned by the decline of sharks and rays at their favourite dive locations around Asia.

In 2013, the scuba diving community helped protect an unprecedented number of sharks and rays from international trade.



WildAid

WildAid's campaigns, in combination with government bans have contributed to a decrease in shark fin consumption. The organisation's 'Chefs against Shark Fins' has raised awareness about shark finning, resulting in the decline in shark populations.

In 2014, 23 airlines and 5 hotel chains banned shark fins, and the Malaysian government announced a government banquet ban on shark fins.



Australian Institute of Marine Science

Aims to protect sharks as they mature late, produce few young, and are slow to recover from depletion.

Conservationists recommend creating **marine parks** (watery national parks) to protect these endangered animals

Marine Protected Area - Raja Ampat in Indonesia

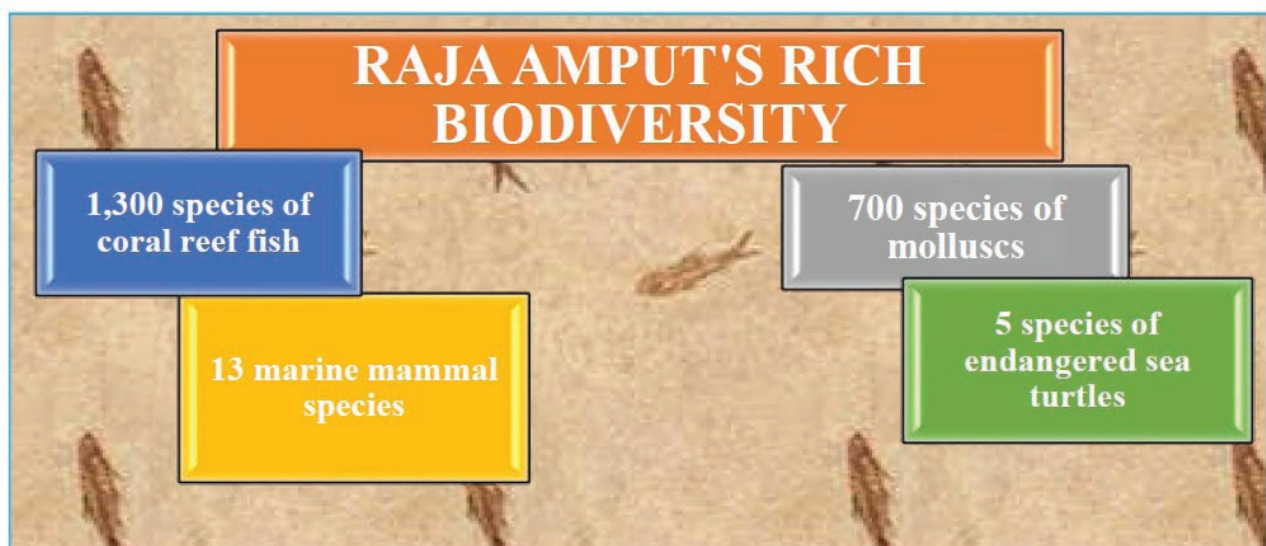
Figure 17: Shark sanctuary: Raja Ampat (Indonesia) in the Coral Triangle

Raja Ampat in Indonesia

Currently Indonesia ranks as the world's largest exporter of sharks and one of the largest contributors to the shark fin trade.

Coral Triangle

Raja Ampat is located in the **Coral Triangle** enjoys one of the **highest marine biodiversity** on Earth. It is known as the '**Amazon of the Ocean**' or '**Underwater Paradise**'. However, it has been the site of destructive fishing practices such as the use of poison and reef bombing. These practices have killed sharks and other marine species such as manta rays and turtles. As a result 75% of shark species found in Raja Ampat are threatened with extinction.



Shark Sanctuary

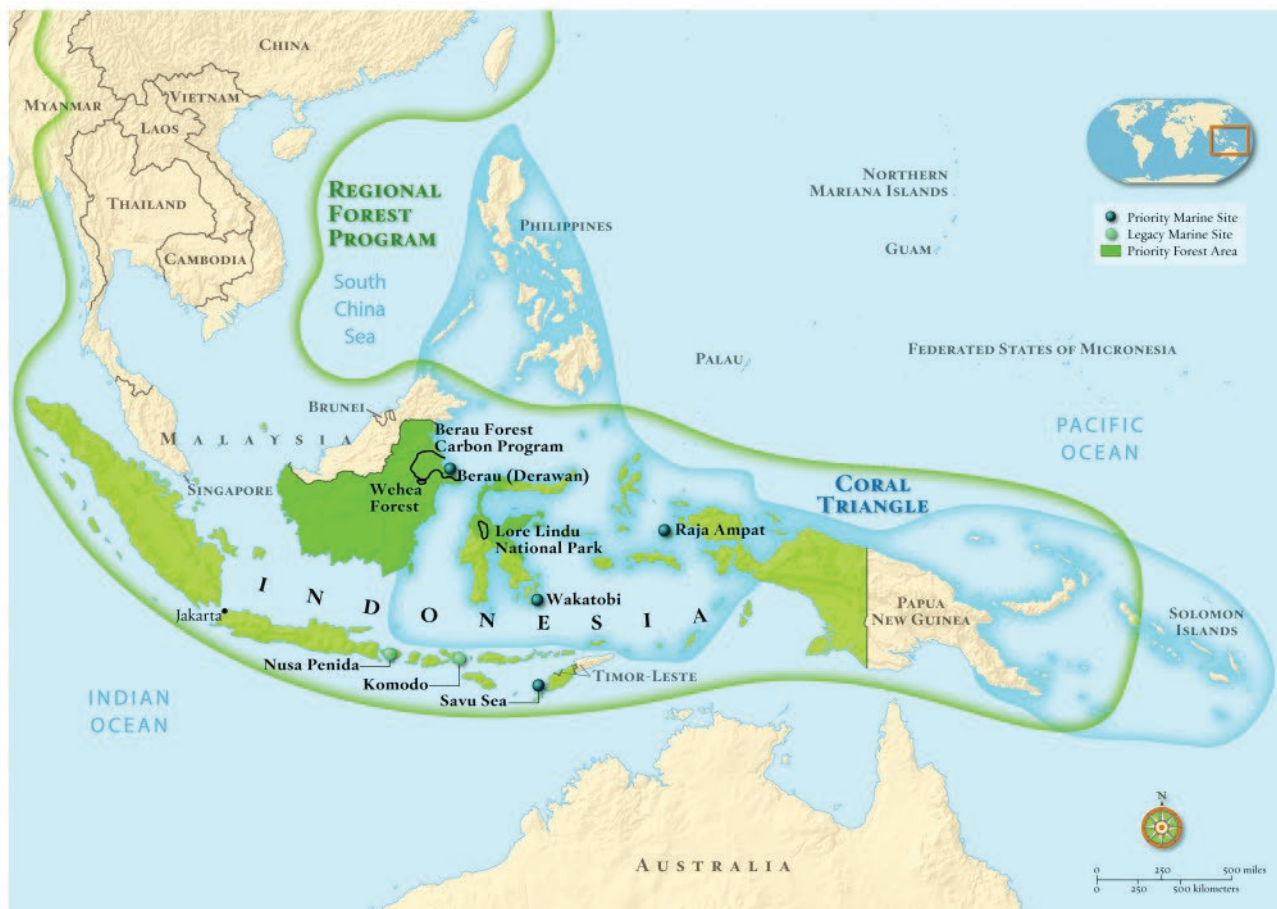
In 2010 **Raja Ampat Shark and Ray Sanctuary** was established. The sanctuary covers an area larger than Denmark. This means that all harvesting of sharks for their fins, mantas for their gills and reef fish for aquariums, are prohibited in its waters. In 2012, 33 shark finners were apprehended in the Raja Ampat Marine Protected Area.

As the area is at risk from both overfishing and climate change, environmentalists support the establishment of the protection zone and its extension to 20 million hectares by 2020.

Economics versus the environment

The value of (living) sharks and manta rays outweighs the one-time profit of dead sharks and manta rays. Sharks are critical to sustainable fisheries, healthy coral reefs and the marine ecotourism industry. They contribute to the incomes of local communities as many villagers are part of the underwater ecotourism (diving) industry.

18. Map of Coral Triangle: <http://methoshomestay.com/wp-content/uploads/2014/02/Coral-Triangle.jpg>



Conservancy divers monitor coral reefs off Indonesia's Raja Ampat Islands

Source: <https://www.tnc.org.hk/our-work/by-country/indonesia/keeping-fish-and-sharks-swimming-in-raja-ampat/>



Shark Tourism

Sharks are priceless to oceans as well as a revenue earner for the **tourism industry**. It has been '*estimated that a single shark brings in US\$179,000 every year in tourism dollars, or a total of US\$1.9 million in the life span of a single shark. The value of 100 dead sharks in both fins and flesh amounts to 0.00006% of the lifetime value of the same sharks*'

<http://www.marineconservation.org.au/pages/protecting-thre-sharks-130.html>

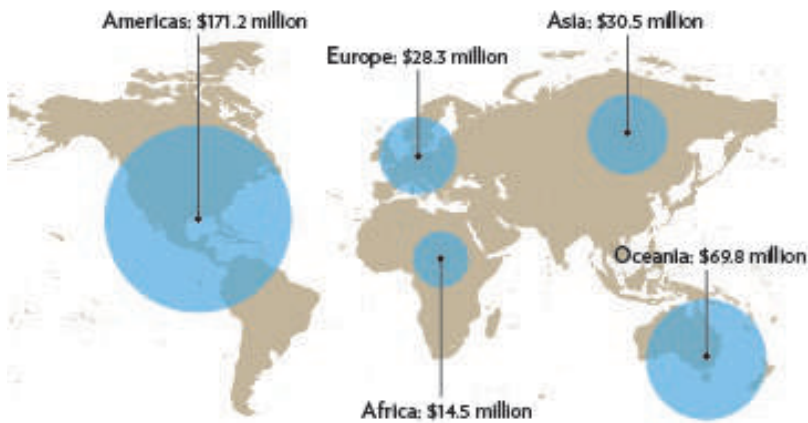
Figure 19: Growth in shark ecotourism

Growth of shark ecotourism

The shark ecotourism industry currently generates over US\$314 million in expenditures per year. Projections indicate that global expenditures could double in the next 20 years.

BY REGION

Current Annual Expenditures (in US\$)



GLOBALLY

Current total



20-year projection



Palau: Ecotourism Future

Figure 20: Palau is a Pacific archipelago of more than 250 islands.

<http://www.prnewswire.com/news-releases/palau-to-sign-national-marine-sanctuary-into-law-300164614.html>



Palau consists of 250 islands located in the Pacific Ocean. These tropical islands, SW of the Philippines, are a haven for snorkelling and diving. Unfortunately Palau was facing overfishing from rampant shark-finning by foreign long-line fishing vessels licensed by the Palau government to fish in their waters.

As a result the Palauan government implemented the **Marine Protection Act** (1994) to preserve the aquatic environment and in 2009 Palau created a **shark sanctuary** to support the local community that has selected to protect, rather than hunt, its sharks. As a consequence, Palau now forbids commercial shark fishing within its **Exclusive Economic Zone (EEZ)** waters.

Palau signed National Marine Sanctuary into Law in 2015

In 2015, the creation of the national marine sanctuary makes Palau the first country to declare the waters of its entire exclusive economic zone (EEZ) a marine protected area,

with an integral part of the sanctuary a fully protected "no take" zone of 500,000 square kilometres.

The Pacific island nation now leads the world in highest percentage of its exclusive economic zone set aside for full protection. The legislation creating the sanctuary

designates 80% of the nation's maritime territory as a fully protected marine reserve in

which no extractive activities, such as fishing or mining, can take place. About 20% of Palau's waters will become a domestic fishing zone reserved for local fishermen and

small-scale commercial fisheries with limited exports

Figure 21: Activity - Discussion Scaffold

DISCUSS ONE OF THE FOLLOWING
FOR AND AGAINST SHARK FINNING
THE SHARK IS BETTER ALIVE THAN DEAD
SHARK TOURISM IS WORTH MORE THAN THE FIN TRADE

General capabilities: Literacy, Critical and creative thinking, Ethical understanding.

Cross-curriculum priority: Sustainability

Text type: Discussion

Purpose: To look at different sides of the controversial issue

Introduction - Outline the issue to be discussed	Language Features <ul style="list-style-type: none"> • Use subject specific terminology • Tense: past, present or future • Person: third (first and second may be appropriate) • Word choice: emotive, persuasive • Specifications: words and phrases to contradict the other side of the argument
Argument 1	For (positive) Against (negative)
Argument 2	For (positive) Against (negative)
Argument 3	For (positive) Against (negative)
Conclusion	Summary of different points of view Judgement/Recommendation favouring one side of the discussion or decision of what course of action to follow

Bad and Good News!

Bad news

2014: *'The world's largest slaughtering facility for whale sharks — an internationally protected endangered species — has been discovered, near Wenzhou, in China.'*
'The factory, which operates openly, is reportedly slaughtering over 600 whale sharks annually to produce shark oil for health supplements.'
<http://www.wildliferisk.org/china-whale-sharks/>

Good news

- Public attitudes towards shark fins are changing. Leading Indian airline (Jet Airways) bans shark fins as cargo and is committed to protecting shark populations and marine ecosystems.
- In 2012 China's State Council called for a ban on serving shark fin at official government functions.
- In 2014, conservation organisations such as WildLife At Risk (WAR) contributed to a decline in the sales of shark fins in China by 70%. This change makes it essential for restaurants and caterers in China to develop sustainable menus.
- 'The British celebrity chef Gordon Ramsay highlighted the cruelty involved in finning – the practice of removing fins and discarding the body – in a recent TV documentary, while several Chinese restaurants in London have removed the soup from their menus.'

<http://www.theguardian.com/environment/2011/feb/11/shark-fishing-in-japan>

Civics and Citizenship

What can you do?

- Don't eat shark fin soup
- Avoid eating at restaurants that sell shark fin soup
- Support one of the many organisations fighting to save sharks, such as the Humane Society
- International, Sea Shepherd, Shark Angels and Oceanic Defence
- Write to your local member of parliament and ask him/her to consider banning shark fin soup in your city or town

Interesting Facts

- More people are killed each year from bee stings than sharks
- Over 1,000 different species of sharks
- In 2014 Australia exported 180 tonnes of shark fins to Hong Kong, the Philippines and Singapore
- Only 3% of the shark's body weight are high value fins.
- The top shark catching country is Indonesia followed by India. Japan lies in 9th place.
- In 2012, a female grey nurse shark was found alive with its fins sliced off on a beach near Evan's Head NSW, and a finless shark was found within the Great Barrier Reef Marine Park.
- Australia imports shark fins from Asian countries.
- Flake sold in fish and chips shops in Australia is frequently shark

Understanding Stimulus Material

- **Figure 1:** What are the top three countries that experienced unprovoked shark attacks since 1900? Prepare a collage of recent attacks in Australia and a map locating the places.
- **Figure 2:** In groups, complete the discussion scaffold on culling sharks
- **Figure 3:** Compare the number of shark species threatened with extinction in 1996 with 2011. List the reasons for extinction.
- **Figure 4:**
 - o Name two endangered sharks and the causes of their depletion.
 - o Explain why sharks are vulnerable to extinction.
- **Figure 5:** Describe the links between phytoplankton and sharks in a food web.
- **Figure 6:** Discuss the importance of sharks in a marine ecosystem.
- **Figure 7:** Explain what occurs to the marine ecosystem when sharks disappear.
- **Figure 8:** Answer the inquiry questions as a short TV report on shark finning.
- **Figure 9:** List the reasons for consuming shark fin soup.
- **Figure 10:** Shark fin soup is a danger to humans, a danger to the environment and a danger to sharks. Explain this statement.
- **Figure 11:**
 - o Name three countries that catch sharks and three countries that import sharks for soup.
 - o What is meant by 'extinction' soup?
- **Figure 12:** Why is Kesennuma in Japan an important place to be studied in this topic.
- **Figure 13:** Name five countries that export fins to Hong Kong.
- **Figure 14, 15, 16:**
 - o In groups discuss how agreements, IPOA Sharks and organisations, aim to improve the number of sharks swimming in our oceans.
 - o 'Unfortunately conservation laws have not prevented the decline in shark species.' Explain this statement.
- **Figure 17 and 18:** Where is the Coral Triangle? Why is the Coral Triangle important to sharks? Where is Raja Ampat located? Why is Raja Ampat referred to as possessing a rich biodiverse ocean ecosystem? What is the aim of the shark sanctuary? Describe how Raja Ampat has implemented sustainable laws and procedures to reduce the decline in shark populations.
- **Figure 19:**
 - o What is shark tourism and what are the major regions around the world attracting people to shark sites?
- **Figure 20:** Where is Palau? What strategies has Palau introduced to conserve marine species such as sharks?
- **Figure 21:** Discuss for and against shark finning using the discussion scaffold.

Cartoon-perspectives

<http://shaaark.com/shark-cartoons/2012/04/shark-cartoon-184.jpg>



**The iconic fin of a great white shark cuts through the water, but is it soup bound?
Who would have thought sharks could be pushed to the brink of extinction by a bowl of soup!**

Activities, Research, ICT, Curriculum Links

Activities

Write True or false for the following statements on sharks:

- Slow to recover from depletion (T)
- Shark fin soup is nutritious (F)
- Sharks effect the health of coral reefs (T)
- Sharks are only found in salt water (F)
- You are more likely to be killed by a shark than a bee sting.(F)

Research the following questions using the internet:

- Explain the terms: predator, food chain, lower level prey, keystone species, biomagnification, algae blooms, coral reefs, marine parks, sustainable and Exclusive Economic Zone
- Explain the functions of the World Conservation Union (IUCN) and the Convention on International Trade in Endangered Species (CITES) and why they promote sustainability.
- In groups select one agreement for the protection of sharks such as: CITES, CMS, UNCLOS or UNFSA. Explain the aim of the agreement as a short report to the class
- Design a poster promoting the two perspectives on sharks – ‘kill or keep’

ICT activities

- Refer to the OCEARCH website and refer to recent tracking of sharks <http://www.ocearch.org/>
- Refer to Ocean Park one of Asia’s largest shark aquariums. Describe the Park and how it aims to promotes sustainable practices <http://www.eglobaltravelmedia.com.au/ocean-park-launches-one-of-asias-largest-sharkaquariums/>

ICT

- Shark fining –Humane Society International http://www.hsi.org/issues/shark_finning/
- Losing flavour <https://www.scmp.com/sites/default/files/styles/486w/public/2014/04/09/75f682444d67582fca5ceff980e23594.jpg?itok=Io42ISU0>
- Refer to websites and YouTube for more information
 - o <http://www.fao.org/docrep/005/x3690e/x3690e1g.htm>
 - o <http://rtseablog.blogspot.com.au/2011/10/industrial-shark-fishing-shark.html>
 - o http://saveourseas.com/articles/how_many_sharks_are_caught_each_year
 - o <http://www.sharkwater.com/education.htm>
- Sharks in the Coral Triangle <http://www.projectaware.org/update/poor-fisheries-management-endangerssharks-coral-triangle>
- Seafood Watch http://en.wikipedia.org/wiki/Seafood_Watch
- International Plan of Action for sharks <http://www.fao.org/fishery/ipoa-sharks/about/en>

YouTube/Video

- Over 73 Million Sharks Killed Every Year for Fins 6.25min, 23/9/2010, <http://www.youtube.com/watch?v=mO7hvOtYnck&feature=fvst>
- Shark Fin Soup 2.46min, 8/4/2009 <http://www.youtube.com/watch?v=mCqPXhxxZlg&feature=fvst>
- Raja Ampat <http://www.sharksavers.org/en/blogs-news/shark-savers-blog/raja-ampat-shark-sanctuary-comeslaw-in-indonesia/>
- Underwater with WWF in Raja Ampat <http://www.worldwildlife.org/videos/underwater-with-wwf-in-rajaampat-coral-triangle>



Curriculum F-10 across subjects


- **Geography and Science notes and activities – National Geographic** http://education.nationalgeographic.com/archive/xpeditions/lessons/14/g912/recordsharks.html?ar_a=1
- **Years F-3** http://coralreef.noaa.gov/education/educators/resourcecd/activities/resources/elementary_sa.pdf Students explore the natural history of sharks and recognise that humans are an interconnected part of sharks’ ecosystems. The student will be able to:
 - o create an artistic impression of a shark and identify shark body parts;
 - o describe what sharks eat;
 - o explore ways to measure the size of a shark;
 - o portray a shark’s ecosystem; investigate the sense of smell;
 - o discuss ways people impact on shark populations
 - o make suggestions on how people can conserve sharks
- **Years 4-6** http://coralreef.noaa.gov/education/educators/resourcecd/activities/resources/elementary_sa.pdf Students discuss why sharks need conservation and suggest conservation strategies.
- **Years 3-8**
The website has lessons for years 3-5 (Cartography/Geography and Maths) and years 6-8 (Oceanography, Biology, Physics, Chemistry and Maths). <http://www.ocearch.org/>

Refugees and Immigration (A Changing Society)

by D. Lewis and L. Bowman (Nemingha Public School)

Number 1

Theme/Big Idea		Unit Duration	
<p>This unit considers the changing nation of Australia, drawing attention to refugees and immigration. The books 'The arrival' by Shaun Tan, 'The happiest refugee' and 'The little refugee' by Ahn Do, 'The Peasant prince' and Mao's last dancer' by Li Cunxin and 'What's your story' by Rose Giannone. Students will develop an understanding of the topics refugees and immigration thorough the study of this unit .</p>		10 weeks Term 2 2015 28/04/2015 - 27/06/2015	
Cross-curriculum priorities	General capabilities	Learning across the curriculum	Learning Goals and Success Criteria
<ul style="list-style-type: none"> Aboriginal and Torres Strait Islander histories and cultures Asia and Australia's engagementwith Asia Sustainability 	<ul style="list-style-type: none"> Critical and creative thinking Ethical understanding Information and communication technology capability Intercultural understanding Literacy Numeracy Personal and social capability 	<ul style="list-style-type: none"> Civics and citizenship Difference and diversity? Work and enterprise 	<ul style="list-style-type: none"> Making predictions about text from pictures and maps Explain the purpose of a legend Responding to questions from a text Thinking about the way a book might be read Looking at different interpretations of a book Identify organisational framework and language features Identify different strategies for reading Read and construct timelines using journals Purpose of different sentences Identifying similar themes between texts Examining personification and metaphors in texts Understanding Aboriginal perspectives Locating Macquarie Island on Google Earth and Maps Using descriptive language to give a factual recount Analyse text purpose and structure


Assessment Overview	Links to other KLAs	Key Inquiry Questions
Assessment for Learning	HSIE - Year 5 (Gold)	<ul style="list-style-type: none"> How can I communicate effectively to a variety of audiences using persuasive writing and multimodal methods of presentation?
Assessment as Learning		<ul style="list-style-type: none"> How can I identify and consider different viewpoints of my world and the impact that humans can have?
Assessment of Learning		<ul style="list-style-type: none"> How can I compose, edit and present well-structured and coherent texts? 

Unit Outcomes	Scope & Sequence Summary	Key Inquiry Questions
<p>English K-10</p> <ul style="list-style-type: none"> EN3 1A communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features EN3 2A composes, edits and presents well-structured and coherent texts 	<p>Through an analysis of both literary and informational excerpts within this book, students will have the opportunity to craft texts that use persuasive, narrative, informative writing techniques to address different social purposes for writing.</p> <p>Students will be exposed a variety of resources including hard copy and internet resources. Students will have the opportunity to research and investigate matters that interest them.</p>	<p>↑ Differentiation for children who require extension.</p> <p>↓ Differentiation for children experiencing difficulty.</p>

- › EN3 3A uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies
- › EN3 4A draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts
- › EN3 5B discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts
- › EN3 6B uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies
- › EN3 7C thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts
- › EN3 9E recognises, reflects on and assesses their strengths as a learner



Content	Teaching, Learning & Assessment	Resources	Registration
<p>Stage 3 - Speaking and listening Students: Develop and apply contextual knowledge</p> <p>Compare and justify the ways in which spoken language differs from written language according to purpose, audience and context</p> <ul style="list-style-type: none"> understand that patterns of language interaction vary across social contexts and types of text that they 	<p>This illustration from the graphic novel <i>The Arrival</i> by Shaun Tan shows an unnamed man who has made the lonely journey to a strange land, where he tries to build a new life. He is remembering his wife and child and the life he had with them in their homeland. He hangs a photograph on the wall of the small room where he now lives to keep his wife and child 'close' to him. Shaun Tan is an internationally renowned Australian author and illustrator. He grew up with his family in suburban Perth.</p> <p>Activity 1: Making predictions and observations LG: Making predictions about text from pictures.</p> <p>Show the students the front and back covers of the book and read the back</p>	<p><i>The Arrival</i> by Shaun Tan Lothian Publishers</p>	

<p>help to signal social roles and relationships (ACELA1501)</p> <p>Understand and apply knowledge of language forms and features</p> <p>use and describe language forms and features of spoken texts appropriate to a range of purposes, audiences and contexts</p> <p>use appropriate metalanguage to identify and describe relationships between and among texts</p> <p>develop criteria to evaluate the effectiveness of spoken texts</p> <ul style="list-style-type: none"> use metalanguage to describe the effects of ideas, text structures and language features on particular audiences (ACELT1795) <p>Respond to and compose texts</p> <ul style="list-style-type: none"> plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1700, ACELY1710) <p>Stage 3 - Writing and representing Students: Engage personally with texts</p>	<p>cover text (blurb), then ask them the following questions:</p> <ul style="list-style-type: none"> What do you think the book will be about? Why? How do you think the text and illustrations will be organised? Why? What do we know about the author and illustrator by looking at the front and back cover of this book? Have you read or seen any other picture books by this author? <p>Students make predictions about the book and write it on a post it note. Place all of the post it notes together and make a class date wall.</p> <p>Read the reviews on the back of the book. Does this change our understanding of what the book is about?</p> <p>Activity 2: Viewing the text ‘The Arrival’ by Shaun Tan LG: View illustrations and discuss what is happening</p> <p>View illustrations as a whole class. Discuss what is happening throughout the book.</p> <p>With thinking partners (elbow, knee eg) discuss:</p> <ul style="list-style-type: none"> What is the story about? How do you think the main character is feeling at different stages of the story? Describe his journey, why has he left? Where do you think the story is set? Where do you think he is going? <p>Students write entries into their book. Revisit predictions which the students made earlier.</p> <p>Activity 3: Vocabulary enrichment LG: Students learn new vocabulary definitions</p> <p>Using I-pads and the app/website dictionary.com or another online dictionary in pairs, students research the following words and define each meaning.</p>	<p>The Arrival by Shaun Tan Lothian Publishers</p> <p>IPADS/ COMPUTERS/ DICTIONARIES</p> 	
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<p>understand and appreciate the way texts are shaped through exploring a range of language forms and features and ideas</p> <p>experiment and use aspects of composing that enhance learning and enjoyment</p> <p>recognise and discuss issues related to the responsible use of digital communication</p> <p>Develop and apply contextual knowledge</p> <p>identify and explore underlying themes and central storylines in imaginative texts</p> <p>explore and analyse the effectiveness of informative and persuasive devices in texts</p> <p>understand and use the key elements of planning, composing, reviewing and publishing in order to meet the increasing demands of topic, audience and language</p> <p>Understand and apply knowledge of language forms and features</p> <ul style="list-style-type: none"> plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1704, ACELY1714) <p>Respond to and compose texts</p> <p>compose imaginative and informative texts that show evidence of developed ideas</p>	<ul style="list-style-type: none"> Peasant Bleak Bitterly Starvation Longingly <p>EXTENSION ACTIVITY- ANTONYMS</p> <p>Research and write as many antonyms as you can for the words above</p> <p>Activity 4: Letter writing (recount) LG: Students use their imagination and ideas from the story to write a recount</p> <p>Students asked to imagine how the character is feeling and write a letter back home to his wife and child.</p> <ul style="list-style-type: none"> Discuss when the story is set? Where the story is set? Brainstorm as a class, ideas for the location of the family and location of the man. Brainstorm ideas about how the man is feeling and his experiences to report back to his wife eg. How he is managing to learn the new language etc. <p>Students write the letter to his wife. Students must include:</p> <ul style="list-style-type: none"> an address to and from and make up names for the wife and child. Description of the new place Describe how the journey was <p>Activity 1: Depicting the images in 'The arrival' LG: Explore images in the story 'The Arrival' and explain your interpretation of the images</p>	<div data-bbox="1659 855 1814 1050" data-label="Image"> </div> <p>The arrival picture book by Shaun Tan</p>
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- present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609)
- create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)

compose increasingly complex print, visual, multimodal and digital texts, experimenting with language, design, layout and graphics

use increasingly complex research data from print and digital sources to compose short and sustained texts

assess the reliability of resources, including digital resources, when researching topics

- reread and edit students' own and others' work using agreed criteria and explaining editing choices (ACELY1705, ACELY1715)
- develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose (ACELY1706, ACELY1716)
- use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1707, ACELY1717)

As a class

View the illustration on the cover and write down your initial reactions, impressions. Use describing words to depict images

In small groups-

explore examples of framed images. Write down your initial impressions, thoughts and feelings about each frame and the illustration as a whole.

In a small literary circle, share your initial impressions, thoughts and feelings about the illustration. Explore what you think this illustration means and what it says about the main character – the nameless man – and his journey

Read your reflection to your literary circle. **Listen** to other students' reflections. **Return** to your reflection and **make** any changes you think are important as a result of this discussion.

Activity 2: writing captions for the story

LG: Writing a narrative using pictures from the text.

Before: Discuss that the author has not written text to match the pictures.

Discuss the strange, unidentifiable city he has gone to. Why has the author done this?

During: Thinking partners discuss:

Students receive a picture sequence from the book

What words can you come up with to describe this

Sequence eg belonging, foreign, strange, unfamiliar, lost, multicultural, scared, unknown, alien.

After: Students share pictures and captions they have created.




IPADS/ COMPUTERS/
DICTIONARIES

<p>Stage 3 - Reading and viewing Students: Develop and apply contextual knowledge</p> <ul style="list-style-type: none"> understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504) <p>appreciate how demanding texts, eg extended novels and informative texts, contain increasing levels of complexity and abstraction to enhance enjoyment explain and justify the responsible use of digital technologies</p> <p>Understand and apply knowledge of language forms and features</p> <ul style="list-style-type: none"> compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708) analyse how text structures and language features work together to meet the purpose of a text (ACELY1711) <p>recognise and compare how composers use a range of language features, including connectives, topic sentences and active and passive voice, to achieve their purposes</p>	<p>Activity 3: Vocabulary enrichment LG: Students learn new vocabulary definitions Using I-pads and the app/website dictionary.com or another online dictionary in pairs, students research the following words and define each meaning.</p> <ul style="list-style-type: none"> Bewildering Sobbed Quivered Foreign Trembling <p>EXTENSION Put each of the words above in a complex sentence. Make Sure you have a noun and a verb in that sentence.</p> <p>Activity 4: Using a scene from the story write a script for a play LG Writing a script for a play using a scene from the story</p> <p>Show students examples of plays eg readers theatre etc. Write a script for a play from a sequence in the book</p> <ul style="list-style-type: none"> Choose the characters needed to write the script. Keep it to no more than four or five characters. Ensure that it reflects the illustrations or sequence of visual events. <p>Activity 1: Discussing and thinking about the theme of the text LG Identifying themes in the story</p> <p>Before: Thinking partners discuss: What does the word 'theme' (author's message) mean?</p> <p>During: Thinking partners discuss:</p> <ul style="list-style-type: none"> What themes can be identified after viewing the book? Problems faced by migrants. Language and interpretation difficulties 		
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<ul style="list-style-type: none"> understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (ACELA1505) <p>identify the impact of first-person and third-person narration on the reader/viewer</p> <p>recognise how grammatical features help to build meaning in texts, including reference links and adverbial and adjectival phrases</p> <p>recognise evaluative language, including emotive language and modality</p>	<ul style="list-style-type: none"> Home sickness Loss of social status and recognisable qualifications- work choices Separation from family <p>Students work together and answer theme ideas in the books. Share with class group</p> <p>After: Thinking partners discuss: Modern day immigrants- refugees.</p> <p>Activity 2: Discussing and thinking about theme LG Identifying theme on specific pages of the text</p> <p>Print out specific pages for groups (3-4) to discuss and identify theme</p> <p>Small groups Discuss specific pages and the illustrations, giving their thoughts, impressions and feelings about the setting, listing descriptive words.</p> <p>Share with the class group</p> <p>Activity 3: Vocabulary enrichment LG: Students learn new vocabulary definitions</p> <p>Using I-pads and the app/website dictionary.com or another online dictionary in pairs, students research the following words and define each meaning.</p> <ul style="list-style-type: none"> Tucked Newcomers Dazzling Terrified Fumbled <p>EXTENSION Match the word with the sentence.</p> <p>The reason that he was _____ because he was scared of the dark.</p>		
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ABC

<ul style="list-style-type: none"> understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611) identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524) <p>recognise the effect of multimedia elements, eg film techniques, animation, voice-overs, sound effects, framing, close-ups</p> <ul style="list-style-type: none"> explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations (ACELA1511) <p>Respond to, read and view texts</p> <ul style="list-style-type: none"> select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELY1712) navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702) 	<p>Sally _____ her mobile phone and rang the wrong number. The _____ were an asset to our country. Our house is _____ away in the corner of the street. Mike looked _____ in his new suit.</p> <p>Activity 4: Making History LG We will research, create and share community stories</p> <p>Introduction Through Making History, you can research, create and share family and community stories.</p> <p>Make and upload a short digital history of up to 3 minutes about a person or event from the past, based on one of our four themes:</p> <ul style="list-style-type: none"> Living with Natural Disasters World Events, Local Impacts Cultural Identity Family and Community Life  <p>Use the immigration museum Victoria's website</p> <p>http://museumvictoria.com.au/discoverycentre/websites/making-history/getting-started/</p> <p>Activity In pairs, students choose 1 of the above topics. Students research the topic and record their information using i-motion movies.</p> <p>Activity 1: Researching and finding out information about the author of 'The arrival' LG We will learn about the author of the book 'The arrival'</p> <p>With a partner, locate Shaun Tan's website www.shauntan.net and explore his personal life and the projects he has worked on. Discuss what you find interesting about his creative work.</p>	<p>http://museumvictoria.com.au/discoverycentre/websites/making-history/getting-started/</p> <p>www.shauntan.net</p>	
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<p>interpret picture books, comic strips and sequences of digital images which do not contain written text</p> <ul style="list-style-type: none"> use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1703, ACELY1713) <p>recognise how aspects of personal perspective influence responses to text</p> <p>summarise a text and evaluate the intended message or theme</p> <p>analyse and evaluate the way that inference is used in a text to build understanding in imaginative, informative and persuasive texts</p> <p>discuss aspects of literature that influence personal choice in reading</p> <p>Stage 3 - Responding and composing Students: Develop and apply contextual knowledge</p> <p>identify and discuss how own texts have been structured to achieve their purpose and discuss ways of using conventions of language to shape readers' and viewers' understanding of texts</p> <p>discuss how the intended audience, structure and context of an extended range of texts influence responses to texts</p>	<p>Examine how Shaun describes the inspiration for <i>The Arrival</i> and the personal experience he has drawn upon for this graphic novel about journeys and belonging.</p> <p><i>As a class, explore the following quote from Shaun Tan:</i> <i>I realise that I have a recurring interest in notions of 'belonging', particularly the finding or losing of it. Whether this has anything to do with my own life, I'm not sure, it seems to be more of a subconscious than conscious concern. One contributing experience may have been that of growing up in Perth, one of the most isolated cities in the world, sandwiched between a vast desert and a vaster ocean.</i> <i>Being a half-Chinese at a time a place when this was fairly unusual may have compounded this, as I was constantly being asked 'where are you from?' to which my response of 'here' only prompted a deeper inquiry, 'where do your parents come from?' At least this was far more positive attention than the occasional low-level racism I experienced as a child, and which I also noticed directed either overtly or surreptitiously at my Chinese father from time to time. Growing up I did have a vague sense of separateness, an unclear notion of identity or detachment from roots, on top of that traditionally contested concept of what it is to be 'Australian', or worse, 'un-Australian' (whatever that might mean).</i> <i>I was reminded that migration is a fundamental part of human history, both in the distant and recent past. On gathering further anecdotes of overseas-born friends – and my partner who comes from Finland – as well as looking at old photographs and documents, I became aware of the many common problems faced by all migrants, regardless of nationality and destination: grappling with language difficulties, home-sickness, poverty, a loss of social status and recognisable qualifications, not to mention the separation from family.</i></p>		
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Understand and apply knowledge of language forms and features

- identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text

(ACELY1701)

identify the ways in which language use in imaginative texts, including use of figurative language, character development, events and setting, creates interest for the reader or viewer

identify and use a variety of strategies to present information and opinions across a range of texts

consider and develop sustained arguments and discussions supported by evidence

Stage 3 - Spelling

Students:

Develop and apply contextual knowledge understand how accurate spelling supports the reader to read fluently and interpret written text with clarity



Activity 2: Researching and finding out information about the author of 'The arrival'

LG We will learn about Shaun Tan's motivation behind the book 'The Arrival'

Compile a retrieval chart about what you have learnt from Shaun about the inspiration and motivation for his book The Arrival.

Watch interviews 1-4

<http://www2.scholastic.com/browse/collection.jsp?id=153>

Discuss as a class what you have discovered about The Arrival and its creator, Shaun Tan.

- Return to your literary circle. Review the selected illustration from The Arrival. Explore any connections between Shaun's inspiration for his book and what you see in this particular illustration.
- Reflect on Shaun's description of each page of the book as having its own 'little story'. Write the 'little story' for the selected illustration.
- How has the understanding of this image changed since viewing this last time?

Activity 3: Vocabulary enrichment

LG: Students learn new vocabulary definitions

Using I-pads and the app/website dictionary.com or another online dictionary in pairs, students research the following words and define each meaning.

- Astonishing
- Mysterious
- Introduced
- Sacred
- Figures

EXTENSION

Research and find as many synonyms as you can for the words above.

<p>Understand and apply knowledge of language forms and features</p> <ul style="list-style-type: none"> understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500) <p>Respond to and compose texts</p> <p>recognise most misspelt words in their own writing and use a variety of resources for correction</p> <p>integrate a range of spelling strategies and conventions to accurately spell most words, including words of many syllables, when composing imaginative and other texts</p> <p>use morphemic, visual, syntactic, semantic and phonological strategies, eg recognition of letter patterns of words, when composing texts</p> <p>demonstrate an awareness of the limitations of spell check features in digital communication</p> <p>Stage 3 - Grammar, punctuation and vocabulary</p> <p>Students: Develop and apply contextual knowledge</p> <p>understand that language is structured to create meaning according to audience, purpose and context</p> <p>understand that choices in grammar, punctuation and vocabulary contribute to the effectiveness of texts</p>	<p>Activity 4: Books don't need words LG: Writing apppoint of view on a given topic</p> <p>Model how to write a persuasive text</p> <p>Books don't need words</p> <ul style="list-style-type: none"> Write an argument stating your point of view FOR AND AGAINST the title books don't need words. In the concluding paragraph state you opinion and reasons. <p>PARTNER EDITING:</p> <ul style="list-style-type: none"> paragraph is read by a partner for editing and reflection using the writing criteria. paragraph is revised. <p>Students choose a text:</p> <ul style="list-style-type: none"> Find and list various connectives <p>Activity 1: Exploring features of selected illustrations LG: We will explore the aesthetic features of the story 'the arrival'</p> <p>Read the dictionary definition of the term 'aesthetics':</p> <ul style="list-style-type: none"> the study of the rules and principles of art a particular idea of what is beautiful or artistic how something looks, especially when considered in terms of how pleasing it is. <p>Return to the Scholastic interviews</p> <p>http://www.scholastic.com/teacher/videos/teacher-videos.htm#3193530874001/1688353686</p> <p>View interviews 6, 8, 9 and 10 in which Shaun describes how he created the aesthetic dimensions of the text.</p> <p>In groups, discuss how Tan has used the following techniques</p> <p>http://identities.asiaeducation.edu.au/verve/_resources/Intersections-Identities-The-Arrival-student-activities.pdf</p>	<p>http://www.scholastic.com/teacher/videos/teacher-videos.htm#3193530874001/1688353686</p> <p>http://identities.asiaeducation.edu.au/verve/_resources/Intersections-Identities-The-Arrival-student-activities.pdf</p>	
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- understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause

(ACELA1507)

experiment using a range of language features, eg connectives, topic sentences, active and passive voice and nominalisation

- understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (ACELA1508)
- understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (ACELA1523)

identify a variety of connectives in texts to indicate time, add information, clarify understanding, show cause and effect and indicate condition/concession

use complex punctuation to engage the reader and achieve purpose

- understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns (ACELA1506)
- understand the uses of commas to separate clauses (ACELA1521)

Share your group's analysis with the class. Examine the important relationship between the aesthetic dimensions of the text and the meaning of the text.

Activity 2: Exploring features of selected stories

LG: We will make connections linking the story of 'The arrival' to other immigration stories we may have read.

Explore connections between The Arrival and other stories of migration in texts you have read, from people in your life or who you know about. Refer to key words such as migration, belonging, welcome, difference and 'home' in making these connections. Create a simple mind map of these connections, using a Web 2.0 tool such as Bubbl.us <http://bubbl.us>

Discuss the connections you have made as a class. Refer to your mind map to guide you.

Activity 3: Vocabulary enrichment

LG: Students learn new vocabulary definitions

Using I-pads and the app/website dictionary.com or another online dictionary in pairs, students research the following words and define each meaning.

- Doubtful
- Impression
- Immigrate
- Refugee
- tourist



EXTENSION

Put the word with the sentence.

The ____ that I get.

A visitor overseas is a ____.

A boat person is usually a ____.

When you are unsure about something you are ____

When someone legally enters the country they ____

<http://bubbl.us> or inspiration

- understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)
- investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525)

Respond to and compose texts

select some more challenging language features, literary devices (eg irony, humour) and grammatical features (eg modality) to engage and influence an audience

experiment with different types of sentences, eg short sentences to build tension and complex sentences to add detail

use topic sentences and appropriately organise main (independent) and subordinate (dependent) ideas to enhance coherence in written texts

select appropriate language for a purpose, eg descriptive, persuasive, technical, evaluative, emotive and colloquial, when composing texts

use grammatical features, eg pronouns, conjunctions and connectives, to accurately link ideas and information to ensure meaning when composing texts

Activity 4: Transform your thinking and feeling

LG: reflect upon the understandings you have developed as a result of reading 'The arrival'.

Reflect upon the understandings you have developed about the experiences of migrants who have journeyed to Australia from regions of the world such as Asia. Use the 'headlines' strategy to explore what you have learnt.

Headlines

A routine for capturing essence

If you were to write a headline for this topic or issue right now that captured the most important aspect that should be remembered, what would that headline be?

Activity 1: related text 'The little refugee' by Ahn Do

LG Comparing and contrasting characters

Introduction

'Anh Do's inspirational story about his family's incredible escape from war-torn Vietnam and his childhood in Australia, told especially for children.

Whole class activity

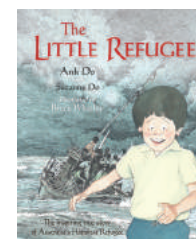
Introduce story and make predictions about the book.

Read the story 'The little refugee' by Ahn Do.

Compare and contrast activity.

Using a Venn diagram, students compare, contrast and find similar connections between the character from 'The arrival' and the boy in 'The little refugee'.

The little refugee by Ahn Do



Stage 3 - Thinking imaginatively, creatively, interpretively and critically

Students:

Engage personally with texts

recognise and explain creative language features in imaginative, informative and persuasive texts that contribute to engagement and meaning

interpret events, situations and characters in texts

think critically about aspects of texts such as ideas and events

think imaginatively when engaging with texts, using prediction, for example, to imagine what happens to characters after the text

Respond to and compose texts

- create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1612, ACELT1618)

adapt aspects of print or media texts to create new texts by thinking creatively and imaginatively about character, setting, narrative voice, dialogue and events

analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614)

Activity 2: Analyzing and comprehending the text

LG: Discuss impressions and perspectives of the main character from 'The little refugee'

Small groups

Discuss in small groups (2-3) specific pages and the illustrations, giving their thoughts, impressions and feelings about the setting, listing descriptive words.

Activity 3: Learn new definitions and vocabulary

LG: Students learn new vocabulary definitions

Using I-pads and the app/website dictionary.com or another online dictionary in pairs, students research the following words and define each meaning.

Students research and define the following words

- Crammed
- Officials
- Teeming
- Vast
- Plunged

EXTENSION ACTIVITY

Write a clue for each word above. Let your partner read the clues and try to guess which word it is.

Activity 4: Students write a descriptive story (narrative)

LG: Students make connections to the text and write a narrative expressing similarities

The odd one out

- Discuss this title
- Brainstorm ideas, making connections back to the text and back to self
- Make connections to world (if travelled overseas)
- Remember their personal experiences when they have felt left out.

- Talk about the structure of a narrative: what needs to be included?
- Students work on their own narratives

READ AND REVIEW

- Students review and refine their narrative using the modelled structure on the IWB

Activity 1: Related text ‘The Peasant Prince’ by Li Cunxin

LG: Summarising the story ‘The Peasant Prince’

Introduction

In a poor village in northern China, a small boy is about to be taken away from everything he’s ever known. He is so afraid, but his mother urges him to follow his dreams. For soon he will become a dancer, one of the finest dancers in the world . . .

So begins The Peasant Prince,, The true story of Li Cunxin's extraordinary life. Based upon his internationally best-selling memoir, Mao's Last Dancer, this remarkable picture book captures the essence of one of the most inspiring stories to come from China in many years.

Class activity

Read the story ‘The Peasant Prince’ by Li Cunxin.

Summarising activity.

Students summarise the text ‘The Peasant Prince’. Students write what the main Idea of the text is.

Activity 2: Comprehending the story ‘The Peasant Prince’

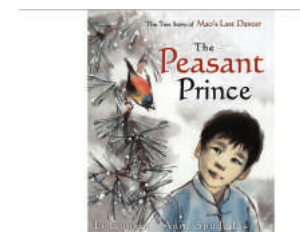
LG View illustrations and discuss context of the story

Discuss and answer the following:

- How do you think he is feeling?
- Describe his journey, why has he left?
- Home sickness/ Separation from family

Think, Pair, Share. How would you feel if you were in Li’s shoes? Would you do the same if you were in his position? Why/Why/not?

The Peasant Prince by Li Cunxin



Activity 3: Learn new definitions and vocabulary

LG: Students learn new vocabulary definitions

Using I-pads and the app/website dictionary.com or another online dictionary in pairs, students research the following words and define each meaning.

Students research and define the following words

- Ancient
- Fierce
- Refugee
- Beat
- Ruined



EXTENSION ACTIVITY

Write 2 sentences for each word

Activity 4: Writing a description

LG: We will work independently to write a description of an illustration

- Brainstorm adjectives about a given illustration
- Students are given an illustration to write their interpretation of the picture using modelled features.
- Students collaborate (in pairs) to create a paragraph for the teacher to scribe of a given illustration.
- With student assistance, teacher increases the complexity of the paragraph: adding adjectives to the nouns or adverbs to verbs in the sentence, using commas for lists of adjectives.

Activity 1: Researching Immigration to Australia

LG: We will research the 'larger story' of Asian migration to Australia.

Explore as a class the following timeline of Asian migration to Australia. Make notes on anything you find interesting, puzzling or would like to understand more clearly. Share your notes with the class.

http://identities.asiaeducation.edu.au/verve/_resources/Intersections-Identities-The-Arrival-student-activities.pdfUsing

http://identities.asiaeducation.edu.au/verve/_resources/Intersections-Identities-The-Arrival-student-activities.pdfUsing

Using information from the Immigration museum (Victoria), Research and construct a time line of immigration to Australia.

<http://museumvictoria.com.au/discoverycentre/websites-mini/immigration-timeline/1880s/>

Activity 2: Researching Immigration to Australia

LG: We will listen to immigration stories and

View as a class one of the stories of Chinese immigration to Australia during the Gold rush era.

<http://www.multiculturalaustralia.edu.au/library/media/Video/id/1087.John-Fitzgerald-on-the-process-through-which-Chinese-immigrants-entered-Victorian-goldfields>

Write a summary of what you have learnt about the history of Asian migration to Australia. Connect your findings to what you have discovered so far about The Arrival and its key themes of journeys, alienation, acceptance and belonging.

Activity 3: Learn new definitions and vocabulary

LG: Students learn new vocabulary definitions

Using I-pads and the app/website dictionary.com or another online dictionary in pairs, students research the following words and define each meaning.

Students research and define the following words

- Vessel
- Multicultural
- Cargo
- Polite
- Miserable



EXTENSION

Think of a clue for each word. Have a partner read your clue and try to guess the word.

<http://museumvictoria.com.au/discoverycentre/websites-mini/immigration-timeline/1880s/>

<http://www.multiculturalaustralia.edu.au/library/media/Video/id/1087.John-Fitzgerald-on-the-process-through-which-Chinese-immigrants-entered-Victorian-goldfields>

<http://museumvictoria.com.au/discoverycentre/websites-mini/immigration-timeline/1880s/>

Activity 4: Write a book review**LG: We will learn to write an opinion in a book review**

Discuss the structure of a book review and what needs to be included. I.e thoughts and feelings about the story line

- Illustrations, setting, characters, likes and dislikes about the book

Choose either the 'Peasant Prince' or 'The little Refugee' and write a book review on either of these stories.

EXTRA ACTIVITIES**Theme in a bottle**

Page 63 of Awesome hands on activities for teaching literacy elements

FINAL reflection

Discuss as a class the role of migrant stories in the larger narrative of Australian identity:

1. How has Australia been shaped by the people who have made the journey to live here?
2. Why are some migrants more welcomed to Australia than others?
3. What does it mean to 'belong' to Australia?



Awesome hands on activities for
teaching literacy elements
grade 4 - 8

Unit Evaluation



CONTROVERSIAL ISSUES:

ANALYSING AN OPINION PIECE

by Di Dunlop

<https://spoilednyc.com/2015/10/15/twin-towers-can-never-be-replaced-by-nyc/>

Occasionally you come across an essay/opinion piece that challenges you, makes you think! You do not agree/disagree with each idea or premise but you need to think about it! This is one of those pieces, although written in 2003, it is still relevant in reflecting on the events of 9/11 and its consequences in the U.S.A. and the rest of the world.

Read the essay.

- Who were : Pol Pot, Osama bin Laden and Buddha.?
- Explain what this essay says about American insularity and isolationism.
- What has America learned/ not learned since 9/11?
- Explain the concept of 'us' against 'them'.
- This essay suggests that America is 'self-indulgent' in regard to matters that affect 'them' but are disengaged/disinterested in matters that affect those in the rest of the world. Why do YOU think this is so? Is it racism, jingoism/nationalism, something else or a complicated mixture? Explain.

Move On

by Pico Iyer

Mired in its grief over 9/11, the U.S. could learn from Asia

Four years ago on New Year's Day, while contemplating the intricate battle of good and evil depicted on the walls of Angkor Wat in Cambodia, I saw two of the Kmer Rouge's chief killers - Pol Pot's lieutenants, in effect - walking, unprotected, through the country they had devastated. Having turned themselves in to Cambodian authorities under an amnesty agreement, they were now free to enjoy sight-seeing trip to their national monument, heedless of the people

around whom they had orphaned and whose lives they had reduced to zero. One of those victims, spotting the murderers strolling in the sunshine, turned white. But another, next to me, said: "Let it go. If we harm them, the cycle of violence will only continue."

It is a sentiment you hear often in Asia, and one that humbles many of us who visit from the West. In Vietnam, people who lost daughters and brothers to the American war now embrace re-turning American veterans, if only because they sense that the patriotic thing to do is to embrace the (U.S.-dominated) future. Japan, a country reduced to ashes by America's bombs, responded to defeat by throwing its arms around its conquerors, having decided that if you can't beat them,

you might as well join them—and do what they do even better. Whether out of pragmatism or real moral clarity, the old cultures of Asia, famous for their worship of ancestors, have often shown themselves ready to learn from their descendants.

To many on this side of the world, therefore, America's dwelling—and dwelling—on its losses of two years ago appears unseemly. The firemen who gave their lives in the World Trade Center are heroes to inspire the world. And most Muslims regard the assault of a few

fanatics as a blot on their religion, not a triumph. Yet America, determined not to look up from the event and to keep brandishing its wounds before the world, looks at times like an angry child who lacks the perspective of his elders. When a troublemaker tries to provoke you, even schoolboys know that you get the best of him by turning away and going about your business. Each time the U.S. revisits its sorrow, it provides Osama bin Laden with another victory and lives down to the terrorists' caricatures of it.

The very tragedy that should have propelled America closer to the rest of the world, and made it more sympathetic to cultures that have suffered catastrophes of their own, has only pushed America deeper into itself. And at precisely the moment when it should be thinking about a global future—if nothing else, the attacks reminded us that the grievance of one place is the sorrow of every place—the U.S. is retreating into the past and a vision of "us" against "them." America has acted in recent years as if to be on the receiving end of evil is, in itself, to be good. That being opposed to wrong is not the same thing as being right, that being a victim is not the same as being an innocent are ideas not warmly entertained of late in the land of the free.

Everyone who suffers a terrible loss grieves over it and remembers its anniversary; not to do so would seem scarcely human. And in the case of America, which has been shielded for so long from terrorism at home, the 9/11 attacks possessed a force that more weathered cultures have forgotten. But the older cultures, having extended a hand toward America at its time of need,

can reasonably feel now that the U.S., in its rage, has swatted them away. And the imbalance of the world—whereby so much power and money lie with one of its youngest nations—is com-pounded by that

deeper imbalance whereby almost every nation knows more about America than America knows about every other nation. Each reiteration of the 9/11 tragedy can make it seem as if the U.S. is stressing its losses to the exclusion of those in Bali or Bombay or East Africa; when more than 120,000 people died in a flood in Bangladesh in 1991-40 times as

many casualties as on 9/11—I do not remember my neighbors in California showing much concern.

It is said that the Buddha, walking through a park one day, came upon some picnickers who were furious at a woman who had made off with their goodies. "What is more important?" he asked them. "To look for the woman, or to look for yourself?" We are the shapers of our own destiny, he was saying, and it is up to us to reflect upon what we may have done to invite calamity, and how we can prevent it from happening again. Whether Buddhist or not, that spirit is still visible in Asia today. The older cultures on this continent learn daily from the enterprise, dynamism and evergreen hopefulness of the world's youngest power. But they can be forgiven some wistfulness if the U.S., in return, shows no signs of wanting to learn anything from them.



Taiwan firefighters pay tribute to their New York counterparts

Pico Iyer is the author of several books, most recently Abandon, and a longtime contributor to TIME



Football for Change

by Phillip O'Brien

A task for Year 10 Geography: Human Wellbeing

This topic broadly aims to help students explore the concept of human wellbeing, the disparities found throughout the world and the relevant factors, impacts and responses. From a teaching perspective, this is an opportunity to explore the world via the classroom and inspire students to be proactive in identifying and addressing Human Development.

In a classroom context, the 'hook' can often be the most challenging element. With this in mind, it is important to tap in to student interests and engage them in learning. Getting straight into concepts like social disparity and responses can potentially be dry, yet there are many ways to engage students. This lesson is based around addressing disparity through a non-government organisation; in this case, a football club. It aims to introduce students to some of the basic elements of disparity and proactive change through the medium of football.

In terms of the Australian Curriculum, two key content descriptors relevant to this task include:

- Issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region (VCGGK153)
- Role of initiatives by international and national government and non-government organisations to improve human wellbeing in Australia and other countries (VCGGK154)

This task is essentially an introduction to a different way of doing things, a way that offers significant social, rather than economic, benefits. This can help students understand that human wellbeing is not just a financial conundrum.

References:

- Club website: <http://www.bayangolfc.com/>
- Rich Lloyd, <https://thefootballexperience.com/2016/07/20/bayangol-fc-trying-to-do-things-differently-in-mongolia/>
- Shuaib B Ahmed, <http://www.footynions.com/2016/07/25/blue-wolves-attempt-howl-little-louder-across-asia/>

Additional Resource:

- <https://www.youtube.com/watch?v=XcP3X0BjQTA> - Canal Plus Documentary about Bayangol FC (French documentary, but with plenty of information in English)

Football for Change: Bayangol FC

“Football in itself isn’t interesting....the thing that makes football interesting is what it means to people...that’s why I always love football projects that are using football to express something deeper, to express a sense of who people are.”

Paul Watson



Mongolia is a nation on the move. Historically, this movement was external and plentiful, as the Mongol Empire stretched across vast tracts of Central Asia. In modern times, this movement follows a distinctly different pattern. Urbanisation – the movement of people from rural areas to urban ones and subsequent expansion of cities – rates in Mongolia are among the highest in the world. As the urban population expands, infrastructure development and the provision of public services can struggle to cope.

This rapid urban growth, notably in the capital Ulan Bator, has been the primary cause of a burgeoning gap between living standards in Mongolia. Extreme climate variations and a lack of arable land further exacerbate the situation. The net result among many can result in disparity. In many contexts globally, sport can often offer a suitable vehicle to address social disengagement, but in Mongolia things are somewhat more complicated.

Bayangol FC is Mongolian football club with an ethical and charitable ethos to help people better themselves through football.

Bayangol FC aims to be the flagship club for developing young Mongolian talent, while, at the same time, standing for inclusivity and integration, by providing a caring environment for foreign players who have found themselves in difficulty abroad.

- Club Website

Bayangol FC, named after the Ulan Bator suburb in which it is based, was the 2013 brainchild of Enki Batsumber, who was interested in establishing a club with honest principles and transparent practices. After getting in touch with Paul Watson, an Englishman with experience in raising professional football standards in developing nations and regions, the two began implementing their plans. Their vision was to overcome the discrimination and football that had plagued Mongolian league football for years (the entire Mongolian Football Federation had to resign at one point, after being linked to the FIFA Presidential election scandal) and make a difference in the lives of all involved.

Players for the new team were discovered not through personal or professional connections, but through the

holding of open trials around the country, with a strong emphasis on youth development.



The suburb of Bayangol: By Chinneeb - Own work, CC BY-SA 3.0, <https://commons.wikimedia.org/w/index.php?curid=4113805>

The positive energy surrounding Bayangol FC extended also to its initial foreign players, particularly three Nigerian players, two of whom had previously been released by their Mongolian Premier League clubs without being paid. They were sleeping rough and lacked official documentation; Bayangol FC helped meet their basic needs and brought them into the playing squad. The other Nigerian player was a victim of player-trafficking, having been tricked into playing in Central Asia. He had been lead to believe he would be playing in Russia, but found himself in Tajikistan, where an agent controlled his passport and salary. Reclaiming his passport, he fled to Kyrgyzstan, where contacts

helped him find a safe place in Bayangol FC. Domestically, the club also arranged crowd-funding to support a young Mongolian footballer, who was duped out of a significant amount of money by a fake player agent. As a money-driven industry, the football world is prone to exploitation on many levels – these initiatives from the club can hopefully go some way towards addressing the social and economic disparity some face.

The club has also sought to establish links with football clubs in England (Barnet FC) and Ireland (Limerick FC), as well as using crowdfunding via Tifosy to help grow the club. The crowdfunding model used also allows benefactors to take a proactive role in supporting the club, as well as sponsoring players. As the club continues to grow in time, so too will its ability to act as a model for change.

The aims of Bayangol FC offer much more than just football. The principles of inclusion, parity and transparency align beautifully with the concept of Human Wellbeing. As the club continues to grow and establish itself, the increased opportunities for change will benefit many, and help share the spirit of change even further.



Bayangol FC at training

Football for Change: Bayangol FC - Activities

Read the main article (and additional references and resource, if possible) to complete the following:

- 1) **Suggest three factors (Human or natural) that have complicated the growth of football in Mongolia.**

- 2) **Describe the main aims of Bayangol FC and outline how football can support these aims.**

- 3) **How do these aims align with a broader concept of *Human Wellbeing*?**

- 4) **What steps is the club taking to expand? How might an expanded club be able to support the wellbeing of more people?**

5) To what extent do you think that such a non-government response to social disparity could work in another location, such as a developing nation or an indigenous community? Can sport be a successful vehicle for social change?



CIVICS & CITIZENSHIP

Controversial Issues, Critical Thinking, & China's claim to territory in the South China Sea

by Pauline Sheppard

https://www.nytimes.com/interactive/2015/07/30/world/asia/what-china-has-been-building-in-the-south-china-sea.html?_r=0

Recently the issue of China's claims to territory in the South China Sea has had considerable media attention. As a teacher of the humanities including Legal Studies, I love it when my students ask questions in the classroom about such issues or events reported in the media – or want to express their opinions about what they have read or heard. I have learned that I need neither a perspective on the issue of my own nor knowledge of the pros and cons or differing viewpoints of the issue. Rather what I need is a way of ensuring that students use critical thinking skills and take a polite approach to discussion. I need them to know how to find out more about the issue and how to find out why there may be differing views about it.

In researching for this article I found an excellent website that teachers of many disciplines may find useful despite the fact that it focusses on North America: <http://www.procon.org/>



ProCon.org aims to provide unbiased information and not to take a position on any of the issues it explores. On its website under 'About Us' it states that it is a:

A nonprofit nonpartisan public charity that provides professionally-researched pro, con, and related information on more than 50

controversial issues from gun control and the death penalty to illegal immigration and alternative energy.

As a teacher – I loved the clip about critical thinking on the site and about research that shows that **students who engage in critical thinking activities are more likely in later life - to vote, follow political news, be interested in the political process, influence public policy, walk, run or ride for charity and attend a community meeting.**

Elsewhere on the site was an interesting strategy for encouraging critical thinking - using a screwed up piece of paper as a dice to get students to compare, contrast, analyse, categorise and evaluate.

Another website I found useful was by David Walbert on 'Teaching Controversial Issues.' (<http://www.learnnc.org/lp/editions/nchist-eg/6633>). Walbert provides advice for teachers on how to have a thoughtful, productive, civil classroom discussion about topics like race, religion, slavery, poverty, and war. He covers what to do if the discussion gets overheated as well information under the following 'pointers':

- Establish ground rules at the beginning of the year
- Encourage attentive listening
- Focus on issues, not opinions.
- Prepare for feelings, but focus on thoughts.
- Use other people's words to guide discussions.
- Avoid binaries.
- Encourage students to write before speaking.

Investigating China's claims to territory in the South China Sea via the media

Students could develop an understanding of this highly contentious contemporary issue by gathering information from various media sources and then considering the various viewpoints the various 'players' or stakeholders may have and why they have them. This activity would work well as a group activity.

Before embarking on research students should be reminded, perhaps through discussion – of the importance of considering how objective the various media reports may be and why, and of the benefit of using multiple sources of information.

To access media information from the 'Chinese perspective' students may be directed to look for articles published in the China Daily.

Students may brainstorm questions to guide their investigation, use a critical thinking path they are familiar with or use and expand the following as a guide:

QUESTIONS & ANSWERS	Media sources read/cited	Dates of Articles
Q. Where is the territory that is in dispute? A.		
Q. Which countries are in dispute regarding the South China Sea? A.		
Q. What is known about the historical background to the dispute? A.		
Q. What is the significance/potential value of the disputed territory? A.		
Q. What is the perspective of each of the governments directly involved in the dispute through territorial concerns? A.		
Q. What are the possible solutions to the dispute? A.		
Q. What is the Australian Government response to the dispute? A.		
Q. What other countries have commented on the dispute? A.		
Q. How has the International Community responded to the dispute and how has China responded to its responses? A.		
Q. What is the latest on the dispute? A.		

Sample Media articles on the dispute dating from 2014 include:

HEADLINE	MEDIA SOURCE
A timeline of what happened in the South China Sea Dispute: http://www.businessinsider.com/ap-timeline-the-china-philippines-south-china-sea-dispute-2016-7?IR=T	Business Insider
The Truth Behind the Philippines' Case on the South China Sea: http://www.huffingtonpost.com/he-yafei/philippines-south-china-sea_b_10928374.html	Huffington Post
Why South China Sea territory is Chinese: http://europe.chinadaily.com.cn/epaper/2016-07/15/content_26097203.htm	China Daily
Comment: Dispute in the South China Sea explained: http://www.sbs.com.au/news/article/2016/05/24/comment-dispute-south-china-sea-explained	SBS
Philippines sues China over sea claims: http://www.aljazeera.com/indepth/features/2014/03/philippines-sues-china-over-sea-claims-nine-dashed-line--201433055112597830.html	Aljazeera
Philippines and China in diplomatic stalemate over SCS: http://www.dw.com/en/philippines-and-china-in-diplomatic-stalemate-over-scs/a-37732808	DW (Germany)
ASEAN seeks full Chinese cooperation in crafting code of conduct, maritime dispute: http://www.inquirer.net/west-philippine-sea/articles?nav=152811&chan=9	Inquirer (Phillipines)
China's rights over South China Sea 'unaffected' by Tribunal ruling: http://www.chinadaily.com.cn/world/2016-07/26/content_26218627.htm	China Daily
Julie Bishop shifts Australia's stance on South China Sea: http://www.afr.com/opinion/columnists/julie-bishop-shifts-australias-stance-on-south-china-sea-20170211-guaw7s	Australian Financial Review

According to Sydney University - A useful definition of the type of critical thinking students need to develop at university level is:

The kind of thinking which seeks to explore questions about existing knowledge for issues which are not clearly defined and for which there are no clear-cut answers.





Palm Oil: CONTROVERSIAL ISSUE

The Oily Truth

by Dr. Susan Bliss

Photo: <https://s-media-cache-ak0.pinimg.com/600x315/18/1c/25/181c253b255466db01eb648612d11a3d.jpg>

While luxuriating in a warm shower using soap or eating biscuits for recess, just check whether you are consuming a small part of a rainforest cleared to grow palm oil!

Palm oil is used in products such as food, cosmetics, detergents, plastics, industrial chemicals and biofuels. It is in food where animal fats are unacceptable for religious reasons, and the preferred cooking oil as it is resistant to oxidation enabling food to possess a longer shelf life. As it has the advantage of higher yields per land area than any other tropical or temperate oil crop, it has risen in global importance, with world production rising from 13.5 million tonnes in 1990 to 155.8 million tonnes in 2014 (FAOSTAT, 2016). According to the **Food and Agricultural Organisation** (FAO) global demand for palm oil will double by 2020, and triple by 2050.

Seventeen countries **produce** palm oil with Indonesia and Malaysia accounting for about 87% of global production. India, Indonesia, China and the Economic Union (EU) are the main **consumers**. Aimed to cater for increasing demand **Cargill**, a large agribusiness, is building new refineries and mills in Malaysia and Indonesia and acquiring plantations in Sumatra, Kalimantan and Papua New Guinea.

The palm oil industry embraces numerous **controversial issues** as it is linked to deforestation, habitat degradation, air and water pollution, violations to human rights and climate change. The current trend is towards **sustainable palm oil production**.



<https://pixabay.com/en/palm-oil-oil-palm-agriculture-1022012/>

A Day in Your Life Using Palm Oil

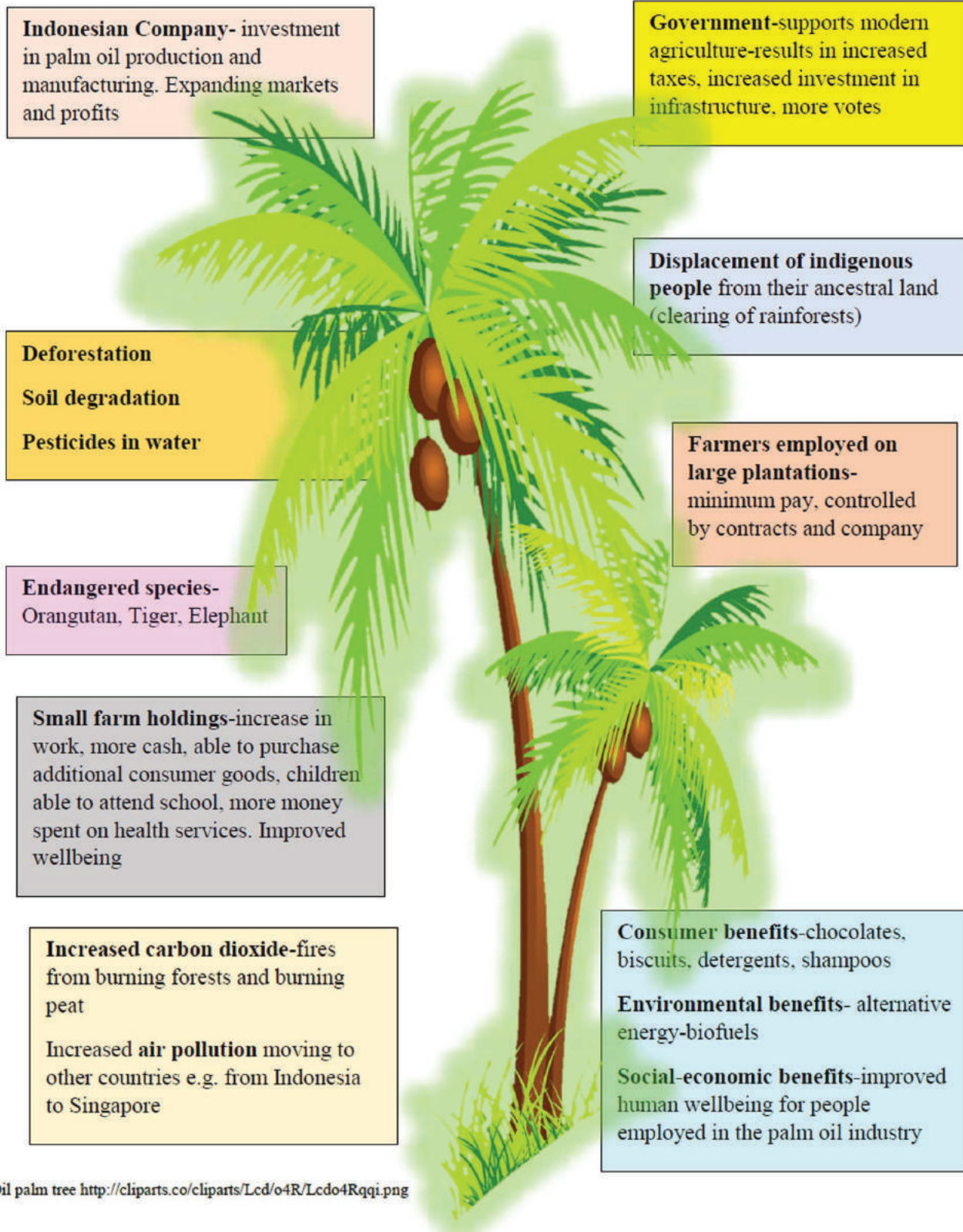
Over one in ten products on supermarket shelves contain palm oil



Activities

- List your use of palm oil products for one day. Compare your list with the class. In groups draw a mind map of its multiple uses using websites such as iMindMap <https://imindmap.com/software/?gclid=CJzax5zortECFQ8TvQodV5sD4g>
- Explain why palm oil is referred to as a global commodity.

What Are the Issues Concerning Palm Oil?



Activities

- List environmental disadvantages and economic advantages of palm oil in a two column table.
- In pairs, itemise the social advantages and disadvantages of palm oil.
- Refer to the list and describe three issues that concern you the most. Refer to web 2.0 tools such as Aggie and download the latest news on the issues selected.

What is the Palm Oil Biome?



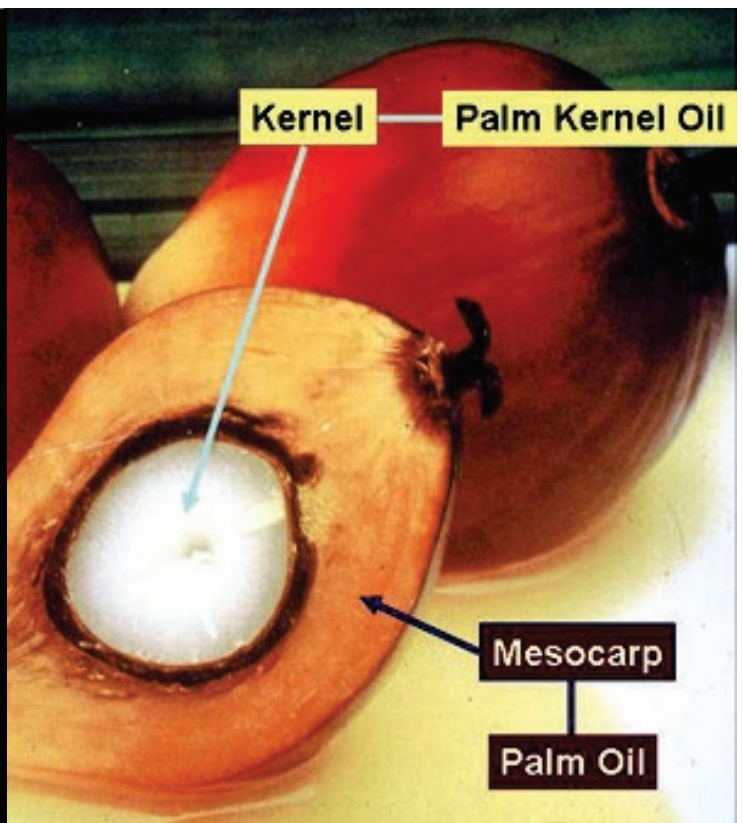
Palm oil is produced from a tropical palm, *Elaeis guineensis*. The ideal biome to grow palm oil is between 100N-100S in Southeast Asia, Africa and South America. Palm oil grows in **tropical rainforests** receiving high annual precipitation and high temperatures ranging from 24°C-30°C. The size of oil palm plantations range from personal smallholdings to large private estates up to 20,000 ha in area. Large private enterprises account for 49% of production, 41% small holders and 10% the government.

WHAT ARE THE FACTS ABOUT GROWING PALM OIL?

Each fruit has a fleshy outer layer with a single seed or kernel in the middle

Photo: http://www.oil-press-machine.com/uploads/130522/palm_kernel_oil.jpg

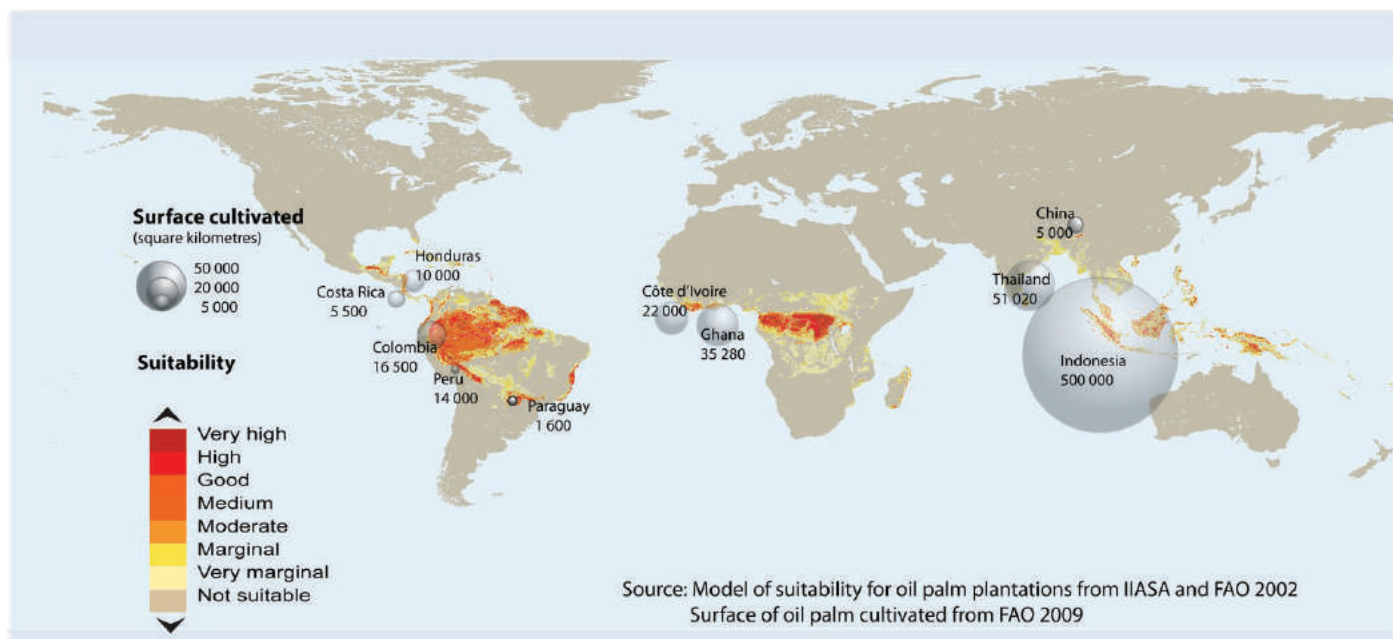
- grows up to 20 metres tall
- average life 25 years
- starts to bear fruit after 3 years
- harvested 12 months of the year
- each tree can produce 10 tonnes of fresh fruit per hectare
- each palm fruit contains 30%-35% oil
- a palm tree produces 40kg of oil every year
- leftover fibre from the palm kernel mill process provides palm kernel expeller, used in animal feed, and to make paper and fertiliser
- requires 10 times less land than other oil-producing crops
- nutrients such as fertilisers are added during the growing process
- requires constant supply of clean water



What is the Spatial Distribution of Palm Oil Biomes?

Palm oil grows best around the equator - a tropical climate

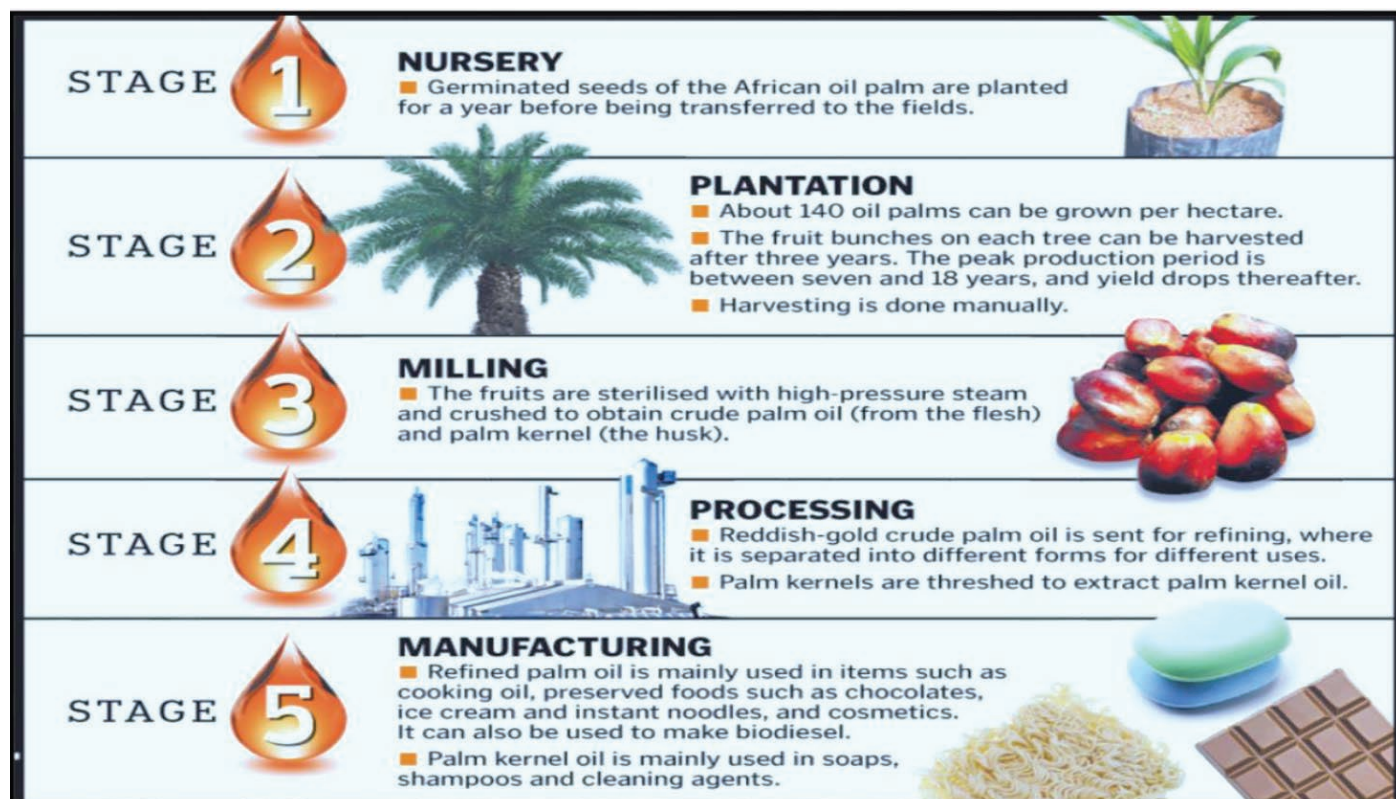
Map: https://na.unep.net/geas/newsletter/images/Dec_11/Figure-4.png



HOW IS PALM OIL CONVERTED FROM PLANT TO PRODUCT?

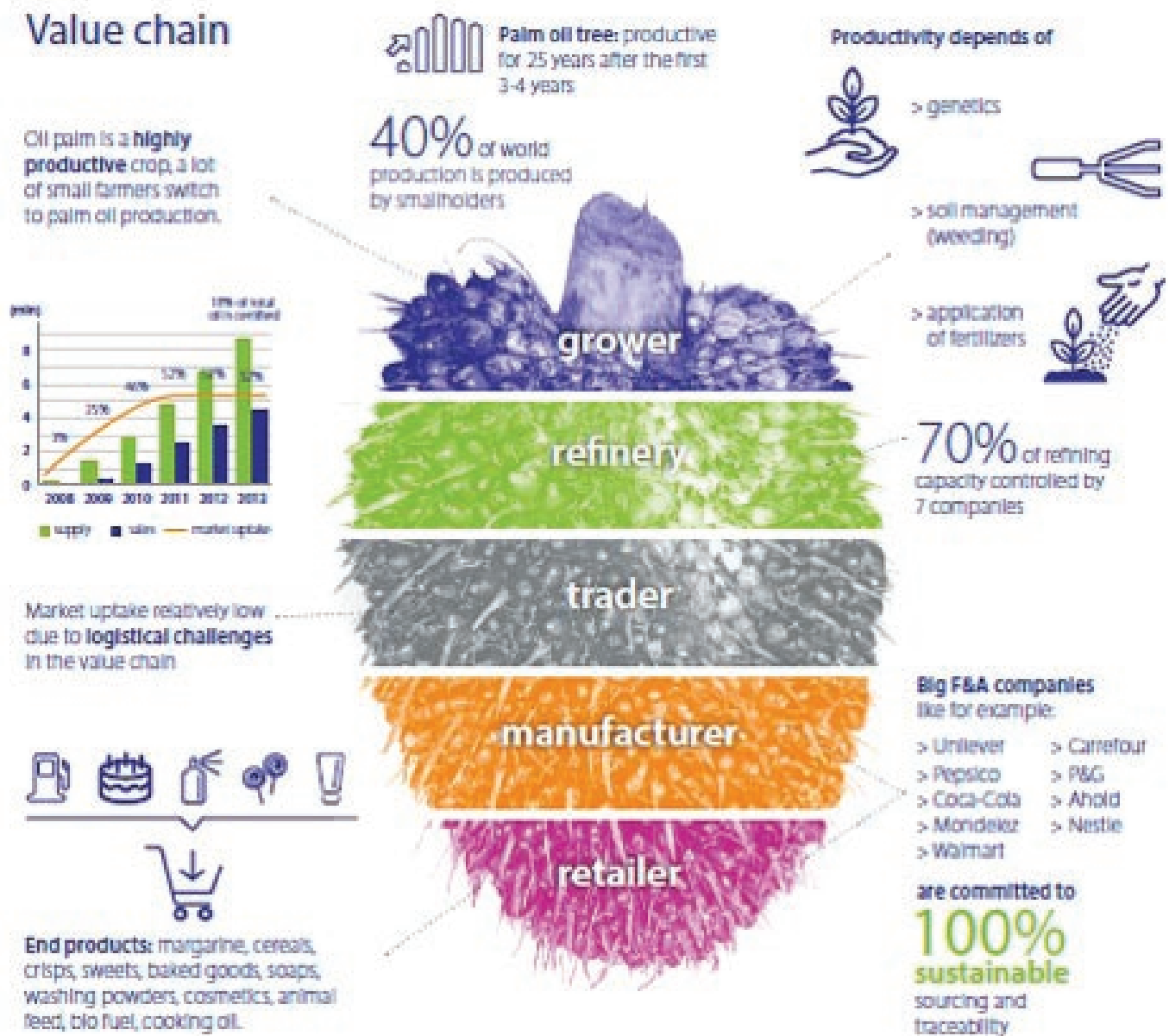
Palm oil involves multiple changes as the fruit from the tree passes from growers to mills, refiners, traders, chemical processors, manufacturers, and to products sitting in our shops.

Diagram: <http://www.iscvt.org/wp-content/uploads/2014/10/Screen-Shot-2014-10-31-at-3.42.20-PM.png>



What is the Palm Oil Value Chain?

Infographic: https://www.rabobank.com/en/images/valuechain_en.jpg



Activities

- What is the natural biome for palm oil?
- Where is palm oil grown?
- Explain how palm oil changes from a plant to the end product.
- What factors determine the productivity of palm oil?
- Describe the growing of palm oil as a short narrative.
- Research YouTube and videos on the changes to palm oil from seed to product. In groups prepare a Slideshare on these changes. You can add music and embed videos. Slideshare - <http://www.slideshare.net/>

What are the Consequences of Palm Oil Production?

There are **environmental** and **social consequences** of the rapidly expanding palm oil industry such as **deforestation, land degradation, air pollution, declining biological diversity** and violations to **indigenous rights**.

According to the World Wildlife Fund, an area the equivalent size of 300 football fields of rainforest is cleared each hour to make way for palm oil production. Large-scale deforestation is pushing many species to extinction, such as the orangutan that could become extinct in the wild within the next 5 -10 years, and the Sumatran tiger in less than 3 years.



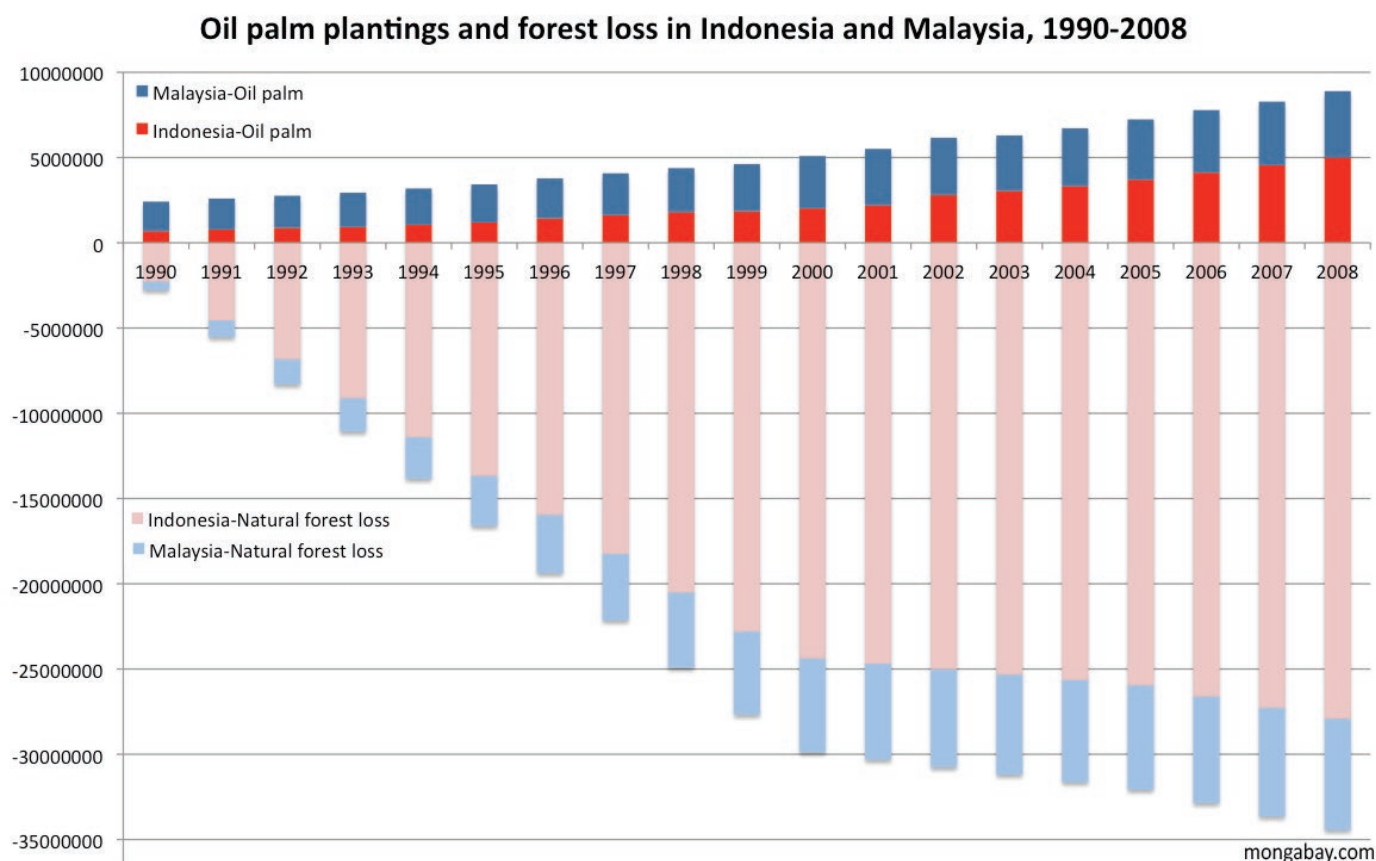
A. Deforestation in Southeast Asia

Millions of hectares of **rainforests** and **peatlands** (carbon rich swamps) have been cleared in Southeast Asia to be replaced by hundreds of kilometres of palm oil trees. Habitat conversion from natural forests to palm oil destroys the habitats of endangered species such as orangutans, tigers, elephants and rhinoceroses. Additionally thousands of indigenous hunters and gathers such as the Penan and Dayaks, who depend on the rainforest for survival, have been forced off their land.

Deforestation has caused 170 million ha of forest cover in 1900 to be reduced to 96 million ha in 2012. At the present high rate of deforestation there will be no remaining rainforests within the next 10 years. Over 50% of the deforested area is attributed to human activities such as: logging companies supplying products to China and Japan; and the conversion of land into palm oil plantations, small farms and settlements.

Oil palm and forest loss

Graph: <http://www.orangutans.com.au/images/greening2.jpg>



Activities

- Explain the consequences of palm oil production.
- Calculate the growth in forest loss from 1990-2008 in Indonesia.
- Compare palm oil production in Indonesia with Malaysia in 1990 with 2008.
- Do you think there is a link between forest loss and palm oil plantings growth? Explain your answer as a flow diagram.

B. Biodiversity Loss in Southeast Asia

Southeast Asia contains four of the world's **biodiversity hotspots**. Unfortunately, tropical forests in Southeast Asia are being destroyed at a faster pace than other regions in the world. *'The consequences of this loss to biodiversity are devastating, as a single hectare of tropical rainforest in Indonesia harbors over 200 plant species. Furthermore, more than 60% of Indonesian rainforest species are endemic to that region. Iconic species such as the orangutan, found only on Sumatra and Borneo, are rapidly declining in numbers due to forest loss. Unique fishes living in peat swamp forests are also at risk from habitat degradation. Additionally, pests and alien species such as rats tend to thrive in plantation environments. Although not all biodiversity loss in the region is directly attributable to oil palm plantations, palm production has been found to reduce biodiversity more than other type of crop plantations.'* http://www.theicct.org/sites/default/files/publications/Indonesia-palm-oil-expansion_ICCT_july2016.pdf

a. Endangered Sumatran Orangutans

Poster: <https://s-media-cache-ak0.pinimg.com/736x/65/33/54/653354ecf38ab9f9fe5a390b60d19882.jpg>

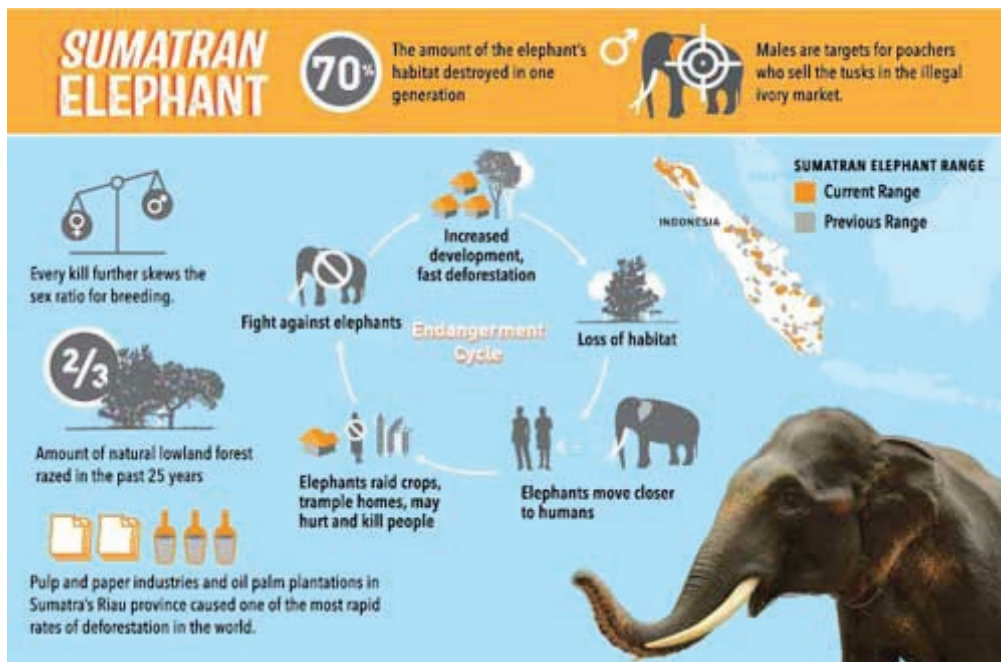


According to the **International Union for Conservation of Nature (IUCN) Red List** the Sumatran and Bornean orangutans are critically endangered. The Sumatran orangutan declined by 80% over the last 75 years, and the Bornean orangutan population declined by 60% over the past 60 years and is projected to decline by 82% over the next 75 years. During the early 2000s, orangutan habitat decreased rapidly due to logging and forest fires. A major factor in the decline was the conversion of vast areas of tropical forests to palm oil plantations in response to global demand.

The orangutan sustains rainforest **biodiversity**. Tree seeds germinate in their stomach before being excreted on their tree swinging journey across the forest. Approximately 82% of the orangutan's habitat cleared for palm oil is contributing to the death of 50 orangutans each week. At the present rate of forest clearing, the species could be extinct in the wild within 20 years. The **Great Apes Survival Partnership (GRASP)** and the **Orangutans Foundation** work to prevent the extinction of species

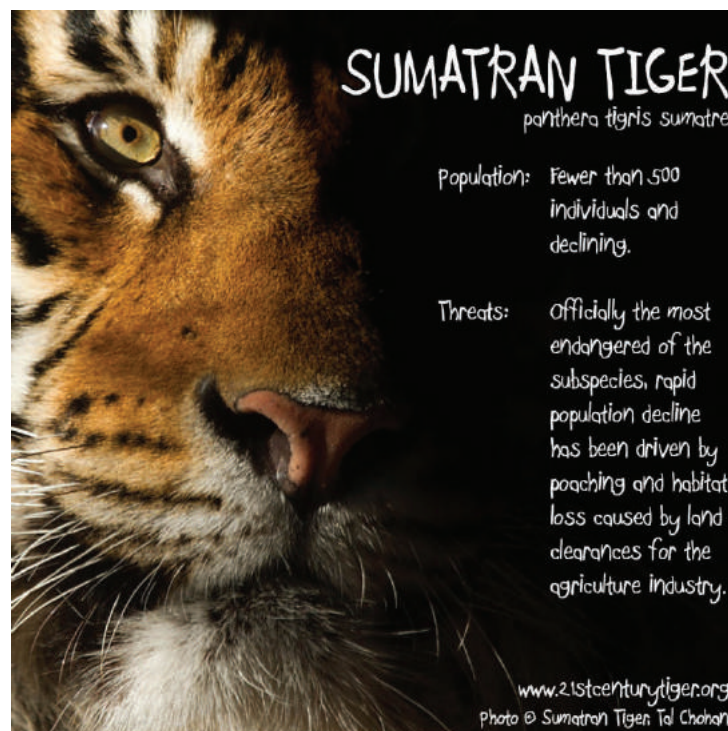
b. Endangered Sumatran elephants

Infographic: <http://media.mercola.com/ImageServer/Public/2015/July/sumatran-elephant.jpg>



c. Endangered Sumatran Tigers

Poster: <http://www.21stcenturytiger.org/wp-content/blogs.dir/2/files/subspecies-fact-cards/sumatran.jpg>



Activities

- List five species in danger of extinction when rainforests are replaced with palm oil.
- What does the acronyms IUNC and GASP mean?
- Refer to the internet and explain the word 'endemic'.
- Explain the Sumatran elephant's endangerment cycle.
- In groups, refer to the internet on organisations working to save the endangered orangutan. List 10 organisations. What are their aims? Why are they concerned? Have they made progress? For example - <http://www.onegreenplanet.org/animalsandnature/outstanding-organizations-working-to-save-endangered-orangutans/>

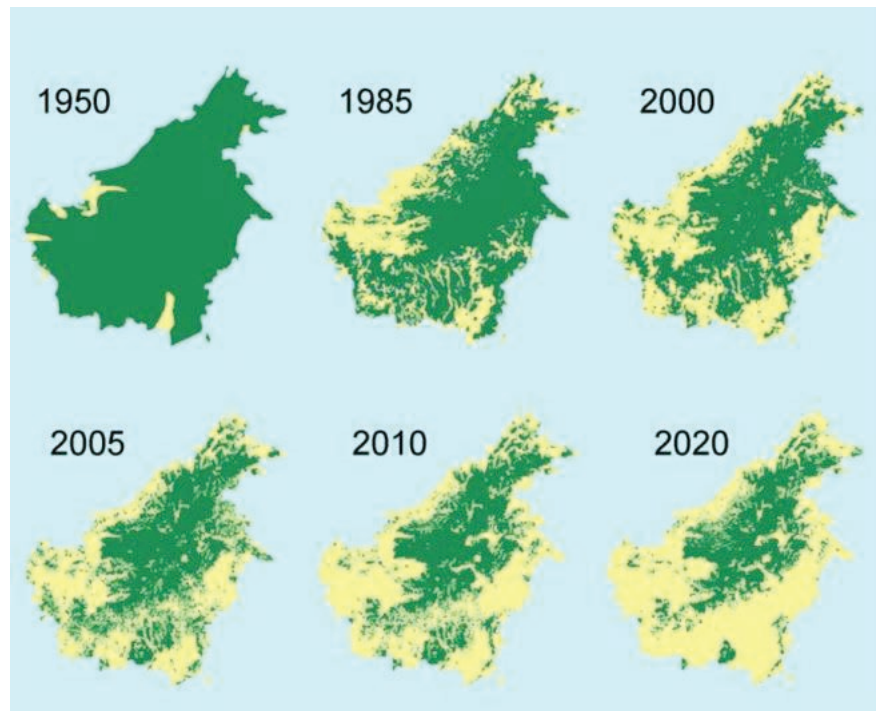
National Scale: Palm Oil Production in Indonesia

Map: clearing of tropical rainforests in Indonesia 1950 to projected 2020

Maps: <http://i5.asn.im/borneo-deforestation-map-ueq3.jpg>

Indonesia is the world's leading producer and consumer of palm oil. In 2014, Indonesia produced 32.5 million tonnes of crude palm oil and exported 80% of it, earning US\$18.6 billion (Indonesia-Investments, 2016).

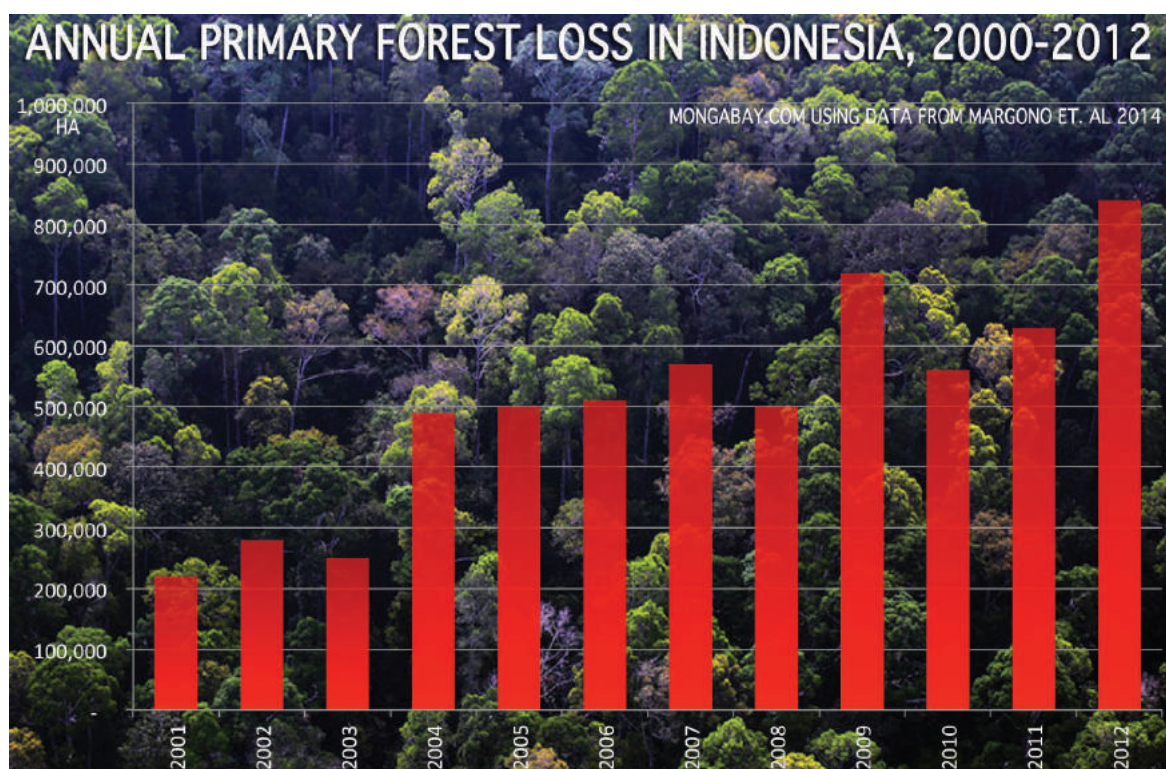
The country supplies approximately half of the commodity globally and is expected to continue to expand at 10% per year. Borneo and Sumatra are the main islands accounting for 96% of Indonesia's palm oil production. Land devoted to produce palm oil has skyrocketed in Indonesia. Total harvested oil palm area in Indonesia grew from 4.1 million ha in 2006 an estimated 8.9 million ha in 2015, and is projected to reach 17 million ha by 2025.



Between 2000 and 2010, Indonesia's loss of virgin forests covered an area almost the size of Ireland, partly to make way for palm oil plantations and other farms. As a result deforestation has threatened the habitat of the Sumatran tiger, Sumatran elephant, orangutan, and living space for indigenous groups.

Annual primary forest loss in Indonesia 2000-2012

Graph: <https://mongabay-images.s3.amazonaws.com/14/ANNUAL-primary-forest-loss-indonesia.jpg>

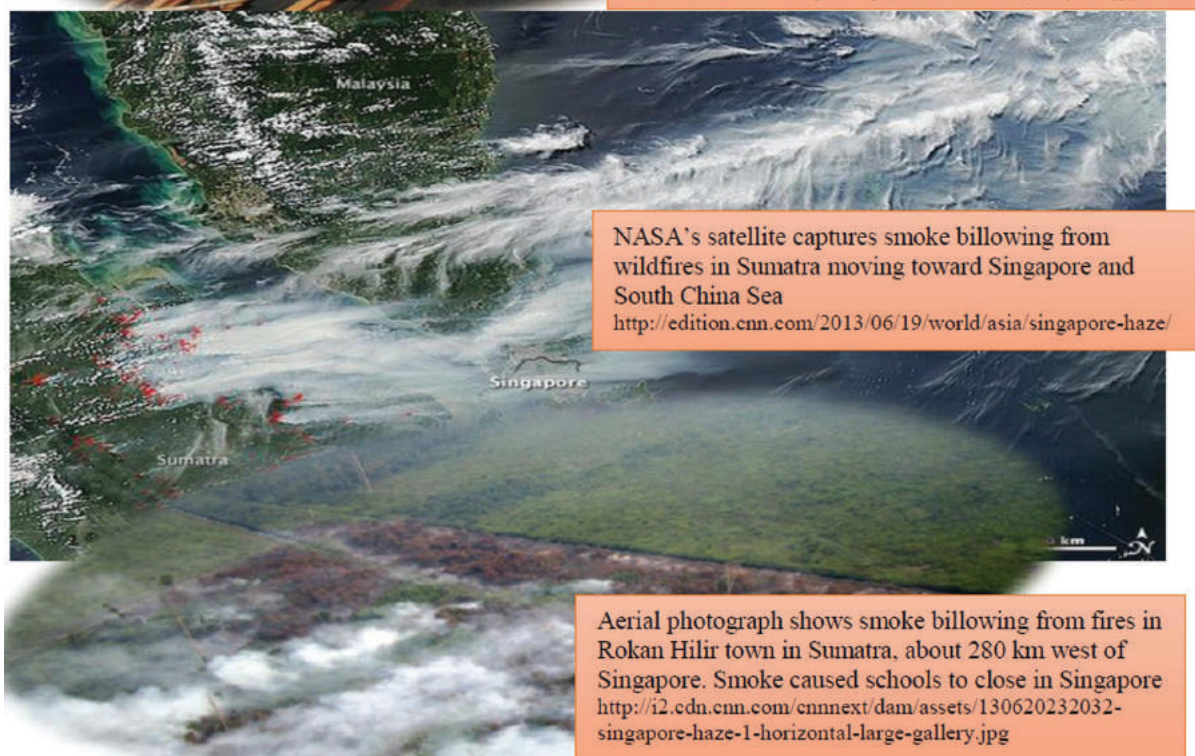


Palm Oil Replacing Indonesia's Rainforest Landscape

Indonesia is the world's fifth largest emitter of greenhouse gases, mainly due to the conversion of its forests and carbon-rich peatlands to palm oil. These shifts in land use have **ecological consequences**, as Indonesia's forests are home to thousands of plant and animal species, and **social impacts** as 50-60 million Indonesians depend directly on the forests for their livelihoods.

The logging and burning of forests contributed to Indonesia becoming the world's third largest emitter of greenhouse gases. Between 1989 and 2008 in Katapang, Indonesia, fires were used to clear 90% of the forests. Wildfire smoke caused respiratory and cardiovascular diseases and had adverse **economic effects** - closed businesses, schools, and limited transportation. The effects of fires spread far beyond the geographic region.

Palm oil plantations-changing landscapes



Local Scale: Leuser Ecosystem in Indonesia

The **Leuser ecosystem** located in Aceh and North Sumatra, Indonesia, covers 2.5 million hectares of tropical rainforests. The ecosystem is a '**biodiverse hotspot**' and the last place on Earth where the Sumatran orangutan, Sumatran elephant, Sumatran rhinoceros and Sumatran tiger exist in one area. The area also plays a large role in regulating the global climate by storing carbon in its peatlands and forests.

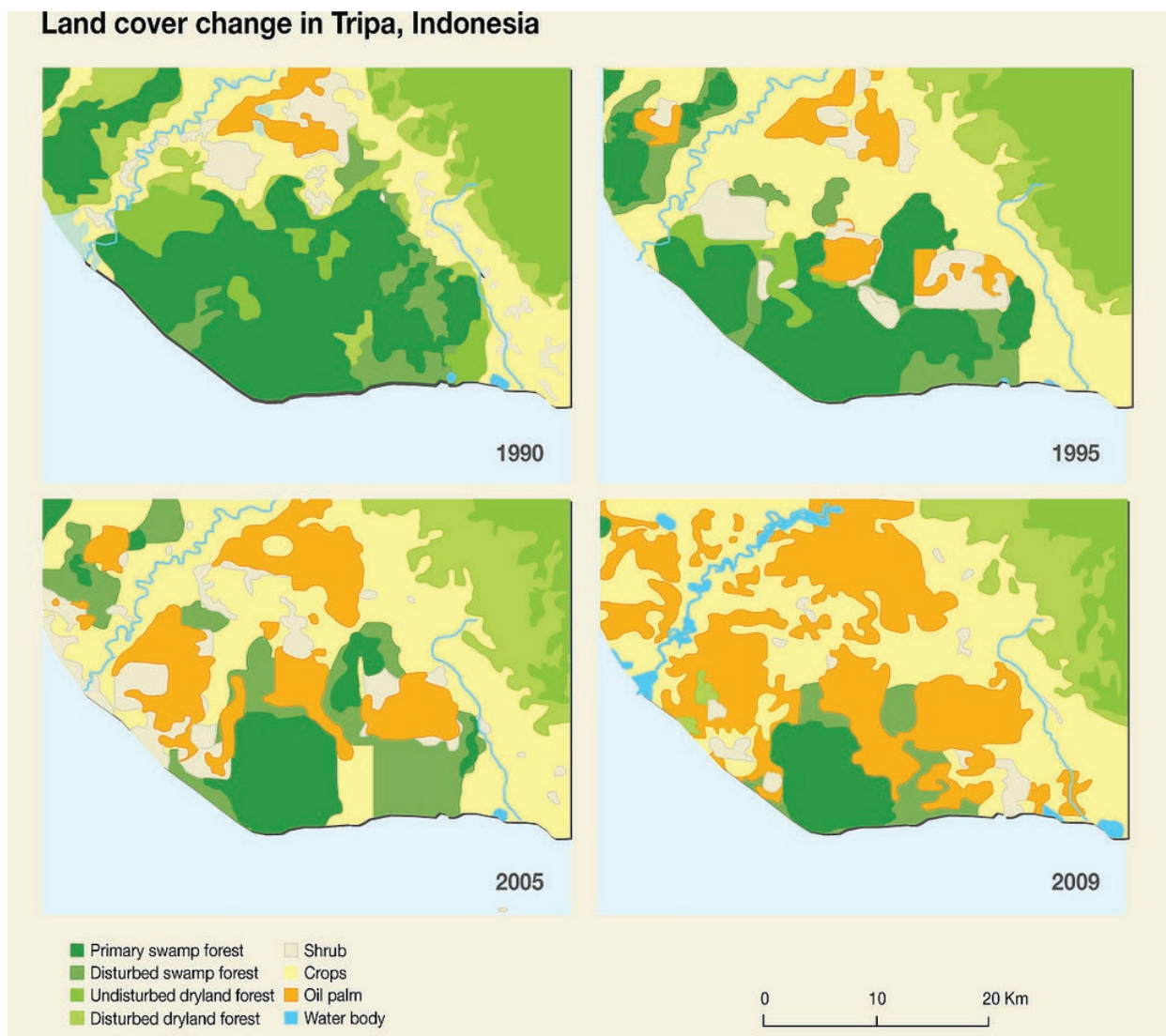
The Leuser ecosystem exists at a tenuous crossroads between development and conservation. In 2004, three national parks in the Leuser ecosystem were inscribed on the UNESCO World Heritage List. Despite being protected under Indonesian law, industrial development for palm oil, pulp and paper plantations and mining continues to threaten the ecosystem, and the wellbeing of millions of Acehnese people who depend on the rainforest for their food and livelihoods.

Tripa in Aceh

Tripa is an area on the west coast of Aceh, where palm oil plantations are mainly located on **peat swamps** up to three metres deep. Peatlands are wet, carbon-rich areas formed over thousands of years from leaf litter and organic material. When these areas are drained the peat is exposed to the air. The peat then begins to oxidise and release CO² into the atmosphere. Additionally, the dried out peat is flammable, and human ignited fires ('slash and burn') emits huge amounts of CO² into the atmosphere and causes air pollution in other countries.

Growth of palm oil in Tripa, Indonesia

Maps: http://www.grida.no/graphicslib/detail/land-cover-change-in-tripa-indonesia_8998

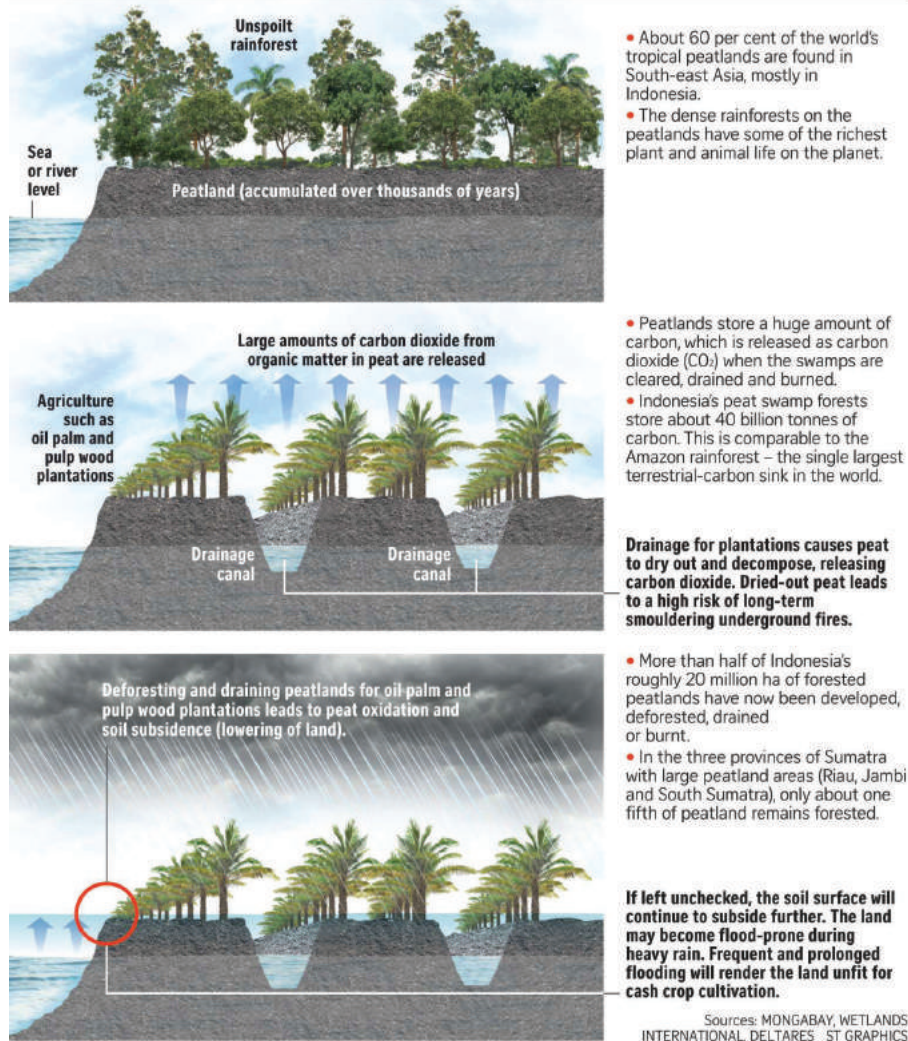


Peatlands - Drained and Wasting Away

Diagrams: http://www.straitstimes.com/sites/default/files/resize/st_20151001_newsusbide_1724893-1536x2042.jpg

Drained and wasting away

Peat subsidence refers to the lowering of the soil surface due to physical compression of the peat and loss of carbon due to oxidation and erosion.



In the Tripa peat swamps, companies are converting forests on peatlands into oil palm plantations. While forests hosted 1,000 orangutans in 1990s, it is down to 280 in 2016.

Conservation versus development

Global Conservation aims to protect and sustainably develop the Leuser ecosystem. It is sponsoring **four initiatives** to assist park authorities and NGOs to protect the ecosystem:

- Stop Aceh Governor's Plan (expansion into forests and peatlands)
- Protect Core Wildlife Areas
- Close Illegal Palm Plantations and Restore Forests
- SMART Ranger Patrols-provide training and equipment to support national park rangers

Conflict Palm Oil is palm oil that has been produced illegally or under conditions associated with violations against labour and human rights, destruction of rainforests and expansion onto carbon-rich peatlands. In 2014 the international movement to reform Conflict Palm Oil practices led to many companies making sustainable palm oil commitments.

What are the Costs and Benefits of Palm Oil?

COSTS

- logging of rainforests releases greenhouse gases
- endangered plant and animal species
- loss of endemic species
- extinction of traditional lifestyles
- burning of forests is the quickest method to clear land causing trans boundary haze (haze moving between countries) – negative impact on health and visibility
- Burning peat soils difficult to control
- land conflict between palm oil companies and indigenous people
- traditional landowners, experience land losses and restrictions on land use rights. Native Customary Rights are often ignored when plantations are established, leading to conflicts between indigenous peoples and palm oil companies and sometimes serious human rights abuses
- carbon savings are outweighed by losses. It is estimated it would take between 75 and 600 years for the carbon savings of petroleum displacement by palm oil biofuel to balance the carbon lost during the growth and manufacturing of the product.

BENEFITS

- used in cosmetics, ice cream, animal feed and pharmaceuticals
- billion dollar business
- 7.5 million Indonesians earn a living from palm oil contributing to reduced poverty and improved wellbeing.
- one employer for every seven hectares in Indonesia
- more than one million jobs in Indonesia from grower to processor
- used for biodiesel production- reduced greenhouse gasses
- lowest per-unit production costs of all vegetable oils
- extraction process is a relatively simple
- some stakeholders experience significant gains from the burgeoning global palm oil trade (growers, investors, and employees)

Photo; endangered Sumatran elephant <http://www.yesvegetarian.com/wp-content/uploads/2014/11/Sumatran-Elephant.jpg>

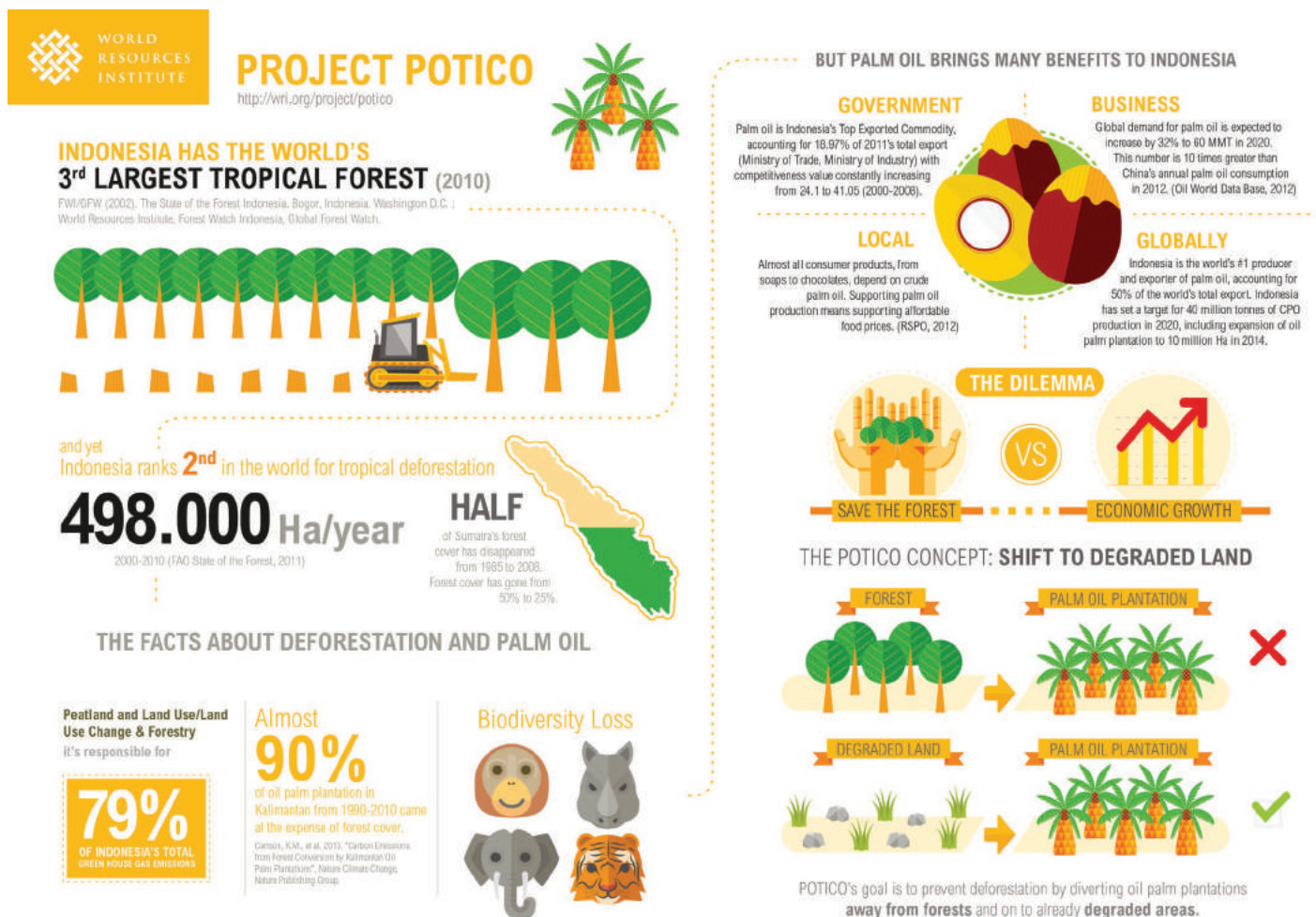
Is Sustainable Palm Oil the Solution?

A sustainable palm oil industry must have a balance between **environmental, social and economic functions** with a shared responsibility between governments, industry and individuals.

Aimed to address environmental problems from palm oil production such as greenhouse emissions, declining biodiversity, and air and water pollution, stricter law enforcement is required. For example new palm oil developments should be diverted from primary and secondary forests to degraded land. The World Resources Institute initiative, known as POTICO, aims to help shift palm oil production from forested to degraded lands

Project Potico

Infographic: http://www.wri.org/sites/default/files/potico_infographic_1_final_0.png



What is the Roundtable on Sustainable Palm Oil (RSPO)?

The environmental and social problems arising from palm oil production led to the creation of the **Roundtable on Sustainable Palm Oil (RSPO)**. **Unilever**, the world's largest purchaser of palm oil, and the World Wildlife Fund (WWF) developed the RSPO requiring palm oil growers to obtain a certificate for **sustainable production**. Members of the RSPO include palm oil producers and manufacturers who use palm oil in their products. In 2014, around 16% of palm oil produced was certified sustainable and in 2012, Indonesia produced 35% of the world's certified sustainable palm oil (CSPO).

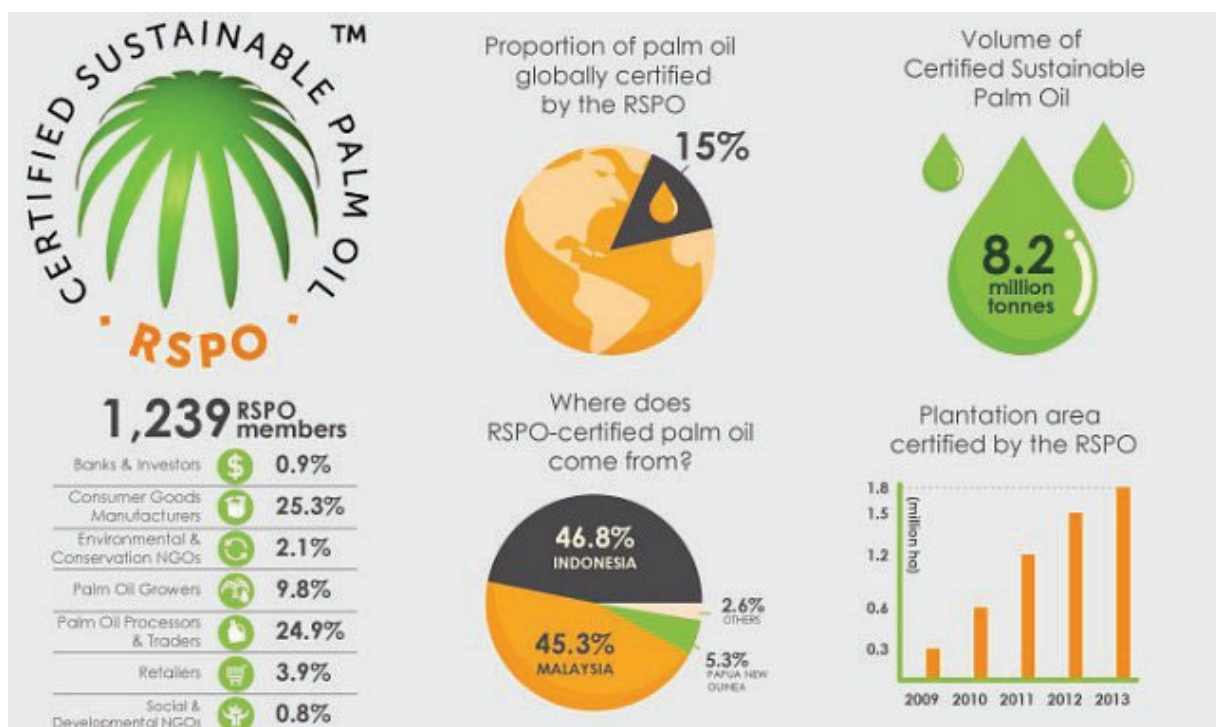
Eight principles required for growers to be RSPO certified

Diagram: <http://greenpalm.org/public/808/Images/rspo-principles-and-criteria.JPG>



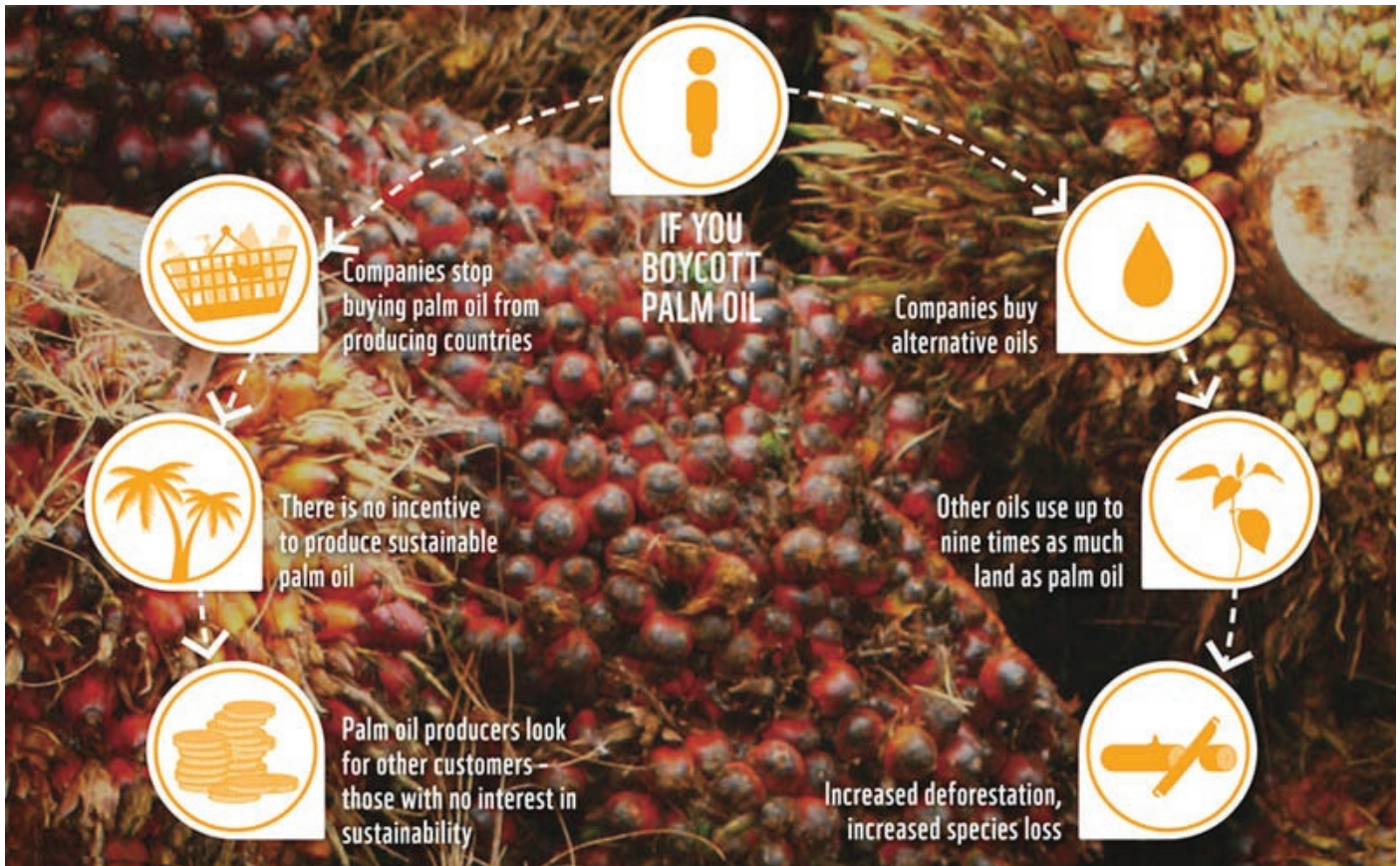
RSPO statistics

Infographic: <http://www.stephensonpersonalcare.com/admin/resources/rspo2103infographic-2-w640.jpg>



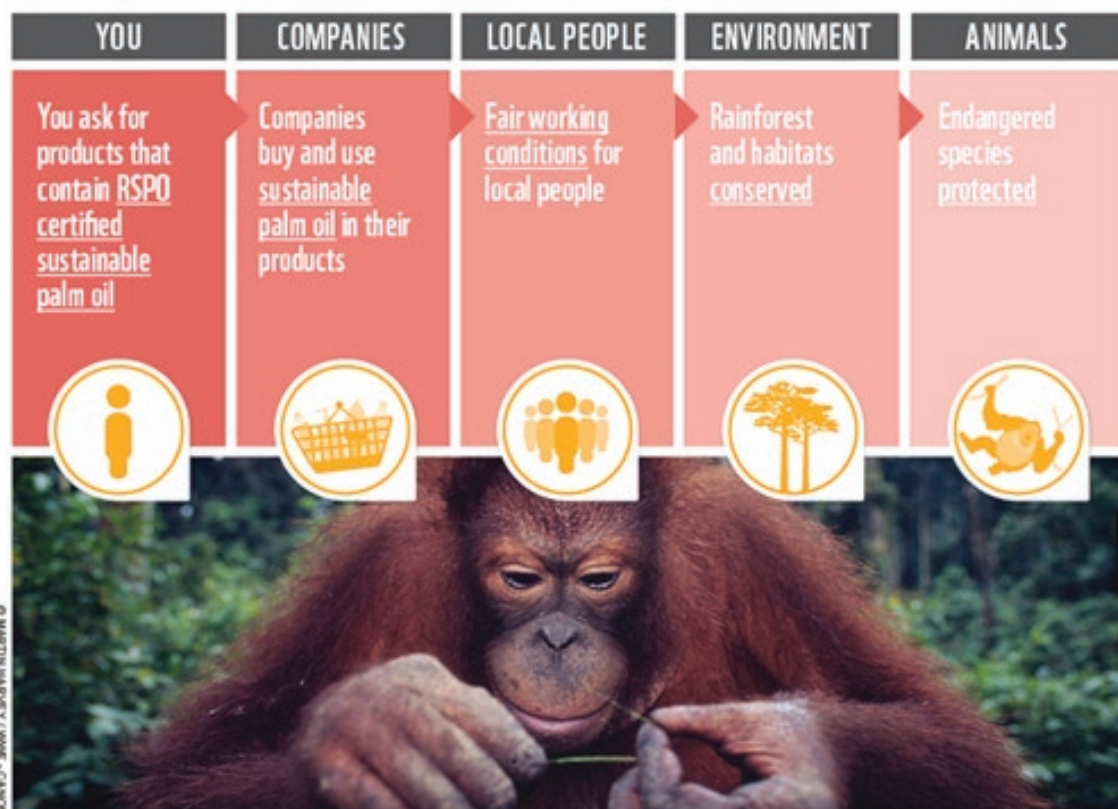
Are Boycotts the Answer? (Citizenship)

Diagram: <https://s-media-cache-ak0.pinimg.com/originals/55/29/8b/55298b4744c6dc26a4859a0124e316d9.jpg>



SUSTAINABLE PALM OIL-THE DIFFERENCE IS YOU!

Table: <http://otter.org.au/why-demand-sustainable-palm-oil/>



Palm Oil Shopping Guide

Poster: <https://s-media-cache-ak0.pinimg.com/564x/a6/11/95/a61195b43ca254f66b10dd1e0b5e0047.jpg>

PALM OIL SHOPPING GUIDE

CURRENT BEST CHOICES

MAKE A DIFFERENCE FOR WILD ORANGUTANS

Using products from companies who promote palm oil's sustainable and responsible production can help keep some of the earth's most amazing plant and animal species from losing their homes to the expansion of palm oil plantations in Southeast Asia. Support companies who are members of RSPO (Roundtable on Sustainable Palm Oil) found in this list.

www.houstonzoo.org/palm-oil

BRAND NAMES OF RSPO COMPANIES **FOOD**

Act II	Doritos	Justin's products	Pasta Roni
Aunt Jemima mixes	Dreyer's	Keebler cookies & crackers	Peter Pan
Austin Brand Crackers	Drumstick	Kellogg's	Pop Tarts (Kellogg's)
Baby Ruth	Edy's	Kid Cuisine	Power Bar
Banquet meals	Egg Beaters	Knorr Products	Pringles
Ben & Jerry's Ice Cream	Eggo	La Choy	Quaker Products
Bertolli	Famous Amos Cookies	Lay's	Ragù
Birds Eye	Fiddle Faddle	Lean Cuisine	Reddi-wip
Blue Bonnet Butter	Frito Lay	Libby's	Rice-A-Roni
Boost	Fruit snacks (Kellogg's)	Lindt Truffles	Ruffles
Breyers	Gerber products	Marie's dressings & prod.	Skippy PB
Butterfinger	Ghirardelli	Morning Star Products	Slim-Fast
Carr's Crackers & Cookies	Grandma's cookies	Mother's Cookies	Stouffer's
Cheetos	Häagen Dazs	Near East	Sun Chips
Cheez-it (Sunshine)	Healthy Choice meals	Nesquik	Swiss Miss
Chef Boyardee	Hellmann's Products	Nestlé Crunch	Tostitos
Coffee-Mate	Hot Pockets	Nutri-Grain Bars (Kellogg's)	Town House Crackers
Country Crock	Hunt's	Orville Redenbacher's	VanCamp's
Crunch 'n Munch	Jenny Craig meals	Pam	Wonka Candy
Dean's Dips	Jiffy Pop	Parkay	

AUSTRALIA'S LINKS TO PALM OIL

Australia imports 130,000 tonnes of palm oil each year. Approximately 43 of Australia's 100 top grocery brands contain palm oil. Coles and Woolworths reduced uncertified palm oil from their private label products in 2015. There is no law in Australia mandating palm oil be labelled on the ingredients of products however more explicit labelling would enable shoppers to be more eco-aware of products they purchase. Responsible consumers aware of the links between palm oil and the decline of forests and animals species, have boycotted hundreds of goods containing palm oil such as Kit Kat and Dove soap.

Activities



1. What are the food and non-food products from palm oil
2. How has palm oil changed the natural environment?
3. Explain the ecosystem links between rainforests and orangutans.
4. Describe how Australian's could reduce their demand for palm oil
5. In groups brainstorm how you would stop deforestation to ensure sustainable palm oil production. Present your findings as an oral report to the class.
6. Describe the purpose of the Roundtable on Sustainable Palm Oil (RSPO).
7. Design a slogan discouraging the use of unsustainable palm oil products




8. Explain the story as a TV report



9. **Investigation:** It is thought that one in ten products found on our supermarket shelves today contain palm oil, but only a small percentage of the palm oil that is used to make these products, comes from a sustainable source. List products in your house and/or shopping centre that contains palm oil.
10. **Palm oil production and consumption. De Bono's Thinking Hats**
Students participate in a role play using Edward de Bono's Thinking Hats. They are asked to think about the consequences of conventional and sustainable palm oil production.

RED
 Loss of forests and endangered species;
Indigenous groups;
Environmental NGO-
 such as WWF.
 Passionate about
 rainforests and the
 environment. Supports
 sustainable palm oil
 production



**FEELINGS, HUNCHES
 AND INTUITION**

BLUE
 Let's lay own some rules of
 order



**MANAGE THE
 THINKING PROCESS-
 TOWARDS
 SUSTAINABLE PALM
 OIL**

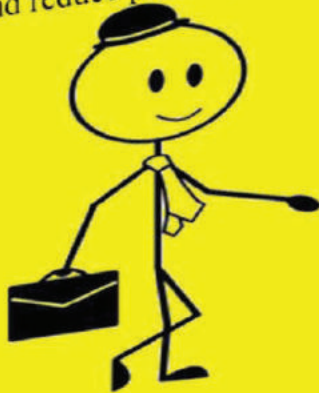
GREEN
Local farmer; Small farm,
 employs a few local people;
 increased income, improved
 lifestyle



**CREATIVITIY,
 POSSIBILITIES,
 ALTERNATIVES**


SIX THINKING HATS

YELLOW
Government- money from
 more exports and taxes;
 Needs to balance
 environmental, economic
 and social aspects for votes
 and reduce protest groups



**BRIGHTNESS,
 OPTIMISM-** growth of
 country's economy
 (benefits)

WHITE
**Owner of large plantation
 and/or company.** Aim to
 build a profitable company.
 Employs hundreds/thousands
 of people; **Climate scientist,**
conservationists concerned
 over greenhouse emissions.



FACTS AND FIGURES-
 information known and
 needed. Assess accuracy.
 Separate fact from fiction

BLACK
Consumer, self-interest,
 cheap products



JUDGEMENT-to
 purchase or not to purchase
 palm oil products or prefer
 sustainable palm oil
 products.
 What is wrong with palm
 oil products?
 How can I use my
 consumer power to affect
 positive change with regards
 to palm oil?

11. Investigate palm oil production using Bloom's Taxonomy

Observe	Understand Comprehend	Apply	Analyse	Synthesis Evaluate	Create and Act
Watch YouTube and videos on the topic. Brainstorm the topic and draw a mind map. Take notes. Answer simple questions.	What do you consume every day that involves palm oil? What could be done to prevent deforestation caused by growing palm oil trees?	Collect information and data on palm oil from a variety of sources.	Compare the differences between palm oil production and sustainable palm oil production to growers	Write a letter to the Food Standards Australia or a large supermarket like Woolworths demanding the labelling of palm oil in products and sales of sustainable palm oil products	Produce a brochure promoting sustainable palm oil. Develop a TV report to raise awareness of the controversial issue



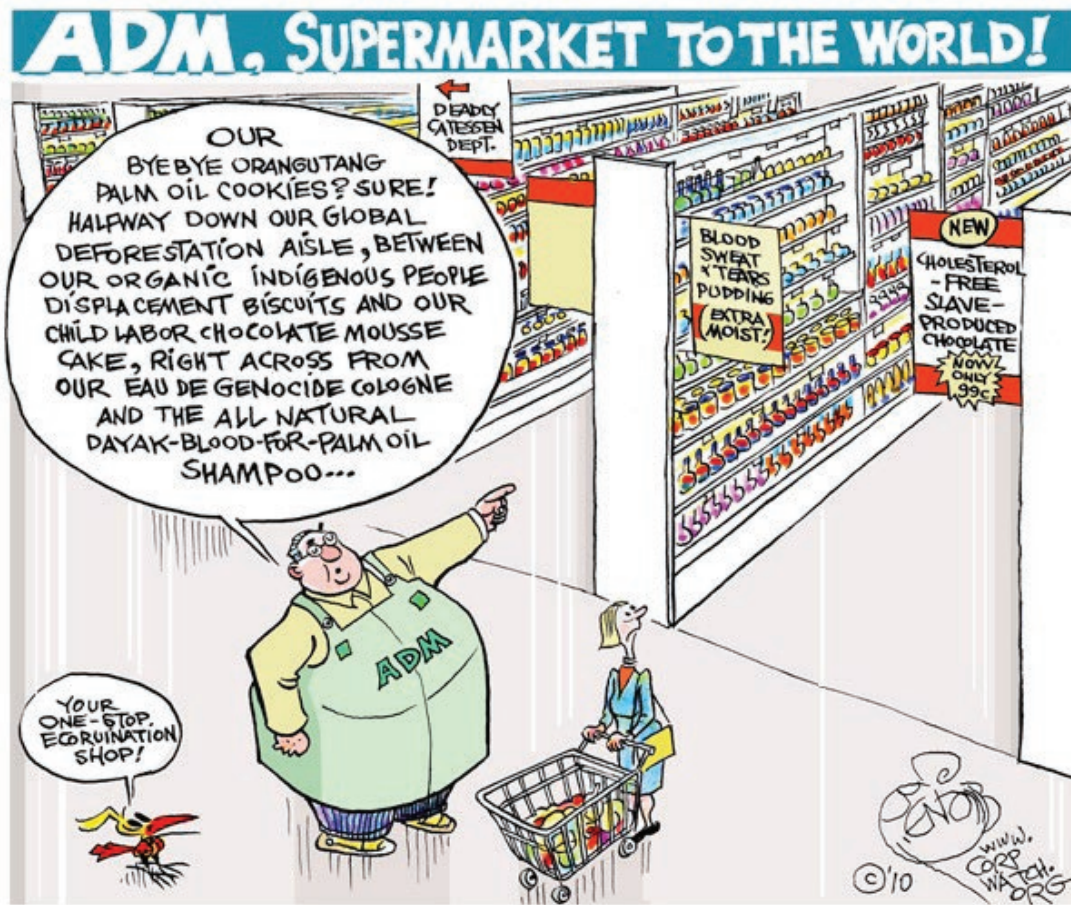
12. Discuss the advantages and disadvantages of palm oil using the scaffold. Suggest solutions for sustainable palm oil production

DISCUSSION SCAFFOLD

Statement of the issue A statement outlining palm oil production, manufacturing and consumption. What is it? Where is it grown? What countries are the main producers? Who are the main consumers?
Arguments for palm oil Series of points with explanations-economic, social and environmental
Arguments against palm oil Series of points with explanations-economic, social and environmental
Summary Recommendations for sustainable production and use of palm oil-Action? Use the following language features: generalised nouns, present tense, emotive words, logical connectives e.g. therefore, however, on the other hand, and quantify words e.g. usually, probably

13. In pairs explain the message in the cartoon

Cartoon: <http://s3.amazonaws.com/corppwatch.org/img/original/ADM-1.jpg>



14. Compare the landscape on the left with the right and the reasons for their differences

Photo: <http://www.saynotopalmoil.com/images/home/imgHome1upd1394179357.jpg>



15. What is the message in the poster? What actions could reduce the environmental cost?

Poster: <https://i.ytimg.com/vi/6MWKkTuQLUk/maxresdefault.jpg>



16. Refer to Palm Oil Action Australia-Shopping Guide. List 10 ecofriendly products

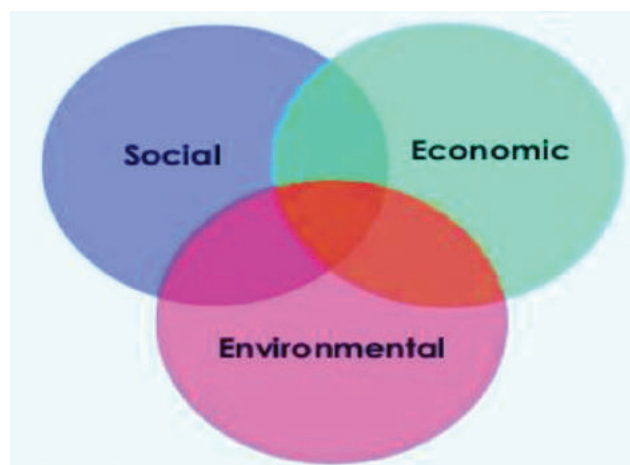
- <http://palmoilaction.org.au/resources/palm-oil-action-shopping-guide/>
- http://www.palmoilaction.org.au/downloads/palm_oil_free_shopping_list.pdf
- <http://www.orangutans.com.au/Orangutans-Survival-Information/Helping-you-buy-responsibly-Palm-oil-free-alternatives.aspx>

17. From rainforest to your cupboard: the real story of palm oil – interactive

- <https://www.theguardian.com/sustainable-business/ng-interactive/2014/nov/10/palm-oil-rainforest-cupboard-interactive>.

- You wash with it, you brush with it, you toast it, it's in 50% of what you buy – but what's the real story of palm oil? Use the interactive below to trace the journey of palm oil from the rainforest through to your kitchen cupboard Does the story of palm oil affect your buying habits?

18. Draw a Venn diagram showing the negative impacts of palm oil-economic, social and environmental



YouTube

- Leuser Ecosystem – deforestation, palm oil, orang-utan <http://www.edgeofexistence.org/edgeblog/?p=3549>
- The price of palm oil 23.31min, 16/9/2010 <http://www.youtube.com/watch?v=A01iDTNQ2rs>
- Sustainable Palm oil production 5.12min, 18/4/2011 <http://www.youtube.com/watch?v=7BRGj0DwYwA>
- Google Earth Outreach Borneo Orangutan Survival 2.57min <http://www.google.com/earth/explore/showcase/changetheworld.html#b>

Geolinks

- Palm oil, you, me and orangutans <http://www.geographypods.com/palm-oil--me.html>
- Burning season documentary with student activities <http://www.theburningseasonmovie.com/students-teachers/p/103.html>
- Conflict palm oil http://www.ran.org/palm_oil
- IUCN/SCC Primate Specialist Group <http://www.primate-sg.org/>
- Orangutan Foundation <http://www.orangutan.org.uk/>
- Sumatran Orangutan Society (SOS) <http://www.orangutans-sos.org/>
- Sustainable palm oil http://www.rspo.org/files/pdf/GPA_SEPT_Digital.pdf; http://www.unileveralgerie.com/Images/SustainablepalmoilGoodAgriculturalPracticeGuidelines2003_tcm204-5316.pdf
- UNEP/UNESCO Great Apes Survival Partnership (GRASP) <http://www.un-grasp.org/>
- ZSL Oil Palm and Biodiversity Project <http://www.zsl.org/conservation/regions/asia/indonesia/oil-palm-and-biodiversity-project,1180,AR.html>
- Palm oil Behind the News <http://www.abc.net.au/btn/resources/teacher/episode/20140603-palmoil.pdf>
- Junior and Middle Primary <https://www.orangutan.org.au/get-involved/schools/>

Geofacts

- Since 1900, 90% of Sumatra's orang-utan population disappeared
- Sumatran orangutans are listed as one of the top 25 most endangered primates
- Indonesia ranked third largest emitter of CO₂ emissions in the world, with 50% coming from peat emissions and 30% from deforestation.

GEOGRAPHY CURRICULUM LINKS

- Landscapes and landforms-human interactions in rainforests
- Sustainable biomes-tropical rainforests
- Environmental change and management
- Ecosystems- endangered species
- Global interactions-trade from producing to consuming countries. Global companies involved in the palm oil industry
- Fires-movement of air pollution to other countries
- Human wellbeing-displaced indigenous people







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