



Think Global, Act Local

Summary

In this activity students consider how travel differs between countries around the world and how other factors affect travel choice. Students will work in groups to role play three travel scenarios.

See links to Western Australian Curriculum at end of this lesson plan.

Year Level: PP – 6

Teaching and Learning Resource

Learning outcomes

This activity will provide an opportunity for students to:

- Stimulate discussion about lifestyle, innovation and technology
- Understand the distribution of resources globally

Resources

- Butchers paper or digital blank canvas
- Think Global Act Local scenarios (Resource Sheet 4)
- Student in Australia
- Student in South Africa
- Student in Germany (all at the end of this document)

Teaching and learning ideas

Teachers are encouraged to use a range of the teaching and learning ideas provided. The teaching and learning ideas provide opportunities to address multiple learning areas. Teachers can modify and extend ideas for different year levels and phases of schooling. Teaching ideas have been aligned to the Western Australian curriculum including identification of learning area, strand and sub-strand.

1. Students will be divided into groups of 3-4 and given a scenario.
2. Students are asked to read their scenario and construct a role play based on it.
3. Student groups will then be asked to present their scenario to the class.
4. Ideas in drama from different cultures- Each group document ideas originating from different cultures



5. Each group completes a matrix on the presentation of the role play and a display of artworks to enhance their meaning. Matrix to include content, delivery, props, improvisation skills to explore new movement ideas and voice and movement techniques for selected drama forms and styles.
6. Reflection on how ideas, feelings, beliefs and viewpoints have been expressed to an audience, including considering feedback.
7. After each scenario compare the three different lifestyles and discuss the positives and the negatives for each mode of transport.
8. Discuss how each form of transport may have affected the environment, health, social interaction and fun of the person concerned.
9. Discuss the differences in the economic characteristics (e.g. per capita income, energy consumption), demographic characteristics, transport restrictions/requirements/expectations, sustainability focus (e.g. population size, density) and social characteristics (e.g. life expectancy, education) of a selection of countries across the world.
10. In small groups discuss the impact of changing technology on people's lives (e.g. at home, work, travel, communication, leisure, toys) and how the technology of the past differs from what is used today.
11. Students choose a country or place in the world. Write a story about a person from this place and their transport options. Research common modes of transport for that country before you begin.
12. Construct a language ladder - choose modes of transport from all over the world and construct a language ladder that has an icon, word in English, word written in different language (the country of origin) and a description about that mode of transport in that country.

Extension

Discuss sustainability of cities around the world and compare the transport in these cities to Perth. Utilise Resource Sheet 5 - Three transport stories.

Units of measurement- ask students to convert and construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs.

Whole school approach:

- Students could present the role play at assembly.
- Write a story about and add photos and/or video of the role play to website www.yourmove.org.au/schools.

Table 1: Links to the Western Australian Curriculum – Health and Physical Education

Strand	Substrand
Personal, social and community health	<ul style="list-style-type: none"> • Being healthy, safe and active

Table 2: Science

Strand	Substrand
Science inquiry skills	<ul style="list-style-type: none"> • Planning and conducting • Processing and analysing data and information

Table 3: The Arts: Drama, Media, Visual Arts

Strand	Substrand
Making	<ul style="list-style-type: none"> • Choreographic processes • Skills and techniques • Performance • Voice and movement
Responding	<ul style="list-style-type: none"> • Sharing the arts through performance, presentation or display for an audience • Developing skills and processes • Exploring ideas and improvising with ways to represent ideas

Table 4: Humanities and Social Sciences

Strand	Substrand
Historical Knowledge and Understanding	<ul style="list-style-type: none"> • The past in the present (Year 2) • Community and remembrance (Year 3) • Australia as a nation (Year 6)
Geographical Knowledge and Understanding	<ul style="list-style-type: none"> • Places are both similar and different (Year 3) • A diverse and connected world (Year 6)
Humanities and Social Sciences skills	<ul style="list-style-type: none"> • Questioning and Researching • Analysing • Evaluating • Communicating and Reflecting

Table 5: Languages

Strand	Substrand
Communicating	<ul style="list-style-type: none"> • Informing

Table 6: Mathematics

Strand	Substrand
Statistics and probability	<ul style="list-style-type: none"> • Data representation and interpretation

Cross curriculum Priorities: Sustainability

General Capabilities: Literacy, Information and communication technology (ICT) capability, Critical and creative thinking

Resource Sheet 1 - Think Global, Act Local

Scenarios

Australian Year 5 Student in 2016

Mia is 10 years old and is in Year 5 at Maylands Primary School. Mia lives 1 kilometre from her school. On a school day Mia wakes up at about 7.30am and eats her cereal while watching the morning cartoons on the television. When Mia is ready for school she jumps in to the car (a 4WD) with her little brother and her mum drives them to school on her way to work. On the way Mia sometimes drives past her friends who ride to school.

South African Year 10 Student in 2016

Onkebetse is 15 years old and attends Ramatu High School. The school has pit toilets and one tap for over 750 students. Onkebetse walks to school each day. The school is three kilometres from her village. Onkebetse would like to encourage others to walk to school to keep the air pollution free. School finishes at 1.00pm and she walks home with her friends.

German Student 2016

I'm Tim, and I'm now 14 years old. I cycle 5km to school every day. I cycle in a big group and there is always a lot to talk about. It is also easier to concentrate at school after being out in the fresh air. We even cycle on rainy and snowy days, which is better than sitting in an overcrowded bus. If I want to go to the city I take the tram.

Resource Sheet 2 - Three Transport Stories

New York

New York City is the most populated city in the United States of America with 8 million people living there. The 'Big Apple', as New York is nicknamed, is home to the Statue of Liberty, which was a gift of international friendship from the people of France. The statue's hand measures an impressive 5 metres in length – that's almost as tall as a giraffe.

Public transport is the most popular way to travel around New York City, which is quite unusual for the USA. Approximately 90 per cent of Americans living in other places drive cars rather than take the bus or train to get to work and school, so New York is an extra special transport city. It has the largest underground system in the world, with 468 stations, whereas London only has 287 tube stations.



Grand Central Station in New York City was used as villain Lex Luthor's secret headquarters in the film *Superman*. Can you imagine Voldemort having his HQ at Kings Cross Station?



My name is Zac. I'm 9 years old. I walk to school every day with my Mom and brother. I live seven blocks away from school, so it only takes fifteen minutes to get there. I like the walk in the summer, but it is not fun in the winter when it is really cold and snowy. I ♥ NY.

There is also a free ferry connecting Staten Island to Manhattan carrying 65,000 passengers every day. Taking the ferry to school would be a really refreshing start to the day!





Julian Golfarini

I go to my elementary school on a school bus, which is yellow and quite big. It is bus number 4. I really enjoy the journey because I sit next to my friend Hayley. We tell each other jokes all the way and sometimes do our homework. Sometimes there is lots of traffic in New York, but it is OK if we are in the bus because the time goes super quick. The bus is good for the environment because it means that all the kids go together instead of our Moms taking us in their cars. I think children everywhere should go by bus because buses are really cool.

Taylor Jackson, USA



Julian Golfarini

By 2012, New York plans to have 75 per cent of the city's taxis running as hybrid vehicles. This means they will run on a combination of normal fuel and electric power, which is much better for the environment than traditional taxis. I think this is a really important environmental development for my city because New York's yellow taxis are such a famous feature of the city, and we are sending a message to the world that we are serious about protecting our environment.

Julian Golfarini, USA

When a school bus in the USA stops a 'STOP' sign comes out of the side of the bus and there are red flashing warning lights. It is against the law to drive past the buses when they are stopped and the children are getting out.

New York has bright yellow taxis because yellow is the easiest colour to see. You can even spot them from the top of the Empire State Building, another of New York's famous landmarks.



New Delhi

New Delhi is the capital of India and approximately 13 million people live there.

India celebrates many festivals. Diwali is the 'Festival of Lights' and is celebrated by lighting different coloured lamps and letting off lots and lots of fireworks.

There are different ways to travel around New Delhi, from rickshaw to buses and trains. The buses are the most popular means of transport and every part of the city is connected by the bus network. Many of these buses run on Compressed Natural Gas (CNG), which is a 'clean' fuel. Delhi Transport Corporation owns the most CNG fuelled buses in the world.

New Delhi also has an underground train system that helps ease the traffic on the roads. The Indian railways are an important way into and out of the city.



Hello, my name is Nidhi. I am 12 years old and live in New Delhi. I walk to school and the journey is quick, fun and doesn't hurt the environment.

Perhaps the most enjoyable way to travel around New Delhi is by rickshaw. They come in two varieties: cycle rickshaws and automatic rickshaws. Cycle rickshaws have a bike at the front and a small carriage at the back and the driver cycles the bike pulling the carriage along. Automatic rickshaws are powered by a small engine and have space in the back for passengers.



Anna Kitteringham





Anika Khurana

My name is Anika and I live in India. When people talk about travelling by carts or rickshaws in India, I used to get offended because I thought they were trying to imply how undeveloped India is. However, now I feel pride in having transport practices that are really environmentally friendly and sustainable. Unfortunately, lots of people here want to live like the western countries and don't feel any pride in the environmentally-friendly transport practices that our ancestors started. We used to look down upon people who use these 'primitive' ways of transport, but with awareness of how sustainable these transport methods are, a young person should be inspired to take a cycle rickshaw instead of an automatic rickshaw.

Anika Khurana, India



Pawan Alex

My name is Pawan Alex. I live in India and I am 13 years old. I travel to school by bicycle and my journey takes 15 to 20 minutes. I like cycling because it is environmentally friendly.

Pawan Alex, India



Karlsruhe

The city of Karlsruhe is in southwest Germany, near the French-German border. The streets in the old part of the city fan out from the castle like the spokes of a bicycle wheel. The forests and parks around the castle make it a pretty place to live. These forests are overshadowed by the nearby Black Forest, which is very popular for walking, cycling holidays and outdoor activities.

The first bicycle was invented in Karlsruhe, by a man called Baron Von Drais, in the 19th century. Bikes and cycling are still very popular in Karlsruhe. There is also an excellent train and tram system in Karlsruhe that makes public transport the easiest way to travel around the city.

Karlsruhe is home to Germany's oldest funicular railway, which takes passengers to the Turmberg Hill. A funicular railway runs up the side of a hill or mountain and has counterbalanced cars that run on parallel sets of rails that are pulled up and lowered by cables. On a clear day it's possible to see all the way to France.

The first bike was made almost entirely of wood. It didn't have any pedals, so the brave riders had to propel themselves along using their feet. It must have been a rickety ride.



My name is Matthias. I am 11 years old. I live in Karlsruhe. I ride my bike to school: it is really fun and only takes ten minutes. There are nice bike shelters in my school's playground, so my bike stays safe and dry all day.

Hi! My name is Alice and I'm 13 years old. Every morning I cycle over to my friend Tamara's house and leave my bike there to walk with her to school. We talk about everything we did the day before and we enjoy the nature around us. I can't imagine sitting in a car on my own, instead of walking with my friend - it's so much more fun to walk together. To go to the centre I take the tram; it's better than driving because you don't have to look for a parking place, there are no traffic jams and it's good for the environment. I like our trams!
Alice, Germany



Sophie Schrey





Sophie Burger



Sophie Burger

Karlsruhe has a great combined train and tram transport system, because the city trams are directly linked to the German train system. The trams from Karlsruhe go via train rails to other cities in the region of Baden-Wuerttemberg, and even to the French border. Passengers travelling from outside the city can directly enter the city centre without changing trains. Outside the city this tram-train goes really fast and travels over long distances and then runs as a tram as soon as it enters the city, which

means that it has more stops and goes more slowly. Since this system has been developed many more people use the trams. The trams always have right of way and even traffic lights change if a tram is passing. Using a car in Karlsruhe means stopping for all the trams, and so taking the tram means you will arrive at your destination more quickly and with less stress.

In Karlsruhe we have student action days that are called 'Schülertage'. We have fun workshops where we play games and tell young people about how they could live in a more environmentally-friendly way. Last year we painted a very old tram with bright colours and fun pictures to spread the message about how important it is to live in a sustainable way.
Sophie Burger, Germany

(These stories have been reproduced with the kind permission of Transport for London)