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LEARNING FOR LIFE

- ⦿ I can obtain facts from a variety of sources.
- ⦿ Our environment, culture and beliefs influence the way we live.

FOCUS QUESTIONS

*What sort of information would we like to discover about life in another country?
How does sharing what I know enhance my understanding?*

RESOURCES

- ⦿ a sample passport
- ⦿ a stamp or sticker for passports
- ⦿ BLM 22 and BLM 23

OTHER USEFUL RESOURCES

- ⦿ software, such as:
 - Microsoft Photo Story 3
 - Microsoft Powerpoint
 - Apple iWork Keynote

- ⦿ websites, such as:
 - Department of Foreign Affairs and Trade Visa Information
www.dfat.gov.au/visas/
 - Big Mac Index
www.oanda.com/products/bigmac/bigmac.shtml
 - Universal Currency Calculator
www.xe.com/ucc/
 - World Clock
www.timeanddate.com/worldclock/

LEARNING ACTIVITIES

PAPERWORK AND PASSPORTS

Explain to students that they are going to read their way around the world, as part of a team, and learn about each country they visit. However, before they can travel they need a valid passport.

What is a passport?

What is it used for?

Have each student fill in the details required on BLM 22 to create their passports.

TEAM TRAVELLERS

Divide the class into teams of four students and have each group choose a name. Place the names of twice as many countries as there are groups into a container, then have each group select two countries at random from the container.

Have each team plot their journey on a map, beginning at their hometown and visiting the capital cities of their countries, without backtracking, if possible. Use coloured flag pins to plot the journeys on a master map displayed in the library.

PLANNING THE JOURNEY

Before they begin, each team must plan and write their itinerary, detailing how they will travel between destinations. Have them list the five key attractions they will visit in each country.

STARTING WITH A STORY

Have each group select a novel set in one of the countries being studied. On completion of the novel have them answer the following questions and prepare a book review to be put on display in the library.

Who is the author?

Where is the story set?

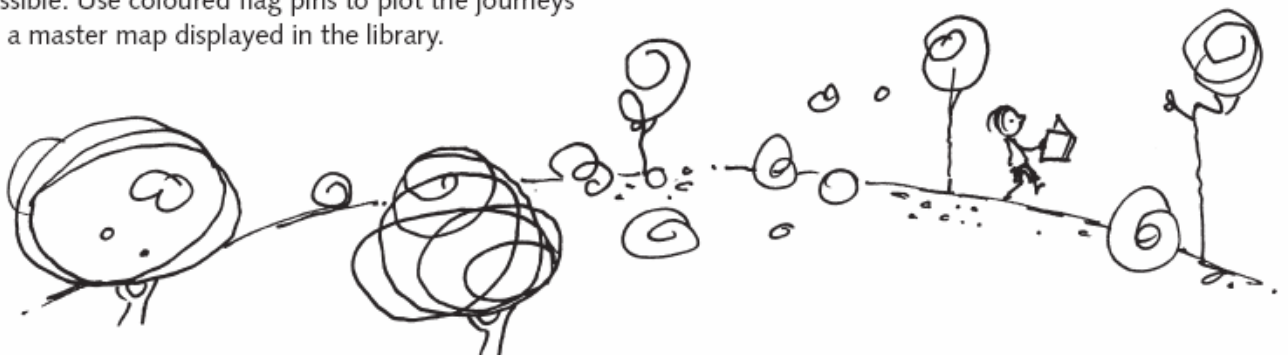
Is the author from this country?

Is it historical or contemporary fiction?

Does it have a rural or urban setting?

Could this story have been set in another place or time?

What did you learn about the country from reading this book?



BEHIND THE SCENES

As a group, have students undertake an in-depth study of both of the assigned countries. Invite them to consider:

- location
- geography
- climate
- population
- government
- education system
- famous people
- history
- language
- currency
- diet—include a traditional recipe as an example
- flags and national emblems
- celebrations, commemorations and religious observances
- entertainment, sports and leisure activities
- traditional costumes
- family structures, homes and routines.

Ask students to select eight of these topics and develop a pictorial travelogue based on them. They can use software applications, such as PowerPoint, KeyNote or Photo Story, to do this. Explore the narration and animation features of the software and demonstrate how they can include images shared under a creative commons licence. As well as information about the country, include tips for potential travellers, such as:

- why a tourist might go there
- when to visit
- how to get there
- whether a visa is needed
- other essential information for travellers.

FACT AND FEAST FESTIVAL

The final aspect of the task is to present it in a memorable way. Each group is responsible for organising and holding a 'fact and feast' festival to celebrate the culture of the countries they have studied. Students could present their travelogue, slideshow and travellers' tips wearing the national costume or using culturally significant props. They should also aim to provide samples of foods from their assigned countries.

The groups could work in a rotation to present their countries, so that each group holds two 'fact and feast' festivals. Alternatively, partners within each group could be assigned one of the two countries to present. These presentations might take several weeks to be completed.

VISITORS' VISA

Distribute **BLM 23** before the presentation. After each country has been presented, have students complete one of the two visitors' visas on **BLM 23**. When each page is completed correctly, stamp it as a record of the visit.

COME FLY WITH ME

Set up displays for each country, grouping them by continent in various parts of the library. Include maps, artefacts, novels and nonfiction resources, with the travelogues on a continuous loop. Invite other classes and parents to visit and view the displays, with their creators acting as travel guides.

