

# UNIT 1 - REDUCE, REUSE AND RECYCLE

## Content

- Environmental issues and waste
- Importance of recycling, reducing, reusing
- How individually we approach these
- How as a school we do these
- Examples from around the world using student nationalities
- Poster designs to promote awareness

## Resources & ICT

- iPad app: recycling
- Tristram Stuart TED talk on food waste
- Use of Pages for designing poster

## Students to Know

- Examples of local, national and international recycling
- The impact on the environment of waste

## Students to Understand

- How as an individual, community or nation we can improve our approaches to waste disposal
- How as an individual we can reuse or reduce, e.g. water and electricity use

## Students to be able to Do

- Defend arguments for recycling

## Cross curricular links

- Science; food and digestion unit, grade 8 food webs unit

## Types of assessment

- Formative: question and answer sessions, short quizzes, class discussions

## Differentiation incl. EAL

- Vocabulary lists, language assistance for EAL students
- Extension: individual research into one way of recycling and presenting to class

## Learning styles activities

- Environmental awareness: care over the environment through responsible waste disposal



Waste landfill

D'Arcy Norman / CC BY 2.0

## Global citizenship, internationalism, local environment

- Local environment: exploration of how waste is disposed of in Lausanne, e.g. weighing of waste and tax



# UNIT 2 - THINK INTERNATIONAL!

## CITIZENSHIP 6 & 7

### Content

- To define the term international and use it in the context of international aid
- To explore the impacts of major natural disasters and think of immediate, short-term and long-term interventions
- To look at the works of charity and government organisations that provide aid, e.g. WHO or The Red Cross
- To review world leadership as a concept, exploring the qualities needed to lead a government

### Resources & ICT

- Folens CITIZENSHIP unit study 5: Think International, pages 46-58
- iPad app: The United Nations

### Students to Know

- Different interpretations of the word 'international'
- The names of examples of charity and government organisations that provide aid

### Students to Understand

- The importance of the human impact of natural disasters

### Students to be able to Do

- Provide a list of qualities associated with world leadership

### Cross curricular links

- Geography 8; natural phenomenon and disasters

### Types of assessment

- Question and answer sessions, short quizzes, class discussions

### Differentiation incl. EAL

- Vocabulary lists, language assistance for EAL students
- Extension: individual research into one kind of natural disaster

### Learning styles activities

- Interpersonal: students thinking about the human impact of natural disasters



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### Global citizenship, internationalism, local environment

- Internationalism: world views and experiences associated with natural disasters



**BRILLANTMONT**  
International School

October-November - 6 weeks

# UNIT 3 - COMMUNITY

## Content

- Definitions of community
- Belonging
- Exclusion
- Communities around the world
- Internationalism
- Ideal communities

## Resources & ICT

- United Nations application
- Charter of human rights
- National Geographic periodicals

## Students to Know

- Community may be defined in different ways
- A community shares certain characteristics
- Communities are shaped through culture

## Students to Understand

- Differences in communities around the world
- The differences between belonging to a community and being excluded from a community

## Students to be able to Do

- Cite aims of different communities, e.g. live in harmony with the environment
- Describe differences between communities
- Describe own community
- Justify values they are looking for in their communities

## Cross curricular links

- Science; the human impact on ecosystems

## Types of assessment

- Rubric-based end of unit test
- Formative and ongoing

## Differentiation incl. EAL

- Vocabulary lists, language assistance for EAL students
- Extension: individual research into differences between communities around the world

## Learning styles activities

- Whole class discussions around the theme of community.
- Individual recounts of communities the students have lived in
- Paired and group work describing specific communities, e.g. a comparison between northern and southern hemisphere countries



Connecting hands

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## Global citizenship, internationalism, local environment

- Students will enhance their understanding of internationalism through an exploration of communities around the world



# UNIT 4 - CONFLICT RESOLUTION

## Content

- Understanding appropriate solutions to conflict
- Recognising situations where conflict occurs
- Conflict avoidance
- Healthy and positive responses
- Exploration through role-play

## Resources & ICT

- Experiences of students

## Students to Know

- A range of appropriate solutions to conflict situations
- How to recognize a conflict situation

## Students to Understand

- Differences in approaches to conflict resolution
- Tolerance and acceptance issues which may lead to conflict or avoid them

## Students to be able to Do

- Adopt a range of approaches to avoid conflict
- Describe what a conflict is in a specific situation and find solutions
- Carry out role-play to explore conflict

## Cross curricular links

- PSHE; social skills
- Science; biology and adaptation

## Types of assessment

- Rubric-based end of unit test
- Formative and ongoing
- Check-list of developed skills

## Differentiation incl. EAL

- EAL students may explore conflict situations pictorially
- Extension: the debating skills of great public orators and politicians may be analysed

## Learning styles activities

- Role-play situations and hot-seating
- Paired and group discussions finding solutions to conflict situations
- Individual reflections concerning personal conflicts



Vince Musi / The White House / Public domain

## Global citizenship, internationalism, local environment

- Global citizenship and internationalism: understanding different perspectives, tolerance, cultural differences.
- Recognising the different approaches of students from different backgrounds