

Global Citizenship - Blooms taxonomy of educational objectives

Cognitive domains	Activities
Knowledge	<ul style="list-style-type: none"> • Identify the ways people in different countries are interconnected (p. 3). • Locate items in the school and home that are made overseas and label the countries where they were manufactured on the world map (p. 6-7). • List three facts about progress on the Millennium Development Goals (p. 10-11).
Comprehension	<ul style="list-style-type: none"> • Describe your place in the global village (p. 4-5). • Identify the appropriate level of government responsible for social change (p. 16-17). • Complete the letter writing activity (p. 24). • Graph the growth of fair trade cocoa / chocolate sales using table data (p. 23).
Application	<ul style="list-style-type: none"> • Suggest ways the world could help achieve one of the MDGs and reasons why they might not be achieved (p. 10-11). • Suggest ways that your home / school could reduce energy use and carbon emissions (p. 19). • Perform Millennium Development Goals - 'a football drama' script (p. 12-13). • Plan a strategy to influence your home / school to adopt practices to reduce energy use and carbon emissions (p. 18-19).
Analysis	<ul style="list-style-type: none"> • Identify patterns in the types of goods in the home and school that are made overseas (p. 6-7). • Identify how Australians contribute to a global non-government organisation and how it benefits others (p. 15). • Analyse evidence on MDG progress in PNG (p. 15). • Analyse the purpose and images in a climate change cartoon (p. 16). • Analyse the design and purpose of a campaign poster (p. 25).
Synthesis	<ul style="list-style-type: none"> • Prepare a Power Point presentation showing different ways that people are interconnected around the world. • Create a collage of images from different regions of the world. • Debate the topic, 'The world can achieve the MDGs by 2015'. • Organise a fair trade stall / fundraiser at school (p. 23). • Choose a global issue and design an advertising poster (p. 25). • Choose a conflict situation and role play different ways to resolve the conflict peacefully and successfully (p. 20-21).
Evaluation	<ul style="list-style-type: none"> • In a small group, evaluate and rank proposals to achieve the MDGs and give reasons for your decision (p. 10-11). • Evaluate the effectiveness of campaign posters and the effectiveness of using celebrities to promote change (p. 24-25).

Global Citizenship - Gardner's Multiple Intelligences

Verbal / Linguistic

- Write a letter about a global issue to your Member of Parliament, the media or a business, asking for action.
- Debate the topic, 'The world can achieve the Millennium Development Goals by 2015'.

Logical / Mathematical

- Graph the growth of fair trade cocoa / chocolate sales using table data (p. 23).
- Read graphs and identify patterns in 'Miniature Earth 2007 - A World of 100' (p. 4-5).

Visual / Spatial

- Create a collage of images showing the ways people are interconnected around the world (p. 3).
- Design a campaign / advertising poster calling for people to act in response to a global issue (p. 25).

Kinaesthetic / Body

- Organise a mini World Cup soccer / football competition, with each team representing a different country of the world.
- Perform the play 'Millennium Development Goals – a football drama' for an audience (p. 12-13).

Musical / Rhythmic

- Devise a music concert to raise awareness of different issues around the world – child labour, climate change, peace-building, Millennium Development Goals (p.10-11).
- Find a collection of songs and music from different countries around the world.

Interpersonal

- In a small group, brainstorm strategies to raise awareness and educate the student population about climate change. Evaluate each strategy and choose one that the group will plan and implement in the school community (p. 18-19).
- Organise a fair trade stall for parents, teachers and students (p. 23).

Intrapersonal

- Reflect on the following questions and record your responses:
 - How has your understanding of the world been affected by this study?
 - What have you found troubling and concerning about this study?
 - What have you found encouraging and hopeful in this unit?

Visit worldvision.com.au/schoolresources for more worksheets and activities to support the Global Citizenship issue and other topics in the Get Connected series. The website also includes links to the curriculum outcomes in different Australian states.