

## **UNAA GLOBAL CITIZENSHIP AND SUSTAINABILITY PROGRAM**

**Approved by the WA School Curriculum and Standards Authority as a Provider-developed Program [WACE Endorsed Units] 2018 to 2022**

### **Program Provider Details**

<b>Title of organisation</b>	United Nations Association of Australia (WA)
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### **Name of program**

The following titles will appear on the Western Australian Statement of Student Achievement (WASSA)

UNAA Global Citizenship and Sustainability Program Unit 1: Global Goals and the Local Community

UNAA Global Citizenship and Sustainability Program Unit 2: Global Goals and Australian Regions

UNAA Global Citizenship and Sustainability Program Unit 3: Global Goals and the Indo-Pacific

UNAA Global Citizenship and Sustainability Program Unit 4: Global Citizenship and Sustainable Earth

### **Description of program**

Based on the UNESCO model for Global Citizenship Education and the UN 2030 Sustainable Development Goals (commonly termed Global Goals), students apply General Capabilities to plan for the planet and implement projects at the local, regional or global level. Students develop understanding of the 17 Goals and global interconnections, identify a problem to address, design and implement solutions. Challenge-based learning pedagogy requires students working in teams to define real-world problems for sustainability, devise and implement authentic solutions. Throughout the process, students use a digital portfolio to record evidence of critical and creative thinking, personal and social capability, intercultural and ethical understandings.

- Four units designed for flexible delivery.
- Students integrate Humanities (geography, civics and citizenship, economics and business), enterprise and project management skills and STEM understandings to solve problems at local, Australian regional, Indo-Pacific regional and global scales.
- In each unit, students work in teams to implement actions contributing to the Global Goals.

### **Average learning time**

Four semester units each a minimum of 60 hours, typically at least 30 hours of classroom or face to face instruction and 30 hours private study/homework

### **Participant profile**

Integrated challenge-based learning suited to Year 10, 11 and 12 students with a wide range of dominant learning styles.

There are no pre-requisites. Key attributes required for students to successfully undertake this program will be:

- student interest in planning for the future, sustainable development
- student capacity for self-directed, collaborative learning
- student capacity for challenge-based learning

### Cost

Estimate the costs associated with the delivery or certification of this program.

Flexible delivery

Digital based learning

Estimated cost of \$11 per student per unit (UNAAWA Global Citizenship School members) to cover administration, certification and quality assurance costs. UNAAWA will exercise its discretion to consider applications to renegotiate this cost to ensure that no student is prevented from undertaking the program.

### Rationale

UNAAWA has gained endorsement of this program in order to:

Promote integrated, applied learning based on the Sustainable Development Goals

Empower youth voice and action in planning process – global citizenship

Promote the UNESCO Global Citizenship Education model – the basis for PISA testing of **Global Competence** from 2018

Contribute to Australia's achievement of Goal 4 Quality Education, Target 4.7:

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

### Learning outcomes

The key learning outcomes of this program are:

1. Learners acquire knowledge and understandings of local, national and global issues and the interconnectedness and interdependency of different countries and populations
2. Learners develop skills for critical thinking and analysis.
3. Learners experience a sense of belonging to a common humanity, sharing values and responsibilities based on human rights.
4. Learners develop attitudes of empathy, solidarity and respect for differences and diversity.
5. Learners act effectively at local, national and global levels for a more peaceful and sustainable world.
6. Learners develop motivation and willingness to take necessary actions.

Source: *UNESCO Model for Global Citizenship Education*

### Learning and teaching program

See attached program. Note there are four discrete units in the program. Students may complete one, two, three or four of the units and in any sequence. Each unit has a common design; however, each is differentiated by the context of learning (from local to global). This hierarchy of contexts provides differing learning challenges. It is advantageous, but not essential, for students to move through the hierarchy from local to global. The common design of the units facilitates multi-unit delivery (differentiated learning) in a single class group.

## Assessment

See attached assessment outline

## Certification evidence

See attached statement and certificate

**Minimum requirements for the program to be successfully completed:** (This may include attendance, assessment tasks and/or performance)

Students satisfactorily complete all assessment tasks included in the outline.

## Achievement descriptors

List the words that are used to describe achievement in the program?

High Distinction [HD]

Distinction [D]

Credit [C]

Not Yet Achieved [N]

Withdrawn [W]

Note: It is understood that for the purposes of recording achievement with SCASA the first three categories will be combined as Achieved.

## Program structure and delivery strategy

Schools determine the delivery strategy most appropriate for the context. The Program may be delivered during normal school hours or after school hours, spread over a number of weeks or more, for individuals, small numbers or larger groups and classes. In all cases the program is delivered by school personnel.

## Personnel

Identify the personnel who will be delivering this program.

Personnel	List qualifications, competencies, experience, training or induction
Teachers	Teachers participate in UNAOWA approved <i>Education for Sustainable Development</i> professional development through range of delivery modes.
Expert speakers	Working in the sustainability area over a range of occupations

Note: If required, personnel working with children must have a current Working with Children Check. For comprehensive information on the Working with Children check, go to [www.checkwwc.wa.gov.au](http://www.checkwwc.wa.gov.au)

## Resource requirements

IT facilities

No specialist equipment required

## Quality assurance

UNAOWA collaborates with partner organisations to implement the following quality assurance process:

- Teachers satisfactorily complete approved professional development
- School teaching/learning and assessment program submitted electronically and approved
- Evidence of student achievement sampled electronically
- Monitoring of quality of student outcomes through annual *UNAOWA Global Goals Challenge*

The Provider ensures the authenticity of certification through controlled use of UNAAWA signature and logo.

### Record keeping

UNAAWA will gather and permanently retain the following records:

School name  
Teacher contact details  
Year of completion of unit  
Student name and year level  
Units achieved  
Level of achievement

### Program evaluation

UNAAWA evaluates its school programs annually.

The process is led by the School Programs Coordinator reporting to the Education Reference Group and Executive Committee. The Education Reference Group includes key stakeholder representatives (currently Curtin University, Industry, teachers and professional development providers).

### Longevity of program

The program will be implemented in a limited number of schools for the first time in 2018. It is expected to be available for schools during the life of the Sustainable Development Goals (i.e. until 2030). During 2029, it is anticipated that all member nations will reach agreement on progress made towards the Goals and the next 'generation' of Goals (as occurred in 2015 when the Millennium Development Goals expired).

The program is endorsed by the WA School Curriculum and Standards Authority from 2018 to 2022.

### Additional Information

The four units of the **UNAA Global Goals and Sustainability Program** have been recognized by Curtin University through its Learning Futures Network. It is a Curtin University recognized ACES (Achievement Centred Engagement for Students) Program. In his email confirming this recognition Professor David Gibson commented:

"I am pleased to say that the UNAAWA is the first formally recognized program of the Learning Futures Network. Your application shows the care and depth to which you and your colleagues approach creating learning opportunities for youth.

We are here confirming that students who take part in your program of offerings seem poised to produce strong evidence of knowledge and skills that are highly valued by Curtin University.

We will list the following title as a recognized ACES program:

**UNAA GLOBAL CITIZENSHIP AND SUSTAINABILITY PROGRAM "**

Students completing one or more units will also be eligible to apply for Curtin SHAPE Scholarships.

Professor David Gibson

Director | Learning Futures | Curtin Learning and Teaching

UNESCO Chair of Data Science in Higher Education Learning & Teaching

*Inspiring and supporting innovation, excellence and impact in learning and teaching*



# UNAAWA GLOBAL CITIZENSHIP AND SUSTAINABILITY PROGRAM

The UNAAWA *Global Citizenship and Sustainability* program is based on the UNESCO model in *Global Citizenship Education: Topics and Learning Objectives* (UNESCO, 2015, p15). This model underpins design of the Global Competence test in the Program for International Assessment (PISA).

## Global Citizenship Education

### DOMAINS OF LEARNING

#### COGNITIVE

#### SOCIO-EMOTIONAL

#### BEHAVIOURAL

### KEY LEARNING OUTCOMES

- Learners acquire knowledge and understanding of local, national and global issues and the interconnectedness and interdependency of different countries and populations
- Learners develop skills for critical thinking and analysis

- Learners experience a sense of belonging to a common humanity, sharing values and responsibilities, based on human rights
- Learners develop attitudes of empathy, solidarity and respect for differences and diversity

- Learners act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world
- Learners develop motivation and willingness to take necessary actions

### KEY LEARNER ATTRIBUTES

#### Informed and critically literate

- Know about local, national and global issues, governance systems and structures
- Understand the interdependence and connections of global and local concerns
- Develop skills for critical inquiry and analysis

#### Socially connected and respectful of diversity

- Cultivate and manage identities, relationships and feeling of belongingness
- Share values and responsibilities based on human rights
- Develop attitudes to appreciate and respect differences and diversity

#### Ethically responsible and engaged

- Enact appropriate skills, values, beliefs and attitudes
- Demonstrate personal and social responsibility for a peaceful and sustainable world
- Develop motivation and willingness to care for the common good

### TOPICS

1. Local, national and global systems and structures
2. Issues affecting interaction and connectedness of communities at local, national and global levels
3. Underlying assumptions and power dynamics

4. Different levels of identity
5. Different communities people belong to and how these are connected
6. Difference and respect for diversity

7. Actions that can be taken individually and collectively
8. Ethically responsible behaviour
9. Getting engaged and taking action

### LEARNING OBJECTIVES BY AGE/LEVEL OF EDUCATION

Pre-primary/  
lower primary  
(5-9 years)

Upper primary  
(9-12 years)

Lower secondary  
(12-15 years)

Upper secondary  
(15-18+ years)

### Learning and Teaching Program

1. The program is designed for Year 10 to12 students with diversity of dominant learning styles.

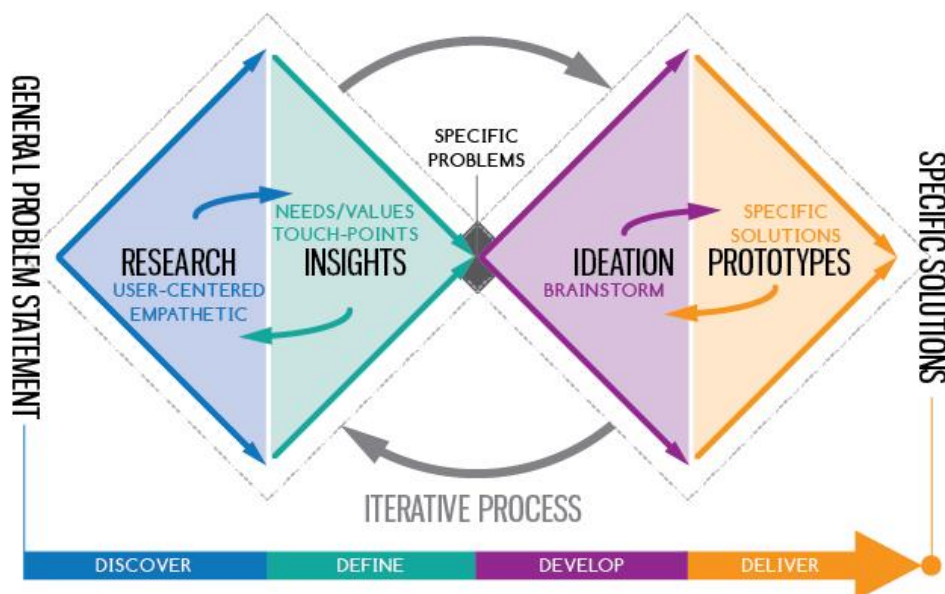
- Based on GCed model (above) and UN 2030 Sustainable Development Goals (SDGs below)

## THE GLOBAL GOALS For Sustainable Development



- Four units with varying contexts: Unit 1: Local community; Unit 2: Australian Regional; Unit 3: Indo-Pacific Regional; Unit 4: Global
- Initial phase of learning in each unit* focused on SDGs; human and natural systems in the unit context; system interconnections local to global; project management and enterprise skills.
- Second phase of learning* involves students working in teams (ideally four students) and applying a design thinking model to SDGs and context, investigating possible solutions, devising and implementing a project management plan to create a solution.
- Third phase of learning* involves students reflecting on, preparing for and presenting their team solution.

## Double Diamond DESIGN PROCESS



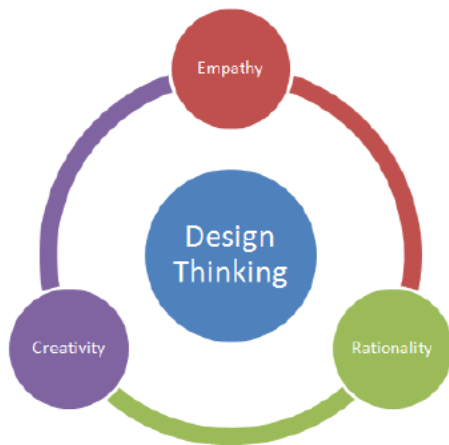
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## Sample Design Thinking Process – UNAAWA Student Parliaments

Your task at the Student Parliament Workshop is to design a '*Mission Possible*' - that either extends or adds value to what your school already does. The *Mission* contributes to one or more of the Global Goals. During the Workshop, you will: **Collaborate** with others to design your *Mission*, **Contribute** your ideas and be open to the ideas of others, **Empathise** by trying to think from the perspective of people most affected by the Goal(s) you are addressing, **Provide** feedback and welcome it from others to refine your ideas, **Apply** the Design Thinking process (see below).



*How might we .....*

persuade others to reduce use of plastics in our school?

convince our community that the  
Global Goals are important?

encourage others to reduce their carbon footprint?

raise funds to support disadvantaged  
communities?

Taruna Goel, 'The Design Thinking Mindset', *Designed for Learning*: [tinyurl.com/z56o6w](https://tinyurl.com/z56o6w)

### DESIGN THINKING PROCESS

#### 1. Empathise and Define

Explore selected goals and consider the perspectives of people most affected.

#### 2. Ideate

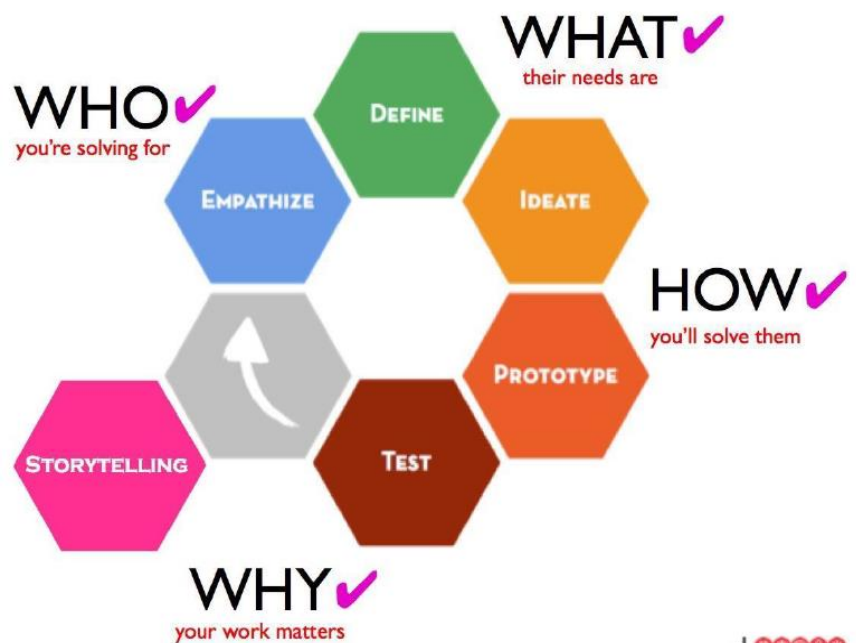
Brainstorm ideas – no judgements. Vote on best idea to develop – the team's BIG IDEA

#### 3. Prototype

Map out (unpack) BIG IDEA by drawing and writing to describe the *Idea*, the *Problem* it solves, the *Impact* it will have. Also develop the '*Mission*' Plan – **Why** the BIG IDEA is important and how you will know it is having the intended impact. **What** you need to do to achieve it (3 to 5 key steps). **Who** needs to be involved and the tasks they will perform. **How** tasks will be done (resources needed). **When** tasks will be done (3 to 5 key milestones).

#### 4. Test and Refine

Seek feedback from others not involved. Use to refine Prototype.



Design Thinking, Hasso-Plattner Institute of Design (d.school) at Stanford University: [tinyurl.com/72p845y](https://tinyurl.com/72p845y)

#### 5. Pitch

Your team representative(s) has three minutes (not a second more) to inform the Student Parliament about your '*Mission Possible*' and how it will make a difference. Collaborate to work out the three to five key messages (Takeaways) and how to best present them. Be prepared to 'Feed Back and Feed Forward' for other team Pitches. Be specific. What do you like? What could make it even better? What questions does this raise? What should happen next? What is needed to keep the idea moving?

### Learning and Teaching Program

The following learning objectives are drawn from *Global Citizenship Education: Topics and Learning Objectives* (UNESCO, 2015). Students learn in the context of applying the Global Goals to analysing needs and taking positive action for developing sustainability in the local community (the school community or neighbourhood or local government area). Students undertake a challenge-based, collaborative project (working in teams of three to five) to address an issue of concern. Challenge-based learning involves students defining a problem, developing and delivering a specific solution. Throughout the program students develop and apply the four *General Capabilities*: Critical and Creative Thinking, Intercultural Understanding, Ethical Understanding, Personal and Social Capability. This unit provides opportunities to incorporate the cross-curriculum priorities of Sustainability and Aboriginal and Torres Strait Islander histories and cultures.

*Critically analyse global governance systems, structures and processes and assess implications for global citizenship*  
Global governance systems, structures and processes and the way that regulations, policies and decisions are made and applied at different levels.

*Critically examine local, national and global issues, responsibilities and consequences of decision-making, examine and propose appropriate responses*

Inquiry into major local issues and perspectives on these (gender, discrimination, human rights, development, peace and conflict, refugees, migration, environmental quality, youth unemployment).

*Critically assess the ways in which power dynamics affect voice, influence, access to resources, decision-making and governance*

Analysis of local community issues from the perspective of power dynamics (e.g. gender equality, disability, youth unemployment).

*Critically examine ways in which different levels of identity interact and cultivate a sense of belonging to a common humanity*

Personal and collective identities and memberships in local community context viewed through multiple lenses.

*Critically assess connectedness between different groups*

Rights and responsibilities of citizens and groups in the community.

*Develop and apply values, attitudes and skills to manage and engage with diverse groups and perspectives*

Values and attitudes of empathy and respect beyond own groups. Engaging in actions for social justice in the local community.

*Develop and apply skills for effective civic engagement*

Skills for effective political and social engagement (critical inquiry and research, assessing evidence, making reasoned arguments, planning and organising action, working collaboratively, reflecting on the potential consequences of actions, learning from successes and failures).

*Critically assess issues of social justice and ethical responsibility and take action to challenge discrimination and inequality*

Local issues that involve ethical questions. Demonstrating ethical and social responsibility.

*Propose actions for, and become agents of, positive change*

Contributing to the analysis and identification of needs and priorities that require action/change in local community. Exploring opportunities for social entrepreneurship. Actively participating in the creation of a vision, strategy and plan of action for positive change. Critically analysing the contributions and impact of the work of various actors. Inspiring, advocating for and engaging others to act. Practicing communication, negotiation and advocacy skills. Promoting positive societal behaviour.

### Assessment Outline

Students demonstrate learning outcomes through three assessment types:

*Knowledge and understanding* (written report or test or oral presentation or visual presentation)

*Team Project plan, implementation and review* (written report or test or oral presentation or visual presentation)

*Global competence* (using digital portfolio – see illustrative example Attachment Two)



**Learning and Teaching Program**

The following learning objectives are drawn from *Global Citizenship Education: Topics and Learning Objectives* (UNESCO, 2015). Students learn in the context of applying the Global Goals to analysing needs and taking positive action for developing sustainability in an Australian regional community (e.g. Perth Eastern Metropolitan Region, Pilbara, Great Southern, Kimberley). Students undertake a challenge-based, collaborative project (working in teams of three to five) to address an issue of concern. Challenge-based learning involves students defining a problem, developing and delivering a specific solution. Throughout the program students develop and apply the four *General Capabilities*: Critical and Creative Thinking, Intercultural Understanding, Ethical Understanding, Personal and Social Capability. This unit provides opportunities to incorporate the cross-curriculum priorities of Sustainability and Aboriginal and Torres Strait Islander histories and cultures.

*Critically analyse global governance systems, structures and processes and assess implications for global citizenship*  
How individuals and groups, including public/private sectors, engage in global governance structures and processes.

*Critically examine local, national and global issues, responsibilities and consequences of decision-making, examine and propose appropriate responses*

In-depth analysis of interconnected nature of issues (root causes, factors, agents, dimensions, international organisations, multinational corporations).

*Critically assess the ways in which power dynamics affect voice, influence, access to resources, decision-making and governance*

Factors facilitating or hindering citizenship and civic engagement (social and economic inequalities, political dynamics, power relations, marginalisation, discrimination, state, military/police power, social movements, trade unions).

*Critically examine ways in which different levels of identity interact and cultivate a sense of belonging to a common humanity*

Personal and collective identities and memberships in Australian regional context viewed through multiple lenses. Factors that lead to successful civic engagement (personal and collective interests, attitudes, values and skills).

*Critically assess connectedness between different groups and communities*

Concept of legitimacy, rule of law, due process and justice.

*Develop and apply values, attitudes and skills to manage and engage with diverse groups and perspectives*

Concepts of peace, consensus building and non-violence. Engaging in actions for social justice in national community.

*Develop and apply skills for effective civic engagement*

Skills for effective political and social engagement (critical inquiry and research, assessing evidence, making reasoned arguments, planning and organising action, working collaboratively, reflecting on the potential consequences of actions, learning from successes and failures). Selecting the most appropriate way for obtaining information, expressing opinions and taking action.

*Critically assess issues of social justice and ethical responsibility and take action to challenge discrimination and inequality*

National issues that involve ethical questions (youth unemployment, equity, fighting crime and corruption, indigenous rights). How different perspectives on social justice and ethical responsibility influence political decision-making and civic engagement (political movements, voluntary and community work, involvement in charitable or religious groups) or complicate the resolution of national issues.

*Propose actions for, and become agents of, positive change*

Contributing to the analysis and identification of national needs and priorities that require action/change.

Exploring opportunities for social entrepreneurship. Actively participating in the creation of a vision, strategy and plan of action for positive change. Critically analysing the contributions and impact of the work of various actors. Inspiring, advocating for and engaging others to act. Practicing communication, negotiation and advocacy skills. Promoting positive societal behaviour.

**Assessment Outline**

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*Knowledge and understanding* (written report or test or oral presentation or visual presentation)

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*Global competence* (using digital portfolio – see illustrative example Attachment Two)

**Learning and Teaching Program**

The following learning objectives are drawn from *Global Citizenship Education: Topics and Learning Objectives* (UNESCO, 2015). Students learn in the context of applying the Global Goals to analysing needs and taking positive action for developing sustainability in the Indo-Pacific regional community (e.g. the Middle East, Africa, East Asia). Students undertake a challenge-based collaborative project (working in teams of three to five) to address an issue of concern. Challenge-based learning involves students defining a problem, developing and delivering a specific solution. This unit provides opportunities to incorporate the Cross-curriculum Priorities of Sustainability, Australia's Engagement with Asia and Aboriginal and Torres Strait Islander histories and cultures.

*Critically analyse global governance systems, structures and processes and assess implications for global citizenship*  
Critical reflection on what it means to be a member of the global community and how to respond to common problems and issues [roles, global connections, interconnectedness, solidarity and implications in everyday life].

*Critically examine local, national and global issues, responsibilities and consequences of decision-making, examine and propose appropriate responses*

Evaluation of how global governance structures and processes respond to issues and the effectiveness and appropriateness of responses (mediation, arbitration, sanctions, alliances).

*Critically assess the ways in which power dynamics affect voice, influence, access to resources, decision-making and governance*

Analysis of Indo-Pacific regional issues from the perspective of power dynamics (e.g. gender equality, disability, youth unemployment).

*Critically examine ways in which different levels of identity interact and cultivate a sense of belonging to a common humanity*

Personal and collective identities and memberships in Indo-Pacific context viewed through multiple lenses. Commitment to the promotion and protection of personal and collective well-being.

*Critically assess connectedness between different groups, communities and countries*

Promoting well-being in the community and understanding threats to and potential for well-being.

*Develop and apply values, attitudes and skills to manage and engage with diverse groups and perspectives*

Mutual interdependence and challenges of living in diverse societies and cultures (power inequalities, economic disparities, conflict, discrimination, stereotypes). Diverse and complex perspectives. Engaging in actions for social justice in the Indo-Pacific region.

*Develop and apply skills for effective civic engagement*

Skills for effective political and social engagement (critical inquiry and research, assessing evidence, making reasoned arguments, planning and organising action, working collaboratively, reflecting on the potential consequences of actions, learning from successes and failures). Analysing factors that can strengthen or limit civic engagement.

*Critically assess issues of social justice and ethical responsibility and take action to challenge discrimination and inequality*

International issues that involve ethical questions (terrorism, gender equity, modern slavery, indigenous rights). Challenges for governance of different and conflicting views of fairness and social justice.

*Propose actions for, and become agents of, positive change*

Contributing to the analysis and identification of international needs and priorities that require action/change. Exploring opportunities for social entrepreneurship. Actively participating in the creation of a vision, strategy and plan of action for positive change. Critically analysing the contributions and impact of the work of various actors. Inspiring, advocating for and engaging others to act. Practicing communication, negotiation and advocacy skills. Promoting positive societal behaviour.

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*Critically analyse global governance systems, structures and processes and assess implications for global citizenship*  
Inequalities between nation states and their implications for exercising rights and obligations in global governance.

*Critically examine local, national and global issues, responsibilities and consequences of decision-making, examine and propose appropriate responses*

Critical reflection on the influence on global issues and interdependence of history, geography, politics, economics, culture or other factors.

*Critically assess the ways in which power dynamics affect voice, influence, access to resources, decision-making and governance*

Critical examination of different viewpoints, opponent or minority views and critiques, including assessing the role of mass media and social media in global debates and on global citizenship.

*Critically examine ways in which different levels of identity interact and cultivate a sense of belonging to a common humanity*

Collective identity, shared values and implications for creating a global civic culture. Complex and diverse perspectives and notions of civic identities and membership on global issues or events through cultural, economic and political examples (ethnic or religious minorities, refugees, historical legacies of slavery, migration).

*Critically assess connectedness between different groups, communities and countries*

Rights and responsibilities of citizens and groups in the international community. Promoting and defending human rights for all.

*Develop and apply values, attitudes and skills to manage and engage with diverse groups and perspectives*

Actions by various organisations to bring positive change regarding global issues. Engaging in actions for social justice in the global community.

*Develop and apply skills for effective civic engagement*

Skills for effective political and social engagement (critical inquiry and research, assessing evidence, making reasoned arguments, planning and organising action, working collaboratively, reflecting on the potential consequences of actions, learning from successes and failures).

*Critically assess issues of social justice and ethical responsibility and take action to challenge discrimination and inequality*

Global issues that involve ethical questions (nuclear power and weapons, climate change, indigenous rights, business practices). Challenging injustice and inequalities.

*Propose actions for, and become agents of, positive change*

Contributing to the analysis and identification of needs and priorities that require action/change in the global community. Exploring opportunities for social entrepreneurship. Actively participating in the creation of a vision, strategy and plan of action for positive change. Critically analysing the contributions and impact of the work of various actors. Inspiring, advocating for and engaging others to act. Practicing communication, negotiation and advocacy skills. Promoting positive societal behaviour.

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## Global Citizen Skills 'Passport' – Secondary Teachers' Notes

A resource developed for UNAAWA Global Citizenship Schools by Rees Barrett, 2017

- The *Global Citizen Skills Passport* is a digital portfolio. Its purpose is to provide a framework for students to design projects implementing one or more of the *UN 2030 Sustainable Development Goals* (also known as *Global Goals for Sustainable Development*). Each project (termed a 'Mission' - from the WFUNA<sup>1</sup> *Mission Possible* program) may extend over one to two years and is ideal for promoting integrated, cross-curriculum, extension, collaborative, community service learning.
- The framework targets four of the *WA Curriculum* General Capabilities (based on *UNESCO Global Citizenship Education* Key Learner Attributes and *PISA Global Competence*) – Critical and Creative Thinking, Personal and Social Capability, Intercultural Understanding and Ethical Understanding.
- The framework integrates progressive development of the above four General Capabilities through four levels (Levels 3 to 6 described in the *WA Curriculum Learning Continuum* for each).
- As a general guideline, each of the four 'Mission' levels encompasses two years of learning (e.g. Level 3 *Bronze Mission* = Lower Primary; Level 4 *Silver Mission* = Upper Primary; Level 5 *Gold Mission* = Lower Secondary; Level 6 = *Platinum Mission* Upper Secondary). Differentiation of the four Missions is through increasing complexity and level of difficulty of the project (e.g. number of SDGs involved, depth of analysis and reflection required to demonstrate progressive development of General Capabilities).
- Students work in teams as they plan and undertake their Sustainable Development Project; they integrate and apply learning from across the school curriculum; they take responsibility for monitoring and gathering evidence of their demonstration for each element of the three General Capabilities; they seek teacher verification of their evidence.

### 2030 Global Goals for Sustainable Development 'Mission' Framework

1. Select at least one of the *UN 2030 Sustainable Development Goals*.
2. Investigate the needs of people in the local community and a community in another country related to the selected Goal(s).
3. Design a project that will help address these needs.
4. Implement and reflect on the project.

<sup>1</sup> World Federation of United Nations Associations



## Global Citizen Skills 'Passport' – Students' Notes

This Skills 'Passport' is presented to you as a Global Citizen in training. You can use it to record your learning journey as you plan and carry out projects designed to make a difference to your own community and those in other parts of the world. These projects are called *Missions*.

All 193 members of the United Nations, including Australia, have committed to a set of 17 Global Goals (called the 2030 Sustainable Development Goals). These will help to build a more peaceful and fairer world for all of its citizens. You can find out more about these goals through these webpages:

<http://worldslargestlesson.globalgoals.org/>

<http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

<http://www.wfuna.org/mission-possible>

<http://www.wfuna.org/wfuna-70-global-citizenship-challenge>

### THE GLOBAL GOALS For Sustainable Development



Your Mission is to be part of a team of students to create and implement a project in your school community using the following five steps:

#### 2030 Global Goals for Sustainable Development *Mission Cycle*

1. **Investigate** the needs of people in the local community and a community in another country related to one or more of the *UN 2030 Sustainable Development Goals*.
2. **Act** by designing and carrying out a project that will help address these needs.
3. **Reflect** on the progress and impact of your project - along the way and when it is completed. Do this by analysing (looking at the parts) and synthesising (looking at the whole) of your project.
4. **Share** your learning by involving and reporting to others your school and community.
5. **Sustain** by thinking about ways to expand your project, develop a new project, or mentor others to become involved.

The WFUNA<sup>2</sup> *Mission Possible Program Cycle*, being used by students in other countries, is the inspiration for this approach.

<sup>2</sup> World Federation of United Nations Associations

## Mission Possible Program Cycle



Source: WFUNA Mission Possible webpage <http://www.wfuna.org/mission-possible>

As the Mission proceeds use the 'continua' provided for Critical and Creative Thinking (CCT), Personal and Social Capability, Intercultural Understanding (ICU) and Ethical Understanding (EU) to plan and record your learning journey. The table below is a guide on how to link elements of these capabilities with the Mission stages.

*Planning* – check the 'continua' to learn about things to do and think about as you plan your project. If you don't fully understand the words used in each 'map' ask your teachers for help. Remember these 'maps' apply to your classroom learning in many subjects.

*Reflecting* – use the 'continua' as a journal to record and link evidence of your journey. Built up over time, the journal becomes an important record. Link evidence like photos, written feedback, documents. Ask your teacher to verify your journal and linked evidence along the way. Develop your personal icon to do this.

Mission Cycle	Critical and Creative Thinking Continuum	Personal and Social Capability Continuum	Intercultural Understanding Continuum	Ethical Understanding Continuum
Investigate	CCT 1, CCT 2, CCT 3	PSC 1, PSC 2, PSC 3, PSC 4, PSC 5, PSC 6, PSC 7, PSC 8, PSC 9, PSC 10, PSC 11, PSC 12, PSC 13, PSC 14, PSC 15, PSC 16	ICU 1, ICU 2, ICU 3	EU 1, EU 2, EU 6, EU 7
Act	CCT 4, CCT 5, CCT 6, CCT 10, CCT 11		ICU 4, ICU 5, ICU 6	EU 3, EU 4, EU 8
Reflect	CCT 7, CCT 8, CCT 9, CCT 12		ICU 7, ICU 8 ICU 9	EU 5

## Platinum Mission

General Capability	Level 6 (typically end of Yr 10)	Evidence (student reflection linked to supporting information)
<b>CRITICAL AND CREATIVE THINKING</b>		
<b>CCT 1</b> Pose questions	pose questions to critically analyse complex issues and abstract ideas	
<b>CCT 2</b> Identify and clarify information and ideas	clarify complex information and ideas drawn from a range of sources	
<b>CCT 3</b> Organise and process information	critically analyse independently sourced information to determine bias and reliability	
<b>CCT 4</b> Imagine possibilities and connect ideas	create and connect complex ideas using imagery, analogies and symbolism	
<b>CCT 5</b> Consider alternatives	speculate on creative options to modify ideas when circumstances change	
<b>CCT 6</b> Seek solutions and put ideas into action	assess risks and explain contingencies, taking account of a range of perspectives, when seeking solutions and putting complex ideas into action	
<b>CCT 7</b> Think about thinking (metacognition)	give reasons to support their thinking, and address opposing viewpoints and possible weaknesses in their own positions	
<b>CCT 8</b> Reflect on processes	balance rational and irrational components of a complex or ambiguous problem to evaluate evidence	
<b>CCT 9</b> Transfer knowledge into new contexts	identify, plan and justify transference of knowledge to new contexts	
<b>CCT 10</b> Apply logic and reasoning	analyse reasoning used in finding and applying solutions, and in choice of resources	
<b>CCT 11</b> Draw conclusions and design a course of action	use logical and abstract thinking to analyse and synthesise complex information to inform a course of action	
<b>CCT 12</b> Evaluate procedures and outcomes	evaluate the effectiveness of ideas, products and performances and implement courses of action to achieve desired outcomes against criteria they have identified	
<b>PERSONAL AND SOCIAL CAPABILITY</b>		
<b>PSC 1</b> Recognise emotions	reflect critically on their emotional responses to challenging situations in a wide	

	range of learning, social and work-related contexts	
<b>PSC 2</b> Recognise personal qualities & achievements	assess their strengths and challenges and devise personally appropriate strategies to achieve future success	
<b>PSC 3</b> Understand themselves as learners	evaluate the effectiveness of commonly used learning strategies and work practices and refine these as required	
<b>PSC 4</b> Develop reflective practice	reflect on feedback from peers, teachers and other adults to analyse personal characteristics and skills sets that contribute to or limit their personal and social capability	
<b>PSC 5</b> Express emotions appropriately	consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices	
<b>PSC 6</b> Develop self-discipline and set goals	critically analyse self-discipline strategies and personal goals and consider their application in social and work-related contexts	
<b>PSC 7</b> Work independently & show initiative	establish personal priorities, manage resources effectively and demonstrate initiative to achieve personal goals and learning outcomes	
<b>PSC 8</b> Become confident, resilient, adaptable	evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations	
<b>PSC 9</b> Appreciate diverse perspectives	articulate their personal value system and analyse to effects of actions that repress social power and limit the expression of diverse views	
<b>PSC 10</b> Contribute to civil society	plan implement and evaluate ways of contributing to civil society at local, national, regional and global levels	
<b>PSC 11</b> Understand relationships	explain how relationships differ between peers, parents, teachers and other adults and identify the skills needed to manage different types of relationships	
<b>PSC 12</b> Communicate effectively	formulate plans for effective communication (verbal, non-verbal and digital) to complete complex tasks	
<b>PSC 13</b> Work collaboratively	critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills of team members to complete complex tasks	



<b>PSC 14</b> Make decisions	develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making	
<b>PSC 15</b> Negotiate and resolve conflict	generate, apply and evaluate strategies such as active listening, mediation and negotiation to prevent and resolve interpersonal problems and conflicts	
<b>PSC 16</b> Develop leadership skills	propose, implement and monitor strategies to address needs prioritised at the local, national, regional and global levels, and communicate these widely	
<b>INTERCULTURAL UNDERSTANDING</b>		
<b>ICU 1</b> Investigate culture and cultural identity	analyse how membership of local, regional, national and international groups shapes identities including their own	
<b>ICU 2</b> Explore and compare cultural knowledge, beliefs and practices	critically analyse the complex and dynamic nature of knowledge, beliefs and practices in a wide range of contexts over time	
<b>ICU 3</b> Develop respect for cultural diversity	understand the importance of mutual respect in promoting cultural exchange and collaboration in an interconnected world	
<b>ICU 4</b> Communicate across cultures	analyse the complex relationship between language, thought and context to understand and enhance communication	
<b>ICU 5</b> Consider and develop multiple perspectives	present a balanced view on issues where conflicting views cannot easily be resolved	
<b>ICU 6</b> Empathise with others	recognise the effect that empathising with others has on their own feelings, motivations and actions	
<b>ICU 7</b> Reflect on intercultural experiences	reflect critically on the effect of intercultural experiences on their own attitudes and beliefs and those of others	
<b>ICU 8</b> Challenge stereotypes and prejudices	critique the use of stereotypes and prejudices in texts and issues concerning specific cultural groups at national, regional and global levels	
<b>ICU 9</b> Mediate cultural difference	recognise the challenges and benefits of living and working in a culturally diverse society and the role that cultural mediation plays	

	in learning to live together	
<b>ETHICAL UNDERSTANDING</b>		
<b>EU 1</b> Recognise ethical concepts	critique generalised statements about ethical concepts	
<b>EU 2</b> Explore ethical concepts in context	distinguish between the ethical and non-ethical dimensions of complex issues	
<b>EU 3</b> Reason and make ethical decisions	investigate reasons for clashes of beliefs in issues of personal, social and global importance	
<b>EU 4</b> Consider consequences	analyse the objectivity or subjectivity behind decision making where there are many possible consequences	
<b>EU 5</b> Reflect on ethical action	evaluate diverse perceptions and ethical bases of action in complex contexts	
<b>EU 6</b> Examine values	analyse and explain the interplay of values in national and international forums and policy making	
<b>EU 7</b> Explore rights and responsibilities	evaluate the merits of conflicting rights and responsibilities in global contexts	
<b>EU 8</b> Consider points of view	use reasoning skills to prioritise the relative merits of points of view about complex ethical dilemmas	

**Source: General Capabilities ACARA webpage:**

<http://www.australiancurriculum.edu.au/generalcapabilities/overview/pdf-documents>

## Sample Certificate



**United  
Nations  
Association  
of Australia**

*This is to certify that*

[INSERT STUDENT NAME]

*has fulfilled the requirements of the*

## GLOBAL CITIZENSHIP AND SUSTAINABILITY PROGRAM

*delivered by* [INSERT SCHOOL]

*and achieved the following:*

Unit title	Minimum Hours	Level	Year
[INSERT DETAILS BELOW]			
[Unit 1: Global Goals and the Local Community]	60	Credit	2018]
[Unit 2: Global Goals and Australian Regions]	60	Distinction	2018]
[Unit 3: Global Goals and the Indo-Pacific]	60	Distinction	2019]
[Unit 4: Global Citizenship and Sustainable Earth]	60	High Distinction	2019]



**United Nations  
Association  
of Australia  
WA Division**

Dr Steve Lennon  
President, UNAA WA Division

Date

### Achievement Descriptors

**High Distinction** – the student has completed all of the assessment requirements for the unit at an outstanding level.

**Distinction** – the student has completed all of the assessment requirements for the unit at a commendable level.

**Credit** - the student has completed all of the assessment requirements for the unit at a satisfactory level.

**Not Yet Achieved** – the student has not completed all of the assessment requirements at a satisfactory level.