

One World Centre

educating for a just and sustainable world

Global education and
Home Economics



GLOBAL EDUCATION PROJECT
Professional Learning Initiative



What is the One World Centre?

The One World Centre implements the **Global Education Project**, a professional learning initiative, for educators in WA.

We offer professional development **workshops** on a range of global and development issues at the centre, in schools and at universities for teachers and pre-service teachers.

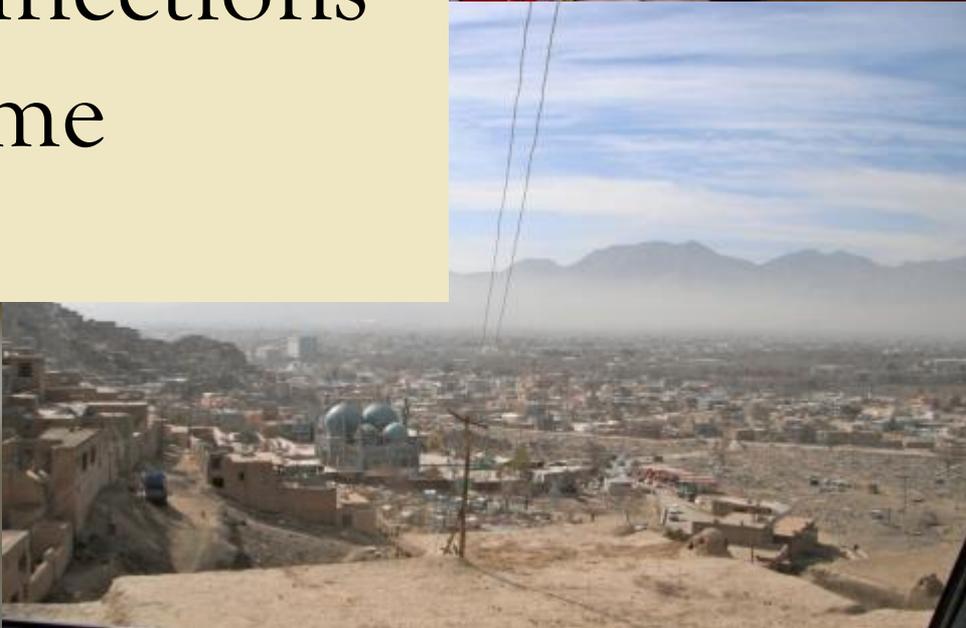
Education Officers work with teachers and schools on **programmes and resources**, and to take a **whole school approach** to global education.

The **OWC library** provides a wide range of global education teaching and learning resources suitable for teachers and students.

Check out the OWC at:

www.oneworldcentre.org.au





Interconnections
game

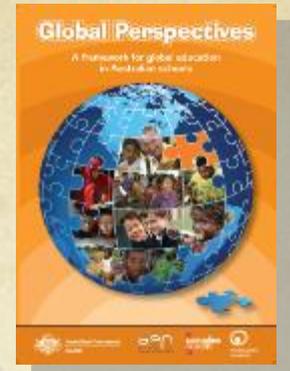
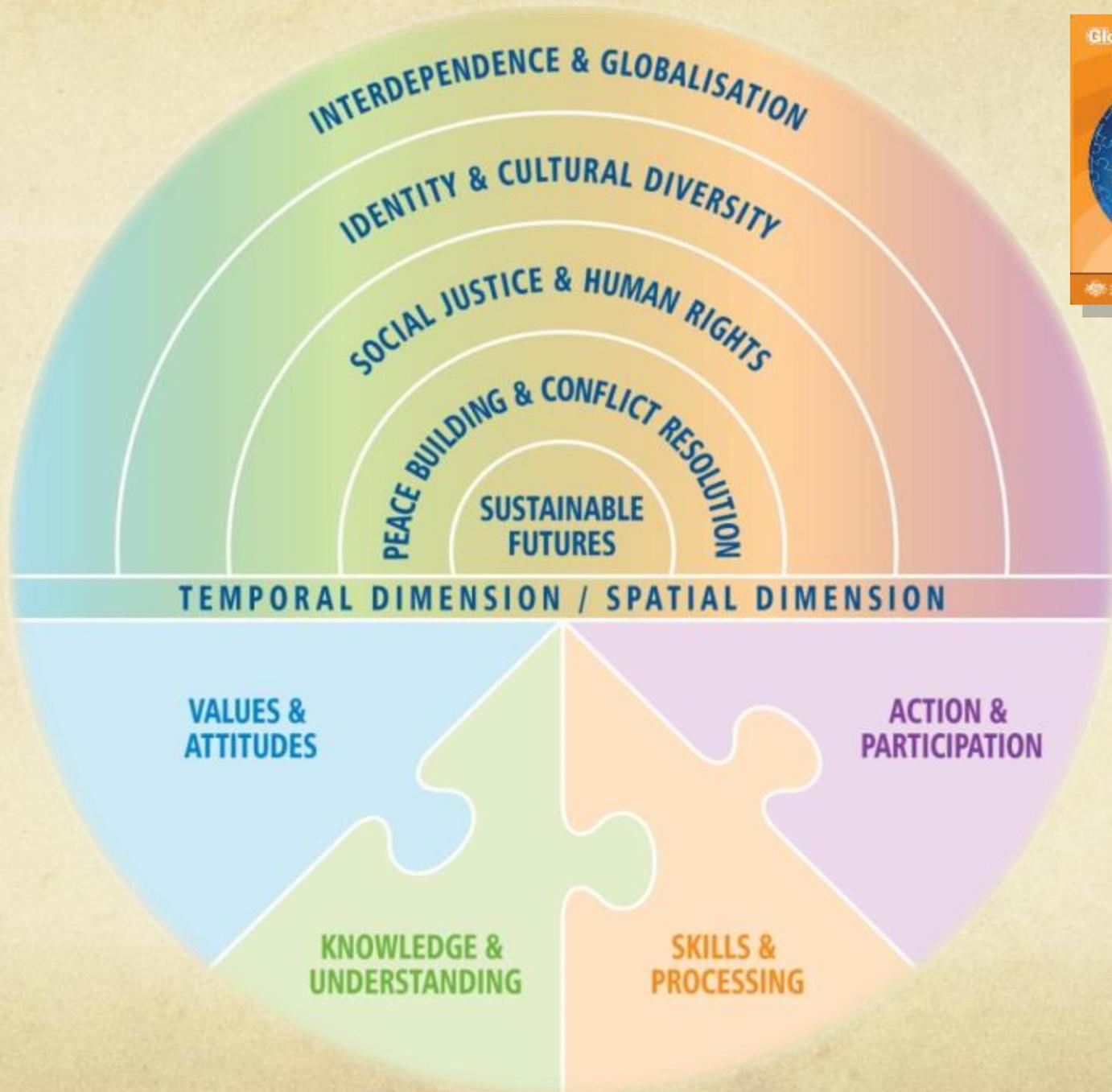
Photo credits: Australian Aid and One World Centre

What's Global Education?

“Enabling young people to participate in a better shared future for all is at the heart of global education.

Global education promotes open-mindedness leading to new thinking about the world and a predisposition to take action for change. Students learn to take responsibility for their actions, respect and value diversity, and see themselves as global citizens who can contribute to a more peaceful, just and sustainable world”

Global Perspectives: A framework for global education in Australian Schools
Commonwealth of Australia, 2008

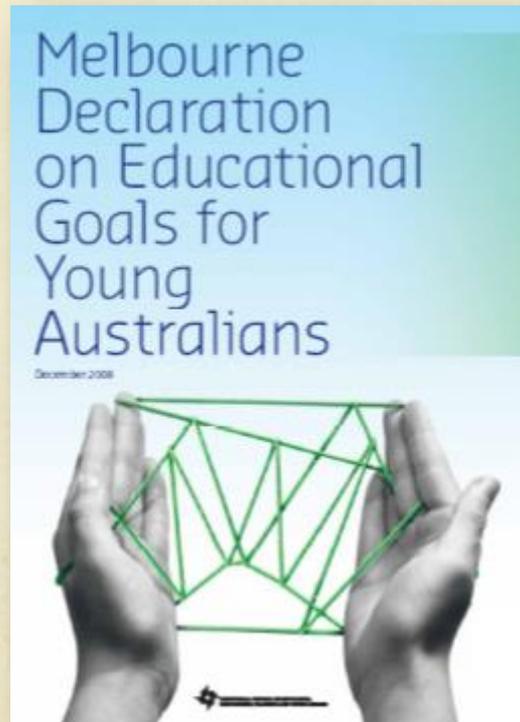


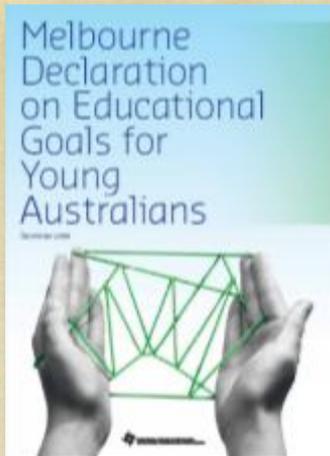
Actions for Change

- LEARN
- TALK
- BUY
- DONATE
- SHOUT
- VOLUNTEER
- LIVE



Goal 2: All young Australians become successful learners, confident and creative individuals, and informed citizens





Active and informed citizens:

- are committed to national values of democracy, equity and justice, and participate in Australia's civic life
- are able to relate to and communicate across cultures
- work for the common good, in particular sustaining and improving natural and social environments
- are responsible global and local citizens.
- act with moral and ethical integrity

AC: 3 Cross curriculum priorities



Sustainability:

- environmental
- social
- political

Aboriginal and Torres Strait Islander Histories and Cultures

Asia and Australia's Engagement with Asia

acara

AUSTRALIAN CURRICULUM,
ASSESSMENT AND
REPORTING AUTHORITY

AC: General Capabilities

- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding

- Context for literacy, numeracy, ICT capability

AC: Technologies Rationale

“All young Australians should develop **capacity for action** and a critical appreciation of the processes through which technologies are developed and **how technologies can contribute to societies**. Students need opportunities to consider the use and impact of technological solutions on **equity, ethics, and personal and social values**. In creating solutions, as well as responding to the designed world, **students consider desirable sustainable patterns of living, and contribute to preferred futures for themselves and others.**”

Overarching idea: Creating preferred futures

WACE: Materials Design and Technology Rationale

- Students may use a few or many materials in innovative designs and explore the interactions between materials, people and their environment.
- Students examine social and cultural values and the short-term and long-term impacts of the use and misuse of materials and associated technologies
- ... as consumers, enables them to make more informed decisions about the use and misuse of technology.

WACE: Food Science and Technology Rationale

- Students develop food-related understandings and attitudes that enhance their problem-solving abilities and decision-making skills.
- They examine influences on the supply of food for the world's population and explore issues associated with food security, equity and sustainability.

Global Issues in Home Economics

- Sustainability
- Interconnections
- Cultural influences
- Food security
- Ethical issues
 - e.g. labour conditions, animal welfare



Peanuts in Lombok, Indonesia. Image credit: Australian Aid

“If we can remind people that their whole life is their canvas with which to improve the world, not just their week-long volunteer vacations, they might start to look at their vacation time as their monitoring, learning, and ‘reality-check’ time, and the other 51 weeks a year as their time to ‘save the world.’ ”

What is food security?

Food Security exists when all people, at all times, have physical and economic access to enough safe and nutritious food to meet their dietary needs and food preferences for an active and healthy life.

Food and Agriculture Organization of the United Nations (FAO)



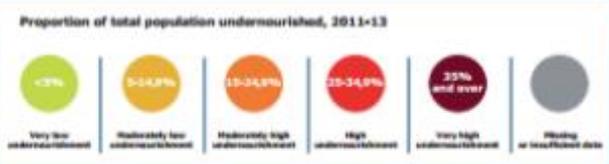
A Ugandan farmer. Image Credit: Australian Aid

To be Food Secure means that:

- ❑ **Food is available** - The amount and quality of food available globally, nationally and locally can be affected by many factors
- ❑ **Food is affordable** - Where there is a shortage of food, prices increase and poorer people may have difficulty obtaining sufficient, safe and nutritious food.
- ❑ **Food is utilised** - at the household level, food needs to be prepared safely so people can grow and develop normally



Hunger Map 2013



This map shows the proportion of undernourished in the total population of developing countries as of 2011-13. The numbers in the legend are the percentage of the population of each of undernourished. Further information is available at www.wfp.org/hungermap.

Source: WFP, UN, and FAO (2013). The State of Food Insecurity in the World 2013. The multiple dimensions of food insecurity, Policy, 2013. Data source: www.wfp.org.

© 2013 World Food Programme

Take a look at our interactive hunger map at <http://cdn.wfp.org/hungermap/>

RUMOUR CLINIC





The Danger of a Single Story

“The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story.”

Chimamanda Adichie – Nigerian Novelist

http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story

Image source and selection



Image source and selection



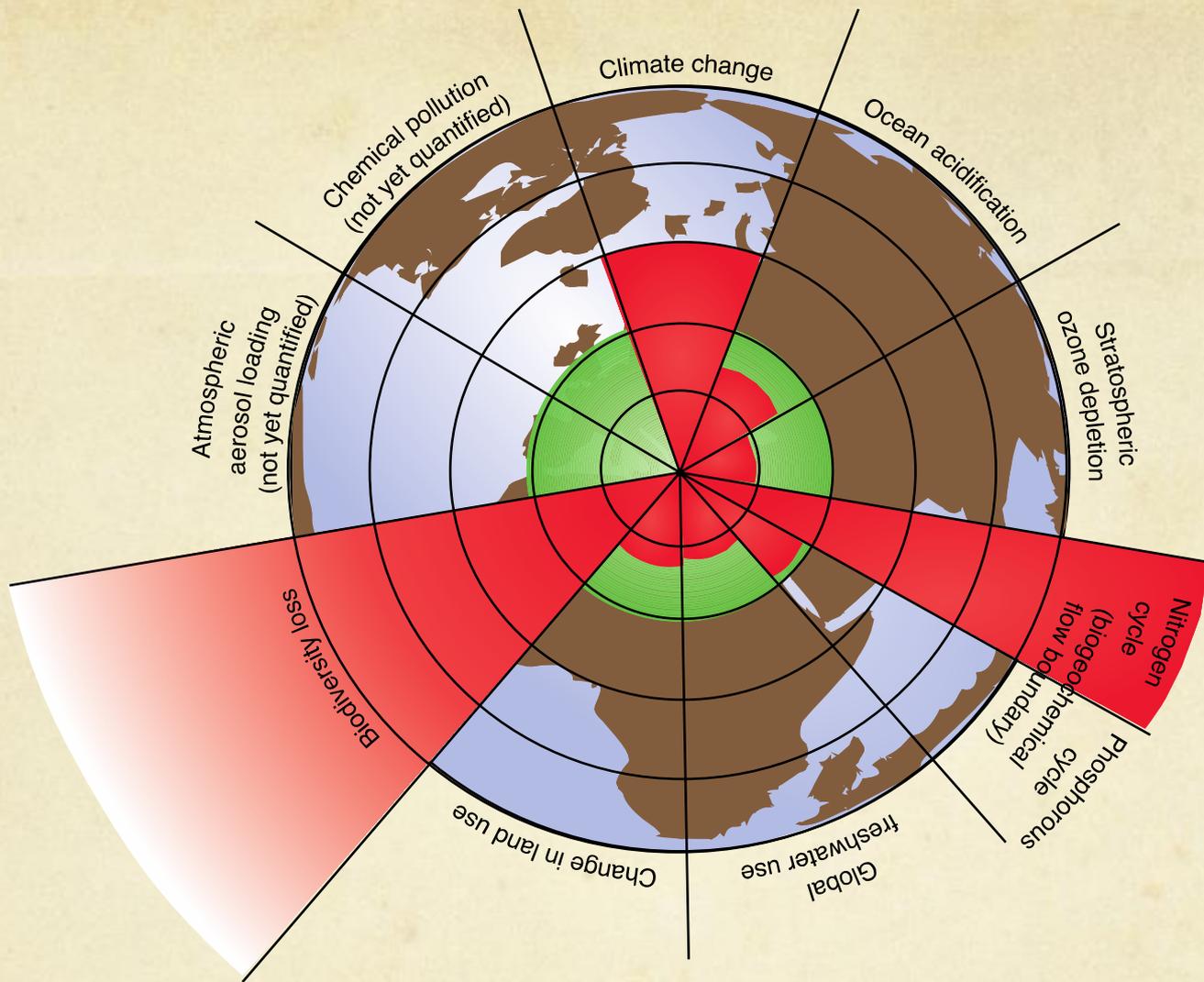


Figure 2: Planetary Boundaries (Source: Rockström et al 2009a)

Rockstrom, Sachs, Ohman & Schmit-Traub (2013) *Sustainable Development & Planetary Boundaries*.

http://www.post2015hlp.org/wp-content/uploads/2013/06/Rockstroem-Sachs-Oehman-Schmidt-Traub_Sustainable-Development-and-Planetary-Boundaries.pdf



<http://www.chrisjordan.com/gallery/rtn>

NATURAL

The conservation of living things, resources and support systems

ECONOMIC

Employment and income that is ongoing and fair

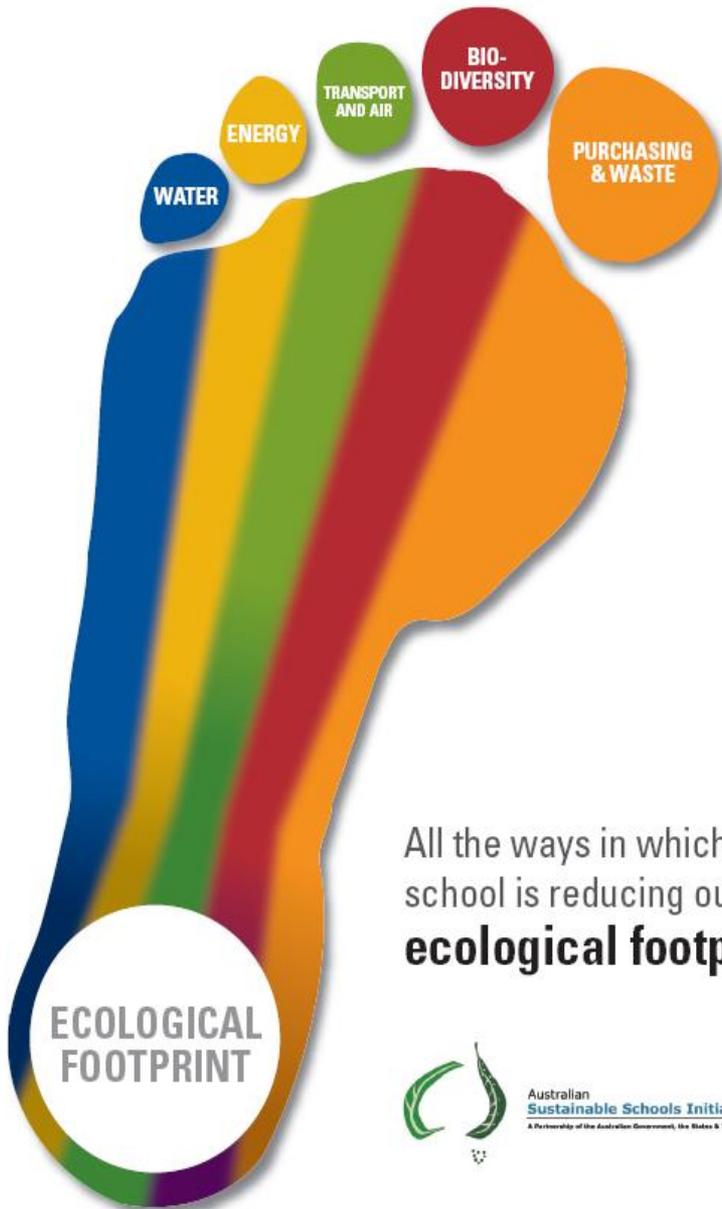
Interlocking pillars of
Sustainability
(UNESCO)

SOCIAL

Peace, equality and human rights, especially for the most vulnerable

POLITICAL

Access to decision-making and influence over your own life and place



All the ways in which our school is reducing our **ecological footprint**



Australian Sustainable Schools Initiative
A Partnership of the Australian Government, the States & Territories



All the ways in which our school is increasing our **social handprint**



Australian Sustainable Schools Initiative
A Partnership of the Australian Government, the States & Territories

Cross-curriculum priority: Sustainability

Systems: Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.

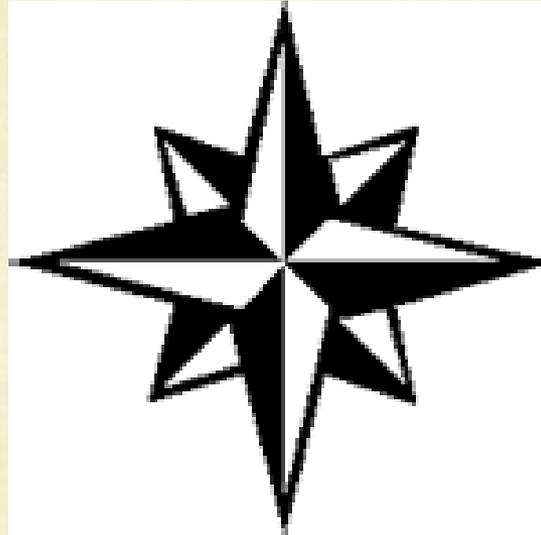
World Views: World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice are essential for achieving sustainability.

Futures: The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future.

The Development
Compass Rose

Natural

These are questions about the environment
- the land, the sea, living things, and their
relationship to each other. These questions
are about the built as well as the natural
environment



Who decides (political)

These are questions about
power, who makes choices
and decides what is to
happen; who benefits or
loses as a result of these
decisions; and at what cost

Economic

These questions
are about money,
trading and
ownership, buying
and selling

Social

These are questions about people, their
relationships, their traditions, culture and the
way they live. They include questions about
how, for example, gender, race, disability, class
and age affect social relations

What are your questions?



The One World Centre provides a range of professional learning for teachers in Western Australia, enabling and supporting teachers to bring rich global learning experiences to the classroom – in early childhood, primary and secondary education.



Professional Learning

Find out about upcoming events for teachers, professional learning visits to schools, or undertake the online introduction to global education.



Universities

We work with pre-service teachers across Western Australia. Find out more about our ongoing university programs, and upcoming events.



Microsoft PowerPoint Presentation

Explore Global Issues

Connect to the global education website to access information and teaching resources about a broad range of global challenges.



Library

Search the on-line catalogue, read reviews, and ask our specialist librarian for ideas and assistance with global education resources.



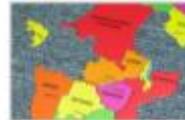
Newsletter

Download our latest newsletter, full of teaching ideas, news and upcoming events for teachers, or sign up to have it delivered to your inbox each school term.



Events

Find out more about upcoming professional learning for teachers and pre-service teachers, and other events of interest.



Resources

Download lesson plans for use in the classroom and discover links to a wide bank of fantastic resources for global education.



Global Education Project

AusAID's Global Education Program supports the professional development of primary and secondary teachers across Australia.



Scooped by OWC

Food security | Global Education



From www.globeeducation.edu.au - September 29, 11:00 AM



OWC's insight:
Case studies, teaching activities and facts



Scooped by OWC

5.1 Maintaining food security in Australia - Department of Agriculture



From www.deff.gov.au - Today, 9:53 AM



Scooped by OWC



Scooped by OWC

I've decided to #shopethical thanks to @BaptistWorldAidAustralia's #ethicalfashion guide. Download the guide here to find out how your fav companies grade: www.behindthebarcode.org



From www.baptistworldaid.org.au - Today, 9:54 AM



OWC's insight:
Australian Ethical fashion guide and report



Scooped by OWC

ProductsOfSlavery



From productsOfslavery.org - Today, 9:52 AM

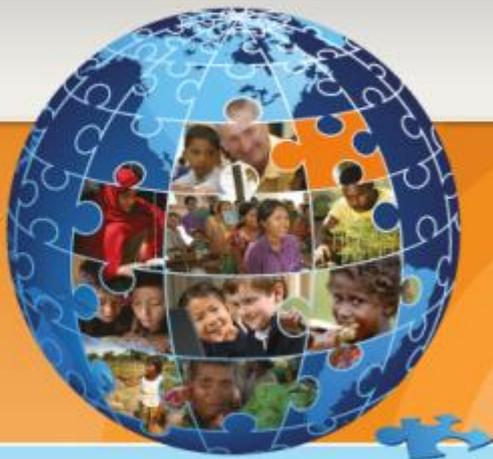


OWC's insight:
Interactive map showing products made using child or forced labour



Scooped by OWC

Feedback

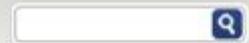


[Global education](#)

[Teaching and learning](#)

[Global issues](#)

[Resources gallery](#)



Global Education

Teacher resources to encourage a global perspective across the curriculum



In low rainfall Rajasthan, India, villagers depend on tube wells for their water. Photo by Dirk Guinan

Gallery of resources

The gallery of resources features searchable collections of photos, videos, teaching activities, templates, links and publications.

Hot topics



[Using statistics to make sense of the world](#)

The world is awash with data and snappy representations of it.

[more](#)



[Aid to help achieve the Millennium Development Goals](#)

With less than 1,000 days until 2015, Australia is increasing its aid toward achieving the Millennium Development Goals (MDGs).

[more](#)



[Reconciliation and cultural diversity](#)

National Reconciliation Week, 27 May to 3 June, promotes conversations to build understandings between Indigenous and non-Indigenous Australians.

[more](#)

[View all Hot topics](#)

Calendar

Jul 27 [Schools Tree Day](#)



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www.twitter.com/oneworldcentre

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