

UNIT TITLE:

Schools working with industry groups

Writer/Management:

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Audience:

Teachers requiring resources produced by school/industry partnerships

Purpose:

To provide an overview of learning material developed by

- The Courier-Mail
- Queensland Timber Board

The materials have been designed to link to specific key learning outcomes

Links to Curriculum:

SOSE, Science, Technology

Discovering Democracy links

Unit: What Sort of Nation? Joining In
Parliament at Work CD-ROM, especially “Save the Wombat”

Video segment “Clean up Australia”

SCHOOLS WORKING WITH INDUSTRY GROUPS

As schools develop resources for civics and citizenship, there is often a need to build learning experiences around real life partnerships. The following examples illustrate how industry groups have worked with schools to develop civics and citizenship resources. This case study identifies how to link such resources to the activities in *Discovering Democracy* kit, thereby providing enrichment, consolidation or extension for learners.

Case studies

- Newspapers in Education
- Timber and forestry
- Mining

NEWSPAPERS IN EDUCATION

NIE is a co-operative effort involving newspapers (The Courier-Mail, The Mercury, The Adelaide Advertiser, The Sydney Daily Telegraph, The Melbourne Herald Sun and others) working with the local schools. Their common interest is the use of the newspaper as a tool for instruction. Under the NIE program, newspapers provide copies of newspapers to schools – usually at reduced price – for use in the classrooms and libraries. In addition they sponsor teacher-education programs and offer curriculum materials to help schools use the newspaper as a meaningful resource for student learning. Each NIE program differs according to the needs of the local educational community.

Newspapers are used as learning tools in all key-learning areas, including Studies of Society and Environment and Technology. They may be used at any age level from infants to tertiary. Thus these programs may also include adult education in such areas as adult literacy.

Research shows that young people who take part in a NIE classroom program develop a more positive attitude towards the role of the media. Students have less trouble reading the newspaper and they enjoy newspapers more. They become more likely to develop an interest toward news and become interested in public affairs.

Newspapers operating NIE programs aim to:

provide resources and assistance for teachers
foster a reading habit among students
encourage readership of newspapers.

Another Days Work, The Courier-Mail, Brisbane

The kit, Another Day's Work is available in Tasmania, and will soon be available in Queensland.

Another Day's Work is a kit for teaching and learning about work and careers in years 1-10.

Career and work education (CAWE) can be an integral part of all the learning areas, but these materials have particular relevance to two key learning areas in Queensland: Studies of Society and Environment, and Technology.

Career and work education comprises four elements in relation to careers and work:

learning about the world of careers and work
learning about self in relation to careers and work
learning to make career plans
learning the skills required for implementing career decisions and managing work/study transitions.

Another Day's Work focuses on the idea that preparation for work is an important part of every student's education. Today more than ever it is vital to equip our young people with the knowledge and skills to meet the social and economic challenges of a changing society. However, we also need to remember that career and work education is an aspect of lifelong education.

Another Day's Work aims to:

- promote knowledge and understanding of the world of work
- explore the meaning of work (paid/unpaid, full time/part time, casual and contracted employment, voluntary work)
- increase student awareness of the range and increasing types of jobs
- get students to identify skills and abilities they have and relate these to work situations at home and school
- raise awareness of Equal Employment Opportunity issues
- enhance knowledge of career and training paths
- get students to identify realistic aspects of initial career interests and promote the concept of lifelong learning.

The kit draws on a series of articles and photographs featuring Tasmanians/Queenslanders and careers. The stories describe a range of jobs, and invite our considerations for the different training and career paths, and provide stimulus for further investigation.

In the Queensland version of *Another Day's Work*, teachers are provided with a model for using newspaper articles to develop activities to meet learning outcomes.

The Queensland activities in *Another Day's Work* are grouped using the following themes:

- Work and Society
- Careers
- Technologies and Work

The Tasmanian version of *Another Day's Work* has activities for:

- The World of Work
- Work-related issues
- Learning About Careers

Links to the Discovering Democracy kit

Middle Secondary

- **The Australian Nation theme**
- **What Sort of Nation**

Section 3 How do economic factors shape and reflect the kind of nation we are?

Notes for teachers:

This section of the **Discovering Democracy** kit could be used when working the activities in the section 'Work and Society', Queensland version of *Another Day's Work*, or the 'Work-related issues' section of the Tasmanian version.

Example of blending the two resources:

1. Queensland

Outcomes:

SOSE

TCC4.4 Students critique information sources to show the positive and negative effects of a change or continuity on different groups.

CI4.5 Students express how personal identities are connected to material and non-material aspects of different groups.

In *Another Day's Work*, students read newspaper articles and then work in groups to act as reporter and worker to investigate particular jobs, the reasons for choosing certain jobs, the positive and negatives of the jobs, and likely changes.

Students could also complete the following activities in the **Discovering Democracy kit**.

Middle secondary, page 152, Activity 3	Careers teacher. Students advise others on job choices, and what to do if unable to find paid work.
Page 152, Activity 4	Students interpret a table about the level of education needed to find work.
Page 153, Activity 6	Students classify jobs into 'production' and 'services' and then compare information in a table on rates of pay. Students compare reasons on whether some jobs are more valued than others. Students decide how to give advice on balancing personal interests, the desire to earn a good income and the need to contribute to the good of society.

SOSE

TCC5.2

Students represent situations both before and after a period of rapid change.

CI5.5

Students express how dominant and marginalised identities are constructed by influences including the media.

SRP5.3

Students use a structured decision-making process to suggest participatory action regarding a significant current environmental, business, and political or legal issue.

Civics C TCC5.2

Students use action research strategies to make judgments about changing gender roles in society and its impacts on paid and unpaid work.

TCC6.3

Students collaboratively identify the values underlying contributions by diverse individuals and groups in Australian environments.

Civics C TCC BY6.1

Students evaluate the role of the media in the development of social structures in Australia and internationally.

Civics C TCC BY6.2

Students create strategies to analyse the development and changes in the nature of work and the impacts of these factors on the wider community.

Civics C CT BY6.4

Students identify the influence of the media and the expansion of information technology on Australian cultures and identities.

Civics C SRP BY6.3

Students make judgments about the contributions of cultural diversity in the workforce, in terms of training, skills, languages and cultural empathy.

In the Queensland version of *Another Day's Work*, students investigate some of the issues people face in the world of work. Some of these are:

- The capacity of the media to inform people about jobs.
- The implications of change in the workforce.
- Work and stereotyping.
- How identities might be constructed by the media, peer pressure and group expectations.
- Whether groups in society have access to similar opportunities.
- How action plans might be developed so workers contribute to productivity and yet balance this with protecting the environment.
- How decisions might be made when choosing a job so that the economic and social issues are considered.
- How youth culture might influence job choices.
- What values underpin future job decisions.

The following activities in the *Discovering Democracy kit* would link to these activities.

Middle Secondary, page 151. Activity 1	Students make two lists on the 'good' and 'bad' changes in Australia after reading stimulus material on economic changes 1988-1998. Lists and reasons are then compared.
Page 151, Activity 2	Students interpret a table on participation in the workforce 1965 to 1995.
Page 152, Activity 5	Students identify jobs related to production and service, and then interpret a graph to decide reasons for changes in numbers of jobs in particular areas.
Page 154, Activity 7	Students read case studies and answer questions on supply and demand and how this impacts on types of jobs.
Page 154, Activity 8	Students are provided with information about the Harvester case (where the judge had to decide the basic wage for male workers). Students are then asked to choose from a number of statements, some of which are conflicting and some deriving from values. Students compare reasoning.
Page 156, Activity 9	Students interpret a table and read about the global market to understand the relevance of international trade and the impact on skills and knowledge needed in the workforce.
Page 157, Activity 10	Students read about tariffs and answer questions which force choices eg to value having cheaper goods and more unemployment or expensive goods and less unemployment.

TIMBER AND FORESTRY

The following summary has been extracted from the draft of a kit produced by the Queensland Timber Board.

FORESTS AND TIMBER: Everybody's business

A resource based on the forest and timber industries

LEVEL 4 – UPPER PRIMARY

SOSE and Science

Purpose

This module provides opportunities for students to achieve a number of learning outcomes in the 1-10 SOSE and Science Syllabuses, Queensland. The module activities are grouped so students and teachers can negotiate areas of interest to students. The groupings are based on the various roles students have, or will have, in forest and timber contexts. The activities have also been designed to fit the topic categories of natural, social and built environments; media; work; and Australia.

This module focuses on the following core learning outcomes. If students complete the activities for only one of the roles described in this module, not all outcomes will be achieved.

SOSE

Systems, resources
and power

SRP 4.1 Students outline how Australian industries link to global economic and ecological systems.

Time, continuity
and change

TCC 4.1 Students use evidence to describe the influence of global trends upon the beliefs and values of different groups.

TCC 4.5 Students review and interpret heritages from diverse perspectives to create a preferred future scenario about a global issue.

PS4.1 Students make justifiable links between ecological and economic factors and the production and consumption of a familiar resource.

PS4.3 Students participate in a field study to recommend the most effective ways to care for a place.

PS4.5 Students explain whether personal, family and school decisions about resource use and management balance local and global considerations.

PS D4.6 Students use a range of evidence to investigate places where native and introduced elements have adapted or failed to adapt to changing conditions.

PS D4.7 Students explain how a conflict about the care of a local place is presented in the media.

PS D4.8 Students develop an action plan to contribute to a positive outcome for an issue of personal concern.

CI 4.5 Students express how personal identities are connected to material and non-material aspects of different groups.

4.3 Students present analyses of the short and long-term effects of some of the ways in which science is used.

4.1 Students examine the internal and external structure of living things (including animal respiratory systems and plant systems) and account for observed similarities and differences in terms of adaptation.

SCIENCE
Science and society

Life and living

4.1 Students identify and analyse similarities and differences in the ways that different living things reproduce.

4.3 Students make generalisations about the types of interaction which take place between the living and non-living parts of the environment.

Natural and processed materials

4.3 Students examine and assess ways that materials can be changed to make them more useful.

Earth and Beyond

4.3 Students summarise information to compare ways in which different communities use resources from the Earth and beyond.

Some specific content covered in the kit:

- Types of forests (plantation versus native)
- Clearfelling versus selective logging
- Global forest issues versus local forest issues
- Biodiversity
- The timber industry and its effect on the economy
- Variety of wood and timber products
- New technologies
- Value added industries

- Working in timber and forest industries
- Forest management for sustainable resource usage
- Reducing greenhouse effects
- Forests and timber industries in other parts of the world (eg Scandinavian countries or Canada)
- The history of forest use in Australia
- Indigenous groups and the significance of forests and timber.
- Ecosystems and evolutionary processes
- Characteristics and functioning of an organism
- Human activity on living and non-living components of environments

Support materials and references

Key support materials

- Student information comic Our Forests www.nafi.com.au/K12/ourforests/
- National Association Forest Industries Fact Sheets: Overview, Biodiversity, Woodchips, The world's rainforests, Multiple use forests, Eucalypt (hardwood) plantations, Pine (softwood) plantations, The greenhouse effect, Regrowth forests, Forests and the economy, Old growth forests, Pulp and paper industry www.nafi.com.au
- Department of Natural Resources (Qld) Forest Fact Series: Forest resources in Queensland, Sustainable forest management, Visiting state forests, Rainforest, Acacia and casuarina forests, Sclerophyll forests, Cypress pine forests, Coastal and wetland forests, Plantation forests, We need trees, Forests and climate.
- The Natural Resource Management Education Catalogue, which has details on: Publications, Programs, Workshops, and Videos on Loan. Contact Department of Natural Resources. www.dnr.qld.gov.au
- The video Behind Every Queenslander I should be in all schools.

Other kits:

- Forest Management Education Activity Series, 1999. Department of Natural Resources, Queensland: Role of trees in the environment, Hoop pine plantation management, Selective tree harvesting, Forest waterways, Forest wildlife. <http://www.dnr.qld.gov.au/education/activities/index.html>
- Rainforest Discovery Kit, Department of Natural Resources, Queensland.
- Kit produced in Tasmania, 1999. www.Darcy.Vickers@forestrytas.com.au
- Discovering Democracy Kit, DEETYA – a kit of units, CD-ROMs, video, posters supplied free to all schools in November 1998. Distributed by Curriculum Corporation, Melbourne.

Texts and booklets:

- An Overview of the Queensland Forest Industry, 1998. Department of Primary Industries, Queensland
- Sourcebook modules: The Need for Trees, Water cycle/catchments, Greenhouse, Biodiversity. 1999. Department of Natural Resources
- The Forest Explorers, Canadian Council of Forest Ministers, 1995.
- Living with our Forests, Year 7 Resource Pack, Forest Industry Federation, WA.1993 Tel: 09 322 2088

Posters

DPI Forestry Posters

DNR Posters and stickers www.forests.qld.gov.au

Journals and Newspapers:

Between the Leaves, Department of Primary Industries – Forestry and Department of Natural Resources. The Journal has an education supplement. Tel: 07 3225 2617

Forest Logger and Sawmiller newspaper, Australian Logging Council

Australian Timberman, Ridgeback Publications

Websites:

- Forest & Wood Products Research & Development Corporation (FWPRDC); www.fwprdc.org.au
- National Association of Forest Industries: www.nafi.com.au
- Timber Trek: www.nafi.com.au/timbertrek/
- Wilderness Society: www.wilderness.org.au
- Greenpeace www.greenpeace.org/~forests/html
- Ecotourism www.qttc.co.au
- Forestry in Queensland: www.forests.qld.gov.au

- Department Primary Industries Forestry home page: www.dpi.gov.au/forest/Welcome.html
- Department Natural Resources: www.dnr.qld.gov.au Also note the activity booklets on forest management are available on www.dnr.qld.gov.au/education/activities/index.html
- Department of Environment (Cth): www.environment.gov.au
- Department of Agriculture, Fisheries, Forestry (Cth): www.affa.gov.au
- Regional Forest Agreement: www.rfa.gov.au
- Australian Rainforest Conservation Society: www.uq.oz.au/~dnbpolak/rainfore.html
- Dept of Primary Industries & Energy (Cth) www.dpie.gov.au/dpie/forestry.html
- For information on OH&S www.dtir.qld.gov.au/

Software:

School Ground Watch is an environmental investigation for senior primary students based on database (Access), Acrobat and multimedia software. Our Urban Environment uses Geographic Information Systems to understand data relative to place and space. Uses Arcview software. These two units are in a four unit package from VCTA Tel 03 9419 9622, PO Box 361, Abbotsford 3067. \$75 site licence.

CD-ROMs

See information in Discovering Democracy Kit above

- Queensland Tree Selector. CD available late 1999, Dept Natural Resources, Queensland.

Videos:

Behind Every Queenslander I, II (III in production): World Around Us (1998) video available from DPI Forestry

Native Forest Production in Queensland, DPI Queensland 1997

Uses of Timber: World Around Us (under production 1999) videos available mid 1999 from DPI Forestry

Links to *Discovering Democracy* kit

The QTB kit includes activities for upper primary students for upper primary students interested in the following five roles:

- You the consumer of forest and timber products and services
- You the timber or forestry worker
- You the environmentalist
- You the story teller
- You the scientist

Students use the *Discovering Democracy* kit in the section 'You the environmentalist'. Teachers are advised to use the middle primary section Joining In, 'How do groups get things done', page 107.

Students could

- View the video segment on 'Clean Up Australia'
 - Plan an environmental clean-up using the activities as a guide
 - Use the CD-ROM The Parliament at Work, the segments on 'Save the Wombat' and 'Our Town'
- Complete other activities in the Joining In section