Geography Stage 3

Connections and perceptions

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# Focus area – a diverse and connected world

## Content

* Connections shape perceptions
* Global connections

## Key inquiry questions

* What are Australia’s global connections?
* How do people’s connections to places affect their perception of them?

## Content focus

Students:

* explore countries of the Asia region and the connections Australia has with other countries across the world
* explore and reflect upon similarities, differences and the importance of intercultural understanding.

## Outcomes

A student:

* describes the diverse features and characteristics of places and environments **GE3-1**
* explains interactions and connections between people, places and environments **GE3-2**
* acquires, processes and communicates geographical information using geographical tools for inquiry **GE3-4**

Outcomes and other syllabus material referenced in this document are from [Geography K–10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2015.

## Overview

Students undertake a case study into a specific foreign country through 2 geographical inquiry processes. The first asks students to investigate the connections between Australia and the other country in question (for example, trade, aid, tourism, sporting, diplomatic). The second inquiry explores the various perceptions and perspectives people have about the chosen country. Students then seek to identify factors that influence people’s perceptions of places (for example, media, culture, education, travel) and discuss the nature of generalisations and stereotypes.

**Note**: the capacity of students to engage with the inquiries and content matter will be much greater in Year 6 than early in Year 5. Teachers will need to adjust and scaffold learning activities as appropriate.

## Assessment

Many of the activities require students to demonstrate their learning. These activities can be used to assess student progress at various stages throughout the inquiry process.

# Selecting your case study

Teachers will need to think carefully when choosing the foreign country(ies) to be studied. This is not a cultural study; it is a study of connections and perceptions. The richest case studies will be countries that have these 3 characteristics:

* The country has a wide variety of connections with Australia. Countries that receive [aid from Australia](https://www.dfat.gov.au/development/where-we-deliver-australias-development-program) will provide an additional angle that will allow exploration of humanitarian connections.
* There are a variety of perceptions of the country. The syllabus instructs students to ‘investigate how connections influence people’s perception and understanding of places’ and suggests ‘discussion of the effect of generalisations and stereotypes’. It is crucial that the country be one about which people have an opinion, and if possible, about which a range of opinions exist.
* The syllabus also suggests exploration of the ‘factors that influence people’s perceptions’, including the importance of connections people have. Choosing a country to which people have a connection (for example, a travel destination or home to relatives) will be helpful.

Suggestions for possible choices include:

* Indonesia
* Papua New Guinea
* Nepal
* Afghanistan
* East Timor (Timor-Leste).

# Inquiry 1 – connections

Students investigate the range of connections between Australia and the chosen country (for example, Indonesia).

## Global connections

Students:

* investigate connections between Australia and other countries of the world, for example (ACHGK034, ACHGK035)
* description of connections Australia has with other countries eg trade, migration, tourism, aid.

### Acquiring geographical information

Questions:

* Clearly articulate the aim or purpose of the geographical investigation, for example, ‘What connections does Australia have with Indonesia?’
* Generate geographical questions to investigate and plan the inquiry, contextualised to the specific case study. For example
* What diplomatic connections does Australia have with Indonesia? (for example, an equivalent question for each connection category)
* How has the connection been established?
* Who is involved in maintaining this connection?
* Why is this connection important?
* How does this connection strengthen the relationship between Australia and Indonesia?
* What could threaten this connection?

### Acquire data and information

* Familiarise the students with the chosen country.
* Locate the chosen country on a variety of maps, paying attention to scale.
* Find photographs depicting to the country.
* Review a range of print and online resources (for example, books, travel brochures, online resources).
* Investigate each type of connection using print and/or online resources. (Sample sources are listed below.)
* Interview someone who has connections with the country (for example, family links, business connections).

### Processing geographical information

* Review the research information collected and examine and evaluate it for usefulness and/or bias.
* Explicitly teach the visual literacy skills involved in understanding the information conveyed through visual representations in the acquired information.
* Use geographical tools to collate or present in a different way the information collected, for example
* develop descriptions of the various political and diplomatic connections
* with a political map as a base map, use mapping overlays to indicate travel and trade routes
* create a data table outlining sporting connections
* create 2 pie graphs showing imports and export destinations (including ‘other’)
* create a column graph or compound column graph that shows visitors to and from the chosen country.
* create a line graph to track visitors over time
* develop consequences charts to explain predicted impacts of changes to connections (positive and negative)
* create a concept map listing all the types of connections that exist.

### Communicating geographical information

#### Communicate

Students create an infographic that embeds a variety of visual representations of some the connections between the countries.

#### Respond

* Discuss how Australia could strengthen the connections and relationship between the 2 countries.
* Write letters or emails to the High Commission expressing solidarity and support for Australia’s international connections with their country.

## Resources

### Generic portrayals

* [Lonely Planet](http://www.lonelyplanet.com/places)

### Governmental or diplomatic connections

* The [Department of Foreign Affairs and Trade (DFAT)](https://www.dfat.gov.au/geo/countries-economies-and-regions) website
* The High Commission website for your chosen country

### Trade

* Department of Foreign Affairs and Trade: [Fact sheets for countries, economies and regions](https://www.dfat.gov.au/trade/trade-and-investment-data-information-and-publications/trade-and-economic-fact-sheets-for-countries-economies-and-regions)
* Online exchange rate calculators

### Migration

* [Australian Bureau of Statistics](https://www.abs.gov.au/statistics/people/people-and-communities) information on migrants and migration

### Tourism

* Tourism Research Australia: Statistics on [international tourism statistics](https://www.tra.gov.au/en/international/international-monthly-snapshot)
* The [DFAT Smart Traveller](http://smartraveller.gov.au/) website
* Airline, cruise ship and general travel websites and publications.

### International organisations and agreements

* Department of Foreign Affairs and Trade: [Treaties](https://www.dfat.gov.au/international-relations/treaties)
* The Commonwealth: [Member countries](https://thecommonwealth.org/our-member-countries)
* The [United Nations](http://www.un.org/) and its [sub-organisations](https://www.un.org/en/#:~:text=Structure%20of%20the%0AUnited%20Nations)

### Humanitarian or aid

* Department of Foreign Affairs and Trade: [Where we deliver Australia’s development program](https://www.dfat.gov.au/development/where-we-deliver-australias-development-program)
* [Amnesty International](http://www.amnesty.org.au/) and [Greenpeace Australia](https://www.greenpeace.org.au/) and [Greenpeace International](https://www.greenpeace.org/international/) allow searches based on country names

## Learning connections

* English K–6 Syllabus – Visual literacy skills are required and developed through this inquiry.
* Mathematics K–6 Syllabus – The geographical tools used in this inquiry reflect content found in the Data sub strand of the Statistics and Probability strand.

# Inquiry 2 – perceptions

## Connections shape perceptions

Students:

* investigate how connections influence people’s perception and understanding of places, for example (ACHGK036)
* identification of factors that influence people’s perceptions of places eg media, culture, education, travel.
* discussion of the effect of generalisations and stereotypes about places.

### Acquiring geographical information

* Clearly articulate the aim or purpose of the geographical investigation, for example, ‘How is Indonesia portrayed and perceived in Australia?’
* Generate geographical questions to investigate and plan the inquiry, contextualised to the specific case study, for example
* What connection has the author with Indonesia?
* What is its intended audience and purpose?
* What language forms and features are being used?
* Does it use objective or subjective language?
* Is there evidence of bias?
* What effects might this portrayal have?
* Does it foster generalisations and/or stereotypes?
* What factors have contributed to the range of perceptions people hold about Indonesia? What significance and validity do you give each factor?
* How do people’s connections to Indonesia affect their perceptions?

### Acquire data and information

* Expose students to a series of portrayals of the chosen country. Apply critical literacy skills to evaluate each portrayal. **Note**: teachers may wish students to conduct online searches for material. The use of a Google Custom Search Engine to constrain search results will prevent inappropriate material being found. Portrayals may include:
* travel brochures
* depictions in literature
* government websites (both Australian and belonging to the country in question)
* news articles
* photographs
* documentaries.
* Interview someone who has connections with the country (e.g. family links, business connections).
* Develop and conduct a survey of community members to ascertain their perceptions of and knowledge about the country in question.

### Processing geographical information

* Assist students to progressively complete a perceptions analysis table in which each portrayal of the chosen country is analysed according to a series of categories, for example
* connection of the author to the country
* objective facts
* subjective opinions
* language features
* evidence of bias
* summary.
* Use a T-chart to represent perceptions (positive and negative) gathered through surveys.
* Assist students to compare and evaluate the variety of perceptions discovered. Do any perceptions generalise or stereotype the chosen country? What effects might this have?

### Communicating geographical information

#### Communicate

Students create a multimedia presentation or visual collage entitled ‘Many Eyes – One Country’ (or similar) that portrays the range of perceptions that people have of the chosen country. Students annotate each perception with contextual data regarding the author’s connection with the country. Teachers can also choose the extent to which the annotations critique the perception (for example, the degree to which it is a stereotype or portrays bias).

Create a ‘Did you know?’ page for your class or school website about the perceptions of the chosen country and/or its connections with Australia.

#### Respond

Discuss the variety of factors affecting our perceptions of places, and how perceptions can be affected by personal connections. Discuss the effects of generalisations and stereotypes. Invite students to consider how these phenomena affect their social world and what might be done.

## Learning connections

English K–10 Syllabus – Critical literacy skills are required and developed through this inquiry.

# Concepts, inquiry skills and tools

## Geographical concepts

The following geographical concepts have been integrated into the teaching and learning sequence:

* **Place**: the significance of places and what they are like, for example, characteristics of places.
* **Space**: the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in, for example, how people organise and manage spaces in their local environment.
* **Environment**: the significance of the environment in human life, and the important interrelationships between humans and the environment, for example, how the environment influences people and places; how people influence the environment; the effect of natural disasters on the environment.
* **Interconnection**: no object of geographical study can be viewed in isolation, for example, how environments influence where people live; ways people influence the characteristics of their environments.
* **Scale**: the way that geographical phenomena and problems can be examined at different spatial levels, for example, environmental and human characteristics of places on local and regional scales; the effect of events on people and places locally and regionally.
* **Sustainability**: the capacity of the environment to continue to support our lives and the lives of other living creatures into the future, for example, extent of environmental change; environmental management practices; sustainability initiatives.
* **Change**: explaining geographical phenomena by investigating how they have developed over time, for example, changes to environmental and human characteristics of places.

## Geographical inquiry skills

The following geographical inquiry skills have been integrated into the unit.

### Acquiring geographical information

Students:

* develop geographical questions to investigate and plan an inquiry (ACHGS033, ACHGS040)
* collect and record relevant geographical data and information, using ethical protocols, from primary data and secondary information sources, for example, by observing, by interviewing, conducting surveys, or using maps, visual representations, statistical sources and reports, the media or the internet (ACHGS034, ACHGS041)

### Processing geographical information

Students:

* evaluate sources for their usefulness (ACHGS035, ACHGS042)
* represent data in different forms, for example plans, graphs, tables, sketches and diagrams (ACHGS035, ACHGS042)
* represent different types of geographical information by constructing maps that conform to cartographic conventions using spatial technologies as appropriate (ACHGS036, ACHGS043)
* interpret geographical data and information, using digital and spatial technologies as appropriate, and identify spatial distributions, patterns and trends, and infer relationships to draw conclusions (ACHGS037, ACHGS044)

### Communicating geographical information

Students:

* present findings and ideas in a range of communication forms as appropriate (ACHGS038, ACHGS045)
* reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge and describe the expected effects of their proposal on different groups of people (ACHGS039, ACHGS046)

## Geographical tools

The following geographical tools have been integrated into the unit.

### Maps

* Large-scale maps, small-scale maps, topographic maps, flowline maps
* Maps to identify location, latitude, direction, distance, map references, spatial distributions and patterns

### Fieldwork

* Observing, measuring, collecting and recording data, conducting surveys and interviews
* Fieldwork instruments such as measuring devices, maps, photographs, compasses, GPS

### Graphs and statistics

* Pictographs, data tables, column graphs, line graphs, climate graphs
* Multiple graphs on a geographical theme
* Statistics to find patterns

### Spatial technologies

* Virtual maps, satellite images, global positioning systems (GPS)

### Visual representations

* Photographs, aerial photographs, illustrations, flow diagrams, annotated diagrams, multimedia, web tools.

# References

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