



Global Futures Levels 2-3

Overview and Key Features

Years 9 to 12 Learning 2020



The purpose of this paper

The purpose of this paper is to provide information regarding the overview and key features of the proposed *Global Futures Level 2-3*.

It is designed to enable all interested stakeholders to reflect and provide feedback on key features including learning outcomes, structure, sequencing and likely content. This feedback will be taken on board in writing the draft course.

Consultation

Throughout the course development process there will be four opportunities for formal stakeholder consultation:

- Course Scope
- Structural Overview and Key features (Nov/Dec 2020)
- Initial Draft Course (March 2021)
- Final Draft Course (June 2021)

This paper represents the second of four course consultation points for teachers to engage in the course development process for *Global Futures Level 2-3*.

Course Rationale

The value of *Global Futures 2-3* is that it allows individuals and groups to promote change in their community through means that are both effective and considered. The course will equip learners with knowledge of how change occurs in society, and understanding of effective and lasting change that has occurred. It will also equip learners with the skills to promote action or change in an area of interest to them and the capacity to act as productive positive community-based change-makers. The United Nations Sustainable Development Goals will provide the focus for projects in modules.

As a Personal Futures course, *Global Futures Level 2-3* will follow three main approaches to learning (i) theory and dialogue, (ii) informed action and (iii) reflection and dialogue. Examples of beneficial change along with the skills and strategies required to bring about positive change will be investigated, as will skills in reflective practice and constructive dialogue. The central component of the courses will be an action project designed to have a positive impact on the world in an area of need.

Years 9 to 12 Curriculum Framework

[Years 9 to 12 Education Framework](#) informs the design of *this* course and it fits within the Personal Futures focus area of the [Years 9 to 12 Curriculum Framework](#).

Pathways in

Global Futures Level 2-3 enables learning continuity from: Australian Curriculum HASS Years 9 and 10

Level 2

Learning Outcomes

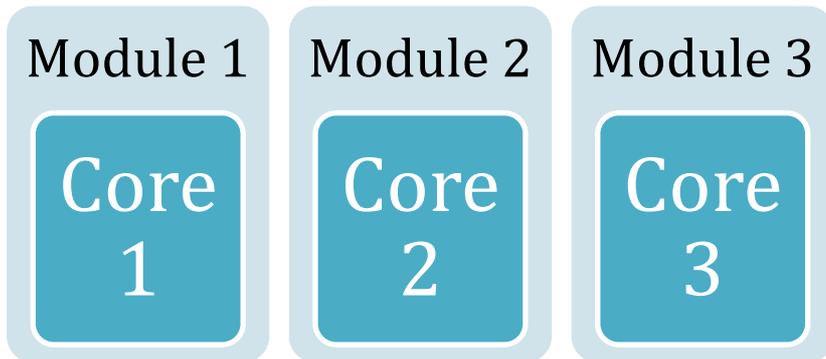
On successful completion of this course learners will be able to:

- Communicate purposefully and appropriately about global issues and futures
- Work with others and manage own learning (engage in learning)



- Investigate global issues, their causes and consequences (inquire)
- Analyse and design solutions to global issues (Problem Solve)
- Plan and implement a targeted ethical strategy for improvement (take ethical action)
- Evaluate projects according to criteria, and propose future action (evaluate and reflect)

Course Structure



Modules Available

Core 1: Changing the Law

Core 2: Changing minds

Core 3: Action in my community

Course Delivery

The modules will be delivered sequentially.

Module content

Module 1 – Changing the Law	
<ol style="list-style-type: none"> 1. Examples of successful change 2. Selection process for the project -including goals and success criteria 3. Community -how to involve the community? -what is happening now? -what can I do? 4. Individual -what am I going to do? 	<ol style="list-style-type: none"> 1. Means of changing the law (theory) -formal and informal approaches to changing the law -legal and productive approaches -crossing the line in the project <p>THE PROJECT (a project to identify and support a desirable change in the law.)</p>

Module 2 – Changing Minds	
<p>1. Examples of successful change -positive examples of publicity -examples that 'cross the line'</p> <p>2. Selection process for the project</p> <p>3. Community -how to involve others in the community? -what is happening now? -what can I do?</p> <p>4. Individual -what am I going to do?</p>	<p>1. Means of reaching the public -formal and informal, costly and free, approaches to publicity -legal and productive approaches -crossing the line in the project</p> <p>THE PROJECT (a project to identify and promote a desirable change in community attitudes or values)</p>

Module 3 – Action in my Community	
<p>1. Examples of successful community projects -'sustainable development goal' projects in communities</p> <p>2. Selection process for the project</p> <p>3. Community -how to engage the target community? -developing a sustainable project? -working together with the community?</p> <p>4. Individual -what is my role and how does the project rely on me? -how is my personal future impacted?</p>	<p>1. Means of implementing community projects -the sustainable development goals and action -legal and effective approaches to sustainable change -crossing the line in the project</p> <p>THE PROJECT (a project to identify and implement action in the community that supports one or more sustainable development goals.)</p>

Level 3

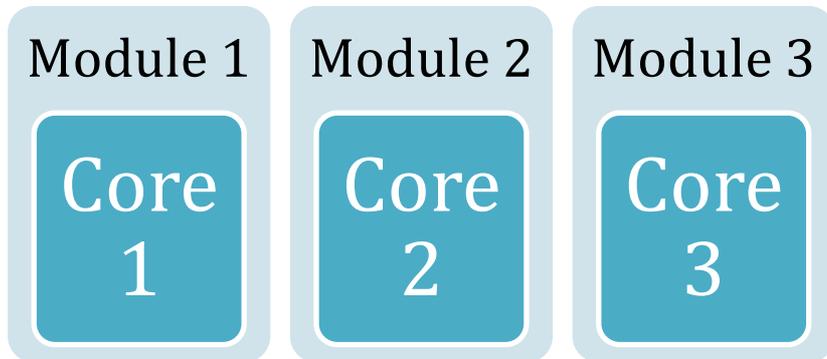
Learning Outcomes

On successful completion of this course learners will be able to:

- Communicate purposefully and appropriately about global issues and futures
- Work with others and manage own learning (engage in learning)
- Investigate global issues, their causes and consequences (inquire)
- Analyse and design solutions to global issues (Problem Solve)
- Plan and implement a targeted ethical strategy for improvement (take ethical action)
- Evaluate projects according to criteria, and propose future action (evaluate and reflect)



Course Structure



Modules Available

Core 1: Investigating change

Core 2: Working together on the Sustainable Development Goals

Core 3: Sustainable Development Folio

Course Delivery

The modules will be delivered sequentially.

Module content

Module 1 – Investigating change

Learners select a significant citizen led movement for change from the list- e.g.

- Replacing Marcos with Corazon Aquino
- Ending Australia's involvement in the Vietnam war
- The Suffragettes and votes for women
- Changing marriage law in Australia
- Stopping the dam – Gordon below Franklin
- Independence for India
- The Wave Hill walk off

Module 2 – Working together on the sustainable development goals

I. **Examples of successful team based change projects**
 -data, sustainability and succession
 -contributing to the sustainable development goals
 -examples of legal approaches to change

I. **Working together for change**
 -team work roles and responsibilities
 -legal and productivity considerations for sustainable change



<p>-examples that 'cross the line'</p> <p>2. Selection process for the project -working together on team goals -defining team goals and success criteria -monitoring progress</p> <p>3. Community Involving the community monitoring ongoing success succession planning for the project</p> <p>4. Individual -what is my role and how does the project rely on me? -what am I going to do differently in my own life? -how is my personal future impacted?</p>	<p>-crossing the line in the project</p> <p>THE TEAM PROJECT (a project to identify and implement team based and sustainable action in the community that supports one or more sustainable development goals.)</p>
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<p>Module 3 – Sustainable Development Folio</p>
<p>One extended report consisting of a three part analytical report</p> <ol style="list-style-type: none"> 1. What is responsible citizenship in the 21st century 2. Making change in the community 3. An account of my project this year <p>One extended reflective statement consisting of</p> <ol style="list-style-type: none"> 1. An evaluation of my project this year 2. In hindsight, reflection on my projects 3. Thoughts for the future

Relationship to possible Future Provision

Focus Area	P	I	2	3	4
DISCIPLINE-BASED		Humans and History Civics and Citizenship	Ancient History Modern History Geography Philosophy Psychology Sociology Legal Studies Economics		
TRANSDISCIPLINARY			Australia and Asia Studies Museum Studies First Nations Studies Studies of Religion		
PROFESSIONAL STUDIES			Business Studies Accounting Child Studies		
PERSONAL FUTURES	Humanities	Personal Responsibility Financial Literacy	Community and Society		

Note: Subject to ongoing accreditation considerations in line with the Accreditation Framework