



JULY 09

VisionEd is World Vision's global education newsletter for educators. This issue revisits Myanmar's cyclone survivors and the challenges they face. Teacher Nigel Cato describes his intrepid travel to Cambodia, and Advisor Margaret Leamy visits Freyberg High School to find out more about their journey with curriculum integration. Also previewed is a new textbook currently under development.

CONTENTS

Cyclone survivors	1
Why I love being a global educator	2
Feature: Freyberg's curriculum integration journey	2
Food for Life resources	3
NEW resource for 2010	4
Charity Challenge - Hike for Hope	4

FOR THE CLASSROOM: CYCLONE SURVIVORS

Ever wondered how survivors of Myanmar's Cyclone Nargis are doing, one year on? Use these resources with students to learn how people have responded to this challenge.

Cyclone Nargis

On May 2, 2008, 240km/h winds and a four-metre tidal surge devastated life for 12 hours on the Ayeyarwaddy Delta. Cyclone Nargis killed 138,000 people, destroyed 4,000 schools and affected the lives of 2.4 million people.



Free Myanmar DVD

In April 2009, World Vision New Zealand's Jenny MacIntyre travelled to the area most affected by the cyclone. She recorded stories of miraculous survival and extraordinary resilience. Her seven-minute DVD, available on World Vision's website, shows how aid is restoring people's lives and livelihoods. With entry to Myanmar restricted, this is a rare opportunity to glimpse what life is like in the Ayeyarwaddy Delta and hear people's stories first-hand.

Use the DVD to discuss the long-term impacts of a natural disaster such as contaminated water, displaced children, a lack of housing and the process of rehabilitation. Download the eight-page feature article from World Vision's Impact magazine for more information, stories and photos to use with the DVD: myanmar.worldvision.org.nz

You can also order a loan copy of the DVD by returning the coupon on page 4 or going online: www.worldvision.org.nz/educationshop

New Zealand plays a part

World Vision is helping almost 350,000 people reclaim their lives in the cyclone-scarred Ayeyarwaddy Delta – an area and population similar in size to Canterbury. New Zealand donors gave NZ\$1.5 million to World Vision's emergency appeal. When combined with World Vision's international contributions, this totalled US\$18 million for the emergency response, with another US\$11 million for ongoing recovery and rehabilitation. World Vision is building cyclone-resistant schools which will become community shelters, and communities are developing risk reduction strategies so the tragic cyclone death toll will not be repeated.



Linm (left) with his brother Thet in a Child Friendly Space

Child Friendly Spaces - Linm's story

When the cyclone hit, the last thing 12-year-old Linm remembers was seeing his mother catch hold of a tree and his little brother sink under the waves. Unable to help, he grabbed a piece of wood and clung to it all through the night until he woke up, 50km from home. "I held on tightly until I woke up in a cemetery." When he was found the next morning, Linm was in such shock that he had no idea who he was or where he had come from. It took World Vision three weeks to reunite him with his father and brother. One year later, in one of the 108 Child Friendly Spaces set up for 17,000 displaced children, Linm told his story for the first time. Hear more of his story in the DVD and magazine article online: myanmar.worldvision.org.nz



Fact sheet

Aid agencies are still working to reunite 1,500 displaced children, presumed to be orphans, who are currently being cared for in communities.

Download the Disaster fact sheet to find out more about Child Friendly Spaces and discuss what might happen if a disaster hit your community:

- Where could children go?
- Who are the people who could help them?
- What do children need at times like this?

http://www.worldvision.org.nz/images/Education/200807_VisionEd_factsheet.pdf

Experience being an aid worker

The EQ decision-making game gives students the opportunity to experience first hand the decisions that aid workers face in a natural disaster. EQ is available online once a term, and as a game pack.

EQ game: 4 weeks (Aug 17 - Sept 11) www.worldvision.org.nz/eq

EQ offline game pack: www.worldvision.org.nz/educationshop

WHY I LOVE BEING A GLOBAL EDUCATOR

Nigel Cato, HOD Social Science at Birkenhead College, shares his story.



Recently I journeyed to Cambodia, thanks to a school travel grant. This was a chance to meet Rout, our family's sponsored child, and find out more about the work done by World Vision and other NGO's. I also wanted to make the developing world come a bit closer to my Geography and Social Studies classes.

Prior to leaving, IOCB Social Studies got involved

in fundraising – selling sausages and Easter eggs, and putting on a concert. We found out that many schools in Samrong Tong ADP, (villages in an area working with World Vision), lack basic equipment, and that money raised in New Zealand can go a long way in Cambodia. As a result I headed off with a box of pens, pencils and erasers, thanks to the generosity of Birkenhead College staff and students. Most of the supplies were given to a school in Angtonlop, much like the one pictured here (right).



The World Vision staff showed me some of the results of their projects in rural villages, such as a pump for supplying clean drinking water; a rice bank, a fish-raising pond and a roof-top water tank. Such simple things, but it's easy to see the huge impact they have on people's lives. Meeting Rout (who is now 17) and his mother Men Morn was a lovely experience, for which I am also very grateful.



The Cato family sponsor Rout

Cambodia was a fascinating and challenging place to visit. I spent a lot of time thinking and asking questions about the lives and stories of the people I met. Some sights made me laugh; others, like the piles of rubbish, maimed beggars and gruesome photos in the Khmer Rouge prison S-21, brought me close to

tears at times. And then there were the breathtaking moments such as seeing the sun rise over Angkor Wat. My travel blog enabled friends, family, colleagues and students back home to share the experience. I am extremely grateful to the school board for making this trip possible, and to World Vision and other NGO's for showing me how communities can be transformed with a little help from people like us.

Visit Nigel's blog: <http://cambodiadventure.wordpress.com/>

TELL US YOUR STORY

Why do you love being a global educator?

Write to us at education.nz@worldvision.org.nz

FEATURE: FREYBERG HIGH SCHOOL

“Curriculum Integration is so rewarding”, says Pene MacLachlan, Head of Integrated Studies at Freyberg High School in Palmerston North. “The students have to really engage and they see the connections between the subject areas and real life.”

When Margaret Leamy, Social Science Advisor at Massey University, visited Freyberg she was struck by the commitment and innovation in the Integrated Studies programme. “I felt very inspired and thought what great professional development for Social Studies teachers! It was a breath of fresh air seeing that what the school was doing was actually succeeding - students just love integrated learning and get so much out of it. Isn't that what we want our students to do? Learn, effectively!”

The catalyst for getting started in 1986 was the low literacy rate and a realisation that the school wasn't meeting their students' learning needs. The initial research programme involved IBM, Massey University, and the Ministry of Education between 1986 and 1989. Much has happened since then and these days it's a different story.

Freyberg's Integrated Studies department has 19 teachers working in two teams, one for each year level. Two assistant HODs, Tangi Utikere and Debbie Littley, each lead a team with HOD Pene MacLachlan giving direction when needed. It's taken a long time to build the strong team they have now but everyone is committed to integrated learning. “Having the right people is really crucial,” says Pene. Many are new to integrated learning when they start at Freyberg and they don't use specialist media or ICT teachers.

“we get to figure it out by ourselves rather than just the teacher giving it to us.”

All Year 9 and 10 students, usually 12 classes in each year, participate in the same programme of learning that is tailored to the needs of support classes, mixed and extension classes. The school works on a six-day cycle with 10 periods (Year 9) and 8 periods (Year 10) out of 30 for Integrated Studies.

One period, or the equivalent, is for reading, with students using shared and instructional reading strategies such as ‘clarifying vocabulary’ and ‘inferring’, to improve literacy. The department worked with Literacy Advisor Chris Braid (Centre for Educational Development, Massey University) for four days professional development over two years, to upskill in this area.

Freyberg tracks students' asTTle (Assessment Tools for Teaching and Learning) reading results from the start of Year 9 through to the end of Year 10. Results for 2007 show that all Year 9 students with lower, mid and upper scores made significant improvements over the year. Both boys and girls improved to above the national norm, with those in the lower mid-band making the most improvement. Maori achievement mirrored the overall results, moving from below the national norm to above it. Maori boys' progress was virtually the same as non-Maori boys, with 60 per cent at the national norm or higher.

The programme is organised around an overarching Social Studies theme at each year level; Communities at Year 9 and Change at Year 10. Each term has a different unit focus within this (see Figure 1).

Each unit incorporates skills across English, Social Studies and ICT that are assessed using common assessment. The teacher cultivates the class as a learning community, using student-centred inquiry and problem solving approaches focused on curriculum objectives and skills.

SCHOOL'S JOURNEY



Freyberg's Year 9 field trip to the Manawatu River. Science and Integrated Studies combined with half the day spent looking at how the use of Ashhurst Domain has changed over time and the other half investigating scientific concepts testing the water.

Year 9 – Communities

Human impact on natural communities
Origins of our communities
Communities in other places
Relationships in communities

Year 10 – Change

Change in New Zealand
Technology and change
Change – journeys and biculturalism
Change in work

Figure 1

Freyberg has adapted resources, such as World Vision's *Water Wise* textbook, but in most cases they have written their own units and incorporated existing texts, both literature studies and reference sources. Kieran Collier, Freyberg HOD Geography, suggests that schools look at units on TKI as well as World Vision's new integrated CDs. "World Vision's resources based around the global food crisis are excellent. They are laid out with comprehensive support material for teachers and learners, and contain detailed learning progressions that take into account the new NZ Curriculum."

Kieran adds that having each learning area separate enables anyone to take elements and combine them to create an integrated programme of any kind. "The common thematic approach unifies all activities and I could see how the students would recognise the rich connections across all of the learning areas."

Margaret Leamy asked Year 9 students what subject they enjoyed the most and they responded "Integrated Studies" with so much enthusiasm she regretted not recording it. "They really liked working in groups and felt they did a wider variety of things like writing, research, static images, posters, class trips and having fun," says Margaret.

When asked whether it made a difference to their learning, one student responded, "Yes, definitely! We get to research more and inquire – we get to figure it out by ourselves rather than just the teacher giving it to us."

"It's hard work, establishing an integrated programme," concludes Pene, "But the results are worthwhile. Just do it!"

FIND OUT MORE ABOUT FREYBERG'S JOURNEY

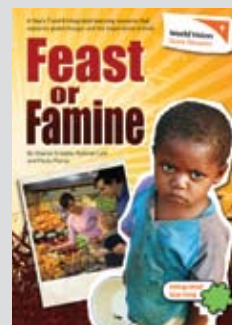
- On the school's website: www.freyberg.ac.nz
<http://freyberg.ac.nz/about/curriculum/integratedstudies.html>
- On TKI as a curriculum integration case study: www.tki.org.nz/rl/integration/curriculum/casestudy/index_e.php
- Freyberg welcomes pre-arranged visits and the team are happy to share what's happening in their Integrated Studies programme. Contact Pene MacLachlan on: maclachlanp@freyberg.ac.nz

FOOD FOR LIFE

Food is a basic human right. We can't survive without it. It's vital that people can access the quantity and quality of food they need for a healthy life. These new cross-curricular resources explore the wider issues of food for life, the food crisis and feeding the world.

FOOD FOR LIFE POSTER for Years 1 to 8

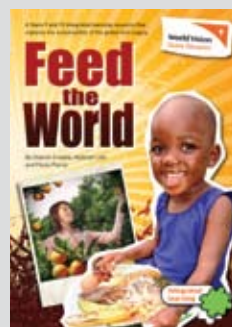
This free poster engages students with fun learning activities that raise awareness of food and hunger issues. It can be used with topics relating to: food, and healthy eating; access to food; famine and hunger.



WEB PAGE

www.worldvision.org.nz/foodforlife

Go to this web page for more resources to use with the *Food for Life* poster and integrated units below. Resources include: poster gallery with photos and teacher notes, PDF resources, DVDs and worksheets, great social action ideas.



INTEGRATED UNITS for Years 7 to 10

By Sharon Crosbie, Kathryn Lett and Paula Pierce

These integrated units align with *The New Zealand Curriculum* and come with a suggested learning sequence, teaching resources, student worksheets and an assessment task with rubric for each learning area. There are more than 100 pages of resources on each CD!

LET'S INTEGRATE WORKSHOPS

www.worldvision.org.nz/letsintegrate

Are you thinking about curriculum integration for 2010 and interested in attending or hosting a Let's Integrate workshop in your area? Contact workshop facilitator, Margaret Leamy: Ph: 021 708 981 Email: margaret.leamy@worldvision.org.nz

Learning Areas	FEAST OR FAMINE Years 7 and 8	FEED THE WORLD Years 9 and 10
English	Drafting, preparing and presenting a speech on global hunger.	Drafting, preparing and participating in a debate about feeding the world.
Technology	Planning, creating and evaluating a nutritionally balanced meal on a budget.	Planning, developing and evaluating a nutritionally balanced porridge for a preschooler.
Health and PE	How community groups improve the well-being of people who are hungry in New Zealand.	The effect of diseases of affluence and poverty on people's competence and participation.
Maths and Statistics	Using graphs to find patterns and relationships about food and global hunger.	Using the statistical enquiry cycle to investigate topics about feeding the world.
Science	How the human body digests food and the importance of having enough of the right kind of food.	How living things (including humans) in an ecosystem are interdependent.
Social Studies	Causes of global hunger and the effects of this on people.	Impacts of the food crisis on people and the environment both now and in the future.
The Arts	Using drama to raise awareness about global hunger and ways to help address it.	Learning how to produce a poster that will inspire people to take action to help feed the world. (Visual Arts)



NEW RESOURCE



Does your disaster case study need updating to one students can remember and relate to?

World Vision is releasing a new textbook in 2009 based on the **2004 Indian Ocean tsunami** as a case study.

The textbook is for teachers of:

- **Year 11 Geography** preparing students for the extreme natural event Achievement Standard
- **Year 9 and 10 Social Studies** who are looking for a Geography-based disaster unit that includes Level 5 Achievement Objectives from The New Zealand Curriculum.



Watch this space for more details.

RECORD TEACH-A-THON

If you think sitting through a chemistry lesson is tough, try teaching it for 28 hours! At 1am on Wednesday, May 27, Tawa College Principal Murray Lucas started his attempt to teach for 28 hours to raise awareness and funds for the World Vision 40 Hour Famine. As well as enduring the longevity of the challenge, by 5pm the next day he successfully set a New Zealand record for the longest class. Murray said that the challenge is supporting a great cause and this year the college has set a goal to raise \$20,000 for the 40 Hour Famine.



"It's the least we can do – in giving up a short amount of time in our lives, we will raise awareness for children living in poverty, who don't have access to an education; and also raise money to help them."

RESPONSE COUPON

RESOURCES:	Cost	Quantity	Code
<i>Myanmar Survivors</i> Loan DVD (4 weeks)	free	_____	LMSD
<i>Feast or Famine</i> Integrated unit CD	\$70	_____	FFCD
<i>Feed the World</i> Integrated unit CD	\$70	_____	FTWCD
<i>Food for Life</i> Poster (limit 10)	free	_____	FFLP

PAYMENT OPTIONS:

- INVOICE school: order number _____
- CHEQUE enclosed \$ _____

UPDATE MY MAILING DETAILS:

Complete the coupon, include previous address or mailing label.

- ADD my name to the *VisionEd* mailing list
- UPDATE my details on the mailing list
- DELETE me from the mailing list

I PREFER TO RECEIVE VISIONED BY:

- Email (include email address below) Post

Name: _____

Role: _____

Class levels: _____

School: _____

Postal address: (work / home) _____

Phone: () _____ Fax: () _____

Email: _____

VisionEd July 09

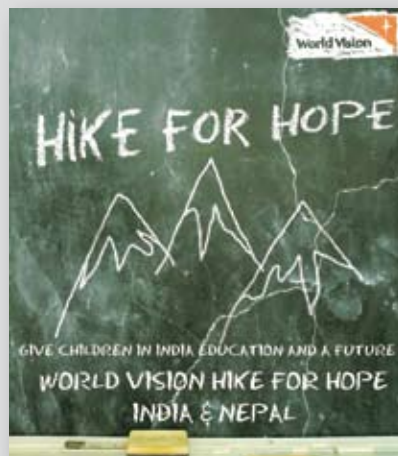
CHARITY CHALLENGE

Destination: India and Nepal

Date: April 2010

Adventure: Mountain trekking

Trek through Nepal's famed mountain peaks, visit a remote World Vision community in the heart of India and play a part in bringing real change to those in need. Join others on World Vision's Charity Challenge for an exciting and rewarding opportunity of a lifetime. Visit www.worldvision.org.nz/charitychallenges or call **0800 800 776** for more information.



"A life-changing, grounding, humbling and priceless experience - the trip of a lifetime." **Cambodia Cycle Challenge participant**

RETURN THIS COUPON TO:

World Vision Education Team, Private Bag 92078, Auckland 1142
 Fax: 09 580 7799 Phone: 0800 800 776 Email: education.nz@worldvision.org.nz
 Download the latest VisionEd from: www.worldvision.org.nz/education