

INTRODUCTION

Together, children wake up around the world, get ready and go to school. Bus, train, taxi, tuk tuk, how do you get to school? Join many children from all over the world and the varied and unique ways some children get to school.

This is a great discussion starter for investigating transport and complementing investigations of other cultures - clothes, classrooms, school lunches and natural environments. School readiness is also an important transition for children in childcare and kindergarten. *Kids Go to School Around the World* is a great starting point for discussions on going to school and the steps that are taken in the process.

QUESTIONS FOR UNDERSTANDING

1. How do you and your family get to school everyday? Does it ever change e.g. from a car to walking?
2. How can we group the modes of transport? (wheels, animals, on foot, boat, bus)
3. What can you tell about the places where these children live? Do they have a different climate or environment? How do you know?
4. Do you think going to school is important to these children in the book? Why or why not?

ACTIVITY AND ENGAGEMENT

1. Investigate the different types of transport as the basis of literacy, numeracy and art activities.
2. Create your own transport vehicles with recycled materials. Milk cartons, egg cartons, bottle tops and various other recycled materials are great for designing your very own mode of transport.
3. Go through an imaginative role play journey for going to school. Wake up, eat breakfast, clean teeth, walk/drive/take the bus to school and continue mimicking the daily activities at school that children might do to get them prepared for when they go to school.
4. Investigate the countries and cultures featured in the book. Look up each country on a map, what are some cultural traditions this country has? How about the food they eat, the sport they play? Highlight a country each week to discover.
5. Invite children or families to share stories of going to school and make a class book. Do the grandparents have different ways they went to school compared to today? If your centre is very multicultural, perhaps there are some interesting ways in which the family got to school each day.
6. Cook or prepare school lunches from around the world. Research a typical school lunch for different countries and cultures and taste what it is like to be a student in that country.
7. Read Enlighten Press' *Big Machines* big book and lapbook set to continue the theme into transport and people who help us.
8. Read fiction and non-fiction books about going to school or different transport options.
9. Create outdoor classrooms. Utilising what is available to you outside, write names, alphabet and numbers with sticks, chalk, stones and make shapes using only natural materials.
10. Have fun with movement activities by mimicking riding on a bus, riding a bike or sailing in a boat. What other ways can you think that people might get to school around the world?

THINKING POINTS FOR EDUCATORS

1. Foster intercultural understanding and respect through examining the importance of education around the world. Consider the effort put into just getting to school in some countries.
2. Encourage parent and grandparent engagement through the sharing of memories, stories and photographs of their school days.

EARLY YEARS LEARNING FRAMEWORK OUTCOMES

OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY

- 1.1 Children feel safe, secure, and supported
- 1.2 Children develop their emerging autonomy, interdependence, resilience and sense of agency
- 1.3 Children develop knowledgeable and confident self-identities
- 1.4 Children learn to interact in relation to others with care, empathy and respect

OUTCOME 2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD

- 2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
- 2.2 Children respond to diversity with respect
- 2.3 Children become aware of fairness
- 2.4 Children become socially responsible and show respect for the environment

OUTCOME 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING

- 3.1 Children become strong in their social and emotional wellbeing
- 3.2 Children take increasing responsibility for their own health and physical wellbeing

OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS

- 4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- 4.2 Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating
- 4.3 Children transfer and adapt what they have learned from one context to another
- 4.4 Children resource their own learning through connecting with people, place, technologies and natural and processed materials

OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS

- 5.1 Children interact verbally and non-verbally with others for a range of purposes
- 5.2 Children engage with a range of texts and gain meaning from these texts
- 5.3 Children express ideas and make meaning using a range of media
- 5.4 Children begin to understand how symbols and pattern systems work
- 5.5 Children use information and communication technologies to access information, investigate ideas and represent their thinking

LINKS TO THE CURRICULUM

Foundation

- Daily and seasonal changes in our environment affect everyday life (ACSSU004)
- The way objects move depends on a variety of factors, including their size and shape (ACSSU005)
- Pose questions about past and present objects, people, places and events (ACHASSI001)
- Sort and record information and data, including location, in tables and on plans and labelled maps (ACHASSI003)
- Explore a point of view (ACHASSI005)
- Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps (ACHASSI008)
- The representation of the location of places and their features on simple maps and models (ACHASSK014)

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| <ul style="list-style-type: none"> The places people live in and belong to, their familiar features and why they are important to people (ACHASSK015) |
| Year 1 |
| <ul style="list-style-type: none"> The natural, managed and constructed features of places, their location, how they change and how they can be cared for (ACHASSK031) Pose questions about past and present objects, people, places and events (ACHASSI018) Activities in the local place and reasons for their location (ACHASSK033) |
| Year 2 |
| <ul style="list-style-type: none"> A push or a pull affects how an object moves or changes shape (ACSSU033) The way the world is represented in geographic divisions and the location of Australia in relation to these divisions (ACHASSK047) The idea that places are parts of Earth's surface that have been named by people, and how places can be defined at a variety of scales (ACHASSK048) The connections of people in Australia to people in other places in Australia and across the world (ACHASSK050) The influence of purpose, distance and accessibility on the frequency with which people visit places (ACHASSK051) |
| Year 3 |
| <ul style="list-style-type: none"> Pose questions to investigate people, events, places and issues (ACHASSI052) Locate and collect information and data from different sources, including observations (ACHASSI053) Sequence information about people's lives and events (ACHASSI055) Examine information to identify different points of view and distinguish facts from opinions (ACHASSI056) Interact with others with respect to share points of view (ACHASSI059) How the community has changed and remained the same over time and the role that people of diverse backgrounds have played in the development and character of the local community (ACHASSK063) Celebrations and commemorations in places around the world (for example, Chinese New Year in countries of the Asia region, Bastille Day in France, Independence Day in the USA), including those that are observed in Australia (for example, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival and Ramadan) (ACHASSK065) The location of Australia's neighbouring countries and the diverse characteristics of their places (ACHASSK067) The main climate types of the world and the similarities and differences between the climates of different places (ACHASSK068) The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there, and people's perceptions of these places (ACHASSK069) |