“Student testing multimedia “Sarah, is it going too fast? Can you read it?”

“I’m really confused … how does a country get that bad?”

“I would have liked to fully step away but couldn’t”

“I’m just using this as a test to see if I can get it into utunes”.

PBL – model – site address

<https://www.google.com.au/search?q=project+based+learning+units&espv=2&biw=1920&bih=857&source=lnms&tbm=isch&sa=X&ved=0CAcQ_AUoAmoVChMIxMmN-YSKyQIVBC-mCh2vnwf2#imgrc=b2FgfO0iQTOiDM%3A>

**Do you think all children should learn about child rights?**

“Yes, I think they should learn about child rights, then everyone would know how unfair it is, then they would know how to help them and what they need.’ Peter, yr4.

“Yes. I think that all children should learn about child rights because I think that some people don’t really care about child rights; and sometimes when you learn about things you don’t care about and put yourself in those peoples shoes you start to care about those people and it raises awareness for people suffering without their rights.” Yas, yr5.

“I think all children should learn about child rights because we are the next generation and if we can stand up for our rights and be able to have free choice, we could help the entire world!” Niamh, yr6.

“Yes, because they need to know they are protected so they know if someone or something is disobeying their rights then they know its wrong and can stand up for themselves or get help”. Sarah, yr6.

“Yes, they should all get involved because maybe the more people supporting and learning about it, the more help the children will get”. Ella, yr5.

“Yes, I push the matter that all children who can access education should be taught about child rights and how lucky they are to be able to access all their needs, and more! Every child has rights that need to be addressed in order for children all across the world to reach their full potential.” Sienna, yr6.

**Where would you like the money to go?**

“My team would like to donate the money to Oxfam. Oxfam gets people from developing countries to make gifts, which are sold in their shops. Oxfam then give most of the money to the people who made them, so that they can afford food, clean water and shelter for their family. Last year Oxfam helped around 6 million people in 30 countries.“ Isabella, yr4.

“I would like the money to go to UNICEF to help reduce the proportion of people living on less than $1 a day and reduce by half the proportion of people suffering from hunger”. Peter, yr4.

“Rachael and I think the money should go to World Vision because unlike some other charities, when you donate money, World Vision workers go to the village and actually ask them what they need most and then they make it happen and if something goes wrong with it, they go back and fix it. Also you can sponsor children and help them, and donate things like chickens and goats.” Sarah, yr6.

“I’d like the money to go to Oxfam, because it helps the people in need of help and the money would go to people in poverty.” Ella, yr 5.

“I would like the money to go to One Girl who help girls in Africa to get an education. “ Nat, yr5.

“I would like the money to go to Compassion a charity that sponsors people in poverty - if you give $24 you can change a poor persons life forever.” Jack, yr5.

**Who should help those children that require help?**

“Everyone, because everyone needs to be treated fairly and if someone is in need then they should get extra help because they require more help.” Sarah, yr6.

“I think that if everyone puts a little bit of money in, it could change children’s lives. If everyone realises how bad poverty is, it could make a big difference” Isabella, yr4.

“Everyone. It is not an accusation but a fact: Everyone needs to help children in need. Many children require help all across the globe yet barely any people decide to take action. More people need to help including the government.” Sienna, yr6.

“I think everyone should help people in need by making campaigns and doing fundraisers. Big companies should also help by donating money.” Elise, yr4.

“I think everyone should help the people in poverty because if everyone gave up a bit of their money then we could stop poverty.” Jack, yr5.

**Did you enjoy learning about ‘global action’?**

“Yes, because I already wanted to help. I thought it was interesting that some other people in class didn’t know about poverty and child rights etc.” Charlotte, yr6.

“I didn’t really enjoy it, but it was interesting. Looking at the differences between their lives and my life and learning that they can’t get out of the situation they’re in. It’s all just a big dilemma!” Omri, yr6.

“What I found interesting was that in 2000 many countries decided that they would give 0.7% of their countries GNI to people living in poverty; but it turns out only 5 countries gave that amount to people living in poverty. Australia was not one of the 5!” Yas, yr5.

“Global Action was fun and one of the most satisfying things I’ve ever done in school. The part that was most interesting was learning about all the different things children witness through child labour.” Harrison, yr5.

**What would you like to say?**

“It doesn’t matter who you are everyone should help donate and make sure everyone gets a fair share of everything just so they can live a happy life style. How would you feel if you had to sift through rubbish and sleep on the floor?” Ella, yr5.

“I think the money should go to refugees because they’re having to flee their homes and may not have enough money to get everything they need to survive.” Seth, yr4.

“More schools should get into global action because you learn a lot and find out about other problems in the world. You get to learn and experience things that you wouldn’t get to do if you were learning maths or history. Global action makes you think “Should I buy this new toy or should I go to a charity and donate my $15? You just learn so much and you put yourself in a different situations. You think about what life would be like in a developing country. It was fun doing global action, we learnt lots of cool fun facts and we told other children and those children told others and we spread awareness.” Yas, yr5.

“Think about all the things you take for granted. Now imagine all those things are gone. And you’re still nothing like the people living in poverty. “ Charlie, yr6.

**Why do you think doing simulations was a good thing?**

“I think that doing the simulations was a good thing because if you just learn and read about it, you still have no idea how hard and painful it is. My favourite was the water activities, because you learn not to waste food, water etc.” Isabella, yr4.

“I think doing simulations was a good thing because we could experience what others were feeling. My favourite simulation was going around the lake while carrying a bucket of water.” Nat, yr5.

I think the simulations were a good thing, because we learnt what the kids have to do every day and how we are much more fortunate to live and grow up here in Australia.” Omri, yr6.

“I think simulations were good because they gave us a feeling of how others lived their whole lives. My favourite was the water bucket challenge because I liked how limiting it was and how we had to use it sparingly.” Charlotte, yr6.

“Simulations were a fun way of learning instead of learning about it using books. We did it ourselves which helps you understand more of what they do.” Elise, yr4.

**Hardest part of the project:**

“I think that the hardest part of the project was looking at all those images, it makes you sad and want to help those children even more. Also arguing! Being in a team was hard because we all had different opinions and ideas but we worked it all out and it was fine.” Yas, yr5.

“I found that the hardest part of the project was getting the project done in time.” Nat, yr5.

“Probably coming up with an idea for what to do in my animation.” Harrison, yr5.

**Favourite part of the project:**

“My favourite part was making a persuading film for other people to watch. I also liked raising money by making the tie-dye t-shirts”. Isabella, yr4.

“Doing the simulations and also animating the video that Rachael and I made”. Sarah, yr6.

“When we got to build heaps of stuff and learn lots of facts.” Stella, yr5.

“Making the movie and working with my friends and working as a team.” Thierry, yr6.