



EXECUTIVE SUMMARY

“It’s extraordinary to be ordinary”

RATIONALE

The S.E.A.T Project Education Program is a values-based program that empowers school age students to explore their own potential to enhance the world in which they live. When children are immersed in reports on the scope of the problems facing the world today, many can readily feel overwhelmed. The S.E.A.T Project enables students to see first hand that solutions and effective actions are possible and to have a sense of optimism for the future restored. Through a series of five dynamic learning experiences students from Kindergarten to Year 6 and beyond can investigate several significant concepts that awaken a developmentally appropriate sense of social responsibility and participate in a collaborative endeavour to help others. The Program centres on the parable of ‘The Little Stool That Could’ to demonstrate the values and actions achievable by the students who participate. The culminating event is an exhibition of decorated SEATs that reflect the students’ achievement of the content and process of the Program.

EDUCATIONAL OUTCOMES

The S.E.A.T Project Education Program is designed to address multiple syllabus outcomes simultaneously. This trans-disciplinary unit of cohesive learning experiences is designed to employ higher order thinking skills within a values-rich context. The development of skills across the Learning Areas of English, Humanities (History, Geography, Economics and Business, and Civics and Citizenship) Science, Health and Physical Education and The Arts provides an integrated approach to counter the crowded curriculum. The Program provides the options for five discrete lessons or an in-depth cross-disciplinary unit. Specific links to the Australian Curriculum facilitate a high level of compliance with the mandatory syllabus as well as the Federal Government’s Values Education produced by the Department of Education, Employment and Workplace Relations.

PARTICIPATION

Schools may run the Program for a specific year group, class, interest group (ie ‘buddy’ program) or community service project. We encourage you to document the experiences of students participating in the program on our website; please refer to our blog on www.seatproject.org

IMPLEMENTATION MODES

The S.E.A.T Project Education Program is designed to facilitate a number of possible models to provide flexibility to participating schools. There are 5 components of the Program across a range of curriculum areas designed to provide developmentally appropriate learning experiences for each stage of the Primary Years (Foundation to Year 6). The program can also be tailored to suit the needs of students in the Secondary Years;

Option		Mode Description	Suggested Implementation Strategies
1.	“Plug ‘n’ Play” direct from program materials	Series of 5 x 60 - 90 minute lessons across multiple KLA's	One or more groups / classes complete all 5 sessions of core learning experiences of the Program for the relevant stage.
2.		Series of 5 x 120+ minute workshops across multiple KLA's	One or more groups / classes complete all 5 sessions of core and selected enrichment learning experiences of the Program for the relevant stage.
3.		Single experience linked to one or more KLA's	One or more groups / classes complete core (and / or enrichment) learning experiences from one component or “session” of the Program for the relevant stage and desired curriculum area.
4.	Customised to suit school / class context	A ongoing integrated unit of work across multiple KLA's	One or more groups / classes complete all 5 sessions of core and enrichment learning experiences of the Program for the relevant stage. This may involve additional material designed by the school to enhance the relevance / depth of the Program for the desired emphasis or alignment with a particular KLA, unit of work or school based initiative.
5.		Whole school project	A range of groups / classes from multiple stages / years complete one of the above options to contribute to a whole school focus. In this instance we recommend the following emphasis regardless of the number of components of the Program included in each group's experiences; Stage 1 (Years K-2) – English and literature focus (Session 2) + Art (Session 5) Stage 2 (Years 3-4) – HSIE – Sustainability (Session 3) + Art (Session 5) Stage 3 (Years 5/6 & above) – HSIE – Philanthropy (Sessions 2, 3 and 4) + Art (Session 5) This may or may not include collaborative endeavours through a school buddy program or may link to a pre-existing service learning or charity initiative.

Beyond any of the above options a school may consider a phased approach to expand the scope and impact of the program from year to year.

SCHOOL SUPPORT

In conjunction with the S.E.A.T Project Education Program an extensive menu of resources has been developed to support the implementation of the Project, all of which are available online or can be sent to your school. The S.E.A.T Project website hosts all resources in electronic files that are easy to download. Please visit www.seatproject.org for further information. Our shared community forum encourages schools and students to share their experiences and inspire and be inspired by others. If your school requires financial support to implement the project, please contact contact@seatproject.org and the S.E.A.T support team will be in touch to discuss your requirements.

PROGRAM

COMPONENT or 'SESSION'	LEARNING EXPERIENCES	CURRICULUM LINKS	RESOURCES (All core and optional resources customised for each stage)
The SEAT	<p>Problem Solving & Teamwork Students build SEAT together following simple instructions. This is a fun activity to do as a class or in teams. We recommend students assemble SEAT in groups of 3 and suggest 10 SEATs as a minimum for a school program. Instruction sheets for assembly are included in the SEAT kit and there is also an online video to support. SEAT is an example of cradle-to-cradle sustainable design, requiring no glue or nails. SEAT is hand produced in Vietnam and comes with small imperfections. The assembly of SEAT does require focus, adding to the learning experience for the students. Younger students may need some help. It would provide a wonderful 'buddy' class or mentor collaboration.</p>	<p>Science: design, make and appraise Health & PE: communication and collaboration English: reading and comprehension Values Education: understanding, tolerance and inclusion, respect</p>	<ul style="list-style-type: none"> ▪ SEAT Kits ▪ Building SEAT Demonstration DVD ▪ Collaboration Y Chart ▪ Tips for Effective Teamwork ▪ Teamwork Effectiveness Checklist
SEAT's Story	<p>Literature Appreciation "SEAT: The Little Stool That Could", written by Lesley Hancock and illustrated by Andrew Story is a values-based children's book that illustrates the butterfly effect. The story itself is rhythmic and rhyming for high engagement. The characters are easy for the children to relate to and they are also symbolic. Bea the butterfly (SEAT's best friend) provides an easy transition from the story to its underlying core values. Lessons for each stage are designed to be developmentally appropriate; Stage 1 (Foundation to Year 2) Reading and comprehension. Stage 2 (Years 3 & 4) Interpretation of character motivation. Stage 3 (Years 5/6 and beyond) Critical analysis of the story as a parable.</p>	<p>Health & PE: the personal, social and community strand English: sub-strands: literature and context; responding to literature; creating literature; interacting with others; interpreting, analysing, evaluating; creating texts Values Education: honesty and trustworthiness</p>	<ul style="list-style-type: none"> ▪ SEAT: The Little Stool That Could, included in SEAT Kits and in PDF format for IWB's ▪ Literary Response Sheets for each Stage of the Program

<p>You The Value of Self to You, Humanity & Beyond</p>	<p>Appreciating Your Unique Self (even while still a caterpillar) The students will explore a range of stimulus to appreciate the ways in which the unique gifts of an individual can enrich the lives of others. <i>“How do we enrich the lives of others just by being ourselves?”</i> Stage 1 (Foundation to Year 2) The students will trace around their hands and decorate the shape with symbols of their own interests, passions and strengths. On the reverse, peers will record their observations about the value of each person to others. Stage 2 Years 3 & 4) The students will read the fable of <i>The Two Pots</i> and complete an “inspiration audit “to discover their own passions. In pairs they will help each other to consider how pursuing their natural interest can develop strengths that become talents that can serve others. Stage 3 Years 5/6 and beyond) The students will research the biographies of participants in the Hands That Shape Humanity Project to consider the attributes of those that work for the good of others. As a whole class they will identify from a list the Personal Values common to all that have nothing to do with physical strength (compassion, courage, perseverance, humility, discipline, self-awareness, adaptability). They will then employ a butterfly effect diagram to develop a diagram of how their life could unfold from simple acts of care to larger acts of community service (the simplest donation could impact charities and the lives of the recipients – individual action could have more directly observable consequences).</p>	<p>Health and PE: the personal, social and community strand English: sub-strands: literature and context; responding to literature; creating literature; interacting with others; interpreting, analysing, evaluating; creating texts Values Education: care and compassion, integrity</p>	<ul style="list-style-type: none"> ▪ Stimulus Resources and Hands That Shape Humanity Information ▪ Personal Reflection Sheets for each Stage of the Program
<p>The Butterfly</p>	<p>Chaos Theory and Sustainability <i>“If a butterfly flaps its wings on one side of the world can it cause a tornado on the other side?”</i> The students will consider the ongoing effect of small actions with big consequences. Stage 1 (Foundation to Year 2) The students will revisit the story of “SEAT: The Little Stool That Could” to identify the actions of “Caring Characters” in the story and their benefit to others. They will complete a simplified Butterfly Effect Template to show the sequence of events and some students may like to annotate the pictures with captions. Stage 2 (Years 3 & 4) SEAT is manufactured in a sustainable factory in Vietnam. Using this as an example, children will explore sustainable manufacturing practices. The students will watch the video of the production process and community benefits. The students will complete the Butterfly Effect Diagram to demonstrate their understanding in the ongoing benefits to the community and the environment from the sustainable practices employed by the Project. Stage 3 (Years 5/6 & beyond) Inspired by the Hands That Shape Humanity Project, the students will research a range of social issues and philanthropic initiatives. Through the debriefing process they will employ a Decision Making Tree to develop a responsible Butterfly Effect Action (BEA) Plan for their School’s ongoing community</p>	<p>HUMANITIES: Social Systems and Structures: explore impact of individuals on the local and global communities in which they live. Change and Continuity: explore the causes and effects of change for the short and long term existence of humans. Geography: interactions with Asia English: sub-strands: expressing and developing ideas – visual language; interacting with others; interpreting, analysing, evaluating; creating texts Values Education: fair go, freedom, responsibility</p>	<ul style="list-style-type: none"> ▪ Butterfly Effect Template ▪ SEAT Video - Vietnam Factory ▪ Butterfly Effect Diagram ▪ Cause and Effect Template ▪ Guidelines for Authentic Fund Raising ▪ Decision Tree Pro-Forma ▪ Project Proposal –The BEA Plan

	service or to raise awareness of their learning throughout the S.E.A.T Project.		
The Exhibition	<p>Artistic Expression & Celebration The students will explore a range of possible art styles and individually or in teams design their SEAT decoration to express some aspect of the Program's content. Teachers can provide as much direction or freedom as supports the students' previous experience of art and level of engagement with the project to this point. The SEATs will be decorated and exhibited to reflect the students' collective experience of the unit. Personal reflection statements will demonstrate the student's individual level of appreciation of the design process and ideas expressed. Whole group creative and collaborative processes will be reflected in the film / photographic documentation to be contributed to the S.E.A.T Project website.</p>	<p>The Visual Arts: appreciation and expression of ideas Values Education: doing your best, respect, understanding, tolerance and inclusion</p>	<ul style="list-style-type: none"> ▪ Design Ideas Template ▪ SEAT Template for Designs ▪ Exhibition Guidelines for Teachers ▪ Reflection Template

S.E.A.T PROJECT EDUCATION PACK

Contents

1. Background Readings
2. Program Overview, including;
 - Cohesive range of learning experiences relevant to each Stage and element of the Program
 - Learning Intentions
 - Timing Guides
 - Links to the Australian Curriculum and Values Education
 - Evidence of Learning Indicators
 - Elective Options to develop the scope & depth of five lesson structure
3. Resources, including;
 - All Black Line Masters for the Program customised for each stage of development
 - All print and visual stimuli
 - Parent Information Letter Template
 - Teacher Evaluation Forms
 - Student Evaluation Forms
 - Exhibition Planning Forms

For further enquiries or to purchase the S.E.A.T Project Education Program, please contact:

1300 33 SEAT

contact@seatproject.org

www.seatproject.org

S.E.A.T PROJECT

TESTIMONIALS

“The S.E.A.T Project equips students to enter the Wisdom Era. It allows them to be powerful contributors to the ethical and sustainable needs to future society, and to the world in which they live.”

The S.E.A.T Project Education Program galvanises students, to provide them with a sense of hope that change and workable solutions are possible. There’s educational, ethical, social and emotional benefits embedded in this Program. It provides an opportunity for students to develop resilience, critical and creative thinking. It builds self-awareness, teaches them to be tolerant to ambiguity and exposes them to important skills of collaboration.”

Justine Lind - Head of K-6, Oxley College Bowral, NSW

Since 2010, Geographe Primary School has led an innovative reconciliation program with Genevieve Forrest, a talented artist who is the school’s Aboriginal and Islander Education Officer “Genevieve’s role has included the vital role of collaborating with our local Noongar community and elders, guiding our project so we are respectful, aware of protocols and able to include local Noongar language,” explains Ana Nail, Primary Visual Arts Teacher at Geographe Public School in Western Australia. With a shared focus on literacy through language and visual storytelling, Nail saw a great connection between the school’s approach and the S.E.A.T Project. “I had read about the S.E.A.T Project and was immediately interested in using it for our school.” explains Nail.

I chose to implement the program with Year 5 students with a focus on creative thinking as a tool to better understand and appreciate their local Indigenous culture. I then applied for a grant to fund the Program.

Jaxon, one of the students from the school says, “I like the S.E.A.T Project as it raises awareness about things we need to care about. It’s about literacy, teamwork, creativity and communities sharing and it’s fun as well. Being aware of reconciliation is important. I also liked the S.E.A.T Project because it really gives you an idea of how a story can be told. To read more go to this link: <http://www.seatproject.org/seat-workshops/geographe-primary-school-takes-a-s-e-a-t-towards-reconciliation/>

Ana Nail - Teacher & Jaxon - Student, Geographe Primary School, Busselton, WA

The S.E.A.T Project was delivered to all students from K-12 at The Hospital School over a term. It provided the opportunity to deliver a cross-curricular program that focussed on Sustainability, Visual Arts, Literacy, the themes of friendship and change and offered opportunities for students to work both in teams and as individuals.

The Hospital School Westmead is unique in that students are taught in a variety of learning spaces including classrooms and at patient’s bedsides. The S.E.A.T Project allowed students with a variety of learning styles and needs to work together to problem solve, think creatively and critically. It allowed students to develop communication skills and it encouraged higher order thinking.

Students across the school enjoyed the S.E.A.T Project as it provided a variety of learning opportunities in a variety of ways. Students enjoyed building and decorating their SEATs, which they are donating to various wards and clinics within the hospital.

Rebekah Palmer - Teacher, The Hospital School, Westmead Children’s Hospital, NSW

LINKS TO THE CURRICULUM

ALIGNMENT WITH THE CURRICULUM

The S.E.A.T Project Education Program provides a range of rich cross-disciplinary experiences that address multiple aspects of the Australian Curriculum. Explicit focus on traditional subject areas of English, Humanities (Geography & Sociology), Biological Science and Personal Development are indicated in one or more of the Program components. Beyond this, six of the 'Seven General Capabilities' are developed through the philosophical underpinnings and pedagogical design of the sessions for all Year Levels.

1. DEVELOPING STUDENTS WITHIN SIX OF THE 'SEVEN GENERAL CAPABILITIES':

LITERACY

The Literacy continuum incorporates two overarching processes:

1. Comprehending texts through listening, reading and viewing
2. Composing texts through speaking, writing and creating with the following areas of knowledge applying to both processes:
 - Text knowledge
 - Grammar knowledge
 - Word knowledge
 - Visual knowledge

INFORMATION AND COMMUNICATION TECHNOLOGY CAPABILITY

Applying social and ethical protocols and practices when using ICT

- Investigating with ICT
- Creating with ICT

CRITICAL AND CREATIVE THINKING

- Inquiring – identifying, exploring and clarifying information
- Generating innovative ideas and possibilities
- Reflecting on thinking, actions and processes
- Analysing, synthesising and evaluating information

ETHICAL UNDERSTANDING

- Understanding ethical concepts and issues
- Reflecting on personal ethics in experiences and decision making
- Exploring values, rights and ethical principles

PERSONAL AND SOCIAL CAPABILITY

- Self awareness
- Self-management
- Social awareness
- Social management

INTERCULTURAL UNDERSTANDING

- Recognising
- Interacting
- Reflecting
- Empathy
- Respect
- Responsibility

(NUMERACY - not included in this Program)

2. ADDRESSING THE 'THREE CROSS-CURRICULUM PRIORITIES':

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

3. DEVELOPING STUDENTS ACROSS A RANGE OF ACHIEVEMENT STANDARDS AND WITHIN A RANGE OF CONTENT AREAS ('SUBJECTS OR LEARNING AREAS'):

The program integrates learning intentions from a range of learning areas in line with published intent of the Australian Curriculum, "Rather than being self-contained or fixed, disciplines are interconnected, dynamic and growing. A discipline-based curriculum should allow for cross-disciplinary learning that broadens and enriches each student's learning." (The Shape of the Australian Curriculum – Version 4.0, Acara, Dec 2012, p. 22). In support of this aim, achievement standards will be indicated for the key content areas and strands for each English and Science component of the program but not necessarily the other subjects due to the current state of completion of the Australian Curriculum. The intended option of teacher and school based customisation of this flexible program will also facilitate a deeper emphasis in specific subjects and achievement outcomes particular to the contextual needs of the participants.

- **English** - new content strands indicated in session plans
- **Science** - new content strands indicated in session plans
- **Humanities and Social Sciences** (history, geography, economics and business, and civics and citizenship) - still in draft stage and will be updated as released by Acara
- **The Arts** - still in draft stage and will be updated as released by Acara
- **Health and Physical Education** - still in draft stage and will be updated as released by Acara