

Nicky's World



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The illustrator wishes to thank Margaret Calder for the use of her own family photographs of her granddaughter Nicky.

A Kit called '**The World in a Box**' is available for borrowing from the Global Education Centre (SA). Most of the products in this story are found in the Kit. There is also a large map, a globe and Teachers' Notes, with ideas of how teachers can use the Kit and book.

Further **Teaching ideas** for Nicky's World will also be available for download from www.globaleducation.edna.edu.au

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This is Nicky.

Look what she's found in the letterbox.... a big parcel and a red letter.

She runs back inside with them. "Oops!" she says, tripping over her brother Oliver's sandals on the mat.

She puts the sandals back and sees a white label attached to the brand new mat.





"Mum, look at these!" "Nicky, you're lucky! They're both for you!"

"Who sent me these?" Nicky asks.

Nicky's mother looks again at the red letter and shows Nicky the Singapore stamps. Nicky opens the envelope and takes out a postcard. Her mother reads it to her. It is from her cousin Mishca, who lives in Singapore, a country in Asia.



The parcel is from her aunty Karen, who lives in Germany on the other side of the world.

Nicky opens the parcel and finds a red and gold Christmas stocking.

There is another present inside too. It is a toy dog with a black nose. She cuddles it.

When she looks at it carefully she sees that it has a small white label with words.

"What does this say mum?" asks Nicky.

Her mother reads it to her. "It says '**MADE IN CHINA.**'"



"That means our new doormat was made there too!" says Nicky excitedly.

"Why Nicky?"

"Because that has a white label with words on it too!"

Her mother reads the label on the mat. "Nicky, it says '**MADE IN INDIA**'." This is a different country.

Then they look at Oliver's sandals. The words '**MADE IN FIJI**' are stamped inside. Nicky wonders where other things in the house have come from. Are they all from somewhere else in the world?

She wants to find out.

Nicky decides to decorate some biscuits to eat after her sandwich.

She and her mother find biscuits, icing sugar and some lollies.

Her mum shows her the writing that says that the box of biscuits has come from Scotland, and the packet of lollies is from New Zealand.

"Does all of the food in our cupboard come from other countries?" Nicky asks her.

"No Nicky". The packet of icing sugar says '**MADE IN AUSTRALIA**'."





After lunch they take different things from the cupboard to look at the labels. Her mother shows her the words '**MADE IN....**' or '**PRODUCT OF....**' and also the word '**Australia.**'

Nicky is sorting the food when she hears the doorbell. It is her grandparents.

Nicky tells them that she has found lots of food in the cupboard that comes from other countries. Her grandmother reads her the labels. They find a tin of coconut milk from Malaysia, a tin of black cherries from the USA, a bottle of curry sauce from South Africa, and a bottle of maple syrup from Canada.

The packet of dates comes from Iran, the coffee is from Papua New Guinea and the dried apricots are from Turkey. The sauce bottle is from Australia but her Grandmother reads that the sauce recipe is from Zimbabwe!

"Wow, most of these foods come to Australia from different countries!"

"How many countries are there in the world?" she asks.

Nicky's grandfather explains that the world is very large. It has many places and lots of people.

In an Atlas they look for the countries where the letter, the parcel, the sandals, the doormat and some of the food come from.

Then they play *Atlas Adventures*, a jigsaw puzzle game.





It is time to get ready for Kindy.

Nicky feels very curious about everything around her at home. As she brushes her hair she wonders where the brush comes from.

She sees that her schoolbag, sandals and hat all have labels.

Nicky rides her bike to Kindy. Her friend Jack also arrives by bike.

Nicky gets off her bike and sees the label. Her mother reads it to her. It says '**MADE IN CHINA.**'

Jack looks too and he sees some small writing on his helmet. His mother reads it to him. It also says '**MADE IN CHINA.**'





As Nicky swings she thinks about all the different things at home and about the many countries in the world they have come from. Maybe there are also things from other places here here at Kindy?

Jack is bouncing on the trampoline. "I'm going inside to find things," she says.

Their teacher helps them look for **"MADE IN ..."** labels.

They find a game from Indonesia called Congklak. Some toy trains are from Italy and Thailand.



A wooden puzzle has a '**MADE IN HOLLAND**' label. "This is a part of a country called The Netherlands," explains their teacher.

The fish food tin says '**MADE IN TAIWAN**'. They know that the fish is called a Siamese Fighting Fish. Their teacher tells them it's a native of Thailand."

At fruit time Nicky peels a label from her mango. Her teacher reads out '**PRODUCT OF QUEENSLAND**'. "This is part of our country Nicky", she says. Nicky knows our country is called Australia.



After Kindy Nicky goes swimming with her big brother Oliver. They play in the cool pool water together.

"Where are my floaties and our noodle toys from?", she asks. Oliver helps her to read the labels. They all say '**MADE IN CHINA.**'





After swimming Oliver makes them each an ice cream. Nicky takes out the cream chocolate wafers and asks him what the label says.

It says '**PRODUCED IN INDONESIA**'.

Then they look at the ice cream container. It has the words '**MADE IN AUSTRALIA**'.

"And this caramel topping comes from Sweden. This is the one Mum's Swedish friend gave us", Oliver adds.





Later, in the bath room, Nicky picks up one of the shells to listen to the sea. "Your grandparents bought you this shell when they were on holiday in Fiji," her mother tells her.

"Hey, that's the country where Oliver's sandals were made. Did they bring them too?" Nicky asks.

"No, we bought them in the shoe shop here Nicky," her mother says.



Her father is digging in the garden. Nicky tells him that all day she has found lots of things from different countries. Now she is fascinated by a pink flower.

Nicky's father says, "Some things don't have labels to tell you where they were made or grown. The seeds of that Bromeliad plant came from South America. So this is a native of Brazil, on the other side of the world."

Nicky tells him about the fish in the tank at Kindy, which is a native of Thailand.



Inside, she makes a drink of hot chocolate. The label says '**MADE IN AUSTRALIA**'.

Then her mother explains that the chocolate has been made from the cacao plant, which grows in Ghana, a country in Africa.

Nicky decides to get out her globe of the world to find some of the countries and places.





"Hey, but where is my blow up globe from?"

Her father looks at the label. "See Nicky, it says '**MADE IN CHINA**'.

Our world is very big and has many different countries and people. We all need each other for the things we eat and use every day." Together they trace the journey from China to Australia on the globe with their fingers.

Nicky thinks about the big parcel from Germany and the red letter from Singapore.

"I want to write a letter to Mishca. I'm going to ask her what she has in her house from all around the world," she says.

Nicky hugs her new cuddly toy dog and smiles and smiles and smiles.





What about you? What is your world like?

Do you have cuddly toy made in China?

Can you find something now with a label on it?

Does it tell you where it was made?

Are there labels on your clothes or shoes or toys?

Where was your school bag made?

How close to Australia are these countries?

How did Nicky find out where things came from?

How can you find out more?



The COUNTRIES in this story and the products from them in page order are:

Singapore - Letter/postcard
Germany - Parcel with Christmas stocking
China - Toy dog
India - Front door mat
Fiji - Sandals
Scotland - Biscuits
New Zealand - Lollies
Australia - Icing sugar
Malaysia - Tin of Coconut milk
South Africa - Curry coconut sauce
Canada - Bottle of maple syrup
USA - Tin of black cherries
Australia - Bottle of sauce
Zimbabwe - Recipe on the bottle of sauce
Iran - Packet of dates
Turkey - Packet of apricots
Papua New Guinea - Coffee
England - Atlas Adventures Game



China - Bicycle
China - Bike Helmet
Indonesia - Congklak game
[called Mancala in African countries]
Italy - Toy train
Thailand - Toy train
Holland (a part of **The Netherlands**)
Wooden puzzle
Taiwan - Fish food
Thailand - Siamese Fighting Fish
Australia - Mango
China - Floaties and noodle toys
Indonesia - Cream wafers
Australia - Icecream
Sweden - Caramel topping
Fiji - Shell
Brazil - Bromiliad plant
Australia - Drinking chocolate
Ghana - Cacao, which the chocolate is made from
China - Globe

Teacher's Notes for Nicky's World

and the accompanying Kit, The World in a box.*

Young children are fascinated by the world around them. They are naturally curious and want to understand how they fit into the world. This fosters their sense of belonging and pride both in themselves and the community where they live. Global education and developing global perspectives in children and their families, encourages open mindedness and the development of a feeling of community interconnection and interdependence.

Global education in the early years work focuses on exploring how all individuals, including children, are connected to other people and places. The key concept it helps explore is *Interdependence*, “An understanding of the complex social, economic and political links between people and the impact that changes have on others.” *Global Perspectives 2008* Children can also explore the abstract concept of ‘countries’ by using everyday products.

Nicky's World is designed to encourage children to feel a sense of self, of belonging to the world, to ask questions and seek help or locate resources to find answers. Children feel empowered through finding out more about everyday objects in their own world, both at home and in their neighbourhood. The Resource kit 'The World in a Box', available at the Global Education Centre (SA), is also designed in this way.

Thinking Globally: Global perspectives in the early years classroom, written by Julie Browett and Greg Ashman for early childhood teachers, also has a section ‘Linking with others: one world - globalisation and interdependence.’, “Where does it come from?” (pages 41-48). There are various activities to develop the concept of interdependence, including one which explores everyday household items which children bring to class. It also uses a world map to help students learn about other countries and an activity for counting and graphing how many of the items brought in by children are from Australia and how many originate from other countries.

The Atlas Adventures game being played in Nicky's World is available for purchase online. This is another useful resource to use with young children.

The children's picture book *The World came to my place today*, (2004) by Jop Readman and Ley Honor Roberts develops a similar theme for UK teachers and children, with the emphasis being on the source of plant products from different countries. *If the World were a village*, a children's picture book by David Smith (2006), explores similarities and differences between the world's nations and cultures using statistics and facts in a way children can more easily consider and relate to.

Nicky's World, a story book with Australian content and an emphasis on finding the different countries on a map or globe with some focus on the Asia Pacific region, is relevant to children in Australian classrooms. Individual teachers and parents can develop the theme further by helping their children discover more about the different products, clothes, toys and food featured and where the primary resources for them are found, grown or manufactured. This fosters skills in research, communication, participation and cooperative learning within the classroom.

It can lead onto other activities including mapping exercises; discussions about life and the environment in other countries including comparisons with life in Australia; exploring the lives of children in other places finding commonalities, similarities and differences in everyday products children use and in their immediate environment; finding out more about manufacturing and agricultural processes; discussing transportation systems and the global trading of goods; exploring the origins of games and products, plants and animals.

The references and activities section below include a number of picture books to explore related concepts of Global Interconnection as well as resource books with many more classroom activities.

Resources and References:

A life like mine, Unicef (2002) Dorling Kindersley Limited, London.

Global Perspectives A framework for global education in Australian schools (2008) Curriculum Corporation, Victoria.

If the World Were a Village : A book about the World's People by David Smith,(2006) Allen and Unwin, NSW, Australia.

The World came to my place today, by Jo Readman and Ley Honor Roberts (2004), for the Eden Project, Transworld Publishers, London.

Think Global: Global Perspectives in the lower primary classroom by Rebecca Reid-Nguyen(1999, reprinted 2002), AusAID and Curriculum Corporation, Victoria.

Thinking Globally: Global perspectives in the early years classroom, by Browett, Julie and Ashman, Greg (2008) funded by AusAID, published by Curriculum Corporation.

Where are we in the world? Globe and Mapping Activities for Junior Primary and Primary Students by Margaret Calder and Mark Wildy, (2008) Global Education Centre, Adelaide.

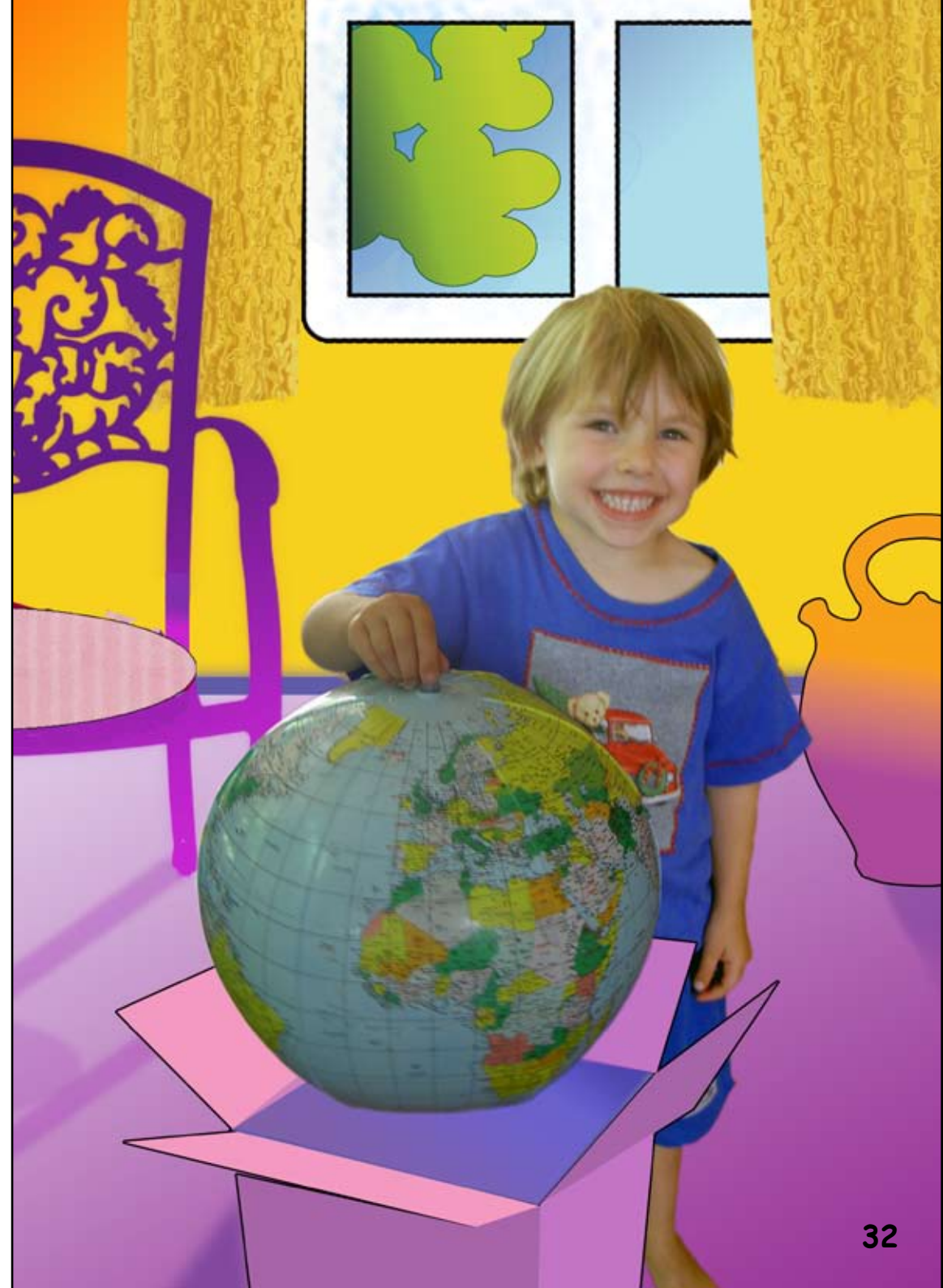
The following are some guidelines for suggested activities to accompany a classroom reading of Nicky's World:

- **A CLASSROOM BIG BOOK** - Make a book show using photographs or drawings of the individual children using various objects from around the world which they have identified in their classroom or at home. Put pages of the photographs, drawings and questions raised into an A3 or A4 plastic leaf folder for the children to look at and add to during the term. Alternatively make a slide show using computers.
- **MAPPING** - After a second reading of the story, children use The World in a Box kit to find and sort the objects from the story, or find similar objects to sort themselves. Children then trace the journey from each country to Australia on a blow up globe ,as Nicky does with her father. Other relevant mapping activities are in *Where are we in the World - globe and mapping activities for the junior primary and primary classroom*.
- **SORTING** - Children bring items from the home similar to those found in the book or ones the teacher collects. Children 'read' the labels with teacher assistance and sort them into groups by country and then by region. See the *Thinking Globally* (2008) book for more details and related activities.
- **DRAWING and DISCUSSING** - Children draw and scribe various everyday objects and find where they come from. Use different ways to express this concept including 'Made in', 'Product of', 'Produced by', 'Grown in', 'Handmade in' etc.
- **SURVEYING** - Take a classroom survey of children's clothing items, looking at the labels to determine the country of origin and then have the class graph these. Using a globe or Atlas explore which of these countries are closest to Australia.
- **GRAPHING** - Visit another part of the school (sports shed, canteen, computer room, library, mathematics or class book shelf, vegetable patch) and find labels on items or research the origin of the items. Make simple graphs.
- **NAMING COUNTRIES** - Sitting in a circle, children name a country whilst holding a ball (or blow up globe) then roll the ball to another child who names that country again and then adds another. After three or four countries are named by one of the children start the game again. With older children the list of countries can get longer and longer, or one child can name a country and the next child then adds the name of the people or language spoken there, some of the religions found there, or an item from the book that came from there i.e Indonesian, Indonesians, Indonesian language, Muslims, Hindus and Christians, cream wafers etc.
- **ATLAS WORK** - Use an atlas and then a globe to find the countries in various books or in classroom activities. Find which ones are being repeated again and again and with older children discuss trade, trading partners and products produced by particular countries.
- **MAPPING** - Mapping the countries the children and their families and their teachers come from by marking places on a world map pinned up and having wool links to all the photographs of the children all around it. Using an upside down world map is an interesting topic to explore. These are available from the GEC.
- **EVERYDAY LIFE** - Videos or DVDs and books from the GEC Resource collection are available which show everyday scenes from children's lives around the world. Students can identify similarities with everyday products being used in their own homes and classes and those shown in the video resources.

***The World in a Box Kit**

This kit is available from the Global Education Centre (GEC) in Adelaide for teachers to borrow. It contains many of the original items from the book. Children can pick these up to talk about and sort or group them and then find similar objects in their own classroom. Older children will be able to read the labels. Other kits available at the Global Education Centre (SA) and the One World Centre in Perth have an emphasis on particular aspects such as Toys around the world, Musical Instruments etc. These topics also raise children's awareness of the dynamic nature of the world which we all live in and are all part of.

Feed back for this book and for activities is welcomed. Please forward your comments or classroom experience with the book, kit and activities to the Global Education Centre, SA. gesa@global-education.asn.au





It is December. Nicky hears the postie arrive and rushes outside to collect the mail. Today there is one parcel and one letter “I wonder who they are from?” says Nicky to herself.

Where does the parcel come from and what is in it?

This story will introduce young children to many countries of the world where things have come from that we use each day in Australia in our homes and schools.