



VICTORIA UNIVERSITY OF
WELLINGTON
TE HERENGA WAKA



Latin America
Centre of
Asia-Pacific Excellence

VIRTUAL MACHU PICCHU PUEBLO LEARNING TOOL SUPPORT FILES

SUGGESTED LEARNING & TEACHING SEQUENCE

Prepared by Dr Andrea Milligan for the Virtual Machu Picchu Pueblo Learning Tool developed by Victoria University of Wellington (VUW) with funding from the Latin America Centre of Asia-Pacific Excellence (LatAm CAPE)

Using the Virtual Machu Picchu Pueblo Learning Tool to support social studies learning and teaching

The Virtual Machu Picchu Pueblo Learning Tool can support learning across *The New Zealand Curriculum*, for example in learning languages, geography and tourism. This resource pack provides a suggested framework and approach specifically focused on social studies learning and teaching in Years 7-10. It is based on learning and teaching sequences developed and trialled in three secondary schools; our grateful thanks to the teachers and students involved. The resource should be used flexibly as part of your school's local curriculum. Links to strategies, readings and resources are highlighted in **bold font** throughout this resource.

Curriculum links:

This resource pack develops understandings of future-focused issues such as sustainability and globalisation. It encourages learners to explore social, cultural and ecological sustainability in a Peruvian context and to unpack the tensions between economic, ecological and cultural benefits and costs in particular. The learning tool seeks to develop students' ability to:

- explore, with empathy, the values of others
- critically analyse values and actions based on them
- discuss disagreements that arise from differences in values and negotiate solutions

Students will gain knowledge, skills, and experience to:

- Understand how people participate individually and collectively in response to community challenges (Level 4).
- Understand how people's management of resources impacts on environmental and social sustainability (Level 5)

Contents

[Using a social inquiry approach to develop global competence](#)

[Make connections and establish the focus for learning](#)

[Explore values and perspectives](#)

[Explore values and perspectives](#)

[Visit Machu Picchu Pueblo using the Virtual Learning Tool](#)

[Explore values and perspectives](#)

[Consider decisions and responses](#)

[Reflect, evaluate and consider the 'so what' and 'now what'](#)

Overview

Year levels: Years 7-10

Learning area: social studies

Approaches: social inquiry, particularly values exploration, and global competence

Future-focused issues: sustainability and globalisation

The *Virtual Machu Picchu Pueblo Learning Tool* was developed by a cross-disciplinary team from Victoria University of Wellington, Aotearoa/New Zealand: Dr Christian Schott, Project Leader (Tourism Management Program, School of Management), Dr Andrea Milligan (Faculty of Education), and Dr Stephen Marshall and Johnny Flutey (Centre for Academic Development)

USING A SOCIAL INQUIRY APPROACH TO DEVELOP GLOBAL COMPETENCE

This resource pack provides suggestions for developing the skills of social inquiry Virtual Machu Picchu Pueblo Learning Tool. Using a social inquiry approach, students:

- ask questions, gather information and background ideas, and examine relevant current issues
- explore and analyse people's values and perspectives
- consider the ways in which people make decisions and participate in social action
- reflect on and evaluate the understandings they have developed and the responses that may be required (Ministry of Education, 2007).

Social inquiry can enhance learners' global competence. As defined by the OECD, **global competence** is the capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and world views of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development.

Resources and further reading to support social inquiry:

Approaches to social inquiry: <https://ssol.tki.org.nz/Social-studies-1-10/Teaching-and-learning/Effective-teaching-in-social-studies/Social-inquiry>

MAKE CONNECTIONS AND ESTABLISH THE FOCUS FOR LEARNING

The information pack provided on the Virtual Machu Picchu Pueblo Learning Tool site can be used to support students to:

- Locate Peru and Machu Picchu Pueblo (also known as Aguas Calientes due to the thermal baths)
- Consider New Zealand's and their own connections to Peru
- Explore the diverse lived experiences of Peruvians
- Clarify the issues faced by the Machu Picchu Pueblo community
- Explain how the issues are connected to each other and to the United Nations' **Sustainable Developments Goals (SDGs)**
- Make connections to prior learning, in particular the concepts of responses to community challenges, resource management and sustainability



Resources and further reading:

Bringing the Asia-Pacific into your classroom: <https://teachapac.nz/>

Building conceptual understandings: <https://ssol.tki.org.nz/Social-studies-1-10/Teaching-and-learning/Effective-teaching-in-social-studies/Building-conceptual-understandings>

EXPLORE VALUES AND PERSPECTIVES

This activity prepares students for exploring the Virtual Machu Picchu Pueblo Learning Tool. It develops students' understandings of the contested issues that affect the Machu Picchu Pueblo community. Using the **expert jigsaw** co-operative learning strategy:

- Divide students into stakeholder groups. Examples include: tourist business owners/guides, UNESCO agent (world heritage protection), indigenous peoples of Machu Picchu Pueblo, tourists, community members, and Peruvian Ministries (e.g. Environment, Tourism, Vulnerable Populations or Culture).
- Use the information pack to provide each 'expert' group with a briefing about each stakeholder's concerns for the future of the Machu Picchu Pueblo community. See also the interview transcripts for comments about stakeholders' aspirations for 2030 (aligning with Agenda 2030 as a target for the SDGs).
- Have the students summarise each stakeholder's concerns in one of the columns in the table below.
- Create new groups with expertise from each stakeholder group. Have the students share their expertise to complete the table below.

	Stakeholder 1	Stakeholder 2	Stakeholder 3	Stakeholder 4
This stakeholder group thinks that... (viewpoints)				
This is because... (values)				
Their values are shaped by ... (perspectives)				

VISIT MACHU PICCHU PUEBLO USING THE VIRTUAL LEARNING TOOL

Establish a purpose for exploring the Learning Tool. Pose the following prediction questions:

- How do you think the the Virtual Machu Picchu Pueblo Learning Tool will help you learn about the concerns of the Machu Picchu Pueblo community?
- Who do you think you will meet?
- What values and perspectives might be emphasised?

Allow students time to explore Machu Picchu through the Learning Tool. Have students share their first responses in pairs, and then as a class.

EXPLORE VALUES AND PERSPECTIVES

Using the **values continuum** strategy:

- Create a values continuum within the classroom, with oppose/against, support/for at each end of the continuum
- Pose a question such as ‘should tourist visitor numbers to Machu Picchu be limited’?
- With the question in mind, ask the students to interview members of Machu Picchu Pueblo as they explore the Virtual Machu Picchu Pueblo Learning Tool once again. Use the interview transcripts and individual stakeholder interviews to support students’ access to this learning.
- In small groups or as a class, have the students decide where different stakeholders within the Machu Picchu Pueblo community would be located along the continuum.
- Extend the students understanding of the values and perspectives by asking:
 - How did you decide where to place each person along the continuum? What was your evidence?
 - Which viewpoints, values and perspectives are similar and different – why?
 - What do people at the different ends of the continuum agree over?
 - What could cause each person’s position to change over time?
 - What questions could we ask each person to gain more understanding about their values and perspectives?
 - Whose values and perspectives are missing?

Resources and further reading to support teaching about controversial issues:

Oxfam teaching resource: <https://www.oxfam.org.uk/education/resources/teaching-controversial-issues>

Issues-based social inquiry in social studies and citizenship education

<https://www.nzcer.org.nz/nzcerpress/teaching-social-studies-critical-active-citizenship-aotearoa-new-zealand>

CONSIDER DECISIONS AND RESPONSES

Using the **structured academic controversy** strategy, have the students deliberate and come to a consensus about responses to an issue faced by the Machu Picchu Pueblo community. Important features of this strategy include students having to actively listen to, and ‘switch sides’ to argue for, an alternative position.

Students could use the **consequences wheel** to examine their proposed response in more depth.

Resources to support the structured academic controversy strategy:

<https://serc.carleton.edu/sp/library/sac/what.html>

<https://teachinghistory.org/teaching-materials/teaching-guides/21731>

REFLECT, EVALUATE AND CONSIDER THE 'SO WHAT' AND 'NOW WHAT'

The challenges faced by the Machu Picchu Pueblo community may appear as being a long way from students' experience. Establish the relevance to students' lives and learning by asking:

- What do we know now about the concepts of responses to community challenges, resource management and sustainability?
- How are the issues faced by Machu Picchu Pueblo similar to and different from those that New Zealand communities face? Consider, for example, tourism, indigenous rights, and ecological issues.
- How does the Virtual Machu Picchu Pueblo Learning Tool itself represent one kind of response to sustainability challenges?
- How could we contribute to meeting the United Nations' **Sustainable Developments Goals**?

Resources and further reading:

SDGs in Te Reo Maori: <https://www.wgtn.ac.nz/sustainability/get-involved/sustainable-development-goals-in-te-reo-maori>

Incorporating sustainability and global citizenship across the curriculum in Aotearoa New Zealand: <https://putatara.education.govt.nz/#/home>