2020, Term 3- The Developing World

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| 1. Introduce statement of inquiry | Introduce new statement of inquiry- *Inequalities can be challenged if there is a will*  If the world was only 100 people clip- <https://www.youtube.com/watch?reload=9&v=A3nllBT9ACg>  Read through 100 people- a world portrait- <https://100people.org/statistics_100stats.php?section=statistics>  Students are to create posters highlighting one of the statistics presented in the clip.  View these posters for inspiration (please note that these statistics are outdated)  Display posters around the room. |
|  | Use the following link to compare standards of living throughout the world.  [https://www.gapminder.org/dollar-street/?p=1 (Links to an external site.)](https://www.gapminder.org/dollar-street/?p=1)  You will use the photos to complete the following task.  [/courses/407/files/155206/download?wrap=1](https://materchristi.instructure.com/courses/407/files/155206/download?wrap=1) |
| 1. Assessment Part A | ??? Or week 4 and do UN Goals first? |
| 4.  UN Global Goals for Sustainable Development | *What is the UN?*  *Created in 1945, the UN is the largest existing international organisation, of which almost all States in the world are members. It is tasked with maintaining peace and security in the world, helping solve the problems that affect us all, promoting respect for the human rights of all people (including children and young people), and providing support to countries to work together for this purpose.*   * *Intro activity*   *A*s students enter the room have the following question displayed  ‘**What are the biggest problems faced by people in our community/ country /worldwide?**”  In pairs, students try and identify some of the biggest problems facing their community, their country, or the world. Take some suggestions from the group. These could be written onto a board at the front.  Problems faced by people today (used as prompt if necessary).  • Poverty • Inequality between countries • Hunger • Poor health and disease • Dirty water • Lack of sanitation • Poor education – some children can’t go to school • Low-paying and not enough jobs • War, fighting and instability • People don’t feel safe • Violence between people • Corruption and injustice • No respect for human rights • Countries never work together or agree on anything • Not enough energy for everyone to live comfortably • Weak infrastructures, poor technology and communications • Un-safe towns and cities • Unsustainable cities that consume more than the world can produce • There’s too much wastage of resources and not enough re-cycling • Climate change • Polluted seas and oceans • Damaged habitats • We have limited access to technology and expensive mobile phones and computers • People feel unsafe  • Population growth • Obesity • Racism • Breakdown of communities   * View video for overview of goals- <https://vimeo.com/138852758>   *In September 2015, 193 world leaders agreed to 17 Global Goals for Sustainable Development. If these Goals are completed, it would mean an end to extreme poverty, inequality and climate change by 2030.*  *Our governments have a plan to save our planet…it’s our job to make sure they stick to it.*  *The Global Goals are only going to work if we fight for them and you can’t fight for your rights if you don’t know what they are. We believe the Goals are only going to be completed if we can make them famous.*  Show students a list of the Global Goals, pointing out which goals relate to the problems they have identified. Compare their lists of problems with The Global Goals, displayed at the front.   * Activity   Students to match the global goals with the image of the goal- see handout attached titled GLOBAL GOALS IMAGES.   * Activity   Looks like, sounds like, feels like  Students to select one global goal and they are to consider what the achievement of the goal would look like, sound like and feel like.  They can read through information about their goal from the document attached titled UNPACKING OF GLOBAL GOALS.   * Reflection questions   *Are there any Goals that you think are particularly important to young people? Are there any goals missing?*  *Think about where you live. Maybe there are some features that are unique to your community, maybe there are other aspects that the community could do better*  *Are there any Goals that you think might be easier to achieve than others?*  *Are there any Goals that you think your country or community is particularly good at or could improve?*  *Are there any Goals that you think are not relevant to you/ your country?*  *Are there any Goals your school is working to achieve without even realising it?*  *Are there any Global Goals that you are working towards at home without even realising it?*  *If we achieved Goal 1 - what effect would that have on other Global Goals?*  ***What is the connection between the Global Goals and the statement of intention?*** |
| 5 and 6 Gender equity | Begin with Emma Watson clip- <https://vimeo.com/174213067>  Use writeable walls- students to identify how gender equality is promoted and hindered  Class discussion  See handout titled A FACT FINDING MISSION  Students to complete 4 questions before completing the survey   1. Do you think the leaders and decision makers in your area and country are 50 : 50 women men ? 2. What results do you predict as a gender ratio of females and males from your survey? 3. Justify your prediction and why this might be the case. 4. Once you know your results how will this enable you to be a more active global citizen?   Complete survey prompts (Learning Areas)  After they have completed the survey   1. Share your posters, what do your findings show? 2. In pairs discuss what this means to their community in the context of gender equality and Global Goals. How far away are they from the goal of 50: 50? 3. Write down the top three things you might personally be able to do to make sure the gender ratio is closer to a 50:50 ratio of leaders when they are older. |
| 7. Assessment | Introduce the assessment task  JCA and MLW to attend introduction lessons and subsequent research lessons  Contact CSA or STE (primary sources) to arrange a time for them to come into class to share their observations from Kiribati.  Teacher to introduce task before teacher librarians to provide an overview of the Libguide resources  Students to complete handout titled A FACT FINDING MISSION |
| 8. Assessment | Students to begin creating their research questions. They are to create 10 questions focusing generally on Kiribati and also the three specific global goals they are referencing in their assessment. |
| 9. Assessment | Students to begin researching their questions.  JCA to introduce students to the Cornell note taking system. |
| 10. Assessment | Primary source presentation/questions |
| 11. | Continue with research |
| 12. | Students to begin their journalistic document |
| 13. | Students to continue working on their journalistic document. |
| 14. | Submission. |