**Unit: The Developing World**

Term 4, 2021

 Online learning

n. On-site learning ??

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| **Week** | **Lesson** | **Content/Activities** |
| 1. 04/10Day 6 | 1. Introduce statement of inquiry
 | Introduce statement of inquiry- ***Inequalities can be challenged if there is a will*** Complete Introductory Lesson, including ‘100 People’. Work through activities.  If the world was only 100 people clip:<https://www.youtube.com/watch?reload=9&v=A3nllBT9ACg> Look at the following infographics:<https://visual.ly/community/Infographics/geography/world-100-people?_from=homepage><https://visual.ly/community/Infographics/geography/if-world-were-100-people> |
| 2. 11/10Day 1 | * 1. Developing countries
 | **Work through Education Perfect lesson**5. Developing and Developed Countries:<https://www.educationperfect.com/controlpanel/#/content/activity/ce334f0e-49e7-400b-9ac4-3b5fc5e83ed2>**Dollar Street Activity (submit)**Use the following link to compare standards of living throughout the world in both developing and developed countries. [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)  |
| 3. 18/10Day 6 |  4- 5UN Global Goals for Sustainable Development  | *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 **Work through Education Perfect lesson\***10. United Nations Millenium Development Goals<https://www.educationperfect.com/controlpanel/#/content/activity/9b40136d-e4a3-428f-a510-28284244425e>* View video for overview of goals- <https://vimeo.com/138852758>

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. * 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 inquiry?***  |
| 4. 25/10Day 1 | 6 – 7 SDG Focus: Poverty and Water  | Work through Education Perfect lesson 6. Poverty <https://www.educationperfect.com/controlpanel/#/content/activity/c31d76e5-4888-4586-9892-409b3130f08d>Water Activities (one or both, depending on time)All’s WELL photographs**Good Humanities Textbook G2.8 (submit)** |
| 5. 1/11Day 6 | 8 Effecting Change9 Introduce Assessment  | Work through Education Perfect13. Trends in Wellbeing[https://www.educationperfect.com/cont (Links to an external site.)rolpanel/#/content/activity/994f8510-d27d-428f-90f1-eb1ebbab5dd0](https://www.educationperfect.com/controlpanel/#/content/activity/994f8510-d27d-428f-90f1-eb1ebbab5dd0)Using suggestions from SDG resources, students are to complete a PicCollage on one SDG. Introduce the assessment taskTeacher to introduce task before teacher librarians to provide an overview of the Libguide resources |
| 6. 8/11Day 1 | 8. Assessment  | Students work on assessment |
| 7. 15/11Day 6 | 9. Assessment  | Students work on assessment |
| 8. 22/11 | 10. Assessment  | Submissions due |