**Unit: The Developing World**

Term 4, 2021

Online learning

n. On-site learning ??

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| **Week** | **Lesson** | **Content/Activities** |
| 1. 04/10  Day 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. 11/10  Day 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. 18/10  Day 6 | 4- 5  UN 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. 25/10  Day 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. 1/11  Day 6 | 8 Effecting Change  9 Introduce Assessment | Work through Education Perfect  13. 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 task  Teacher to introduce task before teacher librarians to provide an overview of the Libguide resources |
| 6. 8/11  Day 1 | 8. Assessment | Students work on assessment |
| 7. 15/11  Day 6 | 9. Assessment | Students work on assessment |
| 8. 22/11 | 10. Assessment | Submissions due |