

UNIT PLAN

SEE ME, HEAR ME: A PHOTO ESSAY

Years	9 & 10 (can be adapted to suit other levels, it would be expected that older students would identify issues of greater social complexity)
Levels	4/5
Approximate duration	4 – 5 lessons
Values	<p>Students will be encouraged to:</p> <ul style="list-style-type: none"> • Innovation, inquiry and curiosity: Identify and communicate issues that are important to them, that reflect or affect their community. • Integrity and respect: Communicate identified issues in their community respectfully and with empathy to those affected by these issues. • Community and common good: Become informed, active and responsible citizens by being knowledgeable about, and speaking out, on issues in their community. To know about, and exercise their democratic right to have a say on issues that are important to them.
Key competencies	<p>Thinking: Encouraging students to develop a greater understanding of children’s/young people’s right to democracy and how these rights can be realised by having the opportunity to have a say on issues that are important to them.</p> <hr/> <p>Using language, symbols, and texts: Viewing and responding orally, visually, or in writing to photographic essays and community issues.</p> <hr/> <p>Managing Self: Encouraging students to reflect on their own experiences and apply this knowledge to their current learning.</p> <hr/> <p>Relating to Others: Motivating students to work cooperatively with others to form a collective agreement.</p> <hr/> <p>Participating and contributing: encouraging students to think about their influence as informed citizens to promote democracy in their community.</p>

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<p>Achievement objectives</p>	<p>Social Sciences</p>	<p>Level 4&5</p> <p>Students will gain the knowledge, skills and experience to understand:</p> <ul style="list-style-type: none"> • How formal and informal groups make decisions that impact on communities. • How people participate individually and collectively in response to community challenges. • Understand how systems of government in New Zealand operate and affect people’s lives. • How people define and seek human rights.
<p>Related concepts</p>	<p>Democracy, self-management, responsibilities, participation, relationships, citizenship.</p>	
<p>Learning intentions</p>	<p>By completing these activities, students will:</p> <ul style="list-style-type: none"> • Know and understand that young people have a right to a say on issues that affect them. • Identify and evaluate forums that provide opportunities for young people to have a say. • Evaluate how still images can communicate issues that reflect or affect a community. • Relate the way captions are used to strengthen images when communicating ideas and opinions. • Think critically about how informed individuals can bring about change in a community. • Use digital photography to communicate issues with respect and empathy. • Reflect on the process of identifying issues that are important and the opportunity to communicate these issues to a wider audience. In essence to, ‘Have a say, and have their opinions taken into account, on issues that are important to them. • Analyse identified issues, and investigate whether further action can be taken on these issues? 	
<p>Principles</p>	<ul style="list-style-type: none"> • Community engagement • Future focus • Inclusion 	