**Year 7 - 8**

Learning activities have been based off of the ‘Do’ activities within the ‘Know’ and ‘Understand’ concept around the topic of the Fred Hollows Foundation.

**Understand:** People participate in communities by acting on their beliefs and through the roles they hold.

**Know:** *I will know that* people can experience inclusion or exclusion in different situations, which has consequences for them and for society.

| **Topic** | **Do**  *In my learning in te ao tangata | social sciences, I can:* | **How?**  **Learning Intentions** |
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| *Module 1*  *What challenges do some people face in our world?*  *What are the consequences of this?* | Thinking Conceptually:  · make connections between concepts by exploring different contexts.  Identifying Values & Perspectives  · engage with people in respectful and ethical ways in order to understand their perspectives  Collecting, Analysing, Using Sources  · use literacy and numeracy tools (e.g., graphic organisers) to sort and group findings | 1. Explore the concept of disadvantage  2. What is blindness? What types of blindness are there?  3. What causes this disadvantage?  4. What does this disadvantage look like? Exploring the impact that this has on people’s lives |
| *Module 2*  *Who was Fred Hollows? What was his legacy?* | Asking Rich Questions to Guide Worthy Investigations  · ask a range of questions that support meaningful investigations into social issues and ideas.  Collecting, Analysing, Using Sources  · use literacy and numeracy tools (e.g., graphic organisers) to sort and group findings  Thinking Critically about the Past  · make informed ethical judgements about people’s actions in the past, basing them on historical evidence and taking account of the attitudes and values of the times, the challenges people faced, and the information available to them  Thinking Conceptually  · make connections between concepts by exploring different contexts. | 1. Who was Fred Hollows? 2. Why did he want to help? *Connecting this to school values* 3. How did he assist others? *Explore the impact of Fred’s work and consider the time in which it was occurring?* 4. What is a legacy? What is Fred’s legacy? What is MY legacy? |
| *Module 3*  *Social Action, in Action!*  *How does the Fred Hollows Foundation help others?* | Asking Rich Questions to Guide Worthy Investigations  · ask a range of questions that support meaningful investigations into social issues and ideas.  Communicating arguments and ideas using social science conventions  · communicate information, using social science conventions (e.g., graphs and maps), synthesising ideas, making claims supported by evidence, and drawing conclusions  · communicate with an audience and purpose in mind  · reflect on the strengths and limitations of the communication process I have used and how effectively I have communicated.  Analysing Decisions and taking Social Action  · generate ideas with others for possible social actions, using a range of decision-making processes  · justify the social actions I take with others and consider their possible impact, after researching others’ actions and decisions  · evaluate the outcomes of the actions I take with others and the impact they have had. | 1. Where does it help? Why here? Exploration of issues faced within communities that contribute to poor eye health  2. How does it assist? Helping others to help themselves - education    3. How can we help to create more inclusion? What could the impact/benefit of this be? |