



CHILD TRAFFICKING and the AUSTRALIAN GEOGRAPHY CURRICULUM

Year 10 | Unit 2 'Geographies of Human Wellbeing'

UNIT DESCRIPTION

'Geographies of human wellbeing focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate.'

Source: <http://www.australiancurriculum.edu.au/humanitiesandsocialsciences/geography/Curriculum/F-10?layout=3#page=10>

LESSON	GEOGRAPHICAL KNOWLEDGE AND UNDERSTANDING	GEOGRAPHICAL INQUIRY AND SKILLS
Introduction to child trafficking	The reasons for and consequences of spatial variations in human wellbeing on a regional scale within India or another country of the Asia region.	Observing, questioning and planning: writing geographically significant questions. Collecting, recording, evaluating and representing: collecting geographic information from secondary sources. Constructing an annotated sketch map.
What is child trafficking?		Collecting, recording, evaluating and representing: organising geographic information from secondary sources.
Where does child trafficking occur?		Collecting, recording, evaluating and representing: construct a choropleth map. Collecting geographic information from secondary sources. Construct a scatter graph to test the relationship between two variables. Interpreting, analysing and concluding: describing patterns on maps and scatter graphs.
Why does child trafficking occur?		Interpreting, analysing and concluding: classifying information using geographic organisers.
Responding to child trafficking	The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries.	Observing, questioning and planning: writing geographically significant questions. Collecting, recording, evaluating and representing: collecting geographic information from secondary sources. Interpreting, analysing and concluding: evaluating data and proposing an explanation for a pattern. Reflecting and responding: propose individual and collective action in response to a contemporary geographical challenge.
ZOE		Communicating: construct a poster to deliver a message. Reflecting and responding: reflecting on the role of personal values and attitudes in influencing their responses to development issues.

GEOGRAPHICAL ENQUIRY AND SKILLS

LESSON	OBSERVING, QUESTIONING, PLANNING	COLLECTING, RECORDING, EVALUATING, REPRESENTING	INTERPRETING, ANALYSING, CONCLUDING	COMMUNICATING	REFLECTING, RESPONDING
Introduction to child trafficking	●	●			
What is child trafficking?		●			
Where does child trafficking occur?		●	●		
Why does child trafficking occur?			●		
Responding to child trafficking	●	●	●		●
ZOE				●	●