

## MYP unit planner

Teacher(s)		Subject group and discipline	Language and literature		
Unit title	The Girl Effect	MYP year	3	Unit duration (hrs)	36

### ***INQUIRY: Establishing the purpose of the unit***

Key concept	Related concept(s)	Global context
Communication	Style Audience imperatives Purpose	Fairness and development: This unit focuses on equal opportunity, human capability and development, and social entrepreneurship.
<b>Statement of inquiry</b>		
Small acts can change the world and small people can be instruments of change. Grass-roots movements can come from a basic awareness of the need for change, but raising awareness needs strategic thought to call others to action: Use of symbol, semiotic layers and rhetoric can move others to act.		
<b>Inquiry questions</b>		
<p>Factual: What is a call to action?</p> <p>Conceptual: How can we persuade others to act through rhetoric?</p> <p style="padding-left: 40px;">How do we find an “unexpected solution”?</p> <p>Debatable: Is it possible to make a difference?</p> <p style="padding-left: 40px;">Can a single action change the world?</p> <p style="padding-left: 40px;">Is it possible to make a difference?</p> <p style="padding-left: 40px;">Why girls and not boys?</p>		

Objectives	Summative assessment	
<p>A: i, ii, iii, iv</p> <p>B: i, ii, iii</p> <p>C: i, ii, iii</p> <p>D: i, ii, iii, iv, v</p>	<p><b>Outline of summative assessment task(s) including assessment criteria:</b></p> <p>Designing a cause marketing campaign for a grass-roots movement of the student's design. The campaign may include poster art, film, badges, T-shirts, give-away items, brochures and presentations. The campaign must include a balance of text and graphics, including symbolic use of visuals.</p> <p>The grass-roots movement should be based on a significant issue identified by the student(s) as an area for change, with openness to the possibility of an "unexpected solution".</p> <p>The cause marketing campaign should draw upon semiotics and image analysis to layer text and visuals symbolically, and rhetorical devices for language impact. It should have a clear call to action and be accompanied by a fact sheet, citing the factual basis for the creative work in the campaign. The campaign should also be accompanied by a rationale, linking the decisions made in the development of the student's campaign to the elements of The Girl Effect campaign, identifying stylistic choices and impact.</p> <p>The campaign will be assessed holistically on criteria B and D. The fact sheet will support assessment of strand iii of criterion B. The rationale will support assessment of criterion A, and the campaign materials will support assessment of criterion C.</p>	<p><b>Relationship between summative assessment task(s) and statement of inquiry:</b></p> <p><i>Small acts can change the world and small people can be instruments of change.</i></p> <p>Through exploration of microfinance organizations that have been started by young people, students will have a foundation for identifying issues of meaning to them.</p> <p><i>Grass-roots movements can come from a basic awareness of the need for change, but raising awareness needs strategic thought to call others to action.</i></p> <p>Through exploration of semiotics and rhetorical devices, students should be able to test their skills in developing a powerful call to action through visuals, symbol and text.</p>

Approaches to learning (ATL)			
IB ATL category	MYP skills cluster	Specific ATL skill	Learning experiences or teaching strategies you plan to introduce, practise or consolidate the subject-specific skill
Research	Media literacy skills	Interacting with media to use and create ideas and information	<p>Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media</p> <p>Practising synthesis and ethical use of research: In the design of the cause campaign, students will be asked to synthesize the factual information garnered from research with semiotic concepts for communicating for impact. In the process, they will need to explore appropriate and creative ways of documenting the factual basis for their campaign.</p>
Thinking	Creative thinking skills	Generating novel ideas and considering new perspectives	<p>Make unexpected or unusual connections between object and/or ideas</p> <p>Introducing lateral thinking for unexpected connections: Students will have practice opportunities to test their ability to conceptualize advertising elements to solve a problem. For example, students might examine the organization FilmAid for an example of an approach to the problem of hopeless conditions in refugee camps. Students might test slogan ideas to encapsulate the issue and connect it to a powerful image as a call to action. An example might be to link refugee status to an iconic image connected to film terminology, resulting in something like “Life on pause—Press play.”</p>

### ***ACTION: Teaching and learning through inquiry***

Content	Learning process
<p>In this unit, exploration of style will encompass use of text, graphics, imagery, symbol, kinetic art, etc to convey meaning and message.</p> <ol style="list-style-type: none"> <li>1. Semiotics</li> <li>2. Image/graphic analysis</li> <li>3. Rhetorical devices               <ol style="list-style-type: none"> <li>a. Rhetorical question</li> <li>b. Emotive language</li> <li>c. Parallel structures</li> <li>d. Sound patterns</li> <li>e. Alliteration</li> <li>f. Assonance</li> <li>g. Contrast</li> <li>h. Description and imagery</li> <li>i. The “rule of three”</li> <li>j. Hyperbole</li> <li>k. Anecdote</li> </ol> </li> </ol>	<p><b>Learning experiences and teaching strategies</b></p> <ol style="list-style-type: none"> <li>1. Students are introduced to semiotics, playing with the idea that a rose is the thing itself, the word “rose”, an image of a rose, the idea of a rose in your mind, etc.</li> <li>2. Students are introduced to the Girl Effect via the Girl Effect films “The World is a Mess” and “The Clock is Ticking”.</li> <li>3. Students analyse the Girl Effect campaign materials for semiotic layers.</li> <li>4. Students are introduced to rhetorical devices in advertising and explore the concept of a call to action.</li> <li>5. Students identify the call to action in a range of charity commercials and discuss effective and ineffective ways to urge people to act, eg by donating, volunteering time, changing lifestyle, writing to politicians, raising awareness in others, etc.</li> <li>6. Students explore microfinance organizations with a focus on organizations started simply and/or by young people, eg Ryan’s Well. Perspectives that might give rise to an “unexpected solution” are discussed.</li> <li>7. Students practise developing an idea for a campaign slogan and accompanying graphics for FilmAid (see ATL connection).</li> <li>8. Students develop their own campaign materials.</li> <li>9. Students present campaign in a fair setting. Each student or group sets up a stall presenting their campaign materials. Students accept donations from visitors based on a concept of “care dollars”, in which the success of their campaign is measurable based on their ability to promote action. This can be extended into real action with expanded support for actionable community and service links. The fair setting can be altered to include a real-currency fundraising drive, eg in real time in an auction for fundraising or similar, or in online fundraising contexts such as VirginMoneyGiving.com.</li> </ol>

	<p><b>Formative assessment</b></p> <p>Students practise developing an idea for a campaign slogan with accompanying graphics for the organization FilmAid (or similar charitable organization).</p> <hr/> <p><b>Differentiation</b></p> <p>Students may need support in identifying a cause that activates a genuine empathetic response. Some students may underestimate the realities of the developing world, while others may access some aspects of empathy more readily than others. Some students might tend to focus on animal issues, and while this is absolutely not an indicator of a lesser response, some students may need to be encouraged to explore issues outside of their comfort zone.</p> <p>Support in the choice of campaign materials for developing a campaign will aid students with different learning styles and needs to approach the task from a perspective suited to embracing strengths and developing weaknesses. Students may negotiate for the appropriate use of an addition to their campaign that is not included in the given range of options, eg a flash mob, a song, a sporting event, etc.</p>
<p><b>Resources</b></p>	
<p>Slideshow on semiotics created by Tom Streeter. “Semiotics and Advertising”. (web page) <a href="http://www.uvm.edu/~tstreete">http://www.uvm.edu/~tstreete</a> (<b>Web Projects &gt; Introduction to Semiotics and Media &gt; Semiotics and Ads tutorial</b>)</p> <p>The Girl Effect. “The World is a Mess”. <a href="http://www.girleffect.org/why-girls/#&amp;panel1-2">http://www.girleffect.org/why-girls/#&amp;panel1-2</a> (URL included with permission)</p> <p>The Girl Effect. “The Clock is Ticking”. <a href="http://www.girleffect.org/why-girls/#&amp;panel1-1">http://www.girleffect.org/why-girls/#&amp;panel1-1</a> (URL included with permission)</p> <p>The Revolution Will Be Led by a 12-Year-Old Girl (poster)</p> <p>The Girl Effect Fact Sheet</p> <p>FilmAid. (web page) <a href="http://www.filmaid.org">http://www.filmaid.org</a> (<b>About Us &gt; Overview</b>)</p> <p>Virgin Money Giving. (web page) <a href="http://www.VirginMoneyGiving.com">http://www.VirginMoneyGiving.com</a></p> <p>Good examples of microfinance organizations: Heifer International. (web page) <a href="http://www.heifer.org">http://www.heifer.org</a></p> <p>Grameen Bank. (web page) <a href="http://www.grameen-info.org">http://www.grameen-info.org</a></p> <p>Kiva. (web page) <a href="http://www.kiva.org/start">http://www.kiva.org/start</a></p>	