**Rationale of the Incorporation of Principles and Values**

The important question of this unit is “Does Money make you Happy” which considers issues and identifies the key vocabulary as being Wealth, poverty, corruption, class, society, developing world, third world, first world, friendship, loyalty, relationships.

The two protagonists of the novel are fourteen years old. This is roughly the same age-group of the students who will be studying the text. This provides a unique opportunity to learn through comparison and consider the difference of experiences between growing up in a third world developing country versus growing up in a first world developed one. The process of this comparison will allow the students to develop skills of **innovation, inquiry and curiosity**; in particular, by comparing their own personal experiences with those who are in the novel.

A key point of comparison which will be the focus of the second-third section of the unit is the study of the concept of poverty and how this differs in New Zealand. As a teacher, I am aware that this territory may be controversial but it would be an interesting exercise to set the students on a research path of considering poverty in New Zealand and how this is reflected in particular cultural groups. To directly link to the concerns of the book – I intend to provoke discussion around wealth and meaning to different cultures. As an example we will look at the Witi Ihimaera short story *Yellow Brick Road* – which looks at Māori urbanisation and the trip of one young family towards the “emerald city”. Ultimately money in *Trash* did make the three young men happy and they were able to break free of their existence. This will remain a constant discussion point throughout the unit.

Through a consideration of the important idea “Does money make you happy?” students will broaden their knowledge of **integrity** and consider what it means to “be honest, responsible, and accountable and act ethically” (NZC). This in particular will be expanded upon using Drama conventions in the classroom such as hot seating to compare the actions of Raphael, Gardo, Jun-Jun and Jose Angelico to Vice-President Regis Zapanta. Students will be encouraged to consider the difference between ethical behaviour and unlawful behaviour in the context *Trash*.

Through an analysis of the actions of the young boys in *Trash* I will also probe the students to consider the act of **community and participation.** I will question the difference of solo endeavours versus small community actions towards a common good. These are some of the ways that this Junior English Unit Plan is attempting to engage with the values of the New Zealand curriculum.