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|  | **Campbell House School Teaching and Learning Program** | | | | | | | | | | | | | | | | |
| **Title/Type of Unit: Crossroads**  **Duration: 10 weeks** | | | | | | | | | | | | | | | | |
| **Syllabus Outcomes**  **Stage 6** | 1.2 Critically analyses situations, attitudes and behaviours that influence health, safety and wellbeing in different contexts.  3.2 Analyse the relationship between health behaviours and personal beliefs, attitudes and values.  3.3 Evaluate how the varied influences on attitudes and values impact on behaviours.  3.4 Demonstrate behaviours that model positive vales, beliefs and attitudes to health, safety and wellbeing.  4.3 Show respect for the ideas, feelings and contributions of others in various contexts.  4.4 Analyse the positive and negative implications of technology on their personal identity, relationships with others and their health behaviours.  6.2 Demonstrate behaviours and actions, which value inclusion, diversity and equity and show a commitment to social justice and creating supportive environments for self and others.  7.3 Demonstrate the capacity to seek help for self and others. | | | | | | | | | | | | | | | | |
| **Connectedness**  **Why does this learning matter?** | **Students learn to:**   * Own identity   - Aspects of identity   * Use self awareness   - Empathy, fairness and responsibility for self and actions   * Personal Identity – Responding to others * Inclusivity * Applying relationship skills in differing contexts   - Respect relationships with others | | | | | | | | **Students learn about:**   * Contributing to a safe and supportive environment for discussion and disclosure. * Reflection in sharing aspects of their own identity and experiences. * Clarification with personal values and expectations related to gender * Recognising` * Gender expectations, agency and the implications for social relationships | | | | | | | | |
| **Background and Key Ideas** | By the end of Stage 5 students vary in their levels of maturity and in their ability to manage changes and challenges at this time of life. The way in which young people plan for and respond to these situations can have a significant impact on their future.  Within schools, academic success, health status, wellbeing and risk behaviours are inter-related. A school environment that actively promotes health and encourages young people to participate within the school and community can play a protective role with respect to physical, social and emotional health.  Crossroads is a mandatory 25-hour program designed to help senior students address issues of health,  Safety and wellbeing at a time when they face significant changes and challenges in their lives. It aims to prepare and support these students as they encounter situations related to identity, independence and their changing responsibilities.  Students within Campbell House school have accessed the Anger Management and Men’s program (with Mark Hankin), which explores issues of gender, sexuality, body image, self-concept, fairness, self-respect and responsibility for self and actions. | | | | | | | | | | | | | | | | |
| **Literacy Continuum** | Reading Texts | Comprehension | | | Vocabulary Knowledge | | Aspects of Writing | | | Aspects of Speaking | | | Phonics | Phonemic Awareness | | | Concepts About Print |
| Student: …  Literacy Aspect: Aspects about speaking, Vocabulary knowledge, Aspects of Writing  Element: Literacy  Teaching activities linked to program to increase learning: Headspace incursion | | | | | | | | | | | | | | | | |
| **Numeracy Continuum** | Counting Sequences | | Counting as Problem Solving | | | Pattern and Number Structure | | Place Value | | | | Multiplication and Division | | | Fraction Units | | Length, Area and Volume |
| Student:  Numeracy Aspect: N/A  Element:  Teaching activities linked to program to increase learning: | | | | | | | | | | | | | | | | |
| **Quality Teaching** | | | | | | | | | | | | | | | | | |
| **Intellectual Quality** | | | | **Quality Learning Environment** | | | | | | | **Significance** | | | | | | |
| * IQ1 Deep Knowledge * IQ2 Deep Understanding * IQ3 Problematic Knowledge * IQ4 Higher-order Thinking * IQ5 Metalanguage * IQ6 Substantive Communication | | | | * QLE1 Explicit Quality Criteria * QE2 Engagement * QE3 High Expectations * QE4 Social Support * QE5 Students’ Self-regulation * QE6 Student Direction | | | | | | | * S1 Background Knowledge * S2 Cultural Knowledge * S3 Knowledge Integration * S4 Inclusively * S5 Connectedness * S6 Narrative | | | | | | |
| **Teaching and Learning Lesson Overview** | | | | | | | | | | | | | | | | | |
| **The Elements of Learning & Achievement**  x  F:\Mock ups\Square elements\Numeracy.jpg    x    E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg x  x | Week 1:  Mind Matters games – show respect for the ideas, feelings and contributions of others.  Introduction to topic area and work booklet.  Discuss what students have learnt about other students. What commonalities did they identify which they did not know before today.  Week 2:  Exploring Gender identity  Answer questions in work booklet. One of the things I enjoy most about being a male/female is…  I define masculinity as…  I define femininity as…  Where do young people  Week 3:  Discuss with students the use of the phrases “be a man” and “act like a lady” (or girl or woman).  Brainstorm and create two columns/ areas for recording student responses for the following two statements:  What does it mean to act like a man?  What does it mean to be a lady?  What does this say about expectations of males and females?  Are these attitudes still common and relevant today?  Are there any expectations you would like to see changed?  Week 4:  Read the transcript **Marcus wants to be a man**.  “What does being a man mean to you?”  (Who do they look after, what do they take responsibility of, do they show respect and support for others)  Where does our idea of what being a man come from?  Week 5:  Like a girl - the power of language  Language can be powerful and send messages directly or indirectly which impact on health, wellbeing and identity of individuals and groups.  Group discussion where students have heard the term “like a girl”.  Describe what it means to act like a girl.  What is the intention of the phrase and in what context?  What message does this language send to others (including young girls)?  Watch the clip “Like a girl” <https://www.youtube.com/watch?v=XjJQBjWYDTs>  Week 6:  Influences on body image  Self-perception – students listen to instructions while they construct a self-portrait on their page.  Share with group.  Describe differences in 25 words or less the image you have of yourself to your partner.  What influences the way we see ourselves?  If I could be…  Play If I could be anyone, I would be…because…” and discuss with a partner.  How many shred a desire to share personal traits such as personality compared to physical appearance?  Where do our ideas of beauty and the ideal body characteristics come from?  Media source analysis  Discuss and record body parts and aspects of the body they often hear in positive terms.  Create a collage of images their group agrees are attractive or reflect beauty. Add words or phrases in their collage.  Discuss:  Is beauty the same at all ages?  Is beauty the same across various gender and cultural groups?  Who decides what real beauty is?  What are some standards that are set by media regarding beauty?  Share quote with group  “Everything has beauty, but not everyone sees it. (Source: Confucius)  Use Facebook or Twitter to record ideas of beauty using the hashtag#beautyis  Week 7  If the category fits - wear it  Categorising gender:  Revise the differences between males and females. Record a group list.  Play the gender game. Using gender cards.  Group discussion:  What is meant by the terms masculine and feminine?  Can there be more than one expression of feminity?  How does this differ from biological sex?  How does this differ from sexuality?  Where do our understandings about gender and sexuality come from?  How can we demonstrate behaviours and actions that value inclusion, diversity and equity in relation to different expressions of gender, sex and sexuality?  Week 8  Do opposites really attract?  Binary thinking – is it always useful?  Use a continuum (ICT - Word) to demonstrate examples of binary thinking.  Design a continuum representing the broad spectrum of their chosen topic.  Components of sexuality – use fact sheet providing an overview of the terms sexual attraction, sexual behaviour and sexual identity.  Discuss:  Dis traditional binary thinking provides a clear indication of the characters sexuality?  What made it difficult?  Is defining a person’s sexuality simple? Why?  Answer questions in a personal reflection sheet.  Week 9  How are we represented?  Media analysis:  Collect a variety of texts and use student handout 1: Gender and the media to record ways traditional gender roles are accepted or rejected within the texts. Do these images support or reject gender roles?  Discuss questions  Identify five key representations of gender in our community.  Group discussion  Use advertisement moving beyond traditional gender notions of gender.  [http://www.slate.com/blogs/xx\_factor/2013/11/19/goldiblox\_commercial\_rewrites\_the *beastie*boys\_urges\_young\_girls\_to\_pursue.html](http://www.slate.com/blogs/xx_factor/2013/11/19/goldiblox_commercial_rewrites_the%20beastieboys_urges_young_girls_to_pursue.html)  Week 10  Gender Matters  Becoming familiar with terminology  Use terminology cards, students take turns explaining words definitions.  Show stories  Ashley’s story and Warren’s story  <https://www.youtube.com/watch?v=GWFYZ5VY1IU>  <https://www.youtube.com/watch?v=XK2_L683Y34> | | | | | | | | | | | | | | | **The Australian General Capabilities**  Aboriginal and Torres Strait Islander histories and cultures boriginal and Torres Strait Islander histories and cultures  Asia and Australia's engagement with Asia sia and Australia's engagement with AsiaSustainability ustainability  Critical and creative thinking ritical and creative thinking  Ethical understanding thical understanding  Information and communication technology capability nformation and communication technology capability  Intercultural understanding ntercultural understanding  Literacy iteracy  Numeracy umeracy  Personal and social capability ersonal and socail capability  Civics and citizenship ivics and citizenship  Difference and diversity ifference and diversity  Work and enterprise ork and enterprise | |
| **Special Needs Adjustments** | | | | | | | **School to Work** | | | | | | | | | | |
| * Scaffolded lesson plans * Use creativity as a way of learning. * Literacy activities includes use of technology to interest student learning. | | | | | | | * Develop interpersonal skills * Develop negotiation and refusal skills * Cooperation and teamwork * Relationship and community building skills * Decision making and problem solving skills * Increasing personal confidence * Managing emotions and stress | | | | | | | | | | |
| **Assessments. Type. Weight. Due Date** | | | | | | | | | | | | | | | | | |
| There is no formal assessment required.  2.) Part A.) Creation of writing of a script.(30%) Part b.) The acting out of the script (10%)  3.) Class interaction and contribution to class discussions. (25%) | | | | | | | | | | | | | | | | | |
| **Resource List** | | | | | | | | | | | | | | | | | |
| English K-10 Syllabus: <http://syllabus.bos.nsw.edu.au/english/english-k10>  Movie: Film of your choice  Secret Diary of Adrian Mole aged 13 ¾ by Sue Townsend.  Extract: <http://users.cybernet.be/philippe.burniat/4e1/the%20secret%20diary%20of%20adrian%20mole.pdf> | | | | | | | | | | | | | | | | | |

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| **Teacher Evaluation**  **Comments / Variations** | |
| Guiding Questions  What worked well?  What needed to be changed?  What do I think the students gained from this lesson?  How well did this unit match the Elements of Learning and Achievement?  What did I learn?  How will I use this experience to extend my practice in the future? | |
| **Date Commenced**: | **Date Finished**: |
| **Teachers Signature**: | **Assistant Principals Signature**: |