**Teaching and Learning Program for the Elements**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **School Logo** | **Teaching and Learning Program- Edgeware SSP** | | | | | | | | | | | | | | | | | | | |
| **Title/Type of Unit: Moving Out of Home**  **Program Risk Level: Low** | | | | | | | | | | | | | | **Duration: Approx 10 hours**  **By Carol** | | | | | |
| **Syllabus Outcomes**  **Stage**  **Life Skills** | *A student:*  **MALS-1WM** responds to and uses mathematical language to demonstrate understanding  **MALS-2WM** applies mathematical strategies to solve problems  **MALS-17NA** plans and manages personal finances  **MALS-16NA** makes informed decisions about purchasing goods and services  **MALS-36SP** gathers, organises and displays data  **ENLS-2A** communicates for a variety of purposes, audiences and contexts  **ENLS-5A** recognises and uses visual texts, media and multimedia for a variety of purposes  **ENLS- 11B** composes, publishes and presents texts appropriate to purpose and audience in a range of contexts  **ENLS-17E** uses individual and collaborative skills in the learning process | | | | | | | | | | | | | | | | | | | |
| **Connectedness**  **Why does this learning matter?** | **Students learn to:**   * Calculate earnings * Balance expenses with available funds * Use an App for budgeting * Complete forms | | | | | | | | | **Students learn about:**   * Making choices and the consequences of those choices * Managing social networking features * Personal safety when using Apps and subscribing to advertising | | | | | | | | | | |
| **Background and Key Ideas** | Students investigate the practicalities and cost of moving out of home including:   * Rental leases and bonds * Initial expenses * Household budgeting * Share house compatibility * Tenancy rights and responsibilities * Mobile phone costs * Wages * Buying a Car   This unit of work is aimed at Year 10/11 Life Skills students who are/will be transitioning to the workplace and are perhaps considering moving out of home. It could also be used for low Stage 5 students and extended for Stage 5/6. A variety of apps and websites have been included. | | | | | | | | | | | | | | | | | | | |
| **Literacy Continuum** | Reading Texts | Comprehension | | | | Vocabulary Knowledge | | Aspects of Writing | | | | Aspects of Speaking | | | | Phonics | Phonemic Awareness | | | Concepts About Print |
|  | | | | | | | | | | | | | | | | | | | |
| **Numeracy Continuum** | Counting Sequences | | Counting as Problem Solving | | | | Pattern and Number Structure | | Place Value | | | | | Multiplication and Division | | | | Fraction Units | | Length, Area and Volume |
|  | | | | | | | | | | | | | | | | | | | |
| **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**    F:\Mock ups\Square elements\Numeracy.jpg        E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg | Introduction   * Students complete questionnaire ‘Moving out of Home’ (in Google Drive) * Create an infographic using Piktochart <https://piktochart.com/>   to graph the estimated money spent on rent, food, phone etc   * Students watch and discuss the expense of moving out of home, contracts and flatmates on the Money Smart site <https://www.youtube.com/watch?v=qqMnHW3x7U4>   Finding Somewhere to Live   * Students use information from their questionnaire ‘Moving out of Home’ to check the Real Estate Agents in their area and Domain for rental properties (online activity) * Students choose a property and calculate the amount they will need to move in (4 weeks bond +2 weeks rent) * Complete Tenancy Application Form * Students list basic furniture, kitchen items, fridge, sheets, towels etc they will need to move in. Students estimate the cost of setting up a home and check the price of 3 items to buy new and secondhand (Gumtree) * Students list the organisations they will need to notify of a change of address?   Food   * Students list the food they think they will need to buy in a week (Woolworths online) and calculate how much it will cost. They should add another $20 for cleaning products and toiletries   Phone  ASIC’s MoneySmart site has developed a range of financial literacy education resources.  MoneySmart Teaching offers digital activities covering a range of topics. The following are some of the mobile phone activities for students. These activities discuss plans that are a bit dated but students can compare current costs after completing the activities.   * Digital Activity –Social Media   <https://www.moneysmart.gov.au/teaching/teaching-resources/digital-activity-social-media>  This short cartoon provides a real life scenario about managing social networking features and the data used when sharing videos and photos. The students are on a $29 plan and can run out of credit or even incur extra charges.  **Activity:** Calculate the cost of uploading/downloading at home compared to when you are out. Check the data usage on your own phone   * Digital Activity – Advertising   <https://www.moneysmart.gov.au/teaching/teaching-resources/digital-activity-advertising>  This short cartoon teaches students that subscribing to Apps and advertising can be  used to collect their personal information   * Digital Activity-Mobile Phone Security   [https://www.moneysmart.gov.au/mst-digital-resources/security/index.html#](https://www.moneysmart.gov.au/mst-digital-resources/security/index.html)  This activity explores different mobile phone security issues, including:  -giving away personal data by entering a competition  -subscribing to a ‘dodgy app’ that steals data  -leaving a mobile unattended in a public place   * Digital Activity-Choosing a Mobile Phone Plan   [https://s3-ap-southeast-2.amazonaws.com/mst-resources/choosing-a-plan/index.html#](https://s3-ap-southeast-2.amazonaws.com/mst-resources/choosing-a-plan/index.html)  In this activity students see the mobile phone needs of four different teens and match these to a sample mobile phone plan. The student has the opportunity to apply their learning by using a data usage tool to reflect on their own  usage and to decide which ‘plan’ would suit their needs.  Digital Activity-Mobile Credit   * [https://www.moneysmart.gov.au/mst-digital-resources/mobile-credit/index.html#](https://www.moneysmart.gov.au/mst-digital-resources/mobile-credit/index.html)   This activity allows students to explore mobile phone usage and its impact on mobile credit.  The resource has a scenario where students have a $30 pre-paid plan which includes credit, texts and data. Once students have explored the activity, they provide advice to other teens within the scenario to reinforce learning.  **Assessment:** Students use Educations App (easy to use) or Explain Everything App ($9.99) to demonstrate what they have learnt from these digital activities. Students focus on one of the following:   1. What activities use data on your mobile phone 2. How do advertisers get your personal data 3. Mobile phone security 4. Costs of plans   Wages   * Students view this video about payslips, tax and superannuation   <https://www.moneysmart.gov.au/teaching/teaching-resources/moneysmart-teaching-videos/show-me-the-money-moneysmart-rookie>   * Students check if they have a Tax File Number and apply for one if needed. They will be required to complete an online application, make an appointment with the Post Office and supply appropriate documentation   <https://www.ato.gov.au/individuals/tax-file-number/apply-for-a-tfn/australian-residents---tfn-application/>   * Students revise their resume * Students check that they have their personal bank details for their employer. * Students estimate the wage they will be earning each week by researching jobs online in their area. Wages will probably be a gross total so students need to estimate their net wage   <https://jobsearch.gov.au/job>  <http://www.seek.com.au/>  <http://www.careerone.com.au/job-search/construction/search?j_s=sydney,nsw>  **Owning a Car**  Students view the following video clips on Money Smart Rookie <https://www.moneysmart.gov.au/teaching/teaching-resources/moneysmart-rookie-for-educators#car>   * In the Driver’s Seat [You tube 6:12](https://www.youtube.com/watch?v=7rXdTPbfKzE)   Focuses on the cost of owning a car: repayments, insurance, registration, petrol, services and repairs   * Buying your first car [You tube 0:24](https://www.youtube.com/watch?v=Otz1syGWQ2A)   Focuses on repayments   * The cost of car insurance [You tube 1:33](https://www.youtube.com/watch?v=yUzbqPLdBeo)   My Budget   * Create a Piktochart displaying your expenses for the week and compare it with the Piktochart you created to graph your initial estimations. * Put totals from each section into TrackMySpend app to calculate your expenses for the week   Conclusion  Students discuss whether their wage will cover their lifestyle, and if it doesn’t how they can adjust either their wage or their expenses. | | | | | | | | | | | | | | | | | | **Aboriginal 8 Ways of Learning**  *The following 5 ways of learning are incorporated throughout the program through pedagogical practices*  2_maps.jpg  Learning Maps  4_symbol.jpg  Symbols & Images  7_deconstruct.jpg  Deconstruct/ Reconstruct  6_non-linear.jpg  Non-Linear    Story Sharing | |
| **Special Needs Adjustments** | | | | | | | | **School to Work** | | | | | | | | | | | | |
|  | | | | | | | | Students Check they have :   * A Tax File number * Resume * Bank details | | | | | | | | | | | | |
| **Assessments** | | | | | | | | | | | | | | | | | | | | |
| * Piktochart comparison * Use of TrackMy Spend app | | | | | | | | | | | | | | | | | | | | |
| Roles and Responsibilities | | | | | | | | | | | | | | | | | | | | |
| Teacher | | | | SLSO | | | | | | | | | Student | | | | | | | |
| Demonstrate and provide instruction on tasks  Assist and supervise students  Prepare for each lesson | | | | Assist the students  Assist the teacher  Supervise students | | | | | | | | | Participate appropriately in lessons  Use equipment safely  Complete tasks  Follow staff directions/rules | | | | | | | |
| **Risk Assessment** | | | | | | | | | | | | | | | | | | | | |
| **Resources** | | | | | **Safety Strategies** | | | | | | **Identified Hazards** | | | | | | | **Control Strategies** | | |
| * IPads * Computers * Moving Out of Home (Google Drive) * Piktochart website * ASIC’s MoneySmart website   - Money Smart Rookie  - Teaching Resources   * Tenancy Application Forms * Educations App or Explain Everything App * TrackMySpend App | | | | | Clear instructions regarding the appropriate use of iPads | | | | | | Behaviour issues  iPads used as projectiles | | | | | | | Individual Risk Assessment | | |

|  |  |
| --- | --- |
| **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**: |