

Unit of Work

Unit Title
Community Issues: Being Involved

Duration
8 weeks

Learner Context
Studies of Society and Environment

Description
<p>This unit of work is focused towards Band 3 or Band 4 level students. It allows students to take control of their own learning. Band 3 learners will need more support and teachers will need to assess their students appropriately.</p> <p>At the end of the unit, students will have an understanding of how they can make a difference through being an active citizen and what active citizenship involves. They will undertake a research project that focuses on a community issue. Students will find information, develop recommendations, act upon one or more of the recommendations and prepare a short report about the project.</p> <p>Note: This unit of work can be done on different levels dependent upon the ability of the students. Teachers may wish to keep students working on issues within the school or may extend it to those within the local council or Territory / State level.</p>

Culminating Task/s
<ul style="list-style-type: none"> • Report on research project • Letter, poster

Exit Outcomes	Indicators	Assessment
<p>Con 4 Constructive Learner Identifies environmental and social issues within the local and global community and takes steps to promote change.</p>	<ul style="list-style-type: none"> • Question and challenge bias. • Collaborate to discuss a range of ethical positions on how to care for a place, eg 	<p>Observation Research content in report</p>



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	<p>role play, debate.</p> <ul style="list-style-type: none"> Participate in efforts to improve facilities and activities in the local environment, eg set up a student common room and/or recreational activities in the playground. 	
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Learning Area Outcomes	Indicators	Assessment
<p>Studies of Society and Environment</p> <p>Studies of Society and Environment Soc 3.3 Civics, Governance and Social Justice</p> <p>Research and describe features, such as decision making, familiar political and law systems and analyse how choices, opportunities and conflict affect people's life chances.</p>	<ul style="list-style-type: none"> Represent decision-making processes carried out in a familiar organisation, eg construct a visual diagram to illustrate school structure, behaviour management, SRC. Describe the three levels of government in Australia and their respective responsibilities. Describe the choices of individuals and groups which may make or break connections between people, eg stereotypes, prejudice, discrimination and racism. 	<p>Observation of class discussions</p> <p>Observations of group work</p> <p>Content of report – showing who has responsibility to correct the issue. Is it Local, State / Territory or Federal Government responsibility.</p>
<p>English</p> <p>W 3.1 Texts and Contexts</p> <p>Compose a range of cohesive texts that include both familiar and new topics and ideas; adjust writing to take account of audience, purpose and context.</p>	<ul style="list-style-type: none"> Compose cohesive, logically organised written texts for diverse purposes/audiences, eg expositions presenting alternative points of view with elaboration and a conclusion. [SOSE] Procedures and explanations with an introductory statement / description and relevant information / characteristics 	<p>Report Letters</p>



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	<p>that are logically sequenced.</p> <ul style="list-style-type: none"> • Consider audience knowledge when preparing writing and adjust writing style to suit the purpose. 	
<p>R/V 3.3 Strategies Select, use and reflect on strategies appropriate for interpreting and identifying information and resources for specific purposes.</p>	<ul style="list-style-type: none"> • Select and use techniques to interpret a range of texts, eg semantic knowledge, dictionary, root words, prefixes, scanning for main points, re-reading. • Identify the order of ideas and information in factual texts. Identify, summarise and note take, retaining main ideas. • Sequence information using detailed visual organisers that are supported by headings, text and labels, eg flow diagrams, time lines, storyboard, story maps, cycle diagrams, concept maps. • Use a diagram to summarise information, eg flow chart, story maps, cartoon sequences, PowerPoint. 	<p>Research notes – note taking (students may be required to hand in their information if desired)</p> <p>Observation of note taking (During guest speaker presentations or on written text)</p> <p>Report</p>

Teaching/Learning Sequence	Resources/Notes
<p>Week 1 What is active citizenship? Discuss what it is to be an active citizen.</p> <ul style="list-style-type: none"> - We are involved in decisions and actions being taken. We have a say. We know and understand what is happening in our community. 	



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<p>Week 1 -5 How do I start?</p> <ol style="list-style-type: none"> 1. Have students form groups of 3 or 4. 2. Brainstorm different issues that are happening in the local / school community. Ie graffiti, rubbish in the park, no shade trees in the playground. 3. Each group decides on what issue they would like to focus on. 4. Discuss with students the steps they will need to follow. <ul style="list-style-type: none"> - Research the topic. - Talk to members of the community. - Talk to local Member about what is currently being done to solve the issue. - Teachers may wish to have guest speakers on the topic come into the classroom. <p>Week 6 - 7 What can I do?</p> <ol style="list-style-type: none"> 5. From the information researched students will be able to develop some recommendations of actions that can be taken to resolve or improve the issue. 6. Students will undertake agreed upon action. These may include: Writing letters, talking to other community groups interested in the issue (Principal. SRC, outside community groups) and making posters to make people aware of the issue. <p>Week 7 -8 What will follow on from here?</p> <ol style="list-style-type: none"> 7. Students will prepare a short report on the project using BLM 1. This report can be distributed to the school council, local council, Principal and the Local Member for the area involved. 	<p>Butchers paper</p> <p>Butchers paper Use of the library Internet Guest Speakers</p> <p>Examples of letters, posters, campaign advertisements etc. around the classroom.</p> <p>Report proforma</p>
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Unit of Work

Evaluation and Forward Planning
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Attachments	BLM 1 Research Project Report Proforma
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Developed By:	Parliamentary Relations and Education Unit
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Date:	21 st of May 2007
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Action taken:

Who was the target audience for the project?:



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