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EXPLORING
ISSUES IN SOCIETY
TEACHING & LEARNING
SUPPLEMENT

INDEPENDENT SCHOOLS TASMANIA

TASMANIAN CATHOLIC education office

Tasmanian Government

Teaching and Learning Supplement
EXLORING ISSUES IN SOCIETY (BHF215116)

ADVICE TO TEACHERS

This document helps to describe the nature and sequence of teaching and learning necessary for students to demonstrate achievement of course outcomes.

It suggests appropriate learning activities to enable students to develop the knowledge and skills identified in the course outcome statements.

Tasks should provide a variety and the mix of tasks should reflect the fact that different types of tasks suit different knowledge and skills, and different learning styles. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

COURSE SPECIFIC ADVICE

This Teaching and Learning Supplement for Exploring Issues in Society, Level 2(BHF215116) must be read in conjunction with the Exploring Issues in Society, Level 2 (BHF215116) course document.

It contains advice to assist teachers delivering the course and can be modified as required. This Teaching and Learning Supplement is designed to support teachers new to or returning to teaching this course.

This course has a complexity level of 2 and a size value of 15

At TASC Level 2 the learner is expected to carry out tasks and activities that involve a range of knowledge and skills, including some basic theoretical and/or technical knowledge and skills. Limited judgment is required such as making an appropriate selection from a range of given rules, guidelines or procedures. VET competencies at this level are often those characteristic of an AQF Certificate II. More detailed information is available at www.tqa.tas.gov.au/4DCGI/_WWW_doc/009139/RND01/TQA_Levels_Descriptions.pdf

In Exploring Issues in Society learners will develop an understanding of what defines an issue, its causes, impacts and possible resolutions. It requires the learner to take a local national and global view. All units are presented using an issues based approach and the learner will be required to investigate, report and reflect on a broad range of issues relevant to society today.

There is scope in all course units for teachers to select learning activities which will engage their students and challenge them appropriately. All suggested learning activities in this course supplement can be adapted to allow students to develop the required knowledge and skills.

Many issues will be relevant to a number of units and it is important that this is acknowledged when looking at topics for discussion. E.g. Fertility and sexuality may be viewed from a family, a health or population perspective.

The compulsory Practical unit (Unit 1; Engagement with Community Issues) should *not* be undertaken until after the completion of Unit 2 (Exploring Social Issues). In some instances it may be better to delay the delivery of Unit 1 until learners have gained confidence in their ability to interact effectively in the broader community.

Learners whose community engagement includes working with children MUST NOT undertake any of the practical components involving interactions with children until they have obtained a **Working with Children Registration** from the Tasmanian Department of Justice. A copy (scanned or photocopied) of each learner's Registration Card should be retained on file by the provider for a period corresponding to the provider's records and archive procedures.

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SEQUENCE OF CONTENT

This course is made up of two sections

Section A is *compulsory*, contains **4** units and the suggested delivery time in total is **110hrs**. The compulsory units are Exploring Social Issues (20 hrs) Family Community and Health (30 hrs), Income and Poverty (30hrs) and the practical unit; Engagement with Community Issues (30 hrs).

Section B contains *4 elective units*; Population and Migration, Influence of Technology, Societies and the Environment and Children or the Aged. At least **two** units must be completed with a total of **40 hrs.**

Learners must complete **6 units**

	Unit Title	Indicative Times
Section A	Compulsory Units: • Unit 1 - Engagement with community Issues (30 hrs) • Unit 2 - Exploring Social Issues (20 hrs) • Unit 3 - Family Community and Health (30 hrs) • Unit 4 - Income and Poverty (30 hrs)	110hrs
Section B	Elective Units (choose two): • Unit 5 - Population and Migration • Unit 6 - Influence of Technology • Unit 7 - Societies and the Environment • Unit 8 - Children or the Aged	40hrs

The Teaching and Learning supplements for You, Your Family and the Community and Focus on Children Level 1 have a number of activities relating to family, children, community, health, media, environment, housing and homelessness that may be suitable as introductory exercise.

www.tasc.tas.gov.au/_course/BHY105116

www.tasc.tas.gov.au/_course/BHC115116

Unit 1 Practical engagement with community issues (30hours)	This unit is designed to assist learners engage with the community and develop knowledge and understanding of the range of organisations, activities, aid and support available. This unit must **not** be undertaken until at least unit two (2) Exploring Social Issues has been successfully completed by the learner. Learners whose community engagement includes working with children MUST NOT undertake any of the practical components involving interactions with children until they have obtained a **Working with Children Registration** from the Tasmanian Department of Justice. *The practical engagement may be a single involvement in an activity e.g. a festival, gallery or library event or may involve more than one engagement. Learners will undertake a minimum of one (1) and a maximum of three (3) types of community engagements. The number and nature of community engagement is at the discretion of the provider.* (extracted from the course document) In some instances community engagement may mean a class / group activity or excursion th has a practical, hands on component or individual involvement with the community.

The type of group excursions and involvements will be dependent on the size and composition of the class and the proximity to suitable community organisations.

Relevant guest speakers are a valuable in this unit.

The course document has a more comprehensive list of possible avenues for practical engagement.

Some useful group activities include
- Clean up Australia - www.cleanupaustraliaday.org.au/
- Australia's biggest morning tea - www.biggestmorningtea.com.au/
- Relay for life - www.relayforlife.org.au/
- Walk Safely to School - www.walk.com.au/WSTSD/
- Walk to work - www.walk.com.au/wtw/homepage.asp
- Harmony day - www.harmony.gov.au
- Capes for Kids - capes4kidsaustralia.com.au/
- Days for Girls - www.daysforgirls.org/
- Stephanie Alexander Kitchen Garden Program www.kitchengardenfoundation.org.au/
- Red Nose Day - www.rednoseday.com.au/
- Day for Daniel - www.dayfordaniel.com.au/

Possible excursions

Tip shops and recycling centres
The LINK – www.thelink.org.au/
Family planning TASwww.fpt.asn.au/

Neighbourhood Houses and Community Centres
Agfest www.agfest.com.au/

Local council
Local parks, playgrounds and public spaces
RSPCA www.rspcatas.org.au/
Dogs Home dogshomesoftas.com.au/
Cat Centre www.hobartcatcentre.com.au/magento/

The calendar of health related community events may be useful in establishing community engagement during the school year. It contains both national and global events as well as the organising body and may be useful as a starting point for discussion.
http://www.health.gov.au/internet/main/publishing.nsf/Content/health-pubs-calendar-index.htm

Examples of learning activities
Learners:

investigate non-Government /charity/and environmental organisations and the role they play in the community as an introduction to this unit. i.e. World vision, Oxfam, Save the Children. Doctors without Borders, Red Cross, Salvation Army, St Vincent de Paul, Mission Australia, Amnesty International, Green peace, Landcare are some of the possibilities.

explore the Give Now website and find ways to give that interest them in their local and broader communities. These may be useful when setting up the

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practical engagement. www.givenow.com.au has many suggestions for helping individuals and communities.

find a community group to join via the Our Community website (www.ourcommunity.com.au/directories/welcome). Access the website and choose a directory category they are interested in then enter Tasmania in the drop down box. After scrolling through the groups and organisations that support their chosen category, select a group and:

- briefly describe the organisation and what it does
- give the contact details for the chosen group
- describe how they, their family or their friends could benefit from being part of this group.
- Describe how this group assists the community

explore the benefits of volunteering.

- mq.edu.au/about_us/strategy_and_initiatives/sustainability/get_involved/community_volunteering/benefits_of_volunteering/
- www.youtube.com/watch?v=260wOPBJ46I

create a portfolio of evidence outlining their involvement with the community. This portfolio will contain a range of material that covers the planning, interaction, involvement and evaluation of the practical experience.

The information below is directly from the course document.
documentation of communications with the provider and community groups. This might include letters, emails, logs of discussions and negotiations with the provider, interviews, feedback sheets planning and preparation for community engagement (templates and check lists may be used) relevant permissions (e.g. parental) and/or copy of certificates e.g. Working with Children Registration
- ***a report*** *on the nature and purpose of the activity and the organisation the learner was involved in. This may include a written report **(400 – 500 words).***
- *Other material may include but is not limited to: brochures, interviews, photographs, media releases (of the organisation), timetables/agenda/programmes, relevant advertising, feedback and media coverage.*
- ***personal statement*** *on aims, outcomes and reflections. This statement may be provided in the form of a given template. Word count: **400 – 500 words.***

Unit 2
Exploring social issues
(20 hours)

This is an introductory unit and it is important that the foundations for understanding what defines an issue, its causes, impacts and possible resolutions are established in this unit. It requires the learner to take a local, state, national and global view and make decisions about current issues and the impact these have on themselves and the broader community.

Learners will investigate all of the following topics:
- issues as matters of public concern – identification and categorisation of issues
- the difference between the phenomenon (the situation itself) and an issue (public concern about the situation)
- why issues arise

- how individuals and groups, including the media, can contribute to positive and / or negative impacts by either escalating issues or assisting with solutions to problems
- views about whether the issue is deserving of more or less community attention
- how to source information regarding issues – the difference between a fact and an opinion
- assessing information to determine the relevance and accuracy of information gathered
- an investigation of the differences, similarities and connections between local, state, national and global issues

- the ways social and cultural diversity may contribute to public debate

- whether or not an issue can be resolved and the range of choices (positive and negative) individuals have in their response to issues and any consequential actions by government, communities or other individuals

    See p 7 of the course document for further information.

Examples of learning activities
Learners:

explore the concept of Issues. Some points for discussion may include;

- a topic or event that affects people in society
- an issue is often discussed by people in the community
- there is often differing opinions about an issue
- an issue may affect many people in the community
- an issue may only affect a few people in the community but those affected feel strongly about it
- an issue is sometimes high profile and often covered by the media
- an issue is changeable over time

brainstorming issues that they consider important, including those that impact on themselves their family and friends. This may involve some explanation of the difference between an issue and an event or situation.

identify and provide examples of the different range of issues. The examples provided here are general but teachers will be able to pinpoint specific issues depending on what is happening in Australia and the world at the time of teaching this unit.

- **Local:** the issues are relevant to people who live in or have connection to particular areas, work, study sporting or leisure groups. Issues may include cost of being a member of a particular group or organisation, traffic, transport or road safety in a particular area, vandalism and graffiti in in their local area.
- **State:** the issues are relevant to people who live in any state in Australia and are viewed initially from how they affect people living in those states. This then leads to discussion of the same issues on a national level where relevant. Tasmanian issues may include the high rate of teenage pregnancies, the high unemployment rate, and the forestry industry. The following links may provide ideas for teachers depending on the nature of their learning group. www.themercury.com.au/news/tasmania/the-top-10-biggest-issues-of-2016/news-story/13d0b5d4058373f503c89716aa14e81f

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- **National:** The issues are relevant to anyone living in Australia. National issues include, road fatalities, drug use and abuse, drought, natural disasters, gay marriage legislation, income tax levels, superannuation, aged care costs, child care availability, indigenous health and the potential problems with Australia importing food from some overseas countries. The following link may help with ideas ; australia.isidewith.com/polls
- **Global:** the issues affect people all over the world and may impact globally or be specific to a particular region. They include; poverty, refugees, terrorism, airport security, obesity, hunger, climate change and natural disasters.

create a four sectioned page and give examples of current issues in each category; local, state, national, global. Newspapers, internet, social media and magazines are all good sources.

brain storm **events** that they have heard about during the previous week and identify where the information came from e.g. television program, news item, friend or family, social media. The discussion following this may include; whether or not the information is a true, accurate account of the event, what are the issues related to the event, is the event and the consequential issues important, who are they important to, could the issues be altered and if so how; keep a diary of the discussed events. There is value in revisiting these events from time to time to see how the issues have changed over time.

understand the need to gather *accurate* information about issues; discuss opinions versus facts. The following may be a starting point to enable learners to access reliable information.

- *People form opinions about issues in a variety of ways. Sometimes they read the newspaper, listen to the news, search the internet, watch television programs or read magazines. Sometimes they discuss issues that are important to them with their friends, family and other people in the community. All of these things help people to gain more information about an issue. However, it is important to remember that much of this information is already based on other people's points of view.*
- *With any information it can difficult to separate that true facts from what is really other peoples' opinions relating to an issue. Often the more sources of information we have access to and the more we talk to other people, the more likely we are to develop an opinion about an issue.*
- *This opinion may not be the same as other people's in the community but everyone is entitled to have their own opinion.*
- *There are ways help you get factual information about an issue. These are some of the things you can do to make sure your information is as reliable as possible;*
- *look for a range of information from a variety of sources, not just one or two*
- *talk to and listen to people who are involved in and well informed about an issue*
- *be aware that anyone can put information on the internet and it is not necessarily accurate or true*
- *when looking at a web site, check who has put the information there. More reliable web sites are often created by universities, specialist groups (such as World Vision, Heart Foundation) or the government such as the Australian Bureau of Statistics*

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- *make sure the information being accessed is relevant to the area concerned e.g. information in American web sites may not relate to what is happening in Australia*
- *Not everything in magazines is true or shows and accurate picture of the facts. Popular magazines often publish articles designed to grab the attention of the public, this is because it helps to sell the magazine which is their main aim*
- *For information that is more likely to be accurate read magazines that have a specific focus such as Pregnancy and Birth, Australian Parents, Diabetic Living,*
- *Like magazines, some newspapers are more accurate than others. National newspapers, such as The Australian and The Age are more likely to give a broad, balanced opinion.*
- *Generally, be aware that not everything you hear or read is necessarily accurate, ask lots of questions and get as many facts as possible to develop an informed opinion about an issue.*

choose an issue that they feel strongly about. Create a document/table that includes their **opinions** about the issue and some **facts** including the source for the facts. Evaluation includes how the facts are similar or different to their opinions. A description of how their view on the issue has altered, after gathering facts, if at all.

discuss an issue such as childhood obesity or world hunger and malnutrition. Discussion may cover:

- is it state, local, national or global and a justification?
- what is the possible cause of the issue?
- how important is the issue to individuals and communities?
- differences, similarities and connections between individual, family and community - who is affected by the issue?
- does the issue affect a few or a large number of people?
- who might be/should be interested in the issue?
- what problems are associated with the issue?
- what effect does the media have on the issue?
- what are some of the important facts relating to the issue?
- what is being done to manage the issue?
- what possible solutions are there?
- what are the differences, similarities and connections between individual, family and community related to the chosen issue?

choose an issue that is relevant or important to them and creates a flow chart, visual map or report covering the points listed above. Word count 200-300.

Unit 3
Family, community and health (30 hours)

This unit allows learners to identify and explore issue relating to family, community and health. It is valuable to help learners gather facts and information relating to family, community and health prior to embarking on the exploration of related issues.

A good foundation understanding of the interconnection between families, communities and health related issues will allow learners to take a broader view and form knowledge based opinions.

Examples of learning activities
Learners:

identify the role of the family and the different types of family in Australia today including sole, couple, nuclear, extended, single parent, reconstituted, blended, step, same sex and unrelated by blood; discuss about how the role and the nature of families has changed over the last 100 years in Australia.

create a timeline of facts, statics relating to families in Australia e.g.

- *In the 1800s, Australia was being newly settled by people from other countries. Life was difficult for these new settlers and death rates were high. Only about 28% of adult women were married and a high number of all births were to unmarried mothers, living in de facto relationships.*
- *By the 1830s, many more men than women had arrived in Australia and women were marrying very young (in their teens). There was often a wide age gap between husbands and wives. Large families were common but because of the harsh conditions, not all pregnancies resulted in live births. In fact, 40% of all the women in Australia at this time had more than nine pregnancies.*
theconversation.com/how-we-live-now-australian-families-at-a-glance-59680
aifs.gov.au/publications/australian-households-and-families
aifs.gov.au/publications/families-then-and-now-1980-2010
aifs.gov.au/facts-and-figures/types-families-australia
aifs.gov.au/facts-and-figures/marriage-australia
The following link may also be useful for teachers for gathering statistical and factual information relating to the Australian family:
aifs.gov.au/sites/default/files/publication-documents/DiversityAndChange.pdf

investigate how Australian Families differ from families in other countries including how they interact, raise their children, size, roles, childcare, living arrangements education and nutrition and the possible issues that arise from these differences.

- time.com/8515/hungry-planet-what-the-world-eats/
- en.wikipedia.org/wiki/Babies_(film).
- vimeo.com/30328533.

brainstorm issues that may affect families today. Some of these may include; housing, homelessness, lack of money, issue affecting single parents, adoption, surrogacy, divorce, violence against women, unplanned pregnancies, employment and unemployment, childcare costs and availability, same sex marriage. As a follow-up group activity groups may be allocated a family related issue and gather a number of facts or statistics that would be relevant from an issues perspective. E.g. in Australia in 2011 approximately 105,237 people were homeless(ABS Census 2011)

discuss the types of services available in their community, the benefits and problems of living within their community; explore the other communities they are part of school, sporting, friendship groups, online, cultural, and religious and the reasons why they are part of these communities.

choose one of the communities they are part of learners and compile a short report outlining what the community is; why they are part of that community, the benefits they gain from being part of this group, any problems associated with being part of the group, how the members interact and communicate and the

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associated benefits and problems and finally any issues that arise within their chosen community and whether they are resolvable and if so how.

explore the question: What is Community? For example:

- A community is used to describe all the people who live in a certain geographical area. Within this area there is usually a need for a variety of community groups and organisations that allow for individual interest and encourage interactions.

  According to Grant Kleeman (2006), community can be divided into three categories:
  1 Geographic communities: range from the local neighbourhood, suburb, village, town or city, region, nation or even the planet as a whole. These refer to communities of location.
  2 Communities of culture: range from the local clique, subculture, ethnic group, religious, multicultural or the global community cultures of today. They may be included as communities of need or identity, such as disabled persons, or elderly.
  3 Community organisations: range from informal family networks, to more formal incorporated associations, political decision making structures, economic enterprises, or professional associations at a small, national or global scale.

  Possibly the most common usage of the word 'community' indicates a large group living in close proximity. Examples of local community can include a municipality which involves an administrative local area generally composed of a clearly defined territory and commonly referring to a town or village. Therefore, when we go to school, work or play in a netball team we are part of a community, because for a community to exist there must be, as the name implies, communication occurring between the members' (Kleeman 2006, p 310).

- Some issues relating to community include aged care, education, safe communities, vandalism and graffiti, multi-cultural issues, refugees, public transport, violence, public housing, role of local councils, role and need for support groups in the community, youth support systems, and online support groups.

Health

identify and explore health related issues. Brainstorming may work but teachers may need to provide a list of health issues and ask learners to identify the **Who, What, Why, When, Where.** Discussion can then center around '*Is the issue resolvable*', if so how, if not how do we manage the issue to reduce the impact on individuals and communities.

Some possible issues are childhood obesity, global obesity, malnutrition in Less Developed countries, diabetes epidemic, smoking, and diseases relating to lifestyle choices, drug use and abuse, medical technology, preventative health measures including campaigns, natural and alternative medicine, the health care system in Australia today, waiting lists for surgery in the public health system and the cost of health care for Australians, smoking and lifestyle diseases.

Learners choose an issue that is relevant or important to them relating to family, community or health learners and create a report/PowerPoint/class presentation/poster covering the points listed below. This report should be

approximately 300-400 words long and needs to include some relevant statistics or facts related to the chosen issue (these are in addition to the word count).

Learners need to consider the points listed below:
- brief description of what the issue is
- whether it is state, local, national or global and a justification
- what are the reasons why it has become an issue?
- how important is the issue to individuals and communities?
- who is/could be affected by the issue?
- does the issue affect a few or a large number of people?
- who might be/should be interested in the issue?
- what problems are associated with the issue?
- what affect does the media have on the issue?
- what are some of the important facts relating to the issue?
- what is being done to manage the issue?
- what possible solutions are there?

Unit 4
Income and poverty (30 hours)

This unit is designed to develop an understanding of the impact of income, employment, poverty, housing and homelessness on Australians as well as those in developing countries. Opportunity to relate these issues directly to the learner, their families and their communities could prove beneficial in this unit. Rural and city perspectives as well as a global view will allow learners to broaden their understanding of different communities.

Examples of learning activities

The Teaching and Learning supplement for You, Your Family and the Community Level 1 has a number of activities relating to housing and homelessness that may be suitable as introductory exercises. (Link not yet up for supplement) www.tasc.tas.gov.au/_course/BHY105116.

Learners:

investigate housing prices in their local area compared to at least 2 other suburbs in Tasmania, one in another city in Australia and one in a rural area; compare similar housing types and attempt to offer reasons for the similarities or differences in price ranges for different communities.

investigate housing options for Australian indigenous populations in the past and present; consider how the indigenous concept of home is different to their concept of home and discussion of the issues surrounding Indigenous housing can follow.
- www.aboriginalculture.com.au/housing.shtml
- www.creativespirits.info/aboriginalculture/land/aboriginal-houses#axzz49S6SBv2x

investigate housing in other nations and compare it to how we live in Australia; investigate both developed and less developed countries, slums and refugee camps and the inequity of poverty and wealth; consider utilities and services such as clean water, sanitation, garbage disposal, transport, education and the health services provided.

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- www.oddizzi.com/teachers/explore-the-world/country-close-up/brazil/rio-south-east/living-in/houses/
- www.washingtonpost.com/world/the_americas/flimsy-shacks-and-empty-new-apartments-brazils-housing-crisis-tears-urban-fabric/2014/12/16/abd39a78-83a9-11e4-abcf-5a3d7b3b20b8_story.html
- unu.edu/publications/articles/housing-inequality-amongst-disadvantaged-communities-in-indian-cities.html
- www.theguardian.com/world/2013/mar/22/india-slumdog-census-poor-conditions

watch the YouTube clip, read the article and investigate the following questions: www.youtube.com/watch?v=2Fe2_hltbBA, www.sheltertas.org.au/housing-in-tasmania/homelessness/some-facts/

- Approximately how many Australians are homeless in Australia?
- Look at the graph depicting homeless by state and territory and record your reaction. Explain what you consider important about these statics.
- Outline the rates of homelessness for different regions in Tasmania.
- Consider the age range and distribution for homeless in Tasmania and offer possible reasons for these.
- What are some of the reasons given for people becoming homeless?
- What are the possible solutions?

consider what is being done and could be done to improve the life quality of homeless in Australia

- onevoice.org.au/what-we-do/
- www.abc.net.au/news/2016-04-28/orange-sky-laundry-launches-in-canberra/7367448
- www.nsw.gov.au/media-releases-premier/clean-clothes-help-homeless
- www.salvationarmy.org.au/en/Find-Us/Tasmania/Media-releases/The-Feeding-the-Hungry-program/

watch the YouTube clip and investigate the following: www.youtube.com/watch?feature=player_detailpage&v=r8B7aD0NaPo

- What % of homeless people have a problem with substance abuse or addiction?
- Explain why you think drugs and alcohol cause some people to become homeless.
- List at least 4 agencies that offer assistance to homeless people or people at risk of becoming homeless.
- What is being done or could be done to resolve this issue?

explore campaigns, events and organisations that educate people in the community about homelessness and assist those who are homeless or at risk of becoming homeless e.g. Youth off the Streets, CEO sleep out,

- www.redcross.org.au/homelessness.aspx
- streetsmartaustralia.org/
- kidshelpline.com.au/upload/22895.pdf

in groups, review workplace issues including workplace health and safety, bullying and harassment, discrimination, stress, shift work, cultural differences, unions and conflict. Groups gather relevant facts and data related to one of the issues; class discussion follows each group's presentation.

discuss what influences incomes and the impact education, gender and age potentially have on income can lead to learners gathering Australia's unemployment statistics; discuss these from a state perspective. Poverty in Australia is an important component in this unit and can be introduced at this point. www.acoss.org.au/poverty-2/

compare poverty in Australia to poverty in LDC; who is affected and what are the similarities and differences e.g. minimum wages, work conditions, the different impact on men, women and children and how poverty affects their quality of life. www.dosomething.org/us/facts/11-facts-about-global-poverty

choose an issue, in consultation with the teacher, that is relevant or important, relating to housing, homelessness, income, employment or poverty; create a report/PowerPoint/class presentation/poster covering the points listed below.

- Possible issues relating to this unit are; global poverty, unemployment in Australia, homelessness, youth wages, harassment and bullying in the workplace, women and work in less developed countries, education in less developed countries and gender inequity in the workplace.
- This report should be approximately 500-600 words long and needs to include some relevant statistics and facts related to the chosen issue (these are in addition to the word count). In relation to the chosen issue some comparison of Australia's situation and a less developed country should be included where relevant.
- Learners need to address the points listed below:
  - a brief description of what the issue is
  - whether it is state, local, national or global and a justification
  - reasons why it has become an issue
  - how important is the issue to individuals and communities?
  - who is affected by the issue?
  - does the issue affect a few or a large number of people?
  - who might be/should be interested in the issue?
  - what problems are associated with the issue?
  - what affect does the media have on the issue?
  - what are some of the important facts relating to the issue?
  - what is being done to manage the issue?
  - what are the possible solutions?

Elective units.

Learners must complete at least two (2) of the four (4) electives. Across the two (2) units elected for study, learners will cover at least once, each of individual, community, national and global perspectives. It is recommended that appropriate links are identified between two of the perspectives (e.g. Individual/Community, Community/National,

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Global/National) in each of the two electives chosen. All elective units are applicable to all topics (Individual, Community, National and Global).

There is benefit when delivering each of the chosen elective units to begin with an issue or topic that learners relate directly to. Topics such as STI's, contraceptive choice and effectiveness, teenage pregnancy, risk taking, alcohol and drug use, are often effective in encouraging students to gather data and statistics as well as voice an opinion on a subject they feel strongly about

Unit 5
Population and migration (20 hours)

This unit focuses on issues relating to population growth, fertility, ethnicity and migration.

Examples of learning activities
Learners:

compare population growth and policies relating to population in Australia and one other country. China is a useful comparison as it has recently changed its one Child Policy in response to its aging population. Topics for discussion may cover a historical view of the one child policy and the impact it has had on individuals and communities, the similarities and differences in the population of China v Australia, a comparison of the physical size of each country and the related issues.

- www.livepopulation.com/ gives a counter showing real time births in China and Australia and is a good discussion starter.
- news.nationalgeographic.com/2015/11/151113-datapoints-china-one-child-policy/
- countrymeters.info/en/China
- countrymeters.info/en/Australia
- www.abs.gov.au/ausstats/abs@.nsf/0/1647509ef7e25faaca2568a900154b63?OpenDocument

discuss a definition of ethnicity *e.g. Ethnicity is a category of people* who *identify with each other based on common language, ancestral, social, cultural, or national experiences* using their own knowledge and experience as a platform; compare at least three (3) ethnic groups in Australia, investigating the group's beliefs and values; discuss the benefits and problems associated with a multi-cultural society and the problems faced by minority groups in Australia may be useful. www.dss.gov.au/our-responsibilities/settlement-and-multicultural-affairs/programs-policy/a-multicultural-australia

explore fertility issues from a global or a national perspective. Compare beliefs and values related to fertility. Some suggestions include;

- Contraception, its availability, effectiveness, religious, and cultural differences around the world
- Birthing practices and traditions around the world
- mashable.com/2016/02/12/women-maternity-bag-world/#_yu3GIRqkkqx
- Menstrual Issues and the impact on education and health in less developed countries www.daysforgirls.org/
- Surrogacy, IVF, Infertility
- Unplanned pregnancy, teenage pregnancy in Australia and around the world, abortion, adoption and parenting.

www.childrenbychoice.org.au/info-a-resources/facts-and-figures/unplanned-pregnancy-profiles-of-abortion-adoption-and-parenting
www.childrenbychoice.org.au/info-a-resources/facts-and-figures/faq-for-students-and-researchers

investigate child brides and the associated issues.

- www.girlsnotbrides.org/about-child-marriage/
- https://www.plan.org.au/~/media/plan/documents/resources/plan_child_marriage_report_july_2014.pdf?la=en

discuss the role of Girls in Less developed Countries. How they are disadvantaged in comparison to girls in Australia? www.becauseiamagirl.com.au/

explore the AIDS epidemic; discuss HIV in Australia and developing countries, including the number of people currently affected worldwide and the number of newly diagnosed cases each day; compare the impact on individuals, families and communities in Australia as opposed to a less developed country, the management techniques, links between HIV and poverty, specific impact on women in LDC, what's being done globally, possible solutions and projected problems if the issue is not addressed.

- www.aids.gov/federal-resources/around-the-world/global-aids-overview/
- www.who.int/gho/hiv/en/
- www.news24.com/Africa/News/sa-shines-in-hiv-war-as-17-million-access-treatment-globally-20160531
- data.unicef.org/hiv-aids/global-trends.html

choose an issue, in consultation with the teacher, relating to population growth, fertility, ethnicity and migration. Some possibilities include those covered in the previous activities for this unit as well as cultural diversity, refugees, immigration, population growth (over and under population), infant mortality, life expectancy of Australians and our indigenous population and life expectancy in less developed countries. Create a report/PowerPoint/class presentation/poster covering the points listed below. This report should be 500-600 words, the relevant statistics and data are in addition to the word count.
- a brief description of what the issue is
- whether it is state, local, national or global and a justification
- reasons why it has become an issue
- how important is the issue to individuals ,communities ,nationally and globally?
- who is affected by the issue?
- does the issue affect a few or a large number of people?
- who might be/should be interested in the issue?
- what problems are associated with the issue?
- what affect does the media have on the issue?
- what are some of the important facts relating to the issue?
- what is being done to manage the issue?
- what are the possible solutions?

Unit 6
Influence of
Technology
(20 hours)

This unit focuses on the impact of technology and media on society. It concentrates on the influence technology and the media has over everyday events and opinions both local and global.

Revisiting the earlier information in Unit 2 Exploring Social Issues, page 5, regarding facts versus opinions and the accurate collection of information may be a useful introduction.

Examples of learning activities
Learners:

discuss how the media impacts on our attitudes and opinions and how those opinions and attitudes and the media portrayal of the event has changed over time; revisit the weekly event diary mentioned in Unit 2 as a useful avenue for this discussion.

brainstorm types of media and follow up by discussing the ones learners use regularly. For this exercise media *means all forms of communication that can potentially send messages to a large number of people;* discuss why some forms of media better suit certain individuals; think about previous types of technology related to the media and consider the changes today. See VLE resource Unit 4C - Activity 3 **(**casas.tas.edu.au flexible / flexible**)**

discuss cyber bullying and online safety as an introduction to the many issues related to today's use of technology as a communication tool.
- www.youtube.com/watch?v=d5kW4pl_VQw
- au.reachout.com/cyberbullying
- au.reachout.com/bullying
- www.youtube.com/watch?v=dGY5eREAoPU

explore the eSafety website (esafety.gov.au/). Activities in the following link may be useful esafety.gov.au/education-resources/outreach/virtual-classrooms

deconstruct messages given by advertisements (television, social media, magazines and newspapers). This can give learners insight into the impact of the media. Teacher provides an example of each type of advertising and leaners discuss the messages that the advertising is aiming to deliver. Individual reactions and viewpoints are an important part of the discussion.

brainstorm current favourite television programs and discussion about whether these are a true portrayal of real life. What the risks are of being influenced by reality TV and how that can impact on everyday life. tenplay.com.au/channel-ten/gogglebox

discuss the benefits versus the disadvantages of advancing technology and more accessible methods of communication. A global view may be discussed using examples that both benefit (disaster warnings, missing person's info, health) and disadvantage (celebrity profiles, defamation of character, identity theft).

create a list for discussion on a historical view of the development of some of the technology significant to them. Include services and commodities such as electricity, clean water, washing machines, paved roads and paths, refrigeration. Follow up with a discussion about how they would manage without such services

and commodities and how globally the lack of these impacts on the lives of people in less developed countries.

choose an issue, in consultation with the teacher, relating to technology and the media. Some possibilities include those covered in the previous activities for this unit as well as media ownership, social media addiction, text junkies, impact of the internet and social media, identity theft and hacking. Create a report/PowerPoint/class presentation/poster covering the points listed below. This report should be 500-600 words, statistics and data are in addition to the word count.

- a brief description of what the issue is
- whether it is state, local, national or global and a justification
- reasons why it has become an issue
- how important is the issue to individuals, communities, nationally and globally
- who is affected by the issue
- does the issue affect a few or a large number of people
- who might be/should be interested in the issue
- what problems are associated with the issue
- what affect does the media have on the issue
- what are some of the important facts relating to the issue
- what is being done to manage the issue
- what are the possible solutions

Unit 7
Societies and environments (20 hours)

This unit focuses on factors that impact on the environment and how individual choices can affect both the learner's immediate environment and the global environment.

Examples of learning activities
Learners:

watch the following YouTube clips to generate discussion about the environment. Bear in mind that they were both made 5 to 6 years ago. This in itself might generate discussion.
- www.youtube.com/watch?v=3zyizEz9XUs
- www.youtube.com/watch?v=L99QWDWjpyk

watch the following video and view the website, The Change the World in 5 Minutes Series. This gives great ideas about how young people can impact positively on the environment. A basis for discussion and enterprise.
- www.youtube.com/watch?v=t5GnBqx8qUY
- www.changetheworld.com.au/#1

discuss environmentally friendly technology and its impact on the environment. These include solar power, wind turbines, smart/ electric cars, rechargeable batteries, ecofriendly lightbulbs. Discuss cost versus benefits, researching what other countries are doing to improve their environmental impact. The role and actions of the current Australian Government could also generate discussion about what we are doing and what more could be done.
www.earthtimes.org/green-blogs/eco-friendly-gadgets/

discuss sustainability and conservation. What are they, who is responsible, why they are important from a state, national and global perspective? What are we currently doing at a state, national and global level and what more do we need to do.

access the You, your Family and the Community VLE course (casas.tas.edu.au flexible / flexible) unit 4D for some activities related to global warming and natural disasters that may be useful as introductory activities.

collect four news articles relating to society and the environment. Each article needs to be viewed from an individual, community, national or global perspective. Provide a short description of the event or issue and create a document detailing who it impacts on initially and potentially how it might impact more broadly

- www.edonsw.org.au/serious_backwards_step_for_biodiversity_laws
- www.edonsw.org.au/1m_fine_for_whaling_company_why_is_it_so_significant

view *An Inconvenient Truth* www.algore.com/library/an-inconvenient-truth-dvd
- use the article below as a basis for discussion. theconversation.com/ten-years-on-how-al-gores-an-inconvenient-truth-made-its-mark-59387

consider the impact of global warming, its effect on ecosystems, its impact on traditional cultures and its effect on health, disease and quality of life.

consider what they can do individually to improve and protect the environment; look at the changes they could encourage their friends and family to undertake. Investigate initiatives and organisations such as Clean up Australia, Land care, Green Peace may be of value. Discussion, brainstorming, group work and class presentations are all possibilities for this activity.

choose an issue that they consider relevant or important relating to societies and environments. Some possibilities include those covered in the previous activities for this unit as well as deforestation, whaling, ozone depletion, pollution, recycling, sustainable housing, genetic modification, species extinction, nuclear power, litter, waste management, role of governments, councils and other nations in relation to the environment, impact of tourism on the environment and consideration of culturally important sites from a social or environmental perspective. Create a report/PowerPoint/class presentation/poster covering the points listed below. This report should be 500-600 words, statistics and data are in addition to the word count

- a brief description of what the issue is
- whether it is state, local, national or global and a justification
- reasons why it has become an issue
- how important is the issue to individuals, communities, nationally and globally?
- who is affected by the issue?
- does the issue affect a few or a large number of people?
- who might be/should be interested in the issue?
- what problems are associated with the issue?
- what affect does the media have on the issue?

- what are some of the important facts relating to the issue?
- what is being done to manage the issue?
- what are the possible solutions?

Unit 8
Children or the aged (30 hours)

Only **one** of the topics, either children or the aged needs to be explored. This unit is designed to help learners understand the issues that are relevant to children or the aged in our community.

Examples of learning activities
Learners

SIDS

- www.sidsandkids.org/wp-content/uploads/SIDS066-N_SafeSleeping_MakingUpCot_A3web.pdf
- www.sidsandkids.org/wp-content/uploads/SIDS042-V-Safe-Wrapping-Poster-Update-web.pdf
- www.pregnancybirthbaby.org.au/sudden-infant-death-syndrome-sids

investigate SIDS. Possible questions and points for discussion include:

- the best sleeping position to decrease the chance of SIDS.
- items that should not be placed in a cot with a baby under 12 months old.
- what has been discovered about smoking, pregnancy and SIDS?
- why Safe Wrapping is important? Look at products available to aid safe wrapping:
  lovetodream.com.au/
  www.sidsandkidsshop.org/shopbybrand/index/brand/id/22
- important things to remember when making up a cot
- issues relating to SIDs, consider individuals, families and communities.
- viewing SIDs from a health and a support perspective may also raise some points for discussion.

Immunisation and vaccination

- www.youtube.com/watch?v=lXMc15dA-vw
- www.youtube.com/watch?v=sGKrs1ED_rw
- www.youtube.com/watch?v=HcU8k4qO_gY

view the above videos and research and discuss a topic on immunisation and vaccination. Points for discussion include:

- how immunisations work
- discussion about the diseases we immunise children against in Australia today
- why immunisation is so important in protecting children from disease.
- historical view of disease in Australia prior to immunisation being available(polio, tetanus, chicken pox , measles. etc.)
- a global view is useful here comparing our rates of immunisation to that of less developed countries. Infant mortality rates and the work of NGO's is relevant here.

- the ongoing debate regarding parents who choose not to immunise and the related risks to the community.
- what is being done at a government level to address this issue, legislation, awareness campaigns.
- immunisation programs, cost of immunisation, side effects, whooping cough outbreak

The world's children

use the below websites or similar, to create a display outlining the situation for children in less developed countries.

- www.dosomething.org/us/facts/11-facts-about-global-poverty
- www.worldhunger.org/world-child-hunger-facts/
- www.care.org/work/poverty/child-poverty/facts
- borgenproject.org/10-child-labor-facts/
- mattdarvas.com/2014/09/04/global-orphan-crisis/
- blogs.unicef.org/blog/7-facts-about-child-poverty-you-should-know/
- www.compassion.com/poverty/child-labor-quick-facts.htm

The rights of the child

discuss what human rights are and where Australia stands on human rights today. This may be the place for discussion relating to refuges and immigration. Compare other countries and the civil rights of their citizens.

- www.un.org/en/universal-declaration-human-rights/
- www.legislation.act.gov.au/a/2004-5/current/pdf/2004-5.pdf
- www.humanrights.gov.au/our-work/legal/legislation

Possible point for discussion.
In a society such as our own, the general attitude is that children should be nurtured and protected; they are given many years to develop and learn before taking on responsibilities such as employment or caring for others. In some other societies, children are expected at a young age to work and help the family provide basic needs. Attitudes and expectations depend on the type of society a child is born into.

investigate the United Nations Convention on the rights of the child.

- www.unicef.org.au/Upload/UNICEF/Media/Our%20work/childfriendlycrc.pdf
- www.earlychildhoodaustralia.org.au/learning-hub/educator-resources/childrens-rights/
- www.unicef.org/rightsite/files/uncrcchilldfriendlylanguage.pdf

compare how the UN's Rights of the Child affects Australian children, our indigenous children and children from developed and less developed countries may prove valuable.

- www.humanium.org/en/

look at what some NGO's re doing to assist children around the world.

- www.childfund.org.au/blogs-and-news/category/child-rights
- www.bravehearts.org.au/index.php

- www.unicef.org.au/our-work/what-we-do

choose an issue that they consider relevant or important relating to children. Some possibilities include those covered in the previous activities for this unit as well as child care options and costs, issues relating to education including accessibility and cost, nutrition, malnutrition, disease, childhood obesity, bullying, premature birth, teenage pregnancy, exploitation of children in LDC, child labour, child safety issues including health, and hygiene, safety procedures and First Aid, child car seat safety, safe toys, safe nursery equipment. This unit may also include parenting related issues such as positive behaviour management, working parents, the newborn, breast versus bottle, sleep training, co sleeping, divorce, single parents, alcohol and pregnancy, smoking and pregnancy and passive smoking. Create a report/PowerPoint/class presentation/poster covering the points listed below. This report should be 500-600 words, statistics and data are in addition to the word count.

- a brief description of what the issue is
- whether it is state, local, national or global and a justification
- reasons why it has become an issue
- how important is the issue to individuals, communities, nationally and globally?
- who is most affected by the issue?
- does the issue affect a few or a large number of people ?
- who might be/should be interested in the issue?
- what problems are associated with the issue?
- what affect does the media have on the issue?
- what are some of the important facts relating to the issue?
- what is being done to manage the issue?
- what are the possible solutions?

the aged

view the Australian demographic and population predictions. Discuss what the related benefits and problems are today and what benefits and problems there may be in the future regarding our aging population. It may be valuable to look at how our aging population is currently being managed, including government policies relating to the aged and whether or not there are solutions to the problems.

- demographics.treasury.gov.au/content/_download/australias_demographic_challenges/html/adc-04.asp
- www.aihw.gov.au/ageing/
- www.humanrights.gov.au/news/stories/new-report-ageing-population-crisis

investigate the range of services and care facilities available for the aged.

- www.aihw.gov.au/aged-care-publications/
- www.aihw.gov.au/publication-detail/?id=10737419860&tab=2
- www.aihw.gov.au/aged-care/residential-and-community-2011-12/aged-care-in-australia/
- www.myagedcare.gov.au/
- www.nationalseniors.com.au/be-informed/fact-sheets?page=2

YEARS
11&12

investigate common health conditions affecting older Australians, and after discussion, create a chart/graph/pictorial representation of the information. A short report on the impact of these health conditions and current programs to address the health of aging Australians may be of benefit. Diseases may include dementia, type 2 diabetes, aged related cancer, arthritis, macular degeneration and depression.

- www.aihw.gov.au/ageing/about/
- www.aihw.gov.au/national-health-priority-areas/

investigate the role of the aged in our community; discuss employment, retirement, volunteering, caring for grandchildren and the benefits this has for the aging individual, their family and the community. Guest speakers, surveys, questionnaires are all useful tools.

investigate the sea/tree change phenomenon; discuss where the sea/tree changes are, why our aged are making these moves, whether it is only relevant to the aged, what impact this has on the sea change community

- thenewdaily.com.au/life/trading-places-2016/
- www.itsyourlife.com.au/retirement_villages_profile.asp?id=621
- www.caboolturenews.com.au/news/haven-for-the-elderly/2754543/

discuss elder abuse, who is most likely to be responsible for the abuse and the types of abuse likely to occur.

explore the types of discrimination older people are sometimes subjected to. Discuss human rights and link the violation of certain human rights to elder abuse and discrimination.

- www.humanrights.gov.au/news/videos/power-oldness
- www.powerofoldness.com/
- www.un.org/en/universal-declaration-human-rights/
- www.myagedcare.gov.au/financial-and-legal/elder-abuse-concerns
- seniorsrights.org.au/your-rights/
- www.qld.gov.au/seniors/safety-protection/what-elder-abuse/index.html

choose an issue that they consider relevant or important relating to the aged. Some possibilities include those covered in the previous activities for this unit as well as self-funded retirees, the aged pension, carers and their aged relatives, issues relating to transport and independence, technology and the aged, grey nomads and social isolation. Create a report/PowerPoint/class presentation/poster covering the points listed below. This report should be 500-600 words, statistics and data are in addition to the word count.

- a brief description of what the issue is
- whether it is state, local, national or global and a justification
- reasons why it has become an issue
- how important is the issue to individuals, communities, nationally and globally?
- who is most affected by the issue?

- does the issue affect a few or a large number of people?
- who might be/should be interested in the issue?
- what problems are associated with the issue?
- what affect does the media have on the issue?
- what are some of the important facts relating to the issue?
- what is being done to manage the issue?
- what are the possible solutions?

SUPPORTING STUDENT RESPONSES AND ELABORATIONS

Work Requirements

For assessment purposes learners will need to undertake issues based research for 4 compulsory and 2 elective units.

These may be teacher led or negotiated study. Students will benefit from the teacher modelling the first Issues investigation.

Possible formats for assessment may include multi-modal, poster (with support documentation), short essay, digital (blog), oral presentation .It is recommended that a range of formats be used by learners throughout the delivery of the course.

The work requirements outlined at the end of each unit and in the course document should form the **minimum** assessment tasks for each of the units and are scaffolded in terms of depth and word limit to allow for the development of the learners understanding.

Teachers will need to acknowledge these requirements when designing their scope and sequence, however additional assessment (particularly of a formative nature) may be included to support and enhance the learning program.

The goal of the formative assessment is to monitor learning and provide ongoing feedback to assist learners to improve their knowledge and skills. It helps learners identify their strengths and weaknesses, target areas that need work and gain an awareness of their individual learning styles.

This takes place in an on-going, continuous and cumulative manner during learning, not simply at the end.

Suggestions for formative assessment

- Oral skills
  role plays, games and simulations
  discussion
  interviews and surveys
  group work
  brainstorming
- Written skills
  multiple choice items
  short responses
  inquiries and research
  classroom displays
  summaries
- Community based learning
  specialist speakers and lectures
  excursions
  work-integrated learning

volunteering
- Review
  reflecting on and monitoring their own progress
  discussion of finished task with teacher
  comparing their own completed work with the requirements of the initial
      task
  discussing issues based research task with other learners and the teacher.

Effective teaching and learning involves:

Teaching Strategies	Sample teaching techniques
Review prior learning	- Brainstorming, individual, pair and group work - Student reflection on relevant knowledge and skills - Formative assessment
Introduce new material	- Link topic to prior issues knowledge - Exposure to quality visual images and materials through a variety of media - Simulations of real-life situations - Links to current future life experiences (realia)
Demonstration, guided practice and application	- Teacher demonstration, modelling and peer tutoring 'flipping' the learning, with students reviewing and previewing class work outside class time through Virtual Learning Environments. - Teacher scaffolding to facilitate conceptual development - Applied practical exercises
Independent practice and application	- Practice and reinforcement of learning by revision, worksheets and tests - Regular and meaningful feedback (formative assessment) - Discussions, debates and student presentations - Research and time management strategies
Review and rehearse	- Assignments and structured revision - Tests and re-tests where appropriate - Mentoring and peer tutoring

RESOURCES

These on-line resources provide valuable teaching and learning resources for providers.

A Virtual Learning Environment resource has been developed for You, Your Family and the Community and Focus on Children and may contain useful resources and information. casas.tas.edu.au (flexible / flexible)

Clean up Australia Day www.cleanupaustraliaday.org.au
Australia's biggest morning tea www.biggestmorningtea.com.au/host-a-morning-tea/at-home/
Relay for Life www.relayforlife.org.au/
Walk Safely to School www.walk.com.au/WSTSD/
Our Community www.ourcommunity.com.au
Australian Institute of family Studies aifs.gov.au
Shelter Tasmania www.sheltertas.org.au
Red Cross Australiawww.redcross.org.au/homelessness.aspx
 Street Smart streetsmartaustralia.org/
Kids Helpline kidshelpline.com.au
With One Voice onevoice.org.au
World Live Population Clock www.livepopulation.com/
Day for Daniel www.dayfordaniel.com.au/
Department of health www.health.gov.au
Give Now www.givenow.com.au
Our Community www.ourcommunity.com.au
Department of Social Services www.dss.gov.au
Because I am a Girl www.becauseiamagirl.com.au/
World Health Organisation www.who.int/about/en/
Office of the Children's esafety Commissioner esafety.gov.au/
SIDS and Kids   www.sidsandkids.org
Australian Institute of Health and Welfare   www.aihw.gov.au