YEARS 11&12

YOU, YOUR FAMILY & THE COMMUNITY
TEACHING & LEARNING SUPPLEMENT

INDEPENDENT SCHOOLS TASMANIA

TASMANIAN CATHOLIC education office

Tasmanian Government

Teaching and Learning Supplement
YOU, YOUR FAMILY & THE COMMUNITY (BHY105116)

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 You, Your Family and the Community level 1 must be read in conjunction with the You, Your Family and the Community level 1 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.

At TASC level 1, the learner is expected to carry out tasks and activities that draw on a limited range of knowledge and skills. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course.

In *You, Your Family and the Community* learners will develop awareness of their community as well as the role they, as individuals, and their families play in it.

All units are presented using an issues-based approach, with the main focus being on how specific issues can affect the individual's personal development and relationships with their families and the broader community.

For the purposes of this course, an 'issue' is understood to be a topic or problem of interest or concern to be investigated and discussed.

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.

The learning will have a practical emphasis and generally tasks and activities have a repetitive aspect to them. The course has a size value of 5.

COURSE CONTENT

The course is made up of two sections.

Section A is *compulsory* and the suggested delivery time is 35 hours.
The compulsory units are Family, Community and Social Groups.

Section B contains 4 *elective* units; Positive Approaches to Health, Housing, Media and Environment. At least one of the four units should be delivered. Suggested delivery time is 15 hours.

	Unit Title	Indicative Times
Section A	Compulsory Units: • Unit 1 - Family • Unit 2 - Community • Unit 3 - Social Groups	35 hrs
Section B	Elective Units (choose one): • Unit 4A - Positive Approaches to Health • Unit 4B - Housing • Unit 4C - Media and Environment	15 hrs

Unit 1
Family

In this unit the learner will develop an understanding of the meaning and function of "family". They will explore the changing structure and role of families and will begin to develop an understanding of the importance of the family in the community.

*Examples of **learning** activities*

Learners:

create an acrostic poem using the letters FAMILY to highlight what family means to the learner.

use a current or past TV program that depicts family and use it as a basis for discussion about the issues faced by families today.

research types of families e.g. single parent, nuclear, same sex, blended. Learners can then identify their family type and create a poster to depict their place/role in their family. Learners discuss the different roles people have in families, extended family and the importance of friends.

investigate celebrity or famous families and see how they fit the image of today's family; the similarities and differences between those families, e.g. Angelina Jolie and Brad Pitt, the Kardashians, Prince William and Kate Middleton.

discuss the types of celebrations their families consider important, e.g. Christmas, birthdays, weddings. Learners produce a short report on how they are celebrated in their family and follow up with a multicultural perspective e.g. Ramadan, Passover, Chinese New year, Bar Mitzvah.

Possible Issues for investigation

• The importance of family
• Challenges faced by families today
• How we raise babies around the world. See vimeo.com/30328533. This film called Babies is a good discussion starter. There is no dialogue. For more information, see en.wikipedia.org/wiki/Babies_(film).
• Sibling relationships
• Multiple births.

Unit 2
Community

In this unit the learner will learn more about the community in which they live as well as develop an understanding of other types of communities. They will identify services and groups that operate in their community and broader communities and consider their role in the community.

Examples of learning activities

Learners:

consider the services and facilities in community in which they live e.g. public transport, medical care, sporting facilities, shopping, parks and recreational services. Learners discuss:
- the types of services and facilities provided in their local community
- how they are similar and different in each area
- the benefits and disadvantages of living in their local area.

investigate the services provided by the local council. Learners discuss who funds these services and what their community might be like if these services were not provided.

participate in or investigate Harmony Day. www.harmony.gov.au

discuss the importance of volunteers in the community (where, what, who, why). Learners create a list of questions and interview a person who volunteers or provides an unpaid community service.

explore what they can do in or give to the community. Learners discuss what they and their family already do that benefits the community and why it is important. Learners use the *give now* website to explore possibilities for them to be involved in the community. Learners create a short report on what they could do for the community now and in the future. www.givenow.com.au/otherways;jsessionid=15EF5092CB8DBF789FF458AF23ADC542

Possible Issues for investigation

- The importance of a safe community.
- The personal benefits of volunteering.
- The importance of support groups /neighbourhood centres.
- The advantages and disadvantages of living in a rural community v's city.

Unit 3
Social Groups

As well as exploring different types of groups and their role in communities, learners will develop an understanding of why people form social groups and how those groups benefit communities and individuals.

Examples of learning activities

Learners:

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; scroll 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.

identify groups they belong to; age, gender, family, cultural, interest and discuss the advantages/disadvantages of being part of each group.

discuss online groups and their advantages and disadvantages. Learners create a table listing the online groups they are a member of and how long each day they communicate with the group, what/how they use the group and the benefits they gain from being part of the group.

consider social groups they belong to e.g. sporting, musical, dance, gaming, exercise. Outline why they are members of this group and what they gain from being members.

explore and discuss groups in the community that support the below list and choose one of these groups to investigate the role they plain in the community. www.clubsofaustralia.com.au

- helping the school/local community e.g. Parents and friends, PCYC
- promoting sporting interests e.g. Football club,
- assisting people in need e.g. Meals on wheels, Capes for Kids
- contributing to cultural/community identity e.g. Australian Italian Club
- supporting charities e.g. World Vision, Days for Girls.

Possible Issues for investigation

- The importance of social harmony.
- The advantages and disadvantages of being part of an online group.
- The advantages and disadvantages of being a young person in Australia today.
- How we can support different cultural groups.

Unit 4A
Positive approach to health

The learner will explore the importance of health and wellbeing to the individual, to families and communities. They will access information and identify aspects of sexual and mental health and identify annual events that raise awareness of a range health issues.

Examples of learning activities

Learners:

identify the types of contraception available in Australia today and investigate the cost, effectiveness, benefits and disadvantages of each one.

- www.sti.health.gov.au/internet/sti/publishing.nsf
- www.choice.com.au/health-and-body/reproductive-health/contraception/buying-guides/contraception

visit Family Planning Tasmania and participate in a group information session; prepare a short report on their experience, reflecting on their feelings about the visit and the new information they gained during the visit; prior to the visit access the Family Planning Tasmania website and explore the services they provide. www.fpt.asn.au/

discuss the advantages and disadvantages, both short and long term, of an unplanned pregnancy; consider both the impact on the parent/s and the child; discuss single parent families' v's other family structures; complete an investigation of support groups and services.

investigate the types of services available in their community and the broader community for parents who are expecting a baby and those with a new baby. Also an avenue for discussion of the support role family and friends play at this time.

investigate online agencies for those who need support with mental health issues; report on facts such as when it was established, why, who it aims to support in the community etc.

discuss resilience and the impact it has on individuals and families. www.youtube.com/watch?v=yyX6UULJEic

investigate current initiatives, events and campaigns that raise awareness of health issues. Some of these include Get Set 4 Life, Stephanie Alexander Kitchen Garden Program, Healthy Spaces and Places, KidsMatter, Headspace, Relay for Life, Australia's Biggest Morning Tea, QUIT campaign, R U Ok day, Walk Safely to School day, Walk to Work day. www.health.gov.au/internet/main/publishing.nsf/content/5B1AB626D704EF3ECA257BF0001F5087/$File/2016-Calendar-of-Events.pdf

Teachers can access the MindMatters web site and consider the most appropriate way to use the information with their students. www.mindmatters.edu.au/

See the VLE resource for this course (casas.tas.edu.au flexible / flexible) for a detailed table in Unit 4A, Activity 1, appendix, which may be useful.

Possible Issues for investigation

- The risks associated with smoking in pregnancy.
- The risks associated with unprotected sex.
- The importance of being active and eating well.
- The impact of drugs and alcohol on the health of individuals and families.

| **Unit 4B**
Housing | In this unit learners will consider the importance of living in a safe place and the impact that being homeless has on the individual, families and the community. They will also look at the range of housing options available to them in Australia today and their responsibilities as a potential house renter or owner. |

Examples of learning activities

Learners:

investigate the question *Where do I live now?* and give a detailed description of where they live including, but not restricted to, the following:
- What type of building is it? (Is it a house, a flat a caravan, a boat etc.)
- How much space is yours and how much is shared?
- Who pays the bills?
- Who does the housework?
- Do you have close neighbours or are you isolated?
- Do you know your neighbours? Do you get on with them?
- How do you get around your neighbourhood? What type of transport do you use?
- What community services are available? (E.g. health centre, tennis courts etc.)
- Rate the amenities offered in your community. Explain your ratings.
- Detail what you would miss and not miss if you moved to another area.

read point 1 and 2 of the definition of HOME and explain why they agree or disagree with the definition. dictionary.reference.com/browse/home;
find another definition and record it explaining why they think it is better, not as good, or similar to the one above.

watch the YouTube clip and investigate the following question:
www.youtube.com/watch?v=2Fe2_hltbBA
- Approximately how many Australians are homeless in Australia?
- What are some of the reasons given for people becoming homeless?

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.

brainstorm the types of possible living arrangements available in Australia today; from the list establish the most suitable and least suitable for them in their current situation and explain their choices; create a list of a number of advantages and disadvantages of different types of housing. Ideas include shared, rental, communal, public, owned or mortgaged, residential, boarder, house, unit, and caravan.

estimate the cost of moving out of home including bond, furniture, and rent; discuss the advantages and disadvantages of moving out of home and investigate options such as rent assistance and public housing.
www.dhhs.tas.gov.au/housing

investigate and discuss how to secure a rental property, references, what makes a good tenant and how to budget for the costs involved in renting; prepare a PowerPoint presentation to share.

investigate the responsibilities of land lords and tenants, where to seek help if a conflict arises and how to be a good tenant.

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

Possible Issues for investigation

- The impact of homelessness.
- The importance of a safe place to live.
- The cost and difficulties for young people who want to rent.
- The causes of homelessness.

Unit 4C	In this unit the learner will explore the media they use every day including social media. They will consider the impact of social media on themselves, their family and the community and consider online safety issues.
Media	

Examples of learning activities

Learners:

brainstorm types of media and follow up by discussing the ones they use regularly; discuss why some forms of media better suit certain individuals; create a table, graph or list indicating the amount of time they spend using various forms of media.

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)

use the following video as a basis for discussion around online safety: www.youtube.com/watch?v=d5kW4pI_VQw

use advertisements as a basis for discussion on how the media influences the learner's view of themselves and the world around them; discuss self-image, how it affects the decisions they make and the impact on their family, friends and community.

use reachout.com as a basis for discussion about bullying and in particular cyber bullying.
- 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

create a flyer promoting *Privacy Awareness Week*.
May 15 to 21 - esafety.gov.au/about-the-office/events/privacy-awareness-week

Possible Issues for investigation

- Does the media reflect the world as it really is?
- How the media influences people's body and self-image?
- What is the impact of cyberbullying on individuals, families and the community?
- What is the impact of social media on young people in the community?
- Why is it important to consider safe practices when using social media?

Unit 4D
Environment

In this unit learners will explore the physical environment of their local and other communities. They will determine how their local environment impacts on themselves their family and the community. Learners will consider the impact they have on their environment and explore environmental programs and events that raise awareness of environmental issues.

Examples of learning activities

Learners:

walk around a community and discuss the environment and services available in a very small area. This can be done using the local school or college as a base or it may be necessary to take an excursion to the city or another community e.g. from Rosny College some of the possibilities for a community walk would encompass the Rosny farm, Eastland's, Clarence City Council, LINC, St Vincent de Paul. Discussion about litter, parks and public areas, transport, parking and other services can be part of the follow up discussion.

investigate natural disasters, focusing mainly on those that affect Australia. See the VLE resource, Unit 4D Environment Activities 2 and 3 (casas.tas.edu.au flexible / flexible) for websites and activities.

participate in Clean up Australia Day which can occur on any day during the year; discuss recycling, responsible disposal of rubbish plus the role of councils in rubbish collection, recycling and green waste.

- www.cleanupaustraliaday.org.au/about/about-the-event/youth-clean-up
- www.cleanupaustraliaday.org.au/about/resource-centre/gncu-teacher-resource-centre

read pages 9 to 11 of the Clean-up Rubbish report outlining the top 10 items collected in 2015; discuss how they, their family and friends dispose of these items in public areas and at home.
issuu.com/clean_up/docs/rubbish_report_2015_-_final_/11?e=1241754/35218252

investigate an event relating to the environment and prepare a brief report about the event. www.environment.gov.au/system/files/pages/7f82b354-88da-4c1e-a6f7-9bc09d7b91d2/files/2016-calendar-environmental-events.pdf

Possible Issues for investigation

- Why cigarette butts in our gutters, waterways, oceans, beaches and bushland are a problem?
- How the environment impacts on local communities and individuals?
- How individuals can improve the environment?
- We are a part of a global community. Why is that important?

Supporting Student Responses and Elaborations

Work Requirements

For assessment purposes learners will need to undertake research of a minimum of one issue relevant to Section A and one issue relevant to Section B.

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

Possible methods of presentation of information may include:

- A3 poster featuring text and pictures (e.g. an advertisement for a community event)
- a pamphlet for a community organisation
- 2 page negotiated study
- 2 minute PowerPoint
- 2 minute oral presentation
- short multimodal presentation.

Each presentation must be in a different format.

The work requirements outlined here 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. Additionally learners will need to undertake regular, simple oral reviews of their own progress and performance.

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

- 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

Suggestions for practical engagement

Effective coverage of this course requires some practical engagement with the local community. Some possibilities include visits to:

- The local library
- A neighbourhood house or community centre
- The local council
- A thrift shop
- Parks and playgrounds
- A recycle centre or tip shop
- A charitable organisation
- Supermarkets and shopping centres
- Museums
- Public transport facilities
- A tourist attraction
- The Botanical Gardens
- A sporting venue
- A gymnasium
- Family Planning
- A playgroup association
- Headspace
- Agfest

Resources

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

A Virtual Learning Environment resource has been developed for the course and contains valuable resources and information. casas.tas.edu.au (flexible / flexible)

Harmony Day – www.harmony.gov.au
Give Now – www.givenow.com.au
Our Community – www.ourcommunity.com.au
Clubs of Australia – www.clubsofaustralia.com.au
Family Planning Tasmania – www.fpt.asn.au
Department of Health – www.health.gov.au
MindMatters – www.mindmatters.edu.au
Department of Health and Human Services – http://www.dhhs.tas.gov.au/home
Housing Tasmania - http://www.dhhs.tas.gov.au/housing
Red Cross Australia - http://www.redcross.org.au/
Red Cross Australia - Homelessness - www.redcross.org.au/homelessness.aspx
Street Smart Australia – Homelessness - http://streetsmartaustralia.org/
Kids Helpline – https://kidshelpline.com.au/
ReachOut.com - http://au.reachout.com/
Office of the Children's eSafety Commissioner - https://esafety.gov.au/
Don't' risk an STI - http://www.sti.health.gov.au/internet/sti/publishing.nsf
The LINK – http://www.thelink.org.au/
Youth Arc – www.dhhs.tas.gov.au/service_information/young_people/youth_arc
Linkzone - http://www.linkzone.tas.gov.au/

More information can also be found on the Years 11 and 12 Curriculum website.
http://11and12.education.tas.gov.au/