Unit Title:	**9.6 Power of the People**	**Stage/Year:**	Stage 5/Year 9
Strand(s):	Strand 1 Self and Relationships, Strand 3 Individual and Community Health, Strand 4 Lifelong Physical Activity	**Unit length:**	20 lessons

Unit description:	This is an integrated unit that focuses on the responsibilities of being a member of a community and the capacity for young people to make valuable contributions to their community. Students identify groups within the community who have been or are marginalised and explore through their own group/tribe particular strategies that promote acceptance and celebrate diversity.

Major outcomes A student:	**Evidence of Learning** A student:
• 5.1 – analyses how they can support their own and others' sense of self. • 5.2 – evaluates their capacity to reflect on and respond positively to challenges • 5.3 – analyses factors that contribute to positive, inclusive and satisfying relationships • 5.7 – analyses influences on health decision making and develop strategies to promote health and safe behaviours • 5.9 – formulates goals and applies strategies to enhance participation in lifelong physical activity • 5.13 – adopts roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives • 5.15 – devises, justifies and implements plans that reflect a capacity to prioritise, think creatively and use resources effectively	• Completes an 'acrostic' that reflects the way they accept responsibility in their communities as a youth representative (5.1) • Produces a 'postcard' that demonstrates an understanding of ways to support acceptance and diversity (5.3) • Completes written responses in the form of a 'one-word journal' that display an understanding of ways to overcoming adversity (5.7) • Formulates a letter in order to raise awareness about inequalities that exist in society with the aim of gathering support for change (5.1, 5.7, 5.15, 5.16) • Conducts a mail merge using ICT skills (5.11) • Completes self and peer analysis in a variety of activities (5.11, 5.12) • Demonstrates cooperation, teamwork and support of others in initiative and challenge activities (5.2, 5.9, 5.13, 5.14)
Contributing outcomes	
• 5.11 – adapts and evaluates communication skills in strategies to justify opinions, ideas and feelings in increasingly complex situations • 5.12 – adapts and applies decision making processes and justifies their choices in increasingly demanding contexts • 5.14 – confidently uses movement to satisfy personal needs and interests • 5.16 – predicts potential problems and develops and justifies and evaluates solutions	

Cross Curriculum Content	✓	**Key Competencies**	✓	**Catholic Dimension:**
ICT		Collecting, Analysing		Strand 1: This strand explores the interdependence between a sense of self and the health and wellbeing of themselves and others. An understanding is also reflected in the Catholic Christian tradition, in which the self or person is continually challenged to reach out beyond ourselves in
Work & Employment		Communicating Ideas		
Aboriginal & Indigenous		Planning		

Civics & Citizenship		Working with others		person is continually challenged to reach out beyond ourselves in relationships. Strand 3: This strand focuses on issues related to personal and community health in order to evaluate the health decisions and behaviours of young people, and to minimise harm to self and others. The Catholic Christian tradition teaches that health and wholeness are not only primary values for human beings but are basic conditions leading to human happiness. Strand 4: This strand explores students' willingness and capacity to engage in enjoyable, fulfilling, and lifelong physical activity. A need for a balanced lifestyle, the development of action plans, and involvement with others is a focus. Catholic Christian teaching affirms the need for lifelong physical activity in the context of the essential unity between body, soul and spirit, between brain and heart, and between the needs of the individual and the community.
Difference & Diversity		Work mathematically		
Environment		Solving problems		
Gender		Work with ICT applications		
Literacy				
Multicultural				

Students learn about:	Students learn to:
• **Challenges and opportunities** - during adolescence - in future life transitions - positive life experiences during adolescence - responding to challenges - planning for a positive future - work, employment and unemployment - balancing commitments	• Critically analyse the gender stereotypes that may impact on life choices and evaluate the effectiveness of strategies designed to address inequities. • Explore the social and cultural influences on the way people think about life challenges including developing a work ethic and acceptance of responsibilities.
• **Strengthening resiliency** - characteristics of resiliency - skills that enhance resilience, eg problem-solving - self-monitoring - maintaining a realistic perspective - attitudes to change	• Examine case studies of people who have overcome adversity, including aboriginal and other indigenous people and identify their characteristics and qualities
• **Affirming diversity** - strength in diversity - empathy and understanding - respect and trust - building inclusion - appreciating diversity as normal - valuing individual differences and perspectives	• Clarify personal values and challenges negative community values and images, relating to diversity • Design an advocacy strategy that affirms difference and diversity
• **Discrimination, harassment and vilification** - Anti-Discrimination Act (1997) - extent of discrimination in the community - sources of discrimination - impact of discrimination, harassment and vilification on individuals and the community	• Explore that impact of discrimination and difference on marginalised groups. • Investigate school, community and workplace policies and practices and evaluate their roles in addressing discrimination, harassment and vilification
• **Empowering individuals and communities** - individual action - community action	• Propose and evaluate strategies that take into account influences on health decision making and support young people to behave in healthy and safe • Identify inequities that exist in the local community and propose actions to

- developing personal skills, eg advocacy - developing supportive environments • **Lifelong physical activity** - competitive/non-competitive - individual/group/team - recreational - health and fitness - initiative/challenge activities - cultural significance	address them. • Identify key issues for individual or group action, raise awareness and gather support for the issue using ICT skills including a mail merge • Participate in challenging activities to develop life skills such as teamwork, leadership, creativity, goal-setting and problem solving

Teaching, learning and assessment activities	Resources
Youth Tribal Challenge ***Context***: • *Each student is placed in a tribe representing youth culture but also a community of young people* • *The tribe is allocated a name and must work together throughout the unit. The tribe designs a tribal flag (using a bed sheet or calico). At the end of each topic tribes create a symbol to be placed on the flag that clarifies values and understandings covered in each topic area.* • *Throughout the course of the unit students will be required to participate in challenges and analyse issues at a tribal jury where issues are discussed in an open forum. This lends itself to peer assessment where each tribe could be given an opportunity to offer constructive criticism to others or group dynamics and cohesion could be discussed.*	Bed sheets or calico
Topic 1: Social and cultural influences on the perceptions of 'youth culture' • **Postcard wall –** each tribe designs 2 postcards, one depicting how they perceive themselves as a group of young people and a second postcard depicting how other groups within the community perceive young people. The postcards from each tribe are displayed on 2 walls that allow a comparison and contrast to be made analysing similar and different perceptions of young people that exist in the community. (Teacher's Note: Finished products can be forwarded to *Reachout* as part of the youth discussion board). The postcards are then attached to their tribal flag.	Cardboard cut to postcard size, paints, crayons, textas www.reachout.com.au
• **Compare/contrast -** (literacy link scaffold) tribes draw conclusions about the reasons why youth cultures are perceived both positively and negatively by society.	Scaffold

• **Survey/opinion polls –** students design and implement a brief questionnaire to determine the accuracy of their perceptions. Each tribe analyses the data collected and draws conclusions about their original perceptions . • **Group work and discussions:** tribes propose 3 main reasons behind the perceptions of youth culture (these reasons may be positive and/or negative). As a result of discussions, terminology is introduced i.e. sociocultural influences.	
• **(A) Literature review:** students research various songs, poems, newspaper articles, novel extract etc that demonstrate sociocultural perspectives of youth culture and present their item as a tribe in the form of role plays, singing groups, poetic readings etc. Follow up with summaries or discussions bringing together ideas from all groups/tribes. *FEEDBACK - each tribe in the audience asks questions and provides feedback in relation to sociocultural perspectives of youth.*	Associated literature items eg: songs, poems
• **Acrostic:** (to be placed on the tribal flag) students create an acrostic using the term 'youth culture'. The words should reflect the way the students can accept responsibility in their communities as a youth representative. For example: **Y**oung **O**r **U**nderrepresented **T**eens **H**ave to **C**ommit *to* **U**nderstanding *the* **L**eadership *and* **T**eamwork **U**nderpinning **R**esponsibilities they **E**ncompass *in society*	Butchers' paper
Topic 2: Inequalities • **Guest interview**s: tribes question a selected guest representing a marginalised group such as gender or aboriginality on the topic of 'experiences relating to inequality'. (Formulating and sending questions to a relevant person is another alternative).	Guests speakers
• **Task card**s: (literacy link) each card represents a community policy for example: 'The Anti Discriminations Act, 1977' covering discrimination relating to: - sexual - race - disability - transgender - workplace	Prepared task cards www.austlii.edu.au http://members.ozemail.com.au/~ddasp/

Tribes scaffold an evaluation of the policy on how the policy addressed areas of discrimination, harassment and vilification.	Scaffold
• **(A) Tribe advocacy statement:** as a tribe students formulate their own policy advocating the individual strengths within their tribe that affirm difference and diversity. This could relate to both practical and theory activities and the strengths that each member of the tribe can contribute eg: problem solving as opposed to physical strengths. *FEEDBACK – peer verbal feedback is given throughout the poster design process as students interact and the advocacy statement evolves.*	
• **Poster:** students place their policy statement onto a poster (actual or virtual) that demonstrates their shared understanding of the tribe advocacy statement. The poster could represent pictures and images of their vision of their tribal identity and culture. This is then placed on the tribal flag.	Cardboard, paints, textas, computers
Topic 3: Overcoming Adversity • **Mix'n'match** – definitions of the words 'discrimination', 'marginalisation', 'adversity' and 'inequity' are cut up as a jigsaw. The first tribe to correctly assemble them receive the first survivor point.	Word cards
• **Case studies –** Each tribe is given a case study of a group of people or an individual who has overcome adversity. From this students identify the characteristics and qualities that have been useful in overcoming diversity issues.	Case studies
• **'5 minute paper' –** a paper is developed where students have a specific set amount of time to write a brief synopsis of their findings relation to the case studies. This should include personal component where each individual must explore their own values in relation to diversity. Each tribe then formulates a new paper based on the views held by the whole tribe and present these to the class. *FEEDBACK - Responses are shared with the tribe for peer assessment.*	
• **Visual stimuli predictions –** students are exposed to various stimuli in the form of pictures, posters, photographs etc depicting stereotypes of marginalised groups based on issues such as nationality, sexuality, age, religion etc. Students analyse the images and propose the challenges that these specific groups have had to or will have to overcome.	Posters, photographs, cartoons, videos
• **Values Clarification /Rank Order –** students challenge negative community values and rank these in order of importance for behavioural change. Students suggest how behavioural modification could occur and consider what their roles and responsibilities are as youth representatives. 'Youth Week' activities could be integrated into the program.	Cardboard, worksheets, rank ladder

• **One Word Journal –** each member of the tribe suggests a single word that they feel best summarises their perceptions of how individuals can overcome diversity for example: acceptance, inclusiveness, and understanding. These words are then placed together as a tribe collage and presented to class. The tribal collage is then placed on the tribal flag.	Butchers' paper, textas
Topic 4:(A) Gathering Community Support	
• **Research task –** each student identifies an inequality for further investigation. *FEEDBACK - Each student must justify to the teacher their selection of an inequality. Teacher then provides verbal feedback.*	Library, internet
• **Concept map –** students map out main ideas and supporting evidence regarding their area of concern. They then further investigate who the inequality specifically affects and propose actions to overcome barriers.	Inspiration software, butchers' paper
• **Letter writing (***literacy link scaffold)* – students scaffold and then formulate a letter, outlining the issue with the aim of gathering support and raising community awareness. Students propose actions that can be taken to minimise adversity faced by this group. *FEEDBACK – students use the scaffold provided as a means of self assessment.*	Scaffold
• **Fishbowl –** Divide the class into 2 concentric circles with the inner circle facing those people in the outer circle. Each student reads an extract of their letter to one another giving constructive feedback. *FEEDBACK – students provide verbal feedback to peers regarding features of the letter such as the persuasiveness of language, quality of argument and possible rebuttal arguments.*	
• **Research –** students investigate specific members of society that would benefit from your research, for example: government representatives, independent councils or action groups that could assist in bringing about a change in community attitudes and behaviours. The details of these members of society are identified to use in a mail merge in order to send out multiple letters.	Library, internet
• **ICT Mail merge –** students are provided with instructions on how to mail merge and reformat data/fields with the intention of communicating with identified individuals, companies or groups from previous research. *FEEDBACK – teacher provides written feedback regarding features of the letter such as the analysis of the inequality, the proposed actions, the quality and persuasiveness of arguments, and the effectiveness of ICT use.*	Computers

Practical activities • **Initiative activities –** that are less teacher directed (student cantered) where the teacher provides a challenge and students determine response. Such activities provide opportunity for students to work together, struggle to deal with failure and master the problems presented to them. Students interact verbally and physically in order to master challenges presented. Such team building helps students learn how individual efforts combine to help the team accomplish goals. For example: *The River Boat* *The aim is for the tribe to transfer themselves from one area to the other without touching the ground with their bodies. The group may use two folded tumbling mats (or pieces of plywood) to create a riverboat. All members of the tribe and all equipment must make it to the other side.* *Rules* *1. If a group member touches the ground with any part of their body, the entire group must go back to the starting position.* *2. All equipment must be brought across the river.* *3. No one may call a tribe member by his or her last name.*	Wooden planks, tyres, ice-cream containers, tin cans, ropes http://www.cwu.edu/~jefferis/unitplans/cooperativegames/games/riverboat.html
• **Obstacle courses –** involve agility that pits participants/teams against an obstacle course and a clock. The aim is for the team to complete the obstacle course as quickly as possible with minimal mistakes. Improvise with equipment and locations include skill stations throughout the course. Encourage students to devise sections of the course. Fixed equipment in the playground can be used as part of the course.	Monkey bars, tyres, buckets, gymnastics equipment
• **Problem solving –** activities that range from tasks early on being quite simple, easy to complete exercises, whilst later tasks may be quite complex and open ended. These should be group based and incorporate all members of the tribe/team. Outdoor problem solving tasks will help stimulate great open forums for boosting confidence and to improve teamwork. For example: *Ship to Shore* *Problem – Each tribe is stranded on a sinking ship in the ocean. The tribe members must devise a way to get back to shore before the ship goes down.* *Group members will begin to travel with equipment on their stranded ship in the middle of the ocean. All members of each tribe must travel from the ship to island 1 and stay on island 1 before advancing to island 2. Tribal members must stay at island 2 before travelling to shore.* *Rules* 1. All group members must reach and remain on island 1 before anyone travels to island 2. 2. All group members must reach and remain on island 2 before travelling to shore. 3. Group members may not touch the water with any part of their bodies. 4. If any rule is broken, the person who broke the rule plus a successful member must return to the ship and start over.	Wooden planks, tyres, ice-cream containers, tin cans, ropes http://www.cwu.edu/~jefferis/unitplans/cooperativegames/games/shiptoshore.html

• **Tabloids –** are a simple way of organising groups of students to participate in a variety of activities. There need to be sufficient activities so that there are only 4-5 students per activity. Demonstrate the activities to the students as well as the rotation of activities. Have plenty of variety in the activities, and allow sufficient time for all students to complete as many turns of the activity as possible. Scores can be recorded on a card which is kept by the group as they rotate through the activities.	Bean bags, hoops, various sporting equipment, skipping ropes
• **Circuits –** incorporate a variety of equipment, skills and activities. Circuits focus on personal best measures. Students can work by themselves and with others. Set up the circuit so there are enough activities for groups of 3 or 4 students per station. A circular format works well with the teacher stationed in the middle to observe activities and encourage students. Include a rest station and a play station for greater variety. Try to use music, as this is a great motivator for circuit activities.	Various sporting equipment
• **Relays –** maximise participation and minimise waiting time by making the numbers in the groups small. Relays can be of short duration with many repetitions. Where possible have more than one person in the group active. To reduce the pressure of competition, run different relay activities for each group. Incorporate skill development into relay activities, e.g. soccer dribble, bat and ball dribble etc	Ovals, parks, fields , compasses, flags, markers, stopwatches
• **Orienteering –** involves using a detailed map and (possibly) a compass to navigate your way around a course, following designated control points which are drawn on the map. On the route, orange-and-white control markers are set in the places that correspond to the marked control points on the map. Participants punch their control cards (or use an electronic equivalent) at each control point. In competitive orienteering the winner is the person who has used the shortest time to visit the control points in the correct order. Fast running alone does not make you a winner -- you must also choose the best route between control points and find the markers without wasting unnecessary time.	
• **Student designed challenge –** each tribe designs their own physical challenge that also encompasses a psychological dimension that requires participants to demonstrate a capacity to overcome adversity. Each tribe's challenge is explained to the class and then a poll is held to determine the challenge that will ultimately be undertaken by all tribes. Results from this challenge will be placed on the tribal flag.	