

Living in Communities & Keep in Touch Integrated H.S.I.E and S&T Unit of Work

This unit provides opportunities for students to explore the diversity of different communities within Australia while building on their knowledge of their local community. The students are very familiar with their local environment. While many of them are from China, they are fairly settled and have been here for most of their primary schooling.

This unit examines the characteristics of a community that contributes to the Australian identity as well as allowing students to form a sense of belonging and a recognition of their own cultural heritage. It is also integrated with 'Keep in Touch' which focuses on various communication tools. This is an important focus for the students as many of them have relatives overseas. Students will observe the increasing significance of technology in society as well as how goods and services work within the community.

Unit Duration: Approximately 10 weeks

Standards 1.2.1 3.2.1

Subject Matter Focus – In this unit, students learn about:

- The characteristics of the immediate community
- Australia as part of the global international community
- The diversity of groups within communities, i.e. languages, food, clothing etc.
- Various forms of communication
- The significance of communication and how it is used as influence

Implications for Learning: In this unit students will have opportunities to:

- Collect information about their immediate community, i.e. local public amenities, local infrastructures
- Reflect on how each individual gains their sense of belonging within a community
- Present information and demonstrate their understanding through various assessments
- Ask questions and extra information from various sources to gain a well-rounded knowledge of the topic
- Investigate shared values of a community and how various groups within it communicate with each other

Resources:

- Local community map and worksheets
- Various websites: www.socialstudiesforkids.com, www.auspost.com.au etc.
- Various Texts:
 - i. Kerrod, R. (1995). *Communications*. Oxford: Heinemann Library.
 - ii. Williams, M. (2000). *Communications*. NSW:Watts Publishing Australia & New Zealand.
 - iii. Brasch, N. (2000). *Television*. Victoria: Reed International Books Australia Ltd Ltd.
 - iv. Guy, R. (1999). *Look Global*. Victoria: Curriculum Corporation.

Integrated unit for Living in Communities & Keep in Touch

Stage	2	Term	2	Weeks	1-10
-------	---	------	---	-------	------

Perspectives Integration

	Aboriginal		Citizenship		Environmental		Gender
	Global		Work		Multicultural		

Outcomes and Indicators

Living in Communities

CUS2.4 Describe different viewpoints, ways of living, languages and belief systems in a variety of communities. (Focus for weeks 1-2)

- Describes the cultural, linguistic and religious diversity within the community in Australia
- Examines, describes and compares various community groups in the local area
- Reflect and identify a sense of belonging in a community based on class determined indicators

CUS2.3 Explains how shared customs, practices, symbols, languages and traditions in communities contribute to Australian and community identities. (Focus for weeks 4 –6)

- Identifies various community groups in the local community
- Identifies shared values and beliefs of the community
- Identifies diverse customs, practices and symbols that defines individual community groups

SSS2.7 Describes how and why people and technologies interact to meet needs and explains the effects of these interactions on people and the environment (Focus for weeks 7-9)

- Examines the goods and services provided within a community and how this need is communicated
- Describes and compares differing values within communities and how that satisfy particular needs

Standards
1.2.3
3.2.3

Keep in Touch

IC S2.2 – Creates and evaluates information products demonstrating an understanding of needs of particular audiences. (Focus for week 3)

- Uses a range of sources to research communication methods and their purposes, e.g. TV, radio, flags

PP S2.4 – Identifies various forms and sources of energy and devices systems that use energy. (Focus for week 4)

- Create simple electrical circuits to demonstrate and explain energy, technology and communication of information.

PS S2.5 – Creates and evaluates products and services considering aesthetic and functional factors (Focus for weeks 6-7)

- Uses various materials to produce goods and commodities
- Creates own advertisements and discusses various techniques used as influence

Content Strands

- ☐ Built Environments
- ☒ Information and Communication
- ☐ Living Things
- ☒ Physical Phenomena
- ☒ Products and Services
- ☐ Earth and its Surroundings

Outcomes Focused Activities:

- ☒ Working Beyond
- ☒ Achieved
- ☒ Working Towards

<p align="center">Learning Processes:</p> <p>INV S2.7 – Conducts investigations by observing, questioning, predicting, testing, collecting, recording and analysing data and drawing conclusions. (Focus for weeks 9-10)</p> <ul style="list-style-type: none"> Investigates a variety of communication tools used in today's community. Identifies how Australia communicates with other countries in the international community. <p>DM S2.8 – Develops, implements and evaluates ideas using drawings, models and prototypes at appropriate stages of the design process. (Focus for week 4)</p> <ul style="list-style-type: none"> Clearly draws a model of a simple circuit and conception maps indicating communication. <p>UT S2.9 – Selects and uses a range of equipment, computer- based technology, materials and other resources with developing skill to enhance investigation and design tasks.</p> <ul style="list-style-type: none"> Uses the computer and Internet to email students in China and research so they can compare and contrast the Xi'an community in China to the local community in Australia. <p>Values and Attitudes Outcomes:</p> <p>VA2 – Exhibits curiosity and responsiveness to scientific and technological ideas and evidence.</p> <ul style="list-style-type: none"> Actively participates in class discussions about information and computer technology etc. <p>VA7 – Appreciates contributions made by individuals, groups, cultures and communities to scientific and technological understanding.</p> <ul style="list-style-type: none"> Observes the international community and how technology plays a large part in communication. Understands the significance of cultural identity and sense of belonging and how that is communicated within the community. 		Standard 1.2.4
<p>Student Assessment:</p> <ul style="list-style-type: none"> Observation/ Anecdotal records Outcomes focussed activities Term 3 Assignment Emailing & particular assessment pages (details in programme). Marked * in programme = assessment 	<p>Teacher Assessment:</p> <ul style="list-style-type: none"> Where do I go from here? What worked well in terms of students' learning? Why did it work well? How can I improve my lessons? What can I change in my lessons so that it is more receptive to my student's learning needs? 	
<p>Week 1 – 2 What is a community?</p>		Resources
<p>1. What is a community?</p> <ul style="list-style-type: none"> Define 'community' and jointly create a class definition. Discuss the concept of 'community' in two facets – A. A community is a group of people living together in one place and shares something in common/works together to make a community function and run smoothly. B. A community is a group of people having a religion, race or profession in common. Write down definitions and create title page for 'Living in Communities'. <p>2. Characteristics of a community:</p> <ul style="list-style-type: none"> Jointly create a range of indicators that an individual can follow in order to find out whether or not one belongs to the local community: Ask students whether they feel they belong to the local community and why. What other communities do they belong to (religious? cultural?) Why are these important? What does belonging to these groups mean to them? (Independent writing activity after group discussion) 		<ul style="list-style-type: none"> Dictionary Local community map BLM p.51 Colour pencils OHP sheets <p>Week 3</p> <ul style="list-style-type: none"> OHP's Walkie talkie Morse Code worksheet
<p>Week 3. What is communication?</p>		Standard 2.2.1
<ul style="list-style-type: none"> Discuss and brainstorm what is communication and what are the different ways in which people communicate. Create a title page for 'Keep in Touch'. Jointly create a class mind-map consisting the definition as well as various tools for communication, i.e. Morse code, TV, radio, sign language etc. 		

Non-verbal Communication:

- Students view three OHP's of various non-verbal messages. Identify what messages the picture convey and give appropriate reasons.
- Students discuss why non-verbal communication is significant in our community. Why do people need it? Discuss how most of the communication communicated happens through non-verbal channels, because it is a more universal language than spoken language. What sort of non-verbal communication is important in other cultures? Are there times when people could be offended or amused by someone else's non verbal communication?
- Use two Morse code walkie – talkie and decipher the codes.
- Students then design own code and send messages to a friend.

Evaluation:

• **What worked well? Why?**

Students participated well in the cooperative learning activities. All students were purposefully engaged. Ensuring that they understood the 'rules' for cooperative learning groups really helped. Teaching the skills paid off and giving each student a role ensured they were all on task. I am surprised at how quickly students grasped onto the understanding of the difference between 'needs' and 'wants'. They demonstrated their understanding by giving many good examples of their personal needs and wants. The transfer of concepts from individual perspectives to local community's needs and wants were relatively smooth. The students had fun discussing various recreational sites they would like to see implemented in the local community. It worked well because the set lesson task actively engaged the students. The learning activity was relevant to students' lives and thus they could participate and give opinions and valid reasons for their choices.

Areas for development? How?

More hands-on activities and concrete materials should be incorporated into this unit of work. This really helps to consolidate students' understanding.

Brainstorming various advertising techniques was a difficult student-learning task. The students did not independently give examples of advertising techniques at first and I think this is because I did not take into account the subliminal factor of advertising. It also occurred to me that students lack critical thinking skills and it is something that needs to be further developed in future.

• **Where to next?**

I saw better contribution from special needs students in my class through cooperative learning activities. Peer support is a great way to learn and assigning roles also proves to be effective. I will try to incorporate more group learning activities in all KLAs. Now that the foundation of the concepts 'needs' and 'wants' are laid and in light of student understandings, I want to start focussing on deeper H.S.I.E concepts, i.e. Goods and Services and integrate that with communication, e.g. Postal mail.

• **Special observations:**

- D.S is contributing more during group learning time.
- C.T & A.Y are particularly quiet during class discussions- will try to elicit more responses from them.
- M.Z and A.F have great listening and oral skills.

Standard
3.2.10

Achievement of the Standards

This unit of work demonstrates my ability to devise units of work, develop programs which are based on syllabus requirements and apply the content of the unit to the syllabus. The resources I chose were relevant and meaningful to the students' learning needs. I used ICT extensively in this unit and integrated it into the lesson content so that its use was meaningful and contextualised for the students. The evaluation I completed reflects what worked well and what I would do differently next time and is based on notes, observations and assessment.

I developed this unit because I wanted not only to study the local community but to acknowledge the cultural and social diversity that exists in the local community and in the class itself. This unit allowed me to recognise diverse cultural practices in the context of the wider community while giving the students a personal focus and basis for participation. Being able to use the prior knowledge and experience of the students meant that the unit was meaningful for them and I could develop some concepts to a higher level.