



**Year 7 Unit Overview**  
**Term One – Stand Up, Speak Out**

<b>Year: 7</b>	<b>Term: One</b>	<b>Length of Unit: 10 Weeks</b>	<b>Unit Title: Stand Up, Speak Out</b>	<b>Concept: Ethical Understanding</b>
<b>Overview of Unit:</b>	<ul style="list-style-type: none"> <li>The focus of this unit is for students to gain an understanding of others through the concepts of tolerance, empathy and acceptance. Students will explore a range of bullying and anti-bullying related texts to generate a deep understanding of these concepts.</li> <li>Students will focus on responding to and composing persuasive and narrative texts. They will explore how language and images can be used to give individuals a voice and how they position responders to empathise with others.</li> </ul>			
<b>Key Learning Ideas:</b>	<b>Key Question:</b>	<b>Key Skills:</b>	<b>Significance:</b>	
<ul style="list-style-type: none"> <li>How our context influences our personal and cultural perspective and how we respond to texts.</li> <li>How our perspective shapes the way we make language choices and create texts.</li> <li>How written, visual and auditory texts can be used persuasively to manipulate and position others.</li> </ul>	<ul style="list-style-type: none"> <li>How can persuasive and narrative texts help to give individuals a voice in relation to bullying issues?</li> </ul>	<ul style="list-style-type: none"> <li>Conventions of persuasion (responding and composing)</li> <li>Conventions of narrative (responding and composing)</li> </ul>	<ul style="list-style-type: none"> <li>Students will gain an insight into bullying related issues that will help them to build resilience, empathy, tolerance and understanding in their everyday lives.</li> </ul>	
<b>Assessment Task Overview:</b>	<p><b>Term One, Week 9 – Persuasive Presentation</b></p> <ul style="list-style-type: none"> <li>Students are to research a topic (relating to bullying issues and/or concepts explored in the unit) and compose/deliver a persuasive presentation to the class in response to the article. Students may choose to include a technology component to their presentation.</li> <li>Students must have the issue and their driving question (perspective on the issue) approved as the first part of the assessment task.</li> </ul>			
<b>Assessment Modes:</b>	<b>Assessment Outcomes:</b>	<b>Assessment <i>for</i> and <i>as</i> learning:</b>	<b>Suggested Class Tasks:</b>	
<ul style="list-style-type: none"> <li>Viewing/Representing and Speaking</li> </ul>	2, 3, 5, 7	<ul style="list-style-type: none"> <li>Creating a range of persuasive and imaginative texts; analysing <i>how</i> a perspective is shaped in texts through language, form, structure and textual details; self and peer evaluation.</li> </ul>	<ol style="list-style-type: none"> <li>Digital Spoken Poem</li> <li>Film and/or Novel Analysis</li> <li>Related Text Folio</li> <li>Enrichment Grid Activities</li> </ol>	

<b>Year: 7</b>	<b>Term: One</b>	<b>Length of Unit: 10 Weeks</b>	<b>Unit Title: Stand Up, Speak Out</b>	<b>Concept: Ethical Understanding</b>
<b>Suggested Texts and Resources</b>				
<b>Core Text/s:</b>	<b>Other Suggested Texts:</b>		<b>Other Resources:</b>	
<ul style="list-style-type: none"> <li>• “Radio” Mike Tollin - film</li> <li>• “Bluefish” P.Schmatz</li> <li>• “Wonder” R.J. Palacio - <i>lower stream</i></li> </ul> <b>Class Activity Texts:</b> <ul style="list-style-type: none"> <li>• Song/music video – “Caught in the Crowd”(Kate Miller-Heidke)</li> <li>• Song/music video – “Mean Girls”(Rachel Crow)</li> <li>• <i>To This Day</i> – spoken poetry clip</li> <li>• Newspaper articles – various</li> <li>• <i>All But My Life</i> – extract</li> <li>• <i>Child</i> – poem</li> <li>• <i>It’s OK to tell</i> – student docudrama</li> </ul>	<ul style="list-style-type: none"> <li>• Film (or extract) - “Cyber Bully”</li> <li>• Film (or extract) - “Bully”</li> <li>• Play extract – “Year 7 Can Be Hell...” (Taking a Stand - Bullying – Teacher Resources)</li> <li>• Novel extract – “Searching for Avalon”</li> <li>• Short Film - “The String Movement” - <a href="http://www.youtube.com/watch?v=GUTtG9TYwdY">http://www.youtube.com/watch?v=GUTtG9TYwdY</a></li> <li>• Stories: “Initiation” by Sylvia Plath, “Poison” by Roald Dahl, “The Scarlet Ibis” by James Hurst, “Marigolds” by Eugenia Collier, “A Christmas Memory” by Truman Capote</li> <li>• Songs: “Simon” by Lifehouse, “Jeremy” by Pearl Jam, “Hate on Me” by Jill Scott (or Glee), “True Colors” by Cyndi Lauper (or Glee), “Beautiful” by Christina Aguilera, “Adam’s Song” by Blink182, “Don’t Laugh at Me” by Mark Wills, “Miss Invisible” by Marie Digby, “Stole” by Kelly Rowland</li> <li>• <i>The Outsiders, Glee, Hairspray, Mean Girls, Heathers, How to Train Your Dragon</i></li> <li>• <a href="http://www.michellehenry.fr/bully.htm#lp">http://www.michellehenry.fr/bully.htm#lp</a> <i>Bullying activities, texts, interviews</i></li> </ul>		<ul style="list-style-type: none"> <li>• Week One Introductory Lessons + related resources</li> <li>• Class notes and definitions</li> <li>• Unit metalanguage list (spelling and vocabulary)</li> <li>• Class activity worksheets</li> <li>• Handwriting activities (including assessment criteria focus area)</li> </ul>	
<b>Differentiation Processes:</b>	<ul style="list-style-type: none"> <li>• Pre-assessment linked to content - students to be informally assessed in Weeks 1-4 so that teachers can identify specific concerns</li> <li>• Metalanguage list</li> <li>• Conceptual framework – content is organised around a driving question</li> <li>• PBL inspired collaborative class task with student-led driving question and final product delivery to an authentic public audience for critique</li> <li>• Enrichment Grid (multiple intelligences and learning styles) offers negotiated learning opportunities</li> <li>• Explicit textual modes and planning scaffolds, marking criteria, feedback and work samples for some tasks to support lower ability students</li> <li>• Substantial opportunities for high-level thinking, complex problem solving and/or open-ended responses</li> <li>• Assessment is dynamic and allows students to connect knowledge to their own lives and their broadening understanding of the world</li> </ul>			
<b>Literacy Focus:</b>	<ul style="list-style-type: none"> <li>• Punctuation and grammar focus – <i>refer to Language Scope and Sequence</i></li> </ul>	<b>Literacy Continuum: [Cluster 12 and 13]</b>	<input checked="" type="checkbox"/> Reading Texts <input checked="" type="checkbox"/> Comprehension <input checked="" type="checkbox"/> Vocabulary Knowledge <input checked="" type="checkbox"/> Aspects of Writing <input checked="" type="checkbox"/> Aspects of Speaking	
<b>Learning across the curriculum content indicators:</b>	<b>Cross-curriculum priorities</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Aboriginal &amp; Torres Strait Islander / cultures</li> <li><input checked="" type="checkbox"/> Asia &amp; Australia’s engagement with Asia</li> <li><input checked="" type="checkbox"/> Sustainability</li> </ul> <b>Other learning across the curriculum areas</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Civics &amp; citizenship</li> <li><input checked="" type="checkbox"/> Difference &amp; diversity</li> <li><input checked="" type="checkbox"/> Work &amp; enterprise</li> </ul>	<b>General capabilities</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Critical &amp; creative thinking</li> <li><input checked="" type="checkbox"/> Ethical understanding</li> <li><input checked="" type="checkbox"/> Information &amp; communication technology capability</li> <li><input checked="" type="checkbox"/> Intercultural understanding</li> <li><input checked="" type="checkbox"/> Literacy</li> <li><input checked="" type="checkbox"/> Numeracy</li> <li><input checked="" type="checkbox"/> Personal &amp; social capability</li> </ul>		

<b>Year: 7</b>	<b>Term: One</b>	<b>Length of Unit: 10 Weeks</b>	<b>Unit Title: Stand Up, Speak Out</b>	<b>Concept: Ethical Understanding</b>
----------------	------------------	---------------------------------	----------------------------------------	---------------------------------------

### Specific Syllabus Outcomes and Content

**Outcome: EN4-2A: effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies**

#### Engage personally with texts

- discuss and explain the processes of responding and composing, identifying the personal satisfaction and difficulties experienced
- recognise the different processes required for responding and composing in a range of forms and media ★
- reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620) 🧑🏫🌟

#### Develop and apply contextual knowledge

- analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication (ACELA1528, ACELY1729) 📖
- recognise and practise responsible and ethical digital communication 📖📱

#### Understand and apply knowledge of language forms and features

- consider and apply a range of strategies to improve their texts, including editing by rereading and peer editing, checking accuracy of paragraphing, grammar, spelling and punctuation, and considering relevance for purpose, audience and context
- edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726) 🌟
- use processes of representation, including the creative use of symbols, images, icons, clichés, stereotypes, connotations and particular aural, visual and/or digital techniques 🌟
- understand and use bibliographies, citations (including web citations) to acknowledge sources and avoid plagiarism 📖
- understand and use the terminology associated with responding to and composing digital texts 📖
- use a range of software, including word processing programs, to create, edit and publish texts imaginatively (ACELY1728, ACELY1738) 📖

#### Respond to and compose texts

- use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view (ACELY1723, ACELY1734) 🌟
- analyse and explain the effect of technological innovations on texts, particularly media texts (ACELY1765) 🌟📖
- use prior knowledge and text processing strategies to interpret a range of types of texts (ACELY1722) 🧑🏫
- use a widening range of processes of composing and publishing sustained texts, including planning, drafting, rehearsing and editing ★
- use a range of effective strategies for organising information, ideas and arguments, eg clustering, listing, compare and contrast, semantic chains, graphic and diagram outlines, and mind maps ★
- use collaborative processes, eg playbuilding, performances and digital compositions to construct texts 📖
- consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods (ACELY1727)

**Outcome: EN4-3B: uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts**

#### Engage personally with texts






- engage with the language and structures of texts in meaningful, contextualised and authentic ways
- identify, discuss and reflect on the ideas and information in a range of texts
- develop a sense of personal style and taste in composition and response

#### Develop and apply contextual knowledge




- describe and analyse the purpose, audience and context of texts
- use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound

### Specific Syllabus Outcomes and Content


for specific effects (ACELY1804, ACELY1808) 

- explore texts that include both Standard Australian English and elements of other languages, including Aboriginal English  
- recognise and use appropriate metalanguage in discussing a range of language forms, features and structures
- analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause (ACELA1534, ACELA1545) 
- understand the effect of nominalisation in the writing of informative and persuasive texts (ACELA1546) 
- understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations (ACELA1549)
- identify Standard Australian English, its variations and different levels of usage across a range of different types of texts to enhance own writing
- understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody (ACELA1542) 

#### Understand and apply knowledge of language forms and features






- understand the ways etymology can clarify choice of vocabulary
- interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (ACELT1767) 
- investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language (ACELA1537)
- understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns (ACELA1536)
- understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives (ACELA1809)
- understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts (ACELA1763)  
- understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims (ACELA1766)
- understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts (ACELA1532, ACELA1544)
- understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them (ACELA1539)

#### Respond to and compose texts



- analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text (ACELY1721, ACELY1732) 

#### Outcome: EN4-5C: thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts

##### Engage personally with texts

- describe and explain qualities of language in their own and others' texts that contribute to the enjoyment that can be experienced in responding to and composing texts 
- engage in wide reading of self-selected texts for enjoyment and share responses individually, in pairs and/or in small groups in a variety of relevant contexts, including digital and face-to-face contexts  
- share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts (ACELT1627)  

##### Develop and apply contextual knowledge

- explore the ways individual interpretations of texts are influenced by students' own knowledge, values and cultural assumptions 
- critically consider the ways in which meaning is shaped by context, purpose, form, structure, style, content, language choices and their own personal perspective 

##### Understand and apply knowledge of language forms and features

Year: 7



Term: One

Length of Unit: 10 Weeks





Unit Title: Stand Up, Speak Out

Concept: Ethical Understanding

### Specific Syllabus Outcomes and Content


- investigate and understand the ways web and digital technologies influence language use and shape meaning 
- understand and use conventions of storytelling in a range of modes and media, eg digital storytelling 
- use imaginative texts as models to replicate or subvert textual conventions to create new texts

#### Respond to and compose texts



- compose texts using alternative, creative and imaginative ways of expressing ideas, recognising, valuing and celebrating originality and inventiveness 
- express considered points of view and arguments on areas such as sustainability and the environment accurately and coherently in speech or writing with confidence and fluency 
- compose a range of visual and multimodal texts using a variety of visual conventions, including composition, vectors, framing and reading pathway
- critically analyse the ways experience, knowledge, values and perspectives can be represented through characters, situations and concerns in texts and how these affect responses to texts 
- discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage(ACELT1803) 

**Outcome: EN4-7D: demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it**




#### Engage personally with texts

- explore and analyse the ways in which personal experiences and perspectives shape their responses to texts
- draw on experience to consider the ways the 'real world' is represented in the imaginary worlds of texts, including imaginative literature, film, media and multimedia texts 


#### Develop and apply contextual knowledge

- compare and contrast texts that present alternative views of their own world 
- explain and justify personal empathy, sympathy and antipathy towards characters, situations and concerns depicted in texts 

#### Understand and apply knowledge of language forms and features

- analyse the ways that language features such as modality are used to represent individual, shared or disparate views of the world 
- analyse how combinations of words, sound and images can create particular perspectives of the same event or issue such as environmental sustainability 
- analyse and understand the ways techniques of representation in multimodal texts are used to present alternative views of the world, people, places and events 

#### Respond to and compose texts

- respond to and compose sustained texts in an increasingly wide range of forms that reflect their broadening world and their relationships within it
- explore the ways 'story' shapes their experience of and responses to a range of texts, including film and multimedia 

#### Additional Teacher/Differentiation Notes for Unit Delivery:

Year: 7	Term: One	Length of Unit: 10 Weeks	Unit Title: Stand Up, Speak Out	Concept: Understanding Others
Week	<b>Week by Week Lesson Focus and Activities</b>			<b>Registration and Notes</b>
<b>One</b>	<p><b>Week One Focus: Introduction to Year 7 English (Suggested Activities)</b></p> <p><i>The aim of the week is to get to know the students and their basic literacy skills, as well as their ability to work independently and as part of a group. Teachers also have the choice to move straight into the unit and focus on more introductory related texts.</i></p> <p><b>Lesson One and Two - Week One</b></p> <p><b>Introduction to Year 7 English and Unit <i>Stand Up, Speak Out</i></b></p> <ul style="list-style-type: none"> <li>- Discussion of term and units of work – outlining standards and expectations/ introduce myself.</li> <li>- <i>Hand out Scope and Sequence and Assessment Schedule + Term One Metalanguage List.</i></li> <li>- Discuss equipment needed (workbook – vocab in back of book and diary). Students are to create a title page in their books by the end of the week.</li> <li>- <b>Handout</b> <i>bookwork expectations sheet and discuss + handout editing checklist sheet and discuss.</i></li> <li>- <b>Class Brainstorm</b> – WHAT IS QUALITY? What is quality work in English? What is a quality product? What is a quality environment? What does it look like/sound like/feel like?</li> <li>- Students are to make a poster that represents their idea of quality. <b>Students to strive for quality in all work.</b></li> <li>- Start vocab in back of book. New ‘fancy’ word and definition.</li> <li>- Draft VS published quality work – students to discuss what each means. Discuss publishing process – discuss editing checklist.</li> <li>- Discuss goals for the year – students to write a letter to me introducing themselves (take paper) and/or students to write a letter to themselves to open at the end of Year 12.</li> <li>- <b>In the letter to the teacher they can include:</b></li> <li>- 5 words to describe themselves</li> <li>- 4 things they’re good at</li> <li>- 3 things you want to improve this year</li> <li>- 2 interesting things about yourself</li> <li>- 1 question for me</li> <li>- Students need to use the editing checklist to check their letter.</li> <li>- <b>Distribute novels for close study – optional based on teacher choices for the year.</b></li> </ul> <p><b>HOMEWORK:</b></p> <p>Cover book.</p> <p>Complete English title page and poster, if not completed.</p>			

Year: 7	Term: One	Length of Unit: 10 Weeks	Unit Title: Stand Up, Speak Out	Concept: Understanding Others
Week	<b>Week by Week</b> <b>Lesson Focus and Activities</b>			<b>Registration and Notes</b>
	<p><b>Lessons Three and Four – Week One</b>  <b>Intro to Concept and Group Work</b> <i>Giving a Voice</i></p> <ul style="list-style-type: none"> <li>- Discuss the importance of working in groups – discuss and brainstorm important elements for successful group work. Students to come up with list of elements. Use number system to form groups.</li> <li>- <b>Giving a Voice Group Activity</b> (this activity gets students thinking about the concepts of the unit):</li> <li>- Explain to students that they will be working in groups to build up definitions and find stories to illustrate bullying, teasing or harassment. Use a grouping game to organise students into groups of three or four.</li> <li>- Allocate a specific task to each student, for example, presenter, scribe, leader.</li> <li>- Distribute and read <i>activity sheet: Giving a Voice</i> aloud. (See resources)</li> <li>- Students work in small groups to complete the tasks on <i>activity sheet: Giving a Voice</i></li> <li>- Give them one lesson to work and then bring the class together for group sharing.</li> <li>- Students to work on second activity next lesson.</li> </ul>			
<p><b>Two</b></p>	<p><b>Week Two Focus: Introduction to Unit and Concepts - <i>What is tolerance? What is intolerance? What are minority groups?</i></b></p> <p><b>Lessons One and Two</b></p> <ul style="list-style-type: none"> <li>1 We are going to be studying TOLERANCE and related concepts – acceptance, intolerance, difference, diversity, understanding and empathy.</li> <li>1 <i>NB Discuss with students that this is a very serious and “grown up” topic. They need to understand that we will be talking about some very important issues over the next few weeks.</i></li> <li>1 Discussion points - what is tolerance? What is intolerance? Has anyone heard these terms before?</li> <li>1 Discuss and write up definitions. Students should discuss personal experiences/ideas or issues in the news relating to the concepts.</li> <li>1 Have students brainstorm and/or mind-map words that relate to being tolerant – eg kind, patient, respectful, understanding, forgiving, positive, caring, accepting differences.</li> <li>1 Then they need to brainstorm words that deal with being intolerant – eg angry, bullies, impatient, unaccepting, ignorant, unforgiving, unhappy, negative, scared.</li> <li>1 Discuss and brainstorm ALL words on the board for students to copy down.</li> <li>1 Have students create a visual representation of the TOLERANCE and INTOLERANCE definitions/words for the classroom. They could make a giant mind-map on a wall in the room. Or a poster, which displays their personal definition of the concepts. This is a great way to have the definitions accessible for discussion throughout the entire unit of work. Be creative!</li> </ul>			<p><b>Additional Group/ Class Discussion Qs –</b></p> <ul style="list-style-type: none"> <li>1 <i>How are people different? How are they the same?</i></li> <li>1 <i>Are people always how they appear? How do we look beyond the surface?</i></li> <li>1 <i>How do we define ourselves? How do we know who we are as an individual? As a group?</i></li> <li>1 <i>How can our differences bring positive contributions to our class, school, and society?</i></li> <li>1 <i>Why do we stereotype people?</i></li> <li>1 <i>Why do we bully others and gossip behind their backs?</i></li> <li>1 <i>What are the causes of bullying? The effects?</i></li> <li>1 <i>What can we do to create a stronger community?</i></li> <li>1 <i>How can we raise awareness about bullying?</i></li> <li>1 <i>Why do we make the choices we make? Do they have anything to do with self-image? Peer pressure? Bullying?</i></li> <li>1 <i>Why do people choose to bad things to others, even knowing the consequences?</i></li> <li>1 <i>How do the media affect how we view bullying? How is bullying and hazing portrayed?</i></li> <li>1 <i>How do the media portray people who are often seen as “different”?</i></li> </ul>

Year: 7	Term: One	Length of Unit: 10 Weeks	Unit Title: Stand Up, Speak Out	Concept: Understanding Others
Week	<b>Week by Week</b> <b>Lesson Focus and Activities</b>			<b>Registration and Notes</b>
	<p><b>Lessons Three and Four</b></p> <ul style="list-style-type: none"> <li>1 Discuss minority groups. What are they? Who are they? Write up definitions. Discuss how we “label” people.</li> <li>1 Teachers could use sourced material (short films eg “Mean Girls” or “Heathers”) from recommended text list to help explain the concept of stereotypes and minority groups.</li> <li>1 Discuss the idea of a stereotype (<i>def: an individual or group of individuals that we give a label to. Eg ‘blonde bimbo,’ ‘surfies,’ ‘nerds,’ ‘hippies,’ ‘mafia,’ ‘rapper/gangster.’</i>)</li> <li>1 Students are to create a mind-map listing different types of stereotypes. Ask students to share their ideas of stereotypes in the school (eg ‘nerds’, sporty people, glamour girls, leaders etc)</li> <li>1 Ask students to answer and discuss the question: <b><i>Is it okay to label people? When is it okay and when is it NOT okay?</i></b></li> <li>1 Have students look through magazines and select SIX pictures they believe represent a traditional stereotype. They need to glue them into their books and explain for each picture HOW this person represents a stereotype. Explain how stereotyping often leads to minority groups and discrimination/intolerance.</li> </ul> <p>(If time permits: )</p> <ul style="list-style-type: none"> <li>1 Students to discuss examples of tolerance and intolerance in the world (see notes for examples). Students can also discuss examples that take place in the school. They could even draw a map of the school and write down where all the “groups” of people sit to start to realise the stereotypes that exist in their own school.</li> </ul> <p><b>Related Text Focus</b> <i>could begin this week depending on teacher choice:</i></p> <ul style="list-style-type: none"> <li>1 In this lesson, there will be a focus on bullying. Ask students what they think bullying is? Why do people bully? Who are typical bullies and who is typically bullied? How do they feel about bullying?</li> <li>1 Explain to students that as a class you will be focusing on a range of related texts that convey issues relating to bullying.</li> <li>1 Discuss how POWERFUL these issues can be and that sometimes composers need to use powerful language and images.</li> <li>1 Teacher selected texts and activities from resource folder.</li> </ul>			
<b>Three</b>	<p><b>Week Three Focus: Exploring the Concept – Related Texts</b></p> <ul style="list-style-type: none"> <li>• Teacher selected texts and activities from resource folder.</li> </ul> <p><b>Suggested Text – Spoken Poetry Focus</b> (Up to Six Lessons Outlined Below)</p> <p><b>Lesson One</b></p> <ul style="list-style-type: none"> <li>1 <b>Intro to unit</b> – Write the following quote on the board: “Sticks and stones may break my bones, but words can never hurt me.” Students answer the following questions – <b>(a)</b> What is the meaning of this quote? <b>(b)</b> Do you agree with the quote? <b>(c)</b> Have you ever been/seen someone else be bullied? How did it make you feel?</li> <li>1 <b>Discussion</b> – Discuss students’ responses as a class. Focus on the difference between physical bullying and mental bullying.</li> <li>1 Tell the students that they will be watching a short clip about a spoken-word artist explaining the “To This Day Project”. While they watch the clip, ask students the following questions – <b>(a)</b> What is the project about? <b>(b)</b> How was the project created?</li> </ul>			



Year: 7	Term: One	Length of Unit: 10 Weeks	Unit Title: Stand Up, Speak Out	Concept: Understanding Others
Week	<b>Week by Week</b> <b>Lesson Focus and Activities</b>			<b>Registration and Notes</b>
	<p>Making of <i>To This Day Project</i> clip: <a href="https://vimeo.com/56131212">https://vimeo.com/56131212</a> - <a href="#">View the clip</a>. Discuss students' responses.</p> <p><b>Lesson Two</b></p> <ul style="list-style-type: none"> <li>Recap: What is the "To This Day Project" about?</li> <li>Students view the spoken word poem, <a href="#">To This Day by Shane Koyczan</a>. While watching the clip, student should consider how the music, animations and words make the feel.</li> <li><b>Activity:</b> Students pick 5 words that describe the poem. Each word then must be turned into a sentence about the poem.</li> <li><b>Discussion:</b> Discuss as a class how the poem makes us feel. What is the poem about? What story is being told in the poem?</li> <li>Students write a short paragraph summarising the narrative of the poem as they remember it. Who is the protagonist? How was he bullied?</li> <li><b>Resources:</b> <i>To This Day</i> by Shane Koyczan: <a href="http://goo.gl/mPnaK">http://goo.gl/mPnaK</a></li> </ul> <p><b>Lesson Three</b></p> <ul style="list-style-type: none"> <li>Recap: What is the poem <i>To This Day</i> about?</li> <li>Give students the following stanza of the poem and watch this section again (5:29). You may also like to view the entire poem again.</li> </ul> <p style="text-align: center;"> <i>If you can't see anything beautiful about yourself,  Get a better mirror!  Look a little closer!  Stare a little longer!  Because there's something inside you  that made you keep trying,  Despite everyone who told you to quit.  But you built a cast around your broken heart  And signed it yourself.  You signed it,  "They were wrong".</i> </p> <ul style="list-style-type: none"> <li><b>Think, pair, share:</b> Students answer the following questions – (a) Why is the author asking us to "get a better mirror" and look closer at ourselves? (b) What is the "cast" built around the "broken heart"? Having answered the questions, students pair up and compare their responses, noting similarities and differences. Each pair MUST come to a conclusion on the ideas presented in these lines.</li> <li><b>Discussion:</b> Pairs take turns sharing their responses with the class. Discuss any differences in opinion.</li> <li><b>Resources:</b> <i>To This Day</i> poem + excerpt "Get a better mirror" (above)</li> </ul> <p><b>Lesson Four</b></p> <ul style="list-style-type: none"> <li><b>Recap/brainstorm:</b> What themes are evident in <i>To This Day</i>? (Go deeper than just 'bullying'. i.e. Self-esteem, vilification, beauty, resilience, etc.)</li> <li><b>Activity:</b> Students will draft a creative piece with one of the themes outlined in the brainstorm in mind. The piece will be "Part 2" of Shane Koyczan's <i>To This Day</i>. Students can choose to write in the form of a poem or narrative, but it should have a creative title and continue along the theme of bullying.</li> </ul>			

Year: 7	Term: One	Length of Unit: 10 Weeks	Unit Title: Stand Up, Speak Out	Concept: Understanding Others
Week	Week by Week Lesson Focus and Activities			Registration and Notes
	<p><b>Lesson Five</b></p> <ul style="list-style-type: none"> <li>▮ Students finish their creative pieces.</li> <li>▮ Once the writing task is complete, students must turn it into a multimodal text. They do this by <b>(a)</b> performing and recording their story/poem, and <b>(b)</b> finding at least five digital images they think complements their piece/the theme of bullying and turning them into a montage. The oral performance then overlays the montage.</li> <li>▮ <b>Resources:</b> Computers/Projector</li> </ul> <p><b>Lesson Six</b></p> <ul style="list-style-type: none"> <li>▮ Students finish turning their creative writing piece into a digital narrative to produce Part 2 of Koyczan’s <i>To This Day</i>.</li> <li>▮ Once the digital narratives are finished, they can be viewed in class.</li> <li>▮ <b>Resources:</b> Computers/Projector</li> </ul>			
<b>Four</b>	<p><b>Week Four Focus: Core Text Film Study and/or Novel Study</b></p> <ul style="list-style-type: none"> <li>▮ Teachers are to source, select and/or create activities specific to their chosen core texts. Teachers can choose to focus on the film “Radio” or another film relevant to the unit. Teachers can also choose to complete a close novel study.</li> </ul> <p><b>Focus: Radio</b></p> <ul style="list-style-type: none"> <li>▮ Students are to view film (3 lessons) and begin related activities (see below and resource folder).</li> <li>▮ <i>NB This is a film study on CONTENT and CONCEPT, not film techniques which will be covered later in the year. Although you may touch on certain terms if you like.</i></li> </ul>			
<b>Five</b>	<p><b>Week Five Focus: Core Text Film Study and/or Novel Study</b></p> <ul style="list-style-type: none"> <li>▮ Teachers are to source, select and/or create activities specific to their chosen core texts. Teachers can choose to focus on the film “Radio” or another film relevant to the unit. Teachers can also choose to complete a close novel study.</li> </ul> <p><b>Focus: Radio</b></p> <ul style="list-style-type: none"> <li>▮ <i>Introduce/revise the following terms:</i></li> <li>▮ <b>PLOT:</b> what a text is about – the storyline or narrative.</li> <li>▮ <b>CHARACTERS:</b> The individuals featured in the text. There are both major characters who experience most of the action and minor characters who are not as important.</li> <li>▮ <b>SETTING:</b> where the text is set. The time period/era, the locations and places where the action takes place.</li> <li>▮ <b>THEMES:</b> the main ideas and messages in the text.</li> <li>▮ Individual / group or discussion questions post-viewing: <ul style="list-style-type: none"> <li>- Outline the narrative plot.</li> <li>- Create a list of the main characters and the minor characters in the film.</li> <li>- Describe the setting in the text.</li> <li>- As a class, create a mind-map of the THEMES in the film: For example: friendship, tolerance, ignorance, determination, acceptance, perseverance.</li> <li>- Ask students to choose three themes and find to write down an example from the film that helped show that theme.</li> </ul> </li> </ul>			

Year: 7	Term: One	Length of Unit: 10 Weeks	Unit Title: Stand Up, Speak Out	Concept: Understanding Others
Week	<b>Week by Week</b> <b>Lesson Focus and Activities</b>			<b>Registration and Notes</b>
	<ul style="list-style-type: none"> <li>- What was their favourite part of the film?</li> <li>- <b>Extension question</b> – pick a scene, and describe the TONE that was created in this scene. How was it created, was it the music? Dialogue? Facial expressions? (250 words – teachers to assist students by scaffolding this task)</li> <li>▮ Discuss their answers to all questions as a class.</li> </ul>			
<b>Six</b>	<p><b>Week Six Focus: Core Text Film Study and/or Novel Study</b></p> <ul style="list-style-type: none"> <li>▮ Teachers are to source, select and/or create activities specific to their chosen core texts. Teachers can choose to focus on the film “Radio” or another film relevant to the unit. Teachers can also choose to complete a close novel study.</li> </ul> <p><b>Focus: Radio</b></p> <ul style="list-style-type: none"> <li>▮ <b>Activity One</b> - Close study questions – see resource.</li> <li>▮ <b>Activity Two</b> – Response to Reviews activity (teachers could modify this to another persuasive text – letter/email/speech/feature article):</li> <li>▮ Ask students WHAT IS A REVIEW? Tell them to write down their own personal definition of a review – then share their answers.</li> <li>▮ Add this definition – <i>a review is when an individual shares their personal feelings about a film, book, CD or restaurant to try and persuade their audience of their opinion. It is an example of an exposition (where one side of an argument is provided). It uses very subjective and emotive language and often uses rhetorical questions.</i></li> <li>▮ Introduce vocabulary:</li> <li>▮ <b>OBJECTIVE</b> – <i>when someone looks at both sides of an issue and is not emotionally attached. Eg a reporter should be objective and always present both sides of a story so the responder can make up their own mind.</i></li> <li>▮ <b>SUBJECTIVE</b> – <i>when someone expresses their feelings or opinions about an issue. It is more one sided and the composer is usually emotionally attached. Eg a reviewer is subjective because they give their personal opinion on a topic.</i></li> <li>▮ If you haven’t already – introduce students to the concept of using QUOTES. <i>A quote is when you directly write down a section of a text WORD for WORD. You use quotation marks “ ” to indicate that you are using a quote.</i></li> <li>▮ Explain to students they will be looking at 3-5 different reviews based on the film, ‘Radio’. Hand out the reviews and read through them. <b>** Teacher to source these reviews OR students are to source these reviews**</b></li> </ul> <p><b>Questions on Reviews:</b></p> <ol style="list-style-type: none"> <li>1. Which of the reviews are positive and which of the reviews are negative?</li> <li>2. Who directed and wrote the film?</li> <li>3. For one of the negative reviews, write down THREE quotes that shows that the writer did not like the movie.</li> <li>4. Which review did you agree with the most – WHY?</li> <li>5. Underline FIVE words that you are not familiar with and find the dictionary meanings.</li> <li>6. Find examples of TEN adjectives used in the reviews.</li> <li>7. Come up with a title for reviews number two and four.</li> <li>8. Find THREE quotes that describe the film in a really positive way.</li> </ol> <p><i>Note: These three activities will continue into the next week.</i></p>			

Year: 7	Term: One	Length of Unit: 10 Weeks	Unit Title: Stand Up, Speak Out	Concept: Understanding Others
Week	<b>Week by Week Lesson Focus and Activities</b>			<b>Registration and Notes</b>
	<ul style="list-style-type: none"> <li>▮ <b>Activity Three</b> - Students are to write their own film review on 'Radio'. See task resource.</li> <li>▮ See the resource/s for students on the elements and structure of writing a review.</li> </ul>			
<b>Seven</b>	<p><b>Week Seven Focus: Core Text Film Study and/or Novel Study</b></p> <ul style="list-style-type: none"> <li>▮ Teachers are to source, select and/or create activities specific to their chosen core texts. Teachers can choose to focus on the film "Radio" or another film relevant to the unit. Teachers can also choose to complete a close novel study.</li> </ul> <p><i>Focus: Radio</i></p> <ul style="list-style-type: none"> <li>▮ Students are to continue with activity options from above, based on teacher discretion.</li> </ul>			<p><i>Assessment Task notification to be distributed. Students are to have their text selected and driving question approved by end of week.</i></p>
<b>Eight</b>	<p><b>Week Eight Focus: Related Text Folio</b></p> <ul style="list-style-type: none"> <li>▮ Students are to source and analyse three self-selected texts in relation to the unit concept. See Related Text Folio resource.</li> <li>▮ Some teachers may complete this in class, while others may use this as a homework task over several weeks.</li> <li>▮ <i>Note: Folio is to be submitted in handwritten format to assess writing skills. This task could be modified with a digital focus if handwriting is assessed in another area.</i></li> </ul>			
<b>Nine</b>	<p><b>Week Nine Focus: Assessment Task (Presentations)</b></p> <ul style="list-style-type: none"> <li>▮ Students are to deliver their presentations this week. See assessment task notification/marking rubric/scaffold resources.</li> </ul>			
<b>Ten</b>	<p><b>Week Ten Focus: Enrichment Grid and/or other teacher selected activities</b></p> <ul style="list-style-type: none"> <li>• Enrichment Grid activities</li> <li>• Or, teachers may select from additional activity options in resources folder.</li> </ul>			
<b>Eleven</b>	<p><b>Week Eleven Focus: Enrichment Grid and/or other teacher selected activities</b></p> <ul style="list-style-type: none"> <li>• Enrichment Grid activities</li> <li>• Or, teachers may select from additional activity options in resources folder.</li> </ul>			
<p><b>Extra/Additional Activity Options:</b></p> <ul style="list-style-type: none"> <li>▮ For extension work, ask individual students to select a wide reading novel that deals with the issues of tolerance/intolerance. They should keep a reflective journal / blog that records all examples/quotes relating to the concepts while reading their selected text.</li> <li>▮ Students to read additional short stories, one act plays and other texts. Create questions based on these texts from basic comprehension to questions that link to the concept.</li> <li>▮ Students to complete some poetry and creative writing based on one of the short stories they've read or one of the issues they've discussed.</li> <li>▮ Students to view filmic resources (documentaries/short films) on bullying and discuss the issues dealt with.</li> <li>▮ Class created documentary/bully research in relation to HSPA. In 2014, HSPA Anti-Bullying Campaign will be launched in Week 11. Students could contribute to this launch.</li> </ul>				

## Unit Evaluation:

### Note: Desired Understanding at the Conclusion of the Unit

- There are many ways for people to be both similar and different; all of these elements together bring multiple perspectives and a stronger community.
- Everyone has multiple identities and that isn't a negative thing.
- People's self-image and confidence is built from their views of themselves as well as others' views of them.
- Anyone of any age can make a difference in his or her community.
- Different cultures have different ways of dealing with other cultures' differences.
- The media often separates people or groups into "us" and "them."
- We need to be critical of the media and anything we hear in "gossip."
- Peer pressure can be a positive or negative impetus to act.
- Our actions and words have a long-lasting effect on others; all behaviors have consequences, whether they are positive or negative.
- It is important to treat everyone with respect, even if you do not like them or agree with their perspectives.
- There is often no clear-cut answer when it comes to social issues, such as hazing; there is often a "gray area."
- Everyone faces moral dilemmas every day; we sometimes make good decisions and sometimes we make bad decisions. What is important is that we learn from them and make our wrongs right.

Teacher:

Class:

Date: