

ENGLISH

Teaching, learning and assessment exemplar

Year 9

Using language to empower



Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Background

This teaching, learning and assessment exemplar (the exemplar) has been developed by the School Curriculum and Standards Authority (the Authority) as part of the *School Education Act Employees (Teachers and Administrators) General Agreement 2017* (Clause 61.1–61.3).

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Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

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The Western Australian Curriculum

The *Western Australian Curriculum and Assessment Outline* (the *Outline* – <https://k10outline.scsa.wa.edu.au>) sets out the mandated curriculum, guiding principles for teaching, learning and assessment and support for teachers in their assessment and reporting of student achievement. The *Outline* recognises that all students in Australian schools, or international schools implementing the Western Australian Curriculum, are entitled to be given access to the eight learning areas described in the *Alice Springs (Mparntwe) Education Declaration*, December 2019.

The English curriculum

The mandated curriculum is presented in the year-level curriculum documents.

The year-level curricula for each learning area deliver a sequential and age-appropriate progression of learning and have the following key elements:

- a year-level description that provides an overview of the context for teaching and learning in the year
- a series of content descriptions, populated through strands and sub-strands, that sets out the knowledge, understanding and skills that teachers are expected to teach and students are expected to learn
- an achievement standard that describes an expected level that the majority of students are achieving by the end of a given year of schooling. An achievement standard describes the quality of learning (e.g. the depth of conceptual understanding and the sophistication of skills) that would indicate the student is well-placed to commence the learning required in the next year.



This exemplar

This Year 9 English exemplar articulates the content in the *Outline* and approaches to teaching, learning and assessment reflective of the Principles of Teaching, Learning and Assessment. This exemplar demonstrates a sequence of teaching and learning, including suggested assessment points, for 21 lessons, with a time allocation of three hours per week.

This teaching, learning and assessment exemplar provides a sequence of lessons that reflect an integration of the three interrelated strands of Language, Literacy and Literature which, together, make up the Western Australian Curriculum: English. The curriculum content related to each lesson sequence is provided. To ensure that all aspects of the mandated Year 9 strands and sub-strands are taught over the school year, refer to the English page of the Western Australian Curriculum on the Authority website.

Catering for diversity

This exemplar provides a suggested approach for the delivery of the curriculum and reflects the rationale, aims and content structure of the learning area. When planning the learning experiences, consideration has been given to ensuring that they are inclusive and can be used in, or adapted for, individual circumstances. It is the classroom teacher who is best placed to consider and respond to (accommodate) the diversity of their students. Reflecting on the learning experiences offered in this exemplar will enable teachers to make appropriate adjustments (where applicable) to better cater for students' gender, personal interests, achievement levels, socio-economic, cultural and language backgrounds, experiences and local area contexts.

Using this exemplar

This teaching and learning exemplar provides suggestions to support the delivery of the mandated curriculum content. The exemplar provides:

- a teaching and learning sequence
- the mandated curriculum content to be taught at each point of the teaching and learning sequence, suggested resources, sample assessment tasks and marking keys
- the number of lessons to deliver the teaching and learning experiences
- learning intentions and support notes that may provide focus questions and additional information and/or examples to assist with the interpretation of curriculum content
- support notes to assist teachers to unpack the content and support teaching and learning experiences
- teaching and learning experiences that outline the structure of the lesson. These explicitly state each activity that the lesson will progress through and the key focus area for that activity.

Links to electronic resources

This sequence of lessons may utilise electronic web-based resources, such as videos and image galleries. Teachers should be present while an electronic resource is in use and close links immediately after a resource such as a video has played to prevent default 'auto play' of additional videos. Where resources are referred for home study, they should be uploaded through Connect, or an equivalent system, that filters advertising content.



Best practice

Teaching and learning

The teaching and learning opportunities offered in this exemplar are not exhaustive. Thus, teachers are encouraged to make professional decisions about which learning experiences, and the sequence in which they are delivered, are best suited to their classroom context, taking into account the availability of resources and student ability.

This sample may prove a useful starting point for amplifying creativity in the classroom, while presenting the embedded expectations of the Western Australian Curriculum: English.

Teachers may find opportunities to incorporate the General capabilities and the Cross-curriculum priorities into the teaching and learning program.

Ways of teaching – teachers can locate additional information on the School Curriculum and Standards Authority (the Authority) website <https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/english/p-10-english-teaching/ways-of-teaching-english>.

Assessing

Assessment, both formative and summative, is an integral part of teaching and learning. Assessment should arise naturally out of the learning experiences provided to students. In addition, assessment should provide regular opportunities for teachers to reflect on student achievement and progress. As part of the support it provides for teachers, this exemplar includes suggested assessment points. It is the teacher's role to consider the contexts of their classroom and students, the range of assessments required, and the sampling of content descriptions selected to allow their students the opportunity to demonstrate achievement in relation to the year-level achievement standard.

Ways of assessing – a range of assessment strategies that can enable teachers to understand where students are in their learning is available on the Authority website <https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/english/p-10-english-assessing/ways-of-assessing-english>.

Reflecting

Reflective practice involves a cyclic process during which teachers continually review the effects of their teaching and make appropriate adjustments to their planning. The cycle involves planning, teaching, observing, reflecting and replanning.

Teachers may choose to expand or contract the amount of time spent on developing the required understandings and skills according to their reflective processes and professional judgements about their students' evolving learning needs.



Using language to empower

Students will investigate the function of language as a means to both empower and disempower others across a range of lyrical, poetic, spoken, print, digital and visual texts. In doing so, they will take active responsibility for the ways they communicate with others through language choices. Students use this understanding as the basis of the formative assessment task in which they create positive affirmation cards for a particular audience.

Subsequently, students will explore a range of TED Talks, analysing the multimodal elements and communication skills used by presenters. Inspired by these speakers, students then complete the summative assessment by delivering a TED Talk-style presentation to a particular audience. In this task, students demonstrate their capability in active Speaking and Listening, while harnessing and refining the soft skills that will be required of them in future workplace environments.



Western Australian Curriculum | What will be taught

Language

- Recognise how language empowers relationships and roles
- Examine how authors and creators adapt text structures and language features by experimenting with spoken, written, visual and multimodal text, and their combinations
- Analyse how vocabulary choices contribute to style, mood and tone

Literature

- Analyse the representations of people and places in literary texts drawn from historical, social and cultural contexts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and creators
- Present a personal response to a literary text comparing initial impressions and subsequent analysis of the whole text
- Analyse how features of literary texts influence readers' preference for texts

Literacy

- Analyse how representations of people, places, events and concepts relate to contexts
- Listen to spoken texts that have different purposes and audiences, analysing how language features position listeners to respond in particular ways, and use interaction skills to present and discuss opinions regarding these texts
- Analyse and evaluate how language features are used to represent a perspective of an issue, event, situation, individual or group
- Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring, to compare ideas and opinions in and between texts when listening, reading and viewing
- Plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas, and selecting text structures, language features, literary devices and multimodal features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical



Achievement standard | What is assessed

By the end of the year:

Speaking and Listening

Students interact with others, and listen to and create spoken and multimodal texts, including literary texts. With a range of purposes and for audiences, they discuss and expand on ideas, shaping meaning and providing substantiation. They select and experiment with text structures to organise and develop ideas. They select and experiment with language features, literary devices, multimodal features and features of voice.

Reading and Viewing

Students read, view and comprehend a range of texts created to inform, influence and/or engage audiences. They analyse and interpret representations of people, places, events and concepts, and how texts reflect contexts. They analyse and interpret the aesthetic qualities of texts and the effects of text structures, language features, literary devices, intertextual references and multimodal features. They incorporate supporting evidence from texts to provide substantiation.

Writing and Creating

Students create written and multimodal texts, including literary texts, for a range of purposes and audiences, expressing and expanding ideas, shaping meaning and providing substantiation. They select and experiment with text structures to organise, develop and link ideas. They select and experiment with language features and literary devices, and experiment with multimodal features.



LESSONS 1–25



Lesson sequence | Using language to empower

Lessons 1–2

The Western Australian Curriculum content addressed in these lessons is below.

Language

- Recognise how language empowers relationships and roles
- Analyse how vocabulary choices contribute to style, mood and tone

Literacy

- Listen to spoken texts that have different purposes and audiences, analysing how language features position listeners to respond in particular ways, and use interaction skills to present and discuss opinions regarding these texts
-

The power to disempower

Teacher

- Encourage students to participate in small group discussions as they draw on situations where they have observed others using language which intends to cause emotional pain.
 - This discussion may include names they have been called, phrases that made them feel uncomfortable, or words they have used towards another person.
 - The purpose of this use of language is to hurt, but students should also discuss specific ways these words made them/someone else feel, e.g. embarrassed.
- Discuss the idiom ‘sticks and stones may break my bones, but words will never hurt me’. What is the purpose of this phrase? Is it true? Why?
 - Present to students that this phrase very much reflects past times when the discourse surrounding mental health was much less serious than today.
 - They should consider where ‘sticks and stones’ may work to promote resilience, but also where it is an ineffective phrase to tackle more serious issues.
- Explain to students that you are going to read them some scenarios and ask them to move to a space in the room based on their response.
 - The points of the room to which students will move with represent ‘extremely harmful’, ‘harmful’, ‘could cause emotional reaction’, and ‘up to interpretation’. Once the teacher has read each scenario, they are to go to the most appropriate.
- After each, allow students to justify their decisions regarding which particular words are/may be interpreted as hurtful.



Scenarios

- ‘I know it was you who ate all the Easter chocolate, you little piggy,’ Mum said, as she laughed and tickled my tummy.
- The store manager screamed in Harry’s face: ‘You still can’t get it right! You may as well just quit now!’ In this scenario, discuss who is typically considered to be in a position of ‘power’ and why this adds to the issue.
- Dominica is called ‘lazy’ by her older sister because she got up late and did not help to make breakfast.
- ‘Have you thought about going to the doctor about your skin? Your acne looks swollen and sore. I think they’d really be able to help.’
- ‘I don’t like going to your house after school. It smells funny and you never have any food in the fridge.’
- Re-read Scenario 3 and add the following context to Dominica’s story: Dominica is really struggling to get out of bed every day, due to experiencing feelings of depression. She does not feel able to eat and even making it to the living room is a challenge. She feels she has no friends and hates herself. Dominica does not go to school if she can help it. Her sister, meanwhile, is the life and soul of the party. She is beautiful and popular, intelligent, and committed to her goal of becoming a doctor. Given her sister knows Dominica is not well, does this context affect the weight of her use of the word ‘lazy’?
- Show the *MTV Thin Line* advertisements (Appendix A) and guide student discussion about how these short clips demonstrate examples of bullying. Here we see language being used to deliberately hurt someone. Ask students: what specific words used are unkind and why are they hurtful?

Body of the lesson: hate rhetoric

- Ask students what they think hate speech is. Is it the same as bullying or is it more serious?
- Show the video *Teen Voices: Hate Speech Online*, and complete Lessons 1–2 worksheet – What is hate speech? (Appendix A).
- Present the UN video *Stopping Hate Speech* and have students include any additional details to their Lessons 1–2 worksheet – What is hate speech? (Appendix A).
- Over the course of the following activities, ask students to complete Lessons 1–2 worksheet – Language and representations of social groups (Appendix A).
- Play to students radio extracts amalgamated in the *Rwanda Radio* clip (Appendix A), taken from the film *Hotel Rwanda*.
- Ask students to take note of the hate speech used in the radio broadcasts and how the Hutu majority seek to dehumanise the Tutsis (an ethnic minority).
 - Discuss the use of language such as ‘cockroaches’, ‘they stole’, ‘rebels’, ‘murderers’, ‘traitors’ and ‘invaders’, ‘their infestation’, ‘stay alert’, ‘watch your neighbours’.
 - Explain the consequences of this call to arms, which resulted in a genocide. (Appendix A offers a teacher resource to assist understanding before teaching.)
- Present the first minute of the video *Donald Trump doubles down* (Appendix A). Ask students to discuss which elements of the language used may be interpreted as offensive and inciting hatred.
- Present the video *Australia is not obliged to provide a better life for boat people* (Appendix A). This Sky News broadcast from 2019 uses the term ‘boat people’. Then ask:

- What is a 'boat person' according to this text?
- Is this use of language appropriate?
- Where else in this lesson did we see the media participate in othering?
- Considering generally what asylum seekers experience on their way to Australia, is this term acceptable for those seeking refuge? How could the term be adjusted to show greater respect for these human beings? For example, replaced with 'people who come by boat'. Discuss how this use of person-first language is more respectful and empowering.
- The same is also true of referring to people with a disability, e.g. referring to 'a person who has a vision impairment' or 'a person living with a disability' instead of 'a handicapped person'. Acknowledge that the choice to use particular language regarding a person is better to be guided by the individual and how they identify, rather than making assumptions and defining someone by what you see.
- Allow students the time to complete Lessons 1–2 worksheet – Language and representations of social groups (Appendix A), analysing language choices as related to the *Hotel Rwanda*, Trump and Sky News clips.
- Show the short video on *Person-first language* (Appendix A).
 - Explain to students how this language shift puts the person first, and their condition second; they are not defined by it. Additionally, students can discuss their connotations of the phrase 'suffers from' and the word 'disorder'.

Students

- Participate in a discussion in small groups about examples of when language has been used to intentionally cause emotional pain.
- Discuss the idiom 'sticks and stones may break my bones, but words will never hurt me'.
 - Consider where the idiom may work to promote resilience, but also where it is an ineffective phrase to tackle more serious issues when considering context, and a range of scenarios provided by the teacher.
 - After each scenario, communicate which particular words are/may be interpreted as hurtful, and justify this interpretation.
- Re-explore Scenario 3 and consider the additional context added to Dominica's story. Discuss whether this additional information affects the weight of her sister's use of the word 'lazy'.
- Watch the *MTV Thin Line* advertisements (Appendix A) and discuss how these show examples of bullying. Consider which specific words are unkind and why they are hurtful. Discuss ideas of what hate speech is.
- Watch the video *Teen Voices: Hate Speech Online*, completing Lessons 1–2 worksheet – What is hate speech? (Appendix A)
- Watch the UN video *Stopping Hate Speech* (Appendix A) and include any additional details to Lessons 1–2 worksheet – What is hate speech?
- Listen to the radio extracts amalgamated in the *Rwanda Radio* clip (Appendix A), discuss specific examples of language which demonstrate hate speech in the radio broadcasts.
- Watch the first minute of the video *Donald Trump doubles down* (Appendix A) and discuss which elements of the language used may be interpreted as offensive and inciting hatred.
- Watch the video *Australia is not obliged to provide a better life for boat people* (Appendix A) and discuss what a 'boat person' is according to this text, and whether this use of language is



appropriate. Consider how this term could be adjusted to show greater respect for these people and how the use of person-first language is more respectful, inclusive and empowering.

- Complete Lessons 1–2 worksheet – Language and representations of social groups (Appendix A) and analyse language choices as related to each video clip.
- Watch the *Person-first language* short film (Appendix A) and consider other examples of people-first language in relation to those with a disability or health condition.



Lessons 3–4

The Western Australian Curriculum content addressed in these lessons is below.

Language

- Recognise how language empowers relationships and roles
- Analyse how vocabulary choices contribute to style, mood and tone

Literacy

- Analyse how representations of people, places, events and concepts relate to contexts
-

The power of privilege

Teacher

- Read *The surgeon's dilemma* (Appendix A). During whole class discussion, ask students to contribute their ideas about why this is a 'dilemma'.
- Present the focus of the lesson: privilege, unconscious bias and how these influence language use.
- Read the article *Scott Morrison's 'bullets' for protestors comment stuns Australian UN representative* (Appendix A).
 - Students discuss the use of language presented, and its implications for women.
 - Reflect on power positions in our society. What do students think about the positions of power occupied by presidents and prime ministers, and how it is currently/should be used?
 - What privileges might leaders of wealthy countries such as Australia enjoy?
- Brainstorm with the class what the words 'privilege' and 'bias' mean.
- Discuss why it is important to acknowledge that privilege exists and link to unconscious bias, implicit bias, and blind-spot bias as reasons for not recognising privilege. Pre-teaching resources are provided to explain why this is a valuable learning experience (Appendix A). Explain why it is hard for us to recognise our own biases.
 - Acknowledging privilege requires people to become uncomfortable in recognising their life experiences as being better than someone else's.
 - People may find identifying their layers of privilege to be a challenge.
- As a class, make a list of different types of privilege, e.g.
 - race (e.g. white)
 - gender (e.g. cisgender)
 - sexuality (e.g. heterosexuality)
 - socio-economic (e.g. wealth)
 - ability
 - age
 - religious (e.g. Christianity is Australia's dominant religion)
 - language (e.g. English is the lingua franca)
 - education (which could also be linked with socio-economic)
 - appearance (e.g. beauty).
- If required, students can revise the conventions of comics by completing Lessons 3–4 worksheet – Comic metalanguage revision (Appendix A).

- Students read and discuss the comic *Pencilsword on a Plate*, and complete Lessons 3–4 worksheet – The power of privilege (Appendix A).
- Provide students with the list of adjectives and nouns below. Students assign these adjectives to the gender they immediately connote (male or female), highlighting how the links between language, power and unconscious bias are inextricable.

Students may call out collectively, move to either side of the room, or write down their answers.

elegant	aggressive
strong	manager
heroic	teacher
self-reliant	engineer
sensitive	nurse
curvy	secretary
dainty	accountant
valiant	doctor
gentle	lawyer

- Discuss the word ‘inclusive’ and what it means.
- In pairs or small groups, students change the following phrases to make them more inclusive.
 - It is our responsibility to address the issue of climate change for mankind.
 - The chairman of the company agreed.
 - More manpower is required to keep the factory in business.
 - They don’t call dogs ‘man’s best friend’ for nothing!
 - What a fantastic sportsman!
 - The salesman gave me a refund.
 - They have a spokesman for communicating with the press.
 - Has the postman been?
 - The policeman pulled the car over.
 - May the best man win!
 - That’s all very well, but what about the common man?
 - ‘Ladies and gentlemen, the show is about to start.’
 - Janet asked the stewardess for a glass of water before the plane took off.
- Open the link to the *Always #LikeAGirl* video (Appendix A), but do not yet show the video.
 - Ask students to predict what they think the text will be about, before watching it.
 - Watch the *Always #LikeAGirl* video.
 - Discuss with students their pre-conceptions and stereotypes about gender.
 - Why do students believe the younger girls shown running in the video have different interpretations of ‘running like a girl’ to the older ones?



Students

- Read *The surgeon's dilemma* and contribute responses.
- Read the *Tweet* (Appendix A) and discuss the use of language and its implications for women.
 - Reflect on power positions in our society. What are the positions of power occupied by the prime minister and president, and how is/should this power be used?
 - What privileges might leaders of wealthy countries such as Australia enjoy?
- Brainstorm the meanings of the words 'privilege' and 'bias'.
- Explore why it is hard for us to recognise our own biases, but why it is important to do so.
- As a class, make a list of the different types of privilege.
- If required, complete the Lessons 3–4 worksheet – Comic metalanguage revision.
- Read and discuss the comic *Pencilsword on a Plate* and complete Lessons 3–4 worksheet – The power of privilege (Appendix A).
- Assign gender to the list of words provided by the teacher. Students may call out collectively, move to one side of the room or write down their answers.
- In pairs or small groups, change a range of phrases to make them more inclusive.
- View the *Always #LikeAGirl* video and discuss their own, and society's gender biases.



Lesson 5

The Western Australian Curriculum content addressed in this lesson is below.

Language

- Recognise how language empowers relationships and roles


Literacy

- Listen to spoken texts that have different purposes and audiences, analysing how language features position listeners to respond in particular ways, and use interaction skills to present and discuss opinions regarding these texts
 - Plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas, and selecting text structures, language features, literary devices and multimodal features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical
-

Language for the power of good

Teacher

- Ask students to discuss and make notes of times when language is used for the power of good. Some examples are included below:
 - receiving/giving a compliment or praise
 - someone making them laugh
 - someone offering words of sympathy and consideration
 - being told/telling someone they are loved.
- Show the eight-minute TED Talk *The power of words* (Appendix A).
 - Discuss how words have significant power to improve self-esteem and well-being.
- Ask students if they think language is used enough for good (as opposed to bad) in our day and age? Where do they see it (e.g. online, in the playground or in their homes between caregivers)?
 - Explain that language is a tool used to help build trust and show appreciation and respect for others. It is the key to effective communication and collaboration and can help us to solve some of the issues of our time, such as the climate crisis.
 - Before we can celebrate others, we must reflect on our own internal dialogue: the words we use to describe ourselves, and the language we use to lift ourselves up when we feel sad or lonely.
- Students complete Lessons 5 and 16 worksheet – My internal dialogue (Appendix A). Students will come back to this worksheet in Lesson 16, to reflect on their progress to make more positive language choices when speaking to themselves.

- 
- Show any/all of the videos (Appendix A) where parents share positive affirmations with their young children. Students answer the questions below.
 - Why do the parents talk up their children before they go to school?
 - What is the purpose of speaking this way to children who are so young?
 - Do you think this is a good way to instil self-confidence in a young person? Why?
 - Make a list of the various adjectives used by the parents.
 - How do these videos make you feel?
 - Play a song you find inspirational and motivational (some suggestions are included in Appendix A). Encourage students to select a song, or create a playlist of songs, which inspire and motivate them. These will form part of a class playlist, which will be collated and played in Lesson 25.

Students

- Discuss and make notes of times when they/someone else used language for the power of good.
- Discuss if they think that language is used enough for good (as opposed to bad).
- Watch the TED Talk *The power of words* (Appendix A) and discuss how language is a tool which helps us to build trust, show appreciation and respect for others. It is the key to effective communication and collaboration.
- Complete Lessons 5 and 16 worksheet – My internal dialogue (Appendix A). Students will come back to this in Lesson 16 to reflect on their progress in making more positive language choices when speaking to themselves.
- Watch any/all of the videos (Appendix A) in which parents share positive affirmations with their young children. Answer the questions provided by the teacher.
- Select a song or create a playlist of songs which inspire and motivate them. This is to be submitted in time for Lesson 25.



Lessons 6–7

The Western Australian Curriculum content addressed in these lessons is below.

Literacy

- Listen to spoken texts that have different purposes and audiences, analysing how language features position listeners to respond in particular ways, and use interaction skills to present and discuss opinions regarding these texts
 - Plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas, and selecting text structures, language features, literary devices and multimodal features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical
-

What's the issue?

Teachers

- Allocate an issue facing Australian teenagers to small groups or pairs of students. Some ideas are:
 - mental health
 - indifference
 - bullying and cyberbullying
 - peer pressure
 - pressures of social media and body image
 - parental acceptance
 - motivation (personal or academic)
 - trust
 - discrimination.
- Ask students to research their topic, finding evidence such as facts and statistics, and any solutions and support available to address the issue. Lessons 6–7 worksheet – Research template (Appendix A) may assist.
- Ask students to discuss the information they have collated in their small groups/pairs, and to select the most important content to present on a slideshow, including images, bullet points and any key hyperlinks to websites which offer support to young people.
- Ask students to join with a different pair or small group and present their short slideshow, informing one another of the issues they have researched.

Students

- In pairs or small groups, students research an allocated issue facing Australian teenagers.
 - Include evidence such as facts and statistics, and any solutions and support available to address the issue.
 - Use Lessons 6–7 worksheet – Research template if they wish.
- Discuss the information they have collated, and select the most important content to present on a slideshow, including images, bullet points and any key hyperlinks to websites which offer support for young people.
- Combine with another pair or small group to present a short slideshow, informing each other of the issues they have researched.



Lessons 8–9

The Western Australian Curriculum content addressed in these lessons is below.

Language

- Recognise how language empowers relationships and roles
- Examine how authors and creators adapt text structures and language features by experimenting with spoken, written, visual and multimodal text, and their combinations

Literacy

- Analyse how representations of people, places, events and concepts relate to contexts
 - Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring, to compare ideas and opinions in and between texts when listening, reading and viewing
 - Plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas, and selecting text structures, language features, literary devices and multimodal features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical
-

How can we help?

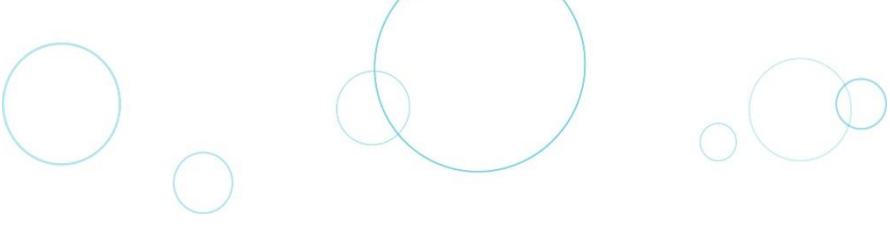
Teacher

- Reflect on the issues presented in the previous lesson as part of an in-class discussion, encouraging contribution from one member of each group.
- Ask students to use Lessons 8–9 worksheet – Instant Messenger (Appendix A), to write a message to an imaginary friend who is struggling with one or more of the issues explored in the previous lesson. Ask them to include:
 - positive language choices to talk their friend up and increase their feelings of self-worth during a hard time
 - an anecdote which shows admiration for the friend
 - reference to the research they undertook to present an informed and educated perspective on the issue
 - persuasive language.
- It may be useful to revise persuasive language features such as direct address, inclusive, emotive and imperative language, rhetorical questions, emotive language and statistics. Refer to the persuasive language website listed in Appendix A if required.



Affirmations and audiences

- Remind students of the power of affirmations to increase well-being and motivation; this was explored in Lesson 3.
- Provide examples of affirmation cards (select from any within Appendix A). These could be printed in a handout or displayed digitally.
- Model how to analyse who the audience of these cards might be, and how we know based on:
 - their size
 - layout
 - shape
 - colour
 - font
 - images
 - vocabulary
 - specific references to the experiences of this group which are represented in the affirmation itself.
- Demonstrate to students where we see evidence of persuasive and visual language features in the affirmation cards. Lessons 8–9 worksheet – Affirmation poster analysis (Appendix A) may be useful to model identification and explanation of persuasive and visual language.
- Provide students (in pairs or small groups) with a selection of positive affirmation cards which are aimed at a range of audiences. These may include images of packaging and cards, and/or actual affirmation cards which have been purchased by the school, and/or printed versions (Appendix A).
- Ask students to discuss and complete Lessons 8–9 worksheet – Affirmation card reflections (Appendix A).
- Ask students to consider any audiences who may be under-represented in the packs as a ‘gap in the market’. They may seek to address this gap when composing their own affirmation cards in the formative assessment task.
- This is an opportunity to link back to Lessons 1 and 2, considering groups or individuals in society who are under-represented or typically lack privilege. Some examples may include people whose/who:
 - first language is not English
 - hold a faith other than Christianity
 - identify as an alternative gender to which they were born, or are gender non-binary
 - identify as belonging to the LGBTIQ+ community
 - have a disability
 - seek asylum and are kept in off-shore detention.
- Some alternative challenges may otherwise include:
 - teenagers experiencing loss
 - teenagers experiencing conflict with parents
 - pregnant women or new mothers
 - people struggling with their gender identity
 - people struggling with their sexual identity
 - young children starting school
 - people beginning a new job or starting university

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- people going through a break-up
 - people who are relocating (home, country)
 - children who are getting a new sibling
 - people who are questioning their faith
 - people who have to undertake hotel quarantine for two weeks.
- Hand out the Formative assessment task sheet and marking key (Appendix B) to students. Read through this, and the marking key, encouraging students to ask any questions.
 - Ask students to individually brainstorm notes relevant to their formative assessment, and provide these to their teacher to look over, to ensure that students understand expectations of the task. Aim to provide written or verbal feedback on reviewing students' notes at the beginning of the next lesson.
 - Tell students they should aim to include the following in their brainstorm (or they can use Lessons 8–9 worksheet – Planning for affirmation cards in Appendix A):
 - who their audience will be and what challenge/s they are helping them to overcome in composing the affirmation cards
 - any visual language features which will appeal to this audience e.g. associated colours, images, size, shape and layout
 - any written language, namely the affirmations which will inspire, motivate and engage with the experiences of this audience.
 - Remind students of what plagiarism is, how to avoid it and how this will be monitored as part of both peer and teacher assessment.

Students

- Reflect on the issues presented from the previous lesson as part of an in-class discussion.
- Use Lessons 8–9 worksheet – Instant Messenger (Appendix A) to write a note to an imaginary friend who is struggling with one or more of the issues explored in the previous lesson.
- View some examples of affirmation cards. Under teacher guidance, explore how to analyse and identify the audience of these cards, and how this is clear based on the visual and persuasive language features used.
 - If required, read Lessons 8–9 worksheet – Affirmation poster analysis (Appendix A) to support understanding.
- In pairs or small groups, discuss and analyse a selection of affirmation cards which are aimed at a range of audiences. Complete Lessons 8–9 worksheet – Affirmation card reflections. (Appendix A)
- Consider any audiences who may be under-represented in the packs of cards, who may become the audience of the students' own affirmation cards in the upcoming formative assessment task.
- Receive and go through the Formative assessment task and marking key and ask the teacher any questions.
- Understand the importance of avoiding plagiarism of other affirmation cards. Plagiarism will be detected through peer and teacher assessment.
- Individually brainstorm notes relevant to the formative assessment and provide these to the teacher for review and brief verbal or written feedback. Alternatively, complete Lessons 8–9 worksheet – Planning for affirmation cards.



Lessons 10–13

The Western Australian Curriculum content addressed in these lessons is below.

Language

- Recognise how language empowers relationships and roles
- Examine how authors and creators adapt text structures and language features by experimenting with spoken, written, visual and multimodal text, and their combination

Literacy

- Plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas, and selecting text structures, language features, literary devices and multimodal features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical
-

Formative assessment

Teacher

- Distribute the notes from the previous lesson and provide written or verbal feedback to students as required, to ensure they are on the right track in undertaking this task individually.
- Tell students they may wish to use Lessons 10–13 worksheet – Formative assessment layout and/or Planning for affirmation cards (Appendix B) to help them complete this task.
- If available, give students resources that will enable them to embrace the creativity of this task, such as paint, card, markers and other craft materials.
- Advise students that they may wish to compose these cards on a digital, web-based program (Appendix A).
- Regularly remind students as they create their set of 10 cards that:
 - they are required to ensure that their visual and written language choices match the audience as well as the purpose (to inspire and motivate them in overcoming a challenge)
 - if they wish, they may use previous notes/lesson content
 - they are to create their own work, without plagiarising (in line with their school’s Assessment Policy).
- Make time to pause and reflect in Lesson 11, asking students to complete the self-assessment part of the assessment marking key (Appendix B) to ensure they understand if they are progressing successfully before they continue.
- Allow time to pause and reflect in Lesson 12, getting students to complete the Peer-Assessment part of the assessment marking key (Appendix B) to ensure they understand whether they are progressing successfully prior to submission.
 - This is also a good point to gauge whether students will need more time to complete the task.
- Ask students to submit their final affirmation cards to the teacher at the end of Lesson 13, for formative assessment.
- As students are completing this over four lessons, collect their work at the end of each lesson and return it at the beginning of each following lesson to uphold the assessment’s validity.



Students

- After receiving the notes from last lesson, discuss ideas for the formative assessment with the teacher.
- If required, use Lessons 10–13 worksheet – Formative assessment layout (Appendix B) and/or Lessons 8–9 worksheet – Planning for affirmation cards (Appendix A), craft resources, and/or a web-based digital program to compose their cards.
- While composing the affirmation cards, ensure that visual and written language choices match the chosen audience and the purpose (to inspire and motivate).
- Use previous notes and lesson content as required.
- Do not plagiarise, and have awareness of the consequences should they choose to do so.
- Complete the self-assessment part of the assessment marking key to ensure they understand whether they are progressing successfully prior to submission at the end of Lesson 11.
- Complete the peer-assessment part of the assessment marking key to ensure they understand whether they are progressing successfully prior to submission at the end of Lesson 12.
- Submit the 10 final affirmation cards to the teacher at the end of Lesson 13, for formative assessment.
- Over the course of the four lessons, they submit their work at the end of each lesson and collect it at the beginning of each consecutive lesson.



Lessons 14–15

The Western Australian Curriculum content addressed in these lessons is below.

Literature

- Analyse the representations of people and places in literary texts drawn from historical, social and cultural contexts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and creators
- Present a personal response to a literary text comparing initial impressions and subsequent analysis of the whole text
- Analyse how features of literary texts influence readers' preference for texts

Literacy

- Analyse and evaluate how language features are used to represent a perspective of an issue, event, situation, individual or group
-

Protest speeches, songs and poetry

Teacher

- Show Malala Yousafzai's UN speech (Appendix A) and then ask students the comprehension questions below.
 - Why does Yousafzai repeat the word 'every' in the statement, 'every woman, every boy and every girl'?
 - What did the Taliban do to Yousafzai and her friends?
 - What did the terrorists hope to achieve in doing so, and were they successful?
 - What was born out of this tragedy for Yousafzai?
 - How does watching this speech make you feel?
- In pairs, discuss adjectives to describe Malala Yousafzai; contribute to a whole class list and students take note of these.
- Select one or more of the contemporary protest song/s (Appendix A) based on the context of the school and students.
- Present some key contextual information about when and why the selected song/s were composed, including the audience for whom they are intended.
- Provide students with the lyrics of the song/s, if available, and play the song/s to them.
- Individually or in pairs, encourage students to answer/complete the following in relation to the song/s selected:
 - What is the song protesting against, and who does it empower?
 - Highlight specific words or phrases which create a sense of defiance and protest.
 - Choose a line from the song which you think encompasses its main message.
- Provide students with a printed version of the poem 'Caged Bird' by Maya Angelou (Appendix A).
- Read the poem once through with students, then read it again, clarifying any words or phrases which they may find challenging.
- Ask students to discuss in pairs or small groups what they think the text is about and encourage them to feed their views back to the class.
- Explain to students some of the context of this poem.
 - It was published in 1969.

- It was written by the poet Maya Angelou, a woman from the South of America who lived through the American Civil Rights Movement, during which she actively campaigned for the rights of African Americans and women.
- Does this change students' interpretations of the poem and who it is seeking to empower?
- Ask students to complete Lessons 14–15 worksheet – 'Caged Bird' storyboard (Appendix A), to demonstrate their understanding of the experiences of the free versus the caged bird.
- Model to students how to highlight the poem's language features (otherwise known as poetic devices), including:
 - metaphors of the free and caged birds
 - personification
 - alliteration
 - imagery (visual and auditory).
- Model to students how to highlight the poem's structural features, including:
 - juxtaposition
 - enjambment
 - free verse, with elements of iambic meter (which make it sound song-like)
 - six stanzas.
- Discuss with students how these work together to communicate the overall message of the poem.
- Direct students to complete Lessons 14–15 worksheet – 'Caged Bird' analysis template (Appendix A).
- Direct students to use the Lessons 14–15 worksheet – Speech and poem comparison (Appendix A) to compare and contrast the poem 'Caged Bird' with Yousafzai's UN speech.
 - If the song chosen for earlier in the lesson also addresses similar issues as the speech and poem, a comparison of all three texts could be beneficial.

Students

- Watch Malala Yousafzai's UN speech, and answer the comprehension questions.
- In pairs, discuss adjectives to describe Malala Yousafzai. Contribute to a whole class list and take note of these.
- Listen and take note of the key contextual information presented about the song/s the teacher has selected for the class to explore.
 - Listen to the song/s and read along with the lyrics (if available).
 - Individually or in pairs, complete the comprehension questions about the song/s.
- As the teacher reads, follow the printed version of poem 'Caged Bird' by Maya Angelou.
- Read the poem again, this time considering its message, and ask clarification of any words or phrases which require clarification.
- Discuss in pairs or small groups what the text is about; feed this back to the class.
- Listen and take note of the key contextual information presented by the teacher about the poem. Reflect on whether this changes interpretations of the poem and who the poem is seeking to ultimately empower.
- Complete Lessons 14–15 worksheet – 'Caged Bird' storyboard (Appendix A).



- Watch the teacher model how to highlight the poem’s language features (otherwise known as poetic devices) and structural features; complete Lessons 14–15 worksheet – ‘Caged Bird’ analysis template (Appendix A).
- Complete the Lessons 14–15 worksheet – Speech and poem comparison (Appendix A) to compare and contrast the poem ‘Caged Bird’ with Yousafzai’s UN speech.



Lesson 16

The Western Australian Curriculum content addressed in this lesson is below.

Literacy

- Analyse and evaluate how language features are used to represent a perspective of an issue, event, situation, individual or group

Literature

- Analyse the representations of people and places in literary texts drawn from historical, social and cultural contexts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and creators
-

Feedback and reflection

Teacher

- Return formative assessment tasks to students and provide them with time to read the feedback.
- Encourage students to respectfully clarify and question the feedback; this will enable them to learn and improve before the summative assessment task.
- Provide students with time to consider one or two elements of their affirmation cards which they are pleased with, and one or two areas for future improvement. Ask them to note these on Lesson 16 worksheet – My formative assessment reflection (Appendix B).
 - You may wish to cut out these shapes (or ask students to do this) so students can post these ‘exit slips’ on the board, or in a post box at the classroom door, at the end of the lesson.
- Allow time for students to showcase their affirmation cards and/or packaging by displaying them on their desks.
- Ask students to conduct a gallery walk around the room with paper and a pen, to take note of the various audiences they see being addressed through the cards, as well as any particular language and visual choices which they find engaging.
- In a class discussion, ask students for feedback on any cards they particularly like and to explain why.
- Ask students to review their responses to Lessons 5 and 16 worksheet – My internal dialogue (Appendix A) from Lesson 5. They now re-do these, as they are hopefully beginning to use kinder, more constructive and empowering dialogue when speaking to themselves. Students hand this to their teacher to review.

Students

- Read the feedback provided by the teacher on the formative assessment task.
- Respectfully clarify and question teacher’s feedback, if required.
- Engage in the feedback cycle by completing Lesson 16 worksheet – My formative assessment reflection.
- Present affirmation cards and/or packaging on the table, walk around and take note of the work of their peers, in particular affirmation cards which clearly meet an audience and engage through written and visual language choices.
- Complete and submit Lessons 5 and 16 worksheet – My internal dialogue again, and consider if the way in which they speak to themselves has positively progressed since Lesson 5.



Lessons 17–18

The Western Australian curriculum content addressed in these lessons is below.


Literacy

- Listen to spoken texts that have different purposes and audiences, analysing how language features position listeners to respond in particular ways, and use interaction skills to present and discuss opinions regarding these texts
 - Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring, to compare and contrast ideas and opinions in and between texts when listening, reading and viewing
-

TED Talks – Using language to promote change

Teacher

- Discuss and brainstorm as a class any issues faced in our world that students believe need to be changed for the better. Students may reflect on the issues they explored in Lessons 6–7.
- Encourage students to take note of these issues, as this will assist with the upcoming summative assessment task. Some examples are provided below:
 - the way in which the planet is treated – in particular, we need to change from using fossil fuels to using renewable energy resources.
 - the way in which asylum seekers are treated – in particular, we need to stop putting children in detention centres.
 - the way in which gender-diverse people are treated – in particular, we need to allow students to wear uniforms and use bathrooms that best suit their identity.
 - the way disabled people are treated – in particular, we need to include equipment in all new playgrounds that allow for the inclusion of people who use a wheelchair.
 - the ways teenage mental health issues are being addressed – in particular, parents and teachers require more training to effectively support students with mental health concerns.
- Present students with the video of Kid President’s speech *A Pep Talk from Kid President to You* (Appendix A).
- Pose the comprehension questions below, related to the video.
 - What does Kid President mean when he asks the audience ‘Aren’t we all on the same team?’
 - What persuasive language features are used in this speech?
 - Kid President alludes to Robert Frost’s poem ‘The Road Not Taken’. Kid President interprets this poem and says that when he took the road less travelled it ‘hurt’ and there were ‘rocks’, ‘thorns’, ‘glass’ and his ‘pants broke’. What does this suggest about the path which is less travelled?
 - Kid President tells us to ‘keep goin’, keep goin’, and keep goin’’. What examples of persuasive language are used here?
 - Much of the setting of the speech is on an American football field. What metaphor, which is alluded to at the beginning and end of the speech, does this link to?
 - What does Kid President want us to change according to the main message of his speech?

- 
- Present the two videos on the issue of environmental damage and responsibility: *Straw No More* and *We Can be More* (Appendix A).
 - Encourage students to complete Lessons 17–18 worksheet – TED Talk analysis (Appendix A).
 - Considering these two TED Talks, students also complete Lessons 17–18 worksheet – Verbal and non-verbal cues for a TED Talk (Appendix A).
 - In discussing the qualities of an effective multimodal slideshow as a class, complete Lessons 17–18 worksheet – Multimodal components checklist (Appendix A).

Students

- Engage in a class brainstorm of some of the issues faced in our world today.
- Watch the video *A Pep Talk from Kid President to You* and answer the comprehension questions.
- Watch the TED Talks on environmental damage, and complete Lessons 17–18 worksheet – TED Talk analysis.
- Revise speaking skills in preparation for delivering the presentation by completing Lessons 17–18 worksheet – Verbal and non-verbal cues for a TED Talk.
- As a class, discuss the qualities of an effective multimodal slideshow, and complete Lessons 17–18 worksheet – Multimodal components checklist.



Lessons 19–21

The Western Australian Curriculum content addressed in these lessons is below.

Literacy

- Listen to spoken texts that have different purposes and audiences, analysing how language features position listeners to respond in particular ways, and use interaction skills to present and discuss opinions regarding these texts
 - Plan, create, rehearse and deliver spoken and multimodal presentations for purpose and audience, using language features, literary devices and features of voice, such as volume, tone, pitch and pace, and organising, expanding and developing ideas in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical
-

Summative assessment task

Teacher

- Provide students with the Summative assessment task and marking key (Appendix C). Read through this with them and clarify as required.
- Support students as they select the issue they wish to see changed, and encourage them to undertake research on the topic, to inform their audience effectively.
- Remind students to use bookwork, worksheets and formative assessment feedback to support them to plan and compose their speech.
- Remind students of the persuasive language they should seek to include in their speech, including rhetorical questions, direct address, inclusive, emotive and imperative language, statistics and endorsement.
- Once students have written and edited their three-to-five-minute speech, remind them that they are required to create a multimodal component to accompany it.
- Encourage students to practice delivering their speech with their multimodal presentation, for example a Microsoft PowerPoint.

Students

- Read the Summative assessment task and marking key (Appendix C), posing questions if required.
- Select an issue that they would like to research for their presentation.
- Undertake research from a wide range of sources, selecting and omitting information as necessary.
- Review planning materials and past lessons to assist them with their preparation.
- Revise language features pertinent to persuasive texts such as rhetorical questions, direct address, inclusive, emotive and imperative language, statistics and endorsement.
- Compose and edit their speech.
- Create the multimodal slideshow, e.g. Microsoft PowerPoint, to accompany the speech.



Lessons 22–24

The Western Australian Curriculum content addressed in these lessons is below.

Literacy

- Listen to spoken texts that have different purposes and audiences, analysing how language features position listeners to respond in particular ways, and use interaction skills to present and discuss opinions regarding these texts
 - Plan, create, rehearse and deliver spoken and multimodal presentations for purpose and audience, using language features, literary devices and features of voice, such as volume, tone, pitch and pace, and organising, expanding and developing ideas in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical
-

Summative assessment delivery

Teacher

Select one of the following two options for delivery, depending on the resources of the students and school.

- Provide students with the location and time to record and upload their Ted Talk-style presentation to a platform chosen by the teacher (suggestions in Appendix A). Students watch a selection of peer videos and comment on the work of two allocated peers, to demonstrate active listening skills. Lessons 22–24 worksheet – Active listening (Appendix C) provides a scaffold for this.

or

- Over the course of these three lessons, provide students with time to deliver their TED Talk-style presentations in front of the class. As their peers perform, students watch and comment on the work of two allocated peers to demonstrate active listening skills. Lessons 22–24 worksheet – Active listening (Appendix C) provides a scaffold for this.

Students

Depending on the teacher's selection for delivery presented above, they either

- Record and upload the TED Talk-style presentation on a platform selected by the teacher. Comment online beneath the videos of two allocated peers. Use Lessons 22–24 worksheet – Active listening (Appendix C) as a scaffold if required.

or

- Present the TED Talk-style presentation in front of the class over the course of three lessons. Comment on the presentations of two allocated peers using Lessons 22–24 worksheet – Active listening (Appendix C) as a scaffold if required.



Lesson 25

The Western Australian Curriculum content addressed in this lesson is below.

Literacy

- Analyse and evaluate how language features are used to represent a perspective of an issue event situation, individual or group
-

Reflection – Where have we been? Where are we going?

Teacher

- Direct students to access the comments made by their actively listening peers, in relation to the TED Talk-style presentation they uploaded or delivered in previous lessons, as part of their summative assessment task.
 - Students attempt to respond to these questions, using Lesson 25 worksheet – Postcard to a peer (Appendix A).
 - As students work, play the inspirational songs playlist. You will need to prepare this before the lesson, using the song suggestions made by students in Lesson 5. Website resources to help you to do this are provided in Appendix A.
- Before the lesson, compose a unit reflection survey using an online program, e.g. Microsoft Forms or SurveyMonkey (according to the IT preferences of your school).
- Encourage students to complete the survey and provide overall feedback on this unit, as well as the formative and summative assessment tasks. See below for some suggested sample questions.
 - Which elements of this unit of study did you enjoy the most?
 - Which elements of this unit of study did you not enjoy?
 - Were there any elements of this unit of study which were challenging/difficult?
 - Of the texts studied, which one did you think was the most impactful and why?
 - What did you think of the affirmation card formative assessment task?
 - What did you think of the TED Talk-style speaking and listening summative assessment task?
 - Was your teacher’s feedback on your formative assessment useful?
 - Give one example of a way you have tried to be kinder to someone by making deliberate word choices since beginning this topic.
 - Do you have any further comments about the content of this unit, or the ways it was taught?

Students

- Read the comments provided by peers, about their presentation.
- Respond to two of these, using Lesson 25 worksheet – Postcard to a peer.
- Listen to the inspirational songs playlist when completing and sharing Lesson 25 worksheet – Postcard to a peer with those who commented on their presentation.
- Complete the survey to inform the future teaching and learning of this course, and for the teacher to get to know the class’s interests and preferences as they plan the next topic.



APPENDIX A:
TEACHING AND LEARNING – RESOURCES

Appendix A1 | Resources

Lessons	Link/information
1–2	<p>Pre-teaching resources for teacher</p> <ul style="list-style-type: none"> The Atlantic – In Rwanda, We Know All About Dehumanizing Language by Kennedy Ndaïro https://www.theatlantic.com/ideas/archive/2019/04/rwanda-shows-how-hateful-speech-leads-violence/587041/ Endeavour Foundation – <i>Should I say ‘disabled’ or ‘person with disability’? A guide to person first language</i> https://www.endeavour.com.au/media-news/blog/Should-I-say-disabled-or-person-with-disability <p>Videos</p> <ul style="list-style-type: none"> CNN – <i>Donald Trump doubles down on calling Mexicans ‘rapis’.</i> https://www.youtube.com/watch?v=Jaz1J0s-cl4 Common Sense Education – Teen Voices: Hate Speech Online https://www.youtube.com/watch?v=8vUdWpwLv10 ecacs16 – Rwanda Radio (Hotel Rwanda) https://www.youtube.com/watch?v=3m5qx7JMpOI Psyduck – MTV A Thin Line, Cafeteria Advertisement https://www.youtube.com/watch?v=zRUFvQ_25eg Psyduck – MTV A Thin Line, Library Advertisement https://www.youtube.com/watch?v=KeKJpVsnV8E Texas Center for Disability Studies – Person First Language https://www.youtube.com/watch?v=lz40q5lydnQ Sky News Australia – Australia ‘is not obliged’ to provide a better life for boat people https://www.youtube.com/watch?v=GBbirlWytJo United Nations – Stopping Hate Speech https://www.youtube.com/watch?v=rnbcQT-b8ak
3–4	<p>Pre-teaching resources for teacher</p> <p>Articles</p> <ul style="list-style-type: none"> Hobson, Nick. (2022) ‘This 50-Year-Old Riddle That Continues to Stump Us Explains Why We Still Have a Strong Gender Bias’. <i>Inc.</i> [Accessed 30 October 2024] https://www.inc.com/nick-hobson/the-100-year-old-riddle-that-continues-to-stump-us-explains-why-we-still-have-a-strong-gender-bias.html NITV – 10 things you should know about white privilege https://www.sbs.com.au/nitv/10-things-you-should-know-about-white-privilege/63cad15c-ff04-4c9f-95b6-597cfd213236 University of the Sunshine Coast – Race, power and privilege https://www.usc.edu.au/community/work-at-usc/staff/cultural-diversity/cultural-diversity-and-inclusive-practice-toolkit/race-power-and-privilege

Lessons	Link/information
	<p>Podcast</p> <ul style="list-style-type: none"> • KQED – Teaching 6-Year-Olds about Privilege and Power https://www.kqed.org/mindshift/54150/teaching-6-year-olds-about-privilege-and-power <p>Video</p> <ul style="list-style-type: none"> • Franchesca Ramsey – <i>Sometimes You're A Caterpillar</i> https://www.youtube.com/watch?v=hRiWgx4sHGg <p>Website (for identifying our privileges). This includes a range of questions which you may wish to pose to students, for them to consider varied experiences/perspectives.</p> <ul style="list-style-type: none"> • The Dulwich Centre – An invitation to narrative practitioners to address privilege and dominance https://dulwichcentre.com.au/a-continuing-invitation-to-narrative-practitioners-to-address-privilege-and-dominance/#identifying <p>Lesson resources</p> <p>Article</p> <ul style="list-style-type: none"> • ABC News – <i>Scott Morrison's 'bullets' for protestors comment stuns Australian UN representative</i> by Tom Lowrey and Jack Snape https://www.abc.net.au/news/2021-03-16/bullets-women-march-4-justice-scott-morrison/13251804 <p>Video</p> <ul style="list-style-type: none"> • Always – <i>Always #LikeAGirl</i> https://www.youtube.com/watch?v=XjJQBiWYDTs <p>Website (for comic)</p> <ul style="list-style-type: none"> • RNZ – <i>The Pencilword: On a plate</i> by Toby Morris https://www.rnz.co.nz/news/the-wireless/373065/the-pencilword-on-a-plate
5	<p>TED Talk</p> <ul style="list-style-type: none"> • TEDx Talks – The Power of Words Taylor Bertolini TEDxNSU https://www.youtube.com/watch?v=tgS7bFWlqsw <p>Videos</p> <ul style="list-style-type: none"> • Good Morning America – This mother-daughter duo's daily affirmations will inspire you GMA Digital https://www.youtube.com/watch?v=QfoV9vvi8jc • RCATHEGREAT – <i>Morning Motivation: Dad and Daughter Affirmations before school</i> https://www.youtube.com/watch?v=SlY8krDQ1fk

Lessons	Link/information
	<ul style="list-style-type: none"> RM Videos – Mother-Daughter Duo Speaks Positive Statements While Looking in the Mirror - 1183514 https://www.youtube.com/watch?v=3iNSOPG6AdI <p>Inspirational songs</p> <ul style="list-style-type: none"> Alicia Keys – Alicia Keys – Girl on Fire (Official Video) https://www.youtube.com/watch?v=J91ti_MpdHA Christina Aguilera – Christina Aguilera – Beautiful (Official Video) https://www.youtube.com/watch?v=eAfyFTzZDMM Demi Lovato – Believe In Me https://www.youtube.com/watch?v=b-eGbL7mIE4 Logic – Logic – 1-800-273-8255 ft. Alessia Cara, Khalid (Official Video) https://www.youtube.com/watch?v=Kb24RrHlbFk Selena Gomez – Selena Gomez & The Scene – Who Says https://www.youtube.com/watch?v=BzE1mX4Px0I Wilson Phillips – Wilson Phillips – Hold On (Official Music Video) https://www.youtube.com/watch?v=ulbXvaE39wM
8–9	<p>Website for persuasive language revision</p> <ul style="list-style-type: none"> Lessonbucket – <i>Analysing Persuasive Language</i> https://lessonbucket.com/english/year-9-english/persuasive-language/analysing-persuasive-language/ <p>Websites for positive affirmation card images and examples for free and to purchase</p> <p>Target audience – children</p> <ul style="list-style-type: none"> Etsy – Kids affirmation cards Children's positive affirmations Encourage a positive mindset Digital download Printable https://www.etsy.com/au/listing/977611417/kids-affirmation-cards-childrens?ga_order=most_relevant&ga_search_type=all&ga_view_type=gallery&ga_search_query=printable+affirmation+cards&ref=sc_gallery-1-19&from_market_listing_grid_ad=1&plkey=455a294f1cd73b8149b533bf2d48b Etsy – Printable Daily Affirmation Cards For Kids – Digital Motivational Positivity Affirmation Card Deck – Montessori Digital Affirmation Prints https://www.etsy.com/au/listing/913716086/printable-daily-affirmation-cards INSITE MIND – Oh happy kids cards https://insitemind.com.au/products/oh-happy-kids-cards Kids Happy Apps – Download affirmations cards and how to use them http://www.kidshappyapps.com/how-to-use-affirmations-cards/ Lovely Momhood – 31 beautiful affirmation cards for kids https://lovelymomhood.com/affirmation-cards-for-kids-printable/ SunChild – SunChild’s Affirmation Cards https://www.sunchild.co/shop/sunchild-deck

Lessons	Link/information
	<ul style="list-style-type: none"> • Susana Tavares – Oracle cards – Free for you https://ateliersusanatavares.blogspot.com/2015/02/oracle-cards-free-for-you.html • Teachers Pay Teachers – Growth Mindset Posters – Tropical Theme https://www.teacherspayteachers.com/Product/Growth-Mindset-Posters-Tropical-Theme-3925240 • The Creative Sprout – Affirmation cards for kids https://thecreativesprout.com.au/products/kids-wellbeing-and-affirmation-cards?variant=37645015482552%C2%A4cy=AUD&utm_medium=product_sync&utm_source=google&utm_content=sag_organic&utm_campaign=sag_organic&utm_campaign=gs-2021-04- • Your Therapy Source – Positive Affirmation Posters and Cards https://www.yourtherapysource.com/product/positive-affirmation-posters-and-cards/ <p>Target audience – animal lovers</p> <ul style="list-style-type: none"> • Etsy – Kids Affirmation Cards, Inspiring Quotes, Empowering Children, Positive Growth Mindset, Animals, Self Care, Personal Development, Kindness https://www.etsy.com/au/listing/880202401/kids-affirmation-cards <p>Target audience – people who are bi-lingual</p> <ul style="list-style-type: none"> • Etsy – BILINGUAL SPANISH Positive Affirmation Cards Self-Love Activity Montessori Printable Watercolor Paintings Valentine's Day Printable https://www.etsy.com/au/listing/935544742/bilingual-spanish-positive-affirmation • Metta Play – Bilingual affirmation cards https://mettaplay.com/products/affirmation-cards?srsId=AfmBOooxEFC0FKtvRCW4mqg9_2zVxviSj6_DrL70AVHVF8S7hoWCemsV
10–13	<p>Digital program options for creating the affirmation cards</p> <ul style="list-style-type: none"> • Canva – Card templates https://www.canva.com/cards/templates/
14–15	<p>Protest songs</p> <ul style="list-style-type: none"> • ARIA – Thelma Plum: Better in Blak 2019 ARIA Awards https://www.youtube.com/watch?v=8HqMzX_ANQE • Common – Common, John Legend - Glory https://www.youtube.com/watch?v=HUZOKvYcx_o • Frack Free NT (Facebook) – Kardajala Kirridarra sing to protect country at Commonwealth Games https://www.facebook.com/DontFrackTheTerritory/videos/kardajala-kirridarra-sing-to-protect-country-at-commonwealth-games/1639837112769354/ • H.E.R. – H.E.R. - I Can't Breathe (Official Video) https://www.youtube.com/watch?v=E-1Bf_XWaPE • Lady Gaga – Lady Gaga - Born This Way (Official Music Video) https://www.youtube.com/watch?v=wV1FrqwZyKw

Lessons	Link/information
	<ul style="list-style-type: none"> MILCK – MILCK - Quiet (Official Video) https://www.youtube.com/watch?v=TI_Qfj8780M POWERNATION – Freedom Feat. Archie Roach https://www.youtube.com/watch?v=xMqG_LyD9s4 Radio X – The 50 greatest protest songs https://www.radiox.co.uk/features/x-lists/best-protest-songs/ Solange – Solange – Don't Touch My Hair ft. Sampha (Official Music Video) https://www.youtube.com/watch?v=YTtrnDbOQAU <p>UN speech</p> <ul style="list-style-type: none"> United Nations – Malala Yousafzai addresses United Nations Youth Assembly https://www.youtube.com/watch?v=UrasFcGqM_s <p>Poem</p> <ul style="list-style-type: none"> Poetry Foundation – ‘Caged Bird’ by Maya Angelou https://www.poetryfoundation.org/poems/48989/caged-bird
17–18	<p>Kid President TED Talk</p> <ul style="list-style-type: none"> Participant – A Pep Talk from Kid President to You https://www.youtube.com/watch?v=l-gQLqv9f4o <p>Environmental changes TED Talks (verbal and non-verbal cues)</p> <ul style="list-style-type: none"> TEDx Talks – Straw No More Molly Steer TEDxJCU Cairns https://www.youtube.com/watch?v=Rr5Py1r9xjw TEDx Talks – <i>We Can Be More – a 13-year-old poet's campaign to save the world</i> Solli Raphael TEDxSydney https://www.youtube.com/watch?v=lm0r3yFh0zU
22–24	<p>Potential platforms for uploading video presentations:</p> <ul style="list-style-type: none"> Blogger.com – About https://www.blogger.com/about/?bpli=1 Edublogs – Home https://edublogs.org/
25	<p>Websites for creating free playlists</p> <ul style="list-style-type: none"> Google Help – <i>Create & manage playlists</i> https://support.google.com/youtube/answer/57792?co=GENIE.Platform%3DDesktop&hl=en Spotify – <i>Create playlists</i> https://support.spotify.com/us/article/create-playlists/



Appendix A2 | Worksheets

Lessons 1–2 worksheet | What is hate speech?

Watch this video: Common Sense Education – Teen Voices: Hate Speech Online

<https://www.youtube.com/watch?v=8vUdWpwLv10>

Respond to the questions below in response to this text.

1. Bullet point: what is wrong with hate speech? Consider how it makes the targets feel.

- _____

- _____

- _____

- _____

2. Which online platforms are being used to spread hate speech?

3. Why do you think the young people in the video are seeing hate speech more online, and less in person?



4. What are some solutions to addressing hate speech?

5. Find definitions to the following terms presented in the video


Word	Definition
dehumanise	
xenophobic	
disablist	
sexist	
racist	
anti-Semitic	
derogatory	
intimidate	
oppress	
marginalise	
ideology	
slur	
vilified	

Lessons 1–2 worksheet – Language and representations of social groups

Clip	Context of the clip	Language used to describe the social group in the clip	Associations/ connotations	Impact this might have on the representation of this social group.
Clip from <i>Hotel Rwanda</i>	The clip is from the film <i>Hotel Rwanda</i> , which tells the story of a hotel manager who aims to help thousands of Tutsi refugees during the Rwanda genocide in 1994. The genocide involved this ethnic minority being targeted by Hutu extremists. The clip focuses on a broadcast from the radio station which was used during this time to promote the genocide. The station had many listeners, and would promote propaganda that was threatening towards the Tutsi people.			
News clip titled: <i>Australia is 'not obliged' to provide a better life for boat people</i>	The clip, aired in 2009, was released by Sky News Australia, a conservative news source. At the time, an increasing number of refugees were trying to enter Australia, which was met with some public disapproval.			
News clip titled: <i>Trump doubles down on claims Mexicans are rapists</i>	The clip was broadcast in 2018 by Global News, a Canadian news station. The clip references claims Trump made during his 2015 presidential campaign. During this speech, he referred to Mexicans as 'rapists' and accused other countries of sending these individuals into America.			

Lessons 3–4 worksheet – Comic metalanguage revision

Comic technique	Definition
Panels	Panels are the boxes that capture individual moments in the story. Panels are a way of presenting a snap-shot image from the story. The size and shapes of panels can vary significantly in individual comics.
Camera angles	Camera angles refer to the position of the camera in relation to the subject being photographed or filmed. A camera angle is chosen to achieve a particular visual effect or depiction of the subject. Camera angles can be classified as: low camera angle, eye-level camera angle, or high camera angle. They add variety, visual interest, and add atmosphere to the comic.
Camera shots	Camera shots refer to the distance the camera is from the subject. Camera shots are classified as: extreme close ups, close-ups, mid-shots, full-shots, long-shots, and extreme long-shots. Camera shots can construct setting and characters in particular ways.
Closure	Closure is what the viewer/reader imagines happens between the panels.
Subtext	Subtext is the deeper meaning that the audience infers after reading the text. In comics, subtext can be inferred through inconsistencies between character actions and speech.
Symbols	Symbols are words, objects or images that stand for something else. For example, a cross could be a symbol of Christianity.
Word balloons	These are the speech bubbles that show characters communicating with one another. Their dialogue helps to shape how the audiences respond to key characters.
Narration boxes	These are the boxes at the top of the comic panel that show the narrator's commentary on the story.
Thought bubbles	These are bubbles that show what the characters are thinking.
Lighting, backgrounds and setting	The setting and lighting contribute to atmosphere in the comic.
Motion lines	Motion does not exist in comics. Motion lines help to create the illusion of movement. Generally speaking, more motion lines suggest things are



Comic technique	Definition
	moving faster. Action and excitement can be conveyed through motion lines.
Cliffhangers	Cliffhangers are when the resolution of the comic is not fully resolved, and it positions the audience to want to keep reading the comic (or next installment) to find out what happens next.
Sound effects (onomatopoeia)	Onomatopoeia is when a word or a name imitates the sound of the thing it describes. Comic artists often draw the sounds with images that represent that sound.



Lessons 3–4 worksheet – The Power of privilege

Read, discuss and analyse this comic: RNZ – *The Pencilsword: On a plate*
<https://www.rnz.co.nz/news/the-wireless/373065/the-pencilsword-on-a-plate>

Respond to the questions below.

1. What impact do you think a person’s home life has on their ability to achieve academically?

2. It is implied that Paula’s parents do not see much of her given they each work two jobs to provide a better life for her. Discuss two visual language examples which reflect that she may feel lonely as a result.

3. Make a list of some opportunities that Richard experiences, which Paula does not.

4. What is the overall message that you take away from the comic, and how does it make you feel?



Lessons 5 and 16 worksheet – My internal dialogue

Using the **X** for Lesson 5 and **●** for Lesson 16, plot where you lie on the line as you reflect on the ways you use language to speak to yourself.

1. When something bad happens, how do you react?

I always blame myself.

I accept some responsibility.

I am never to blame.

2. You got a lower grade than you were expecting on an assessment, how do you speak to yourself?

Everyone thinks I am stupid anyway, so I guess I just proved them right.

This is a bit of a surprise; I need to work out where I went wrong, so I can do better next time.

3. You have a lot of assessments due at school and are feeling stressed. How do you manage this?

I avoid going to school

I speak to someone, and ask for help with managing my workload

Make a plan and get organised independently – 'I can do this!'

Celebrate the motivation – 'I am awesome!'

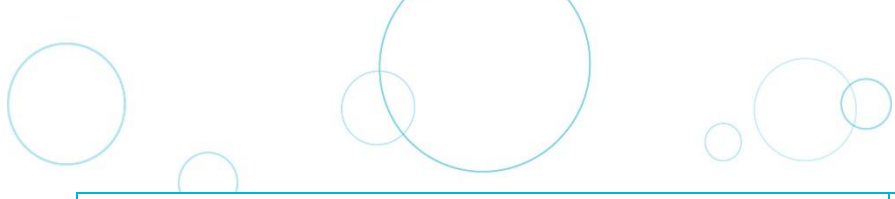


Lessons 6–7 worksheet – Research template

Our group's issue is: _____

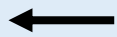
Summary of why it is an issue for teenagers today:

Possible resources	Ideas/suitable websites/research tips/examples
Statistics	
My own experience with the topic or anything I have personally seen which involves the issue (anecdotes)	



Possible resources	Ideas/suitable websites/research tips/examples
<p>Others' experiences with the topic (contemporary case studies)</p> <p>Look for people who have been impacted by the issue or specific people in society who may be affected by the issue.</p> <p>Expert opinions on the issue.</p>	
<p>Some possible points for discussions and arguments proposed by others.</p>	
<p>What are some points of contention or points that are up for debate?</p>	

Lessons 8–9 worksheet – Instant Messenger



@Your.Friend.The.Year.9.Student

Message ...



Lessons 8–9 worksheet – Affirmation poster analysis

Select the 'I am strong' image associated with the below sample analysis of an affirmation poster for children.

Visit this website: <https://www.yourtherapysource.com/product/positive-affirmation-posters-and-cards/>

Title of Poster	Intended audience	What visual language features link to the intended audience?	What written language features link to the intended audience?	Are any persuasive language features used? What are they?
<p>I am strong</p> <p>I can do anything I put my mind to</p>	<p>Children</p>	<p>The colours used in the image are orange, white and black. Using only three colours keeps the poster easy to read and clear. This is relevant to the intended audience, who could otherwise easily be distracted by complex images/colours/layout.</p> <p>The animated image of the large smiling feline animal (possibly a lion) looks strong; it is tall, toned and appears to walk with confidence, with its arms swinging high. These elements work with the idea of strength presented in the affirmation poster and appeal to the intended audience because the exaggerated features of confidence presented in the image of the large feline animal are easy for children to identify and understand.</p>	<p>The sentences are simple and short, with vocabulary that is also simple. This links to the audience because young children may only be able to read simple words, and the message is kept clear for them. The font is also large, central and is easy to read.</p> <p>Young children are constantly learning, but may struggle with motivation because learning new skills can be hard. The phrase 'I can do anything I put my mind to' seeks to motivate children to keep focused and keep going, in order to learn a new skill. It also compliments the 'I am strong' by making it clear that mental strength is required to overcome challenges.</p>	<p>Personal pronoun 'I' combined with 'am' is assertive in tone and suggests a sense of confidence and assuredness that the affirmation is true. This is reinforced by the 'I can' below the image.</p> <p>The word 'strong' links to the animated image of the large feline animal (possibly a lion), but also empowers children who may not be (or feel) physically strong, yet can still show emotional strength.</p>



Lessons 8–9 worksheet – Affirmation card reflections

Title of affirmation cards pack	Intended audience	What visual language features link to the intended audience?	What written language features link to the intended audience?	Are any persuasive language features used? What are they?

Lessons 8–9 worksheet – Planning for affirmation cards

Complete the worksheets below to help you plan your affirmation cards.

Points to consider for my affirmation cards	Considerations for my own affirmation set
<p>Who is my audience?</p> <p>Consider: age, gender, occupation, interests, past experiences, socio-economic status, geographical location, values, attitudes, fears/insecurities.</p>	
<p>Images/representations of particular individuals that may resonate with my target audience.</p> <p>What are some challenges my audiences may have faced which I will aim to address in my pack?</p>	
<p>The written language, namely the affirmations, which will inspire, motivate, and engage with experiences of my target audience.</p>	



Provide a thumbnail sketch of your affirmation card. Include specific visual/written language features (increase size to A3).

1.	2.	3.	4.	5.
Specific visual/written language:	Specific visual/written language:	Specific visual/written language:	Specific visual/written language:	Specific visual/written language:
6.	7.	8.	9.	10.
Specific visual/written language:	Specific visual/written language:	Specific visual/written language:	Specific visual/written language:	Specific visual/written language:



Lessons 14–15 worksheet – ‘Caged Bird’ analysis template

Subject matter

1. What is the poet discussing throughout the poem?

Theme

2. The theme is the life lesson communicated by the poem. What is the poet encouraging us to understand after reading the poem?

Emotions and response

3. What is your initial impression after reading the poem? What are you positioned to think? Have any of your values/attitudes been challenged or reinforced?

Purpose

4. What do you think inspired the poet to write the poem? What is its social value?



Poetic devices

What poetic techniques can you identify at work in the poem? How do they help to convey the main message? Provide your answers in the table below. The first has been completed for you.

Poetic device	Example from the poem	Desired effect
Extended metaphor/rhyme	'But a bird [...] bars of rage'	<p>The caged bird is an extended metaphor that runs throughout the poem and refers to the experience of being a member of the African American community during this time period. The bird's entrapment is symbolic of the oppression experienced by this group.</p> <p>The rhyme of 'cage' and 'rage' are used to emphasise the feelings of fury felt by the trapped 'bird'.</p>



Lessons 14–15 worksheet – ‘Caged Bird’ storyboard

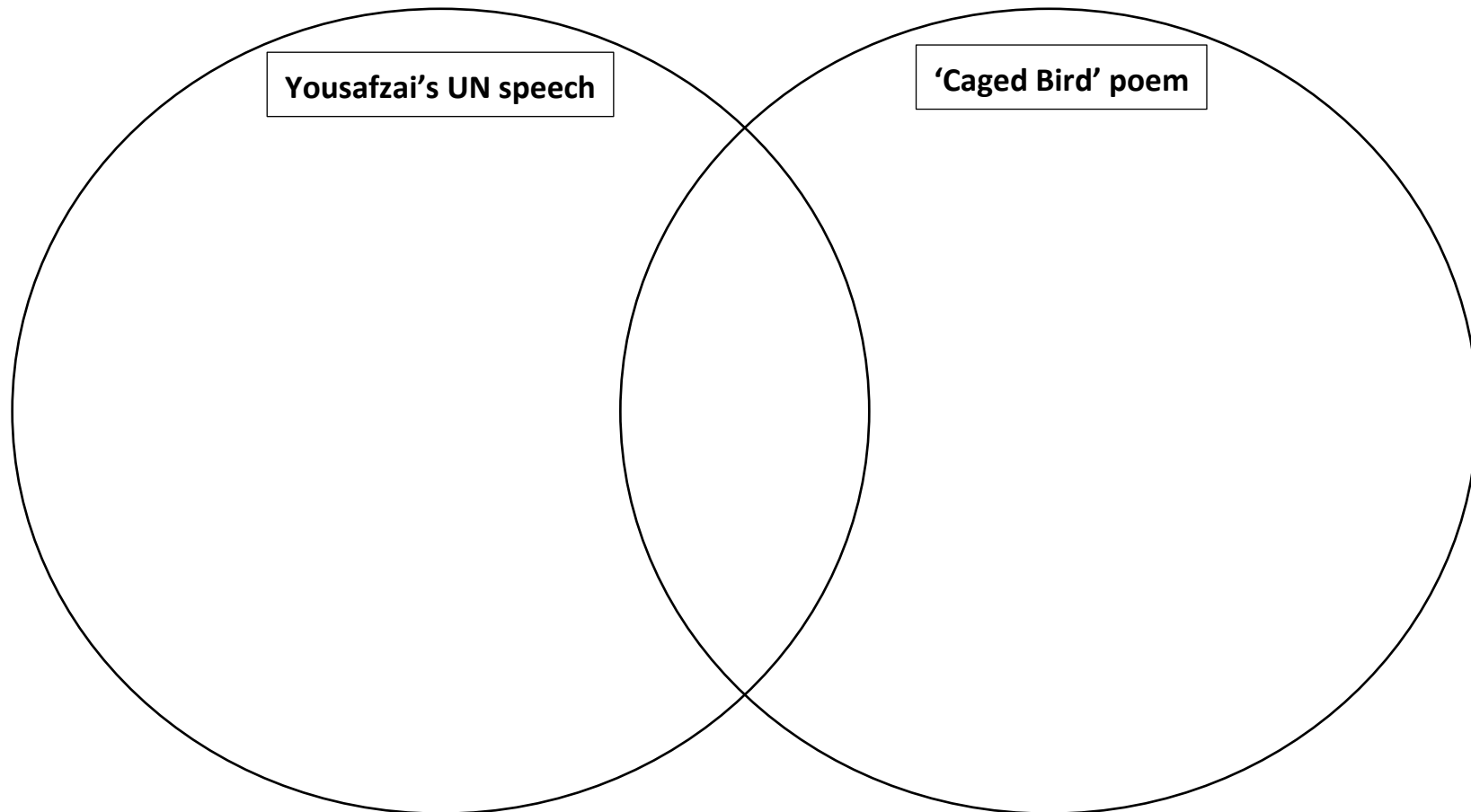
Draw your interpretation of the experiences of the caged versus the free bird. Include short quotations from the poem to support your images.

The free bird	The free bird	The free bird
The caged bird	The caged bird	The caged bird

Lessons 14–15 worksheet – Speech and poem comparison

Consider the points below, while completing the Venn diagram to show the similarities and differences between Yousafzai’s UN speech and Angelou’s ‘Caged Bird’ poem.

- their historical, social and cultural contexts
- their forms
- the experiences of the group/s who are persecuted.



Lessons 17–18 worksheet – TED Talk analysis

Watch the TED Talks provided by your teacher, on the issue of environmental protection.

Straw no more: <https://www.youtube.com/watch?v=Rr5Py1r9xjw>

Verbal techniques

- Pace: how slow or fast did Molly Steer speak?
- Projection: did her voice carry well?
- Pauses: did she pause for dramatic effect?
- Volume: was she loud enough? Was there any change in her volume?
- Tone: did she vary her tone to suit the various content covered?
- Emphasis: did she place stress on important words?

Non-verbal techniques

- Posture: did she stand tall or slouch?
- Did she use gestures to engage the audience?
- Eye contact: did she regularly look at the audience?
- Facial expressions: did she vary her facial expressions for interest, and to convey different emotions?

Additional information

What is the key purpose of the speech?

Who is the target audience of the speech?

Do you have any suggestions for the presenter?

We can be more: <https://www.youtube.com/watch?v=lm0r3yFh0zU>

Verbal techniques

- Pace: how slow or fast did Soli Raphael speak?
- Projection: did his voice carry well?
- Pauses: did he pause for dramatic effect?
- Volume: was he loud enough? Was there any change in his volume?
- Tone: did he vary his tone to suit the various content covered?
- Emphasis: did he place stress on important words?

Non-verbal techniques

- Posture: did he stand tall or slouch?
- Did he use gestures to engage the audience?
- Eye contact: did he regularly look at the audience?
- Facial expressions: did he vary his facial expressions for interest, and to convey different emotions?

Additional information

What is the key purpose of the speech?

Who is the target audience of the speech?

Do you have any suggestions for the presenter?



Lessons 17–18 worksheet – Verbal and non-verbal cues for a TED Talk

When watching a professional presenting a talk, what verbal and non-verbal cues do we expect to see them use in delivery?

Verbal	Non-verbal

Lessons 17–18 worksheet – Multimodal components checklist

Which multimodal components do you intend to use in your slideshow presentation? Tick as appropriate.

A title page		Animations	
Images related to the topic		Introductory music	
Graphs or charts		Short video or audio excerpt	
A few key bullet points on the slides to reflect the key information being presented		Engaging and relevant font	
Transitions between slides		Anything additional? <hr/>	

Lesson 25 worksheet – Postcard to a peer

Dear _____

Thank you for your comments related to my presentation

on the topic of _____

In response to your query, I am writing to inform you that



Dear _____

Thank you for your comments related to my presentation

on the topic of _____

In response to your query, I am writing to inform you that





APPENDIX B:
FORMATIVE ASSESSMENT TASK



Appendix B | Formative assessment task sheet and marking key

Title of task

Create 10 affirmation cards

Task details

Description of task	Use knowledge about the power of positive language, acquired through the study of texts from a range of genres, to create 10 affirmation cards for a specific audience that are facing a challenge.
Type of assessment	Creating
Purpose of assessment	To assess students' ability to effectively demonstrate their understanding of purpose and audience through visual and written language choices
Assessment strategy	Formative
Evidence to be collected	10 affirmation cards
Suggested time	Four 60-minute lessons, plus any additional time as determined by the teacher

Content description

Content from the Western Australian Curriculum

Language

- Recognise how language empowers relationships and roles
- Examine how authors and creators adapt text structures and language features by experimenting with spoken, written, visual and multimodal text, and their combination

Literacy

- Plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas, and selecting text structures, language features, literary devices and multimodal features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical



Task preparation

Prior learning

Students have read, discussed and made notes on a range of texts and text types, focusing on the power of language as a tool for motivation and inspiration. Students have also viewed various affirmation cards and considered the ways their visual and written language features align with their purposes and intended audiences. Students have explored groups who are under-represented in our society, and are encouraged to shine a spotlight on the value of such audiences' experiences through their creative choices when composing their affirmation cards.

Formative assessment task

Assessment conditions

In class, with teacher supervision




Resources

- Students may use their class notes on the various texts and the worksheets provided before the formative task.
- Students may require craft resources (such as card, coloured paper, markers etc.) if available at the school.
- Lessons 10–12 worksheet – Formative assessment layout (Appendix B) or a web-based program (Appendix A) may otherwise be useful.




In sitting this formative assessment task, students will:

- read and view a selection of texts from a range of genres, including songs, online videos and research materials, a comic, a Tweet and an infographic
- reflect on the issue of under-representation and how using positive language to inspire and motivate others is a tool for increasing social equity
- create 10 affirmation cards for an audience of students' choice that are facing a specific challenge
- embrace their creativity by using a range of craft materials and/or a web-based program to compose the cards
- use visual and written language deliberately, to meet the purpose and chosen audience's needs
- critique, edit and thereby improve the accuracy of their work and the work of a peer.

Marking key

Description	Assessors use		
			
	as appropriate		
Consideration of audience	Self Lesson 8	Peer Lesson 9	Teacher Lesson 10
Is the specific, intended audience of the affirmation cards clear?			
Is the challenge faced by the intended audience of the affirmation cards clear?			
Is the chosen audience a group that is typically underrepresented in our society?			
Do the visual language features make sense in light of the audience? For example, if the affirmation cards are targeting three-year-olds, does the layout, font, size, and use of colours and images reflect this?			
Are the affirmation cards visually appealing, including deliberate use of colour, images, font choice, layout and size?			
Do the written language features make sense in light of the audience? For example, if the affirmation cards are targeting three-year-olds, are the words appropriate for this age group?			
Do the written language choices of the affirmation cards reflect an attempt to speak to the group's experiences? For example, three-year-olds may be learning how to use their manners, and the cards may reflect this experience by including a card that says 'You are a polite person'.			
Are all the affirmation cards clearly from the same pack? For example, are fonts used consistently? Is there a theme running through them all?			



Description	Assessors use		
			
	as appropriate		
Consideration of purpose	Self	Peer	Teacher
Do the affirmation cards include a wide range of vocabulary choices which seek to inspire and motivate an audience?			
Do the affirmation cards include the direct address 'you' and words which reflect why the audience is important, thereby encouraging them to feel empowered and inspired?			
If the chosen audience is a group that is usually underrepresented in our society, do the affirmation cards demonstrate evidence of an attempt to bridge this gap and ensure greater inclusivity and equity?			
Mechanics of composition	Self	Peer	Teacher
Is the spelling, grammar and punctuation on the cards accurate?			
Undertake a search engine check on a few of the cards. Have they been plagiarised or are they original?			
Additional peer comments			
Additional teacher comments			



Instructions for teacher

Over four lessons, the teacher guides students in composing their 10 affirmation cards. These are to be collected as a formative assessment, to collate data on students' understanding of using visual and written language to empower an audience, as they prepare for the summative assessment task.

- Support students in reading and viewing a selection of texts, in particular reflecting on groups who are underrepresented, and the influence of language to both empower and disempower.
- Provide students with the Formative assessment task and marking key; read this with them and clarify as required.
- To ensure equity and comparability as students are completing this over four lessons, it would prove useful to collect their work at the end of each lesson and return this at the beginning of each following lesson.
- Provide craft materials and/or a web-based program to support students to compose their 10 affirmation cards.
- Remind students they may use previous notes/lesson content should they desire.
- Encourage self-assessment and peer assessment, using the marking key as a guide for editing.



Feedback | Teacher reflection

Teachers may use the feedback gained from the formative assessment to:

- review the skill development of students
- inform teaching and learning, including adapting the sequence if required, and
- respond to individual student work and identify possible approaches for improvement.

Students at Standard can:

- understand the purpose of text/s
- demonstrate consideration of an audience by making deliberate written and visual language choices
- create a text that meets the purpose of addressing a specific audience.

Use specific questions and feedback to progress students' skill development and learning:

- How do you think your affirmation cards will encourage your chosen audience to respond to the complex challenges they face? Explain your answer.
- Evaluate your creative choices in the form of a rationale: explain how the written and visual elements of your affirmation cards work together to achieve the purpose you set out to accomplish
- How do your affirmation cards promote equity, inclusion and/or consideration of specific groups or human experiences?
- How would you go about packaging these cards to attract your audience?

Students above the Standard can:

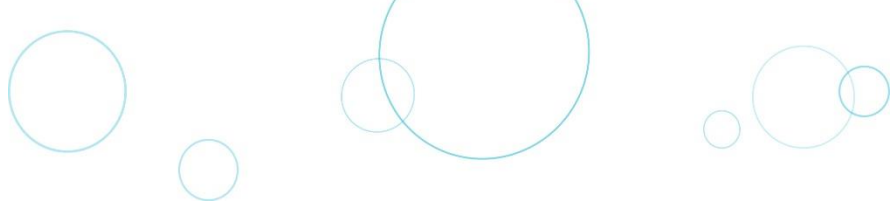
- successfully and respectfully consider complex challenges faced by people outside their own context
- use persuasive language convincingly, such as direct address, hyperbole and metaphor.

Provide specific feedback to progress students' skill development and understanding:

- Ensure the written and visual language choices you make align with your chosen purpose and audience.
- Embrace opportunities to use a range of persuasive language features.

Instructions to students

- Select an audience that is facing a challenge, to inspire and motivate them with your words. This may be a group of typically underrepresented people.
- Use the knowledge you have gathered from reading and viewing a selection of texts about the power of language to create 10 affirmation cards.
- Use the assessment marking key to guide your self-assessment and edit your work.
- Use the assessment marking key to assist a peer in editing their work.
- Submit the final draft of your 10 affirmation cards to your teacher for feedback.



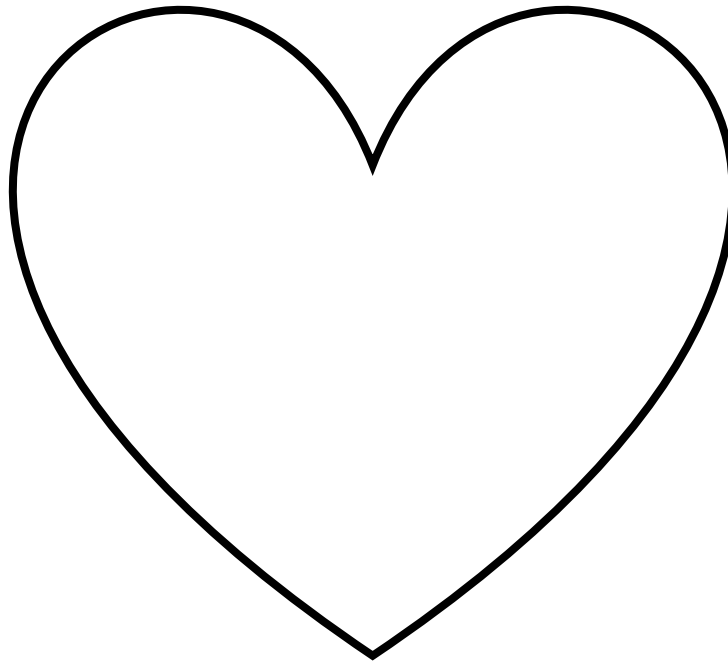
Lessons 10–13 worksheet – Formative assessment layout

A large, empty rectangular box with rounded corners, outlined in black, intended for a formative assessment response.A second large, empty rectangular box with rounded corners, outlined in black, identical to the one above, intended for another formative assessment response.

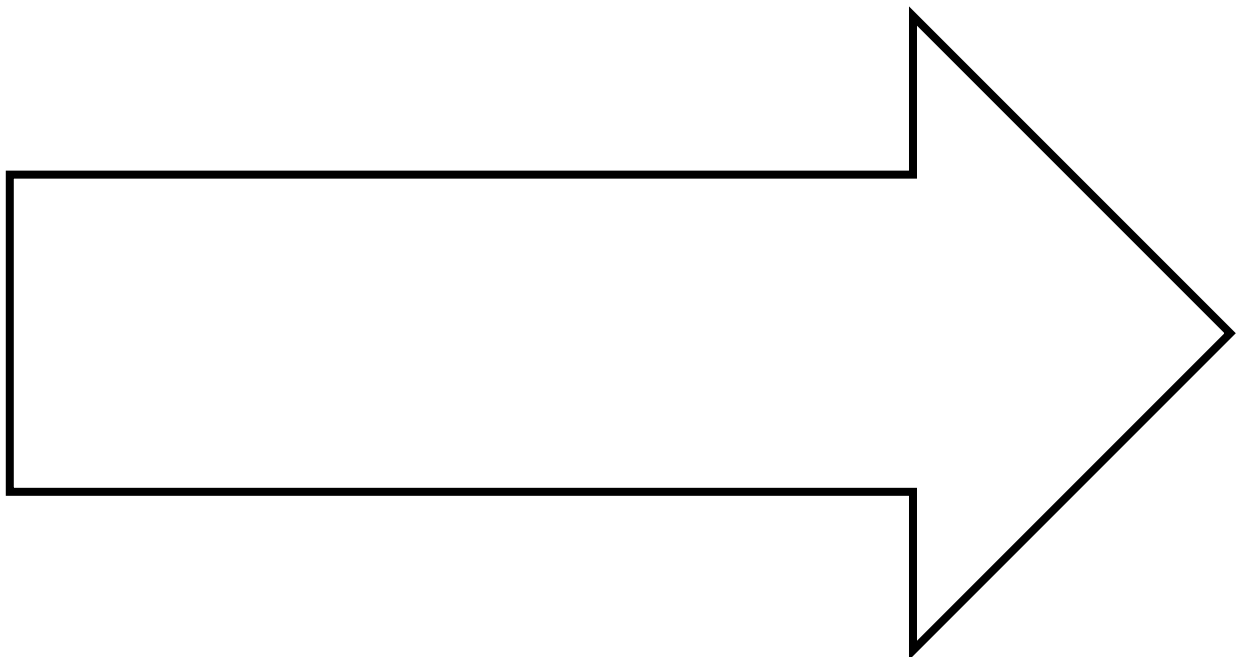


Lesson 16 worksheet – My formative assessment reflection

In the heart shape below, detail one or two elements of your affirmation cards that you are pleased with.



In the arrow shape below, detail one or two elements of your affirmation cards that you wish to improve on. Provide both shapes to your teacher, as part of the feedback cycle.





APPENDIX C: **SUMMATIVE ASSESSMENT TASK**

Appendix C | Summative assessment task sheet and marking key

Title of task

TED Talk-style multimodal presentation with evidence of active listening

Task details

Description of task	Plan, write, edit and deliver (and record and upload if required) a three-to-five-minute multimodal TED Talk-style presentation, empowering an audience of their choice to make a change. Then watch and listen to the presentations of their peers and comment on two allocated presentations to demonstrate active listening; this will be used as a reflection tool after the summative assessment task.
Type of assessment	Summative
Purpose of assessment	To assess students' ability to effectively deliver a spoken text through verbal and non-verbal language. To use visual features in composing a multimodal text, and to demonstrate active listening when engaging actively with peer presentations.
Assessment strategy	Speaking and listening
Evidence to be collected	A copy of the students' written speeches and, if required, evidence of their uploaded video. For example, the URL link to students recorded and uploaded presentation.
Suggested time	Three lessons to research, plan and craft the speech and the accompanying multimodal component. Three lessons to either present or record and upload the three- to five-minute speeches, and to watch the presentations (commenting on the work of two peers). The teacher may provide additional time.

Content description

Content from the Western Australian Curriculum

Literacy

- Listen to spoken texts that have different purposes and audiences, analysing how language features position listeners to respond in particular ways, and use interaction skills to present and discuss opinions regarding these texts
- Plan, create, rehearse and deliver spoken and multimodal presentations for purpose and audience, using language features, literary devices and features of voice, such as volume, tone, pitch and pace, and organising, expanding and developing ideas in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical



Task preparation

Prior learning

Students have received formative feedback on their understanding of the power of language to inspire and motivate a particular audience. They have read and viewed a range of texts including songs, poetry, and various speeches about issues which continue to affect people in both national and international contexts. Students have composed a checklist of qualities they expect to see in a TED Talk, including verbal and non-verbal language, as well as visual elements which support the engaging delivery of information and ensure their presentation is multimodal.

Summative assessment task

Assessment conditions

In class with teacher supervision over six lessons

Resources

- Students may use the following (which have been provided over the course of this unit of study) to assist them in writing and delivering their TED Talk-style presentations:
 - class notes
 - various worksheets
 - feedback from the formative assessment task.

In completing this summative assessment task, students will:

- research, plan, compose, edit and deliver (record and upload as required) a TED Talk-style presentation on an issue they have selected and want to see addressed
- employ a range of persuasive language features and information gathered from reliable sources to empower and motivate an audience to embrace this idea for change
- include multimodal elements within their visual presentation to engage and connect with their audience
- submit the URL link for their speech to their teacher if required
- actively listen to the presentations of their peers, composing comments for two allocated peers to be used as a reflection tool after the summative assessment task. A scaffold for this active listening activity is provided in Appendix C.



Appendix C | Lessons 22–24 | Active listening

Use the scaffold below to support you in commenting on the presentations of two allocated peers, as you seek to demonstrate your active listening skills.

I understand that your TED Talk-style presentation was delivered for the purpose of addressing the issue of _____

I believe an audience of _____

would respond to your presentation with _____

because _____

One question I have about your presentation is _____

Marking key

Description	Marks
Speaking (verbal)	
Speaks clearly with varied expression, using pace, pitch and pause to create interest, emphasis and engagement of an audience	4
Speaks clearly with expression, using pace, pitch and pause to create interest, emphasis and engagement of an audience	3
Speaks clearly with expression and attempts to engage an audience	2
Speaks with little expression and limited attempt to engage an audience	1
Subtotal	/4
Speaking (non-verbal)	
Uses body language, including stance, gestures and eye contact to engage and maintain audience attention and/or interest. Can effectively use notes/visual aids and still create strong engagement with the audience	4
Uses some body language, including stance, gestures and eye contact to engage audience attention and/or interest. Can use notes/visual aids and still engage with the audience	3
Attempts to use some body language, including stance, gestures and eye contact to engage audience attention and/or interest. Can use notes/visual aids and attempt some engagement with the audience	2
Shows little attempt to engage an audience through non-verbal means. Relies on notes and has limited engagement with audience	1
Subtotal	/4
Visual text production	
Strategically uses visual aids and multimodal elements to enhance the content and impact of the presentation	4
Effectively uses visual aids and multimodal elements to enhance the content and impact of the presentation	3
Makes use of visual aids and multimodal elements to enhance the content and impact of the presentation	2
Makes limited use of visual aids and multimodal elements in the presentation	1
Subtotal	/4

Description	Marks
Written speech	
Creates and edits a text which integrates a variety of language features to effectively position an audience to respond to an issue	4
Creates and edits a text that uses a variety of language features to promote a particular viewpoint on an issue, to position an audience	3
Creates and edits a text that uses some language features to communicate an issue and position an audience	2
Creates and edits a text which illustrates familiar issue/s, using familiar language to state a position	1
Subtotal	/4
Proofreading and editing of written speech and multimodal component	
Spells familiar and most challenging words accurately. Uses punctuation with a high degree of accuracy; for example, correctly punctuates a range of complex sentences to enhance clarity	4
Uses accurate spelling for familiar and some challenging words. Uses most complex punctuation correctly and experiments with punctuation for particular effect	3
Spells common and familiar words accurately. Uses most common, and some complex, punctuation accurately	2
Misspells some familiar words. Uses correct punctuation inconsistently	1
Subtotal	/4
Listening	
Communicates an understanding of the purpose and audience in response to a spoken text. Attempts to engage with various or alternative interpretations of the presentations. Asks relevant questions that reflect insightful engagement.	4–5
Demonstrates comprehension of the purpose and audience. Links questions appropriately to the presentations	2–3
Makes links to the purpose and audience. Makes attempts to refer to the presentations	1
Subtotal	/5
Total	/25



Description	Marks
Teacher comments	
Student comments	



Instructions for teacher

Over four lessons, the teacher guides students in researching, planning and composing a TED Talk-style presentation on an issue they have selected and want to see addressed. Students employ a range of persuasive language features and information gathered from reliable sources to empower and motivate an audience to embrace this idea for change. Students include multimodal elements when delivering their presentations, to engage and connect with their audience. As students listen to other student presentations, they are also assessed on their active listening; they compose questions for two allocated peers to be used as a reflection tool after the summative assessment task.

- It is imperative that teachers consider the individual needs of students when setting this speaking and listening task. This summative assessment offers the opportunity to allow students to work individually or in pairs. It is up to the teacher to decide, based on the resources of the school, if students will pre-record their presentation and upload it to an online platform, and comment online, or present it in front of the class and comment on paper.
- Provide students with the summative assessment task and marking key; read this with them and clarify as required.
- Support students as they select what issue they wish to tackle, and encourage them to undertake research into the topic to inform their audience effectively.
- Remind students to use bookwork, worksheets and formative assessment feedback to support them to plan and compose their speech.
- Remind students of the language they should seek to include in their speech, including persuasive language styles, such as rhetorical questions, direct address, inclusive, emotive and imperative language, statistics and endorsement.
- Once students have written their speech, encourage them to edit it for clarity, using the marking key.
- Direct students in how to create their multimodal component to accompany the speech, using a program such as a Microsoft PowerPoint.
- Provide students with the time to either record and upload their presentation to a platform you have selected (using suggestions included in Appendix A) or present to the class over a series of lessons.
- Remind students they are required to watch and listen to the presentations of their peers, commenting on the work of two allocated peers' as part of the active listening component of their assessment. Students may use the active listening scaffold (Appendix C) to support them.
- Listen to and mark each students' speech presentation and peer comments, as these are also assessed.
- Allow students time to review the feedback provided to them by a peer as part of a reflection activity in Lesson 25.



Instructions to students

- Read the Summative assessment task sheet and marking key and ask your teacher any questions as required.
- Select an issue which you are interested in and want to see changed in the future. Undertake research on the topic, taking into consideration your audience.
- Go back and look at your bookwork, worksheets, and formative assessment feedback to assist you with planning your speech.
- Revise persuasive language, such as rhetorical questions, direct address, inclusive, emotive and imperative language, statistics and endorsement.
- Edit your speech for clarity, using the assessment marking key.
- Drawing information from other TED Talks you have watched, create a multimodal component to accompany your speech, using a program such as a Microsoft PowerPoint.
- Either record and upload your presentation to a platform selected by the teacher, or present to the class over a series of lessons.
- Watch and listen to the presentations of your peers, commenting on the work of two allocated peers as part of the active listening component of the assessment.
- Use the active listening scaffold (Appendix C) to support you if required. Peer presentation comments are assessed.
- Review the feedback provided to you by a peer as part of a reflection activity in Lesson 25.



Glossary

Refer to the Glossary through the following link <https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/english/p-10-english-curriculum>.



Acknowledgements

Lessons 8–9 worksheet

Işık, G. (2019). *Woman in Brown Coat* [Photograph]. Retrieved July, 2024 from <https://www.pexels.com/photo/woman-in-brown-coat-3292558/>

Lesson 25 worksheet

Ann H. (2019). *Yellow Letter Tiles on Blue Background* [Photograph]. Retrieved July, 2024, from <https://www.pexels.com/photo/yellow-letter-tiles-on-blue-background-1887992/>

