



# ENGLISH

---

Teaching, learning and assessment exemplar  
Year 7

**Persuasive writing | Creating multimodal texts  
for change**



## **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).

## **Copyright**

© School Curriculum and Standards Authority, 2024

This document – apart from any third-party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority (the Authority) is acknowledged as the copyright owner, and that the Authority’s moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the Authority. Copying or communication of any third-party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International \(CC BY\)](https://creativecommons.org/licenses/by/4.0/) licence.

## **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.

# Contents

<b>The Western Australian Curriculum .....</b>	<b>1</b>
The English curriculum .....	1
<b>This exemplar.....</b>	<b>2</b>
Catering for diversity.....	2
Using this exemplar.....	2
<b>Best practice .....</b>	<b>3</b>
Teaching and learning.....	3
Assessing .....	3
Reflecting.....	3
<b>Persuasive writing   Creating multimodal texts for change .....</b>	<b>4</b>
<b>Western Australian Curriculum   What will be taught .....</b>	<b>5</b>
Language .....	5
Literature.....	5
Literacy.....	5
<b>Achievement standard   What is assessed .....</b>	<b>6</b>
<b>Lessons 1–20.....</b>	<b>7</b>
Lesson 1.....	8
Lesson 2.....	11
Lesson 3.....	13
Lessons 4–5 .....	15
Lesson 6.....	17
Lesson 7.....	19
Lesson 8.....	21
Lessons 9–11 .....	23
Lessons 12–13 .....	25
Lesson 14.....	27
Lessons 15–16 .....	28
Lessons 17–19 .....	29
Lesson 20.....	31
<b>Appendix A: Teaching and learning – Resources .....</b>	<b>33</b>
<b>Appendix B: Formative assessment task.....</b>	<b>51</b>
<b>Appendix C: Summative assessment task.....</b>	<b>59</b>
<b>Glossary.....</b>	<b>66</b>
<b>Acknowledgements.....</b>	<b>67</b>





## 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 7 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 7 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 Ways of teaching 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.



## Persuasive writing | Creating multimodal texts for change

A sense of agency and responsibility are encouraged in this sequence of learning, as students engage with the implications of owning animals and protecting their rights. Through a range of scaffolded exercises, students will develop real-world, relevant knowledge and undertake activities that encourage the ethical treatment of animals.

Students research and reflect on the role of animals in our society: how they contribute to our physical and emotional wellbeing, how they play a role in defending the planet from climate change and how they are represented as both cultural and spiritual figures. With this understanding of their importance and the legal implications surrounding animal ownership, students read and create persuasive multimodal texts which allow them to demonstrate skills in the general capabilities, Personal and social capability and Ethical understanding.

As part of a formative assessment, students undertake the role of an advertising specialist. They conduct research into an animal charity of their choice and appeal to their audience by composing an infographic detailing the role of the charity. Following this, students complete the summative assessment, in which they support the rehoming of an animal by creating an adoption poster that includes accurate branding and written and visual language features. Then, in the form of a rationale, students justify their creative choices by making links between their written and visual language selections, the purpose of their poster and the intended audience.

As part of their process of reflection, students compose a short professional email to share their multimodal texts with potential animal charities with the aim to make social change.





## Western Australian Curriculum | What will be taught

### Language

- Recognise language used to evaluate texts, including visual and multimodal texts, and how evaluations of a text can be substantiated by reference to the text and other sources
- Identify and describe how text structures and language features vary in texts according to purpose
- Understand how consistency of tense through verbs and verb groups achieves clarity in sentences
- Analyse how techniques such as vectors, angle and/or framing in visual and multimodal texts can be used to create a perspective
- Investigate the role of vocabulary in building specialist and technical knowledge, including terms that have both everyday and technical meanings
- Understand how to use spelling rules and word origins; for example, Greek and Latin roots, base words, suffixes, prefixes and spelling patterns to learn new words and how to spell them

### Literature

- Identify and explore ideas, perspectives, characters, events and/or issues in literary texts drawn from historical, social and/or cultural contexts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and creators
- Discuss the aesthetic and social value of literary texts using relevant and appropriate metalanguage

### Literacy

- Explain the effect of current technology on reading, creating and responding to texts, including media texts
- Use interaction skills when discussing and presenting ideas and information, including evaluations of the features of spoken texts
- Analyse the ways in which language features shape meaning and vary according to purpose and audience
- Explain how ideas are organised through the use of text structures, such as taxonomies, cause and effect, extended metaphors and chronology
- Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring, to analyse and summarise information and ideas when listening, reading and viewing
- Plan, create, edit and publish written and multimodal texts, selecting subject matter, and using text structures, language features, literary devices and visual features as appropriate to convey information, ideas and opinions in ways that may be imaginative, reflective, informative, persuasive and/or analytical
- Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods
- Select and use features of digital tools to create texts for different purposes and audiences



## 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/or multimodal texts, including literary texts. With different purposes and for audiences, they discuss, express and expand ideas with evidence. They adopt text structures to organise, develop and link ideas. They adopt language features, literary devices and/or multimodal features and features of voice.

### **Reading and Viewing**

Students read, view and comprehend texts created to inform, influence and/or engage audiences. They explain and discuss how ideas are portrayed and how texts are influenced by contexts. They explain and discuss the aesthetic qualities of texts, and how text structures, language features, literary devices and visual features shape meaning. They select evidence from texts to develop their own response.

### **Writing and Creating**

Students create written and/or multimodal texts, including literary texts, for different purposes and audiences, expressing and expanding on ideas with evidence. They adopt text structures to organise, develop and link ideas. They adopt language features, literary devices and/or multimodal features.



## LESSONS 1–20



## Lesson sequence | Persuasive writing | Creating multimodal texts for change

### Lesson 1

---

#### Language

- Understand how to use spelling rules and word origins; for example, Greek and Latin roots, base words, suffixes, prefixes and spelling patterns to learn new words and how to spell them
  - Investigate the role of vocabulary in building specialist and technical knowledge, including terms that have both everyday and technical meanings
- 

### Why are animals important to us?

#### Teacher

- Brainstorm with students traditional ideas of what a pet is and why we keep them.
- Ask students: Who has a pet? Create a quiz using an online quiz platform (Appendix A1) about common animals, so that students understand the specific classifications or terms used to describe them. Definitions are provided below.
  - Amphibian – any animal of the **class** Amphibia. Typically, they lay eggs that hatch in water and the young go through a larval or tadpole stage, later metamorphosing into lung-breathing quadrupeds, such as a frog, salamander etc.
  - Bird – any of the Aves, a **class** of warm-blooded vertebrates having a body almost completely covered with feathers, and the forelimbs so modified to form wings with which most species fly, such as a budgerigar, parrot etc.
  - Fish – a **class** of completely aquatic vertebrates, having gills, fins, and typically an elongated body usually covered with scales, such as a goldfish, Nishikigoi (koi) etc.
  - Insect – any member of the **class** Insecta, a group of small, air-breathing arthropods characterised by a body clearly divided into three parts, such as a butterfly, bee etc.
  - Mammal – a member of the Mammalia, a **class** of vertebrates whose young feed on milk from the mother’s breast, such as a dog or hamster.
  - Reptile – any of the Reptilia, a **class** of cold-blooded vertebrates, such as a tortoise, lizard etc.
  - Rodent – a member of the Rodentia, the **order** of gnawing or nibbling mammals (class), such as a rat or hamster.
  - Species – the basic category of biological classification, intended to designate a single kind of animal or plant capable of interbreeding, such as dogs, rats etc.
  - Breed – a group of animals within a species having a distinctive appearance, such as Labrador retrievers (species – dogs), Persian cats (species – cats) etc.

Alternatively, complete some of the following activities:

- Explain to students that English is made up of a range of languages, such as Dutch, French, German, Greek and Latin. This is why English has so many synonyms for words; for example

English word	Derived from	Origin
cockatoo	kaketoe	Dutch
beautiful	beau	French
iceberg	eisberg	German
dinosaur	deinos savra	Greek
divine	divinus	Latin

- Create a quiz using an online quiz platform (Appendix A1) for students to align animal terms to their correct origin. A sample quiz is provided below, with answers indicated in bold.
  - The word 'python' originates from Greek. In Greek legend, the python is a large dragon-like creature killed by Apollo. **True** or false?
  - The Latin *Felis catus* refers to what animal? (dog, **cat**, rat, horse)
  - The Latin *Felinus* is the root word of 'feline'. **True** or false?
  - A *Rattus* is a? (bat, **rat**)
  - The Latin *Equus caballus* refers to what animal? (tiger, **horse**)
  - The Latin name for a dog is? (*Canis lupus*, **Canis lupus familiaris**, *Canis familiaris*, *Felis catus*)
  - The Latin word *Canis* is the root word for? (feline, **canine**, equine, Royal Canin® dog food)
  - The word 'phobia' is of Greek origin. **True** or false?
  - The word 'phobia' means an irrational fear. **True** or false?
  - Arachnophobia is a fear of? (snakes, pigeons, **spiders**, cats)
  - Ophidiophobia is a fear of snakes. **True** or false?
  - Cynophobia is a fear of dogs. **True** or false?
- As a class, brainstorm why animals are important to us. Where possible, place the reasons into the following categories:
  - physical and mental health
  - the environment
  - religious and cultural beliefs
  - food.
- As a class, view the YouTube clips listed in Appendix A1, in which animals improve the lives of humans. Students can respond to these comprehension questions:
  - How has the animal made their human's life better socially and/or emotionally?
  - What practical activities does the animal undertake to make their human's life easier?
  - What adjectives\* are used by the owners to describe their assistance animals?

\*If required, remind students of what an adjective is.



## Students

- Participate in a discussion about what a pet is.
- Complete a quiz about animal classifications and the terms used to describe common animals.
- Make connections with other languages and their influences on the English language. In particular, the use of Greek and Latin to classify groups of animals.
- Participate in a discussion about why animals are important to us.
- View the YouTube clips in which animals improve the lives of humans and respond to comprehension questions.



## Lesson 2

---

### Literacy

- Use interaction skills when discussing and presenting ideas and information, including evaluations of the features of spoken texts
  - Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods
- 

## Why do we keep animals?

### Teacher

- Encourage students to walk around the room and complete Lesson 2 worksheet – Our animals (Appendix A2). As they do so, ensure they are interacting with a range of different people.
- Instruct students to conduct research to find 10 benefits of keeping a pet of their choice. The following phrases will direct students' internet searches:
  - what are the benefits of having a cat
  - what are the benefits of having a dog
  - what are the health benefits of pet ownership
  - benefits of owning a pet.
- Inform students that this information can be presented in the form of a poster, bulleted points in their workbook, or verbally, by communicating their findings in a small group.
- Link back to Lesson 1 and pose the question: Why are animals important to us?
- Encourage students to share some of the adjectives used to describe the assistance animals in the YouTube clips from Lesson 1.
- Provide students with the article about a day in the life of an assistance dog (Appendix A1). After reading the article as a class, encourage students to write a description of their day from the perspective of an assistance dog, in the form of a short diary entry, including:
  - what they ate
  - what they did
  - where they went
  - how they felt.
- Walk around while students write, examining their handwriting style. Consider legibility, fluency and the ease with which the process is conducted. Use this as an opportunity to identify any students who will require targeted handwriting intervention.

### Students

- Walk around the classroom and complete Lesson 2 worksheet – Our animals. Interact with as many new peers as possible.
- Conduct research to find ten benefits of keeping a pet.
- Present the information gathered in the form of a poster, bulleted points in a workbook, or verbally, in small groups.
- As part of a class discussion, provide a selection of adjectives to describe animals that improve the lives of humans.



- Read the online article provided by the teacher. Adopting the perspective of an assistance dog, write a description of their day in the form of a short diary entry.





## Lesson 3

---

### Literature

- Identify and explore ideas, perspectives, characters, events and/or issues in literary texts drawn from historical, social and/or cultural contexts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and creators

### Literacy

- Use interaction skills when discussing and presenting ideas and information, including evaluations of the features of spoken texts
  - Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring, to analyse and summarise information and ideas when listening, reading and viewing
- 

## Animals and the environment

### Teacher

- Having covered the social, emotional and physical benefits of keeping animals, the focus of this lesson will be on the benefits animals offer to the environment.
- Organise students into small groups and allocate each group a species from the following list to research: beavers, bees, budgerigars, elephants, llamas, narwhals, octopuses, rats, squirrels.
  - As part of an informative presentation to other small groups, students research and give a presentation on how their allocated animal positively impacts the environment, including facts, statistics and images.
  - Remind students that effective interaction skills are important when discussing and selecting what content to communicate with other groups. The website links in Appendix A1 may be a useful starting point for students to begin their research.

## Animals and spirituality

### Teacher

- View the Noongar creation story of the Waugal – the Rainbow Serpent as a class (Appendix A1).
- As a class, view the Kaartdijin Noongar – Noongar Knowledge website (Appendix A1) to learn about their spirituality and the creation story of the Waugal.
  - Ask students to make notes on who the Waugal is (include all spelling variations), what it has achieved, where we see evidence of its presence in our landscape and its particular relationship with water.
- Discuss with students the faiths where animals are represented spiritually as deities, or cultures in which they are highly respected.
  - Those who practise Buddhism, Hinduism and Jainism, all believe in non-violence towards animals. This often (not always) includes not eating animals.



## Students

- In small groups, research the environmental benefits of their allocated species, gather facts, statistics, images and any other key information.
- Interact effectively with others in their group to discuss, condense and select the content they intend to communicate to other groups. The research is distributed amongst group members so that everyone can participate in the next part of this process.
- Join with another small group to teach them about their species' positive impact on the environment. Repeat this with another small group.
- View the creation story and make notes.
- Participate in a discussion related to faith and how we see animals represented spiritually.



## Lessons 4–5

---

### Language

- Analyse how techniques such as vectors, angle and/or framing in visual and multimodal texts can be used to create a perspective

### Literacy

- Explain the effect of current technology on reading, creating and responding to texts, including media texts
- Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring, to analyse and summarise information and ideas when listening, reading and viewing

### Literature


- Identify and explore ideas, perspectives, characters, events and/or issues in literary texts drawn from historical, social and/or cultural contexts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and creators
- Form an opinion about characters, settings and events in texts, identifying areas of agreement and difference with others' opinions and justifying a response
- Explain the ways that literary devices and language features, such as dialogue, and visual and audio features are used to create character, and to influence emotions and opinions in different types of texts

---

## Animals in culture

### Teacher

- Encourage students to consider films and novels in which animals have been included (this could be as the main protagonist/s or not). Some options include those listed in Appendix A1.
- View the Southeastern Guide Dogs animated film advertisement, which was broadcast in 2018 (Appendix A1).
  - Organise students into pairs to discuss and make notes, on how the Southeastern Guide Dogs film makes them feel.
  - Discuss how the Southeastern Guide Dogs director uses visual and audio language features to influence our response.
  - Discuss the characterisation of the dog and his 'journey'. Ask whether this aligns with the purpose of the film.
  - Ask students how the director has used visual language choices to present one dog's experience of becoming a guide dog. Prompt students to consider the key angles used and the dog's gaze, facial expressions and body language, which reflect the dog's prominence as the protagonist.
  - Ask students what the ultimate purpose of the multimodal text is, given that this film is an advertisement by Southeastern Guide Dogs.
  - Ask students which social media platforms this advertisement is likely to have been shared on to gain 1.9 million 'likes' at the time of publishing (e.g. YouTube/Facebook/Instagram).

- 
- Ask students whether they think the lack of spoken word in the advertisement positively or negatively impacts this number of ‘likes’ and why.
  - Provide students with the print example of a more traditional advertisement that was produced in 2014 by the same organisation (Appendix A1).
  - Organise students into pairs to discuss and make notes on what vocabulary and image choices provoke a response in the Southeastern Guide Dogs print advertisement.
  - Compare the two texts (animated and print) and ask students which text they believe most effectively achieves its purpose and why.
  - Ask where we are most likely to see the print advertisement.
  - Ask students what this suggests about how the presentation of texts has evolved over time to access the greatest number of people and thus the most support financially.
  - Ask students what this shift towards social media as an advertising platform means for advertisements today and in the future.
  - Define the term ‘anthropomorphism’ (the link in Appendix A1 may be a useful teacher resource prior to this lesson) and discuss why we may enjoy films about animals that are given a voice.
  - Ask students why these representations are particularly valuable in children’s texts?
  - Discuss the content of these stories (e.g. *The Lion King*) and how they deal with complex and confronting ideas, in a more manageable way.
  - Present students with a range of texts to read and/or view (Appendix A1) and discuss the lessons that these animals and stories teach us, including their cultural and social value in doing so.

### **Students**

- Participate in a discussion related to films and novels in which animals are included.
- View the Southeastern Guide Dogs animated film advertisement and analyse the print example.
- Work in pairs to answer comprehension questions about both texts.
- Consider and discuss why anthropomorphism is particularly valuable in children’s texts.
- Read and view a range of texts, and reflect on the lessons taught to us by animals in these texts.



## Lesson 6

---

### Literacy

- Explain how ideas are organised through the use of text structures, such as taxonomies, cause and effect, extended metaphors and chronology
  - Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring, to analyse and summarise information and ideas when listening, reading and viewing
- 

## Pets that we keep, and those we cannot


### Teacher

- As a class, discuss and brainstorm which animals we are permitted to keep as pets in our homes or on our land.
  - The list could include: cats, dogs, rabbits, ferrets, horses, rats, mice, guinea pigs, insects, spiders.
  - Ask the class which animals they think would be inappropriate to keep as pets.
  - This list may include elephants, crocodiles, bears, wolves, tigers, lions, monkeys.
  - Consider issues like habitat, space and safety.
- Watch the *Jessica the Hippo* YouTube clip (Appendix A1) and discuss the language used to describe her and the way she is kept.
- With students, read Table 5 on Page 7 of the Royal Society for the Prevention of Cruelty to Animals (RSPCA) document (Appendix A1).
  - According to this document, cruelty complaints were investigated in Western Australia (WA). Ask students whether the number of investigations surprises them.
  - Explain in general terms what a 'routine inspection' is and look at the list provided of where they are conducted by the RSPCA. Ask students why they think these places require routine inspections.
  - What factors may influence the RSPCA's ability to perform more inspections – considering the low number conducted in WA?
- As a class, brainstorm some well-known animal charities. These can be local, national or international.

## Who helps?

### Teacher

- Discuss how animal abuse and neglect are real issues in Australia and explain that throughout the upcoming lessons, the class will actively attempt to address these issues.
- Offer students the opportunity to select one animal charity from the Charity Guide website (Appendix A1) or those discussed in class.
  - Give students time to select and look over their preferred charity's website. This selection should be based on whether there is enough information provided online about the charity and how it aligns with each student's animal interests.

- 
- Inform students that as part of the upcoming formative assessment task, they will be required to complete an infographic to communicate a charity's values, key objectives and achievements, so they need to gather information.
  - If students require additional support, maximise their research time by selecting a prominent Australian animal organisation/s that you think will work best for them.
  - Direct students to begin their research.

### **Students**

- Participate in a discussion about the animals we are permitted to keep as pets in our homes or on our land.
- View the *Jessica the Hippo* YouTube clip and discuss the clip.
- Read the RSPCA table and respond to questions.
- Contribute to a discussion about well-known animal charities.
- Select an animal charity based on their interest in the animal and sufficient information available online.
- Begin researching the chosen charity in preparation for the upcoming formative assessment task.



## Lesson 7

---

### Language

- Identify and describe how text structures and language features vary in texts according to purpose
  - Understand how consistency of tense through verbs and verb groups achieves clarity in sentences
- 

### Gather information

#### Teacher

- Guide students in researching and collecting visual and written information about their chosen charity, using the following questions to keep them focused.
  - What are the charity's dominant brand colours?
  - What is their logo and slogan?
  - Do they protect one animal? If so, which one? If not, which animals are most heavily featured on their website and in their publications?
  - What is their mission?
  - What statistics and facts can they find about what the charity has accomplished or hopes to accomplish?

### The power of persuasion

#### Teacher

- Lead students in a revision discussion about persuasive language features and rhetorical devices.
- Ask students to recall any persuasive techniques they remember from the previous year and provide examples of these.
- As a revision activity, compose a quiz about persuasive techniques (Appendix A1) using the following questions. The answers are indicated in bold.
  - 'We can make a difference' is an example of? (imperative language, emotive language, **inclusive language**)
  - 'We', 'you', 'our' are examples of pronouns. **True** or false?
  - 'The tornado destroyed homes' is an example of a? (statistic or **fact**)
  - '45% of avocados are sold ripe' is an example of a statistic. **True** or false?
  - An example of a rhetorical question is (students select the correct answer)? ('**You must find surfing a challenge**' or 'Do you find surfing challenging?'). Share that the punctuation is an indicator here.
  - 'Now is the time to change the date, now is the time for reconciliation, now is the time to come together' is an example of (students select the correct answer)? (**anaphora** or alliteration)
  - An example of emotive language is (students select the correct answer)? ('**Yesterday I was excluded, discarded and abandoned to fend for myself.**' or 'Yesterday, my friends left me to eat lunch alone.')

- 'You will make a difference' is an example of (students select the correct answer)? (inclusive language, flattery, **inclusive language and flattery**, emotive language)
- 'Tigers currently face a loss of habitat, reduction of prey, limited water sources and falling temperatures.' Which technique is this (students select the correct answer)? (repetition, rhetorical question, **list**, emotive language)
- 'Celebrities and professionals can endorse products or ideas.' **True** or false?
- Examples of professional endorsement include (students select the correct answer)? 'A university professor endorsing an idea in a textbook', 'A dentist endorsing a brand of toothpaste', 'A football player endorsing a soft drink', **all of the above**)
- 'The term 'hyperbole' means happy. True or **false**?
- 'Hyperbole' means an exaggeration. Which of the following are examples of hyperbole (students select the correct answer)? ('I love you to the moon and back,' 'You can make all the difference', 'All your dreams will come true', **all of the above**)

High	Medium	Low
must	will	may
ought to	should	could
always	usually	sometimes
obviously	probably	perhaps

- Discuss with students the power of modality in making language choices. Give students Lesson 7 worksheet – Modality match (Appendix A2) to complete in pairs. This worksheet can be enlarged, cut up and distributed, or provided as a list for students to write around the correct modality. Encourage students to contribute answers, which are provided below.
- Give students Lesson 7 worksheet – Persuasive porker (Appendix A2) to complete individually or in pairs.
  - Direct students to go through the text and annotate any persuasive language features they can find.
  - Encourage students to contribute answers – provided on the teacher version of the worksheet (Appendix A2).

### Students

- Research their chosen charity from Lesson 6, making choices based on the teacher's focus questions.
- Revise persuasive language features.
- Complete the quiz and Lesson 7 worksheet – Modality match and Persuasive porker. Answers are contributed as part of a class discussion.





## Lesson 8

---

### Language

- Recognise language used to evaluate texts, including visual and multimodal texts, and how evaluations of a text can be substantiated by reference to the text and other sources

### Literature

- Discuss the aesthetic and social value of literary texts using relevant and appropriate metalanguage


### Literacy

- Analyse the ways in which language features shape meaning and vary according to purpose and audience
- 

## Information is power!

### Teacher

- Prior to the lesson, select and print between seven and 10 infographics from the resources listed in Appendix A1. Stick each of these in the centre of a large piece of paper (one piece of paper per infographic).
- Discuss the root words ‘infographic’ – ‘information’ and ‘graphic’.
- Display one or two infographics on the board (for example, the RSPSCA infographic in Appendix A1) and ask students the following questions.
  - What does this infographic communicate (what is its purpose)? Is it persuading us to donate? If so, what – time, money, belongings?
  - Who is the audience for this infographic, e.g. animal lovers, people with spare change? What is its social value?
  - Why is this an effective display of information?
  - Why is its layout particularly useful in communicating and promoting the work of a business or charity?
  - What written language features do we see – statistics or facts (revise the difference) and emotive language, i.e. ‘crisis’ and ‘at risk’?
  - What visual language features do we see? Use appropriate metalanguage to discuss the image/s, e.g. salience, logo, iconography, the colours blue and white speak to the charity’s branding.
  - Why are the icons and image/s purposeful and relevant?
  - What is the overall aesthetic value of the infographic?
- Organise students into small groups and provide each group with an infographic sheet (prepared prior to the lesson). Students discuss the following focus questions and annotate around their allocated infographic.
  - What is the purpose of this infographic?
  - Who is the intended audience of this infographic?
  - What written persuasive language choices are made? How do these appeal to or challenge the audience and/or purpose?

- 
- What visual language choices are made? How do these appeal to or challenge the audience and/or purpose?
  - Direct students to circulate the classroom, looking at the various infographics and their peers' interpretations. They may add to these ideas as part of a snowballing activity. Use the content of these annotated infographics as the basis for a formative assessment to establish student understanding.
  - Provide students with the formative assessment task (Appendix B). Go through the marking key and overall expectations of this task and answer any questions students may have. Make it clear that Lessons 6–8 have been leading towards this task and that students are encouraged to use their notes and any information gathered over these lessons to assist them in the upcoming three lessons.
  - Assist students in setting up the appropriate software program to create this text digitally. Appendix A1 lists websites and word processing options.

### **Students**

- Reflect on language variation and change as technology progresses, e.g. the amalgamation of the word 'information' and 'graphic'.
- Interpret the purpose and audience of an infographic.
- As part of a class discussion, use appropriate metalanguage to discuss the written and visual techniques used in an infographic.
- Using the focus questions as a guide, work in small groups to annotate the infographic provided.
- Circulate the room to view a range of infographics and add to the interpretations of peers.
- Review the formative assessment task document and sign up for the relevant free software program to be used for their infographic creation, following the teacher's direction.



## Lessons 9–11

---


### Literacy

- Analyse the ways in which language features shape meaning and vary according to purpose and audience
  - Plan, create, edit and publish written and multimodal texts, selecting subject matter, and using text structures, language features, literary devices and visual features as appropriate to convey information, ideas and opinions in ways that may be imaginative, reflective, informative, persuasive and/or analytical
  - Select and use features of digital tools to create texts for different purposes and audiences
- 

### Infographic composition – formative assessment

#### Teacher

- Guide students through the formative assessment task and marking key (Appendix B).
- Note: the marking key includes 😊, 😐 and 😞 as a means of assessing, but this could easily be changed to colours (e.g. green, orange, red) or ticks, dashes and crosses.
- Once students have completed their animal charity research, allow them time to review what they have gathered, and select the most significant subject matter to convey in their infographic. They should consider what tools they will use to persuade their audience, i.e. written persuasive language (including techniques, such as inclusive, emotive and imperative language, facts and statistics and/or rhetorical questions), visual language choices (including image/s, layout, graphics, icons, colour and salience) and accurate branding (including the logo, slogan and colours).
- Encourage students to reflect on the purpose of the infographic composition, e.g. to persuade people to support their charity by donating their time, belongings and/or money.
- Encourage students to consider their target audience, e.g. people who like cats.
- Direct and support students in utilising the digital program that you have selected for them to use to compose the infographic.
- Encourage students to review their notes from earlier lessons regarding persuasive language features (e.g. statistics, facts, rhetorical questions, endorsement, emotive, imperative and inclusive language).
- Encourage students to make purposeful visual language choices (colour, icons, graphs, images).
- On completing their composition, encourage students to reflect on their creative choices using the marking key and edit accordingly.
- Students swap their infographic with a peer and use the marking key in the same way as above. They provide one another with feedback and then edit their work to refine the composition.

- 
- Prior to submission, students compose a rationale to justify their creative choices. The following may prove useful as an example:
    - The infographic I chose to compose was on behalf of the charity [insert charity name]. The reason I chose this charity was that [insert reason]. One visual language feature I included on my infographic was [insert specific technique using appropriate metalanguage]. We can see this [specify where on the infographic we see this]. The reason I chose this charity was [insert reason]. This links to my purpose of making the audience feel [insert the emotion you were hoping to create] because [insert explanation of how this visual language feature sparks the emotion that you set out to create].
    - In addition to visual language, I incorporated written language in my infographic. Two persuasive language features I used are [insert two features]. These can be seen [specify their location on the infographic]. In my effort to [specify the purpose of the infographic] and to make an audience feel a sense of [specify the emotion/s you wish the audience to feel], I have [analyse how the two persuasive language features work to make the audience feel this way/meet the purpose].
  - Teacher collects infographics with rationales and uses the same marking key used by student and peer to offer explicit, actionable feedback on the task. Aim to give this back in Lesson 14 to ensure that this is received in time to prepare for the summative assessment.

### **Students**

- Review the formative assessment task and marking key with teacher guidance.
- Research and select the most appropriate information about the chosen charity, considering which tools they will use to persuade their audience, i.e. written persuasive language choices, visual language choices and accurate branding.
- Identify the intended purpose and audience of the infographic.
- Design the infographic on the assigned digital program.
- Critically self-assess their work as part of the process.
- Peer review the work of another student by questioning their creative choices respectfully.
- Edit their work (or not if they are confident in their choices) based on peer feedback.
- Compose the rationale, justifying their creative choices.
- Submit the infographic and rationale to the teacher for further feedback.

## Lessons 12–13

### Literacy


- Explain how ideas are organised through the use of text structures, such as taxonomies, cause and effect, extended metaphors and chronology
- Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring, to analyse and summarise information and ideas when listening, reading and viewing

### Keeping a pet

#### Teacher

- Remind students that Lessons 1–2 explored pet ownership and why owning a pet is beneficial to our health and wellbeing. Inform students that throughout the next two lessons, they will be looking at the practicalities of owning a pet. Students should consider the financial and ethical responsibilities of pet ownership.
- Give students the option of reading either the dog or cat ownership information by clicking on the links within *Dogs and Cats* from the City of Cockburn website (Appendix A1)
- Provide the following comprehension questions for students to answer after reading about their chosen pet.

Dog ownership	Cat ownership
1. Which is the best registration fee for me to pay, assuming that my sterilised dog will live for 15 years?	1. Which is the best registration fee for me to pay, assuming that my cat will live for 20 years?
2. Which document and information do I need to register my dog?	2. Which document and information do I need to register my cat?
3. Does my dog need to be sterilised?	3. Does my cat need to be sterilised?
4. What is the name and address of one enclosed dog exercise area?	4. Which date will I need to renew my cat's one year registration by?
5. What are three benefits of taking my dog to an enclosed dog park?	5. What three responsibilities do I have as a cat owner?
6. If my dog poos in a public place and I don't remove and dispose of it, how much could I be fined?	6. If I don't comply with the Cat Act 2011, how much could I be fined?
7. What are two things I could do to help my dog stop barking?	7. Should I keep my cat inside? Why/Why not?
8. Why should I be a responsible dog owner?	8. Why should I be a responsible cat owner?

- 
- Students have each been provided with a ‘budget’ of \$8000 for their pet purchase. They access the *Getting a pet* page on the Australian Securities & Investments Commission’s [moneysmart.gov.au](http://moneysmart.gov.au) website (Appendix A1) and review the table that details the cost of owning a pet, making note of the different types of costs listed in the left column. These costs will be the focus of upcoming lessons.
  - View the Dr. Seuss YouTube clip *What Pet Should I get?* (Appendix A1) and guide students in deciding on a pet to purchase.
  - Instruct students to complete the Bechewy online quiz *What Pet Should I Get?* in Appendix A1 to refine their pet selection.
  - Provide time for students to research their chosen animal species, to determine which breed they want. The rules are that students must select an animal that they can keep legally, ethically and within budget. Lessons 12–13 worksheet – My chosen pet (Appendix A5) will guide students in their research.

### **Students**

- Reflect on the content and purpose of Lessons 1–2.
- Consider the financial and ethical responsibilities of owning a pet as they answer the comprehension questions either dog or cat ownership.
- View the Dr. Seuss YouTube clip *What Pet Should I Get?*
- Complete a quiz to make an informed decision about which pet they will purchase with their budget of \$8000.
- Research their chosen species and breed. Complete Lessons 12–13 worksheet – My chosen pet, to guide their research.



## Lesson 14

---

### Literacy

- Analyse the ways in which language features shape meaning and vary according to purpose and audience
  - Plan, create, edit and publish written and multimodal texts, selecting subject matter, and using text structures, language features, literary devices and visual features as appropriate to convey information, ideas and opinions in ways that may be imaginative, reflective, informative, persuasive and/or analytical
  - Select and use digital tools to create texts for different purposes and audiences
- 

### Pause and reflect

#### Teacher

- Present Lesson 14 worksheet – Persuasive language bingo (Appendix A6) as a recap activity.
- Provide students with time to access feedback on their formative assessment task.
- Allow students time to edit their infographic and rationale (in pairs if they wish), making adjustments that reflect an active understanding of the feedback provided by the teacher.
  - Ensure students are encouraged and empowered to respectfully clarify and question the feedback. This enables them to learn and improve in anticipation of their summative assessment task.
- Encourage students to engage in the feedback cycle. They can do this by answering the following questions via a survey, email, written reflection in a class book or conversation with the teacher. Ensure that their name is provided to follow up if required.
  - Is there any element of this infographic task which you found particularly challenging?
  - Do you feel confident using persuasive language features?
  - Does your infographic make clear and effective use of persuasive language based on feedback from your teacher?
  - Do you feel confident with deliberately using visual language features?
  - Does your infographic make clear and effective use of visual language based on feedback from your teacher?
  - Do you effectively meet a specific purpose through your creative choices?
  - Was your rationale detailed enough – did you analyse your creative choices explicitly and explain the role they played in influencing an audience and meeting a purpose?
  - List some of the edits you made based on your teacher’s feedback.

#### Students

- Complete Lesson 14 worksheet – Persuasive language bingo.
- Reflect on feedback provided by the teacher on their formative assessment task.
- Work in pairs, or individually, to make edits to their infographic and improve their use of written and visual language to achieve a particular purpose.
- Engage in the feedback cycle by completing reflective questions.



## Lessons 15–16

---

### Language

- Recognise language used to evaluate texts, including visual and multimodal texts, and how evaluations of a text can be substantiated by reference to the text and other sources
- 

## Pet surrender

### Teacher

- Students should understand some implications of buying and keeping a pet.
- As a class, discuss the various reasons that people are forced to or choose to surrender animals. Encourage a respectful discussion around what reasons we accept as valid, those which challenge us and those which we do not accept as ethical. Some points may include:
  - a new pet may not get along with an existing pet or a new pet usurps the existing pet
  - the owner's accommodation changes, and they are forced to move to a place that does not allow pets
  - the owner is unable to afford veterinary bills
  - the animal has behavioural problems that are too challenging to manage
  - the owner has too many animals
  - the owner has developed allergies
  - the owner changed their mind
  - the owner becomes ill or dies.
- Analyse a range of adoption posters on the board (Appendix A1) and discuss their:
  - purpose
  - intended audience
  - visual qualities and drawbacks.
- As a class, come up with a checklist of expectations which students hope to see in a purposeful adoption poster, these should include:
  - an image of the animal
  - its name
  - its breed
  - its temperament and what it will contribute to a family
  - its likes and dislikes and what it will need from a family
  - persuasive language features
  - the layout of the poster including icons, colours and salience
  - the contact details of how to adopt the animal.

### Students

- Participate in a discussion on the reasons people give up their pets.
- Review and analyse a range of pet adoption posters and decide on a list of features that make the posters successful in achieving their purpose.





## Lessons 17–19

---

### Literacy

- Analyse the ways in which language features shape meaning and vary according to purpose and audience
  - Explain how ideas are organised through the use of text structures, such as taxonomies, cause and effect, extended metaphors and chronology
  - Plan, create, edit and publish written and multimodal texts, selecting subject matter, and using text structures, language features, literary devices and visual features as appropriate to convey information, ideas and opinions in ways that may be imaginative, reflective, informative, persuasive and/or analytical
  - Select and use features of digital tools to create texts for different purposes and audiences
- 

### Summative assessment – how can we help?

#### Teacher

- Three lessons have been allocated to this task to ensure students have enough time to research, create and edit their multimodal adoption poster. To ensure equity and comparability as students are completing this digitally over time, it may prove useful to create a computer file on the school's communal drive or get students to load evidence of their progression onto the school's learning management system (e.g. SEQTA/Canvas/Google Classroom/Blackboard).
- Over the past two lessons, we have considered why people choose (or are forced) to surrender their animals and the consequences of this. Students will complete the summative assessment task, in which they will actively support a real animal to find their forever home.
- Provide students with the summative assessment task (Appendix C) and go through the expectations of the task and marking key with them.
- Direct students to pet websites (Appendix A1). Once students have selected their preferred website, they are required to pick the animal that they wish to help.
  - For some sites, the animal's profile appears, including its name, age estimate, image, activities it enjoys and what it will need from its new owner. The animal's adoption fee and relevant contact details may also be included.
- Direct students to the software program you want them to use (Appendix A1 has suggestions).
- Using their adoption poster checklist of visual and written language from Lesson 16, students compose an A4 single-sided adoption poster for their chosen animal.
- Encourage students to refer to their formative assessment as a tool for support. They may wish to include similar visual language, such as icons or elements of layout and similar persuasive language features, such as emotive, imperative or inclusive language.
- Students compose a rationale justifying their creative choices.



## Students

- Read the summative assessment task sheet and marking key and ask the teacher any necessary questions.
- Select and research the animal they wish to support.
- Create and edit a multimodal adoption poster using the assessment marking key and the checklist from Lesson 16 as a guide.
- Compose the rationale, justifying their creative choices.
- Submit the final version of the summative assessment poster and rationale to the teacher.



## Lesson 20

---

### Literacy

- Analyse the ways in which language features shape meaning and vary according to purpose and audience
- 


## Making a difference

### Teacher

- Students should have included the contact details of how to adopt the animal on their summative assessment poster. As part of a reflection exercise, students are encouraged to include their adoption poster as an attachment in an email to the organisation or individual caring for the animal. If students composed an infographic for the same organisation, this may also be useful to include.

Note: you may wish to contact the organisation to check that they are happy to receive unsolicited posters and seek parent or guardian and/or the principal's permission to allow students to make real-world contact with the organisation or person. Alternatively, this could be sent in email form to the teacher only.

- Discuss with students the purpose of formal emails and the importance of adopting a formal writing etiquette when composing the email.
  - Review unprofessional emails written to an unfamiliar person (Appendix A1) and discuss the poor features of the emails as part of a class discussion.
- Having reviewed what not to do, guide students in creating a checklist of what they should include in an email to an unfamiliar person. Consider:
  - formal language
  - salutations, e.g. 'Dear sir/madam' or 'Dear Ms Jones', and valediction, e.g. 'Kind regards' or 'Yours sincerely'
  - an introduction, specifying who you are
  - a purpose, explaining why you are writing
  - gratitude for their time taken to read your email
  - accurate spelling, grammar and punctuation (avoid text speak, emojis, and block capitals).
- Guide students in composing an appropriate formal email using Lesson 20 worksheet – template – creating a formal email (Appendix A2).
- As evidence of their understanding of formal email writing, students send the email with attachments to the organisation or individual caring for the animal (if appropriate) and also to you.

- 
- Prior to the lesson, compose an online survey, e.g. Microsoft Forms or SurveyMonkey (Appendix A1), according to the information technology preferences of your school. A sample of questions which may be inserted follows.
    1. What elements of this unit of study did you enjoy most?
    2. What elements of this unit of study did you not enjoy?
    3. Were there any elements of this unit of study which were challenging or difficult?
    4. Tell me one fact you learnt, which you did not previously know about keeping an animal.
    5. Tell me one persuasive language feature you learnt about.
    6. What are two visual features of an infographic?
    7. What are two reasons people surrender their pets for adoption?
    8. Name two charities you could adopt an animal from.
    9. Did you find the formative assessment (infographic and rationale) interesting? Explain why or why not.
    10. Did you enjoy working with a peer to edit your work?
    11. Was your teacher's feedback on your infographic and rationale useful?
    12. Did you find the summative assessment (adoption poster and rationale) interesting? Explain why or why not.
    13. When creating your adoption poster and rationale, did you use notes from previous lessons and feedback from the formative assessment to support you?
    14. Identify one new rule about composing formal emails that you have learnt.
    15. Do you have any further comments about the content of this unit, or the ways it was taught?
  - Encourage students to complete this survey, providing feedback on this overall unit of work, as well as the formative and summative assessment tasks.

### **Students**

- Revise skills for composing formal emails.
- 'Make contact' with the organisation or carer of the animal they have selected to adopt, as well as the teacher, in the form of a formal email.
- Insert the attachment/s of the adoption poster (and infographic as appropriate).
- Complete the survey online.



**APPENDIX A:**  
**TEACHING AND LEARNING – RESOURCES**

## Appendix A1 | Resources

Lesson	Resources
1	<p><b>Lesson resources</b></p> <p>YouTube clips in which animals improve the lives of humans</p> <ul style="list-style-type: none"> <li>Assistance Dogs Australia – Zeus the Autism Assistance Dog has Changed Lives <a href="https://www.youtube.com/watch?v=xKA8-GOWyeU">https://www.youtube.com/watch?v=xKA8-GOWyeU</a></li> <li>Cater Clips – Assistance Dog Transforms Disabled Owner’s Life <a href="https://www.youtube.com/watch?v=iJPXhL5MdiU">https://www.youtube.com/watch?v=iJPXhL5MdiU</a></li> <li>Seeing Eye Dogs – Vision Australia Seeing Eye Dogs - Who We Are <a href="https://www.youtube.com/watch?v=ohC5uGGM3YU">https://www.youtube.com/watch?v=ohC5uGGM3YU</a></li> </ul> <p><b>Pre-teaching resources</b></p> <p>Online quiz platforms (free resources)</p> <ul style="list-style-type: none"> <li>Kahoot! – Home (Learning Games) <a href="https://kahoot.com/">https://kahoot.com/</a></li> <li>Nearpod – Home (Interactive Lessons) <a href="https://nearpod.com/">https://nearpod.com/</a></li> <li>Plickers – Home (Card activity for formative assessments) <a href="https://get.plickers.com/">https://get.plickers.com/</a></li> <li>Quizizz – Home (Quizzes and interactive lessons) <a href="https://quizizz.com/">https://quizizz.com/</a></li> <li>Quizlet – Home <a href="https://quizlet.com/en-gb">https://quizlet.com/en-gb</a></li> </ul>
2	<p><b>Lesson resource</b></p> <p>Online article about a day in the life of an assistance dog</p> <ul style="list-style-type: none"> <li>Dogs for Good – A Day in the Life of an Assistance Dog <a href="https://www.dogsforgood.org/2019/11/a-day-in-the-life-of-an-assistance-dog/">https://www.dogsforgood.org/2019/11/a-day-in-the-life-of-an-assistance-dog/</a></li> </ul>

Lesson	Resources
3	<p><b>Lesson resources</b></p> <p>Websites about the benefits animals offer to the environment</p> <ul style="list-style-type: none"> <li>• Global Giving – Unsung Heroes: 10 Ways Animals Help Us <a href="https://www.globalgiving.org/learn/ways-animals-help-us/">https://www.globalgiving.org/learn/ways-animals-help-us/</a></li> <li>• Mom.com – 22 Animals That Are Good for the Earth <a href="https://mom.com/momlife/19887-animals-are-good-earth">https://mom.com/momlife/19887-animals-are-good-earth</a></li> </ul> <p>Link to a Waugyl creation story</p> <ul style="list-style-type: none"> <li>• Kaartdijin Noongar - Noongar Knowledge – Spirituality (Scroll down to The Waugal or Great Serpent-Like Dreamtime Spirit) <a href="https://www.noongarculture.org.au/spirituality/">https://www.noongarculture.org.au/spirituality/</a></li> </ul> <p><b>Pre-teaching resources</b></p> <p>For teacher understanding of the lesson content</p> <ul style="list-style-type: none"> <li>• Auspire Australia Day Council WA – Shining the light – An immersive cultural experience on 2021 Australia Day at Elizabeth Quay <a href="https://www.youtube.com/watch?v=DA9I7Yf_n64">https://www.youtube.com/watch?v=DA9I7Yf_n64</a></li> <li>• Perth Festival – Boorna Waanginy   Perth Festival 2019 <a href="https://www.youtube.com/watch?v=zdvbCCiqmek">https://www.youtube.com/watch?v=zdvbCCiqmek</a></li> </ul>
4–5	<p><b>Lesson resources</b></p> <p>Film advertisement</p> <ul style="list-style-type: none"> <li>• Dogs Inc – Pip   A Short Animated Film by Dogs Inc <a href="https://www.youtube.com/watch?v=07d2dXHb94">https://www.youtube.com/watch?v=07d2dXHb94</a></li> </ul> <p>Traditional print advertisement</p> <ul style="list-style-type: none"> <li>• On Ideas – Non-Profits Face Marketing Challenges (Southeastern Guide Dogs) (Scroll down to <b>Print Ads</b>) <a href="https://onideas.com/work/southeastern-guide-dogs/">https://onideas.com/work/southeastern-guide-dogs/</a></li> </ul> <p><b>Lesson resources – multimodal texts for students to read and/or view</b></p> <p>Films with animals</p> <ul style="list-style-type: none"> <li>• Gluck, W., &amp; Nalbandian, Z. (Dir.). (2018). <i>Peter Rabbit</i> [DVD].</li> <li>• Jennings, G. (Dir.). (2016). <i>Sing</i> [DVD]. Universal Pictures.</li> <li>• King, P. (Dir.). (2014). <i>Paddington</i> [DVD]. StudioCanal UK.</li> <li>• Noonan, C. (Dir.). (1995). <i>Babe</i> [DVD].</li> <li>• Renaud, C. (Dir.). (2016). <i>The Secret Life of Pets</i> [DVD]. Illumination Entertainment.</li> <li>• Stanton, A., &amp; Unkrich, L. (Dir.). (2003). <i>Finding Nemo</i> [DVD]. Walt Disney Pictures and Pixar.</li> </ul> <p>Books</p> <ul style="list-style-type: none"> <li>• Potter, B. (1964). <i>The Tale of Peter Rabbit</i>. Pioneer Drama Service.</li> <li>• Seuss. (2017). <i>The Cat in the Hat</i>. HarperCollins UK.</li> </ul>

Lesson	Resources
	<p>Picture Books</p> <ul style="list-style-type: none"> <li>• Davies, B. (2013). <i>The Storm Whale</i>. Simon &amp; Schuster.</li> <li>• Donaldson, J. (2016). <i>The Snail and the Whale</i>. Pan Macmillan.</li> <li>• Finn, I. (2013). <i>The Very Lazy Ladybird</i>. Hardie Grant Publishing.</li> <li>• Gordon, G. (2020). <i>Somewhere Else</i>. Random House Australia.</li> <li>• Gordon, G. (2013). <i>Herman and Rosie</i>. Penguin Group Australia.</li> <li>• Hurst, E. (2015). <i>Adelaide's Secret World</i>. Allen &amp; Unwin.</li> <li>• Khoza, V., &amp; Ottley, M. (2019). <i>Dumazi and the Big Yellow Lion</i>. Scholastic Press.</li> <li>• Kirk, D. (1995). <i>Miss Spider's Wedding</i>. Scholastic Press.</li> <li>• Kuchling, G. (2006). <i>Poppy's Gift</i>. Windy Hollow Books.</li> <li>• Martin, F. (2000). <i>Clever Tortoise: A Traditional African Tale</i>. Candlewick Press (MA).</li> <li>• McRobbie, N. (2010). <i>Bip the Snapping Bungaroo</i>. NewSouth Books.</li> <li>• Mewburn, K., &amp; Blackwood, F. (2007). <i>No Room for a Mouse</i>. Scholastic Press.</li> <li>• Millard, G. (2014). <i>Applesauce and the Christmas Miracle</i>. ABC Books.</li> <li>• Rudge, L. (2017). <i>Gary</i>. Walker Books Australia.</li> <li>• Stoop, N. (2014). <i>Red Knit Cap Girl and the Reading Tree</i>. Little, Brown Books for Young Readers.</li> <li>• Torres, P. (1989). <i>The Story of Crow</i>. Magabala Books.</li> <li>• Wirlomin Noongar Language and Stories Project. (2011). <i>Mamang</i>. Apollo Books.</li> <li>• Wirlomin Noongar Language and Stories Project. (2011). <i>Noongar Mambara Bakitj</i>. Apollo Books.</li> <li>• Zagarenski, P. (2015). <i>The Whisper</i>. Houghton Mifflin Harcourt.</li> </ul> <p>Poetry</p> <ul style="list-style-type: none"> <li>• Blake, W. (2012). <i>Songs of Innocence and Songs of Experience</i>. Courier Corporation.</li> <li>• Maling, C. (2019). <i>Fish Song</i>. Fremantle Press.</li> <li>• Poe, E. A. (n.d.). <i>The Raven by Edgar Allan Poe</i>. Poetry Foundation. Retrieved Feb, 2024, from <a href="https://www.poetryfoundation.org/poems/48860/the-raven">https://www.poetryfoundation.org/poems/48860/the-raven</a></li> </ul> <p>Read Aloud Picture books</p> <ul style="list-style-type: none"> <li>• Paige Kenny – Kookoo Kookaburra by Greg Dreise. Read aloud by Mrs Kenny <a href="https://www.youtube.com/watch?v=KYtGuilfVDI">https://www.youtube.com/watch?v=KYtGuilfVDI</a></li> <li>• State Library of Queensland – Mad Magpie by Gregg Dreise (Read aloud by Gregg Dreise) <a href="https://vimeo.com/366680699">https://vimeo.com/366680699</a></li> </ul> <p><b>Pre-teaching resource</b></p> <p>Article about anthropomorphism</p> <ul style="list-style-type: none"> <li>• May Gibbs – Anthropomorphism In Children's Literature <a href="https://maygibbs.org/news/anthropomorphism-in-childrens-literature/">https://maygibbs.org/news/anthropomorphism-in-childrens-literature/</a></li> </ul>



Lesson	Resources
6	<p><b>Lesson resources</b></p> <p>Guide to Australian charities</p> <ul style="list-style-type: none"> <li>• Australian Charity Guide – Home (Select <b>Find a Charity</b> then select <b>Animal Welfare</b>) <a href="https://www.australiancharityguide.org/">https://www.australiancharityguide.org/</a></li> </ul> <p>Jessica the Hippo YouTube clip</p> <ul style="list-style-type: none"> <li>• Animal Planet – Hippo Is Raised By Humans   The World's Oddest Animal Couples <a href="https://www.youtube.com/watch?v=pSM866wlyp4">https://www.youtube.com/watch?v=pSM866wlyp4</a></li> </ul> <p>Statistics for animal cruelty complaints in Western Australia</p> <ul style="list-style-type: none"> <li>• RSPCA Australia – Annual statistics (Scroll to <b>National statistics 2019–2020</b> and select <b>READ REPORT (PDF)</b>) <a href="https://www.rspca.org.au/what-we-do/our-role-caring-animals/annual-statistics">https://www.rspca.org.au/what-we-do/our-role-caring-animals/annual-statistics</a></li> </ul>
7	<p><b>Pre-teaching resources</b></p> <p>Online quiz platforms (free resources)</p> <ul style="list-style-type: none"> <li>• Kahoot! – Home (Learning Games) <a href="https://kahoot.com/">https://kahoot.com/</a></li> <li>• Nearpod – Home (Interactive Lessons) <a href="https://nearpod.com/">https://nearpod.com/</a></li> <li>• Plickers – Home (Card activity for formative assessments) <a href="https://get.plickers.com/">https://get.plickers.com/</a></li> <li>• Quizizz – Home (Quizzes and interactive lessons) <a href="https://quizizz.com/">https://quizizz.com/</a></li> <li>• Quizlet – Home (Learning tools and flashcards) <a href="https://quizlet.com/en-gb">https://quizlet.com/en-gb</a></li> </ul>
8	<p><b>Lesson resources</b></p> <p>Sample infographics</p> <ul style="list-style-type: none"> <li>• Canva – Charity infographic templates <a href="https://www.canva.com/infographics/templates/charity/">https://www.canva.com/infographics/templates/charity/</a></li> <li>• The PHA Group – Creative charity PR Campaign Ideas. (Scroll down to <b>(8) RSPCA – Engaging infographic</b>) <a href="https://thephagroup.com/top-animal-charity-pr-campaigns/">https://thephagroup.com/top-animal-charity-pr-campaigns/</a></li> <li>• Venngage – 50+ Education Infographic Examples to Inspire Your Design <a href="https://venngage.com/gallery/education-infographics-examples/">https://venngage.com/gallery/education-infographics-examples/</a></li> </ul>

Lesson	Resources
	<p>Websites and word processing options for composing an infographic (free resources)</p> <ul style="list-style-type: none"> <li>• Creative Venus – How To Create An Awesome 5 #Steps Square #Infographics in #Microsoft Office PowerPoint PPT <a href="https://www.youtube.com/watch?v=U4m7gZjup88">https://www.youtube.com/watch?v=U4m7gZjup88</a></li> <li>• Genially – Home <a href="https://genially.com/">https://genially.com/</a></li> <li>• Venngage – Home <a href="https://venngage.com/">https://venngage.com/</a></li> <li>• Visme – Home (Select the <b>Create</b> tab and <b>Infographics</b>) <a href="https://www.visme.co/">https://www.visme.co/</a></li> <li>• yvonprehn – How to create an Infographic with MS Publisher <a href="https://www.youtube.com/watch?v=iGwSeyDPByA">https://www.youtube.com/watch?v=iGwSeyDPByA</a></li> </ul>
12–13	<p><b>Lesson resources</b></p> <p>Dr. Seuss YouTube clip for choosing a pet</p> <ul style="list-style-type: none"> <li>• Reading is Succeeding – What pet should I get? <a href="https://www.youtube.com/watch?v=0kvrFLX7i0M">https://www.youtube.com/watch?v=0kvrFLX7i0M</a></li> </ul> <p>Further websites for choosing a pet</p> <ul style="list-style-type: none"> <li>• Coops &amp; Cages – Ultimate List of All Guinea Pig Breeds by Jordan Walker <a href="https://www.coopsandcages.com.au/blog/ultimate-list-guinea-pig-breeds/">https://www.coopsandcages.com.au/blog/ultimate-list-guinea-pig-breeds/</a></li> <li>• Lafeber Company – Find the right pet bird for you <a href="https://lafeber.com/pet-birds/find-a-bird/">https://lafeber.com/pet-birds/find-a-bird/</a></li> <li>• Petsecure – Cat breed centre <a href="https://www.petsecure.com.au/pet-care/cat-breeds/">https://www.petsecure.com.au/pet-care/cat-breeds/</a></li> <li>• Petsecure – Dog breed centre <a href="https://www.petsecure.com.au/pet-care/dog-breeds/">https://www.petsecure.com.au/pet-care/dog-breeds/</a></li> </ul> <p>Information about dog and cat ownership responsibilities</p> <ul style="list-style-type: none"> <li>• City of Cockburn – Dogs and Cats <a href="https://www.cockburn.wa.gov.au/Health-Safety-and-Rangers/Dogs-and-Cats">https://www.cockburn.wa.gov.au/Health-Safety-and-Rangers/Dogs-and-Cats</a></li> </ul> <p>Information about the cost of owning a pet</p> <ul style="list-style-type: none"> <li>• moneysmart.gov.au – Getting a pet <a href="https://moneysmart.gov.au/getting-a-pet">https://moneysmart.gov.au/getting-a-pet</a></li> </ul> <p>Online quiz for students to refine their pet choice</p> <ul style="list-style-type: none"> <li>• Bechewy – What Pet Should I Get? Take Our Quiz and Find Out! <a href="https://be.chewy.com/what-pet-should-i-get-take-our-quiz-and-find-out/">https://be.chewy.com/what-pet-should-i-get-take-our-quiz-and-find-out/</a></li> </ul>

Lesson	Resources
15–16	<p><b>Lesson resources</b></p> <p>Sample adoption posters</p> <ul style="list-style-type: none"> <li>• Dogs' Refuge Home – Dogs Available for Adoption <a href="https://www.dogshome.org.au/dogs/">https://www.dogshome.org.au/dogs/</a></li> <li>• PosterMyWall – Home <a href="https://www.postermywall.com/index.php/posters/search?s=pet%20adoption">https://www.postermywall.com/index.php/posters/search?s=pet%20adoption</a></li> </ul>
17–19	<p><b>Lesson resources</b></p> <p>Pet websites</p> <ul style="list-style-type: none"> <li>• Cat Haven – Home <a href="https://www.cathaven.com.au/">https://www.cathaven.com.au/</a></li> <li>• Dogs' Refuge – Home <a href="https://www.dogshome.org.au/?gclid=EAIaIQobChMI7D76K_r8AIVsoNLBR3NIwz6EAYASAAEgK0AvD_BwE">https://www.dogshome.org.au/?gclid=EAIaIQobChMI7D76K_r8AIVsoNLBR3NIwz6EAYASAAEgK0AvD_BwE</a></li> <li>• PetRescue – Home <a href="https://www.petrescue.com.au/">https://www.petrescue.com.au/</a></li> <li>• RSPCA Australia – Adopt A Pet <a href="https://www.rspca.org.au/adopt-pet">https://www.rspca.org.au/adopt-pet</a></li> </ul> <p>Suggested websites and software programs to complete the summative assessment</p> <ul style="list-style-type: none"> <li>• Canva – Custom posters made easy with Canva's poster maker. <a href="https://www.canva.com/create/posters/">https://www.canva.com/create/posters/</a></li> <li>• Microsoft – Posters <a href="https://templates.office.com/en-au/posters">https://templates.office.com/en-au/posters</a></li> <li>• PosterMyWall – Home <a href="https://www.postermywall.com/index.php/posters/search?s=pet%20adoption">https://www.postermywall.com/index.php/posters/search?s=pet%20adoption</a></li> </ul>
20	<p><b>Lesson resources</b></p> <p>Websites that provide examples of unprofessional emails</p> <ul style="list-style-type: none"> <li>• The Black and White – How to write an email to your teacher by Emma Shaffer <a href="https://theblackandwhite.net/60039/feature/how-to-write-an-email-to-your-teacher/">https://theblackandwhite.net/60039/feature/how-to-write-an-email-to-your-teacher/</a></li> <li>• SlideShare – A Stormtrooper's Guide to Professional Emails by Jaclyn Sullivan <a href="https://www.slideshare.net/purpleprose/a-stormtroopers-guide-to-professional-emails">https://www.slideshare.net/purpleprose/a-stormtroopers-guide-to-professional-emails</a></li> </ul> <p><b>Pre-teaching resources</b></p> <p>Online survey creators</p> <ul style="list-style-type: none"> <li>• Microsoft Forms – Home <a href="https://www.microsoft.com/en-gb/microsoft-365/online-surveys-polls-quizzes">https://www.microsoft.com/en-gb/microsoft-365/online-surveys-polls-quizzes</a></li> <li>• SurveyMonkey – Home <a href="https://www.surveymonkey.com">https://www.surveymonkey.com</a></li> </ul>

## Appendix A2 | Worksheets

### Lesson 2 worksheet – Our animals

Complete the table below as you walk around the classroom. Note: wherever possible, please do **not** use the same person twice.

Find one person who owns the following	What is their name?
A pet dog	
More than three dogs	
A pet cat	
More than three cats	
At least one rodent	
More than four different pet species	
Multiple animals – those they keep as pets and those as livestock	
A horse	
A pet which surprised you	
An amphibian	
A reptile	
A bird	
An insect	
Does not own a pet	



## Lesson 7 worksheet – Modality match

Using a ruler to create arrows, match the words to their correct modality

may

could

obviously

ought to

will

must

perhaps

should

probably

always

sometimes

usually

**high modality**

**medium modality**

**low modality**

## Lesson 7 worksheet – Persuasive porker

Highlight and annotate any persuasive language you can find in the passage below.

My name is Polly the Porker. I used to live on a desert island with my family, but sadly that all changed when I was cruelly kidnapped by a cold hearted, callous cook.



Polly the Porker

Can you imagine, one minute playing peacefully with your siblings, the

next with a pair of powerful human hands wrapped aggressively around your trotters? 'Stop!' I squealed, but they could not understand me. I screeched and writhed and shrieked and wriggled and wailed and turned, but my fate was sealed.

As I was lifted onto the small boat of my captors, I took a last glance at the once peaceful paradise. My home. 'Open your eyes and see,' I whine, 'I must go home!' The boat lurched forward, carried by the sparkling diamond, jade and sapphire gems of the gentle waves of water. The sun beat down threatening my back's pink patches. Pink patches grew pinker, pinker, pinker, and soon burned.

Now I watch you lick your lips, smile your grin and share a moment with your family. You open wide and delve your teeth into my crispy, crunchy, salted skin. Delicious oil oozes from my flesh, slicking your chops. According to Professor Jessop of the University of Wubin, I am now one of the 450 wild pigs butchered, slain and slaughtered for your food every year. Are you sorry?



## Teacher version – answers

**Alliteration:** ‘cruelly kidnapped by a cold-hearted, callous cook.’

**Rhetorical questions:** ‘Can you imagine, one minute playing peacefully with your siblings, the next with a pair of powerful human hands wrapped aggressively around your trotters?’ and ‘Are you sorry?’

**List:** ‘I screeched and writhed and shrieked and wriggled and wailed and turned’

**Imperative language:** ‘Stop!’ and ‘Open your eyes and see,’ I whine, ‘I must go home!’

**Short sentence:** ‘My home.’

**Fact:** ‘The sun beat down’

**Repetition:** ‘threatening my back’s pink patches. Pink patches grew pinker, pinker, pinker, and soon burned.’

**Inclusive language:** ‘Now I watch you lick your lips, smile your grin and share a moment with your family. You open wide and delve your teeth into my crispy, crunchy, salted skin. Delicious oil oozes from my flesh, slicking your chops’ and ‘for your food every year. Are you sorry?’

**Professional endorsement:** ‘According to Professor Jessop of the University of Wubin’

**Statistic:** ‘I am now one of the 450 wild pigs’

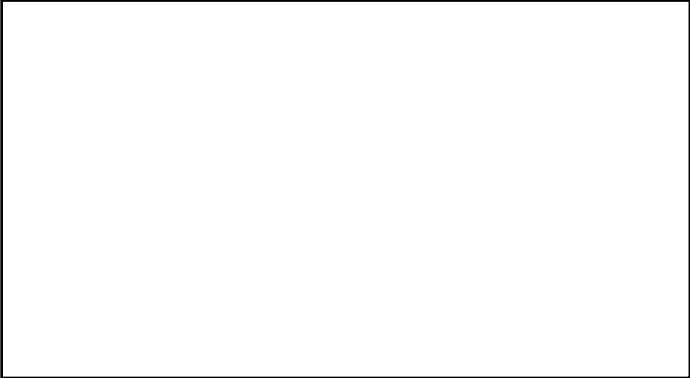
**Emotive language:** ‘butchered, slain and slaughtered’



**Lessons 12–13 worksheet – My chosen pet**

**Complete the following questions to guide your research**

- 1. Which species have you chosen? \_\_\_\_\_
- 2. Which breed have you chosen? \_\_\_\_\_
- 3. Include an image of the breed below:



- 4. What are the physical characteristics of the breed (e.g. size, weight, height, type of coat, etc.)?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 5. What is the temperament of this breed?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 6. Are there any common health issues associated with this breed?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





7. What is the typical lifespan of this breed?

---

8. Do you intend to purchase your pet from an animal home/charity, breeder or website?

---

9. Why should I neuter my pet?

---

10. Why should I microchip my pet?

---

11. Why should I vaccinate my pet?

---

12. Complete the table below, using your research. The internet search engine prompts below may help in directing you:

- Cost of microchipping a [insert your species here \_\_\_\_\_]
- Cost of [insert your species here \_\_\_\_\_] vaccinations Australia
- Cost of [insert your species here \_\_\_\_\_] de-sexing Australia
- Cost of [insert your species here \_\_\_\_\_] pet insurance Australia
- Cost of [insert your species here \_\_\_\_\_] council registration

Different types of costs involved in owning a pet	Approximate cost
Microchipping, vaccinations and de-sexing	\$
Pet insurance	\$
Pet essentials, e.g. bed, collar, grooming, training etc.	\$
Council registration	\$
Food	\$

13. It is time to get excited about being a pet owner! In the form of an inspiration board, on the following blank page, include images, colours, names/words, beds, collars, pet food, toys, etc.



## My inspiration board

## Lesson 14 worksheet – Persuasive language bingo

### Teacher reads

<p>The sun shone in the cloudless sky.</p> <p><b>Fact</b></p>	<p>The puppy sat alone, petrified and shaking as the owner walked away.</p> <p><b>Emotive language</b></p>
<p>Can you spare one dollar per month?</p> <p><b>Rhetorical question</b></p>	<p>68% of cats that go unclaimed or do not find a home are euthanised.</p> <p><b>Statistic</b></p>
<p>Your compassion and kindness is much appreciated.</p> <p><b>Flattery</b></p>	<p>Open your eyes and see the damage. The time for change is now.</p> <p><b>Imperative language</b></p>
<p>We can make the difference and you are one of the tools for change. It is up to all of us.</p> <p><b>Inclusive language</b></p>	<p>The monkey was trapped in a cage, trapped in chains, trapped with no one to help her.</p> <p><b>Repetition</b></p>
<p>The University of Western Australia agree that this novel is worth buying</p> <p><b>Professional endorsement</b></p>	<p>‘This product reduces negative impacts on the planet, and that is a win for me,’ said the famous activist.</p> <p><b>Celebrity endorsement</b></p>



**Enter one of the following persuasive language features in a box of your choice (leave no boxes blank):**

When you hear an example of the language feature, strike through the relevant box.

- Fact
- Alliteration
- Rhetorical question
- Emotive language
- Statistic
- Flattery
- Imperative language
- Inclusive language
- Professional endorsement
- Repetition
- Celebrity endorsement

The first person to ...




## Lesson 20 worksheet – template – Creating a formal email

[insert your first and last name]

---

**From:** [insert your first and last name]  
**Sent:** [insert day, date, year, time]  
**To:** [insert name of who you sent it to]  
**Subject:** [insert subject line]  
**Attachments:** [insert titles of the attachments you were including]

Dear Sir/Madam

My name is [insert your name] and I am in Year 7. I am writing to you from [insert your school name]. In our English class, we have been working on responsible pet ownership and I am keen to show my support for the hard work you do.

When I saw your [insert species here] named [insert name of animal], I was keen to help. As such, I have attached an adoption poster which I hope will persuade someone to adopt [insert him or her].

I appreciate your time and hope you will find this poster useful. Thank you.

Kind regards

[insert your first and last name]



## **Alternative formal email for inclusion of adoption poster and infographic**

Dear Sir/Madam

My name is **[insert your name]**, I am in Year 7 and am writing to you from **[insert your school name]**. In our English class, we have been working on responsible pet ownership and I am keen to show my support for the hard work you do.

When I saw your **[insert species here]** named **[insert name of animal]**, I was keen to help. As such, I have attached an adoption poster which I hope will persuade someone to adopt **[insert him or her]**. I have also attached an infographic that reflects my research into your organisation, which you may find useful.

I appreciate your time. Thank you.

Kind regards


**[insert your first and last name]**



**APPENDIX B:**  
**FORMATIVE ASSESSMENT TASK**

---

Creating a multimodal text –  
charity infographic and rationale



## Formative assessment

### Title of task

---

Creating a multimodal text – charity infographic and rationale

### Task details

---

<b>Description of task</b>	Students create an infographic for a charity of their choice, using written and visual language to persuade an audience. They then justify these creative choices in the form of a rationale.
<b>Type of assessment</b>	Formative
<b>Purpose of assessment</b>	To assess students' ability to effectively combine written and visual language for the purposes of informing and persuading, in the form of a multimodal, digital text
<b>Assessment strategy</b>	Plan, create and edit a digital text
<b>Evidence to be collected</b>	Infographic final draft Rationale justifying creative choices
<b>Suggested time</b>	3 x 1-hour lessons plus any additional time as determined by the teacher

### Content description

---

#### Content from the Western Australian Curriculum

##### Literacy

- Analyse the ways in which language features shape meaning and vary according to purpose and audience
- Plan, create, edit and publish written and multimodal texts, selecting subject matter, and using text structures, language features, literary devices and visual features as appropriate to convey information, ideas and opinions in ways that may be imaginative, reflective, informative, persuasive and/or analytical
- Select and use features of digital tools to create texts for different purposes and audiences

### Task preparation

---

#### Prior learning

Students have compared a range of infographics, considering how their structural, visual and language features shape meaning and align with their purpose and intended audience.





## Assessment task

---

### Assessment conditions

In class with teacher supervision.

### Differentiation

Teachers should differentiate their teaching and assessment to meet the specific learning needs of students, based on their level of readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.

### Resources




---


- Students may use their class notes and various worksheets that have been provided prior to the formative task, to assist them.

#### **To complete this formative task, students will:**

- undertake research into a specific animal charity of their choice; demonstrating skills in selecting aspects of subject matter to convey the information they gather
- use a word processing program to confidently create, edit and publish an informative and persuasive text
- make deliberate written persuasive language choices (including techniques, such as inclusive, emotive and imperative language, facts and statistics and/or rhetorical questions)
- make particular visual language choices (such as image/s, layout, graphics, icons, colour and salience)
- justify their creative choices (written and visual) in the form of a rationale
- critique, edit and thereby improve the accuracy of their work, and the work of a peer.

## Marking key

Description	Assessors use		
			
	as appropriate		
<b>Written language</b>	<b>Self</b>	<b>Peer</b>	<b>Teacher</b>
Do these persuasive techniques convincingly influence the audience's response?			
Is the spelling, grammar and punctuation in the infographic accurate?			
<b>Visual language</b>	<b>Self</b>	<b>Peer</b>	<b>Teacher</b>
Does the infographic include multiple visual language features, such as image/s, layout, graphics, icons, and salience?			
Do visual language features make sense in light of the purpose of the infographic?			
Is it a useful tool for marketing the charity's mission and advertising its role in addressing a social issue?			
Do these visual language features appear to be deliberately chosen to shape the response of the particular audience?			
Does the infographic include a range of persuasive techniques, such as statistics, facts, rhetorical questions, repetition, imperative, emotive and/or inclusive language?			
<b>Text structure</b>	<b>Self</b>	<b>Peer</b>	<b>Teacher</b>
Does the infographic appear to be grounded in research, e.g. is the charity's branding appropriate (e.g. the logo, slogan and colours)?			
Is the infographic well-structured and easy to read and make sense of?			
Is the layout of the infographic convincing, engaging and authentic? Does it include headings? Are the words and images balanced and does it look like those you have seen and analysed in recent lessons?			
<b>Rationale</b>	<b>Self</b>	<b>Peer</b>	<b>Teacher</b>
Does the rationale justify the creative choices made in the infographic?			
Is the rationale well-written, with accurate spelling, grammar and punctuation? Are paragraphs used?			



Assessor	Proofreading and editing – Description	Comment
<b>Self-assessed</b>	Have you read and reviewed your original infographic and made edits based on your original answers to the above questions? Have you reviewed and edited your rationale? Note some changes in the next column.	
<b>Peer assessed by [insert name here]</b>	Did your peer engage collaboratively with you and respect the feedback you gave on their work? Did they make your suggested changes or effectively negotiate/justify their desire not to make changes as appropriate? Comment in the next column.	
<b>Teacher assessed</b>	<p>Has the student demonstrated attempts to monitor and improve the accuracy and meaning of their infographic and rationale? What needs to be done to improve the text/s further?</p> <p>Note potential improvements in the next column and/or on the final draft of the infographic and/or rationale.</p>	



## Instructions for teacher

Over three lessons, guide students in composing an infographic that demonstrates deliberate visual and written language choices in response to their research of an animal charity. This, alongside a rationale justifying their creative choices, is to be collected as a formative assessment, in order to determine students' understanding in preparation for the summative assessment task.

1. Select the software program you wish students to use to compose this task.
2. Provide students with the formative assessment task and marking key – go through this with the students and clarify as required.
3. To ensure equity and comparability as students are completing this digitally over time, it may prove useful to create a computer file on the school's communal drive or instruct students to load evidence of their progression onto the school's learning management system, e.g. SEQTA, Canvas, Google Classroom, Blackboard.
4. Support and encourage students as they compose their infographic throughout the next three lessons.
5. Guide students in justifying their creative choices in the form of a short rationale.
6. Remind students they may use their notes and lesson content if they wish.
7. Encourage self and peer assessment as tools 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 lesson sequence if required
- respond to individual student work and identify possible approaches for improvement.

Students at Standard can:

- use some visual language features to create a digital text
- use some persuasive language techniques for the effect
- explain how their language use meets their intended purpose and audience
- use mostly accurate spelling and grammar, as well as familiar punctuation correctly
- use strategies to edit their work.

Specific questions and feedback to progress students' skill development and learning.

- How have the infographics studied in class influenced your use of visual and persuasive language in your composition?
- Would this infographic effectively boost a wider marketing campaign for the animal charity/organisation? What else would you need to create to support such a campaign?

Students above the Standard can:

- use a wide range of visual language and persuasive techniques, deliberately and with precision
- convincingly justify their creative choices
- interpret their work and the work of others, to make edits that enhance written and visual clarity.

Specific feedback to progress students' skill development and understanding. Encourage students to:

- consistently use relevant metalanguage to describe the effects of visual and persuasive language features
- include relevant and specific evidence from the infographic to support a justification of creative choices.



## Instructions to students

1. Throughout the next three lessons, use a software program selected by your teacher and create an infographic on behalf of your chosen charity. Consider these guidelines when composing your infographic.
  - Have you undertaken thorough research into this charity – its mission, goals and accomplishments?
  - What will be the purpose of your infographic?
  - Who is your intended audience?
  - Include a selection of persuasive language features (e.g. statistics, facts, rhetorical questions, repetition, imperative, emotive and/or inclusive language).
  - Include a range of visual language features (e.g. image/s, layout, graphics, icons and salience).
  - Make these choices deliberately and be selective – do not just pick the first image you see, consider your purpose and audience.
  - Ensure that these visual elements meet the purpose of the infographic as a tool for marketing and advertising the charity.
  - Include accurate branding for the charity (e.g. the logo, slogan and colours)
  - What response are you hoping to create by making these persuasive language choices?
  - Make sure that the layout of your infographic is clear, easy to read and well-structured. The words and images are well-balanced, and it looks professional. The infographic does not contain errors in spelling, grammar or punctuation.
2. Once the infographic is completed, respond to the self-assessment questions on the formative assessment marking key, using the 😊 😐 😞 symbols. Edit your infographic based on your marking key responses.
3. With a fellow student, complete one another's peer assessment sections of the formative assessment task marking key, using the 😊 😐 😞 symbols. Talk to each other about what to edit. Listen actively to one another and ensure you are respectful, yet honest. Make the suggested changes if you agree with them.
4. Complete the rationale, justifying your creative choices.
5. Submit the final draft of your infographic to your teacher for additional feedback.



## **APPENDIX C:**

### **SUMMATIVE ASSESSMENT TASK**

---

Creating a multimodal text –  
Adoption poster and rationale



## Summative assessment

### Title of task

---

Creating a multimodal text – Adoption poster and rationale

### Task details

---

<b>Description of task</b>	Students create a rehoming poster for an animal of their choice, using visual and written language to persuade an audience. They then justify these creative choices in the form of a rationale.
<b>Type of assessment</b>	Summative
<b>Purpose of assessment</b>	To assess students' ability to effectively combine written and visual language for the purposes of informing and persuading in a multimodal, digital text
<b>Assessment strategy</b>	Plan, create and edit a digital text
<b>Evidence to be collected</b>	Poster final draft and rationale justifying creative choices
<b>Suggested time</b>	Three x one-hour lessons plus additional time as determined by the teacher

### Content description

---

#### Content from the Western Australian Curriculum

##### Literacy

- Analyse the ways in which language features shape meaning and vary according to purpose and audience
- Explain how ideas are organised through the use of text structures, such as taxonomies, cause and effect, extended metaphors and chronology
- Plan, create, edit and publish written and multimodal texts, selecting subject matter, and using text structures, language features, literary devices and visual features as appropriate to convey information, ideas and opinions in ways that may be imaginative, reflective, informative, persuasive and/or analytical
- Select and use features of digital tools to create texts for different purposes and audiences





## Task preparation

---

### Prior learning

Students have received feedback on visual and written language choices as part of the formative assessment task. They have explored the responsibilities associated with owning a pet and why pets sometimes require rehoming because of these responsibilities. Students have analysed and compared a range of adoption posters, considering how their structural, visual and language features shape meaning and align with their purpose and intended audience.

### Assessment task

---

#### Assessment conditions

In class with teacher supervision.

#### Differentiation

Teachers should differentiate their teaching and assessment to meet the specific learning needs of students, based on their level of readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.

### Resources

---

- Students may use the following, which have been provided throughout this unit of study, to assist them:
  - class notes
  - various worksheets
  - feedback from the formative assessment task.

#### In sitting this summative task, students will:

- undertake research into a specific animal they wish to help rehome – demonstrating skills in selecting aspects of subject matter to convey the information they gather
- use a word processing program to confidently create, edit and publish an informative and persuasive text
- make deliberate written persuasive language choices (including techniques, such as inclusive, emotive and imperative language, facts and statistics and/or rhetorical questions)
- make particular visual language choices (such as image/s, layout, icons, and colour)
- justify their creative choices (visual and written), in the form of a rationale.

## Marking key

Description	Marks
<b>Written language</b>	
Uses convincing and persuasive language. Deliberately employs a range of language choices to simultaneously influence audience response and meet the purpose of an adoption poster.	5
Uses persuasive language. Varies language choices, but not always in deliberate and convincing ways. Attempts to influence audience response and meet the purpose of an adoption poster are clear.	4
Uses language that reflects an attempt to persuade. Attempts to relate language to the purpose of an adoption poster, but is not always convincing.	3
Includes limited examples of persuasive language and largely relies on personal opinion. Does not necessarily relate language and content to the purpose of an adoption poster.	2
Uses some written language, which is not necessarily persuasive, on adoption poster in an attempt to inform the audience of the text's purpose.	1
<b>Subtotal</b>	<b>/5</b>
<b>Visual language and layout</b>	
Presents an adoption poster that appears authentic and makes use of aesthetic elements. The text is well-structured, e.g. colours, images, icons and words are balanced, and coherent. Combines these elements to deliberately influence and engage the audience, and meet the text's purpose.	5
Makes use of aesthetic elements in adoption poster. Includes well-structured text, e.g. colours, images, icons and words are balanced, and is coherent. Combines these elements to influence and engage the audience, and meet the text's purpose.	4
Makes use of colours, images and other icons in an adoption poster that is generally coherent. Uses these elements to influence and engage the audience, and meet the text's purpose.	3
Makes use of image and colour in adoption poster to attract the audience's attention and attempt to meet the text's purpose.	2
Shows some sense of purpose in adoption poster.	1
<b>Subtotal</b>	<b>/5</b>

Description	Marks
<b>Rationale</b>	
Explains how the adoption poster is constructed to appeal to the intended audience and promote the animal through the chosen written and visual language features. Uses relevant, specific examples from own text to justify and explain points.	3
Describes how written and/or visual language features are used to appeal to the intended audience and meet the purpose of an adoption poster. Draws on some supporting evidence and/or implied meaning to support points.	2
Recognises, generally, that the adoption poster has been constructed to appeal to a particular audience and purpose.	1
<b>Subtotal</b>	<b>/3</b>
<b>Proofreading and editing</b>	
Consistently spells a range of difficult words correctly and accurately uses a range of punctuation across both poster and rationale.	3
Correctly uses some difficult spelling words, and common grammar across both poster and rationale.	2
Generally uses common spelling and grammar correctly.	1
<b>Subtotal</b>	<b>/3</b>
<b>Total</b>	<b>/16</b>



## Instructions for teacher

Over three lessons, the teacher guides students in composing an adoption poster which demonstrates deliberate visual and written language choices in an effort to get their chosen animal adopted. This, alongside a rationale justifying their creative choices, is to be collected as the summative task.

1. Select the software program you wish students to use to compose this task.
2. Provide students with the summative assessment task and marking key – go through this with the students and clarify as required.
3. Support and encourage students as they compose their adoption poster throughout the next three lessons.
4. Remind students that they may utilise previous notes, lesson content and their formative assessment feedback if they wish. Students may also use the checklist from Lesson 16.
5. Encourage students to edit for accuracy, aesthetics and authenticity.
6. Support and encourage students in composing their rationale.



## Instructions to students

1. Read the summative assessment task sheet and marking key and ask your teacher any questions you may have.
2. Select and research the animal you wish to support.
3. Throughout the next three lessons, use a software program selected by your teacher and create a multimodal adoption poster for the animal you have chosen.
4. Use the checklist from Lesson 16, class notes, formative assessment content and/or feedback to help you with this task.
5. Compose your rationale, justifying your creative choices.
6. Reflect on the creative choices you have made on your poster.
  - Does each written technique on your poster meet your purpose? Could any be improved or reworded to include more than one rhetorical device?
  - Does the visual language of your poster balance the words? Should any images or icons be moved to make the layout better?
  - Will your written and visual elements ultimately appeal to your audience?
  - Edit accordingly.
7. Submit the final version of the poster and rationale to your teacher for assessment and feedback.



## **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

### Lesson sequence

Lesson 2                      Teacher dot point 6 and Students dot point 5 concept from: Dogs for Good. (2019). *A Day in the Life of an Assistance Dog*. Retrieved Feb, 2024, from <https://www.dogsforgood.org/2019/11/a-day-in-the-life-of-an-assistance-dog/>

### Appendix A

Persuasive porker                      Image from: Lloyd, C. (2019). *White and Black Short Coated Pig Running on Water* [Photograph]. Retrieved Feb, 2024, from <https://www.pexels.com/photo/white-and-black-short-coated-pig-running-on-water-3751036/>

