**Ways of Teaching – HASS Transcript**

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Narrator: Engaging humanities and social sciences learning programs, challenge student’s thinking and focus on extending their understanding of the world, and how people can participate as active and informed citizens in the 21st century.

Start by looking at the key concepts; look at the achievement standard; see how the achievement standard relates to the key concepts, and the skills: then, build a program around the concepts inherent in the knowledge and understanding of the course.

Teacher 1: The board game was a really effective, um reflective tool that the students um were able to use. I found that by them putting their information together in a board game that was appropriate for Year 7 level, it made sure that those concepts weren’t too heavy, they had been broken down, and that I knew that they understood that.

Narrator: What is the knowledge and understanding? These refer to the facts, the principles, the concepts, the theories and models as developed in each the four subjects. This knowledge is dynamic and their interpretations can be contested with opinions, and conclusions, supported by evidence and logical arguments.

Teacher 2: So today we are going to look at what sustainability is.

Teacher 3: What kind of system do we have in Australia? What is it called, does anybody remember?

Student 1: Democracy.

Teacher 3: It’s a democracy. What does that mean?

Teacher 2: Using the language especially when you’re talking about bigger picture concepts. It’s really important to use the language of those concepts when you’re teaching it so the students identify what they are studying with the concept that you’re setting out to get them to understand.

Narrator: The humanities and social sciences subjects include a range of skills that can be represented broadly as questioning and researching; analysing, evaluating and communicating and reflecting.

Teacher 1: Do you guys remember HASS communicating skills is where we’re showing people information that we have found, we’re communicating our, our knowledge, or what we’ve done, what we’ve found out. How do we do that?

Student 2: The timeline is showing other people.

Teacher 1: Yes, the timeline showed other people.

Teacher 2: So, rule up a table in your books that looks like this. A KWL is what you already know, what you’d like to know and then we fill in this last section, where you fill in what you have learnt throughout the lesson.

Narrator: To engage students in humanities and social sciences, teachers typically create learning experiences which build extend and challenge existing understandings and perceptions; they make connections with local and wider communities; they develop enterprising behaviours and transferable skills, and they use current events and real-world contexts from local to global scales.

Teacher 3: What is empathy?

Student 3: Putting yourself in other people’s shoes.

Teacher 3: Yeah it is, so how can we relate that to HASS and migrants?

Student 4: So, maybe when like a migrant comes to Australia you need to go into their shoes to see how they are feeling and why they are coming.

Teacher 3: Yeah, why they are coming?

Teacher 4: What did you hear or see at Busselton Water that you knew already? What did you see or hear at Busselton Water, that was new on the field trip? That extended your knowledge? Things that you learnt that were new.

Student 5: We knew that they put chlorine in the water

Teacher 4: We did, didn’t we. We knew, and you knew because you were just telling me that we put chlorine in the water. Does anyone remember how long chlorine’s been in the water?

Student 6: Three years.

Teacher 4: Three years! Yes, so did you know that before the trip?

Student 6: No.

Teacher 4: So again, connecting to our knowledge; we knew that there was chlorine in the water, but now, extending our knowledge, we know that it’s three years, but also we know the exact percentage of water.

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Teacher 5: We know that, years and years ago the Noongar community of people that lived here would have used that creek, what for? What sort of things?

Student 7: Swimming in!

Teacher 5: Swimming in.

Student 8: Water.

Teacher 5: Water, and that’s fresh water flowing along there.

RAAFA member 1: Mmm and they’re our passports. So I was your age then, how old are you? You’re 11?

Student 9: Yep

RAAFA member 1: Yeah, so I was the same age as you.

Student 10: Are you older than me?

RAAFA member 1: Clothing was very different. And this, believe it or not is my mum’s wedding day, as they got married in the war and there was no white dresses.

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Teacher 1: Yes, so we had to use our analysing skills, so we had to work out what thing came first, what thing came last, we can put it in the right order. And then we communicated by putting it all together and organising it in the timeline. So, now we can show that to other people and they know what Dirk Hartog did, don’t they?

Teacher 3: The skills component of HASS is really critical. These skills are the soft skills that employers are now looking for and actively seeking out in people that they employ. So, it’s really exciting to think that we are actually explicitly teaching the skills that are going to stand our students in good stead for the future.

Teacher 6: Does everybody have the same amount of either resources or money in their envelope?

Entire Class: No.

Teacher 6: Why do you think that I didn’t give you all the firms the same amount or all the households the same amount?

Student 11: Because it’s not really realistic.

Teacher 6: Exactly.

Teacher 4: What’s going on there? Yep.

Student 11: A water pump from underground.

Teacher 4: It is a well. How many people rely on those kind of wells?

Entire Class: Two billion.

Teacher 4: Two billion. So if you think about it, 1 in 3 people in the world, pretty much, are relying on water that is not turning on a tap like that we do, that is not safe and chlorinated like what we do, we have. 780 million people do not have regular access to clean water. Just think about that for a second at the end of this lesson. They don’t have access to what we have.

Teacher 6: It’s about finding learning opportunities that are going to engage students, while making sure that every single student as far as possible walks out of that classroom with a solid understanding of what that lesson was trying to achieve.

Narrator: By studying humanities and social sciences students will develop the ability to apply a humanities and social sciences way of thinking, to new situations or to solve new problems. A broad understanding of the world in which we all live and how people can participate as active and informed citizens in the 21st century.

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