

THE OASIS Year 9 & 10 English – Unit Overview

Lesson Sequence:	Quick Summary:	Indicative time:	Key ideas explored:	Curriculum Mapping:
Tuning in to youth homelessness – Part 1	Students watch the opening sequence of THE OASIS and begin to think about young people who are experiencing homelessness. They frame questions around the factors surrounding youth homelessness. Then students research an organisation that they think aims to address the issue of youth homelessness, and invite a guest to address their questions.	120 minutes	<ul style="list-style-type: none"> Youth homelessness is often invisible. There are a number of different ways to view an issue. Students can seek information autonomously. 	Year 9 English (ACELT1635) Year 10 English (ACELT1812) (ACELA1572)
Tuning in to youth homelessness – Part 2	Students have a structured conversation with a guest speaker about issues surrounding youth homelessness. This lesson facilitates student-led inquiry into questions that they raised in response to THE OASIS clip shown in the previous lesson.	60 minutes	<ul style="list-style-type: none"> There are differences between being houseless and homeless. There are a number of different ways to find information. 	Year 9 English (ACELT1635) (ACELY1740) (ACELY1741) Year 10 English (ACELT1812) (ACELY1751)
Finding out Lesson 1: Couch Surfing	Students explore the term 'couch surfing' and its effect on people's understanding of the issue of homelessness. The issues surrounding couch surfing are explored through a radio interview with a young person experiencing homelessness. Students select three quotes from the interview and formulate short written responses to two prompts. Students then explore the misconceptions that surround couch surfing and present their conclusions in a text type of their choice.	90 minutes	<ul style="list-style-type: none"> Homelessness can look different depending on a person's unique circumstance. Homelessness is often not an individual's choice. 	Year 9 English (ACELY1742) (ACELY1745) (ACELY1746) (ACELY1747) Year 10 English (ACELY1752) (ACELY1756) (ACELY1757)

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<p>Finding out Lesson 2: Emma and Trent search for home.</p>	<p>Students explore different concepts of home and connect their understanding to Emma and Trent's experiences using a visible thinking tool. Students compare and contrast different ideas surrounding the concepts of 'house', 'home' and 'shelter' and perform a critical analysis of the concepts of 'house' and 'home'. Students then create a presentation that summarises their understanding of Emma and Trent's living arrangements.</p>	<p>2x 60 minutes</p>	<ul style="list-style-type: none"> • 'Homeless' does not equate to 'houseless'. • Living arrangements can affect the wellbeing of individuals. 	<p>Year 9 English (ACELY1742) (ACELY1745) Year 10 English (ACELY1752) (ACELY1754)</p>
<p>Finding out Lesson 3: Beau and the precariousness of poverty.</p>	<p>Students explore situations and events that can lead to people experiencing poverty and homelessness. They investigate the links between precariousness and poverty and the causes, effects and issues surrounding poverty. Students consider Beau's experience and demonstrate their understanding in the creation of a piece of documentary narration.</p>	<p>2x 60 minutes</p>	<ul style="list-style-type: none"> • Relative poverty is the commonly experienced form of poverty in Australia. • Poverty is something that can be experienced by anyone. • Many people are precariously close to experiencing poverty and can fall into it as a result of numerous different situations. 	<p>Year 9 English (ACELA1553) (ACELA1561) (ACELY1744) Year 10 English (ACELA1572) (ACELT1643) (ACELY1754)</p>
<p>Finding out Lesson 4: The impact of experiences – Darren's story</p>	<p>Students watch and respond to the experiences of Darren. They read and interpret media articles and analyse the effect that media has upon the formation of opinions of the public and of individuals. Students then consider the UN Declaration of Human Rights and the implications on community leaders' responses to the issues surrounding homelessness.</p>	<p>2x 60 minutes</p>	<ul style="list-style-type: none"> • People who are in positions of authority inform the public's view of issues. • A way that a person is represented may end up being the way that they see themselves. • Written and spoken language can have underlying meaning (connotations). • Homelessness is not usually a choice. 	<p>Year 9 English (ACELY1742) (ACELY1745) Year 10 English (ACELY1752) (ACELY1754)</p>

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<p>Finding out Lesson 5: Owen's account of life on the street</p>	<p>Students consider Owen's experience of living on the street and the reasons that he is experiencing homelessness. They explore their own responses to Owen's experiences, and then analyse the manner in which Owen's story is told through a deeper investigation into film techniques and how they affect the audience's interpretation of the story being told.</p>	<p>2x 60 minutes</p>	<ul style="list-style-type: none"> Youth homelessness is often invisible. There is a range of different factors that lead to a young person becoming homeless. How conventions of film are used to influence the audience. 	<p>Year 9 English (ACELY1742) (ACELY1745) Year 10 English (ACELY1752) (ACELY1754)</p>
<p>Finding out Lesson 6: Chris, Haley and the effect of place on identity</p>	<p>Students view and analyse the stories of two separate characters from THE OASIS. In a creative writing exercise, they create diary entries from the perspective of Chris or Haley to explore how social and cultural contexts shape a person's identity, and collaborate to construct a linear narrative that compares and contrasts the effect of place on identity on each individual.</p>	<p>90 minutes</p>	<ul style="list-style-type: none"> Particular social and cultural contexts shape an individual's personal identity. Specific social and cultural values and attitudes influence individuals. Adults, specific events and circumstances can influence young people and whether they generate a sense of personal hope in their lives. 	<p>Year 9 English (ACELY1742) (ACELY1745) (ACELY1746) (ACELY1747) Year 10 English (ACELY1752) (ACELT1644) (ACELT1815) (ACELY1757)</p>
<p>Finding out Lesson 7: Tommy - an unlikely hero</p>	<p>Students examine story arcs and apply their understanding of the concept by plotting Tommy's experiences as shown in the documentary. Students use quotes and images from THE OASIS to visually represent the arc of Tommy's story and explore the nature of the challenges he faces in his life, recognising that in overcoming the obstacles he faces throughout his life, he is an everyday hero.</p>	<p>90 minutes</p>	<ul style="list-style-type: none"> Authors can use a formula to create a story about a character. Heroes and what they have to overcome aren't always the same. A story arc can change the way that an audience interprets a message. 	<p>Year 9 English (ACELT1772) (ACELY1745) Year 10 English (ACELT1642) (ACELY1754)</p>
<p>Finding out Lesson 8: Testing the truth</p>	<p>Students explore the different types of homelessness in a categorisation game. They interpret the ways news media portrays youth homelessness by considering and comparing a range of media articles covering the issue of homelessness.</p>	<p>2x 60 minutes</p>	<ul style="list-style-type: none"> Different individuals, groups and organisations in society respond to and portray youth homelessness. The role of stereotypes in the creation of particular cultural perspectives. 	<p>Year 9 English (ACELY1742) (ACELY1744) (ACELY1745) Year 10 English (ACELY1752) (ACELY1754)</p>

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<p>Finding out Lesson 9: Paul Moulds is a voice for the voiceless</p>	<p>Students explore and compare the relationship between empathetic response, personal values and social action. In a free-writing exercise, contrast their understanding of homelessness viewpoint put forward in Ben Harper's song 'Homeless Child'. Students view three sections from THE OASIS that highlight Paul Moulds' engagement with those around him and create a mind map that outlines his influence. Students create a bio-poem that further explores Paul Moulds, his approach to his work and life, and the effect that he has on those who encounter him.</p>	<p>60 minutes</p>	<ul style="list-style-type: none"> • Representations of social issues can be used to either engender or confront attitudes and values. • The relationship between empathetic response, values and social action. • 	<p>Year 9 English (ACELY1742) (ACELY1745) (ACELY1746) Year 10 English (ACELY1752) (ACELY1754) (ACELY1756)</p>
<p>Social action project – Part 1 Part 2 Part 3</p>	<p>This set of three lessons scaffold the process of identifying a problem or issue, forming an inquiry question around the issue, and taking action to address the question. Students work collaboratively help each other to think about an action that could be taken and form project groups based on common interests with a view to planning and delivering a social action project.</p>	<p>Part 1: 90 minutes Part 2: 120 minutes Part 3: 120 minutes + 60 minutes + 60 minutes</p>	<ul style="list-style-type: none"> • Homelessness is an issue that can be faced by young people. • The reasons that young people experience homelessness are varied. • The issue of homelessness is multi-faceted and complicated. • Students have the ability to make positive change in their own world. 	<p>Year 9 English (ACELA1551) (ACELA1561) (ACELY1811) (ACELY1741) (ACELY1746) (ACELY1748) Year 10 English (ACELA1571) (ACELY1813) (ACELY1751) (ACELY1756) (ACELY1776)</p>