ASPIRE GENERATION – ENGLISH – YEARS 9 & 10 – UNIT OVERVIEW

LESSON:	QUICK SUMMARY OF LESSON:	LEARNING INTENTIONS:	CURRICULUM MAPPING:
Aspire Generation: Tuning In to Community Service - English - Years 9 & 10	Students are introduced to community service and volunteering then a TED talk and short video about La Trobe University's Aspire Program and Aspire Generation. They will consider the merits of volunteerism and community service and communicate their understanding through class discussion. Students will understand the ways they can become involved with the community, make a positive contribution to their community and develop personally.	• Students will have a better understanding of community service. • Students will understand how meaning is created meaning using images, text, spoken word, gesture, symbols.	Year 9 English (ACELY1811) (ACELY1741) Year 10 English (ACELY1813) (ACELY1751)
Aspire Generation: Tuning In to Community Vision - English - Year 9 & 10	Students learn about the concept of 'vision' and examine real vision statements from local communities. They will view a TED-talk that describes how a vision for a community transformed the experiences of community members and discuss how that vision was communicated in unique ways. Students reflect and consider their own vision for the future of their community.	• Students will understand the concept of a vision for something better and how this can be communicated. • Students will understand how different meaning/s can be communicated through linguistic and non-linguistic (aural, visual) communication.	Year 9 English (ACELY1746) (ACELY174 (ACELY1740) Year 10 English (ACELY1756) (ACELY1776) (ACELY1750)

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[Aspire Generation: Examining Local Media to Identify Community Issues - English - Years 9 & 10](#)	Students research the issues faced by their local community or region. They will work in pairs to read, watch and analyse news media texts to identify sub-issues, perspectives, challenges and the impact of the issue on local people. Students then prepare a brief presentation for the class in which they share their findings, offer their insights and possible ways to address the issues examined.	• Students will understand that media texts use different techniques to communicate perspectives about community issues. • Students will develop their analytical skills to evaluate the representation of a local community issue in different media texts.	Year 9 English (ACELT1635) (ACELY1744) Year 10 English (ACELT1812) (ACELY1754)
[Aspire Generation: Surveying Local People to Identify Community Issues - English - Years 9 & 10](#)	Students examine public surveys as a text-type, a communication and research tool which focusses on strategies for framing questions and on interpersonal communication requirements in surveys. They select an issue and consider the information they would like to find out, then develop a survey that will help them collect this information. They practice interpersonal skills in a variety of situations, including face-to-face surveying, with an emphasis on building confidence in asking members of the local community to collect data. Students then analyse and reflect on the strengths and limitations of public surveys as research and data collection tools.	• Students will understand that a public survey is a way to collect information and gain a deeper understanding around an issue. • Students will understand how effective surveys require consideration of both question framing and data collection strategies and interpersonal skills. • Students will understand the importance of – and enhance – their interpersonal skills with respect to surveys.	Year 9 English (ACELA1551) (ACELY1811) (ACELY1748) Year 10 English (ACELA1564) (ACELY1750) (ACELY1776)

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Aspire Generation: Interviewing Local People to Identify Community Issues - English - Years 9 & 10	Students examine interviews as a communication and research mechanism. They consider strategies for framing questions and look at the interpersonal skills required. Students select an issue, consider the information they would like to find (and from whom), and develop interview questions that will help collect this information. They practice interviewing in groups then refine their skills and interview members of the local community to gather information, with an emphasis on building interpersonal skills and confidence. Students conclude the lesson by analysing and reflecting on the strengths and limitations of interviews as a research tool.	• Students will understand how effective interviews require consideration of both question framing strategies and interpersonal skills. • Students will enhance and understand the importance of their interpersonal skills with respect to interviews.	Year 9 English (ACELA1551) (ACELY1811) (ACELY1748) Year 10 English (ACELA1564) (ACELY1750) (ACELY1776)
Aspire Generation: Writing to Describe Local Issues - English - Years 9 & 10	Students examine descriptive and sensory writing as a communication. They decide on an issue and consider the ways that aspects of this issue can be emphasized using descriptive and sensory language. They practise this style of writing using the five senses with an emphasis placed on self and peer editing for accuracy. They conclude the lesson reflecting on the effectiveness of descriptive and sensory writing.	• Students will understand how effective descriptive and sensory writing can be used to both inform and influence audiences. • Students will enhance their descriptive and sensory writing and editing skills.	Year 9 English (ACELY1746) (ACELY1747) Year 10 English (ACELY1756) (ACELY1757)

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Aspire Generation: Capturing Insights - English - Years 9 & 10	Students examine the experiences of other young people who have contributed to their communities (these young people are part of La Trobe University's Aspire Generation Program). Students will consider the challenges faced or opportunities they saw in each video. They evaluate how these young people have made a difference, and how they articulate their experience. Students synthesise what they have uncovered in their research. They prepare a short summary presentation for their peers, focusing on spoken communication skills to communicate their insights effectively and reflect on these challenges and issues.	• Students will understand how other young people's experiences of local community issues led to opportunities to get involved and make a difference. • Students will understand the importance of clear spoken communication in presenting idea and develop their oral presentation and public speaking skills.	Year 9 English (ACELY1740) (ACELY1741) Year 10 English (ACELY1750) (ACELY1751)
Aspire Generation: Ideas for Positive Change - English - Years 9 & 10	Students work collaboratively to decide upon a community issue or challenge to address. They will consider insights and information they have collected then work in groups to extend develop a deeper understanding about their chosen issue or challenge. Students will then brainstorm ideas in their groups for how they can address the issue or challenge, then choose the action, volunteering role or community service they will carry out, and develop a plan to deliver it.	• Students will understand the value of planning and collaborating on projects that require cohesive, creative and critical thinking to achieve success. • Students will develop their organisational, critical and creative thinking skills and apply these to project designs.	Year 9 English Dependent upon unique project planning and drafting, but include: (ACELY1746) (ACELY1811) Year 10 English Dependent upon unique project planning and drafting, but includes: (ACELY1756) (ACELY1813)

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Aspire Generation: Consulting the Community – English – Years 9 & 10	Students use their project plan as a basis for community or stakeholder consultation to seek feedback for the proposed actions or initiatives. Through the 'World Café' style consultation, students will engage in meaningful dialogue with members of their community, and receive comments and feedback on their plan. They will improve their plan and develop their written and spoken communication skills through drafting letters and having telephone conversations with relevant stakeholders. Finally, students engage in target goal-setting by planning and developing their own success criteria for their projects.	• Students will develop and apply their writing and public speaking skills to pitch their ideas to various stakeholders and community members. • Students will enhance their understanding of the project design phases through the iteration process of revising and refining their ideas.	Year 9 English (ACELY1741) (ACELY1811) Year 10 English (ACELY1751) (ACELY1813)
Aspire Generation: Deliver and Do - English - Years 9 & 10	Students finalise the planning of their social/community action or service and collaborate to carry out the project in their groups. They maintain focus on their group and teamwork skills and apply the planning and thinking from previous lessons to see their project or community service come to fruition or be fulfilled. Students reflect on their project and group work developments in preparation for more formal reflection and presentation or sharing of their learning.	• Students will understand the importance of collaboration, teamwork and planning in seeing a project through to completion.	Year 9 English (ACELY1741) (ACELY1746) (ACELY1748) Year 10 English (ACELY1751) (ACELY1756) (ACELY1776)

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Aspire Generation: Reflecting on Learning - English - Years 9 & 10	Students reflect on their group action projects and what their projects or service 'gave back' and contributed to the community. They reflect on their personal involvement within the group, how they participated and the challenges they faced, both individually and as a group. Together, the group will prepare a short report of the project's successes, failures, challenges, accomplishments and other learnings and interesting things that occurred throughout the development and delivery of the project. Groups then present their project reports to an audience made up of their class, community members, parents, and other staff and students.	• Students will understand how other young people's experiences of local community issues led to opportunities to get involved and make a difference. • Students will understand the importance of clear spoken communication in presenting ideas, and develop their oral presentation and public speaking skills.	Year 9 English (ACELY1741) (ACELY1811) Year 10 English (ACELY1751) (ACELY1813)