 Year 11 English Studies 2018

Unit Title: Achieving Through English – English in education, work and community (Mandatory Module).

Duration – 10 weeks

Assessment Outline: Written report

Unit Rationale

Through the study of the module Achieving through English: English in education, work and community students develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment. They further develop comprehension strategies and improve skills that enable them to express themselves in English confidently, effectively, appropriately and with grammatical accuracy. The skills developed in this unit assist students to access and comprehend information, ideas and language in everyday and workplace texts.

Focus Question(s)

How will I find my place in the workforce?

Outcomes

* ES11-1 A student comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
* ES11-2 A student identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
* ES11-3 A student gains skills in accessing, comprehending and using information to communicate in a variety of ways
* ES11-4 A student composes a range of texts with increasing accuracy and clarity in different forms
* ES11-5 A student develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
* ES11-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
* ES11-10 monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

Suggested Texts

* [SEEK Australia website](http://www.seek.com.au/): www.seek.com.au
* NSW Industrial Relations [Young People At Work website](http://www.youngpeopleatwork.nsw.gov.au/): www.youngpeopleatwork.nsw.gov.au
* [Safe Work NSW website](http://www.safework.nsw.gov.au/): www.safework.nsw.gov.au/
* No Worries, Bill Condon (UQP, 2005), Chapter 1
* Shark Tank Australia

Program

| Outcomes/ Content | Teaching and learning | Evidence of learning |
| --- | --- | --- |
| ES11-3Recognise and use ethical research practicesES11-6Form opinions on the effectiveness of particular types of texts in achieving their purposesES11-10Use and understand the value of writing as a reflective tool | Introduce ModuleIntroduce students to the interests of the module through rationale and focus question.Suggested approaches for this engagement include:* Read and discuss
* Copy the rationale and ask students, in groups, to re-write in ‘plain English’
* Share sentences around the room and have students explain their meaning
* Provide printed rationales to each student and ask them to highlight words they don’t know and seek to clarify their understanding
* Create posters for the classroom that highlight the module’s focus
* Conduct a class discussion around prior learning and its links to the expectations of the rationale
* Brainstorm possible answers to the focus question

Introducing ideas about jobs and the workplaceBrainstorm students’ ideas about jobs in society and the idea of working. This may be represented as a hard copy or digital mind map using appropriate mind map software such as [mindmup](https://www.mindmup.com/): https://www.mindmup.com/ Discuss different jobs available for young and old people in both the past, present and future. In pairs, students discuss their future career path or aspirations for after school. Brainstorm further education and training that might assist in reaching that goal. Discuss who will be able to assist you in achieving this goal. Construct a written response that combines all of these ideas. For example, When I leave school I want to be a     . In order to reach this goal, I need to ask           for help. I might also need to complete extra education and training in            to help me reach my aspirations. | Students demonstrate their conceptual understanding of the workforce.Students speculate on future pathways.Students reflect on their potential pathway and assess that of their peers. |
| ES11-1Integrate new ideas and information with existing understandingES11-2Locate and extract information and ideas from texts to assist comprehension, for example skim read for general sense and scan for key informationES11-3Select text structures, language and visual features to communicate and represent ideas and information | What career is right for me? Brainstorm students’ ideas about necessary skills required for all jobs. Discuss necessary skills for a select few careers, possibly including childcare worker, doctor, lawyer, teacher, receptionist and so on.Using a device, students access the Job Outlook website and complete the [career quiz](http://joboutlook.gov.au/careerquiz.aspx), http://joboutlook.gov.au/careerquiz.aspx. This quiz will help students understand their work style and will suggest some career options that they might enjoy. Choose one suggested career and complete the following activities. * Brainstorm further education and training that might assist in reaching that goal.
* Discuss who will be able to assist you in achieving this goal.

Using the [SEEK Australia website](https://www.seek.com.au/career-advice/), https://www.seek.com.au/career-advice/, students work in pairs to select one article offering career advice. Students read the article and make notes about what they read:* What is the article offering advice about?
* What are the key terms used in the article?
* What are the key points discussed in the article?
* How could you implement these tips and advice in your own life?
* Create three questions that arise from reading the article
 | Students demonstrate their conceptual understanding of the workforce.Students show their own understanding of their potential pathway in the workforce. Students reflects on their learning by asking questions and responding to them in a written response. Students given opportunity to discern the information that is relevant for them. Students question and reflect on the evidence presented in the article. |
| ES11-1Compose a range of texts in a variety of modes and media using the appropriate language and structuresES11-2Understand an increasing number of unfamiliar words, recognising that some words and phrases have figurative meaningsES11-4Select text structures, language features and visual techniques to represent ideas and information | Resumes and Cover LettersBrainstorm key terms that students could use in writing a resume. This may be represented as a hard copy or digital mind map. Create a word bank and glossary of key terms and phrases that can be used when constructing a resume and cover letter.Construct a table of dos and don’ts when it comes to writing a resume. Discuss and view [sample resumes and cover letters](http://www.youthcentral.vic.gov.au/jobs-careers/applying-for-jobs/sample-resumes-and-cover-letters), http://www.youthcentral.vic.gov.au/jobs-careers/applying-for-jobs/sample-resumes-and-cover-letters Using job finding websites or Classifieds section in local newspapers, students can locate a few job advertisements that they would like to apply for. \*Can be hypothetical or for use at a later time. Using the [online resume builder](https://www.resume.com/builder), https://www.resume.com/builder students are to individually construct their own resume and cover letter based on one of the job advertisements that they have selected. \* Optional Portfolio Task.  | Students extend their vocabulary by producing a word bank. Students evaluate what constitutes an effective resume in a table. Students assess others responses in a class discussion. Students produce a resume. |
| ES11-1Identify and describe elements of literary texts, for example characterisation, narrative, tone, description and setting ES11- 2Use writing as a tool to identify issues and express ideasES11-4Use language expressively and imaginatively in response to a range of textsUse complex and compound sentences Use a range of tenses accurately and consistentlyPlan, draft, edit and proofread their own texts for ‘publication’ in a portfolio of workES11-10Use and understand the value of writing as a reflective tool | Portfolio Task- My First Day At WorkDiscuss what the first day at a job entails. Discuss aspects of preparation for the first day. For example, what will they wear? What will they do about lunch? Brainstorm issues, challenges and problems that might arise on the first day of a new job. Brainstorm positives that might arise on the first day of a new job.Students write an imaginative story about their first day at the job of their dreams to be submitted to the collective body of work. | Students analyse and speculate about their first day in a job. Evidenced by the brainstorm responses and class discussion. Students produce a creative written composition to reinforce their own understanding about the expectations in jobs.Students can peer assess each other’s work and comment on what the workforce would be like. |
| ES11-1Compose a range of texts in a variety of modes and media using the appropriate language and structuresES11-2Understand an increasing number of unfamiliar words, recognising that some words and phrases have figurative meaningsES11-4Select text structures, language features and visual techniques to represent ideas and informationES11-5Appreciate and apply the power of language to communicate their own ideas, feelings and viewpoints in a variety of literary and multimodal texts | English in the WorkplaceBrainstorm the ways that people communicate in the workplace or to enter the workplace. Discuss the importance of communication in the workplace. * What does positive and effective communication in the workplace mean? What does it look like in a real-life scenario?
* What does negative and ineffective communication in the workplace mean? What does it look like in a real-life scenario?
* Design a poster that addresses positive and effective communication in the workplace. Examples can include saying hello and goodbye, awards, gratitude moments, email etiquette and so on.
* Design a poster that addresses discrimination, harassment and bullying and also informs employers/employees about their rights and responsibilities. Examples can include discrimination- no way, report harassment, this workplace is against bullying, stand up for your rights and so on.
* Create a word bank and glossary of terms involved in communication such as discrimination, harassment and bullying.

Visit the following website, [Working Well Together](https://workingwelltogether.com.au/articles/): https://workingwelltogether.com.au/articles/ to view articles about bullying in the workplace. Students, in pairs, can select an article and reflect on the following questions:* What is the article discussing?
* What are the key terms used in the article?
* What are the key points discussed in the article?
* Create three questions that arise from reading the article

Discuss scenarios of bullying in the workplace such as Lorna Jane bullying scandal. Research the bullying scenario and compile some facts and information about the incident. As a class, hold a debate that argues whether the incident is bullying or not. | Students demonstrate their understanding through responses to the brainstorm.Students transfer their knowledge of the workforce to a different medium by creating a poster. Students demonstrate their understanding of visual techniques and how they can create meaning. Students produce a word bank to improve their vocabulary and understanding of the workplace. Students respond the articles in written responses and share those responses with the class. Students critique each other’s arguments in a debate format. |
| ES11-1Integrate relevant information and ideas from texts to develop and discuss their own interpretationsES11-10Recognise that reading, viewing and/or listening is an active and interactive process in which personal experiences and expectations influence understanding and interpretationES11-10Recognise that reading, viewing and/or listening is an active and interactive process in which personal experiences and expectations influence understanding and interpretation | Rights and Responsibilities at WorkFairWork Australia offers a range of resources and videos that advise young people and students of their rights and responsibilities at work. Begin by watching the [Young Works Best Practice Guide](https://www.youtube.com/watch?v=oC2rmepSyK0&feature=youtu.be), https://www.youtube.com/watch?v=oC2rmepSyK0&feature=youtu.be. Have students reflect on the following questions:* What is the video discussing?
* What are the key terms used in the video?
* What are the key points discussed in the video?
* Create three questions that arise from viewing the article.

Using the [Offered a Job](http://www.youngpeopleatwork.nsw.gov.au/mobile0c9a66/biz_res/irypw/pdfs/Offered_A_Job.pdf): Your Rights in the Workplace booklet, http://www.youngpeopleatwork.nsw.gov.au/mobile0c9a66/biz\_res/irypw/pdfs/Offered\_A\_Job.pdf students should reflect on their rights and responsibilities as an employee. Students construct a Venn diagram that illustrates the similarities and differences for the rights and responsibilities of an employee and employer. Using the following website, [Workplace Basics](https://www.fairwork.gov.au/how-we-will-help/online-training/workplace-basics): https://www.fairwork.gov.au/how-we-will-help/online-training/workplace-basics, students complete the online Workplace Basics quiz to test how much they know about their rights at work. Following the completion of the quiz, students receive a certificate. Watch the Job Trial Fails on the Fair Work Australia website (or via YouTube). Identify the unsafe practices and the rights that haven’t been upheld by the employee.Using think-pair-share, brainstorm some solutions to the workplace issues. In a whole-class discussion, share some of the discussed solutions and come up with a best practice approach to overcoming workplace issues. | Students discuss their understanding of the video in their responses. Students evaluate their understanding using the Venn diagram.Students discuss the solutions they have created to each problem. |
| ES11-1Identify the main ideas and purposes of textsES11-5Recognise the text structures and language features of texts, for example visual and aural cues, to differentiate between main ideas, supporting arguments and evidence ES11-10Use ICT tools strategically to support learning | Safe WorkUsing the [SafeWork website](http://www.safework.nsw.gov.au/), www.safework.nsw.gov.au discuss the importance of safe work practices in the workplace. Research facts and statistics about workplace injuries and disasters due to unsafe work practices and environments.In pairs, students discuss scenarios that might be unsafe in the workplace. Students should then discuss who has the responsibility to fix the problem and make sure the workplace is safe. Using some examples of unsafe workplace scenarios, refer to resource 1: Workplace Scenarios as a class, discuss the severity of the problem, the solution required to solve the problem and who can assist in solving this problem. These scenarios should range across a variety of careers and age ranges. Using a think-pair share activity, students refine the way they might respond to issues in the workplace. Create a poster advocating for safe practices in the workplace. Topics can include wearing protective clothing, reporting issues and hazards, dial before you dig and so on. | Students given opportunity to discern the information that is relevant for them.Students produce responses to potential issues.Students assess others responses in a class discussion.Students transfer their knowledge of the workforce to a different medium by creating a poster. Students demonstrate their understanding of visual techniques and how they can create meaning. |
| ES11-1Recognise the ways that social, community and workplace texts are constructed for particular purposes, audiences and contextsES11-4Identify contexts and audiences of texts and reflect on how these might relate to their own developing compositionsES11-5Compose structured texts that describe and explain the ways language features, text structures and stylistic choices have been used in texts | Running a business/ working in a businessShark Tank AustraliaEpisodes and clips of [Shark Tank Australia](https://tenplay.com.au/channel-ten/shark-tank#Episodes) can be accessed via Ten Play https://tenplay.com.au/channel-ten/shark-tank#Episodes (Choose the venture or pitch most suited to your class/context)**Reality television**Students to consider the genre of ‘reality TV’ and categorise various styles that they can think of: participatory, fly-on-the-wall, makeover/renovation, adventure reality etc Students can then list features of the programs that make them enjoyable for audiences. They should also consider * the role of narrative and the narrative within narrative of each contestant’s story
* the role of personality and the characterisation of the judges
* the techniques that create tension – camera angles, music etc

**The business*** Explain and evaluate the pitch for the business
* Explain how the business started and how this adds to the pitch
* Why was the business successful/unsuccessful?
* Would you buy this product? Why/why not?

Other suggested TV shows for running a business (dependent on class/context and availability)* Are You Being Served?
* Fawlty Towers
* MTV Hired
* Undercover Boss Australia
* Tabatha Takes Over
* Ramsay’s Kitchen Nightmares
* Celebrity Apprentice
* The Apprentice
 | Students respond to episodes of the TV series and real-life examples of running a business. |
| ES11-10Develop a sequenced plan for a specific task with prioritised steps and some attention to timelinesES11-5Use language with increasing accuracy to communicate own ideas in a variety of contexts | Campfire ActivityDiscuss the transition from school to work. Tell the class your own experience. Invite students to think about people they know who are at least 45 years old, or older. Ask them what they know about that person’s experiences of transitioning from school to work.As a class, in groups, or as an individual task, make a list of the type of questions you could ask a person to find out what their transition experiences were like. Each student should end up with an extensive list of questions in whichever manner best suits your class.Each student now needs to select the person they intend to interview. Set a deadline for the interviews to take place. Each student’s objective is to learn as much as they can about what it was like for their selected person when they finished school and entered the workforce.The final step in this activity is to create a campfire atmosphere in your classroom and invite each student to tell the story of their selected person. In some contexts, this might be described as a ‘yarn up’. Make the activity as contextually relevant as you wish. You might like to include providing hot chocolate and marshmallows for your students in this lesson! | Students engage in the process of preparing interview questions.Students independently seek an interview participant and conduct the interviewStudents present their interviewee’s story in an appropriate verbal context |

Reflection and Evaluation

Invite students to complete the student reflection (resource 2), then complete your own evaluation (resource 3) to support improved delivery next time.