

YR 9-10 TEACHING PROGRAM

ANOTHER CRACK IN THE WALL: THE GLOBAL FOOD SYSTEM IN CRISIS

FOR TEACHERS

This education resource supports Year 9-10 students to gain an understanding of social justice issues that relate to the global food system, and to explore the impact of the current crisis on people in a variety of contexts. The learning sequence uses a range of non-fiction texts, and is aligned to the Australian Curriculum: English. The learning activities encourage students to engage with the texts in a way that is consistent with the view that the study of English allows ‘individuals to learn to analyse, understand, communicate with and build relationships with others and with the world around them...it helps them become ethical, thoughtful, informed and active members of society.’ (ACARA, 2011)

The Australian Curriculum identifies a set of general capabilities that allow students to develop the skills, behaviours and attributes to successfully contribute and live in twenty-first century. This education resource provides the opportunity for students to develop several of these general capabilities: literacy, critical and creative thinking, information and communication technology (ICT) competence, ethical behaviour, personal and social competence, and intercultural understanding.

The learning sequence aims to assist students to gain an awareness of the potential of collective action as a response to understanding the impact of social justice issues. Oxfam is uniquely placed to provide texts for study that present an authentic voice to explore this theme. The issues presented in the activities will be challenging for many students and it will be important to establish a ‘safe’ learning environment to ensure that students feel comfortable about expressing a range of personal viewpoints.

The relevant Australian Curriculum: English content descriptions for Years 9 and 10 for the learning activities in this resource are outlined below.

STUDENT ACTIVITIES TO SUPPORT THE AUSTRALIAN CURRICULUM: ENGLISH FOR YEARS 9-10

LANGUAGE

YEAR 9

- Understand that roles and relationships are developed and challenged through language and interpersonal skills (ACELA1551)
- Understand that authors innovate with text structures and language for specific purposes and effects (ACELA1553)
- Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic connections between ideas (ACELA1770)
- Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes (ACELA1556)
- Analyse and explain the use of symbols, icon and myth in still and moving images and how these augment meaning (ACELA1560)

YEAR 10

- Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (ACELA1564)
- Understand that people’s evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (ACELA1565)
- Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects (ACELA1567)
- Evaluate the impact on audiences of different choices in the representation of still and moving images (ACELA1572)



LITERACY

YEAR 9

- Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742)
- Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (ACELY1744)
- Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745)

YEAR 10

- Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (ACELY1749)
- Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage (ACELY1750)
- Use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences (ACELY1813)
- Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (ACELY1752)
- Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (ACELY1754)
- Use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and characteristics of the user (ACELY1776)

LITERATURE

YEAR 9

- Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text (ACELT1771)
- Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (ACELT1635)
- Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style (ACELT1636)
- Analyse text structures and language features of literary texts, and make relevant comparisons with other texts (ACELT1772)

YEAR 10

- Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response (ACELT1641)
- Evaluate the social, moral and ethical positions represented in texts (ACELT1812)
- Compare and evaluate how 'voice' as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses (ACELT1643)
- Create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience (ACELT1815)

Oxfam Australia recognises and builds upon the considerable role played by young people in influencing social, economic, political, and environmental events. We believe that when supported to become active citizens, young people can be an effective force for social change, equity and justice. Oxfam's Youth Engagement Program supports this vision and aims to engage young Australians in active citizenship in relevant and meaningful ways.

