Into relationships

The sample unit of work provides teaching strategies and learning experiences that facilitate students’ demonstration of the dimensions and objectives of Social and Community Studies SAS 2014.

This sample demonstrates:

- organisation and development of a unit that could be used within a course of study
- aspects of the underpinning factors particular to this unit
- learning experiences that support the achievement of the objectives described in the dimensions of this syllabus
- alignment between core subject matter, learning experiences and assessment.
### Unit overview

**Title of unit:** Into relationships

**Unit description:**
The purpose of this unit is to investigate how personal identity shapes relationships. Roles, experiences and values are examined on a personal, interpersonal and citizenship level. Students learn how to manage their feelings and behaviours, and their relationships with others.

**Time allocation:**
Semester 1, 2, 3 or 4; 55 hours

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### Dimensions and objectives

#### Knowing and understanding

By the conclusion of the course of study, students should:
- recognise and describe concepts and ideas related to the development of personal, interpersonal and citizenship skills
- recognise and explain the ways life skills relate to social contexts
- explain issues and viewpoints related to social investigations.

#### Applying and examining

By the conclusion of the course of study, students should:
- organise information and material related to social contexts and issues
- analyse and compare viewpoints about social contexts and issues
- apply concepts and ideas to make decisions about social investigations
- use language conventions and features to communicate ideas and information, according to purpose.

#### Producing and evaluating

By the conclusion of the course of study, students should:
- plan and undertake social investigations
- communicate the outcomes of social investigations, to suit audiences
- appraise inquiry processes and the outcomes of social investigations.
### Content to be taught

#### Concepts and ideas

The development of personal skills helps an individual to grow and develop. Personal identity is shaped by critically reflecting on factors that influence our lives, e.g. gender, cultural, racial and economic status. A person’s relationships with others differ depending on roles, experiences and values. Effective communities rely on positive relationships between their members. For Aboriginal communities and Torres Strait Islander communities, cross-generational resonance comes from a shared understanding or movement of knowledge from one generation to another.

#### Knowledge, understanding and skills

*The knowledge, understanding and skills listed should be developed, showing integration of the core areas.*

**Personal**
- managing behaviour and resources
- personal strengths and weaknesses
- building self-esteem and confidence
- setting personal goals and devising strategies to attain them
- managing physical and mental health
- stress and anger management
- cross-generational trauma experienced by Aboriginal peoples and Torres Strait Islander peoples as individuals

**Interpersonal**
- social environments and relationship networks, e.g. family, school and peers
- stereotypes, prejudices, social norms and values
- parenting styles
- empathising with differing perspectives, e.g. interpersonal/social skills such as conflict resolution and communication
- building effective relationships, setting standards, e.g. trust and boundaries
- reflecting on, and learning from, relationships
- coping with change and crisis
- cross-generational trauma experienced by Aboriginal peoples and Torres Strait Islander peoples within their families and communities

**Citizenship**
- rights and responsibilities
- ‘individuality’ vs ‘community’
- global perspectives, e.g. multiculturalism, relationships, legislation, parenting, gender roles
- local and global organisations, e.g. Relationships Australia, and Amnesty

*Identified concepts and ideas, together with the relevant knowledge, understanding and skills, are from the syllabus.*
Learning experiences

• recognising and describing concepts and ideas related to personality traits, types and relationships through examining the features of popular magazine/newspaper quizzes and well known psychometric tests, e.g. Myers-Briggs Type Indicator (MBTI), Personality and Preference Inventory (PAPI)
• identifying and analysing personality typology and conflict resolution strategies
• identifying and analysing how gender, family/culture and socio-economic status shape personality
• creating a graphic organiser that compares and contrasts an individual’s personality with that of a significant other
• recognising and explaining the ways life skills relate to our relationships, self-esteem and confidence through examining common human interaction scenarios at school, home, work or with friends by using ‘See, Think, Wonder’ and/or ‘KWHL’
• analysing the dynamics of relationships after reading a novel or short story, or viewing a film, that deals with relationships, for example:
  – novels: Larger Than Life (Picoult), The Oleander Sisters (Hussey), Finishing Touches (Kizis), Little Women (Alcott), Harry Potter (Rowling)
• explaining issues and viewpoints related to stereotypes, e.g. using ‘Six Thinking Hats’ and/or Y charts to identify different viewpoints
• using the Office of Fair Trading website to find out what rules community groups/associations must adhere to and how those rules are written
• organising information and material related to the rules for local community groups/associations into rights and responsibilities of members
• analysing and comparing viewpoints about trust and boundaries using various scenarios and situations to identify types of relationships where trust is presumed, using consequence and sequel (imagining short, medium and long term results or consequences if people do or do not trust, or respect boundaries)
• exploring and analysing different parenting styles, e.g. authoritarian, authoritative, indulgent, uninvolved, to identify the various parent/child relationships represented and the potential impact of these styles on the types of adults the children become
• viewing television shows or films that explore different parenting styles, e.g. The Brady Bunch, Happy Days, Everybody Loves Raymond, Mrs Doubtfire, The Sound of Music, Mary Poppins, Jack and Sarah, The Nanny Diaries, Eight is Enough, Finding Nemo, Harry Potter, to identify the parenting techniques depicted
• applying concepts and ideas to make decisions about conflict resolution, personal strengths and weaknesses through scenario-based problem-solving activities, e.g. allocation of responsibilities on a group project, mind tools such as SWOT analysis, and particular scenarios and case studies
• using language conventions and features to communicate ideas and viewpoints about relationships
• researching local organisations that a young person can access for support and advice to help manage a crisis situation, e.g. anxiety, depression, homelessness, domestic violence, relationship breakdown
• planning and undertaking social investigations into personality typology and building successful relationships
• communicating the outcomes of inquiries into change, crisis management and conflict resolution for example using APC alternatives, possibilities and choices when examining situations and scenarios
• appraising inquiry processes through reflection, e.g. using mind tools such as ‘I Used to Think … And Now I Think …’, SWOT analysis of project methodology, and/or PMI (Plus, Minus, Interesting) to weigh up the pros and cons of a decision and to appraise the outcome.

Syllabus dimensions and objectives are delivered through learning experiences throughout the unit of work.

Learning experiences show coverage of the core and elective and support the assessment possibilities indicated.
Assessment

The following assessment tasks are suggestions only. Teachers may choose from techniques and the options that follow, or devise alternate instruments, to suit their students’ needs and school context.

Assessment instrument 1: Project based on a gender issue and personal identity

| Dimensions assessed: | Knowing and understanding  
| | Applying and examining  
| | Producing and evaluating  
| Assessment technique: | Project  
| Assessment conditions: | Semester 1–2  
| | Semester 3–4  
| Written component: | 400–700 words  
| | 500–900 words  
| Spoken component: | 1½ – 3½ minutes  
| | 2½ – 3½ minutes  
| Multimodal component: | 2–4 minutes  
| | 3–6 minutes  
| Performance component: | Schools provide students with some continuous class time to develop the performance components of the collection of work. The length of this component will depend upon the nature of the task.  
| Product component: | Schools provide students with some continuous class time to develop the product components of the collection of work. The length of this component will depend upon the nature of the task.  

**Option 1**

*Part A (written component)*
Students produce a report that identifies and analyses personality typology and conflict resolution strategies.

*Part B (performance component)*
Students are given a conflict resolution scenario. They present a solution to the scenario in the form of a dramatic performance.

**Option 2**

*Part A (written component)*
Students research and write a feature article on coping with change and crisis management.

*Part B (product component)*
Students research the possible organisations a young person can access for support and advice to help manage a crisis situation, e.g. depression, homelessness, domestic violence, relationship breakdown. They provide solutions to the crisis and produce an interactive webpage that presents their findings.

**Option 3**

*Part A (written component)*
Students research the way gender, family/culture and socio-economic status shape personality. They write a research essay that responds to a key inquiry question, e.g. ‘How is personality shaped by gender, family/cultural and socio-economic background?’

*Part B (spoken component)*
Students produce a podcast that identifies and analyses how gender, family/culture and socio-economic status have shaped their own personality and identify role models that have inspired them.
### Assessment instrument 2: Investigation (choice of response mode)

| Dimensions assessed: | Knowing and understanding  
|                     | Applying and examining  
|                     | Producing and evaluating |
| Assessment technique: | Investigation |
| Assessment conditions: | Semester 1–2  
|                      | Semester 3–4  
| Written component: | 500–800 words  
| Spoken component: | 2–4 minutes  
| Multimodal component: | 3–5 minutes  

The student response may be presented as a written, spoken or multimodal response. Students investigate the typology of their personality and that of a significant other. They analyse and compare the two personalities and make recommendations as to how to build a more successful relationship.

### Assessment instrument 3: Extended response to stimulus

| Dimensions assessed: | Knowing and understanding  
|                     | Applying and examining  
|                     | Producing and evaluating |
| Assessment technique: | Extended response to stimulus |
| Assessment conditions: | Semester 1–2  
|                      | Semester 3–4  
| Written component: | 500–800 words  
| Spoken component: | 2–4 minutes  
| Multimodal component: | 3–5 minutes  

**Option 1 (choice of mode)**

*Stimulus material*: a variety of primary and secondary sources that address the pros and cons of having a community spirit (e.g. perceived loss of individuality versus the common good)

Students examine the stimulus materials and present their findings.

**Option 2 (written response)**

*Stimulus material*: newspaper articles, cartoons, photographs that illustrate a conflict resolution situation.

Students examine the stimulus material and write an extended response (e.g. essay, magazine article) that discusses effective conflict management strategies in relation to the stimulus provided.
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<th>Assessment instrument 4: Short response test</th>
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<td>Dimensions assessed:</td>
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<td>Knowing and understanding</td>
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The short response test examination consists of a number of items that could require students to:
- recognise, describe and explain concepts, ideas, issues and viewpoints concerning relationships
- analyse, interpret and apply ideas and information about local and global relationship issues
- respond to stimulus materials concerning, for example, different relationship roles, crisis and conflict management, cultural/ethnic background and effect on relationships etc.