

Year 8 Human Technologies: Unit 1: Technologies for Wellbeing

Achievement Standard:

In Year 8, students further develop their sense of self awareness and begin to **focus on technologies for wellbeing** such as paying attention to the values and beliefs that shape their world view, demonstrating empathy, and improving self-perception. With a strong focus on self-awareness, students explore the physical, social-emotional, intellectual and moral developmental changes that occurs during the period of adolescence. They work to develop strategies to move through challenges. They begin to develop effective methods of communication by delving into theoretical concepts relevant to psychosocial development, managing relationships and transitioning into young adulthood.

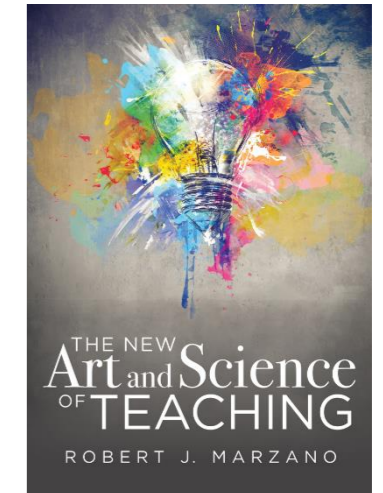
Unit Specific Information: *We are learning to use technologies for wellbeing to develop a positive sense of self.*

This unit intends to develop students' understanding and use of technologies for wellbeing. Technologies for wellbeing are those that allow students to develop a more positive sense self. This unit will encourage students to pay attention mindfully by controlling what we take seriously, what we desire and what we despise. Throughout the unit, we will evaluate the messages we receive by considering what influences us.

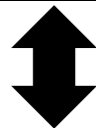
Students will focus on developing a positive sense of self by exploring negative and positive emotions and considering how our personal beliefs act as a technology. We will learn how personal beliefs shape our attitudes and habits. When considering personal beliefs, students will be challenged to consider how their self-perceptions can impact and influence others.

Assessment Details:

- Personal Response: to appreciate a text and express a viewpoint.
- 200 – 300 words
- Drafted, written text
- 4 weeks' notice



<p>READING / VIEWING/ LISTENING: Core Text 1: Investigating the Concept of the Teen Core Text 2: All About Flow</p>
<p>COMPREHENSION SKILL FOCUS: Determine Importance: Text Coding</p>



<p>THINKING: [cognitive verbs]</p> <ul style="list-style-type: none"> • Interpret • Create • Appreciate
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<p>WRITTEN TEXT</p>
<p>HIGHLY VALUED LANGUAGE FEATURE FOCUS: Evaluative language</p>

Priority Standards

	Thinking Routines – Comprehension, Cognitive	Communication
3	I can use thinking routines to organise, analyse, and interpret information.	I can create a personal response to a text, expressing a viewpoint.
2	<p><i>Recognise or recall key vocabulary and concept</i> Thinking routines, comprehension, cognitive, text coding, graphic organiser,</p> <p><i>Perform basic processes such as:</i></p> <ul style="list-style-type: none"> ➤ Organise <ul style="list-style-type: none"> □ Complete graphic organisers to comprehend and organise information ➤ Analyse <ul style="list-style-type: none"> □ Use text coding to determine importance and make connections ➤ Interpret <ul style="list-style-type: none"> □ Identify the message of a text □ Develop a deeper interpretation of a text using a scaffolded comprehension and cognitive thinking routine set of questions □ Make connections between my interpretation and my own values and beliefs 	<p><i>Recognise or recall key vocabulary and concepts:</i> Pathways to happiness, 10 forms of positivity, growth mindset, flow, wonderment and awe</p> <p><i>Perform basic processes such as:</i></p> <ul style="list-style-type: none"> □ Comprehend and explain the meaning of a quote/text □ Identity own perspective of a quote/text, making links to values and beliefs □ Use evaluative language for effect □ Create a written text using: <ul style="list-style-type: none"> - accurate punctuation, - sentence structures, - word choice - paragraphing

Learning Goals:

Key Questions	Strand and Sub-Strands	Kirwan High Goals – Students will know and/or be able to do:	
<i>What does it mean to pay attention?</i>	<ul style="list-style-type: none"> Knowledge: Current and future technologies Thinking Routines: Cognitive Strategies 	<ul style="list-style-type: none"> How and why things grab our attention Attention can be directed 	<ul style="list-style-type: none"> Control and direct attention intentionally
<i>What influences us most and how can we control what we pay attention to [namely, what we take seriously, what to desire and what to despise]?</i>	<ul style="list-style-type: none"> Thinking Routines: Comprehension Thinking Routines: Critical Thinking 	<ul style="list-style-type: none"> We are often influenced by many technologies that have been developed by science, religion, philosophy and other aspects of life 	<ul style="list-style-type: none"> Evaluate issues and acknowledge their own approaches to attention
<i>How can we evaluate the messages we receive in order to pay attention mindfully?</i>	<ul style="list-style-type: none"> Knowledge: Historical, current and future technologies Thinking Routines: Comprehension Thinking Routines: Critical Thinking Communication: Verbal and Written Communication 	<ul style="list-style-type: none"> Perceptions are influenced by preconceived ideas and technologies that have been developed The importance of thinking critically when developing opinions and attitudes 	<ul style="list-style-type: none"> Evaluate the messages we receive Use strategies to pay attention mindfully
<i>How can we improve our self-perception?</i>	<ul style="list-style-type: none"> Thinking Routines: Cognitive Strategies Communication: Verbal and Written Communication 	<ul style="list-style-type: none"> Gratitude and happiness Awareness and appreciation Curiosity, resilience, optimism and openness Effective social functioning 	<ul style="list-style-type: none"> Measure and define wellbeing through wellbeing categories [The Pleasant Life, The Engaging Life and The Meaningful Life]
<i>How happy are we? What are positive and negative emotions?</i>	<ul style="list-style-type: none"> Knowledge: The development of human intelligence Thinking Routines: Cognitive Strategies 	<ul style="list-style-type: none"> 10 Forms of Positivity Characteristics of a Growth Mindset The concept of 'flow' The philosophy of pessimism 	<ul style="list-style-type: none"> Use skills and tools to increase their mindfulness and wellbeing
<i>How do our personal beliefs act as a technology?</i>	<ul style="list-style-type: none"> Knowledge: Historical, current and future technologies Thinking Routines: Comprehension Thinking Routines: Cognitive Strategies 	<ul style="list-style-type: none"> Historical and current beliefs have shaped human history and influenced thoughts and actions Our personal beliefs have a significant influence on our approach to messages and each other 	<ul style="list-style-type: none"> Examine responses to conflict [active constructive, passive constructive, active destructive and passive and destructive]

<p><i>How can we approach our attitudes and beliefs to improve our sense of wellbeing and influence others?</i></p>	<ul style="list-style-type: none">• Knowledge: Historical, current and future technologies• Thinking Routines: Comprehension• Thinking Routines: Cognitive Strategies	<ul style="list-style-type: none">• Our mindset is an important technology• Connecting to the environment can enhance health and wellbeing	<ul style="list-style-type: none">• Cultivate optimism• Influence others to adopt positive approaches
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Possible Habit of Mind: Responding with Wonderment and Awe

Exploring Meaning of the HOM By the end of this unit students will be able to:	Expanding Capacity for using the HOM By the end of this unit students will be able to:	Increasing Alertness for the HOM By the end of this unit students will be able to: Identify situations which require the use of this habit of mind.	Extending Values of the HOM By the end of this unit students will be able to:	Building Commitment towards the HOM By the end of this unit students will be able to: Respond with wonderment and awe by expressing gratitude and influencing others.
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General Capabilities: This unit provides opportunities for students to engage in following capabilities:

Literacy ✓ Comprehending texts through listening, reading and viewing ✓ Composing texts through speaking, writing and creating ✓ Text knowledge ✓ Grammar knowledge ✓ Word knowledge ✓ Visual knowledge Numeracy <input type="checkbox"/> Estimating and calculating with whole numbers <input type="checkbox"/> Recognising and using patterns and relationships <input type="checkbox"/> Using fractions, decimals, percentages, ratios and rates <input type="checkbox"/> Using spatial reasoning <input type="checkbox"/> Interpreting statistical information <input type="checkbox"/> Using measurement	ICT <input type="checkbox"/> Applying social and ethical protocols and practices when using ICT <input type="checkbox"/> Investigating with ICT ✓ Creating with ICT ✓ Communicating with ICT <input type="checkbox"/> Managing and operating ICT Critical and creative thinking ✓ Inquiring - identifying, exploring and organising information and ideas ✓ Generating ideas, possibilities and actions ✓ Reflecting on thinking and processes <input type="checkbox"/> Analysing, synthesising and evaluating reasoning and procedures	Personal and social capability ✓ Self-awareness <input type="checkbox"/> Self-management <input type="checkbox"/> Social awareness <input type="checkbox"/> Social management Ethical understanding ✓ Understanding ethical concepts and issues ✓ Reasoning in decision making and actions ✓ Exploring values, rights and responsibilities Intercultural understanding ✓ Recognising culture and developing respect ✓ Interacting and empathising with others ✓ Reflecting on intercultural experiences and taking responsibility
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Cross Curriculum Priorities:

<input type="checkbox"/> Aboriginal and Torres Strait Islander histories and cultures	<input type="checkbox"/> Asia and Australia's engagement with Asia	<input type="checkbox"/> Sustainability
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Differentiation [for small groups or individuals]:

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