# Year 9 Human Technologies: Unit 2: Technologies for Trust

**Achievement Standard:**

In Year 9 Global Leaders Academy, students begin to explore social constructs and concepts that develop norms and expectations. They explore how these influence perceptions and participation in society. First, they begin to make distinctions between scientific, poetic, cultural and personal truth to investigate how versions of truth are interpreted through cultures, societies and individuals. **Students explore the concept of trust as a social construct and develop a personal definition of trust that can then be developed to build relationships within their community.** They investigate the various factors and aspects of trade, which are then applied to a real - life scenario. They explore advocacy and examine their own perspectives to develop a meaningful advocacy project that allows them to influence both local and global communities.

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

In this unit, students will be able to conceptualise the notion of trust as a social construct. They will develop their understanding of how their levels of trust are influenced by making connections between truth and trust.

Students will focus on developing the skills required to gain the trust of others through expressing their values and beliefs effectively and respectfully. By inquiring throughout the unit, students will develop characteristics such as effective communication, humility and honesty in order to develop effective relationships.

## Guiding Questions:

1) What is trust? [Trust, distrust, trustworthiness]

2) How does trust impact society and relationships?

3) Is trust a currency?

4) What influences our capacity to trust?

5) How do we gain the trust of others? What qualities, behaviours and attitudes serve to build trust?

## Assessment Details:

**Summative Assessment: Dramatic Enactment**

Create a brief enactment of a trust scenario. Your enactment should serve to encapsulate the facets of trust that are important to true personal success. It should illustrate the qualities required to build trust in others.

Individual/Group task

- 3 weeks duration
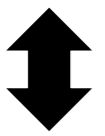- 3 minute enactment
- Due at the end of week 9

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READING / VIEWING/ LISTENING:
Core Text 1: AirBNB Case Study (L2)
Core Text 2: Quotes about the trust as currency (L2)

COMPREHENSION SKILL FOCUS:
Question: pose questions as you read

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THINKING:
[cognitive verbs]

- Identify
- Analyse
- Describe
- Discuss
- Organise

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WRITTEN TEXT

HIGHLY VALUED LANGUAGE FEATURE FOCUS:
Evaluative language

## Priority Standards

| | Thinking Routines – Creative and critical communication | Communication |
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| 3 | I can use thinking routines to independently identify, organise and analyse information. I can use thinking routines to apply both divergent and convergent problem solving to a challenge | I can create a personal response to a text, expressing a viewpoint. I can analyse how an issue relates to multiple different people and cultures, and summarise my thoughts. I can adjust my delivery of a message to reach a diverse audience |
| 2 | *Recognise or recall key vocabulary and concepts* Trust , distrust , trustworthiness, empathy, reliability [Personal quality], humility, accountability [Personal Quality]<br><br>*Perform basic processes such as:*<br>➤ *Organise*<br>   ☐ *Complete graphic organisers to comprehend and organise information*<br>➤ *Describe*<br>   ☐ *Identify the message of a text and linked concepts*<br>   ☐ *Communicate the factors that contribute to a single concept*<br>➤ *Analyse*<br>   ☐ *Use text coding to determine importance and make connections*<br>➤ *Interpret*<br>   ☐ *Identify the message of a text*<br>   ☐ *Develop a deeper interpretation of a text using a scaffolded comprehension and cognitive thinking routine set of questions*<br>   ☐ *Make connections between my interpretation and my own values and beliefs* | *Recognise or recall key vocabulary and concepts:* Trust , distrust , trustworthiness, empathy, reliability [Personal quality], humility, accountability [Personal Quality]<br><br>*Perform basic processes such as:*<br>☐ *Comprehend and explain the meaning of a quote/text*<br>☐ *Identity own perspective of a quote/text, making links to values and beliefs*<br>☐ *Use evaluative language for effect*<br>☐ *Create a written or multimodal text using:*<br>   - *accurate punctuation,*<br>   - *sentence structures,*<br>   - *word choice*<br>   - *paragraphing* |

**Learning Goals:**

| Key Questions | Strand and Sub-Strands | Kirwan High Goals – Students will know and/or be able to do: | |
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| Is trust a currency? | Knowledge: Historical, Current and Future Technologies<br>Thinking Routines: Cognitive Strategies, Creative and Critical Thinking | • Understand trust refers to people's expectations in terms of goodwill, competence and advocacy | • Define trust [correspondence, coherence, consensus, pragmatic]<br>• Articulate the complexities of 'trust'<br>• Construct an opinion about the notion of trust as, currency – what exchanges result in trust and/or distrust? |
| What is trust? | Knowledge: Historical, Current and Future Technologies<br>Thinking Routines: Critical Thinking | • Define trust and distrust<br>• Synthesise ideas 'truth and trust are inextricably linked' | • Distinguish similarities and differences between trust and trustworthiness |
| What influences our capacity to trust? | Knowledge: Historical, Current and Future Technologies<br>Thinking Routines: Cognitive Strategies, Creative and Critical Thinking | • Determine and reflect on current perceptions of trust, trustworthiness and distrust<br>• Acknowledge and determine how past experiences, values and external forces influence degrees of trust | • Discuss how trust can be compromised<br>• Conduct experiments in order to draw conclusions and understand the value of trust<br>• Explore claims and statements made by a variety of thinkers |
| How does trust impact society and relationships? | Knowledge: Historical, Current and Future Technologies<br>Collaboration: Perspective taking and responsible interaction | • Analyse trust as a social construct<br>• Determine internal and external influences that impact society and relationships | • Analyse what they see as true<br>• Describe their perception of trust is influenced by personal history, culture and language<br>• Reflect on how language, thought and experience varies greatly across cultures |
| How do we gain the trust of others? What qualities, behaviours and attitudes serve to build trust? | Thinking Routines: Cognitive Strategies<br>Collaboration: Self-control, perspective taking, responsible interaction, controversy and conflict resolution | • Use Decision Making strategies in order to develop trust<br>• Develop qualities such as empathy, compassion, humility, kindness authenticity and reliability [relevant to leadership]<br>• Develop effective communication skills in order to gain the trust of others | • Self-awareness<br>• Accepting multiple points of view<br>• Empathy<br>• Decision Making |

| Possible Habit of Mind: Listening with Empathy and Understanding | | | | |
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| **Exploring Meaning of the HOM**<br><br>By the end of this unit students will be able to:<br><br>*Devote mental energy to another person's thought and ideas;* | **Expanding Capacity for using the HOM**<br><br>By the end of this unit students will be able to:<br><br>*Develop ideas about personal trust through discussion and personal reflection* | **Increasing Alertness for the HOM**<br><br>By the end of this unit students will be able to:<br><br>*Collaborate with others to plan and communicate ideas about trust in the community* | **Extending Values of the HOM**<br><br>By the end of this unit students will be able to:<br><br>*Evaluate claims made and the risks needed to investigate them* | **Building Commitment towards the HOM**<br><br>By the end of this unit students will be able to:<br><br>*Commit their ideas, time and energy to a group project that depicts ideas about trust* |

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| *Make an effort to perceive a another's point of view and emotions* | | | *Compare their own definitions and ideas about trust with those of their peers and of those in the greater community* | |

**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**

- ✓ Estimating and calculating with whole numbers
- ✓ Recognising and using patterns and relationships
- ✓ Using fractions, decimals, percentages, ratios and rates
- ✓ Using spatial reasoning
- ✓ Interpreting statistical information
- ✓ Using measurement

**ICT**

- ✓ Applying social and ethical protocols and practices when using ICT
- ✓ Investigating with ICT
- ✓ Creating with ICT
- ✓ Communicating with ICT
- ✓ 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
- ✓ Analysing, synthesising and evaluating reasoning and procedures

**Personal and social capability**

- ✓ Self-awareness
- ✓ Self-management
- ✓ Social awareness
- ✓ 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

**Cross Curriculum Priorities:**

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| ✓ Aboriginal and Torres Strait Islander histories and cultures | ✓ Asia and Australia's engagement with Asia | ✓ Sustainability |

**Differentiation [for small groups or individuals]:**

- Include increased scaffolding where needed
- Plan open-ended lesson tasks that require higher order thinking skills for more capable students
- Make use of heterogeneous collaborative groups to gain different perspectives
- Attend to any individual work plan requirements
- Collect and analyse student profiles for literacy and numeracy needs