

Year 8 Human Technologies: Unit 3: Technologies for Growth

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 develop a greater sense of self awareness and recognise the factors that influence how we form our individual identities.

We are becoming self-directed and self-motivated learners who are positive and productive

Students will consider how their individual identities are shaped by exposure, experience and their environment [social contexts]. They will examine theoretical concepts relevant to how human beings develop psychologically to strengthen their understanding of human relationships.

Guiding Questions:

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- How can we best understand ourselves in order to lead and influence others?
- How can I manage my behaviours in order to communicate effectively and interact with others in positive and productive ways?
- What behaviours leave us feeling defeated? Why do we engage in behaviours that we know are self - defeating and self-destructive?
- What technologies can I employ to help me grow?
- How can I use technologies to help others grow?

Assessment Details:

Personal Learning Journey

- GROW reflective learning responses
- Action plan
- Timeline
- Presentation of journey

Drafted, multi model text
 4 weeks' notice; class time given

READING / VIEWING/ LISTENING:
 Core Text 1: trust-versus-mistrust
 Core Text 3: Berne's Theory of Transactional Analysis
 Core Text 2: Erik Erikson's Stages of Psycho Social Development

COMPREHENSION SKILL FOCUS:
 Determine Importance: Concept mapping, Quick Writes, and summary strategies such as structured notetaking

FORMATIVE ASSESSMENT Check it! Short Response Exam: Students will complete an exam that assesses their attainment of knowledge and skills associated with social behaviours and growth.

THINKING:
 [cognitive verbs]

- apply

WRITTEN TEXT

HIGHLY VALUED LANGUAGE FEATURE FOCUS:
 Evaluative language

Priority Standards		
	Knowledge	Communication
3	I can understand and apply key theories about personal growth and communication.	I can create a record of my Personal Learning Journey that includes reflection and evidence of my growth.
2	<p><i>Recognise or recall key vocabulary and concepts</i> Transactional analysis, Johari Window Ego states, complimentary, crossed, ulterior, psychosocial development, strokes, life scripts, grow model, reflection</p> <p><i>Perform basic processes such as:</i></p> <ul style="list-style-type: none"> ➢ Recall key theories such as Berne's Transactional Analysis, Eriksen's Psychosocial development, Johari Window, Life Scripts, GROW model ➢ Apply key theories (as above) to scenarios ➢ Reflect on own development using the GROW model 	<p><i>Recognise or recall key vocabulary and concepts:</i> Transactional analysis, Ego states, complimentary, crossed, ulterior, psychosocial development, grow model, reflection</p> <p><i>Perform basic processes such as:</i></p> <ul style="list-style-type: none"> - Develop a record of evidence about the area of growth - Reflect on learning journey using the GROW model and document this - Coach a peer using the GROWN model and document this - Synthesise your growth from the project using a proficiency scale - Create and present a speech sharing your learning journey using a visual complementary feature - Use eye contact, non-verbals, and voice to engage the audience whilst informing them about your learning journey

Learning Goals:

Key Questions	Strand and Sub-Strands	Kirwan High Goals – Students will know and/or be able to do:	
<p><i>How can we best understand ourselves in order to lead and influence others?</i></p>	<p>Knowledge: Current technologies Thinking Routines: Cognitive strategies [metacognition and self-awareness] Collaboration: Understanding and controlling oneself</p>	<ul style="list-style-type: none"> • Our thinking is implicated/influences by unconscious schemas, opinions and beliefs • Process of human development [developmental milestones] • Thoughts, behaviours and actions impact individual and group identities • Eric Berne’s Transactional Analysis: We all have 3 ego states – Parent/Adult/Child 	<ul style="list-style-type: none"> • Recognise multiple personas make up individual identity • Identify and reflect on personal thoughts, behaviours and actions • Describe leadership and develop personal ideas and approaches to ‘influence’
<p><i>How can I manage my behaviours in order to communicate effectively and interact with others in positive and productive ways?</i></p>	<p>Knowledge: Current and future technologies Thinking Routines: Cognitive Strategies, Critical Thinking Collaboration: Responsible Interaction Communication: Verbal and Written</p>	<ul style="list-style-type: none"> • Positive and productive behaviors conducive to responsible interactions 	<ul style="list-style-type: none"> • Identify the current technologies they employ when communicating and interacting with others • Devise strategies to increase personal awareness of thoughts, behaviours and actions when interacting
<p><i>What behaviours leave us feeling defeated? Why do we engage in behaviours that we know are self–defeating and self-destructive?</i></p>	<p>Thinking Routines: Comprehension, Cognitive Strategies Communication: Verbal and written</p>	<ul style="list-style-type: none"> • Transactional Analysis as a means of exploring various features of human thought [ego states, scripts, crossed and ulterior transactions, strokes] 	<ul style="list-style-type: none"> • Reflect on the challenges of being honest and being understood honestly
<p><i>How can I employ technologies that help me grow? How can I use technologies to help others grow?</i></p>	<p>Knowledge: Current and Future Technologies Thinking Routines: Comprehension, Cognitive Strategies, Critical Thinking Collaboration: Understanding and Controlling Oneself, Responsible Interaction</p>	<ul style="list-style-type: none"> • The extent to which we can take responsibility for changing our ‘script’ – if we are unhappy, with who we are we have the capacity to re-decide 	<ul style="list-style-type: none"> • Recognise ego states • Observe thoughts, feelings and behaviours of themselves and others without judgement • Apply the model of different personalities to their own lives

			<ul style="list-style-type: none">• 'Transact' more positively and productively when employ technologies [communication and interaction]• Use the GROW Model of Coaching to coach themselves and others through personal projects
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Possible Habit of Mind: Taking Responsible Risks				
Exploring Meaning of the HOM By the end of this unit students will be able to: Define the meaning of taking responsible risks	Expanding Capacity for using the HOM By the end of this unit students will be able to: <i>Identify and explain strategies for taking responsible risks</i>	Increasing Alertness for the HOM By the end of this unit students will be able to: Identify situations where taking responsible risks will advance their progression as learners and citizens	Extending Values of the HOM By the end of this unit students will be able to: Articulate how taking responsible risks can benefit beyond the individual	Building Commitment towards the HOM By the end of this unit students will be able to: Apply responsible risk taking in their own lives

General Capabilities: This unit provides opportunities for students to engage in following capabilities:

Literacy <ul style="list-style-type: none"> <input type="checkbox"/> Comprehending texts through listening, reading and viewing ✓ Composing texts through speaking, writing and creating ✓ Text knowledge <input type="checkbox"/> Grammar knowledge <input type="checkbox"/> Word knowledge <input type="checkbox"/> Visual knowledge Numeracy <ul style="list-style-type: none"> <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 <ul style="list-style-type: none"> <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 <ul style="list-style-type: none"> <input type="checkbox"/> Inquiring - identifying, exploring and organising information and ideas ✓ Generating ideas, possibilities and actions <input type="checkbox"/> Reflecting on thinking and processes <input type="checkbox"/> Analysing, synthesising and evaluating reasoning and procedures 	Personal and social capability <ul style="list-style-type: none"> ✓ Self-awareness ✓ Self-management ✓ Social awareness ✓ Social management Ethical understanding <ul style="list-style-type: none"> <input type="checkbox"/> Understanding ethical concepts and issues ✓ Reasoning in decision making and actions ✓ Exploring values, rights and responsibilities Intercultural understanding <ul style="list-style-type: none"> ✓ 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]:

Global Leaders' Academy will focus on a skill related to ICT for their summative task
8A (learning support) will be provided with modification of scaffolding to support their engagement the assessment task.

