Year 7 English Unit – teacher support resource

## Overview

This unit is designed to be the initial learning unit for English in Year 7. It builds skills in student voice and participation and pro-social competencies including active listening, collaboration and empathy. Students have the opportunity to enhance their personal and social capability and build social emotional skills. “Using English to develop communication skills and self-expression assists students’ personal and social development as they become effective communicators, able to articulate their own opinions and beliefs and to interact and collaborate with others.” (Source: <https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/personal-and-social-capability/>)

The introduction segues into a poetry unit which allows students to look at their experience of high school and compare it with those of others, which seeks to build empathy and express aspects of their broadening world.

## Duration of unit

This unit is suitable for Term 1 as it establishes practices that set a classroom and students for a successful and productive learning year. It should take approximately five weeks to complete.

## Key understandings

* Everyone has the right to be heard and to share their point of view.
* Students should be active participants in decision-making in the classroom.
* Students have rights, but these rights come with responsibilities.
* Students learn in different ways and need to respect each other’s differences.
* Students need to feel a sense of belonging and connection to their learning community.
* Students need to be explicitly taught the skills to allow them to communicate and collaborate with other.
* Students need to put these skills and ideas into practice by having opportunities to work with others.

## Learning across the curriculum areas

The general capabilities addressed are:

* Critical and creative thinking CCT-ICON-critical creative thinking.png
* Ethical understanding EU-ICON-ethical understanding.png
* Information and communication technology capability ICT-ICON.png
* Literacy L-ICON-literacy.png
* Personal and social capability PSC-ICON-personal social capability.png

## Assessment

**Assessment for learning** enables teachers to use information about students’ knowledge, understanding and skills to inform their teaching. Assessment for learning is conducted throughout the unit with students’ prior knowledge being activated and accessed. This will guide the classroom teacher in adjusting the unit to best meet students’ learning needs. This is designed to assess students’ knowledge of their rights and responsibilities as well as their understanding of poetry and techniques.

Teachers provide feedback to students about their learning and how to improve through ongoing formative assessment, with opportunities for teachers to observe (via discussions, standing continuums, feedback and completion of learning tasks) students’ acquisition of knowledge of and skills with the target outcomes several times each week. Furthermore, the provision of detailed marking criteria facilitates meaningful feedback for students.

**Assessment as learning** is the learning process where students monitor their own progress, ask questions and practise skills. Students use self-assessment and teacher feedback to reflect on their learning, consolidate their understanding and work towards learning goals. This is done throughout the unit as students reflect on their learning, building awareness of their strengths and areas for improvement. KWL charts and questions for teachers are also built into the unit.

**Assessment of learning** assists teachers to use evidence of student learning to assess student achievement against learning goals and standards. The formal assessment task at the conclusion of the unit is one assessment of learning: students will compose a personal poem about their experiences in Year 7. This assessment tasks provides an opportunity for students to learn and practise key skills and for teachers to undertake assessment of students’ learning. Students will also create and deliver a group presentation about poetic techniques. Students also self-assess against marking criteria and write reflections of their learning.

## Outcomes

The focus outcomes for the unit are – **EN4-1A, EN4-4B** and **EN4-9E**. The formal assessment addresses these outcomes. The content for these outcomes is detailed in the table below. Additional outcomes will be covered, but not a focus, during the course of the unit. These include – **EN4-3B, EN4-5C** and **EN4-7D.**

* **EN4-1A** responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
* **EN4-4B** makes effective language choices to creatively shape meaning with accuracy, clarity and coherence.
* **EN4-9E** uses, reflects on and assesses their individual and collaborative skills for learning
* **EN4-3B** uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts
* **EN4-5C** thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts
* **EN4-7D** demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it

| Syllabus outcomes/content | Week 1 – 5 Learning and teaching activities | Assessment for/as/of learning |
| --- | --- | --- |
| EN4-9E  Engage personally with texts   * articulate and reflect on the pleasure and difficulties, successes and challenges experienced in their individual and collaborative learning   Understand and apply contextual knowledge   * understand the demands of a task and the outcomes and criteria for planned assessment   Understand and apply knowledge of language forms and features   * develop and use vocabulary for describing, analysing and reflecting on their learning experiences   Respond to and compose texts   * discuss and explain the processes of responding and composing, identifying the personal pleasures and difficulties experienced * use and reflect on metacognitive processes used for planning, including brainstorming, mind mapping, storyboarding, role-play and improvisation acara icon * identify, plan and prioritise stages of tasks, making use of organisational strategies, eg drawing up a schedule, monitoring progress and meeting deadlines acara icon * reflect on and assess their own and others' learning against specific criteria, using reflection strategies, eg learning logs, blogs and discussions with teachers and peers acara icon * understand the roles and responsibilities of individuals in groups, performing an allocated role responsibly in a group and assessing the success of individual and collaborative processes acara icon | **Introduction to unit**  Hand out booklet  Page 1-2: Student unit overview. Emphasise the key questions. Explain that the unit will culminate in them writing a piece of poetry as well as teaching the class one new technique. This will need to be reiterated at each stage of the learning process.  Page 2: Activity 1: Developing personal learning goals for English. Students complete self-reflection sheet, identifying their own strengths and areas to work on. Students use their completed sheets to choose at least two personal goals (one academic, one social/emotional) for the term and write it in their diaries (or email to the teacher, revisit and reflect on these goals at the end of a set time frame (the end of the term or semester) CCT-ICON-critical creative thinking.png PSC-ICON-personal social capability.png  Allocate students to groups of 4 –these remain unchanged for the whole unit.  Student instructions: “You will be working in these groups for the next few weeks. You won’t always get on or agree. You may not be friends or have anything in common but you’re going to have to learn to work together and be open to each other’s ideas.”  Page 3: Activity 2: Building respectful relationships – Group work roles. Explain each role and that everyone will have the opportunity to try each role. Ask the students to complete the student reflection CCT-ICON-critical creative thinking.png and ask students to share responses. Compile a list of why they DO and DON’T like group work and leave on the board. PSC-ICON-personal social capability.png  Page 4: Activity 3: Building respectful relationships through active listening. EU-ICON-ethical understanding.png PSC-ICON-personal social capability.png   * + Initial class discussion about the Chinese symbol for ‘listen’ and how each factor contributes to listening.   + Students choose a role (knowing that they will change roles every time there’s a group activity). When presenters give key ideas, write on board, class then vote most important 4 – 5 ones and they all copy them on page 4. * Key ideas: active listening strategies include asking for repetition, clarification or indicating when they don’t understand. Active listeners:   + empathise   + are attentive   + remain neutral   + use body language such as facial expressions, gestures, eye contact and posture   + use clarifying questions (for example, ask “can you say more about that?” or “what did you mean when you said…?”),   + do not interrupt, offer advice, or give suggestions.   + do not bring up similar feelings and problems from their own experience. * Page 5: Post group reflection #1 (exit slip to be completed and booklet left with the teacher) CCT-ICON-critical creative thinking.png * Homework task: creating their own personal logo for ‘active listening’ to be displayed in the classroom * Page 5: Activity 4: Active listening / Information gap.   + See Appendix 1: Active listening – Information Gap on page 14 of this booklet. Choose 7 students to read these out (only give them one section). Post-activity discussion: Were you actively listening? What did you do when you didn’t hear? What did students do that made it easy to understand? * Page 6: Activity 5: Student voice – having your say. CCT-ICON-critical creative thinking.png PSC-ICON-personal social capability.png   + Students reflect upon their Year 7 timetable and what they would change if they could, giving reasons. They must write a 1 minute persuasive speech to convince the class the timetable should be changed. The writing task can be done as a homework activity. After writing the speech, they practice in pairs and give each other informal feedback (2 stars and a wish), make any necessary changes, then present it to the class.   + The class chooses 4 – 5 good suggestions (and reasons) and co-constructs an email to the Year 7 advisor. Focus on appropriate tone and register. (Note: to make the experience authentic, tell the year advisor they will be getting an email from the class and ask them to reply). Do not send the email yet.   + Compare and contrast the jointly constructed text with Appendix 2: Sample email to the teacher on page 15 of this booklet. Draw a Venn diagram on the board to show how the two emails are the same / different in terms of tone, register, ideas, reasons, efficacy.   + Discussion questions: Is the language used in both emails appropriate for communicating in writing to a teacher? Give some examples of appropriate AND inappropriate language.   + Discussion questions: How could both emails be more effective? (suggested answers: more polite, more formal register, help be part of the solution, for example: talking to the bus company, rather than just complaining)   + As a class, revise the co-constructed email to make sure it is as polite and persuasive as possible and send it to the Year 7 Advisor. (Think about which email address to send it from – may be issues sending it from a single student’s account).   + Class discussion: Beyond the classroom: If you really wanted to change the timetable, who would you speak to? How would you do it? Do you feel like you would be listened to? Do you feel you have rights? Do you feel confident in using your ‘voice’?   + Establish which students were in leadership roles in their last school, which students felt they had ‘voice’ in their Primary schools and how they used it. Discuss leadership opportunities in current school.   + Student instructions: “We are going to talk about students’ rights and responsibilities over the next few lessons – both in the classroom and around the school” EU-ICON-ethical understanding.png   + With the class, define rights, responsibilities and student voice. – For example, “student voice means student participation and decision making in the structures and practices that shape their educational experiences”.   + Take a vote and take note of the following question, “Do you feel like you have rights in the classroom?”   + Present key idea, “We all have rights, but these rights come with responsibilities” * Page 6, Activity 6: Student rights and responsibilities (Group work): Students brainstorm ideas for classroom rights / responsibilities. If appropriate, ask them to share some of the challenges they face in school. They may identify problems, such as bullying or distractions in the classroom, which are interfering with their ability to learn. Once they identify problems, try having students brainstorm potential solutions to those problems. If you have students do this, be sure to show them that you value their input by incorporating them into the class list on page 7. You may want to consider having students vote on the rights / responsibilities that each group comes up with. CCT-ICON-critical creative thinking.png EU-ICON-ethical understanding.png PSC-ICON-personal social capability.png   + Responsibilities suggestions:     - Listen and follow directions.     - Keep your hands and feet to yourself.     - Respect your classmates and your teacher.   + Students brainstorm in their groups (ensure groups rotate roles) “What are student rights within the classroom / school?”   + Students create group lists in their booklets. For every right, they must write a matching responsibility.   + Students read the UN Rights of the Child online at <http://www.unicef.org.au/Upload/UNICEF/Media/Our%20work/childfriendlycrc.pdf> and discuss: similarities / differences to their own list of rights.   + Group presenters share lists, the teacher and class negotiate the creation of a class list which they all write in page 7 of their booklets and publish in the classroom. EU-ICON-ethical understanding.png   NOTE: Some schools may already have class rules published – amend this activity to meet your school context.   * Page 7, Activity 7: Top 10 excuses.   + Students do activity for homework   + Group discussion: What are teachers’ rights?   + Student instructions: Using the above activity as a conversation starter, brainstorm teachers’ rights and responsibilities in the classroom in your groups. How many are the same as the students’ rights and responsibilities? Change roles again and have one person write down your main ideas. CCT-ICON-critical creative thinking.png   + After the groups present their ideas, the teacher creates a class list of teachers’ rights and responsibilities. Students write them down on page 8. EU-ICON-ethical understanding.png   + Homework OR exit slip: Post group work reflection #2. CCT-ICON-critical creative thinking.png | **For / As** – student goal setting and self-reflection  For – class discussion on Active Listening  **As** – student self-reflection  **Of** – personal logo creation  **As** – student speeches pre and post feedback  **As** – student self-reflection |
| EN4-1A  Engage personally with texts   * recognise, reflect on, interpret and explain the connections between their own experiences and the world in texts * consider and analyse the ways their own experience affects their responses to texts * experiment with language forms and features to compose texts for pleasure and enjoyment   Understand and apply knowledge of language forms and features   * apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts (ACELY1733) acara icon * recognise that vocabulary choices contribute to the specificity, abstraction and style of texts (ACELA1547) * use increasingly sophisticated verbal, aural, visual and/or written techniques, eg imagery, figures of speech, selective choice of vocabulary, rhythm, sound effects, colour and design, to compose imaginative texts for pleasure * identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts (ACELT1630) acara icon   Respond to and compose texts   * respond to and compose imaginative, informative and persuasive texts for different audiences, purposes and contexts for understanding, interpretation, critical analysis, imaginative expression and pleasure * understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels (ACELT1623) acara icon   EN4-3B  Engage personally with texts   * engage with the language and structures of texts in meaningful, contextualised and authentic ways   Develop and apply contextual knowledge   * describe and analyse the purpose, audience and context of texts * recognise and use appropriate metalanguage in discussing a range of language forms, features and structures * understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody (ACELA1542) acara icon   EN4-4B  Develop and apply contextual knowledge   * explore and analyse the ways purpose, audience and  context affect a composer's choices of content, language forms and features and structures of texts to creatively shape meaning acara icon   Understand and apply knowledge of language forms and features   * experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts (ACELY1810) acara icon   Respond to and compose texts   * plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725) * plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints (ACELY1720, ACELY1731) acara icon acara icon acara icon   **EN4-5C**  Develop and apply contextual knowledge   * critically consider the ways in which meaning is shaped by context, purpose, form, structure, style, content, language choices and their own personal perspective acara icon   **EN4-7D**  Develop and apply contextual knowledge   * explain and justify personal empathy, sympathy and antipathy towards characters, situations and concerns depicted in texts acara icon acara icon acara icon   **EN4-9E**  Understand and apply contextual knowledge   * understand the demands of a task and the outcomes and criteria for planned assessment | * Poetry unit initial task – students bring in their favourite poem, read it to their groups and give reasons why they like it. * Page 9, Activity 1: KWL chart. CCT-ICON-critical creative thinking.png   + Students complete the first two columns individually (What do you KNOW about this topic? What do you WANT to know about the topic?)   + This table should be revisited throughout the unit as students fill in the third column, “What did you LEARN?” As students record what they have learned, they can review the questions in column 2, checking off any questions that they can now answer. They can also add new questions. Students should also review Column 1 so they can identify any misconceptions they may have held before beginning the unit. * Page 9, Activity 2: KWL chart collation.   + Group task collating KWL results. Presenters present to class, teacher makes master list. Correct misconceptions that students share. * KEY IDEA: Poets use techniques to highlight key messages or ideas.   + Read the short poem on page 9 aloud and ask the students “How worried are you about the person in the following poem?” What is the key message of the poem and how has the poet used techniques to highlight it? (e.g.: metaphor / hyperbole to exaggerate the pain) * Page 10, Activity 3: Technique table.   + Ask students, in groups, to fill in JUST the definitions in the following table. If they don’t know any of them, they can check online, with another group or ask the teacher. The second and third columns will be completed later. * Page 10-13, Activity 4: The effect of techniques.   + Draw the pictures you see with the following example and write whether they are examples of similes, metaphors or personification. In the last one, they need to draw their own picture and ask a partner to guess what it is.   + After the musical notation, ask the following questions (try to engage students who normally don’t answer)     - What subject do you learn this in? CCT-ICON-critical creative thinking.png     - What do you know about this?     - What are the names of each type of note? For eg: quaver…     - What is metalanguage? Can you give me some examples of metalanguage from this unit?     - Clap the following rhythms (one line per student)     - How does this relate to poetry?     - Rhythm is the musical quality of language. True or false?   + Creating rhythm though syllables and meter (activities and explanations in the student booklet - PREsent / preSENT (stress in first syllable = noun, stress in second syllable = verb)   + Creating rhythm through alliteration (activities and explanations in the student booklet)   + Ask the students to write TWO sentences – one alliterating a hard sound “d” and one a soft sound “l” – ask some students to read them aloud and compare the sound effects and rhythm they make. What type of mood does “d” create? What mood does “l” create?   + Create rhythm through rhyme – activities and explanations in the student booklet. * Page 14, Activity 5: Year 7 Roll call poem.   + Ask students, in groups, to read out the poem (one stanza each). * Page 14, Activity 6: Rhythm, rhyme, syllables.   + Students circle the rhyming words in the poem   + Students to fill in the rhyme pattern and syllables next to the column.   + Students find the examples of the techniques and fill in the second column of the table in Activity 3.   + Extension activity (in workbook)   + Mark the work as a class. * Page 15, Activity 7: Group discussion (10 minutes). Presenter reports back to the whole class. Make sure they swap roles again. CCT-ICON-critical creative thinking.png   + What is the purpose of this poem? Is there a deep meaning to this poem or is it really just about Year 7 roll call? Does a poem have to have a deeper meaning?   + Does the use of the techniques enhance the poem? If so, how? Why do you think the poet used them? (Enhance = make it better)   + Whose voice is being given in this poem?   + Can you find any other techniques used? (There are at least 3)   + Does this look like a poem? If it was written in another language, how would you know it was a poem?   + Write a question you want the teacher to answer. * Page 15, Activity 8: Opinion continuums   + Students mark their individual opinions on the lines. This should then be done as a STANDING continuum in the classroom to see what the class thinks. Ask some students WHY their reasons for their opinions.   Go back to the KWL table and ask students to write what they have learned so far. CCT-ICON-critical creative thinking.png   * KEY IDEA: Poetry, like all art forms, is a product of its context.   + This can be taught a number of different ways, for example through contrasting popular music of the 1700’s with contemporary music, or through art. Assess whether students understand the key idea before progressing onto Activity 9.   + The students need to reflect on the fact that meaning is shaped by context. There are many poems about school (which is setting, therefore a context) but are written in different time periods, countries etc * Page 16, Activity 9: Read the Australian poem, “Slates and Sums” by Rhyll McMaster online. Rhyll was born in Brisbane in 1947. Compare and contrast this poem with the “Year 7 Roll call poem” written by Karen-Maia Jackaman in 2019   + The students fill out the table individually.   + The students write down the answer to “What context clues can you find to prove that “Year 7 Rollcall” was written in 2019?”   + Class question: How has context shaped each poem?   + Extension question: Which poem do you relate to more and why?   Go back to the KWL table and ask students to write what they have learned so far. CCT-ICON-critical creative thinking.png   * KEY IDEA: Poetry can be used to communicate a deep idea / message or can be read just for fun. It’s just communicating an idea – and there are no wrong ideas. * Page 16, Activity 10: Poems communicating ideas   + Tell the students, “The poem “Year 7 Roll call” used a variety of techniques, including rhyme, alliteration, similes and metaphors but had no deep message. It was just a poem to read for fun. The following is a YouTube clip of a poem that only uses one technique (repetition) and is very simple and easy to understand. There is no difficult language or imagery. This has been done on purpose, so that the message is very clear.”   + Watch: <https://youtu.be/8JZ-P2vcFQs> in class (2 minute clip) - “I AM Anti-bullying Film”,   + Homework task: Watch the YouTube clip again. How does the poem make you feel? Have any of your experiences affected your response to this poem? Explain why. You can present your opinion / reaction any way you like; for example, a page of writing, drawings, taping yourself speaking or a video. Your answers won’t be shared with the class unless you want to share them.   + Homework task: What is the purpose of this poem? What idea is being communicated?   + Class task: Film technique has been used to make the message clearer. List four things the filmmaker does to make you feel sorry for the persona in the poem. (Suggested answers: sad background music, black and white with bullied kids in red to make them stand out, child’s voice, reverb on voice, use of small children   + Class discussion: Do you think that adding these film techniques made the poem more powerful?   Go back to the KWL table and ask students to write what they have learned so far. CCT-ICON-critical creative thinking.png  NOTE: If this poem bring up any issues, refer students to the wellbeing team. There are some lesson plans on anti-bullying that might be relevant: <https://antibullying.nsw.gov.au/educators/resources>   * Page 18, Activity 11: Listening activity. CCT-ICON-critical creative thinking.png   + Poem: “The world is dark when all my friends go cold” by Coral Rumble (Source: <http://ccea.org.uk/sites/default/files/docs/curriculum/area_of_learning/english/ks3_poetryquests_.pdf> )   + Read the poem aloud to the students. The first time, they just listen.   + The second and third time, students answer the questions into their booklets.   + After marking these, facilitate a class discussion about the theme and whether students recognise any of the emotions or events from their own experience. More activities for this poem are found at the above website.   + Show the poem on the whiteboard and ask the students to identify the following techniques; metaphor, repetition, similes. There’s a lot of emotive language and hyperbole but that hasn’t been taught yet * Page 19, Activity 12: Individual assessment task (instructions on sheet) CCT-ICON-critical creative thinking.png   + Extension activity available should students want to do it   + Go through the marking criteria and make sure students understand it.   + Negotiate a due date.   + After the assessment is returned, the students need to complete the three questions at the bottom of the rubric and submit that. * Page 20, Group work assignment: Teaching the class (instructions on sheet) PSC-ICON-personal social capability.png   + Go through the marking criteria and make sure students understand it.   + Negotiate a due date.   + Students to complete a self-reflection task following the group presentation. CCT-ICON-critical creative thinking.pngEU-ICON-ethical understanding.png ICT-ICON.png | **For** – prior knowledge activation plus sharing what they want to learn.  **For** - formative  **For** – formative  **For** - formative  **For** - formative  **Of** - Summative assessment  **As** – student self-reflection  **Of** - Summative assessment  **As** – student self-reflection |

**Further resources:**

* “I AM Anti-bullying Film”, <https://youtu.be/8JZ-P2vcFQs>
* <https://www.acara.edu.au/curriculum/general-capabilities>
* <https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/english/Stages-4-and-5/resources>

## Appendix 1: Active listening – Information Gap

Choose 7 students to read these out (only give them one section!).

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| --- |
| **Student 1:** We have English 5 times a week. Monday period 1, Tuesday, period 1, Wednesday period 3 and a double period Friday after recess. We are in the same room every period – Room 21. |
| **Student 2:** We have PE in the Hall every Wednesday afternoon after lunch. We also have PDHPE Friday period 1 in the Hall. And Tuesday period 2 as well in Room 3. |
| **Student 3:** We have Maths for a double period on Monday after recess in Room 2. Then we have it for a double period on Thursday periods 1 and 2 in Room 3. Oh and we have it Friday period 6 in Room 2 too! |
| **Student 4:** We have assemblies or year meetings every Thursday after recess. The assemblies are in the hall and the year meetings are on the basketball court. We do Technology every Tuesday after Recess for a double period in the ICT Room. |
| **Student 5:** We only have music once a week – Monday period 5 and 6 in the music room. We also have a double period of Visual Art in Room 5 every Wednesday period 1 and 2. |
| **Student 6:** Every Monday period 2, we have Language in the same room as English. Then we have our second period of Language after science on a Thursday – in Room 2. |
| **Student 7:** We have HSIE after PDHPE on Fridays. HSIE is always in Room 4. We have HSIE twice the same day – the second period is straight after lunch. We also have it after English on Wednesdays |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| Period 1 | English  Room 21 | English  Room 21 | Visual Art  Room 5 | Maths  Room 3 | PDHPE  Hall |
| Period 2 | Language  Room 21 | PDHPE  Room 3 | Visual Art  Room 5 | Maths  Room 3 | HSIE  Room 4 |
| Recess |  |  |  |  |  |
| Assembly (Hall) or Year Meeting (B. Court) |
| Period 3 | Maths  Room 2 | Technology  ICT Room | English  Room 21 | English  Room 21 |
|  |
| Period 4 | Maths  Room 2 | Technology  ICT Room | HSIE  Room 4 | Science  Science Lab | English  Room 21 |
| Lunch |  |  |  |  |  |
| Period 5 | Music  Music room | Science  Science Lab 3 | PE -HALL | Science  Science Lab 3 | HSIE  Room 4 |
| Period 6 | Music  Music room |  | Language  Room 2 | Maths  Room 2 |

## Appendix 2: Sample email to a teacher

**Instructions**

* Compare and contrast this email with the one you recently co-constructed. How are the two emails the same / different in terms of tone, register, ideas, reasons and efficacy?
* Discussion questions: Is the language in each email appropriate for communicating in writing to a teacher? Give some examples of appropriate AND inappropriate language from both.
* Discussion questions: How could this email be more effective?

**Hi Year advisor,**

**The Year 7 timetable is really unfair. I mean, REALLY! What were you thinking?**

**Firstly, putting a double period of PE before maths was a really dumb idea cause the boys’ feet totally stink.**

**Secondly, why do we even have to study Language? It’s not like any of us are going to GO to Germany!**

**Thirdly, lunch on Thursdays should be after assembly. We get so hungry during the assembly and they go on for so long and people start behaving badly because they are hungry. So change it!**

**BTW, everyone comes to school late because the school bus is always running late. Can you please do something about this?**

**Thanks,**

**Year 7 English**

Suggested answers of inappropriate language (do not show to students)

|  |  |
| --- | --- |
| Inappropriate language example | Why is it inappropriate? |
| Hi Year advisor | Too informal and use their name, eg, “Ms Jackaman” |
| What were you thinking? | Informal and not very respectful. |
| REALLY! | Informal, capitalised |
| So change it! | Informal and the use of the imperative tense is rude in this context. |
| BTW | Acronym (by the way), informal |

## Appendix 3: Group Work Self-Reflection Questions

* If you were to work with this same group again, what is one change the group could make to work together more effectively?
* What was the greatest challenge you had as a group?
* On a scale of 1 – 10, 10 being best, how well do you feel you demonstrated respect for the opinions of others in the group?
* What is one change you could make in the way you listen to others that would improve your effectiveness in working in a group?
* How would you rate yourself, on a scale of 1 – 10, on how well you were willing to agree with group decisions? What could you do to move yourself up a number on that scale?
* What was the hardest thing for you personally about working in this group?
* Was the group the right size for the task, or would it have been better larger/smaller?
* As the leader of the group, what were your greatest challenges?
* As the leader of the group, how did you show respect for the different opinions of the members of the group?
* How balanced do you feel the efforts of the group members were?
* In what ways was the group more effective than an individual working alone would have been?
* If you had done this yourself, would the outcome have been better or worse?
* Would you like to work with this same group again?
* If you could pick one person in the group to whom to give a specific compliment about their work in the group, who would it be and what would you say?
* Did the role you were assigned fit your strengths?
* Would you like to fill this same role in a future group project? How would you do an even better job next time?
* If you could have had a different role in the group, what role would you have wanted?
* What took the most time deciding as a group? Why do you think it was a challenging decision?
* What is one skill you have that you feel really benefitted the group?
* What is one skill you have that you feel wasn’t really used in this project?
* What should I (the teacher) know about you to make it easier for you to work in groups?
* How do you demonstrate trust and openness towards the other members and their ideas?
* Do you give honest opinions? If not, why not?
* How do you make sure that group members feel supported, encouraged, and appreciated for their work?
* How does the team ensure that all voices are heard?
* Do you participate willingly in discussions? If not, why not?
* Do others appear to understand your ideas? If not, why not?
* What do you do if another person’s ideas are unclear?
* What do you focus on when others speak? How could you improve your listening skills?
* How do you respond to others’ ideas? How do they respond to yours? What could be improved?
* What are your group’s ground rules and goals? What changes to these rules and goals might improve the functioning of your group?
* How is everyone encouraged to stay accountable to the tasks they have been assigned?
* What happens if a group member is unhappy or uncomfortable with a decision made by the group?
* What conflicts have arisen within your group? How (if at all) have the conflicts been resolved? What role do you play in resolving these conflicts? What could you (or others) do to improve your group’s ability to deal productively with conflict?

## Appendix 4 – Record of accommodations and adjustments

**Record of accommodations and adjustments**

Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year group: \_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Unit of work: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Accommodations and adjustments made**

|  |  |  |
| --- | --- | --- |
| Date | Task – Assessment, Assignment or Classwork | Detail of adjustment made |
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**Outcome/ impact of adjustment**

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Class Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Head Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_