

LESSON PLAN AND STUDENT RESOURCES – SOCIETY AND CULTURE CONCEPTS

Preliminary: Society and Cultural World

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Syllabus Links

An overview of the multicultural and hybrid nature of societies and cultures

Students will apply each of the fundamental concepts to TWO of the following:

- school
- family
- the media
- a group of which a student is a member

Syllabus Outcomes

- P1 identifies and applies social and cultural concepts
- P3 identifies and describes relationships and interactions within and between social and cultural groups
- P9 uses appropriate course language and concepts suitable for different audiences and contexts
- P10 communicates information, ideas and issues using appropriate written, oral and graphic forms

Relevant concepts

Society, Culture, Persons, Environment, Time, Gender, Power, Authority, Identity, Technologies, Globalisation

Rationale

The following resource was submitted by Katherine Dzida as part of her Dr. David Dufty (AM) Award for Excellence in Teaching and Learning in Society and Culture nomination for 2019 and is useful for beginning teachers, experienced teachers and students. For beginning teachers, the resource effectively models how a Society and Culture lesson could be sequenced, applying a range of teaching and learning strategies. One of the strengths of the lesson plan is that it highlights the inherently conceptual and contemporary nature of Society and Culture. i.e. these two elements are not 'add on' components of a learning experience. They are essential in building student capacity and Social and Cultural Literacy. For more experienced teachers, the resource provides elements of contemporary stimulus that can be integrated into current teaching and learning programs. For both beginning and experienced teachers, the resource helps model the importance of student feedback and ongoing evaluation of the effectiveness of teaching and learning to ensure future learning experiences cater to diverse student needs. The sample worksheet is ideal in providing links to the relevant stimulus and a scaffold for students where required.

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Sample Lesson Plan

Year Level: 11	Subject: Society and Culture	Topic: The Social and Cultural World
<p>Lesson Objectives/Learning Intentions</p> <p><i>As a result of this lesson, students will be able to:</i></p> <ul style="list-style-type: none"> – Identify examples of course concepts – Explain how contemporary examples link to the course concepts – Explain the differences between concepts and their examples; such as power and authority 		
<p>Syllabus links:</p> <p>An overview of the multicultural and hybrid nature of societies and cultures</p> <p>Students will apply each of the fundamental concepts to TWO of the following:</p> <ul style="list-style-type: none"> • school • family • the media • a group of which the student is a member 		
<p>Links to Australian Professional Standards:</p> <p><i>2.1.2 Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities</i></p> <p>This lesson focuses on the fundamental and additional course concepts and is from the Preliminary course topic: The Social and Cultural World. The lesson involves the examination of a stimulus from the contemporary media and requires students to identify and apply the concepts to a particular scenario. See teacher reflection and evaluation for further discussion of the Australian Professional Standards for Teachers.</p> <p><i>3.4.2 Select and use relevant teaching strategies to develop knowledge, skills, problem-solving, and critical and creative thinking</i></p> <p>This lesson focuses on specific high impact teaching strategies such as structuring lessons, setting goals, questioning and explicit teaching. The lesson includes clear steps with transitions with a focus on meaningful student learning that allows students the opportunity to develop knowledge and critical thinking skills. See teacher reflection and evaluation for further discussion of the Australian Professional Standards for Teachers.</p>		

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Lesson Sequence

Time	Introduction	Resources
5–10min	<p>Teaching Strategy – Setting goals</p> <p>Use questioning techniques to assess prior knowledge such as; How many fundamental concepts are there? What are they? Who can provide a definition of the fundamental concepts? What are the additional course concepts?</p> <p>Establish learning intentions for the lesson which are based on the lesson objectives above. Explain to students that today’s activity will focus on <i>understanding and applying course concepts using a stimulus from the contemporary media that examines Australia Day</i>. Students are provided with some time to develop individual learning goals based on the intentions for the lesson.</p>	
5–10min	<p>LESSON STEPS</p> <p>Teaching Strategy – Questioning</p> <p>Facilitate classroom discussion using the questions below as prompts. Engage students in a dialogue and extend their thinking by prompting them to justify responses. Model acceptance of ideas and value different contributions.</p> <p>Key Discussion Questions: Australia Day</p> <ul style="list-style-type: none"> – What is Australia Day? – When is it celebrated? – Did you celebrate Australia Day? If so, how? – Why is it celebrated? – How can Australia Day link to both cooperation and conflict? – Can you find any links to the course concepts in Australia Day? – Which concepts seem more obvious in Australia Day than others? – Have you noticed increased discussion and debate regarding Australia Day in the media during January each year? 	
30min	<p>Teaching Strategy – Explicit Teaching</p> <p>Explain to students that today’s activity will examine a media advertisement that uses Australia Day as its central premise. It uses humour to emphasise elements of contemporary Australian culture. This advertisement will be the stimulus we will use to identify and apply the course concepts.</p> <p>Hand out the worksheet and read aloud, emphasising the conceptual nature of Society and Culture. Point out to students the structure of the activity reinforces the fundamental and additional course concepts.</p>	

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TEACHER SELF-REFLECTION AND SELF-EVALUATION

This lesson is designed to be conducted early in the Preliminary course and is used to assist in the consolidation of student learning. This activity primarily focuses on the course concepts and requires students to identify and apply the fundamental and additional course concepts to a stimulus, which was in this case an Australia Day advertisement (Standard Descriptor 2.1.2). This class is a mixed ability class and the lesson was designed to cater for all students of differing abilities. Using a variety of teaching strategies (Standard Descriptor 3.4.2) such as setting goals allows for clear learning intentions that explain what students need to understand and what they must be able to do in order to fulfil the syllabus requirements of the Society and Culture course. It demonstrates a purpose for the knowledge acquired and makes clear links to the syllabus. As a regular teaching strategy utilised in the classroom, it fosters a culture of self-regulation and self-belief. The use of structured lessons as a teaching strategy (Standard Descriptor 3.4.2) helps map out the lesson by using clear steps and transitions between those steps. Structured lessons provide clear connections between learning goals, class activities and future assessment tasks. It enables routines to develop where students understand the steps involved in learning. Within this strategy, the use of questioning and explicit teaching (Standard Descriptor 2.1.2) are effective in providing deep knowledge and understanding that is required when examining course concepts and their application. Explicit teaching provides direct instruction that involves scaffolds and worked examples which were both used in this lesson. Questioning as a teaching strategy was effective in engaging students to think deeper, refine their understanding and is a forum to provide feedback and feedforward, not only from the teacher but amongst the students themselves.

The students were actively engaged during the lesson and there was strong participation during the Introductory discussion where prior knowledge was assessed and also during the questioning activity where engaging dialogue of Australia Day was discussed. The use of a stimulus from the media allowed students to engage with the material and suited a range of learning approaches – particularly visual learners who were able to identify the relationship between the course concepts and their application to a particular scenario. I have delivered this lesson in previous years and have adapted and refined it to include a future focus and a continuity/change focus which is explored in the lesson that follows this (Standard Descriptor 2.1.2). The strength of this lesson is its links to concepts and the assessment tasks – both informal and formal. Informal assessment tasks are used in a formative approach to assist my teaching and provide regular feedback for student learning and the formal summative task requires students to engage in research and report writing about an element of Australia Day – thus making links and connections to lessons such as this one. Some students did find parts of the activity challenging, particularly the written questions in Activity 2 of the worksheet. On reflection, further scaffolding and guidance for students is required in future. Reinforcing the use of writing strategies such as TEEL/PEEL may assist in this process.

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STUDENT EVALUATION 1

1. Was the activity engaging/ interesting?

The activity was very engaging and interesting, it allowed me as a student to analyse cultural conformities and irony's that I am exposed to everyday. The questions that the activity incorporated required every SAC student to apply key and course concepts to a standard display of culture.

2. Does the activity link to the syllabus and course concepts?

The activity certainly linked to both the syllabus and course concepts. The course concepts of persons, culture, society and environment were all highlighted through the dialogue of the featured ad and emphasized in the questions. Equally included in the activity were the additional course concepts of power, authority, globalisation, gender, technologies and identity. The activity evidentially linked to the syllabus, especially to the points of personal and social identity and the nature of the social and cultural world.

3. How well does the activity link to the course concepts?

The activity links extremely well to the course concepts through the perpetuation of society through the targeting questions in addition with the featured advertisement. It assisted me as a SAC student in applying the fundamental and additional course concepts to everyday life and Australian culture through the key emphasis on the course concepts.

4. Any additional feedback?

- This activity is easily adaptable
- It suits students of all academic abilities as it allows the student to critically analyse while also applying the course concepts and syllabus dot points to contemporary events and media.

STUDENT EVALUATION 2

1. Was the activity engaging/ interesting?

It was an engaging and interesting activity, as you could watch videos with well-known people that still related to the society and culture concepts.

2. Does the activity link to the syllabus and course concepts?

It linked to the syllabus thoroughly and it was very clear what we were instructed to do.

3. How well does the activity link to the course concepts?

It strongly links to the fundamental concepts such as time and place as well as the additional concepts of globalisation and technology as it presents the views of different countries and how it has spread through technologies such as YouTube

4. Any additional feedback?

This activity allowed me to understand how the SAC concepts are used in everyday society.

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Student Worksheet

An Introduction to the SAC Course Concepts

This first section of the Society and Culture course is designed for students to learn the conceptual approach and language of Society and Culture. By adopting this conceptual approach and language, it enables students to begin the process of developing Social and Cultural Literacy. Social and Cultural Literacy is at the very heart of the Society and Culture course and is a developmental process which:

“...requires the student to synthesise personal experience and public knowledge at the micro, meso and macro levels of society. Social and cultural literacy refers to the idea that people should possess a body of knowledge, understanding and skills that allows them to share, communicate effectively, and respect themselves and others.”

(Society and Culture Syllabus, (2013), NESA, p.24)

SAC is different from many subjects that you have engaged with in both the junior and senior curriculum as it has concepts that you need to understand. Once a concept is learned you need to be able to apply it as much as possible right up to the HSC exam. Once you identify an issue, you should be able to describe, explain and deconstruct it using the concepts.

Activity 1 – Identifying SAC concepts in the contemporary media

Australia Day Lamb Advertisement (2016), by Meat and Livestock Australia

Click on the following link, view the advertisement and complete the questions below:

<https://youtu.be/7i15OPuFvMA>

Thinking conceptually...

Persons: Every person is a unique individual who develops in a social and environmental setting in which he or she is influenced by, and interacts with, other persons and groups. Communication, the sharing of values and beliefs, and cooperation are major interactions. The identity achieved by each individual is the result of interactions at the micro, meso and macro levels of society.

(Society and Culture Syllabus, (2013), NESA, p.15)

1. Identify influential persons within this advertisement.

Society: Society is made up of people, groups, networks, institutions, organisations and systems. These aspects of society may include local, national, regional and international patterns of relationships and organisation. People belong to informal and formal groups, and within and between these groups there are patterns of interactions that contribute to unique cultures.

(Society and Culture Syllabus, (2013), NESA, p.15)

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2. Which elements of 'society' are identified in the advertisement?

Culture: Culture refers to the shared knowledge, attitudes and behaviours that give each society its coherence, identity and distinctive way of life. Culture is demonstrated by the beliefs, customs, values, norms, rules, laws, governance, arts, technologies and artefacts that people generate and use as they interpret meaning from their world and solve present and future problems. Culture is dynamic and undergoes change, and is therefore not static.

(Society and Culture Syllabus, (2013), NESA, p.16)

3. What aspects of each culture or subculture are used to depict each society (groups of persons) in the advertisement?

4. What common beliefs are represented to be shared amongst Australians within the advertisement?

Environment: Every society is located in a particular physical setting and interacts with its environment. The attitudes and values that people have in regard to their environment greatly affect interactions between persons, society, culture and the environment. Unique culture is generated from the interactions with the immediate environment. Different locations and their environments – including urban, rural, coastal, inland and isolated – present societies and their cultures with both opportunities and constraints.

(Society and Culture Syllabus, (2013), NESA, p.16)

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5. Identify the different physical settings in the advertisement. What do these environments say about Australian culture?

Time: Every person, society, culture and environment is located in a period of time and is changing with time. Time can be examined as past, present and future. Our perceptions of time are drawn from past events and these influence our ideas about the present. These perceptions need not, however, determine possible ideas of a future. The concept of time is best studied in context – last century, this century, and pre- and post-events – or as a particular decade. Time is studied in relation to continuity and change.

(Society and Culture Syllabus, (2013), NESA, p.16)

6. How has the public acknowledgement of Australia Day changed over time?

Power: Power is the ability or capacity to influence or persuade others to a point of view or action to which they may not always agree. Exercising power is important in initiating or preventing change. *(Society and Culture Syllabus, (2013), NESA, p.17)*

7. How persuasive is this advertisement in its attempt to sell its product?

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Authority: Authority is linked to power and the right to make decisions and to determine, adjudicate or settle issues and disputes in society. Authority is best understood as the legitimate use of power. The use of authority is important in the process of decision-making and in initiating change and maintaining continuity.

(Society and Culture Syllabus, (2013), NESA, p.17)

8. Under whose authority is Operation Boomerang taking place?

Gender: Gender refers to the socially constructed differences between females and males. Social life – including family life, roles, work, behaviour and other activities – is organised around the dimensions of this difference. Gender also refers to the cultural ideals, identities and stereotypes of masculinity and femininity and the sexual division of labour in institutions and organisations. Gender reflects the value a society places on these social constructs, which are particular and unique to a society.

(Society and Culture Syllabus, (2013), NESA, p.17)

9. What role does Lee Lin Chin play in this advertisement?

10. Is there any evidence in the advertisement to suggest that society places different values and expectations on each gender?

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Technologies: The term ‘technologies’ refers to all the tools that we use to assist our interactions in society. Technologies can lead to innovation and can initiate change to micro, meso and macro operations in society. The value placed on technologies at any level of society influences the rate of change to society and culture. Technologies are constantly changing and adapting and their impact varies over time. Communication-based technologies facilitate the interaction between the micro, meso and macro levels of society.

(Society and Culture Syllabus, (2013), NESA, p.17)

11. This advertisement has had 2.5 million views on YouTube where the entire ad runs for 2 minutes as opposed to the TV version of 30 seconds. How does the use of multiple technologies increase its success?

Globalisation: Globalisation is the process of integration and sharing of goods, capital, labour, services, knowledge, leisure, sport, ideas and culture between countries. Globalisation is evidenced in the emergence of global patterns of consumption and consumerism; the growth of transnational corporations; global sport; the spread of world tourism; and the growth of global military and economic systems. Globalisation is assisted by technologies and media integration, resulting in an increasing consciousness of the world as a single place.

(Society and Culture Syllabus, (2013), NESA, p.17)

12. Explain how the processes of globalisation are evident within this advertisement?

Identity: Identity refers to the sense of self and can be viewed from a personal, social and cultural level. Identity is formed over a period of time and is the result of interactions at the micro, meso and macro levels of society. An identity has dimensions or layers that create a sense of inclusion in a group or culture. Contributing factors to one’s identity may be gender, sexuality, family, class, ethnicity, beliefs, social status, group membership and national pride.

(Society and Culture Syllabus, (2013), NESA, p.17)

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13. In what ways, are 'ordinary Australians' able to relate to this advertisement?

Other relevant SAC concepts

Multiculturalism: An approach to cultural diversity in society that promotes the view that cultural difference should be respected and even encouraged and supported. Multiculturalism is premised on the belief that different cultural groups can live together harmoniously, each contributing to an enriching of the whole society.

Society and Culture Syllabus, (2013), NESA, p.55)

14. Can you identify any elements of multiculturalism within this advertisement?

Hybrid society: A society that comprises a range of social and cultural influences and components, rather than having a homogenous identity.

(Society and Culture Syllabus, (2013), NESA, p.55)

15. In what ways is Australia a hybrid society? Use evidence from this advertisement to support your answer.

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Activity 2 – Differentiating between the concepts of power and authority in the media

Click on the following links to access the articles below: **‘Operation Boomerang: Anti-vegan Australia Day lamb ad featuring Lee Lin Chin gets the all clear’**, by Marissa Calligeros, *Sydney Morning Herald*, (20/01/16)

<https://www.smh.com.au/entertainment/operation-boomerang-antivegan-australia-day-lamb-ad-featuring-lee-lin-chin-gets-the-allclear-20160120-gm9yqm.html>

‘Lee Lin Chin’s Australia Day ‘Lambassador’ Role Undermines Public Broadcaster’, by Jordan Sosnowski, *New Matilda- Media and Culture*, (23/01/16)

<https://newmatilda.com/2016/01/23/lee-lin-chins-lambassador-role-undermines-public-broadcaster/>

1. Provide an example of power in the SMH article. Provide an example of authority in the same article. Explain the differences between the two examples?

2. How does the New Matilda article offer a different perspective of the role that Lee Lin Chin plays in the advertisement?

3. What point does the New Matilda article make regarding the power and authority that Lee Lin Chin has as a journalist? Is this valid?
