

APPLYING THE “THIS DOES THAT” WRITING MODEL TO SOCIETY AND CULTURE

Writing and Society and Culture

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Syllabus Content

Applicable throughout both Year 11 and HSC Course

Syllabus Outcomes

- P10 communicates information, ideas and issues using appropriate written, oral and graphic forms
- H10 communicates complex information, ideas and issues using appropriate written, oral and graphic forms



Rationale/Annotation to Accompany the Writing Scaffold

Why Writing is important in Society & Culture

Society and Culture is a subject that offers students an opportunity to improve their literacy and academic writing. This is achieved through; the process of designing primary research and writing up results to draw conclusions while synthesising their findings with secondary data. The exam responses rely heavily on integrating examples and the course language into organised, succinct, and analytical short and extended responses.

The Problem

Creating scaffolds and writing guides to assist with improving student writing is an ongoing process. Often when providing feedback to student work I get to the end of their attempt at analysis and note that it is unfinished, just falling short of the deep analysis necessary. The “Bubbling Model” offers a tool to push students to remember to add the extra sentence as part of the “this does that, doing that and doing that” process.

The Answer: Explicit Teaching

Explicit teaching has been the catch cry of education for sometime. Explicit teaching looks different at various points in the process with the aim to eventually pull the teacher support back as the student benefits from the explicit nature of instruction with models and scaffolds to independently produce work.

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The Department of Education (DOE) has suggested “This Does That” (also called Seldon Method: Bubble Theory) as an explicit writing model with a clear structure assisting students to produce complex sentences reflecting analysis, creating the necessary “depth of thought”. (<https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/secondary-literacy>) Thus, allowing students a sense of mastery.

DOE suggests using the “Bubble Theory” with The Gradual Release of Responsibility Model of instructions that acknowledges the need for the teacher to model initially before shifting to joint responsibility. Ultimately students achieve independence, applying their knowledge and skills to complete the task. This is a process imperative to make the PIP manageable as the teacher begins with models and slowly pairs back the support until the student is confidently writing. This model provides a structure for teachers to move from assuming “all the responsibility for performing a task . . . to a situation in which the students assume all of the responsibility” (Duke & Pearson, 2004, p. 211). (https://pdo.ascd.org/lmscourses/pd13oc005/media/formativeassessmentandccswithelaliteracymod_3-reading3.pdf) Further creating independent complex writing.

Balgowlah Boys High School has had significant success with implementing this as a writing model. In my Selective Setting we have some year groups that are boy-heavy, so anything that would engage my male students was necessary to meet the needs of my classes. I was also frustrated with boys selecting Society & Culture in Year 11 and dropping it for Year 12, leaving me with girl only classes.

How do you use the theory?

The blank set of bubbles has:

- a space to place the syllabus dot point or enquiry question in the middle. “This” is where you place the content and example
- the remaining bubbles have analytical verbs in them, reminding students to use them and fully unpack their analysis.

Note you can change the analysis verbs used, in an activity before introducing the theory you could have a class brainstorm of analytical verbs they know from other subjects e.g. highlighting, demonstrating, discussing, examining, exploring.

The content in the bubbles is expanded upon in the table which has been modelled below. The table and the strategy is flexible, with the boxes moved around to put an analysis sentence first before introducing the idea and example also works. Arguably, this makes for a more sophisticated sentence structure. Ideally students will move between the two table formats as it will avoid the formula being obvious as markers read responses.

I used the PDHPE example on the Department Of Education NSW website to apply this to Society and Culture (<https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/secondary-literacy>). The English version I found was less flexible and adaptable to the Social Sciences. After adapting the model to Society and Culture to unpack a syllabus dot point or address an analytical question, I saw its potential to visually represent and scaffold out the PIP synthesis and triangulation of data. The synthesis model moves between:

- Primary Research Method 1 + example + analytical verb
- Primary Research Method 2 + example + analytical verb
- Secondary Research Method + example + analytical verb
- Overall conclusion drawn + analytical verb

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It too can be flexible:

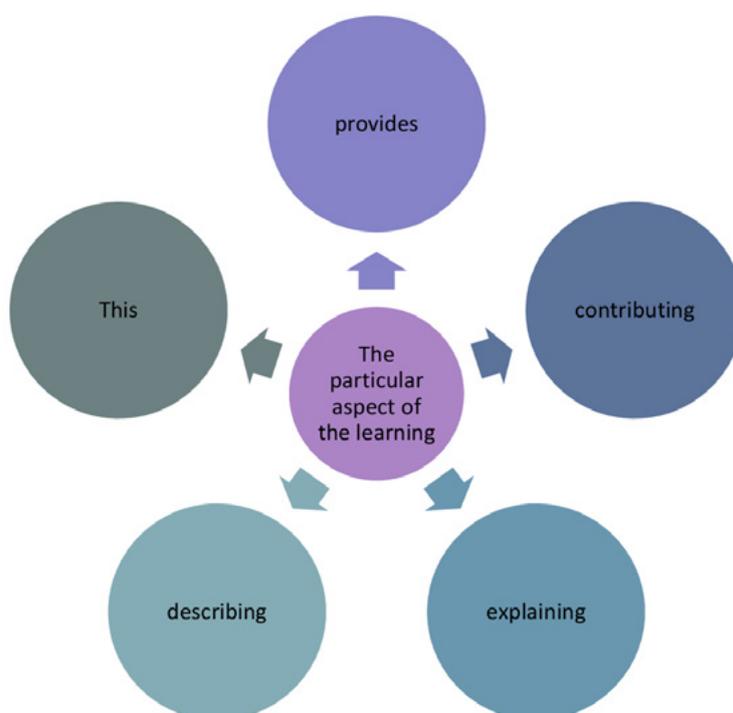
- Secondary Research Method + example + analytical verb
- Primary Research Method 1 + example + analytical verb
- Primary Research Method 2 + example + analytical verb
- Overall conclusion drawn + analytical verb

Or:

- Primary Research Method 1 + example + analytical verb
- Secondary Research Method + example + analytical verb
- Primary Research Method 2 + example + analytical verb
- Overall conclusion drawn + analytical verb

The teacher can edit the “Bubble” and Table to reflect these different ways of using the model.

This Does That / Bubble Theory / “Bubbling” – A Sentence Level Scaffold to increase complexity of written expression



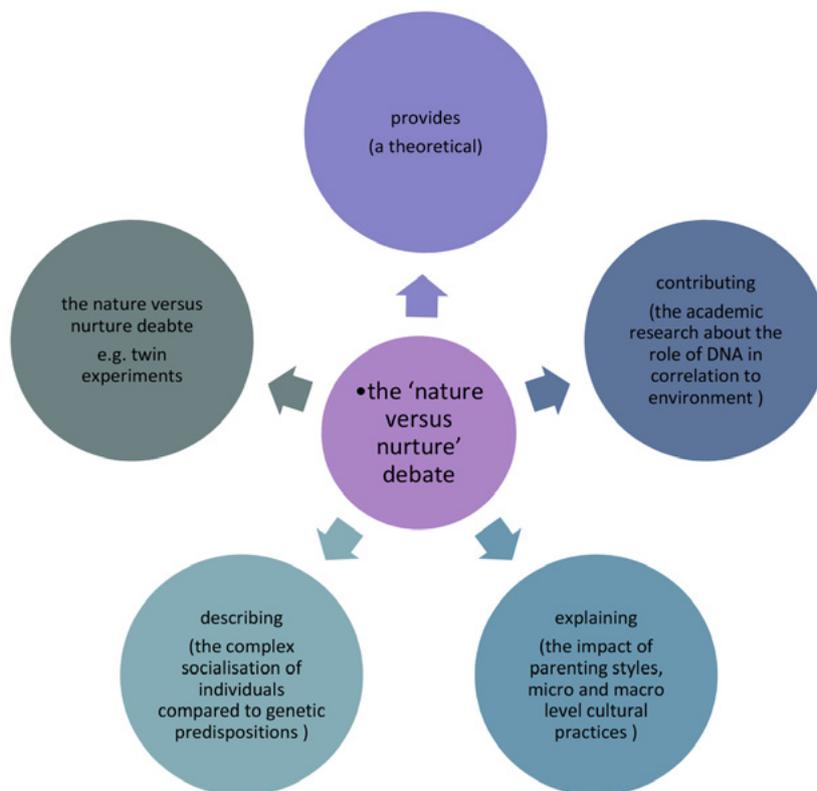
The Bubble In Action: Example

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Syllabus dot point from Year 11 Personal and Social Identity unit:

Students will develop knowledge and understanding of the nature of the development of personal and social identity through the study of:

- the ‘nature versus nurture’ debate



This (content + example)	does that, (analytical verb)	doing that, (analytical verb)	and doing that. (analytical verb)
Twin experiments were historically used to prove and/or disprove the ‘nature versus nurture’ debate as twins were observed in different environments. While their DNA was identical, the homes they were placed into were controlled and intentionally similar or different to	provide a theoretical framework about the complex socialisation of individuals compared to genetic predispositions.	contributing to the academic research about the role of DNA in correlation to environment in developing personality	explaining the impact of parenting styles, micro and macro level cultural practices

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As a sentence:

Twin experiments were historically used to prove and/or disprove the ‘nature versus nurture’ debate as twins were observed in different environments. While their DNA was identical, the homes they were placed into were controlled and intentionally similar or different to provide a theoretical framework about the complex socialisation of individuals compared to genetic predispositions. Twin research is contributing to the academic research about the role of DNA in correlation to environment in developing personality, explaining the impact of parenting styles, micro and macro level cultural practices.

Flexible:

does that, (analytical verb)	This (content + example)	doing that, (analytical verb)	and doing that. (analytical verb)
providing a theoretical framework about the complex socialisation of individuals compared to genetic predispositions.	Twin experiments were historically used to prove and/or disprove the ‘nature versus nurture’ debate as twins were observed in different environments. While their DNA was identical, the homes they were placed into were controlled and intentionally similar or different to	contribute to the academic research about the role of DNA in correlation to environment in developing personality	explaining the impact of parenting styles, micro and macro level cultural practices

As a sentence:

Providing a theoretical framework about the complex socialisation of individuals compared to genetic predisposition, **twin experiments were historically used to prove and/or disprove the ‘nature versus nurture’ debate as twins were observed in different environments. While their DNA was identical, the homes they were placed into were controlled and intentionally similar or different.** Twin research is contributing to the academic research about the role of DNA in correlation to environment in developing personality, explaining the impact of parenting styles, micro and macro level cultural practices

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The “Bubbling” Writing Strategy can be adapted to create synthesis:



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This (research method 1 + example)	does that, (analytical verb)	Likewise this... (research method 2 + example)	also does that (analytical verb)	While this... (research method 3 + example)	also does that (analytical verb)	Therefore doing that (analytical synthesising verb)
<p>Pet ownership is an important agent of socialisation for children. Questionnaire respondents overwhelmingly agreed that having a pet was an important part of their socialisation process as a child, over 90% strongly agreed and 5% agreed. Only 5% disagreed and these people did not have a pet as a child.</p>	<p>This demonstrates that having a pet is important to childhood socialisation.</p>	<p>In my interview with Hannah Geraghty who had a lot of pets growing up and as a mother has always had a pet for her children she asserted, “having a pet taught me responsibility and since kids can be inherently selfish, it taught me to be more empathetic to another living being. I see it with my own children. They learned to put someone else ahead of themselves.”</p>	<p>Thus, explaining the benefits of animal ownership for the development of children.</p>	<p>Vidovik’s research supports the benefits of pet ownership, “Children who scored higher than average on the attachment to pets scale showed significantly higher scores on the empathy and prosocial orientation scales than non-owners and children who scored lower than average on the attachment to pets scale.” Interestingly, it was also found that children “with higher levels of attachment to pets rated their family climate significantly better than children who had lower attachment to pets.” (Article: <i>Pet Ownership, Type of Pet and Socio-Emotional Development of School Children – Vidovik, 1999</i>)</p>	<p>Thereby highlighting the significant positive impact that pet ownership has on the development of children’s empathy.</p>	<p>Therefore the primary and secondary research clearly proves the importance of childhood pet ownership in creating well adjusted adults who move through the life cycles in a positive and healthy manner to ultimately achieve Maslow’s self actualisation.</p>

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As a sentence:

Pet ownership is an important agent of socialisation for children. Questionnaire respondents overwhelmingly agreed that having a pet was an important part of their socialisation process as a child, over 90% strongly agreed and 5% agreed. Only 5% disagreed and these people did not have a pet as a child. This demonstrates that having a pet is important to childhood socialisation. In my interview with Hannah Geraghty who had a lot of pets growing up and as a mother has always had a pet for her children she asserted, “having a pet taught me responsibility and since kids can be inherently selfish, it taught me to be more empathetic to another living being. I see it with my own children. They learned to put someone else ahead of themselves.” Thus, explaining the benefits of animal ownership for the development of children. Vidovik’s research supports the benefits of pet ownership, “Children who scored higher than average on the attachment to pets scale showed significantly higher scores on the empathy and prosocial orientation scales than non-owners and children who scored lower than average on the attachment to pets scale.” Interestingly, it was also found that children “with higher levels of attachment to pets rated their family climate significantly better than children who had lower attachment to pets.” (Article: *Pet Ownership, Type of Pet and Socio-Emotional Development of School Children* – Vidovik, 1999) Thereby highlighting the significant positive impact that pet ownership has on the development of children’s empathy. Therefore the primary and secondary research clearly proves the importance of childhood pet ownership in creating well adjusted adults who move through the life cycles in a positive and healthy manner to ultimately achieve Maslow’s self actualisation.

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Year 11: Personal and Social Identity Activity – can be worked through with students using the “This Does That” Bubbling process

Personality, Self Awareness & Self Concept

The table below is aligned to the syllabus dot points:

Students will develop knowledge and understanding of the nature of the development of personal and social identity through the study of:

- the development of personality, self-awareness and self-concept
- the development of identity and the social self

Define each idea – you may use the Textbooks, PowerPoint and your own research to do this

In the “This” box paraphrase the syllabus content into your own words and add an example

In the “Does that, doing that and doing that” boxes, follow the usual “This Does That” Bubbling process (Socialisation is done for you)

Define: Development of personal and social identity through the study of:	This (content + example)	does that, (analytical verb)	doing that, (analytical verb)	and doing that. (analytical verb + synthesising statement)
Development of personality		highlights	Exemplifying	Explaining Thus, demonstrating
		explains	Developing	Providing Thereby, demonstrating
		identifying	Highlighting	Explaining Therefore, exemplifying

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Define: Development of personal and social identity through the study of:	This (content + example)	does that, (analytical verb)	doing that, (analytical verb)	and doing that. (analytical verb + synthesising statement)
Development of self-awareness		highlights	Exemplifying	Explaining Thus, demonstrating
		explains	Developing	Providing Thereby, demonstrating
		identifying	Highlighting	Explaining Therefore, exemplifying

Define: Development of personal and social identity through the study of:	This (content + example)	does that, (analytical verb)	doing that, (analytical verb)	and doing that. (analytical verb + synthesising statement)
Development of self concept		highlights	Exemplifying	Explaining Thus, demonstrating
		explains	Developing	Providing Thereby, demonstrating
		identifying	Highlighting	Explaining Therefore, exemplifying

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Define: Development of personal and social identity through the study of:	This (content + example)	does that, (analytical verb)	doing that, (analytical verb)	and doing that. (analytical verb + synthesising statement)
Development of identity		highlights	Exemplifying	Explaining Thus, demonstrating
		explains	Developing	Providing Thereby, demonstrating
		identifying	Highlighting	Explaining Therefore, exemplifying

Define: Development of personal and social identity through the study of:	This (content + example)	does that, (analytical verb)	doing that, (analytical verb)	and doing that. (analytical verb + synthesising statement)
Development of social self		highlights	Exemplifying	Explaining Thus, demonstrating
		explains	Developing	Providing Thereby, demonstrating
		identifying	Highlighting	Explaining Therefore, exemplifying