

➤ MOVED TO ACT

Target Group: **Year 10**

Australian Curriculum Reference: **English**

Responding to literature

- + Evaluate the social, moral and ethical positions represented in texts (ACELT1812).

LESSON SUMMARY

Students examine multimodal texts that tell about a major humanitarian issue, such as refugees or a natural disaster, and the role volunteers played in that issue.

LESSON CONTENT AND METHODOLOGY

- + Identify the language specific to this topic and discuss the meaning of each with the class:
 - + moral position
 - + ethical position
 - + social position
 - + emotive language.
- + Students visit the UNHCR website and look at, then comment on, the following.
 - + The style of texts used – what genre are these?
 - + Language – is emotive or factual language used and what is its impact?
 - + Choice of images – why have these images been used?
 - + Use of colour – what is the dominant theme, and why do you think it was chosen?
 - + Size and font type – why has this typeface been used and not another, such as Comic Sans?
 - + Placement of words and images – what impact does it have on the intended meaning?
- + Students work in groups to consider the moral, ethical and social position represented in the website they have chosen and discuss what devices the author has used to convey those messages.

Students use the *Fruyer Concept Model* to capture their discussion:

www.longwood.edu/staff/jonescd/projects/educ530/aboxley/graphicorg/fraym.htm

+ Working in pairs, students choose one issue from the following list:

- + refugees
- + human trafficking
- + asylum seekers
- + improving health in developing nations
- + responses to a natural disaster in a developing country.

Students then find a song, poem, website, book, poster, pamphlet or similar about this issue and discuss the moral, ethical and social positions demonstrated in the work.

Students consider all the texts they have viewed and comment upon which have been most effective in moving them to consider volunteering to support actions around the issue, and why.

ASSESSMENT

Instruction to students: Use the information and skills you have learned through the class activity to develop a presentation for your classmates, telling other students that you are going to volunteer for a humanitarian organisation. Your presentation needs to explain that you have been moved to volunteer after reading and viewing three types of informative texts about the organisation, describing what they were, and what devices the authors of these texts used to convince you to volunteer. Your presentation should also include information about how you found out about the volunteering opportunities that were available and how you accessed them.

RESOURCES

- + Frayer Concept Model: www.longwood.edu/staff/jonescd/projects/educ530/aboxley/graphicorg/fraym.htm
- + UNHCR website (international): www.unhcr.org
- + UNHCR website (Australia): www.unhcr.org.au