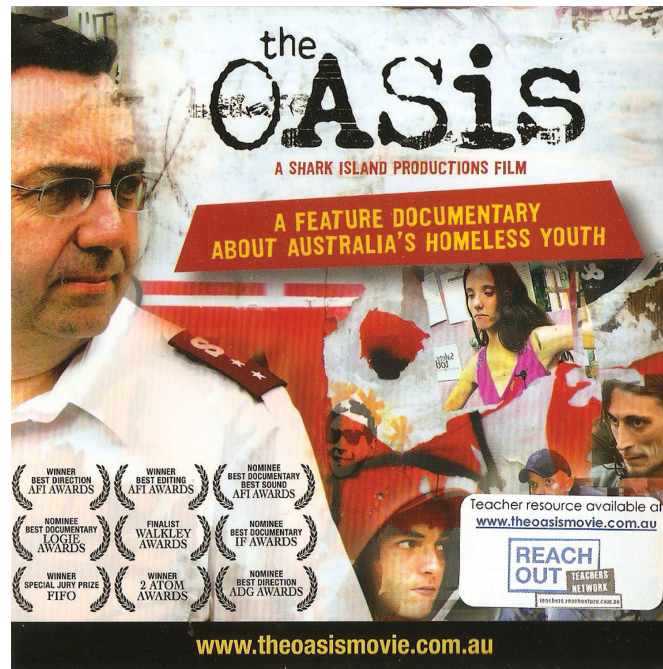


the
OASIS

TEACHING RESOURCE

Youth
HOMELESSNESS
matters



This resource is based on **THE OASIS** documentary. **The OASIS** documentary can be viewed online at <http://theoasismovie.com.au>

Complimentary copies of the DVD can be obtained from:

Shark Island Productions
 Fox Studios Australia, FSA #75
 38 Driver Avenue
 MOORE PARK NSW 2021
 Australia

E: admin@sharkisland.com.au
 T: (02) 8353 3623

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THE OASIS

teaching resource

Youth homelessness matters

Using this resource

THE OASIS teaching resource: Youth Homelessness Matters is about raising the awareness of youth homelessness, celebrating the resilience of young people who are experiencing homelessness in Australia and empowering the next generation of young people to take action to prevent youth homelessness in the future.

This resource was born out of the popularity of **THE OASIS** documentary and accompanying study guide in schools. **THE OASIS** follows Captain Paul Moulds from THE OASIS Youth Service in his day to day work with young homeless people in Sydney, Australia.

This raw observational documentary filmed over two years, is a tribute to the power of one man's persistence in the face of seemingly unrelenting darkness. As time unfolds, some of the youth pull themselves out of misfortune and aspire to greater things, while others sink deeper into addiction and desperation.

In the midst of all the chaos Paul battles unflinchingly on to save these lost children, and reflects on his own past along the way. **THE OASIS** provides a rare insight into the lives of homeless youth and will change attitudes towards youth homeless issues.



The resource is broken into four sections:

S1

Section 1:

Background information on youth homelessness in Australia

S2

Section 2:

Teaching and learning modules

S3

Section 3:

Useful resources

S4

Section 4:

Curriculum links

Note: This resource deals with the rising problem of youth homelessness and its associated social and personal issues. There may well be students in your class who have experienced some of the issues discussed. You may want to set some ground rules for discussion to ensure that the issues are discussed with sensitivity.

The teaching and learning activities have been developed to link explicitly to the content and outcomes of the Australian English Curriculum. These modules can also be taught across other key learning areas as a themed unit taught simultaneously by a number of teachers or can be taught individually in a single subject. See **Section 4: Curriculum links** for syllabus links for each of the Modules and related activities.



You will notice a range of icons throughout the teaching and learning activities that identify the type of task to be undertaken by students.

These icons include:



This activity requires access to computers, Internet or other ICT equipment.



This activity requires students to complete a literacy-based activity.



This activity requires students to view and respond to a DVD or video footage.



This activity requires students to work together in small groups.



This activity requires students to have access to a handout or workbook. These handouts and workbooks can be downloaded from <http://theoasismovie.com.au/>

Throughout the teaching of these modules it is recommended that students keep a journal that focuses on the issue of youth homelessness. The journal could include clippings from newspapers or magazines, pictures and personal reflections on the topic. In Module 3 the journal can then be used to help with the production of the students' documentary or photo essay.

Modules

M1

Module 1: Understanding youth homelessness - Exploring **THE OASIS** Documentary

This section of the resource will guide students through an exploration of the issue of youth homelessness in Australia. The investigation will begin at the national level and will narrow the focus to the issue of homelessness in the local community. The activities will explore the following themes:

- About youth homelessness
- Causes of youth homelessness
- Exploring local youth homelessness issues

This module also includes activities for undertaking an in-depth exploration of the issue of urban youth homelessness by using **THE OASIS** documentary and other short films created with and by young homeless people. Activities will focus on:

- The making of **THE OASIS**
- Themes explored through the documentary
- Understanding the characters and their needs
- Techniques and tips for documentary making


M2

Module 2: Act Now: Making change and taking action

This section of the resource will guide students through a five step process for making change and taking action on an issue that they are passionate about.

The issue that will be the focus in the resource will be youth homelessness, however the five step process can be used for taking action or making change in any social issue.

The **Act Now: Making change booklet** (download from www.theoasismovie.com.au) supports the activities in this module and includes a scaffold for action that students will work through to create and make the change they envision.

- Developing a storyboard
 - Locating content, images and locations
 - Film-making tips such as rule of thirds, lighting, location and sound etc.
 - Using digital editing software and equipment
- 

M3

Module 3: Adding your voice to the issue – Making documentary films that matter

This section of the resource will provide teachers with practical activities to support their students to create digital media pieces that highlight the issue of youth homelessness in their local area.

These digital creations can then be shared with the school or wider community to generate awareness of the issue and to highlight areas where changes can be made for the better.

This section will include activities such as:

- Identifying themes and issues
- Developing a storyboard
- Locating content, images and locations
- Film-making tips such as rule of thirds, lighting, location and sound etc.
- Using digital editing software and equipment



S1

Section One

Background Information

Young people become homeless because of family breakdown, often stemming from parental conflicts or a collapse of their relationship with a husband/wife or partner. Some young people who are living independently become homeless because they can't afford living expenses including rent.

Being homeless is unsafe, unhealthy and very stressful. Young people experiencing homelessness are not a homogenous group. They come from a range of family backgrounds, have diverse dispositions, expectations and desires, and they encounter services of varying quality. Their common needs are to have a stable home; friends; healthy nutrition; to be cared about as individuals; to have adequate educational support; help when they need help; and reliable adults in their lives.

Family breakdown is a broad term that includes such issues as mental illness, domestic violence, neglect, overcrowding, and generational poverty. Young people whose family support has broken down, leading to them going into state care, are particularly vulnerable to becoming homeless. However, when young people first

become homeless, their friends and their friends' families often provide shelter and support. This is referred to as 'couch-surfing'.



On any given night in Australia 105,000 people are homeless and nearly half of these are under the age of 25.

This can also include where young people have extended family members, grandmothers or aunts and uncles who often try to help. Without resources and support, these informal social support networks typically breakdown.

Mental health issues are more prevalent among homeless youth than the overall population of young people in Australia. In some cases, mental health is implicated in a young person becoming homeless, although it may be the case that the deterioration in the mental health of other family members tips young people into homelessness.

However, becoming homeless is also an unhealthy lifestyle. There is evidence that psychological and psychiatric problems may result from homelessness. When young people with mental health issues also develop substance use problems, the situation of co-morbidity (or dual diagnosis) presents major difficulties for supported accommodation services, as well as for specialist services that deal with mental health and drug and alcohol issues. Mental health is a major issue amongst chronically homeless youth with high and complex needs.

Source: Australia's Homeless Youth: a report of the National Youth Commission Inquiry into Youth Homelessness, National Youth Commission, 2008 can be accessed at <http://www.theoasismovie.com.au/report/report.php>

some **KEY MESSAGES** about **YOUTH HOMELESSNESS**

1. Youth homelessness is invisible

We often hear the reference to 'street kids' but in fact most homeless young people are invisible to us. The data tells us that most homeless young people are 'couch surfing' and living in other unstable situations. This generally means that they are temporarily staying with friends, relatives, family and sometimes with complete strangers. These young people will often be sleeping on couches or on the floors of these people's houses until they outstay their welcome and move on to the next place – hence the term 'couch surfing'.



This is contrary to what the general public might assume, as the stereotypical homeless people are generally thought to live on the streets. You don't have to be houseless to be homeless. These young people are not visible to the public yet they are a large proportion of the homeless youth population.

Key message for action: Young homeless people do not need rough sleeping initiatives alone but rather they need effective access to supported accommodation, family reconciliation services and community support and education programs to prevent homelessness in the first place.

2. Nearly half of all homeless Australians are children and young people under the age of 25

There were 44,547 children and young people aged 0-25 who were homeless on census night in 2006. Broken down, there were 12,133 children under 12; 21,940 young people aged 12-18; and 10,504 young adults aged 19-25 who were homeless on census night in 2006.

Whilst the number of homeless youth has dropped since the 2001 census date there has been an increase in homeless children and young families and couples. This figure is 43% of all homeless people so therefore children and young people under 25 make up nearly half of all homeless people in Australia.

Key message for action: Specific strategies to address child and youth homelessness are critical to the overall reduction and elimination of homelessness in Australia

3. Homelessness can affect any young person

There are a variety of reasons why children and young people become homeless that are often outside of the control of the young person.

The general public often has a view that young homeless people are runaways and could return home if they wanted to. In reality many young people become homeless due to family breakdown, family violence and child abuse.

Statistics report that 45% of homeless young people identify interpersonal relationship problems including family violence and conflict with parents as the primary reason for becoming homeless. The next most common reasons are accommodation issues (18%) such as being evicted or unable to find suitable accommodation and financial reasons (14%) such as unable to pay rent or other financial difficulty.





Statistics report that 45% of homeless young people identify interpersonal relationship problems including family violence and conflict with parents as the primary reason for becoming homeless. The next most common reasons are accommodation issues (18%) such as being evicted or unable to find suitable accommodation and financial reasons (14%) such as unable to pay rent or other financial difficulty.

Many young people find it difficult to be approved for leases due to the high demand on rental properties and discrimination against young people. There are also issues around overcrowding and the cost of housing that cause young people to become homeless.

Homelessness affects all groups of people however, we know that young people who are Indigenous, are from a single or blended family, have been homeless as a child or have been in statutory care, are at greater risk of homelessness.

Key message for action: The wider community needs to understand the issues behind their homelessness and avoid judging homeless youth as ‘delinquent’ and ‘street kids’.

4. A job alone is not the solution for youth homelessness

Can you imagine trying to maintain or find work when you have no stable living arrangement? Many young people are expected to secure and maintain a job without stable accommodation and support. Some people also believe that getting a job will resolve homelessness by providing an income but this does not acknowledge the underlying causes of homelessness in young people.

Young people require safety and security, trust, and an appropriate support network for them to succeed at anything. The Australian Government has taken steps to reform the employment services sector to ensure that greater support is provided to young people who are homeless and job seeking however we must ensure that homelessness intervention is not simplified to finding a job as there are other reasons why young people are homeless.

Key message for action: It is important that young people are able to access support to address the underlying causes of their homelessness whilst they are supported to secure appropriate education and/or employment.

5. How would you cope with school if you were homeless?

There are nearly 10,000 homeless school students in Australia aged between 12 and 18 years old. In the Federal Government's White Paper on Homelessness the government commits to the following:

- Provide additional specialist support to children including brokerage funds to assist them to return to home and school.
- Deliver additional services for up to 9,000 12–18 year olds at risk of homelessness to remain connected with their families, where it is safe and appropriate, as well as access to education, training and employment.

Traditionally, homeless youth and those at risk of family breakdown have struggled to fit into the usual school environment. Their attendance usually suffers along with their level of concentration. Many students struggle to maintain positive friendships and others become withdrawn or their behaviour becomes disruptive to other students. Some students will drop out of school and may need assistance to re-enter school once their accommodation becomes stable. In some cases this may mean additional tuition or temporary breaks from their education.

Schools provide an excellent environment for early detection of risk factors that lead to homelessness and family breakdown. Therefore schools also provide an excellent avenue to assist families and young people to access appropriate support services to prevent homelessness. The Reach Out Teachers Network website <http://teachers.reachoutpro.com.au> provides information for teachers and other school staff on how to support a young person who is at risk of becoming homeless.

Key message for action:

Specific strategies are needed to support homeless children and young people to maintain or re-engage with their education. Strategies are also needed to provide effective early intervention and prevention services to children at risk of homelessness.



Accessed from the Youth Homelessness Matters website www.youthhomelessnessmatters.net

Sources: The Road Home: A National Approach to Reducing Homelessness, Dec 2008; 2006/07 AIHW National SAAP Data Report published in 2008; Chamberlain and MacKenzie 2008 Counting the Homeless Report 2006, ABS

For a comprehensive list of homeless services go to:
<http://www.theoasismovie.com.au/help/links.php>.

S2

Section Two

Teaching and learning modules



M1

Getting to the heart of the matter

(Module 1: Exploring youth homelessness through
THE OASIS documentary)

Activites

1. Understanding homelessness.
2. Stereotypes.
3. The real faces of youth homelessness.
4. Youth homelessness
- the extent of the issue.
5. What makes a documentary different?
6. Narration and modes in documentary film making.

A1

Activity One

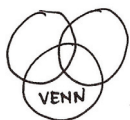
Understanding homelessness



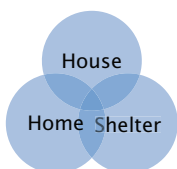
Ask students to **brainstorm** what the word “home” means to them. Students can write a list of words or draw images to represent what home means to them. Ask students to share their words/images with a partner and to discuss the difference between a “house” and a “home”.



Combine pairs of students into groups of four and ask groups to discuss whether having a home is more than just having a roof over your head.



Provide groups with butcher's paper and ask them to draw a **Venn diagram** with three circles overlapping (see Figure 1). Write one of the following terms in each circle; home, shelter, house. In the areas that overlap write those words that are common for each term, in those areas that do not overlap write those terms that are different for each term.



Figure

‘1’: What makes a house a home?

Share group responses with the rest of the class and discuss the idea that homelessness is not just about being houseless. See Figure 2 for the different types of homelessness.

Figure

‘2’: Homelessness, Not Just Houselessness?

Homelessness does not just mean sleeping rough on the streets. There are three different types of homelessness that are used by the Australian Bureau of Statistics and these are considered the standard cultural definition of homelessness in Australia.

Primary homelessness includes all people without a ‘roof over their head’. This means people who are living on the streets, sleeping in parks, squatting in derelict buildings or using cars or trains as temporary shelter.

Secondary homelessness includes people who frequently move from one type of shelter to another. This includes people living in homeless services, hostels, people staying with other households who have no home of their own and people staying in boarding houses for 12 weeks or less.

Tertiary homelessness refers to people who live in boarding houses on a medium to long term basis (more than 13 weeks), who live in accommodation that does not have 'self-contained facilities' for example they do not have their bathroom or kitchen and who don't have the security provided by a lease. They are homeless because their accommodation does not have the characteristics identified in the minimum community standard for housing.

Source: Chamberlain and MacKenzie 2008 Counting the Homeless Report 2006, ABS, accessed from:
www.youthhomelessnessmatters.net

Ask students whether they have heard of the term “**couch-surfing**” and what they think it means.



Discuss whether couch surfing is a form of homelessness. Refer to the types of homelessness described in Figure 2 above.

A2

Activity Two

Stereotypes



Ask students to **brainstorm** words that come to mind when they think of a homeless person. Record these on the board. As you are recording them on the board divide them into positive, negative and neutral descriptors.



Discuss as a class how these stereotypes of homeless people have developed in society. Ask some of the following questions to stimulate discussion:

- How are characters who are homeless portrayed in movies and on television?
- How does the media portray homeless people?

- Do you think that these portrayals are accurate, and why?
- Do the same stereotypes apply to young people who are homeless? Why or why not?
- How appropriate are these stereotypes given what we have learnt about the different types of homelessness? (see Figure 2 in Activity 1)



Play the interview with Alex from triple j's Hack show (6:21) that can be accessed at: <http://www.abc.net.au/triplej/media/s2391053.htm>.



Ask students to identify the words they would use to describe Alex. Refer back to the original list of words collated on the board and compare.

Discuss some of the reasons Alex spoke about that lead to him being homeless. How do Alex's experiences compare to those of homeless people portrayed in the media and movies?

Discuss how the interview may have changed students' perceptions about what homeless people are like and what situations lead to them becoming homeless.

A3

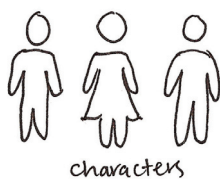
Activity Three

The real faces of youth homelessness

Note: **THE OASIS** documentary is M rated. Copies of the DVD can be obtained free of charge from Shark Island Productions by emailing admin@sharkisland.com.au. The documentary can also be viewed online at www.theoasismovie.com.au



Prior to viewing **THE OASIS** documentary allocate each group a character to follow as they watch the movie (Haley, Beau, Emma, Trent, Owen, Darren, Chris).



Ask students to record the following information for their allocated **character**:

- factors leading to them becoming homeless
- the challenges they have faced
- how they ended up at Oasis.

Watch **THE OASIS** documentary (88 minutes). Alternatively, if time doesn't permit viewing the full documentary, ask students to view the short films from **THE OASIS** website at:

http://www.theoasismovie.com.au/short_films/shortFilms_char/_characters.php



Discuss as a class the reasons given by the characters for becoming homeless.

Identify some of the **key themes** that are common across all of the stories.

Compare the challenges facing **THE OASIS** characters to those talked about by Alex in his interview with triple j's Hack.



Discuss whether the reasons for homelessness would differ for young people living in other areas of Australia.



Ask students to research some initiatives and programs that are being implemented to try to prevent young people from becoming homeless. Organisations such as Good Beginnings, Inspire Foundation, National Association for Prevention of Child Abuse and Neglect (NAPCAN), Australian Research Alliance for Children and Youth (ARACY) may be good starting points.

Ask students to choose one of the young people featured in **THE OASIS** and write a series of diary entries that describe a "day in the life" of that young person.

Explain to students that their diary entries should include descriptions of the things that the young person would see, hear and experience in their everyday activities.

Ask students to share their diary entries with the class or in small groups.

A4

Activity Four

Youth homelessness - The extent of the issue



Divide students into five groups and allocate each group one of the following questions to **research** about youth homelessness in Australia.

- What are the demographics of young homeless people in Australia?
- How does being homeless affect a young person?
- What are some of the causes of the rise in youth homelessness in Australia?
- What aspects of the current welfare system can inhibit a young homeless person from finding a stable place to live?
- What long-term effects could rising levels of youth homelessness have on Australian society?

Teacher note

If students don't have access to the Internet, provide each group with copies of the following reports to be used for their research.

Australia's Homeless Youth Report

<http://www.theoasismovie.com.au/report/report.php>

The National Youth Commission's report, Australia's Homeless Youth, is the result of the first national independent inquiry into youth homelessness since the Burdekin Human Rights inquiry in 1989. Funding was provided by The Caledonia Foundation

The Road Home: A National Approach to Reducing Homelessness

http://www.homelessnessinfo.net.au/index.php?option=com_content&view=category&id=419&Itemid=47

The Federal Government's White Paper on Homelessness, The Road Home: A National Approach to Reducing Homelessness was released on December 21, 2008.



After groups have completed their research, ask each group to nominate a spokesperson. The spokesperson remains at the group table and other members of the group move to the next table.

The spokesperson presents their groups' findings to the new group. A new spokesperson is nominated and they stay at the table and present the information that they have just listened to and the rest of the group moves to the next table. Continue for another three rotations so that students have had the opportunity to hear responses to all five questions.

Reconvene as a class and ask students which facts or findings surprised them most and why.



Explore the statistics in the Australia's Homeless Youth Report and **discuss**:

- Why might the official data on youth homelessness be an under-estimation?
- What solutions do you think exist to reduce youth homelessness and what would need to happen in order for your ideas to become a reality?
- Discuss the statement: Young people are the invisible side of homelessness in Australia. Explore what this statement means in relation to the statistics, types of homelessness and causes of youth homelessness.



Explore local, state and national legislation dealing with social problems such as youth homelessness. When were these laws created, and how are they enacted?

Encourage students to write a letter to their local member or other government representatives sharing their learnings on youth homelessness and providing suggestions for local actions and support that can help homeless youth.

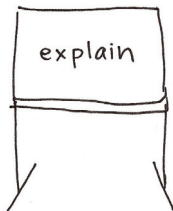
A5

Activity Five

What makes a documentary different?

The making of THE OASIS - a documentary on urban youth

The following activities provide ideas for exploring the making of **THE OASIS** and some of the techniques used by documentary film makers to tell their story. Additional activities are available in **THE OASIS** Study Guide that can be downloaded from: <http://www.theoasismovie.com.au/education/studyGuide.php>



Explain to students that there are three aspects of documentary film making that set it aside from other types of film making. They are documentaries that find the **extraordinary in the ordinary**; they **give a voice to those that typically have no voice**; and they relish in taking viewers on a **journey**, rather than just focusing on the final destination. See Figure 3 for an explanation of each.



Figure

'3' : Documentary films aim to:

Find the extraordinary in the ordinary

Quality documentaries focus on everyday people in everyday situations, leading everyday lives.

However, the film maker presents these everyday people and situations in a way that causes viewers to slow down and look at them differently, to see just how extraordinary these people or situations really are and reflect on what they have to teach us.

Give a voice to those people who typically have no voice

All great documentaries let us hear the people and/or perspectives that we don't normally hear from in the popular media. They highlight the invisible issues or the people who are forgotten in our society, the ones that aren't usually represented in mass media or anywhere.

It is important to emphasise that in giving a voice to these people it doesn't just mean portraying the voiceless, it means portraying them as they would portray themselves, as they would like to be portrayed.

Focus on the journey and not just the destination -

Documentaries are interested in showing us how things got to be the way they are now. They are interested in figuring out or showing the way things work. For documentaries, the exposition, the back story is most of the story.



Distribute Handout 1:

What makes documentaries different?

Explain to students that they will be watching **THE OASIS** documentary and as they are watching they will need to record examples from the film that characterise one or more of the aims discussed previously.



Show **THE OASIS** documentary (88 mins) to the class if they have not already viewed it.



Divide students into small groups and allocate each group one of the aims of documentary film making. Ask each group to **identify** specific aspects or scenes of **THE OASIS** documentary that characterise the aim that they have been allocated. Ask groups to share these with the rest of the class.



Discuss whether there were any aspects of the documentary that went against the aims of documentaries.

Ask students to **identify** other documentaries that they have viewed that were successful in meeting one or more of the aims of documentary film making. **Discuss** the ways in which these documentaries fulfilled the aims.

A6

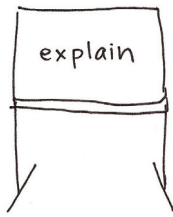
Activity Six

Narration and modes in documentary film making



Divide the class into small groups and ensure each group has access to a computer with Internet access.

Explain to the class that this activity will explore the way a story is presented within a documentary film and how this can influence a viewer's response to a film.



Explain the role of the narrator in presenting the story or the film.

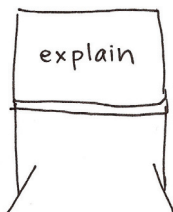
Discuss the main differences between a narrator who is speaking in the 1st person and 3rd person.

For example, a narrator speaking in the 1st person is usually a participant in the story and uses the words “I,” “me,” and “we.” A narrator speaking in the 3rd person tends to be an objective, scientific observer of the story and uses the words “he,” “she,” and “they.”



Distribute Handout 2:

The Modes of Documentary Film Making



Explain that the word ‘mode’ in documentary film making refers to the way that the story or information is conveyed in a documentary film. It is the basic style of the film.

Explain to students the difference between each of the four modes of documentary film making – Expository Mode, Personal Voice, Observational Cinema and Cinema Verité described on Handout 2.



Ask groups to watch excerpts from the following documentaries that can be accessed online.



For each of the excerpts ask groups to complete the table at the end of **Handout 2** to:

- identify whether there is narration and if it is in the 1st person or the 3rd person
- categorise each of the documentaries against at least one of the modes
- provide examples from the films to justify their categorisations.

Suggested documentaries:

THE OASIS short films

http://www.theoasismovie.com.au/short_films/shortFilms_char/_characters.php

(Observational Cinema)

Bowling for Columbine

<http://topdocumentaryfilms.com/bowling-for-columbine/>

(Expository Mode)

Supersize Me

<http://topdocumentaryfilms.com/super-size-me/>

(Personal Voice + Expository Mode)

Cane Toads – An Unnatural History

<http://dl.screenaustralia.gov.au/module/1448/>

(Cinema Verité)

After all groups have viewed films and completed tasks, share responses as a class. **Discuss** from whose points of view each of these stories told, and how do their points of view impact the story being told.



Discuss the function of the “narrator” in those films that included a narrator. Explore the differences between a narration told in the 1st person and one told in the 3rd person.



Ask students to prepare an **argument** to justify the use of a particular mode of documentary film making and style of narration for a selected documentary (the chosen may be one of the films viewed or one of the student’s choice).

M2 Making Change

(Module 2: Act Now – Making change and taking action)

Activites

1. **V**isioning.
2. **E**mpower.
3. **P**lanning.
4. **A**cting.
5. **R**eflecting

This module aims to motivate, inspire and assist students to identify what they are passionate about changing in their worlds and provides them with the tools, skills and opportunities to get started.

The module structure is based on a leadership development model called **VEPAR**. VEPAR is a cycle that represents five stages that students move through when taking action on an issue affecting them.

The five stages of the VEPAR model are:

1. Visualise

Establishing a vision for change and developing action statements to make change happen

2. Empower/energise

Identifying individual strengths and skills for taking action

3. Plan

Developing practical action plans

4. Act

Strategies for staying motivated and dealing with challenges

5. Reflect

Completing the action cycle by sharing the experience with others and taking stock of what personal gains, changes or challenges arose.

It is important to note that the VEPAR model focuses on the process of taking action rather than whether an individual's action is 'successful' or not. The VEPAR model encourages individuals to be self reflective and acknowledge the personal gains, changes and challenges that arise through their experience of taking action.



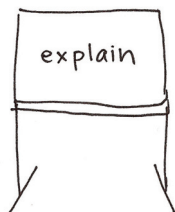
The Act Now: Making Change student workbook

Which can be downloaded from www.theoasismovie.com.au, the student workbook will support students to work through each of the steps in this process.

A1

Activity One

Visioning



Explain to the class that this module of work will support them to develop the skills, knowledge and resources to take action on issues that they feel passionate about. **Explain** that during this module students will be focusing on the issue of youth homelessness however, the same steps can be used for any issue that they want to take action about.

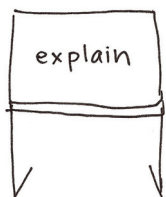
Describe the five stages of the VEPAR model to students and explain that the focus for their work within this module is on the process and journey that they go through when taking action, rather than the success of their action.

Explain to students that there are many different reasons why people take action and many different ways that people take action. Give each student a stack of post-it notes and ask them to write down what taking action means to them on a post-it (they can write as many post-its as they like). Figure 4 below provides some ideas of ways to take action.



Place some flip chart paper on the wall and ask them to add their post-its to it. As students are adding their post-its, begin grouping them into **themes** as they emerge. Cluster similar responses into categories (e.g. awareness raising, lobbying and advocacy, fundraising, support services, protests).

Once all the post-its have been added and grouped, examine and discuss the key themes. Ask the class: **why do people take action?**



Explain to the class that taking action is made much easier by having a clear vision, goal or end point to work towards. The first stage of the VEPAR model – Visioning – will guide you through developing your ideas into a clear vision and action statement.

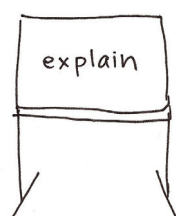


Distribute copies of the **Act Now: Making Change student workbook** to the class.

Figure

‘4’ : **Ways to take action**

- Educate other people / raise awareness
- Sign or write a petition
- Write a letter to a member of parliament (or someone else in a position of power)
- Write a letter to your local newspaper
- Donate something or raise money to support a cause
- Start a community group
- Do less or more of something (e.g stop buying things from unethical companies or drive less)
- Organise a meeting or information session
- Volunteer your skills or time
- Participate in an existing action or event.



Explain to the class that there are **six steps in the Visioning stage**:

1. **Think from the end**: working out what you want to see changed in the future
2. **Get creative**: imagining life when the change has taken place
3. **Get real**: identifying the key actions that need to happen for the change to occur
4. **Get specific**: selecting one action
5. **Get it down**: writing an action statement
6. **Test the vision**: assessing whether your action is realistic and refining it



Step 1

Think from the end

Instruct students to individually think about what they would want to change in order to address youth homelessness – it could be on a national level or in their local community. Ask students to share their ideas either in pairs, small groups or with the whole class depending on time available.

Generate a list of common themes from the responses and record these somewhere visible.

Ask the class to nominate which themes or areas for change that most resonate with them. Divide the class into groups based on these themes.

Step 2

Get creative – Creating a vision to take action

Share Erin's case study (in Figure 5 below and in the Visioning section of the **Making Change workbook**) with the class to demonstrate how she transformed her vision into a practical action statement.

Figure

'5': Erin's 40 hour drought

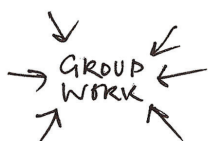
Erin participated in a nation-wide action called the '**40 hour Drought**' in 2007. The action challenged students to use only 40 litres of water in 40 hours.

As part of her action, Erin also created a short film about her experience and uploaded it to ActNow (www.actnow.com.au). Erin's action will be used as an example throughout the rest of this module.

You can see how she worked through the V-E-P-A-R steps to get her action off the ground.

Check out her member profile on ActNow

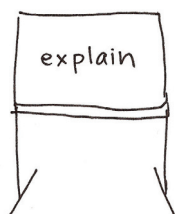
<http://www.actnow.com.au/Members/erinkoneill.aspx>



In their groups from the previous activity, ask students to create a **vision statement** for what their change would look like, feel like and be like once it had taken place. Ask them to visualise it and describe it in as much detail as possible. Once groups have finalised their vision write it down in their **Making change workbook**.

Step 3

Get real - reality check



Explain to students that this step is where they start coming up with clear actions that can be implemented to make the change that they envision really happen.

Instruct students to start at the end point which is more than likely at a national level (for example, no young person is without accommodation by 2020) and work their way backwards to the beginning figuring out what the key steps are to achieve this end vision.

The starting point should be an individual or local action that the group can take to address youth homelessness in their local community. It may help to revisit the **key issues** that emerged during **Module 1: Understanding youth homelessness** as well as the ways that young people can take action that were discussed at the start of this activity. Refer to the example from Erin's action that is in the **Making change workbook**.

Ask students to record their key steps in their **Making change workbook**.

Step 4

Get specific



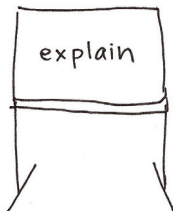
Discuss with students that the scope of this module does not allow them to take on a large scale action at this stage. So students need to **identify an action** that they could get going within the next 3 weeks. Suggest that students select one action to undertake as a group or as an individual.

Emphasise to students the importance in keeping the action really simple, specific and definitely achievable. For example, raise awareness in the local community about the issue of youth homelessness.

Ask students to record their chosen action in their **Making change workbook**.

Step 5

Get it down



Explain to students that this is the final step in refining their action into a positive action statement. This statement needs to represent exactly what they are going to do to take action and make change.

The **action statement** should begin with “I am going to ...

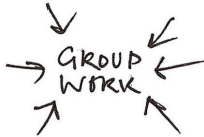
E.g. I am going to participate in the Salvation Army’s Winter Oasis youth sleepout and make a short film about my experience

For more information about the Winter Oasis youth sleep out go to the Salvation Army website: <http://salvos.org.au/more/whats-new/2009/05/25/for-we-are-young-and-homeless/>

Ask students to record their action as a positive ‘action statement’ in their **Making change workbook**.

Step 6

Test the vision



Explain to the class that one of the best ways to test if you are on the right track is to seek feedback from others.

Ask groups to partner up with another group and spend 5-10 minutes exchanging vision statements with one another.

Ask each group to consider whether their action statements are realistic based on the following questions:

- Can it be achieved in the time available?
- Will the action be a step toward making the change that was part of the vision?
- Are the resources needed to take the action available?
E.g. video equipment, venues, etc
- Does the action statement need revising?
- Have each group present their partner group's vision and action statement to the whole class.

A2

Activity Two

Empower

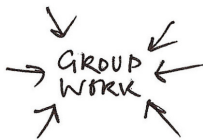
The Empowering stage is about students '**giving power**' to their visions and further connecting students with their visions and action statements on a personal level. It is premised by the idea that the more an individual feels passionate about and connected to a vision, the more likely they are to take action.

There are four steps in the Empowering stage:

1. **Drawing on your strengths:** identifying personal skills and abilities
2. **Working out the good bits:** identifying what parts of the action students feel most positive about
3. **Scoping out potential challenges:** identifying potential problems or issues
4. **Research + thinking about other stuff:** gathering extra information to help plan for action

Step 1

Drawing on your strengths



Provide each group with a large sheet of paper with a line down the middle separating it into two columns and the words **'Skills for Trade'** at the top.

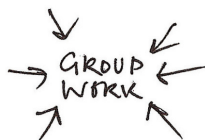
Ask students to spend 5 minutes thinking about what strengths or skills they have and list these in the left hand column. Also ask them to make a list of what they might need from others (e.g. video editing skills, letter writing skills, public speaking skills or resources) in order to help them take action, and to list these in the right column.

Bring the class back together and hang each group's paper somewhere visible. Spend 5 minutes walking around the room reading each other's lists. Instruct groups to **'barter'** or **'trade'** their strengths with one another in order to cover any areas in which they might need help with their action.

Ask each group to create a list of people and their skills and strengths that will be accessible to them during their action.

Step 2

Working out the good bits



Ask groups to **brainstorm** what are the positives about the action that they have chosen to take. Refer to Erin's case study in their **Making change workbook** to provide examples. Invite groups to share their answers if they are comfortable doing so.

Ask students to record the positives in their **Making change workbook** so that they can reflect back on them during their action to re-energise them if needed.

Step 3:

Scoping out potential challenges



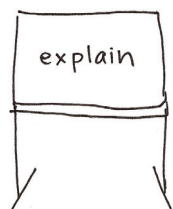
Ask groups to refer to **Step 3 in the Empowering section** of their **Making change workbook**. Ask them to consider what the potential challenges may be in completing their actions.

Suggest to groups that some of the challenges they may face will be in accessing the resources they need to complete certain parts of their action (e.g. accessing video equipment, setting up appointments with local councilors for interviews, etc).

Emphasise to groups that most challenges can be overcome as long as you think things through. That is why we are spending time identifying what they are so we can have a plan of attack for dealing with them if they arise during our Action phase.

Step 4

Further research & thinking



Explain to students that this step provides an opportunity for groups to do a little more **research** and fact finding before starting their final plan of action. Some of the information they may need to gather could include:

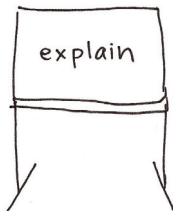
- finding out about how to go about organising an event?
- finding out how they can access grants for funding to run an event, make a film, develop awareness raising brochures?
- finding out about the rules around copyright in terms of using music in a short film?
- finding out about who the best people are to contact about the issue of youth homelessness?

Suggest groups access the toolkits of on the ActNow website <http://www.actnow.com.au/Toolkit.aspx> for lots of great tips and information on getting started.

A3

Activity Three

Planning



Explain to the class that the Planning stage is, as it sounds, about thinking through all the key steps involved in each action and organising everything beforehand.

Emphasise to students that the more thorough the plan, the easier it is to get the action off the ground. **Explain** that key parts of planning involve working out roles and responsibilities and identifying potential problems and ways to address them.

Step 1

Plan



Ask students to open their **Making change workbook** to the example planning chart and talk through the example from Erin's case study to explain how the table works. There are some suggestions and tips in Figure 6 below.

Figure

‘6’ Tips on planning your action

Tip #1: Fill out the ‘key things to do’ column first

To start off with - don’t worry about the rest of the chart and just focus on working out the key things that need to get done to complete the action.

Tip #2: Be really specific

The more detailed your plan, the less room there is for confusion! Try to get it to a point where you feel confident that you could hand it over to a complete stranger and they would be able to follow it clearly.

Tip #2 Continued: Be really specific

Include information about things as detailed as writing an agenda for a meeting, printing and distributing flyers, researching more about a particular issue or writing a list of people/organisations to contact.

By writing down these details, big and small, you are also more likely to spot any potential problems, and end up with a much more realistic idea of how long things will take.

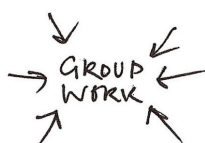
Tip #3 Allocate extra time – just in case ...

Allow a little more time than you think things will actually take. This will give you more flexibility and may come in really handy if any extra things or problems pop up that you didn’t plan for.

Instruct groups to use the table in their **Making change workbook** to plan out their action.

Step 2:

Action cafe



Set up the classroom space with tables and chairs to simulate a café, with one group per table. If possible, play music and provide food and drinks to create a relaxed atmosphere.

Ask each group to elect one student who will stay at their table as a spokesperson while the rest of the team split up and visit a different table.

The spokesperson at each table will present their team's action plan to students from other groups. The visiting students can ask questions and provide feedback on the plans by writing their comments on post-it notes and leaving them with the group spokesperson.

Depending on the number of people and how much time is available, this process can be repeated across multiple rounds.

To wrap up, ask students to return to their original teams and discuss the feedback that was gathered by the spokesperson. Allow time for each team to make changes to their plans.

A4

Activity Four

Acting

This activity involves groups working independently on their tasks within their action plan.

If students are creating short films or photo documentaries as their action – work through the activities in **Module 3: Adding your voice to the issue – Making documentary films that matter** to support the completion of these actions.

Some of the group tasks may have to be completed outside of lesson times. It is important to ensure that all students stay motivated and on-track with their activities. Figure 7 below provides some tips that may help groups stay on top of things.

Figure

‘7’: Handy hints for completing actions

Staying motivated

- Focus on the rewards. It's hard work, but it's rewarding.
- Remind yourself why you are doing what you are doing



- Take a moment to think about what you've done, and how much you've changed since you decided 'I'm going to do something about this'.
- Take a well-earned break every now and again.
- Call a friend and tell them about what you've been up to.
- Get advice and help from others
- Seek advice when you're faced with challenges. You'll be surprised at how eager people will be to give you advice and support.
- Talk to friends, family, workmates, youth workers. Other people might think of ideas that you hadn't thought of at all.
- Check out the extras section at the back of the Making Change workbook for some handy contacts.

Persist

- Keep telling yourself that taking action is hard work, so well done for channeling your passion into something useful. You're not just whinging about what's wrong with the world.
- You'll learn from your challenges and you'll be a better person for it.
- No matter how your action goes, it will have been worth it.
- You're putting your beliefs into practice, so be proud of yourself and just see how many people will be inspired to do something because they've seen you work so hard.

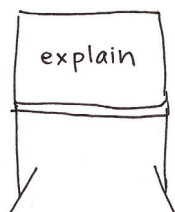
Remember: actions speak louder than words.



A5

Activity Five

Reflecting



Explain to the class that the final step when taking action is reflecting on the journey, celebrating, and sharing the experience with others.



Introduce students to the concept of writing (or videoing) a reflection story by talking through the questions in the reflection section of their **Making change workbook**.

Access the ActNow website (www.actnow.com.au) and explore some of the action challenges and reflection stories that have been published there.



Watch Erin's short film (http://www.actnow.com.au/Multimedia/The_40_Hour_Drought_Me.aspx) and read her reflection story to the class.

Ask groups to prepare their **reflection story** of the journey that they have been on. The reflection stories can be a group submission or each individual group member's story.

Suggest the following questions to help students prepare their reflection story:

- Did you achieve your goals?
- Were the results as you expected?
- What did you learn? (About yourself, about others, about taking action?)
- What are the 3 best things about doing what you did?
- What 3 things would you do differently next time?
- What advice would you give to others that want to take action and make change?

Telling others about taking action

Students may wish to publish their actions and reflection stories on the ActNow website.

M3 Adding your voice to the issue

(Module 3: Making documentary films that matter)

Activites

1. Finding the story
 2. Pre-production.
 3. The Shoot.
 4. Post-production.
 5. Film festival
-

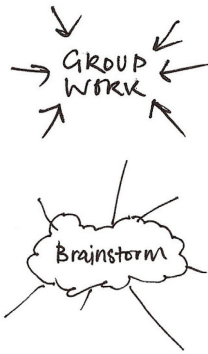
It is recommended that students have undertaken the activities in **Module 1: Understanding youth homelessness** in preparation for the activities in this module. With this introduction to the issue of youth homelessness, each group will now create a documentary, short film or photo essay to raise awareness in their local community of issues surrounding youth homelessness.

Module 2: Act Now – Making change and taking action provides a step-by-step process of taking action on social issues that also supports the development and distribution of students' films as awareness raising campaigns.



A1

Activity One



Finding the story

Divide students into small groups. The groups may already have been formed as part of the activities in Module 2.

Ask groups to **brainstorm** a list of three to four sub topics or issues that they wish to explore in relation to youth homelessness through their documentary, short film or photo essay.

Groups can use one or more of the following questions as a guide to generate ideas for their production.

- What are the underlying causes of youth homelessness?
- What are the direct and indirect effects of youth homelessness on the individual, the community, the country?
- What is being done to help bring youth homelessness to the public's attention?
- What is being done to aid those who are negatively impacted by youth homelessness?
- Why does this topic interest us?
- What is unique about our points of view on this topic as adolescents?
- What changes would we like to see in the way people confront youth homelessness?
- If you were going to make a documentary about youth homelessness, what would you focus on and why?
- Which perspective do you think is more accurate — an adult's or a young person's? Why?
- What can a young person's perspective reveal that an adult's might not?
- Who is the audience for your production and what are the key messages that you want them to get from your film, story, photo essay?



Distribute copies of the **Documentary film making student workbook** (which can be downloaded from www.theoasismovie.com.au) to students to support the following activities and preparation of their production.

Ask groups to complete the **synopsis** of what their documentary, short film or photo essay will be about in the template provided in their **Documentary film making student workbook**.



The synopsis should include:

- a working title for their production
- the type of production they will develop – e.g. photo essay, documentary, short film, a paragraph describing the message, story or information that will be conveyed in the production.

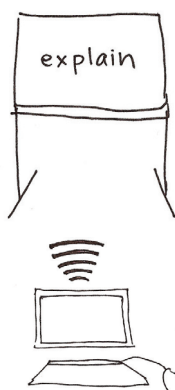
A2

Activity Two

Pre-production

Step 1

Treatments



Explain to students that they are now going to think about their production in greater detail. They will start to **explore** the story or message in more depth and will also start to look at the **Who, What, When** and **Where** of the story.

Direct students to the DIY Doco website:

http://www.screenaustralia.gov.au/learning/diymoco/s2s_dev_treatment.htm and ask students to complete Activity 1 and Activity 2 exploring different treatment options for documentaries.

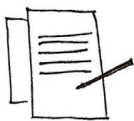
Although this site is primarily focused on documentaries this activity can be used for short films and photo essays also.

Groups should use the following questions as guidelines to develop the treatment for their production:

- Which people involved in this situation might help shed light on the topic?
- What locations should be the focus of the production? (Consider time and cost restraints, as well as issues of privacy, such as will it be possible, safe, and legal to film?)
- Who should be the “star/s” of the production? (This could be a student in the group, or another child or young adult)
- What techniques will be used to capture both the reality of the situation and the way it is perceived by a young adult?
- Once groups have completed typing up their treatment in Activity 2 of the DIY Doco website they can print it out and maintain as a reference as they complete the following activities.

Step 2

Storyboarding



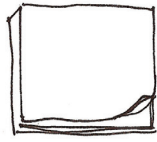
Explain to groups that the next step in the pre-production process is storyboarding. **Explain** that storyboarding is a two dimensional plan of the final production. During this step groups create a working outline for their productions that includes the timing of their production

(e.g. what is going to happen when) and the interaction of their visual assets with their audio assets (e.g. how do your images and video footage interact with the voiceover and music?)

Instruct groups that they should plan for their productions to be no more than 3 minutes long.

Provide each group with a piece of large cardboard and ask groups to rule 5 or 6 rows horizontally across the cardboard. Alternatively, you could provide each group with an enlarged version of the storyboarding template from the **Documentary film making student workbook** and a packet of Post-it notes.

Ask groups to write down their ideas for video footage and images that they plan to use. Each of these individual ideas needs to be transferred onto a separate Post-it note which includes a name for the footage and a phrase describing what it entails.



Instruct groups to develop their script and time how long the script will take to play through. Remind groups that their production should be no longer than 3 minutes. Transfer the script onto individual **Post-Its** by writing approximately 5-10 seconds worth of script onto a single Post-It note.

Using the sheet of cardboard or Storyboarding template place the corresponding video and image Post-It notes in order above the appropriate script Post-It notes.

Using the Post-its will allow groups to move things around or take them out as the story starts to come together.

Ask each group to share their storyboard with another group and students provide feedback and ideas about the proposed production.

A3

Activity Three

The Shoot

The length of this activity will be dependent on the type of footage groups need for their productions. If time permits allow students to set up a formal shoot during the lesson where they identify locations, organise actors and other logistics.

For more information about setting up a shoot and detailed information in regards to using video cameras, sound equipment and other logistics, check out the School Torque website at www.schooltorque.com.au.



The **Documentary film making student workbook** contains some detailed information about filming and photographing images. Ensure that students understand the need to get release forms and permission from all people who appear in the footage. The Documentary film making student workbook can be downloaded from www.theoasismovie.com.au/.

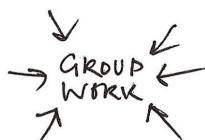
Figure 8 below provides some general tips that you can use as a summary.

Figure

‘8’: General rules for shooting

The most basic rule is to think carefully about your shot. What do you want to include in the frame? Don't include anything that is not relevant to the purpose of your shot.

- Decide what you are going to shoot before you press 'record'.
- Explore your subject, the light, the background and the angle, to obtain the optimum shot. Then press 'record'.
- Start recording before the scene or action starts and keep recording for at least 5 seconds at the end of the shot. This helps greatly in editing.



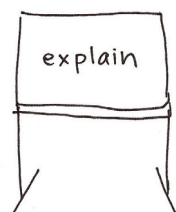
- Ensure that each take is at least 10 seconds long.
- Steady yourself against the wobbles. Where possible use a tripod or otherwise adopt a steady stance, brace yourself on a tree, against a pole or wall.
- Don't overdo the use of the zoom control.
- Steady the shot by widening the lens angle on the zoom control where appropriate.
- Beware shooting against a bright background, as it will silhouette your foreground, (unless that is what you are after)

Provide time for groups to collect original footage (video or still photos) and collate or create music, sounds and voiceovers.

A4

Activity Four

Post-production



Explain to groups that now that they have collected all of the audio and visual assets for their production it is time to pull them all together into the final product.

Explain to students that post-production is the process of combining the audio and visual assets of the production and mixing these elements using transitions, music, sounds and colour to create the effect wanted for the final production.

Direct students to the DIY Doco website to explore post-production techniques and mixing elements further.

http://www.screenaustralia.gov.au/learning/diymixing/s2s_post_mixing.htm

Ask students to work through the **Mixing Elements activity** to explore how transitions, music, sound and colours can be used to create the mood and message of the final production.

Show students a range of different ways of producing a short film, documentary or photo essay. The following examples are accessible online:

Documentary - Oasis short films

http://www.theoasismovie.com.au/short_films/shortFilms_char/_char.php

Photo essay – ActNow – Australian Homelessness

http://www.actnow.com.au/Multimedia/Australian_Homelessness.aspx

Short film – Seeing

<http://www.cultureunplugged.com/play/1640/Seeing>



Ask groups to **identify techniques** that are used in each of these examples that create mood and portray messages effectively.

Provide groups with access to digital editing software and equipment in order to create their final product.



Direct students to the following sites to view online tutorials about how to use the most popular video editing software programs:

Windows Movie Maker tutorial

<http://www.youtube.com/watch?v=JZXK68NS7gU>

Adobe Premiere, Final Cut Pro, Pinnacle Studio tutorials

<http://www.animationsforvideo.com/html/tutorials.htm>

iMovie 09

<http://www.apple.com/ilife/imovie/>

A5

Activity Five

Film Festival



Once groups have finalised their films, set up a **“Film Festival”** lesson to premiere all of the productions. Ask each group to introduce their production prior to the viewing providing an overview of the story or message they are portraying and some of the techniques they have used to develop their production.

THE OASIS website has information about “How to Host a Screening” which provides ideas that will support you to set up your Film Festival at <http://www.theoasismovie.com.au/education/commScreenings/organise.php>.

S3

Section Three

Useful resources



Support materials

[Resources for Module 1](#)

[Resources for Module 2](#)



Resources for Module 1

Publications on Homelessness

Australia's Homeless Youth Report

<http://www.theoasismovie.com.au/report/report.php>

The National Youth Commission's report, Australia's Homeless Youth, is the result of the first national independent inquiry into youth homelessness since the Burdekin Human Rights inquiry in 1989. Funding provided by The Caledonia Foundation

The Road Home: A National Approach to Reducing Homelessness

<http://www.theoasismovie.com.au/education/studyGuide.php>

The Federal Government's White Paper on Homelessness, The Road Home: A National Approach to Reducing Homelessness was released on December 21, 2008.

THE OASIS documentary impact study

http://www.theoasismovie.com.au/education/documents/Oasis-ABC-Report2009_1MB.pdf

THE OASIS Documentary Impact Study details the outcomes of the screening of the documentary and associated education and outreach activities.

National Bodies

Homelessness Australia

National Peak Body for Homelessness

<http://www.homelessnessaustralia.org.au>

Australia Council Of Social Services

Peak council of Community & Welfare Sector

<http://www.acoss.org.au>

Australian Youth Affairs Coalition

National Youth Affairs Peak Body

<http://www.ayac.org.au/>

Australian Youth Affairs Coalition

National Youth Affairs Peak Body

<http://www.ayac.org.au/>



Information

Homelessness Clearinghouse

Website for sharing Information and good practice solutions for the homeless service sector in Australia

<http://www.homelessnessinfo.net.au/>

State Youth Housing / Homelessness Peak Bodies

New South Wales

Youth Accommodation Association

<http://www.yaa.com.au>

Victoria

Council for Homeless Persons

<http://www.chp.org.au/>

Tasmania

Statewide Youth Housing Group

<http://www.ynot.org.au>

Western Australia

Youth Affairs Council of Western Australia

<http://www.yacwa.org.au>

South Australia

Homelessness South Australia

<http://www.homelessnesssa.asn.au/>

Queensland

Queensland Youth Housing Coalition

<http://www.qyhc.org.au>

Australian Capital Territory

Youth Coalition of the ACT

<http://www.youthcoalition.net/>



Resources for Module 2

Tips for supporting young people to take and sustain action

Practical suggestions for supporting young people during and after their actions:

- Link young people into organisations that can help them with their action(s)
- Offer yourself as a sounding board
- Help young people with planning and project management
- Assist young people to leverage community media and/or accompany them when dealing with media
- Provide encouragement to keep going when the going gets tough
- Show your support and interest by asking questions about their action and how it is going
- Encourage young people to focus on the process of taking action rather than whether their action 'succeeds' in meeting their goals.
- Highlight the positive changes they may have effected in others or themselves
- Offer yourself for debriefing
- Provide technical trouble shooting support for accessing resources (such as ActNow)
- Offer yourself as a facilitator for meetings or forums
- If possible, offer use of office equipment (e.g. computers, internet access, printers, stationary, telephone etc)
- Be flexible and accommodating, particularly for young people experiencing other life challenges or competing priorities



The Action Guide

We've put together a shortlist of places, people and resources that might help young people get their action off the ground sooner rather than later.

There are plenty of other ways to get help too. Try getting in touch with an organisation related to the type of action students are planning or contact the local government and ask if they can assist.

In your state/territory:

ACT

Youth InterACT

<http://youth.act.gov.au>

NSW

Youth.NSW

<http://www.youth.nsw.gov.au>

NT

Office of Youth Affairs

<http://www.youth.affairs.nt.gov.au/>

QLD

Generate

<http://www.generate.qld.gov.au>

SA

Office for Youth

<http://www.officeforyouth.sa.gov.au/youth>

TAS

Link Zone

<http://www.linkzone.tas.gov.au>

VIC

Youthcentral

<http://www.youthcentral.vic.gov.au>

WA

Office for Youth

<http://www.childrenandyouth.wa.gov.au>



‘How to’ info for common actions

Volunteering

Volunteering Australia:

<http://www.volunteeringaustralia.org>

Event planning

Events NSW

<http://www.events.nsw.gov.au>

Fundraising

Propelarts toolbox

<http://www.propelarts.org.au/resources/funding.php>

Petitioning + Letter writing

GetUp! <http://www.getup.org.au>

Amnesty's Letter Writing Guide

http://action.amnesty.org.au/wiki/Letter_writing_guide

General project planning

H2W2: how to do an arts project, where to get help

<http://www.australiacouncil.gov.au>

Other useful contacts

Amnesty International (human rights)

<http://www.amnesty.org.au>

Australian Red Cross (social/health/community)

<http://www.redcross.org.au>

Foundation for Young Australians (youth projects)

<http://youth.serviceseeker.com.au>

InfoXchange (community)

<http://youth.serviceseeker.com.au>

Media that Matters: Short films that inspire action

<http://www.mediathatmattersfest.org>



Oasis Youth Services

<http://www.salvos.org.au/oasis/>

Oxfam (social justice)

<http://www.oxfam.org.au>

Queensland Youth Homeless Services TV

<http://www.youtube.com/qyhc>

Reach Out (helping young people through tough times)

<http://www.reachout.com>

Salvation Army

<http://www.salvos.org.au>

Youth Service Seeker (VIC directory)

<http://youth.serviceseeker.com.au>

Youth LEAD (Leadership project at OzGreen)

<http://www.ozgreen.org.au>

S4

Section Four

Curriculum Links



English Australian Curriculum Links

The Australian Curriculum: English is organised into three interrelated strands – Literacy, Language and Literature. **THE OASIS** teaching resource is mapped explicitly to the Literacy Strand in particular focusing on Interpreting, analysing, evaluating and Creating texts sub-strands.

THE OASIS teaching resource is aimed at Year 9 and 10. The learning activities included in the resource support the teaching of the following content.

Grade	Literacy Strand	
	Interpreting, analysing, and evaluating	Creating texts
Year 9	Interpret, analyse and evaluate how different perspectives of an issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742)	Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746)
	Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (ACELY1744)	Use a range of software, including word processing programs, flexibly and imaginatively to publish texts (ACELY1748)
	Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745)	

English Australian Curriculum Links

Grade	Literacy Strand	
	Interpreting, analysing, and evaluating	Creating texts
Year 10	Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (ACELY1752)	Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (ACELY1756)
		Review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects (ACELY1757)
	Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (ACELY1754)	Use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user (ACELY1776)

Other Cross-Curriculum Links

The learning activities in the resource also link to subject content in other subject areas. The following pages provide an overview of the cross-curriculum links for each of the states and territories.

New South Wales

Personal Development, Health and Physical Education

Students learn to	Students learn about	Activity links
Outcome 5.3 A student analyses factors that contribute to positive, inclusive and satisfying relationships.		
recognising and responding to abusive situations – recognising situations where abuse may occur – family violence – date violence – sexual harassment – impact of violence and abuse on the individual and relationships	<p>examine power, conflict and cooperation in different settings including friendship groups, in the school context, family and workplace</p> <p>identify situations – such as in a crowd, at a party, going out with others in cars, at work – in which forms of abuse may occur and suggest possible protective strategies</p>	Module 3, all activities
Outcome 5.7 A student analyses influences on health decision-making and develops strategies to promote health and safe behaviours.		
<p>empowering individuals and communities</p> <p>– individual action – community action – developing personal skills, eg advocacy</p>	propose and evaluate strategies that take into account influences on health decision making, and support young people to behave in healthy and safe ways	Module 2, all activities

Australian Capital Territory

Curriculum framework

Essential learning achievement and content links at Late Adolescent stage of development	Activity links
4. The student acts with integrity and regard for others.	
4.LA.5 investigate the importance of having integrity and regard for others when people are in positions of power	Module 1, Activities 1 – 4
4.LA.8 take a stand within a range of moral or ethical dilemmas and justify that stand on the basis of their personal moral principles	
6. The student uses Information and Communication Technologies effectively.	
6.LA.1 routinely use ICT to enhance their ability to research and learn through inquiry, with an understanding that using ICT can enable broader inquiry and access to a wide variety of information, opinions and perspectives	Module 1, Activities 1 – 4
6.LA.4 become critical and creative users of ICT to develop and demonstrate their understandings of concepts and perspectives on issues, topics and ideas	Module 3, All activities
11. The student critically interprets and creates texts.	
11.LA.2 how viewers and readers may be positioned to think about characters and ideas in particular ways and how these views may reflect cultural values and be questioned	Module 1, Activities 5 – 6
11.LA.4 how readers and viewers need to develop knowledge about particular events, issues and contexts to interpret texts and how their interpretations are influenced by their knowledge, values and practices	Module 3, Activities 2 – 4

11.LA.5 how visual (e.g. camera angles and shot types), non-verbal (e.g. gestures and facial expressions), spoken (e.g. voice qualities) and auditory techniques(e.g. music and sound effects) are combined to position an audience	
11.LA.7 how media and ICT are used by individuals, groups and governments to exert influence, shape opinion and manage controversy	Module 1, Activity 2
11.LA.8 the social justice implications of the ways in which people, places, events and objects are portrayed.	
11.LA.9 critically read and view texts such as current affairs and news articles, features, editorials, documentaries and reviews that deal with local, national and international issues and events that develop over time	Module 1, Activities 2 – 6
11.LA.12 identify ways an event or issue is portrayed and discuss possible consequences(e.g. the way a particular group is repeatedly portrayed by the media and the social ramifications of this)	
11.LA.14 write extended or sustained texts that entertain, move, inform and persuade in print and electronic mediums	Module 1, Activities 5 – 6
11.LA.15 create texts that deal with ideas and issues where they would like to effect change or persuade a general or specific audience to change their point of view or take action	Module 3, All Activities

21.The student understands Australia and Australians	
21.LA.5 contemporary and future issues and challenges facing Australian society	Module 1, Activities 1 – 4
22. The student understands and values what it means to be a citizen within a democracy.	
22.LA.3 the role of government in developing policy and formulating legislation	Module 2, All activities
22.LA.12 ways in which citizens can influence government.	
22.LA.14 reflect on their rights and responsibilities as young adults and consider ways in which people, individually and collectively, make decisions and contribute to the common good (e.g. contact a local member of parliament, take informed civic action on issues)	

Northern Territory

SOSE

- demonstrate active citizenship
- explore the concepts of social justice and fair play at a local, national and global level
- examine a range of situations where social inequality exists
- examine a range of organisations that have been established to protect human rights.
- investigate the influence of values and beliefs on attitudes, actions, behaviour and interaction within and between groups, communities and societies.

Health and Physical Education

- Promoting individuals and community health
- knowledge and skills to plan, implement and evaluate actions to promote the health and safety of individuals, families, groups and communities
- knowledge and skills to seek help for self or others through the selection of health products, services and information

Queensland

SOSE

- respond to local and global issues by taking action in planned and enterprising ways
- apply strategies for making group decisions and for taking informed social and environmental action
- reflect on different perspectives, and recognise and evaluate the influence of values and beliefs in
- relation to social justice, the democratic process, sustainability and peace



Western Australia

SOSE

(Civics & Citizenship)

- how to examine differences in people's views
- to examine how the media and information technologies are used to influence values and manage controversy
- to investigate ways that individuals and groups can influence policy within government and non-government bodies
- ways to consider and evaluate, appropriate civic action on local, community and/or global issues
- how to evaluate perspectives/issue/findings/action
- to adopt collaborative learning skills; group work, interpersonal skills, communication, conflict resolution, respect for differences, team work and acceptance
- to adopt cooperative learning skills; communication skills, thinking skills, social skills, challenge, trust, perspective, individual and group accountability
- how to work in groups; participate effectively in groups and/or whole school activities in projects based within the local/regional/global community
- to actively engage in daily practices or routines reflecting the principles of sustainability.



South Australia

Health and Physical Education

Key Idea:

Students identify factors that impact on healthy growth and development and use personal skills and community structures to address issues affecting their own, others' and community health. [In] [T] [KC1]

This includes such learning as:

identifying, and reporting on those that support adolescents and relationships accessed in person, by telephone or online [In] [KC1] [KC2] [KC7] taking social action, in teams, through local, national and global networks to ensure the preservation or restoration of healthy environments [F] [In] [KC4]

Key Idea:

Students develop and report on a greater understanding of the diverse range of relationships that exist within communities, and examine and plan action to address the impact of inequity of power in relationships. [Id] [In] [KC2] [KC3]

This includes such learning as:

examining group dynamics and considering the rights and responsibilities of members to ensure effective team and group functioning, and to better understand the processes of inclusion/exclusion [In] [KC1] [KC4]

investigating the nature of power and equity in families, relationships and workplaces. Students consider the effect of an imbalance of power, and plan and demonstrate an understanding of possible actions to redress inequitable relationships [Id] [KC1] [KC3]

researching (using a variety of mediums), analysing and summarising the law and policies related to protection of an individual's rights (eg sexual violence, abuse, racism, aggression, discrimination and harassment) [In] [KC1]

appreciating human diversity through their numerous associations, networks, friendships, and online interactions and influences within the community. [In] [KC1]



Victoria

Civics and Citizenship - Level 5

Standards

Civic knowledge and understanding

At Level 5, students explain the origins and features of representative government. They identify significant developments in the governance and achievement of political rights in Australia. They explain key features of Australian Government including the responsibilities of the levels of government, the houses of parliament, political parties and the ways that citizens are represented, using some contemporary examples in their explanations. They describe the purposes of laws and the processes of creating and changing them. They identify and question the features and values of Australia's political and legal systems.

They identify and discuss the qualities of leadership through historical and contemporary examples.

Community engagement

At Level 5, students present points of view on contemporary issues and events using appropriate supporting evidence. They explain the different perspectives on some contemporary issues and propose possible solutions to problems. They use democratic processes when working in groups on class and community projects. They participate in school and community events and participate in activities to contribute to environmental sustainability or action on other community issues.

Tasmania

Civics and Citizenship - Level 5

Strand 5: Responsible citizenship

Understand how individuals and groups can take action to positively influence change.

Strand 7: Philosophical inquiry

Undertake philosophical inquiries into issues and beliefs in society.



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