

the
OASIS

TEACHING RESOURCE

Youth
HOMELESSNESS
matters



This resource is based on **THE OASIS** documentary.

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

4 THE OASIS: Resource Information	6 Module overview	9 Section 1: Background information
16 Section 2: Teaching + learning modules	17 Module 1: Understanding youth homelessness	31 Module 2: Act Now: Making change + taking action
50 Module 3: Adding your voice to the issue	62 Section 3: Useful resources and handouts	63 Appendix 1: Student handouts
66 Appendix 2: Support materials	81 Appendix 3: Student workbooks	117 Section 4: Curriculum links
136 Acknowledgements		

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 and student workbooks**

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 are broken into three modules. These modules can be taught across 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.

6

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.

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** and other short films created with and by young homeless people. Activities will focus on:

- The making of the **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](#) (Appendix 3) 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.

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 often 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





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

Image from THE OASIS documentary

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

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.



Image from THE OASIS documentary

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.

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.

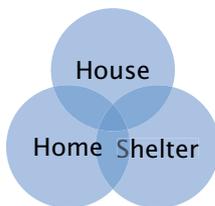


Figure
‘1’ : **What makes a house a home?**



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, or 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

Stereotypes

Activity Two



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. Complimentary copies of the DVD can be obtained from Shark Island Productions by emailing admin@sharkisland.com.au



Prior to viewing **THE OASIS** 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** (88 minutes). Alternatively, the function exists on the DVD to watch the film by chapter or character. Students can also view 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.

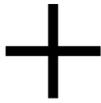
Explain to students that their diary entries should include descriptions of the things that the young person would see, hear and experience in their everyday activities.

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.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.



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.

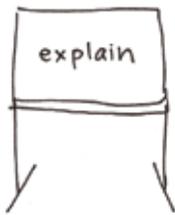
A5

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.



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 on the next page for an explanation of each.

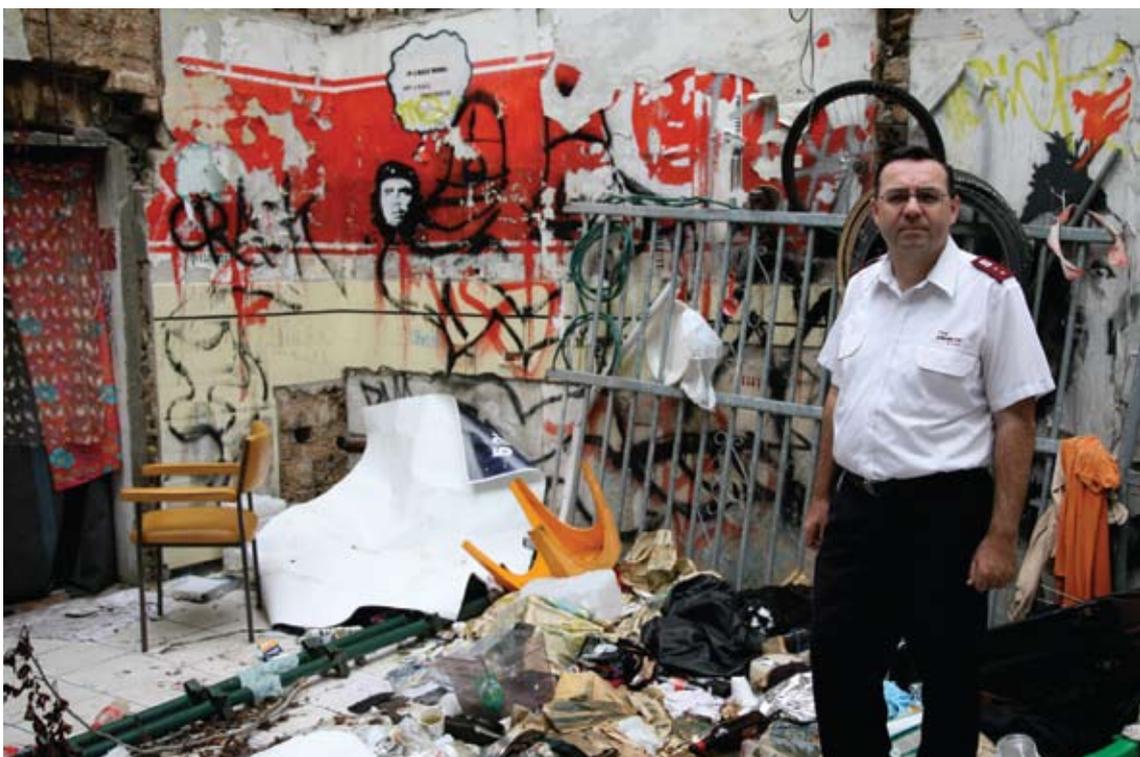


Figure
'3' : Documentary films aim to:

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** 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 (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** 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.

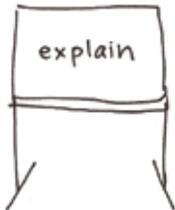
A6

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.



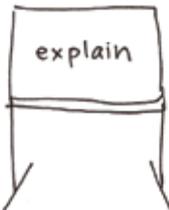
Explain to the class that this activity will explore the way a story is presented within a documentary film and how this can influence a viewer's response to a film.

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 or ordered 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)

An Inconvenient Truth

<http://www.climatecrisis.net>

(Expository Mode)

SALT

<http://www.saltdoco.com/index.htm>

(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 are 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.



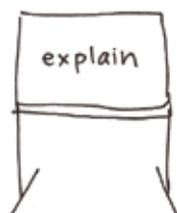
The Act Now: Making Change student workbook

in **Section 3** will support students to work through each of the steps in this process.

A1

Activity One

Visioning



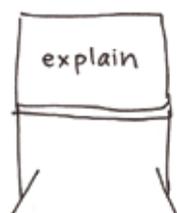
Explain to the class that this module of work will support them to develop the skills, knowledge and resources to take action on issues that they feel passionate about. **Explain** that during this module students will be focusing on the issue of youth homelessness however, the same steps can be used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



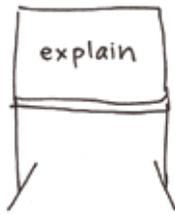
Explain to the class that taking action is made much easier by having a clear vision, goal or end point to work towards. The first stage of the VEPAR model – Visioning – will guide you through developing your ideas into a clear vision and action statement.

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.

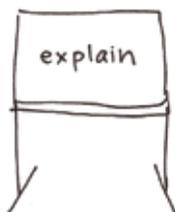
Check out her member profile on ActNow (<http://www.actnow.com.au/Members/erinkoneill.aspx>)



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



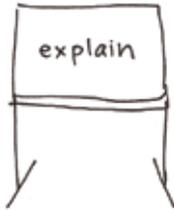
Discuss with students that the scope of this module does not allow them to take on a large scale action at this stage. So students need to **identify an action** that they could get going within the next 3 weeks. Suggest that students select one action to undertake as a group or as an individual.

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 volunteer for the Salvation Army’s Sydney Streetlevel to support Oasis youth service and make a short film about my experience

For more information about the Sydney Streetlevel volunteering program go to the Salvation Army website (<http://salvos.org.au/get-involved/volunteering/sydney-street-level.php>)

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.

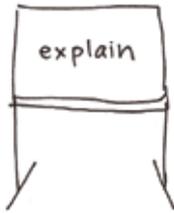
Suggest to groups that some of the challenges they may face will be in accessing the resources they need to complete certain parts of their action

(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:

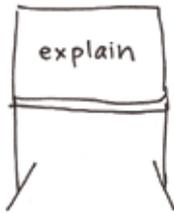
- finding out about how to go about organising an event?
- finding out how they can access grants for funding to run an event, make a film, develop awareness raising brochures?
- finding out about the rules around copyright in terms of using music in a short film?
- finding out about who the best people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

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

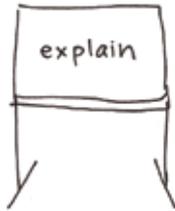
- Keep telling yourself that taking action is hard work, so well done for channeling your passion into something useful. You're not just whinging about what's wrong with the world.
- You'll learn from your challenges and you'll be a better person for it.
- No matter how your action goes, it will have 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.

Hints and tips on how to create and publish content on the ActNow website are included in Appendix 2 of this resource under [Resources to support Module 2](#).

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.

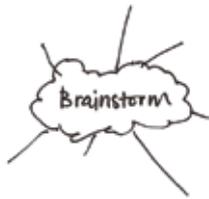
Module 2: Act Now – Making change and taking action provides a step-by-step process of taking action on social issues that also supports the development and distribution of students' films as awareness raising campaigns.



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 (Section 3, Appendix 3)** 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.

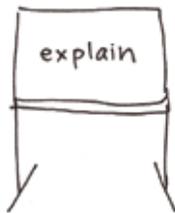
A2

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/diydoco/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. Further information about this is contained on page 113.

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)

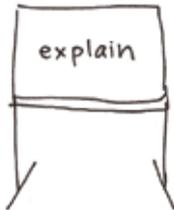


Provide time for groups to collect original footage (video or still photos) and collate or create music, sounds and voiceovers.

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/diydoco/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 - THE 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
+ student
handouts**



Appendix 1

Student handouts

Handout 1

What makes documentaries different?

Handout 2

The four modes of documentary
film making



Handout 1

What makes documentaries different?

The aims of documentaries

Documentary films aim to:

1. **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 and what they have to teach us.

2. **Give a voice to those people who typically have no voice**

All great documentaries let us hear from 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.

3. **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.



Handout 2

The four modes of documentary film making

1. Expository Mode

Style: The Expository Mode features a narrator's voice which tells you what is going on in the visual image. It can also refer to any time there is text on the screen which gives you information.

Purpose: The expository is one of the most traditional modes of documentary filmmaking—and for a long time it was the only mode of documentary filmmaking. When the expository mode is used, it is meant to scientifically and objectively express facts.

2. The Personal Voice

Style: Similar to the Expository Mode, documentaries in the Personal Voice feature a narrator's voice which tells you what is going on in the visual image. The difference is that the narration is in first person (it uses "I," "me" and "we"). Usually these documentaries are either told from the perspective of the person making the film who is directly involved in the action (as though the person were narrating their journal on film) or is told from the perspective of the person who is being filmed.

Purpose: Unlike the expository mode, this mode of filmmaking fully acknowledges that the views which are expressed are opinions.

The Personal Voice is used when the filmmaker wants to create a deeper sense of intimacy with his or her audience and to express his or her innermost thoughts and feelings. This mode of documentary filmmaking is notable for its honesty.



3. Observational Cinema

Style: Also called “American Direct Cinema,” Observational Cinema is when the camera just acts like a “fly on the wall.” Filmmakers who use the observational mode just basically turn the camera on and let the events unfold in front of it. It is concerned with just basically capturing things the way they really occur in everyday life with no commentary at all.

Purpose: The purpose of Observational Cinema is to portray things as they actually happened, as they would have appeared to you had you actually been there watching the events yourself. Observational Cinema is used when the filmmaker wants you to come up with your own opinions, thoughts, and feelings about what you are seeing.

4. Cinema Verité

Style: Unlike the Observational mode, Cinema Verité is much more self-conscious. It is when the people being filmed fully acknowledge the presence of the camera and frequently talk right to it. So, this kind of documentary features interviews in which people talk directly to the camera.

Purpose: Although it is often not as intimate as documentaries in the Personal Voice, the mode of Cinema Verité was invented as a way to achieve greater honesty in documentary. Also, this style of documentary sometimes involves exploiting the camera to get access to things that the filmmakers normally wouldn't have access to or to provoke reactions out of people that normally wouldn't have occurred.



Appendix 2

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/>



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>

About ActNow (www.actnow.com.au)

ActNow was launched in May 2006 by Inspire Foundation. Young people can use ActNow to find information on social, political, environmental, lifestyle and topical issues for a non-judgemental and factual snapshot of the bigger picture. All the content on ActNow is written by young people from all over Australia.

ActNow encourages young people to take action on issues any way they like. It emphasises that the important thing is to have a go and share the experience with the ActNow community by explaining what the action involved, how it went and what the impact was.

Site overview

Issue pages

An objective, informed overview of an issue. It covers things like: what the issue is; who it affects; where it is happening. An issue is an event or situation that is of concern to young Australians. It is not simply information but rather something that can be supported or changed and evokes a personal response.

An Issue can be something that only affects your local community, or can be far-reaching and globally important. As a general rule, issues are specific and deal with only one major event or situation e.g. salinity instead of environmental degradation. This type of content has to be requested.

Thing to do

Things to do can be one of three categories:

- event: pre-planned action at a set time
- a detailed description of one thing to do
- a list of multiple things to do.

This type of content can be added by all members.

Galleries

A showcase of images about an issue or action. They may illustrate only one or both sides of an issue.

This type of content can be added by all members.

Multimedia pages

Video, audio or animation about an issue or documenting an action. It may illustrate only one or both sides of an issue.

This type of content can be added by all members.

Tools

An action 'how to'. Tools fill in the gaps by providing the information young people need to ActNow.

This type of content has to be requested.

Organisational / group pages

These are organisations that are taking action on the issues young people care about.

This type of content has to be requested.

User-generated content

Members are able to add their own content to the site such as a 'thing to do', a story, an interview, a video, a blog entry or a comment. It is a fantastic way to get published, and with over 30,000 visitors every month, it's a great forum for sharing experiences and opinions. ActNow is also a volunteering hub. Members can use the site to get in touch with over 200 organisations that are really keen to work with young people.



Opinion pieces

A written piece that reflects a member's beliefs or judgements about a particular issue or action. This type of content can be added by all members.

Interviews

A question and answer session with:

- a person who has special knowledge about a particular issue or action (an expert in a field or someone who has been directly affected or involved in an issue or action)
- people off the street a la vox pop style (what are 'the people' saying about an issue or action)

This type of content can be added by all members.

Stories

An emotive piece about an action completed by a member and how they feel about it—the good, the great, the bad, the ugly—decisions, achievements, lessons learned etc.

This type of content can be added by all members.



Basic instructions on creating content for the ActNow website

The following pages provide some basic tips for using the ActNow website which also has some great tool kits to assist with the practical side of taking action.

Creating a member profile

1. Sign up to the site by clicking 'join actnow' at the top right corner of the screen and filling out the following questions.
2. Log in to the site
3. Click 'my profile' from the links at the top of the site
4. Click the 'edit this page' box
5. Fill out each step

Adding an image to your member profile

1. Click 'edit this page'
2. Under the 'My files' tab, click 'browse' to select an image on your computer and click 'upload'.
3. Once it has uploaded it will appear under 'existing files'.
4. Click 'save and continue' or 'save and close'

Uploading multimedia (digital video)

Option #1 Uploading video files

1. Click 'Create new page' from the links underneath 'My Profile' on the right hand side.
2. Select 'multimedia' from the list of content types
3. Give your page a title
4. Fill out the summary tab
5. Upload an image to use as a thumbnail or embed in the content under the 'files' tab
6. Add information about the multimedia to the 'page body' under the 'content' tab
7. Browse and select the multimedia file you wish to upload from your computer (allowed file types include: mpg, mpeg, avi, mov, mp3, wmv, swf, mp4)
8. Click 'upload' and wait for the status bar to indicate the upload is complete
9. Click 'save and continue' to add links, permissions and licenses

Adding video: Option #2 Embedding videos

YouTube clips can be added to pages on ActNow.

1. On YouTube copy the 'Embed' info, which is provided on the right hand side on the YouTube clip.
2. Select 'Create New Page' in the My Profile section on ActNow (you need to be logged in).
3. Select content type (you can embed the clip into a multi-media page but you can also embed it in any other content page that you create).

4. Paste the 'Embed' info into the 'source' section of the content box — you need to click on the source button before you can paste it in.
5. Click on the source button again to see the clip appear.
6. Make sure you have given your piece a title, a summary and linked it to other content.
7. Click 'save and close'.

Blogging

1. Log in
2. On the 'my profile' page scroll down to the blog section
3. Add a title for your entry
4. Add content to the content box
5. Click 'post entry'

Creating new pages on ActNow

- To create a new page on ActNow, click 'Create new page' from the links underneath 'My Profile' on the right hand side.
- A list of content types will appear to select from.
- Give your page a title and click 'create page content'.
- Fill out each section that appears (be sure to click 'save and continue' until all sections are complete).

Adding images or thumbnails to pages created on ActNow

1. Click 'edit this page'
2. Under the 'My files' tab, click 'browse' to select an image on your computer and click 'upload'.
3. Once it has uploaded it will appear under 'existing files'.
4. Click 'save and continue' or 'save and close'

Assigning permissions

In order to allow other members editing rights to content that you have created:

1. Click 'edit this page'
2. Click 'permissions' from the tabs at the top of the content
3. Type or search for the member you wish to give editing permission

Linking related content

Each page on ActNow can be linked to other content that may be related in order to make navigating ActNow faster and easier. When viewing content on ActNow related links are situated on the right hand side of the page under the headings 'How I can take action' and 'More'.

When creating content on ActNow, relevant pages can be linked by following the prompts in 'links' step.

Licensing content on ActNow

Actnow.com.au in collaboration with iCommons.au has implemented Creative Commons licences into the process of uploading content onto the site. Creative Commons licences are designed to facilitate and encourage more versatility and flexibility in sharing content on the Internet.

Creative Commons licences will help young people tell the world that their copyrighted works are available for sharing, but only on certain terms.

To license content, under 'edit this page' click the 'my license' tab. For more information about the different types of licenses available see:

http://www.actnow.com.au/Content/Tell_Me_About_Creative_Commons_Licences.aspx

Guidelines for creating content

The ActNow website has a content kit

[\(\[http://www.actnow.com.au/Toolkit/ActNow_Content_Kit.aspx\]\(http://www.actnow.com.au/Toolkit/ActNow_Content_Kit.aspx\)\)](http://www.actnow.com.au/Toolkit/ActNow_Content_Kit.aspx)

which provides guidelines on creating different types of content for the site.

The toolkit covers general writing, photography and film making tips.



Appendix 3

Student workbooks



82

Module 2

Making change student workbook



Module 3

Module 3: Many voices, moving images Student workbook

Activity 1: The synopsis

What is the working title for your production?

What type of production is your group going to develop?
e.g. photo essay, documentary, short film

Write a paragraph describing the message, story or information
that will be conveyed in your production



Activity 2: Pre-production

Storyboards

It is a place to plan out a visual story in two dimensions. The first dimension is time: what happens first, next, and last. The second is interaction: how does the audio information– the voiceover narrative of your story and music - interact with the images or video?

Storyboards are important for two reasons; it helps you maintain your direction and sticking to the message of your story and to use your time effectively. Poor planning means you waste time!

Storyboards are an effective visual way to plan your production. It indicates two things, firstly what will happen in what order, secondly, what image goes with what soundtrack or/and voice over. At this stage you don't need to think about effects or transitions.



Images

The most powerful element of your production will be your images. These images don't necessarily need to be of you. In most digital productions, the creators use an image as a metaphor. For example – if you were going through a really tough time and you were at your lowest, you may depict that as a photo of a storm, or an image of a sunny day at the beach, representing a content or happy feeling. The use of images in such a way can evoke powerful emotions and help the audience really understand the issue you are portraying or the story you are telling.

You need to be very careful using images of other people. We have enclosed a consent form that is to be signed by anyone whose image is being used in your production. If you don't have these consent forms completed by all people who appear in your production, for legal reasons you will not be able to use the image in your digital production.

Soundtrack for your production

We walk around with soundtracks running in our heads. Those soundtracks set the mood of our day, change the way we perceive the visual information streaming into our eyes, and establishing a rhythm for our step. It is as if by listening to or imagining a specific slice of music, we are putting ourselves into our own movie, a movie that puts our life into a clearer perspective, or at least entertains us.

Cautionary tips

With all the strict copyright rules you can't use any music you want. This means you have to pick copyright free music. Often this means it's instrumental music. However, if you have a friend in a band – and they are cool with you using their music, all you need to do is get them to sign the attached form to give permission to use their music.



List of websites with copyright free music:

- <http://www.royalty-free.tv/rftv/frameset.htm>
- <http://freeplaymusic.com/>
- <http://www.royaltyfree.com.au/>
- <http://incompetech.com/m/c/royalty-free/>

Voiceovers

Most digital stories need a voice over to help convey the story. When recording your voice there are a few things to remember. Reciting the script vs reading – We all know what it's like to sit through a presentation, where the presenter reads their speech from beginning to end. Often we will tune out and don't engage with the presenter. If you read your script in such a manner, the same outcome is likely to occur.

You can record your voice on an mp3 recording device or by recording it on your computer. Nearly all computers have a built-in microphone. If you are using your computer microphone it is important to be in a quiet place as they often pick up a lot of background noise. Using a microphone that attaches to a computer can usually eliminate these noises.

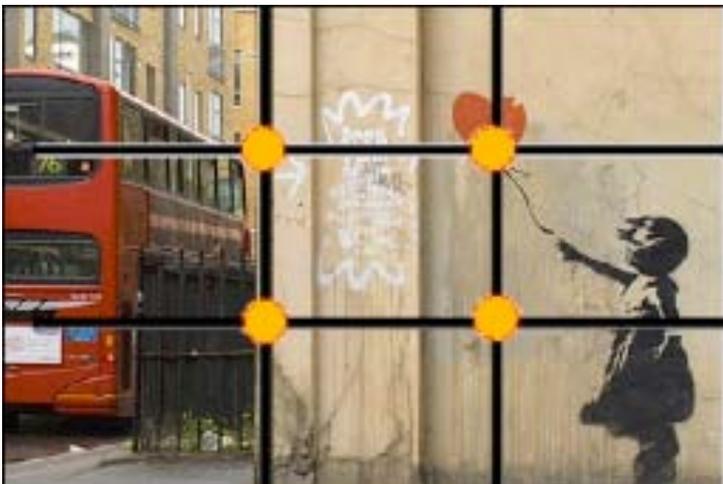
Permission to film

Each education jurisdiction will have their own policies on what permission is required in order to film students. It is recommended that teachers access permission forms from their school or education authority that can be used to obtain permission for filming people as part of their production, the use of photos and images in the production and the use of music in the production.

Activity 3: The Shoot

The Rule of Thirds

The rule of thirds involves mentally dividing the image that you are photographing or filming into a grid with four evenly placed lines over the top. The rule of thirds works because the audience's eye is automatically drawn to the sections where the lines intersect, as indicated by the yellow circles below in the sample photo. In this case the eye is drawn to where the heart shaped balloon is.



Compose your image or scene with care

Make an effort to keep your scene balanced and interesting; on one level or another, everyone responds better to a picture that has all elements in balance or that leads the eye along an interesting path through the photo or film footage.

Keep the horizon level; consciously place your subject where you think it most belongs rather than just accepting it wherever it happens to land in the scene. Experiment with perspective so that all lines show a pattern or lead the eye to your main subject.

Use a tripod – or if you don't have one use a fence or something steady to sit your camera on. This will stop the blurring, moving and uneven photos.

Lighting

Which way are the shadows falling?

Unless you want a silhouette effect, where your subject is black against an interesting background, it's generally best to shoot with the sun behind you.

How is the light affecting your subject?

Always ensure that there is enough natural lighting, avoid using the camera's flash unless you really have to. Try to reflect light onto the subject using a large white piece of cardboard so as to diffuse the light - indirect light can make your subject glow.

Remember...Lighting can make a huge difference



Activity 4: Post – production

Here's some great online tutorials that will help you edit your productions once you have all of your images and film footage together.

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/>



S4

Section Four

Curriculum links



New South Wales

English

Students learn to	Students learn about	Activity links
<p>Outcome 2: A student uses and critically assesses a range of processes for responding and composing.</p>		
<p>2.3 vary their use of the processes of planning, drafting, rehearsing, editing and publishing to compose appropriately and effectively crafted and sustained texts in a range of modes and media</p>	<p>2.8 the ways that the processes of planning including investigating, interviewing, selecting, recording and organising ideas, images and information can and should be modified according to specific purposes and texts</p>	<p>Module 3, all activities</p>
<p>2.4 combine processes of representation to create cohesive texts</p>	<p>2.9 processes of representation including use of symbols, images, icons, stereotypes, connotations, inference, and particular visual and aural techniques including those of camera, design and sound, to create cohesive texts</p>	<p>Module 3, all activities</p>
	<p>2.10 the ways composers, including authors and film-makers, use processes of representation in composing texts</p>	<p>Module 1, Activities 5 and 6</p>
<p>Outcome 4. selects and uses language forms and features, and structures of texts according to different purposes, audiences and contexts, and describes and explains their effects on meaning</p>		
<p>4.2 describe, explain and evaluate the composer's choices of language forms and features and structures of texts in terms of purpose, audience and context</p>	<p>4.9 appropriate language forms and features and structures of texts to use in an increasingly wide range of contexts</p>	<p>Module 1, Activities 5 and 6 Module 3, all activities</p>

4.3 use appropriate language forms and features and structures of texts in their own compositions and describe, explain and justify their choices in terms of purpose, audience and context	4.10 the metalanguage for describing, explaining and justifying the composer's choices of language forms and features and structures of texts in terms of purpose, audience and context	Module 1, Activities 5 and 6 Module 3, all activities
4.6 adapt and justify language use appropriate to spoken, written and visual texts	4.12 the significance of the relationship between purpose, audience and context	
Outcome 6: A student experiments with different ways of imaginatively and interpretively transforming experience, information and ideas into texts.		
6.5 experiment with ways of representing the	6.8 ways in which film-makers transform concepts into film, including consideration of script, story lines, sustained perspective, and visual and aural components of film-making and their interaction	
Outcome 7: thinks critically and interpretively using information, ideas and increasingly complex arguments to respond to and compose texts in a range of contexts		
7.5 recognise and explain differences between opinions and arguments, differences in shades of opinion and inconsistencies	7.9 the ways bias, stereotypes, perspectives and ideologies are constructed in texts, including the codes and phrasings that signal them	
7.6 propose, support and elaborate points in an argument and draw conclusions	7.11 generalisations, clichés, appeals to authority, and appeals to popularity and public opinion	
7.7 explore and develop arguments in a range of modes and media and in imaginative, interpretive and critical compositions	7.12 the ways the language of argument and persuasion can be adapted for different contexts	

Personal Development, Health and Physical Education

Students learn to	Students learn about	Activity links
<p>Outcome 5.3 A student analyses factors that contribute to positive, inclusive and satisfying relationships.</p>		
<p>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>	<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>	<p>Module 3, all activities</p>
<p>Outcome 5.7 A student analyses influences on health decision-making and develops strategies to promote health and safe behaviours.</p>		
<p>empowering individuals and communities</p> <ul style="list-style-type: none"> – 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</p>	<p>Module 2, all activities</p>



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.3 consider the Universal Declaration of Human Rights as a set of ethical principles	Module 1, Activities 1 – 4
4.LA.5 investigate the importance of having integrity and regard for others when people are in positions of power	
4.LA.7 debate complex moral situations and ethical dilemmas and reflect on conflicts or tensions within such dilemmas (e.g. what makes ‘fairness’ difficult to apply)	
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	
4.LA.13 critically reflect on the key features of law and government policy in Australia in relation to social justice and human rights for Indigenous Australians, people with a disability, racial discrimination, sex discrimination and other areas of human rights	
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

6.LA.6 use ICT to distribute information, collaborate, exchange ideas, present critical opinions and problem solve with others	Module 1, Activities 1 – 4
6.LA.16 recognise individual rights and cultural expectations when accessing or creating digital information, understanding that values shape ICT use	Module 3, All activities
8. The student listen and speaks with purpose and effect	
8.LA.10 analyse and investigate challenging ideas and issues, and advance and refute arguments using evidence and reasoning	Modules 1, Activities 1 – 4
8.LA.11 identify and comment on omissions in information and identify and explore moral and ethical dimensions of an issue	
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.10 critically analyse articles in the media that make use of statistics in an attempt to support a case or argument	Module 1, Activities 2 – 6
11.LA.11 draw conclusions about the main idea or position of information and argument texts, and identify and evaluate the quality of the supporting information, explanation or evidence	
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.13 select subject matter and language to try to position readers to accept particular views of people, characters, events, ideas and information	Module 1, Activities 5 – 6
11.LA.14 write extended or sustained texts that entertain, move, inform and persuade in print and electronic mediums	Module 3, All activities
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	
12. The student takes action to promote health.	
12.LA.10 effects of drug use on relationships and the community	Module 1, Activities 2 – 4
12.LA.14 and critique sources of health information, products and services relating to the health of young people	
12.LA.15 assess reasons why young people do not access health services and propose strategies to encourage them(e.g. look at differences related to age, gender, geographic location, culture)	
21.The student understands Australia and Australians	
21.LA.5 contemporary and future issues and challenges facing Australian society	Module 1, Activities 1 – 4

<p>22. The student understands and values what it means to be a citizen within a democracy.</p>	
<p>22.LA.3 the role of government in developing policy and formulating legislation</p>	<p>Module 2, All activities</p>
<p>22.LA.12 ways in which citizens can influence government.</p>	
<p>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)</p>	
<p>22.LA.15 identify acts of racism and prejudice as constituting discrimination and participate in ways to prevent and counter these.</p>	

Northern Territory

English

In English, students are expected to:

1. listen to, read, view and compose a range of oral texts in the public domain which explore personal, social, cultural and political issues of significance to their own lives and communities
2. analyse and investigate challenging ideas and issues, and advance and refute arguments
5. find, analyse and synthesise information from texts
6. write extended and developed texts appropriate to different audiences, purposes and contexts – including literary analysis
7. communicate ideas and information clearly in texts of some length and complexity

SOSE

In SOSE, students are expected to:

- 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

Indicators

- identify a variety of social, physical and economic problems associated with the abuse of alcohol, tobacco and other drugs, nutrition and heart disease
- identify and analyse the services available to support specific needs in the mental and physical health of young people
- discuss and practise strategies individuals can utilise in seeking help regarding health concerns for self/ others
- research the impact of legal and nonlegal drugs on society, eg cost, family breakdown, workplace



Queensland

English

Dialogue constructs relationships between characters and furthers a narrative.

- Non-literary texts analyse, inform, argue and persuade.
- Feature articles, current affairs and news reports, formal letters, editorials, radio programs, film documentaries, reviews, biographies, advertisements, letters to the editor, expositions, formal meetings and debates, and extended presentations are types of non-literary texts.
- Non-literary texts can focus on a major point that is supported by elaboration.

e.g. argument texts convey opinions and justify positions in order to persuade others.

- Reasoning, points of view and judgments are supported by evidence that can refer to authoritative sources
- Non-literary texts can conclude with recommendations, restating the main arguments or summarising a position

e.g. an information report about waste management will include recommendations.

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

Teach the principles and values of social justice and educating for a sustainable future to help in formulating, guiding and reviewing social action.

Responsible decision-making and social action supports democratic process and sustainability through care, respect and concern for others and the environment:*

(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.

When teaching culture, students should be taught:*

- the values and processes of democratic practices, which support social justice and education for a sustainable future (eg planning actions that create fair opportunities for all, care, respect and concern for others)
- that principles and values of social justice help in formulating, guiding and reviewing social action
- how responsible decision-making and social action supports democratic process and ecological sustainability through care, respect and concern for others and the natural environment
- how to work appropriately with a range of people who represent diverse views, values and practices. (Civics & Citizenship)

South Australia

English

As students listen to and speak about texts they learn to:

- develop critical understanding of context, purpose and audience [KC1]
- use digital and electronic technologies. [KC7]
- As students read and view texts they learn to:
- engage with a range of written and visual texts for different purposes
- interpret and respond to different texts [KC1] [KC2]
- demonstrate critical understanding of texts [KC1]
- critically analyse electronic information for accuracy and quality. [KC7]
- As students write texts they learn to:
- compose a range of texts [KC3]
- demonstrate critical understanding of the contexts and audiences of their texts [KC1]

In order to do this students need to learn about the relationships between texts and contexts, including the influence of aspects such as purpose, audience, subject and mode.

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.

English - Level 5

Standards

Reading

At Level 5, students read and view imaginative, informative and persuasive texts that explore ideas and information related to challenging topics, themes and issues. They identify the ideas, themes and issues explored in these texts, and provide supporting evidence to justify their interpretations. They produce personal responses, for example, interpretive pieces and character profiles. They infer meanings and messages in texts, analyse how social values or attitudes are conveyed, compare the presentation of information and ideas in different texts, and identify cause and effect in informative texts.



Writing

At Level 5, students produce, in print and electronic forms, texts for a variety of purposes, including speculating, hypothesising, persuading and reflecting. They write extended narratives or scripts with attention to characterisation, consistency of viewpoint and development of a resolution. They write arguments that state and justify a personal viewpoint; reports incorporating challenging themes and issues; personal reflections on, or evaluations of, texts presenting challenging themes and issues. Students improve the accuracy and readability of their writing, developing confidence in the identification and use of grammatical conventions and features of language and in their use of figurative language. They use a range of punctuation accurately to support meaning, including the use of ellipses, dashes, colons and semi-colons. They control tenses, and subject-verb and noun-pronoun agreement. They accurately identify and use different parts of speech. They edit their writing for clarity, coherence and consistency of style, and proofread and correct spelling, punctuation and grammatical errors.

Speaking and listening

At Level 5, students express creative and analytical responses to texts, themes and issues. They identify main issues in a topic and provide supporting detail and evidence for opinions. They critically evaluate the spoken language of others and select, prepare and present spoken texts for specific audiences and purposes. They use a variety of multimodal texts to support individual presentations in which they inform or persuade an audience.

When listening to others, students ask clarifying questions and build on the ideas of others. They identify key ideas and take notes. They show an awareness of the influence of audience on the construction and presentation of spoken texts, and of how situational and sociocultural factors affect audience responses.

Tasmania

English – Stage 11

Students need opportunities to learn to:

- describe the ways in which particular points of view are presented in texts according to the purpose, context and audience e.g. infer meanings and messages; compare information and ideas in different texts to identify the different emphases; identify how aspects of subject matter are selected to appeal to different audiences; identify how visual language is used to influence readers and viewers
- discuss the purposes, structures and features of challenging imaginative, information and argument texts e.g. discuss the purposes for the design and layout of particular websites
- describe the ways in which language is used to construct characters, people, places, events, ideas and information
- recognise some of the differences in settings, characters and plots associated with particular genres
- discuss the ways in which information and argument texts are constructed to present information and opinions from particular perspectives for a range of purposes and audiences e.g. compare two television news reports on the same event and explain the differences between them in terms of their different audiences
- explore some of the ways in which words, speech, sounds, gestures and images are used to add meaning, interest and immediacy to electronic texts
- explain purposes for writing and why some ideas and language choices are included or omitted in texts created for particular purposes
- select language features to represent people, events or ideas in ways that appeal to target audiences
- select and use information tools to suit purpose and audience and software such as Microsoft Word®, Microsoft Excel®, Microsoft PowerPoint®, Microsoft Photo Story®, Inspiration®, Kahootz®, Windows Movie Maker®, Adobe Photoshop®, Macromedia Flash®, iMovie® and Pinnacle®

- select and use software and other information tools to organise information and create texts that represent ideas and communicate understanding e.g. design a PowerPoint® presentation, using font size, graphics, headings, background colour and dot points to create particular effects
- select written and visual language features to represent people, events or ideas in ways that appeal to target audiences e.g. select persuasive words and images to construct a pamphlet informing children about healthy eating options; use research findings selectively to construct a persuasive letter to the editor
- use technology responsibly, ethically and legally, identifying and referencing sources of information

Acknowledgements

The Caledonia Foundation

For their generous support that made the development of the resource possible.

Shark Island Productions

For use of **THE OASIS** documentary.

Inspire Foundation || Reach Out Teachers Network

For managing the development of **THE OASIS** resource.

Janice Atkin

Education Sector Manager and author of the resource.

Ian Darling

Producer & Director of **THE OASIS** and Chair of The Caledonia Foundation.

Malinda Wink

From Caledonia Foundation for her help and assistance.

Mary McCrae

From Shark Island Productions for her help and assistance.

Jenni Tsai

For her professionalism and flair in the design of this resource.

writetojennitsai@gmail.com

Marguerite O'Hara

Author of Australian Teachers of Media (ATOM) Study Guide for **THE OASIS**.

Rachel Dight

From swivel creative who designed all graphics for **THE OASIS**.

Erin O'Neill

ActNow Intern (2007) and author of the 40 hour drought case study.

