

YR 7-8 TEACHING PROGRAM

SEEKER, LOVER, KEEPER: HOW FOOD SHAPES WHO YOU ARE

FOR TEACHERS

This education resource supports Year 7-8 students to increase their awareness of their relationship to the food system, and to reflect on how their relationship to food contributes to their identity. The learning sequence uses a range of non-fiction texts, and is aligned to the Australian Curriculum: English. The learning activities encourage students to engage with the texts in a way that is consistent with the view that the study of English allows ‘individuals to learn to analyse, understand, communicate with and build relationships with others and with the world around them...it helps them become ethical, thoughtful, informed and active members of society.’ (ACARA, 2011)

The Australian Curriculum identifies a set of general capabilities that allow students to develop the skills, behaviours and attributes to successfully contribute and live in twenty-first century. This education resource provides the opportunity for students to develop several of these general capabilities: literacy, critical and creative thinking, information and communication technology (ICT) competence, ethical behaviour, personal and social competence, and intercultural understanding.

The learning sequence aims to assist students to gain an understanding of current social justice issues in a variety of contexts and an awareness of our collective responsibility to take action. Oxfam is uniquely placed to provide texts for study that present an authentic voice to explore this theme. The issues presented in the activities will be challenging for many students and it will be important to establish a ‘safe’ learning environment to ensure that students feel comfortable about expressing a range of personal viewpoints.

The relevant Australian Curriculum: English content descriptions for Years 7 and 8 for the learning activities in this resource are outlined below.

STUDENT ACTIVITIES TO SUPPORT THE AUSTRALIAN CURRICULUM: ENGLISH FOR YEARS 7-8

LANGUAGE

YEAR 7

- Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors (ACELA1531)
- Understand that the coherence of more complex tasks relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts (ACELA1763)
- Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance (ACELA1764)

YEAR 8

- Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody (ACELA1542)
- Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication (ACELA1543)



LITERACY

YEAR 7

- Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of the poetic rendition (ACELY1719)
- Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721)
- Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723)
- Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences (ACELY1724)
- Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)
- - Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726)

YEAR 8

- Interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives (ACELY1730)
- Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text (ACELY1732)
- Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view (ACELY1734)
- Explore the ways authors combine different modes and media in texts, and the impact of these choices on the viewer/listener (ACELY1735)
- Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (ACELY1736)
- Use a range of software, including word processing programs, to create, edit and publish texts imaginatively (ACELY1738)

LITERATURE

YEAR 7

- Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619)
- Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620)
- Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621)

YEAR 8

- Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups (ACELT1626)
- Explore the interconnectedness of Country and Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors (ACELT1806)
- Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups (ACELT1628)
- Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT1807)

Oxfam Australia recognises and builds upon the considerable role played by young people in influencing social, economic, political, and environmental events. We believe that when supported to become active citizens, young people can be an effective force for social change, equity and justice. Oxfam's Youth Engagement Program supports this vision and aims to engage young Australians in active citizenship in relevant and meaningful ways.

