

## Sample program

The following program does not represent exemplar programs in Community and Family Studies (CAFS). It has been developed by teachers to provide a starting point for teachers of the HSC course in CAFS.

### Community and Family Studies HSC Course: Groups in Context

Duration: 8.5 weeks

#### Outcomes

A student:

- H1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
- H2.2 evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
- H2.3 critically examines how individual rights and responsibilities in various environments contribute to wellbeing
- H3.1 analyses the sociocultural factors that lead to special needs of individuals in groups
- H3.3 critically analyses the role of policy and community structures in supporting diversity
- H4.1 justifies and applies appropriate research methodologies
- H4.2 communicates ideas, debates issues and justifies opinions
- H5.1 proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
- H6.2 formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments

#### Resources (Note: The resources focus on one community group, people with physical disabilities.)

- Land, R. & Butner, G. (1984) *Identity: Growing up in Australia*, CCH Australia Ltd., NSW. ISBN 0869034065pp.126-137
- Family Matters Edition No. 44 and 45.
- Doherty, F., Stallard, R., Stuart, R. & Hallyer, B. (1995). *Life Management Studies 1*. Melbourne: Rigby Heinemann. ISBN 0858597217
- *Making It Possible*. Video Education Australasia. 11a Mitchell Street. Bendigo. (03) 5442 2433
- Turnbull, M-C. Chapmen, S. Czajowski, R. & Martin, S. (1996). *Studies in Life Management*. Milton, Qld: Jacaranda Wiley. ISBN 0701632712
- Aspin, L. (1994) *The family : An Australian focus*, Longman, Melbourne. (3<sup>rd</sup> edition) ISBN 0582802423
- Newspaper articles:
  - “Sometimes, I see their jaw drop, as if I’d come round the corner in a down suit”. 21/11/98. p.1. *Employment* section. Sydney Morning Herald.
  - “Cries That Cannot be Heard”. 19 /12/98. p.5. *Spectrum* section. Sydney Morning Herald.
  - “The Two of Us”. 15/5/99. p.12. *Good Weekend* section. Sydney Morning Herald.
- Video: Paralympic Games 2000
- Web sites for groups in context (in general): [www.centrelink.gov.au](http://www.centrelink.gov.au) (unemployed), [www.iyop.nsw.gov.au](http://www.iyop.nsw.gov.au) (aged), [www.aihw.gov.au/publications/welfare/oag02/index.html](http://www.aihw.gov.au/publications/welfare/oag02/index.html) (aged), [www.aihw.gov.au/publications/health/ayp99/index.html](http://www.aihw.gov.au/publications/health/ayp99/index.html) (health of young people), [www.aifs.org.au/institute/media0000724.html](http://www.aifs.org.au/institute/media0000724.html) (socio-economically disadvantaged), [www.aihw.gov.au/disability/index.html](http://www.aihw.gov.au/disability/index.html) (disabilities) [www.aihw.gov.au/publications/welfare/ddssa-scg/index.html](http://www.aihw.gov.au/publications/welfare/ddssa-scg/index.html) (disability support services), [www.adelaide.net.au/~ssody/](http://www.adelaide.net.au/~ssody/) (sole parents), [www.lawlink.nsw.gov.au/adb.nsf/pages/index](http://www.lawlink.nsw.gov.au/adb.nsf/pages/index) (Anti-Discrimination Board).

	Students learn about:	Students learn to:	Teaching/learning strategies	Resources
1.1 3.1	<p><b>identifying groups with specific needs</b></p> <p><i>groups</i></p> <ul style="list-style-type: none"> <li>aged</li> <li>chronically ill</li> <li>cultural groups, eg Aboriginal and Torres Strait Islander</li> <li>families in crisis</li> <li>disabled</li> <li>gay and lesbian</li> <li>rural families</li> <li>sole parents</li> <li>socioeconomically disadvantaged</li> <li>the homeless</li> <li>youth</li> </ul>	<ul style="list-style-type: none"> <li>identify special characteristics of each group in order to justify why each should be considered a unique entity</li> <li>describe people who belong to different groups within society by: <ul style="list-style-type: none"> <li>identifying the needs of the people in these groups</li> <li>evaluating the access of these groups to resources</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Brainstorm: groups in society with special needs</li> <li>Form small groups. Allocate 2/3 groups with specific needs to each group. Create a word web of special characteristics of each group and present reasons they should be considered as having special needs. Analyse and evaluate their access to resources. Share with the class. Design a common proforma to record information.</li> <li>Matching activity: descriptions /definitions for groups with specific needs. Descriptions include needs and access issues.</li> <li>Think, pair, share: Consider similarities and differences in needs between groups. Represent these using a Venn diagram. Share information with class to develop class summary.</li> </ul>	<p>Doherty et al. <i>Life Management Studies 1</i>. pp. 173–182.</p> <p>Turnbull et al. <i>Studies in Life Management</i>. pp 68–70, 81-83.</p> <p>Aspin. L. <i>The Family: an Australian Focus</i>. Ch 4, 5, 7 &amp; 8.</p>

	<b>Students learn about:</b>	<b>Students learn to:</b>	<b>Teaching/learning strategies</b>	<b>Resources</b>
1.1 3.1	<p><b>identifying the needs of specific groups in the community</b></p> <p><i>needs</i></p> <ul style="list-style-type: none"> <li>• access to services</li> <li>• education</li> <li>• employment</li> <li>• financial support</li> <li>• health</li> <li>• housing</li> <li>• security and safety</li> <li>• self-esteem</li> <li>• sense of identify</li> </ul>	<ul style="list-style-type: none"> <li>• classify specific needs and prioritise the significance of each to different groups</li> </ul>	<ul style="list-style-type: none"> <li>• Invite guest speakers or go on an excursion to talk to experts e.g. Youth counsellor, local Aboriginal leader, sole-parent, community volunteer, aged individual, disabled individual/ parent or carer.</li> <li>• Invite experts to form a “panel” on needs of specific groups. Discuss needs, priorities, resources available and access for the specific groups represented on the panel. Each expert gives a presentation followed by a student question time.</li> <li>• Develop scenarios or examine case studies about groups with special needs. In pairs, identify specific and significant needs.</li> <li>• Ask groups to use a ranking ladder, to judge in order of importance the needs of each group with specific needs. Top rung represents most significant.</li> </ul>	

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2.2 2.3 3.3 4.1 4.2 5.1 6.2	<p><i>factors affecting access to resources</i></p> <ul style="list-style-type: none"> <li>• age</li> <li>• disability</li> <li>• education</li> <li>• ethnicity/culture</li> <li>• gender</li> <li>• location</li> <li>• socioeconomic status</li> </ul>	<ul style="list-style-type: none"> <li>• analyse the effect of access to resources on the wellbeing of groups identified. Consider the extent to which this issue may be compounded for individuals who are affected by a number of factors, eg a rural family experiencing financial hardship</li> </ul>	<ul style="list-style-type: none"> <li>• Consider different groups or people in the society. Develop a mind map of the factors affecting access to resources.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Explore how each of the factors may affect access to resources. Use graffiti sheets. Place one factor on each sheet. Students walk around adding to the sheets. Complete a poster walk and discussion of each sheet.</li> <li>• Examine scenarios about different people. Identify special needs and factors affecting access to resources. Describe or predict the impact on their wellbeing.</li> <li>• In pairs or threes: <ul style="list-style-type: none"> <li>- Analyse the needs of two groups you have studied. Consider factors that could compound their needs and ability to access to resources.</li> <li>- Compare their access to support networks in your local community.</li> </ul> </li> </ul>	

	<b>Students learn about:</b>	<b>Students learn to:</b>	<b>Teaching/learning strategies</b>	<b>Resources</b>
	<p><b>researching community groups</b> <i>areas of study</i></p> <ul style="list-style-type: none"> <li>• legal and social definition of specific groups</li> <li>• identifying characteristics</li> <li>• specific needs</li> <li>• government policies and regulations</li> <li>• community responsibility</li> <li>• rights of the group</li> <li>• access to resources</li> <li>• societal attitudes towards the group</li> <li>• issues of concern for the group</li> <li>• conflict between group and community interests</li> <li>• power within the group and the community</li> <li>• positive contributions the group makes to the community</li> </ul> <ul style="list-style-type: none"> <li>• extent to which community service groups assist in meeting the needs of specific groups</li> </ul>	<ul style="list-style-type: none"> <li>• discuss the rights, responsibilities and attitudes of individuals within groups to the wider community</li> <li>• hypothesise about ways of resolving conflict that might exist between the group's needs and the expectations of the wider community</li> <li>• critically analyse the relationships between societal structures and the ability to satisfy needs</li> <li>• propose modifications to the social environment that facilitate the satisfaction of the group's needs</li> </ul> <ul style="list-style-type: none"> <li>• think critically about equity issues faced by groups and formulate management strategies to address them</li> </ul>	<ul style="list-style-type: none"> <li>• Research ONE community group, as a class group e.g. the physically disabled. Allocate different areas of study for students to research and report.</li> <li>• Identify categories of physical disabilities. Assign a type of physical disability to each student. Have the student perform everyday tasks. Report associated feelings and identify support needs and resources.</li> <li>• Set up work-stations of information and resources e.g. videos, Internet, case studies, pamphlets, interviews and newspaper articles.</li> <li>• Conduct interviews with people who have a physical disability or care for a person with a physical disability. Focus on a range of issues including rights, responsibilities, personal and community attitudes, services that meet their needs and issues of concern such as discrimination or conflicting interests. Note: Select individuals from different stages of the lifespan e.g. adolescent, adult and aged.</li> <li>• Plan an excursion to community shopping / recreational centre to investigate design features, ease of access and services provided for the physically disabled. Suggest improvements.</li> </ul>	<p>Land &amp; Butner. <i>Identity: Growing Up in Australia</i>. pp. 126-137. Family Matters No. 44, 45 Newspaper articles including:</p> <ul style="list-style-type: none"> <li>• "Sometimes, I see their jaw drop, as if I'd come round the corner in a down suit" S.M.H.</li> <li>• "Cries That Cannot be Heard" S.M.H.</li> <li>• The Two of Us. S.M.H.</li> </ul>

	Students learn about:	Students learn to:	Teaching/learning strategies	Resources
			<p>OR</p> <ul style="list-style-type: none"> <li>• Analyse the access and equity issues for people with disabilities at your school. Develop strategies to address these access and equity issues.</li> <li>• Invite a guest speaker e.g. health care worker, local council representative to discuss ways in which their organisations support access and equity for the physically disabled.</li> <li>• Analyse campaigns or community initiatives designed to influence community attitudes about people with a physical disability, e.g. conduct a media review of the Paralympic Games 2000.</li> <li>• Complete a phone book or Internet search of local community, state and national service groups that assist people with a physical disability. Describe the service and support they provide.</li> </ul>	<p>Video: <i>Making It Possible</i> (VEA)</p> <p>Video: Paralympic games 2000</p> <p><a href="http://www.centrelink.gov.au">www.centrelink.gov.au</a>  <a href="http://www.iyop.nsw.gov.au">www.iyop.nsw.gov.au</a></p>