Welcome to the Social Justice Hub by Sacred Heart Mission

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We hope your students and you enjoy the journey through our learning content on the topic of Homelessness.

In a nutshell …

Each Module is designed so students can experience many of the activities independently and others in pairs or in small groups. Given the sensitivity of the content we recommend that the student groups are intimate – no larger than four people.

Each activity instruction is written to be understood by both teacher or student.

Auxiliary documents for activities are presented as an easily accessible PDF link – please check those prior to class as you may wish to print them if you are working offline.

The Layout of each Module explained …

- Learning outcomes – Each Activity instruction is
  - At the beginning of each lesson you will see –
  - By the end of this lesson, you will understand: (this aligns with Learning Intention (LI) – VCAA)
  - By the end of this lesson, I can: (this aligns with Success Criteria (SC) – VCAA)
  - All Modules are aligned with VCAA outcomes – you can find these in Teacher Resources
- Time Needed
  - Some Modules have Extension Activities which required additional time
- What you'll need
  - All content is included in the Module, including stimulus material, statistics etc. Where relevant, digital document types (such as Word, Canva etc.) have been suggested to support the recording of student responses.

- Alternatively at times you may wish to provide students with pen and (large format paper) paper if you are working offline or having students create posters for the classroom etc. In this Lesson – outlines the Activities of the Module and allows students to skip to the next Activity when working online.
- Quiz
  - There is always a 10 questions quiz at the end of the Module
- Teacher Resources
  - For your information a document that outlines the Module with VCAA outcomes can be accessed here. This section will also show any other key information you may need to assist your students such as sample answers.

Activities

- Activity time allocation
  - Each activity has a suggested time next to the title of the activity – this depends on the pace your students can work at.
- Activity level
  - The Modules have been differentiated for Years7/8 and Years 9/10. Particular attention has been paid to trauma informed and age-appropriate language. However you know your students best and what they can manage – please use discretion as appropriate.
- Too many Activities?
  - Each Module is full of activities. Activities are written in order of complexity from understanding basic concepts to synthesising higher order thinking around these concepts. If time is limited you may not wish to choose all activities – we suggest having students complete at least Activity 1 and 2 and the Quiz from each Module, In doing so you will definitely expose students to some of the key language and concepts. Answer boxes – 'Write your response below' – for teacher convenience the Modules have been set up so students can write their answers into the online boxes. Students must hit the 'save response' button in order to save their responses. Teachers can then receive, assess and store student responses.
- Sample Answers
  - Where relevant a document showing sample responses / answers can be found in Teacher Resources
- Extension Activities

- Most Modules have extension activities (though some don't) – these can be used to further progress critical thinking in students. It is up to teacher's discretion whether to allocate in class or home work time. The time needed for extension activities is not included in the overall Module time.
- Re-Cap – most Modules have a Re-Cap sections which lists the key learning content of the Module – useful for students to review when they have completed the Module. Equally it could also be re-visited before students begin a new Module.
- Quiz – there is always a 10 questions quiz at the end of the Module. Students can work through this independently and it will usually take about 5 minutes. Teachers can access student responses.