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Curriculum Resource

Resource Title	Five lessons for VCE Psychology, Unit 4
Aboriginal Protocols	
Person	Jinari Mountain
Mob Group/Country	Jinari is of European decent this was written on Djarra country
Content Country	Uncle Archie Roach was a Gunditjmara (Kirrae Whurrong/Djab Wurrung), Bundjalung Senior Elder, which is where the Indigenous content came from
Curriculum Area	• VCE Unit 4 Psychology, AOS 2 What influences mental wellbeing
Year Levels	• VCE 11 - 12
Pedagogies	
Ways of Assessing	
First Nations Education Academics that back your reasons	
Any other info / comments	

Jinari Mountain

Incorporating Aboriginal perspectives in the Design, Planning and Assessment of a Learning Sequence called

The impact of social factors on mental wellbeing

for

VCE Unit 4 Psychology, AOS 2: What influences mental wellbeing

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Section 1:

Intended Learning Outcomes

Sequence Title:	The impact of social factors on mental wellbeing.
Sequence duration:	5 x 55-minute lessons
Year level:	Unit 4 (VCE)
Learning Area:	Psychology
Intended Learning Outcomes (ILO'S):	1. Apply your understanding of the biopsychosocial model of mental wellbeing to explain how social factors impact on mental disorders. 2. Present evidence of independent research on social factors affecting a marginalised group, with reference to risk and protective factors, and support services.
Curricular Links [Include codes and brief overview of key links]:	**Unit 4: AOS 2: What influences mental wellbeing** (VCAA 2017, p. 28-30). ***Key Knowledge***: **Defining mental health** • external factors • social well-being **Factors that contribute to the development and progression of mental health disorders** • influence of social risk factors • the biopsychosocial (BPS) model **Maintenance of mental health** • protective factors ***Key Science Skills*** (VCAA 2017, p. 11-12): • Plan and undertake investigations • Conduct investigations to collect and record data • Analyse and evaluate data • Communicate and explain scientific ideas ***General Capabilities*** (ACARA 2016a): • Literacy • Information and communication technology capability • Critical and creative thinking • Personal and social capability • Ethical understanding • Intercultural understanding ***Cross Curriculum Priorities*** (ACARA 2016b):

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	• ATSI histories and cultures
Rationale:	This sequence is constructively aligned to the VCE Psychology SD and contains key skills and knowledge essential for unit 4 psychology students. Furthermore, the sequence considers cultural and social economic factors affecting these students and explores these explicitly via the content. Students will build understanding of how social factors affect themselves, and members of their community, and build knowledge of support services. This sequence incorporates perspectives of multiple marginalised groups and provides real world opportunities for students to demonstrate critical and creative thinking, personal and social capability, and intercultural understanding. This sequence caters to diverse capabilities, as students investigate to their *chosen* level with matching teacher support and scaffolding. Assessment tasks call upon a variety of skills and knowledge, including personal experience, family histories, anecdotal observations, scientific research, literacy, ICT, visual and verbal communication, and allows expression of various strengths.
Student background knowledge:	This sequence builds on knowledge, concepts and skills developed in Units 1-3. In preceding weeks students study: the mental health continuum, mental wellbeing, mental disorders, predisposing, precipitating, perpetuating and protective factors, and the biological and psychological factors of the BPS model. In the week directly prior to this sequence, the third aspect of the BPS model, social factors, will have been introduced, with an emphasis on Indigenous mental health. After this sequence, students will study coping and resilience and a specific phobia using all three aspects of the BPS model.

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Acceptable Evidence

The main learning activity is independent student research on the impact of social factors upon the metal health of a select marginalised group. This is scaffolded with discrete steps and formative tasks, including a KWL chart, structured questions and discussion, and logbook entries. Presentation of research will provide the main material for summative assessment.

Performance task	Type of task	Key details	Links to ILO:	Influence on planning and progress
Presentation of Research to Onenote Data-base.	Formal summative assessment *of* learning, with formative *for* learning steps.	See Appendix C for detailed task instructions -including discretely scaffolded steps Students document progress with formative KWL chart and logbook entries. Assessed against a rubric; may be used as a SAC.	2.	Formative assessment of research steps directly informs teaching strategies for each lesson. Summative assessment of final product provides: • evidence of student attainment of ILO 2 • feedback to students, helps guide study towards final exam. • evidence about students' progression towards key unit knowledge, science skills, general capabilities and cross curriculum priorities. • guidance for development of future teaching strategies, assessment tasks, and written instructions.
Progressive Exit task – Scaffolded Digital KWL chart.	Formative, self-assessment	A progressive digital KWL chart (Appendix D) for each student, administered via the school's online portal (eg compass).	1 & 2.	Teacher uses student KWL entries to assess student progress towards task completion, knowledge development, and attainment of ILOs, and to moderate teaching (or the task) depending on: what

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		Students fill out chart in, in response to research steps worked on in each lesson; generally, in last 15 minutes of class. Students may progress through the chart at different rates depending on progress. The prompts for what is required to be answered in each lesson set a minimum expectation. All columns can be added to in any of the 5 lessons. Teacher reads entries and prepares written or verbal, individual and group feedback for next lesson.		students have done, what they know, what needs revising, and which students need extra support.
Logbook	Formative and alternative summative	Logbooks are kept throughout VCE psychology, and may be used as SACs (VCAA 2017, p. 34). Students record research findings in logbooks.	1 & 2	Teacher monitors logbooks for student progress to guide teaching of content and instruction. May be used as a redemption task, providing evidence of understanding for any student who fails to complete the summative task.
Teacher Questions	Informal formative *for* and *as* learning	May be pre-planned, provoked by content, KWL and logbook entries, and teacher reflection, or spontaneous and provoked by individual student inquiry and findings or other happenings. May be: • to whole class	1 & 2.	Student answers provide immediate anecdotal information about their progression towards ILOs, and tests their ability to generalise, and demonstrate key knowledge, general capabilities and cross curriculum priorities, and helps direct teaching strategy/focus.

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		• to specific students in front of whole class • to individual students in one-on-one conversation • to small groups • closed - on aspects of the research task or general concepts. • open - regarding student opinions, beliefs, findings, or application of concepts that extend students beyond ILOs. For examples see Appendix B.		Encourages student focus and engagement. Helps establish expectations around participation and contextualises content knowledge.
Student Question Time	Formal and informal formative *for* and *as* learning.	At the end of the KWL task in each lesson, students ask general or chart-generated questions to the class. Before the teacher offers an answer (or gives direction for finding an answer), other students will offer what they know.	1 & 2	As above. Fosters collaboration.

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Discussion of Learning Experiences and Instruction/Learning Plan

Attainment of equity in education is often linked to pedagogies that meet learner diversity (Moss 2005). Reoccurring recommendations include differentiated assessments which focus on individual student gains rather than comparative scores, while at the same time progressing all students, albeit perhaps via different routes and at different speeds, towards set standards of concept and skill attainment within any-one classroom (Tomlinson 2014). Currently, assessment measures in VCE, the context for this lesson sequence, are largely comparative, summative and externally marked without consideration for induvial student differences. Within VCE the task of meeting diversity must therefore balance equitable learning opportunities through scaffolded optimum content delivery aligned to externally set outcomes.

Wiggins and McTighe's Understanding by Design (2005) provides a framework to connect pedagogy to outcomes and is imminently useful in planning for VCE. As seen in Section 1, the ILOs for this sequence are aligned with outcomes and key knowledge specified in the VCE Psychology Study Design. Pedagogies, described in Appendices A and B, are designed to progress students towards ILOs using the following (*italicised*) High Impact Teaching Strategies (DET 2017):

- G*oals are set* via introduction of ILOs in lesson 1.
- The *structure* for each lesson is displayed on the white board at the beginning of each class.
- *Explicit teaching* is used to review and introduce new concepts (eg marginalisation in lesson 2).
- A w*orked example* is demonstrated in lesson 3.
- *Collaborative learning* occurs via *question* times, research partnerships, and the shared data-base.
- *Feedback* occurs via formative assessments and question times.
- *Differentiated teaching,* is incorporated via content matter, *scaffolded* steps and tiered (SEVA n.d.) questions in the research task, and via formative assessments.

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KWL charts are frequently and formatively used in science to assess prior learning, improve comprehension and literacy skills and organise learning (Hershberge, Zembal-Saul & Starr 2006; Schmidt 1999). In this sequence they enable the teacher to assess how each student is progressing towards the standard ILOs and provide ongoing material to adjust teaching for the whole class and/or individual students where necessary. Furthermore they, with logbook entries, provide the important element of self-assessment (Brimijoin, Marquissee, & Tomlinson 2003, p. 73), and also foster opportunities for explicit dialog between teacher and students. Black and Wiliam (1998) note that feedback from teachers should focus on individual student's work, make note of what improvements could be made, and be done without comparison to other students. As outlined in Appendix B, teacher feedback on KWL entries will focus on how students might 'close the gap' between 'desired goals', and 'present position' (Black & Wiliam, p. 85).

Scaffolding of the research task builds knowledge to move *all* students through Vygotsky's Zones of Proximal Development (Nagel 2016, p. 87). Steps 1-5 progress from simpler to more complex knowledge and cognitive practices, according to Bloom's Solo and Revised Taxonomies (Grantham 2017; Heer 2012), demonstrated through increasing sophistication of instructional terms; from *select* in step 1, to *create* in step 5 (Appendix C). In addition, the tiering of questions, at each step, allows for extension tasks that include more complex instruction than tasks that meet the minimum requirement. Differentiation is further optimised via the real-world inquiry-based task containing choices (SEVA n.d.); wherein students choose a group and determine the type of data they research and present. At the same time support is provided for students who need it, such as a list of suggested groups and a collection of resources gathered from the school's welfare service. Furthermore, throughout this sequence student differences are addressed through a high level of individual student-teacher contact, via in-class dialog and feedback on formative assessment tasks.

Addressing student cultural diversity is supported by the nature of the content itself. Many of these students, are impacted by various social factors. Being careful not to make examples of individual students, the sequence provides opportunities for students to see themselves within the curriculum, which can be powerfully validating and engaging (ACARA 2018; Craven & Price 2011; Grewell 2011). Students may or may not choose to focus on a familiar social group but choosing to do so is a means to share knowledge beyond the scope of formal academic standards, such as the incorporation of personal experience and family histories. The sharing of student research, via question times and the data-base, provides opportunities for students to expand

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general capabilities, especially intercultural understanding. Students are introduced to the depth and breadth of concepts with the inclusion of Indigenous perspectives using the 'way in' text (after Bintz 2011) *Munjana*, a song by Bunjalung-Gunditjmara man Archie Roach, which presents a true biographical account of an Aboriginal woman and her son, Beverly and Russell Moore, affected by social factors including community and institutionalised racism leading to the Stolen Generations.

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Section 2:

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Five Lesson Sequence Overview

Lesson	Lesson Title/Focus	Relevant Intended Learning Outcome(s).	Main Learning experiences/activities	Relevant Performance Task(s)	Resources	Link/s to prior lesson
1	Revision: the *Munjana* text, Aboriginal Elder incursion, BPS model and Social Factors. Introduction to the independent research task.	ILO 1. Introduction to ILO 2: completion of step 1: selection of group Links also to General Capabilities: Literacy, ICT capability, and the Cross-Curriculum Priority: ATSI histories	**<u>Teacher Actions:</u>** • Write structure for this lesson on white board. • Introduce overview for this week's lessons using a slide of ILOs and Key Knowledge. • Review the last week, using revision slides and asking prompting questions, to the class as a whole and to individual students (see Appendix B) • Introduces research task. Show slide, hand out hardcopy information sheet (Appendix C), talks through steps. Encourages students to select a group that they may be familiar with, perhaps belong to themselves. • Provides opportunity for students to ask questions. • Facilitates class brainstorm of known and guessed-at local marginalised groups as possible case studies. • Introduces students to digital KWL chart. Familiarises them with how to use it. • Facilitates student question time – general or select students to read from W of KWL. • Directs work on step 1 of research task. Directs students to decide if they are working alone, in pairs or in groups of three (pairs most encouraged option – groups of three or individuals will need to discuss this with teacher). • Directs students to use internet to explore different local groups to help select one, selection needs to be decided by beginning of next lesson. List of known local groups provided to students who are unfamiliar with local area (such as the	1. Answers to teacher questions 2. Research task: Step 1: • Selection of research partner/s. • Selection of marginalised group (confirmed by beginning of next class). 3. Progressive Exit Card – KWL chart: Step 1, Lesson 1. 4. Student question time 5. Logbook entries	• Data Projector • White board • Markers • Power point revision slides, including the BPS model diagram (Appendix E), summary points about social factors, and the song lyrics to Munjana (Appendix G). • The ILOs and key knowledge for this week. • Information/Instruction sheet for research task given as a hardcopy to students (Appendix C). • Digital KWL chart for each student on school server (Appendix D). • List of known local marginalised groups with some resource links. • Student logbooks • Student digital devices with internet access • Text books: Psychology VCE Units 1-2 (Grivas 2016); Psychology VCE Units 3 & 4 (Grivas 2018)	Students will have studied the BPS model of mental health in the prior 3 weeks, with an emphasis on the biological and psychological factors. In the week directly previously, social factors will have been introduced, and there will have been a focus on Indigenous mental health, using the way in text, *Munjana*, and an incursion with a local Aboriginal elder talking about the impact of the Stolen Generations (refer to A1).

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			Chinese international student, and refugee student), or who are otherwise struggling. **<u>Student Actions:</u>** • Answer questions and participate in discussion. • Ask questions • Contribute to brainstorm • Complete step 1 in KWL task • Contribute during student question time • Select research partner • Select group for case study. • May begin researching selected group.			
2	Research Investigation of Social Factors Affecting a Marginalised Group	ILO 2. Step 2: characteristics of select group Links also to General Capabilities: Ethics, ICT, Critical and creative thinking, Personal and social understanding, and Intercultural understanding.	**<u>Teacher Actions:</u>** • Write structure for this lesson on white board. • *Explicit teaching*: Defining marginalisation – present various definitions via PP slides (eg key concepts and examples: inequitable access to resources for various reasons, minority groups, cultural differences, stigma, prejudice, outlawed …). Discuss the importance of not assuming that social factors mean that everyone in a group will develop a mental illness. • Introduce students to onenote file (Appendix F) and provide instructions for how to use it. • Remind students of research skills for google searches – use white board to put up useful search terms • Teacher questions and class discussion: focus on ethical problems associated with grouping and labelling people, the importance and pitfalls of researching groups. • Address any concept or process issues arising from KWL entries • Go over step 2 in research task: Describe the defining characteristics of your chosen group. Define key ideas for whole class, and work individually with students to meet this step.	1. Working through Step 2 of research task 2. Progressive Exit Card – KWL table: Step 2. 3. Teacher Questions 4. Student Questions 5. Some students begin to upload their findings to shared onenote data-base	• Data Projector • White board • Markers • PP slides on definitions of marginalisation, and ethical considerations around labelling and stigmatisation. • Instruction sheet for research task. • Digital KWL chart • Student logbooks • Student digital devices • Shared onenote file (Appendix F). • Text book: Psychology VCE Units 3 & 4 (Grivas 2018).	Issue of labelling links back to Unit 1, AOS 2: Atypical Psychological Development and a key dot points around problems associated with labelling (VCAA 2017, p. 15), and in unit 4 where the role of stigma is a focus for factors affecting access to mental health services (VCAA 2017, p.30). It also links to Sociology Unit 1 (VCAA 2016, p.10), which may be an important connection for students studying both subjects. Continuing with independent research is scaffolded so that students in this lesson will have completed step 1 and most will have begun step 2.

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			• Make time for each student to check on progress and provide necessary assistance and direction • Facilitates student question time – general or select students to read from W of KWL. • **<u>Student Actions:</u>** • Answer questions and participate in discussion. • Complete step 2 in KWL chart • Contribute during student question time • Work on step 2 of research task: Research characteristics of selected group, in accordance with prompt questions on information sheet. • Record information in logbook			
3	Research Investigation on Social Factors Affecting a Marginalised Group	ILO 2. Step 3: Social Risk Factors and their impact on mental wellbeing in select group Links also to General Capabilities: Ethics, ICT, Critical and creative thinking, Personal and social understanding, and Intercultural understanding; and Cross Curriculum Priority: ATSI histories and cultures	**<u>Teacher Actions:</u>** • Write structure for this lesson on white board. •Exemplify Step 3, with a *worked example* of how social factors affect mental health, using a flow chart based on the BPS model derived from the psychology text book (Grivas 2016, p.240) (Appendix H), with Beverly Moore from Archie Roache's song *Munjana* (see Appendix G). • Teacher questions and class discussion: focus on social factors and how they impact on mental health – use examples of groups selected by students in the class. • Address any concept or process issues arising from KWL entries • Make time for each student to check on progress and provide necessary assistance and direction • Facilitates student question time – general or select students to read from W of KWL. •**<u>Student Actions:</u>** •Work on step 3 of research task: Research social factors impacting on the mental health of the selected group, in accordance with prompt questions. •Answer questions and participate in discussion.	1. Working on step 3 in research task 2. Progressive Exit Card – KWL table: Step 3. 3. Teacher Questions 4. Student Questions 5. More students begin to upload their findings to onenote	• Data Projector • White board • Markers • PP slides showing a flow chart of social factors and their impact on mental health in the case of Beverly Moore (Appendix H) in the song *Munjana* (Appendix G). • Research instruction sheet • Digital KWL chart • Student logbook • Student digital devices • Shared onenote file • Text books: Psychology VCE Units 1-2 (Grivas 2016); Psychology VCE Units 3 & 4 (Grivas 2018).	Continuing with independent research is scaffolded so that students in this lesson will have completed step 1- 2 and most will have begun substantial work on step 3.

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			•Complete step 3 in KWL chart •Contribute during student question time •Record information in logbook •Begin uploading information to onenote			
4	Research Investigation on Social Factors Affecting a Marginalised Group	ILO 2. Step 4: Analysis of mental health services available to select group. Links also to General Capabilities: Literacy, ICT, Critical and creative thinking, Personal and social understanding, and Intercultural understanding; and the Cross-Curriculum Priority: ATSI histories and cultures	**<u>Teacher Actions:</u>** • Write structure for this lesson on white board. •Direct instruction: Exemplify the used of critical literacy techniques to explore Step 4: analysing the websites of service providers. Use Luke and Freebody's (1999) 4 resource model, with particular emphasis on Text User and Text Critic, with one of the services found by students in the class. •Direct students who are completing tasks ahead of schedule to work on the extension questions if they are not already doing so. • Teacher questions and class discussion: focus on mental health service providers – with examples found by students in the class. • Address any concept or process issues arising from KWL entries • Make time for each student to check on progress and provide necessary assistance and direction • Facilitates student question time – general or select students to read from W of KWL. **<u>Student Actions:</u>** •Provide an example of a service to be used in demonstration discussion of critical literacy techniques. •Answer questions and participate in discussion. •Work on step 4 of research task: Research mental health services available to the select group, in accordance with prompt questions. •Complete step 4 in KWL chart •Contribute during student question time •Record information in logbook •Upload more information to onenote	1. Work on research step 4: 2. Progressive Exit Card – KWL chart: Step 4. 3. Teacher Questions 4. Student Questions 5. Students continue to upload their findings to onenote.	• Data Projector • White board • Markers • Luke and Freebody's 4 resource model, with a service webpage found by a student. • Research task instructions. • Digital KWL chart • Student logbooks • Student digital devices • Shared onenote file. • Text book: Psychology VCE Units 3 & 4 (Grivas 2018).	Continuing with independent research is scaffolded so that students in this lesson will have completed step 1-3 and most will have begun substantial work on step 4 and 5.

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5	Presentation of Research Findings via onenote	ILO 2. – summative presentation stage	**<u>Teacher Actions:</u>** • Write structure for this lesson on white board. • Revise process of uploading information to onenote •Teacher question time with a focus on asking students key questions about their findings, leading into facilitated discussion about each group's work and a sharing of information and resources. e.g direct questions to select students might be: ◦ Lilly please remind us what group you have investigated and tell us what services you have found that cater to their mental health needs. ◦ Jason what was something that you learned that you didn't expect to learn about your chosen group? ◦ Followed by: does anyone else have a question for Lilly/Jason about what they found out about her group? •Spend time with each group to monitor progress on completing task, with all information added to onenote, providing assistance where needed. Negotiate extra time for any students that are not able to finish task in this lesson. •Make time for Q&A session on shared data-base next week. **<u>Student Actions:</u>** •Answer questions and participate in discussion – particular focus on asking questions to other students about their case studies. •Complete uploading information to onenote •Make any final notes to KWL chart – particularly to column L •Homework: ◦ finalise logbook entries, ◦ peruse shared onenote data-base to explore different marginalised groups ◦ prepare questions on class-mates' work for Q&A session early next week.	1. Complete research steps. 2. Present findings on onenote file	• Data Projector • White board • Markers • Digital KWL chart • Student logbooks • Student digital devices • Shared onenote file • Text book: Psychology VCE Units 3 & 4 (Grivas 2018).	Bring lesson sequence to a close, by ensuring that students have completed all steps following on from previous lesson work; or they have negotiated extra time in which to finish the task. Follow up with Q&A session on shared data-base early next week.

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Appendix B: Lesson Plan

Group of learners: Year 12, Unit 4 Psychology Class.

Sequence title: The involvement of social factors in the development and management of mental disorders.

Lesson number in sequence: Lesson 1 of 5

Overarching Intended Learning Outcomes (ILO) in this lesson:

(derived from ILO 1 & 2 in section 1)

1. Use the biopsychosocial model of mental wellbeing to explain how social factors impact on mental disorders.

2. Select a marginalised group and begin research on the social factors affecting their mental health.

Performance tasks (How will you know to what extent learners are working towards the ILO in this lesson?):

- Teacher and student question and answers
- Logbook entries
- KWL charts entries
- Selection of marginalised groups by students

How does this lesson link to the previous lesson/prior knowledge?

In preceding weeks students will have studied: the mental health continuum, mental wellbeing, mental disorder, the BPS model, predisposing, precipitating, perpetuating and protective factors, and the biological and psychological factors of the BPS model in detail.

In the week directly prior to this lesson, the third aspect of the BPS model, social factors, will have been introduced, with an emphasis on Indigenous mental health. The 'way in' text (after Bintz 2011), *Munjana*, will provide an Indigenous perspective on social factors affecting Aboriginal people, and will be followed with an incursion with a local Aboriginal Elder talking about the impact of the Stolen Generations (as outlined in A1).

This lesson will review these key concepts and learning experiences and introduce the independent research task, which is designed to deepen students understanding of the relationship between social factors, mental health and marginalised groups.

This lesson also builds on key science skills (notably for this lesson step 1 of the research task corresponds to 'plan and undertake investigations') that are a cross study specification of the VCE psychology study design (VCAA 2017 p. 11-12) and will have been a repeated focus throughout units 1-4. This lesson also builds on students' General Capabilities (ACARA 2016a), particularly Literacy (in interpreting diagrams, models, and comprehending instruction sheets), ICT capability (in using the internet to begin research and use the school's online portal to fill out the KWL chart), and Intercultural understanding and Indigenous perspectives (in hearing first-hand accounts of culturally specific experiences of other people).

The lesson also depends on students' prior knowledge and experience of classroom standards and expectations around respectful behaviour towards others, and protocols for speaking and listening during question and discussion activities.

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How will this lesson link to the following lesson?

This lesson provides the introduction to the research task. It gives students clear instructions and scaffolding and provides a contextual background by way of linking the task to prior knowledge including the specific example of factors affecting Indigenous people. This lesson provides and overview and sets the expectations and direction for students work, and teaching strategies, in the next 4 lessons. In the next lesson the content focus of teaching will be on research skills and issues related to working with "marginalised'' groups, as well as any issues that arrive from formative assessments.

Stage of lesson	**Task Objectives** *What are specific intended learning objective/s that you want learners to achieve after each task to meet the overall ILO(s) of the lesson?*	**Time** *How long do you expect each task to take?*	**Teacher action** *What will you do? What specific prompting questions or instructions will you give? How will you monitor student progress and needs?*	**Student action** *What will students be doing? Will students be working alone, in pairs, small groups? Will they all be doing the same activities? What forms of differentiation are to be included to support diverse learners?*
Stage 1 Introduction *How will you engage and stimulate the interest of the students? Include questions that you will ask and descriptions of visual or other materials you will use.*	Students to understand structure of the lesson sequence, ILOs, key knowledge and tasks. Attainment of ILO1: students able to use BPS model to explain the impact of social factors on mental wellbeing, with specific examples relating to Indigenous people. Informally evidenced by teacher questions and class discussion. Logbook notes, formative assessment of ILO 1.	15 minutes for all activities in this stage.	• Write structure for this lesson on white board. • Introduce overview for whole lesson sequence using a power-point slide of ILOs and Key Knowledge, and structure for week's lessons. • Review last week, using power-point revision slides, including: the BPS model diagram (Appendix E), summary points about social factors, the song lyrics to *Munjana* (Appendix G), and asking revision questions, to the class as a whole and to individual students. For example: ◦ Can someone describe what the biopsychosocial model of mental health is? ◦ Why do we use it? ◦ How can it be used to help understand and treat mental disorders? ◦ How does it relate to the idea of mental health as a continuum? ◦ What are social factors? Give examples? What did we learn about social factors affecting Aboriginal people? ◦ What were some of the mental health impacts of the stolen generations on Beverly and Russell Moore from the story told by Archie Roach in his song *Munjana*? ◦ What did Aunty/Uncle ……. say about the impact of the Stolen Generations? ◦ What else interesting did you learn or think about the visit we had with Aunty/Uncle ……..?	Students work independently and collaboratively as a group to draw on prior learning and experience to answer and ask questions and participate in class discussion.

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Stage 2 Body of lesson *Describe each of the tasks or teaching/learning activities in the order to be undertaken. Start a new task each time the teacher or students behave in a different manner. State an estimated length of time for each task.* *What preparations have you made for early finishers of each task so that they will be extended in a relevant and interesting way?* *What considerations have you made to support the diverse needs of learners in this cohort?*	Introduction to summative student research task, towards attainment of ILO 2. Completion of step 1 of research task: selection of a marginalised group Logbook entries, formative assessment towards ILO 1 & 2.	25 minutes for all activities in this section.	• Introduces research assessment task. Show slide, hand out hardcopy information/instruction sheet (Appendix C), talks through steps. Encourages students to select a group that they may be familiar with, perhaps belong to themselves. • Provide opportunity for students to ask questions. • Facilitates class brainstorm of known and guessed-at local marginalised groups to explore as possible case studies. • Directs work on step 1. Directs students to decide if they are working alone, in pairs or in groups of three (pairs most encouraged option – groups of three or individuals will need to discuss this with teacher). • Facilitates class brainstorm of known and guessed-at local marginalised groups as possible case studies. • Directs students to use internet to explore different local groups to help select one, selection needs to be decided by beginning of next lesson. • Monitors individual students conceptual understanding and task progress through individual conversations and reading of logbook entries. Provides individual guidance or direct instruction where needed. Teacher actions to support the diverse needs of learners in this cohort: • Shows respect towards all students, models respectful relationships, maintains positive and individual gain-focused regard for the capabilities of all students. • Directs students who finish step 1 of the research task to begin step 2, and to answer the extension questions. • Ensures students are staying on task, with individual encouragement, disciplinary words or actions (such as changing seating positions of disruptive students) or changing the activity to break up the lesson (such as moving from independent research to class discussion or teacher or student question time). • Spends one-on-one time with each student/group, to monitor progress and provide individual support. • Provides a list of known marginalised groups to students who are unfamiliar with local area (such as the Chinese international student, and refugee student), or who are otherwise struggling (see list on task instruction sheet under step 1 – Appendix C).	• Read through instruction sheet • Contribute to brainstorm • Select research partner • Select group for case study (confirmed by beginning of next class). • May begin researching selected group, working alone, in pairs or groups of three. • Take notes in logbook

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			• Collect materials from welfare office in the school on some local service providers in the Bendigo area and groups they service to stimulate student thinking, providing starting points for less confident students. • As recommended in the VCE Psychology SD (VCAA 2017, p.8) section on Safety and Wellbeing, consult with the welfare team in the development of this sequence, and provide a list of support services available to students at the school, as it is possible that some students will feel upset by the nature of the material – it may be of a personal in some instances. Be sure to check in on the wellbeing of individual students, particularly knowing there are students in this class who suffer from anxiety, live in residential care, who identify as LGBTQI, come from 'broken' families, diverse and minority ethnic backgrounds, including an Aboriginal student, a Sudanese refugee, and a Chinese International student.	

Stage 3: Conclusion
 	
How will you draw the activities of the lesson together? How will you prompt the students to review and evaluate what they have learnt in this lesson? Will you provide instructions / activities for students to follow/ prepare for the next lesson?
	Introduction to formative progressive exit KWL chart, and completion of step 1/lesson 1, towards ILO 1 & 2.
	
	Student question time formative task, towards ILO 1.
		15 minutes for all activities in this section.	• Introduce students to digital KWL chart. Familiarises them with how to use it.
			
			• Facilitate student question time – general or select students to read from W of KWL.
			
			• Encourage students to:
			  • do some research in their own time before next class on their group,
			  • to become familiar with the instruction sheet and research steps,
			  • to make notes in their logbooks, and
			  • update their KWL charts as needed.
			
			• Monitors individual students conceptual understanding and task progress through individual conversations and reading of logbook entries. Provides individual guidance or direct instruction where needed.
			
			• Teacher reads KWL entries and prepares written or verbal, individual and group feedback for next lesson.
			
			• Ongoing teacher feedback on the KWL charts, and in class consultations is focussed, as advised by Black and Wiliam (1998, p. 85) on aspects of each individual student's work with advice on how improvements can be made, avoiding comparisons to other students work; and could be advice on 'ways to close the gap' between 'desired goals' (ILOs and research steps, and the W of KWL) and 'present position' (K of charts).
				• Complete step 1 in KWL chart task, to review and evaluate what they have learnt in this lesson.
				
				• Contribute during student question time
				
				• Ask clarifying questions

Resources and materials used in lesson (*Include the names of published materials, print and electronic, handouts or other documents you have prepared, equipment, etc.)*

- Data Projector
- White board
- Markers
- Power point revision slides including: the ILOs and key knowledge for this week, the BPS model diagram (Appendix E), summary points about social factors, and the song lyrics to *Munjana* (Appendix G).

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- Assessment task instruction sheet – as a pp slide and given as hardcopy to students (Appendix C).
- Digital KWL chart for each student on school server (Appendix D).
- List of known local marginalised groups with some resource links (see step 1 of Instruction sheet).
- Student logbooks
- Student digital devices with internet access
- Text books: Psychology VCE Units 1-2 (Grivas 2016); Psychology VCE Units 3 & 4 (Grivas 2018).
- Materials from welfare office in the school on some local service providers in the Bendigo area and groups they service to stimulate student thinking, providing starting points for less confident students

Considerations included to support the needs of diverse learners in this lesson (Knowing the learners as you do, what considerations have you made to ensure all learners are well supported in this lesson?):

There is so much individual diversity in this class, academically and socially, that I feel the best strategy for addressing the students' needs has really been to scaffold a multi-step, multi-tiered task that has attainable components for all students. I have therefore scaffolded the tasks in this lesson sequence so that the minimum content and concepts can be attained with clear steps, while at the same time trying not to "dumb down" the content by maintaining an emphasis on correct terminology and an adherence to scientific conventions, and by providing enrichment tasks (tiered questions) for students who can work beyond. The enrichment tasks also help provide 'breadth and depth' (Moss 2005, p. 156) to the application of psychology concepts, and the much-recommended element of student *choice* in catering to student diversity (Moss 2005, p. 156; SEVA n.d.)

This lesson and the whole sequence has a large emphasis on student teacher interaction, via whole class discussion and questions that are aimed at students being co-educators. There is also a lot of one on one student – teacher interaction, during independent research time, and through dialogic feedback. For this first lesson, the emphasis here will really be on ensuring that each individual student has a clear idea about the task (at least step 1) and what they need to do next.

Highly structured and formal formative self-assessments with clear targets, which are introduced and began in this lesson, have been included, based on evidence that formative assessments helps low achievers the most, and also improves overall performance (Black & Wiliam 1998). The self-assessment aspect of the KWL charts allows students to take ownership of their own learning, against the ILOs rather than being measured against the performance of other students and should according to the literature contribute further to student gains (Black & Wiliam 1998, p. 85-86).

Other specific support materials and processes provided to cater to student diversity include:

- A list of known local groups provided to students who are unfamiliar with local area (such as the Chinese international student, and refugee student), or who are otherwise struggling.
- Tiered extension questions.
- Materials collected from welfare office in the school on some local service providers in the Bendigo area and groups they service to stimulate student thinking, providing starting points for less confident students.
- A list of support services available to students at the school, for any who are feeling upset by this material.
- Changing seating positions of disruptive students, to help facilitate their better attention and focus either by sitting alone or with a more focused group of students, and/or to stop disruptive students interfering with the progress and concentration of other students. This is done in an open and direct way, with students being told the reasons why it will happen (eg to assist their progress with study and that of other students, to maintain a respectful and discipline working environment in the classroom), and with warnings (eg. 'If I need to ask you again to stop disrupting the class or talking off topic then I will ask you to move seat') and was used with success with these students during placement.
- Teacher shows respect towards all students, demonstrates respectful relationships, maintains positive and individual gain-focused regard for the capabilities of all students. International research shows that students' performance is enhanced when the classroom is a positive learning environment that is fostered by positive student teacher relationships and growth mindset of the teacher (Comber & Kamler 2004; Crevola & Hill 2009, Dweck 2015).

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- The mixture of focus and activities in each class, provides opportunities for change, and stimulating engagement, and can be delivered flexibly in a way that responds to what dynamic is happening in any one lesson. For example, if there is a time when students have been working independently but are losing focus (eg lots of off topic chatter), then this might be a time to do the KWL chart, have direct questioning from the teacher, or to start a discussion, or explain more about a process or content item.

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Appendix C: Information sheet for summative independent student research task

Psychology Unit 4: How is wellbeing developed and maintained AOS 2: What influences mental wellbeing

Learning Task: Student Research Investigation on Social Factors Affecting the Development and Management of Mental Disorders in a Marginalised Group

ILOs:

1. Apply your understanding of the biopsychosocial model of mental wellbeing to explain how social factors impact on mental disorders.
2. Present evidence of independent research on social factors affecting a marginalised group, with reference to risk and protective factors, and support services.

Key Knowledge:

- Biopsychosocial Model of Mental Health
- Social factors
- At-risk social group
- Risk factors (predisposing, precipitating, perpetuating) and protective factors
- Support services

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Aim: Select a marginalised social group and investigate specific social factors that may affect mental health and impact on the development and treatment of mental disorders. You will present your findings to the rest of the class via a shared onenote file, to build a class data-base on different at-risk groups in our community, social factors affecting their mental health, and support services available to them.

Introduction: Sociologists use the term *social group* to talk about individuals who share socially-relevant characteristics and may or may not be connected by interactions and integrative ties (Jary & Jary 1991, p. 264-265). The terms help us to consider the impact of power imbalances in society, how resources are distributed, and how certain people become marginalised from attaining a just portion of resources. The biopsychosocial approach in psychology acknowledges that it is not just biology or psychology that impact upon mental health, but also that social factors play a role. This learning task requires you to consider how different groups may have different social risk factors affecting their mental health and access to services. We must be mindful, however, that we do not contribute further to negative stereotyping, stigmatising or marginalisation; which can be a negative aspect of grouping people in categories. It is important to note, for example, that not all the people in a marginalised (or at-risk) social group will necessarily suffer more mental health issues than people in other groups.

Instructions:

- For this assignment you will work in pairs. Any students wishing to work alone or in groups of three will need to seek approval of the teacher.
- Follow the research steps and answer the questions on the following page. **Questions in bold are to be answered to meet the minimum requirement.** Additional questions in normal font need to be answered to maximise marks. *Questions in italics are extension questions and may attract bonus points.*

Step 1: Select a group to study

You are encouraged to select a group that you might already be familiar with. Perhaps you are a member of this group or know someone who is. In addition to secondary sources of evidence, you will also be allowed to use qualitative data derived from personal experience or (anonymous) interview data from family or friends. However, you may also select a group that you are unfamiliar with.

Some ideas for groups include: refugees, ethnic minorities, non-English speaking people, LGBQTI people, people living with a disability, victims of domestic violence, women, homeless people, homeless youth, foster children or children in supported accommodation, Aboriginal people, single parents, people living rurally, young people, illicit drug users, people in jail, or another marginalised group.

Step 2: Describe the defining characteristics of your chosen group

Who are they? Where do they live? Where do they come from?

Summarise a brief history of the group (you may use information you gather from personal conversations/interviews from family or friends for this - talk to the teacher about consent and anonymity).

Describe why this group is considered at-risk in terms of mental health.

Can you identify any mental health issues and needs specific to this group? *Assemble some mental health statistics on this group. You may include wellness indicators for health, wealth, education, life expectancy etc., or other information you think is relevant, and you may include graphs, tables, flow charts, tables or other visual representations for data.*

Have you encountered any stereotyped views about this group? *Reflect on these in relation to what you now know about this group.*

Step 3: Describe how specific social factors may impact on mental health of this group.

List the social risk factors affecting this group? Describe how these factors might impact on mental health, and the development of a mental disorder?

Are any social factors affect this group accessing treatment of a mental health issue?

Describe a short case study that illustrates how a particular mental health issue is connected to the impact of a social factor. You may use information you gather from personal conversations/interviews with family or friends for this (talk to the teacher about consent and anonymity), or you may find a relevant video or pod cast that can be uploaded to the onenote file.

Identify any protective factors within this group?

Apply your knowledge of the BPS model to describe how psychological and biological factors might interact with social factors in positive and/or negative ways on this group?

Step 4: Available Mental Health Services

Locate services that specifically cater to the mental and/or general health of this group?

What is the organisations name? Who are they run by? *Are they publicly or privately funded?*

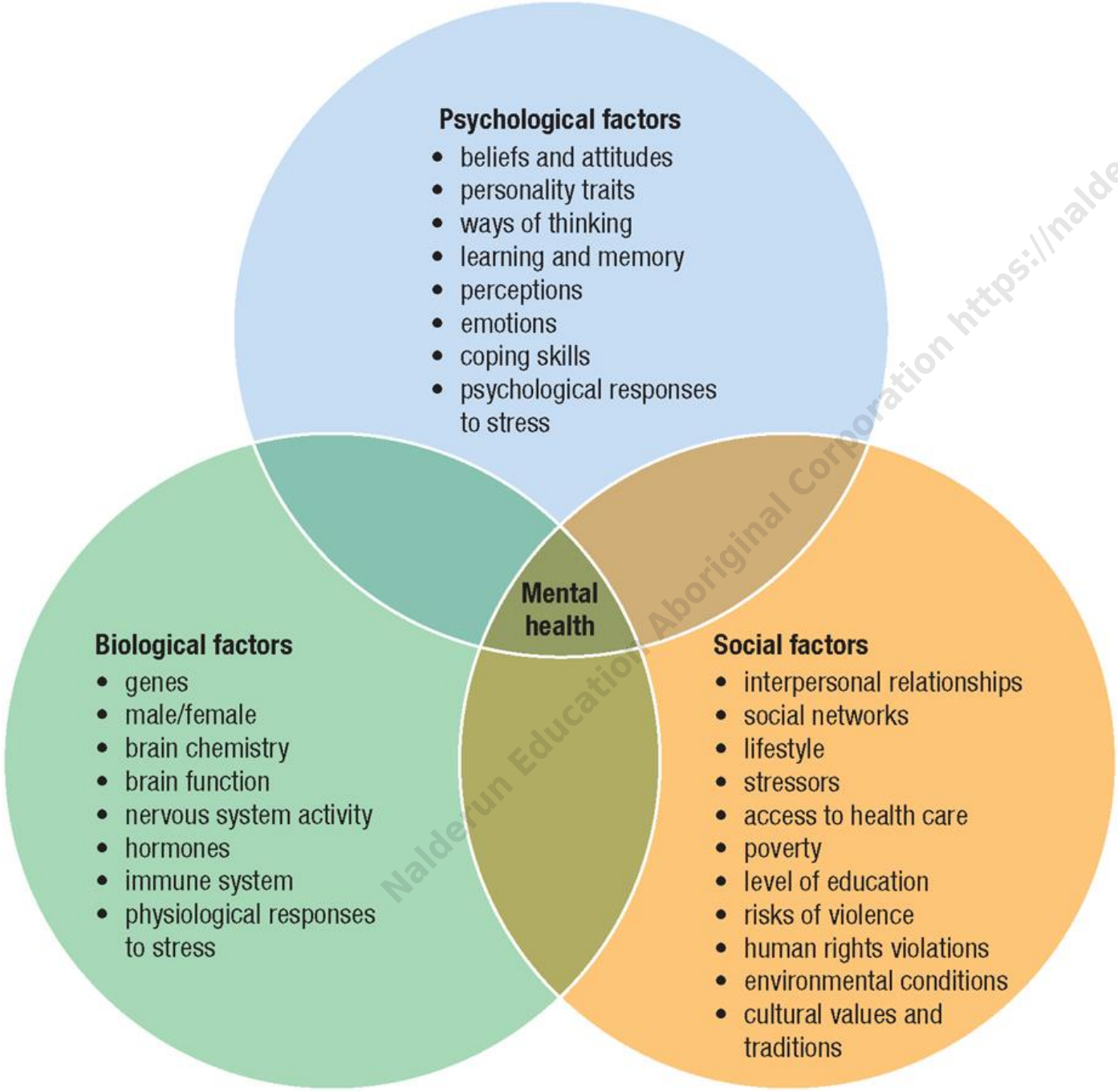
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Appendix D: Progressive KWL Chart

Lesson questions	K – what I already *know* about this	W – what I *want* to know – and questions I have	L – what I have *learned* through this research task
Lesson 1, Step 1 Fill out K & W for: • the biopsychosocial model • social factors • your early ideas and knowledge about a possible case study group Fill out column L when you are ready (but before the end of lesson 5)			
Lesson 2, Step 2 Fill out K & W for: • defining details of your chosen marginalised group Fill out column L when you are ready (but before the end of lesson 5).			
Lesson 3, Step 3 Fill out K &W for: • the social factors affecting your chosen group, including risk, and protective factors • how social factors affecting your group might impact on the development and treatment of a mental disorder. Fill out column L when you are ready (but before the end of lesson 5).			
Lesson 4, Step 3-4 Fill out K and W for: • support services available in the community for members of your chosen group Fill out column L when you are ready (but before the end of lesson 5).			

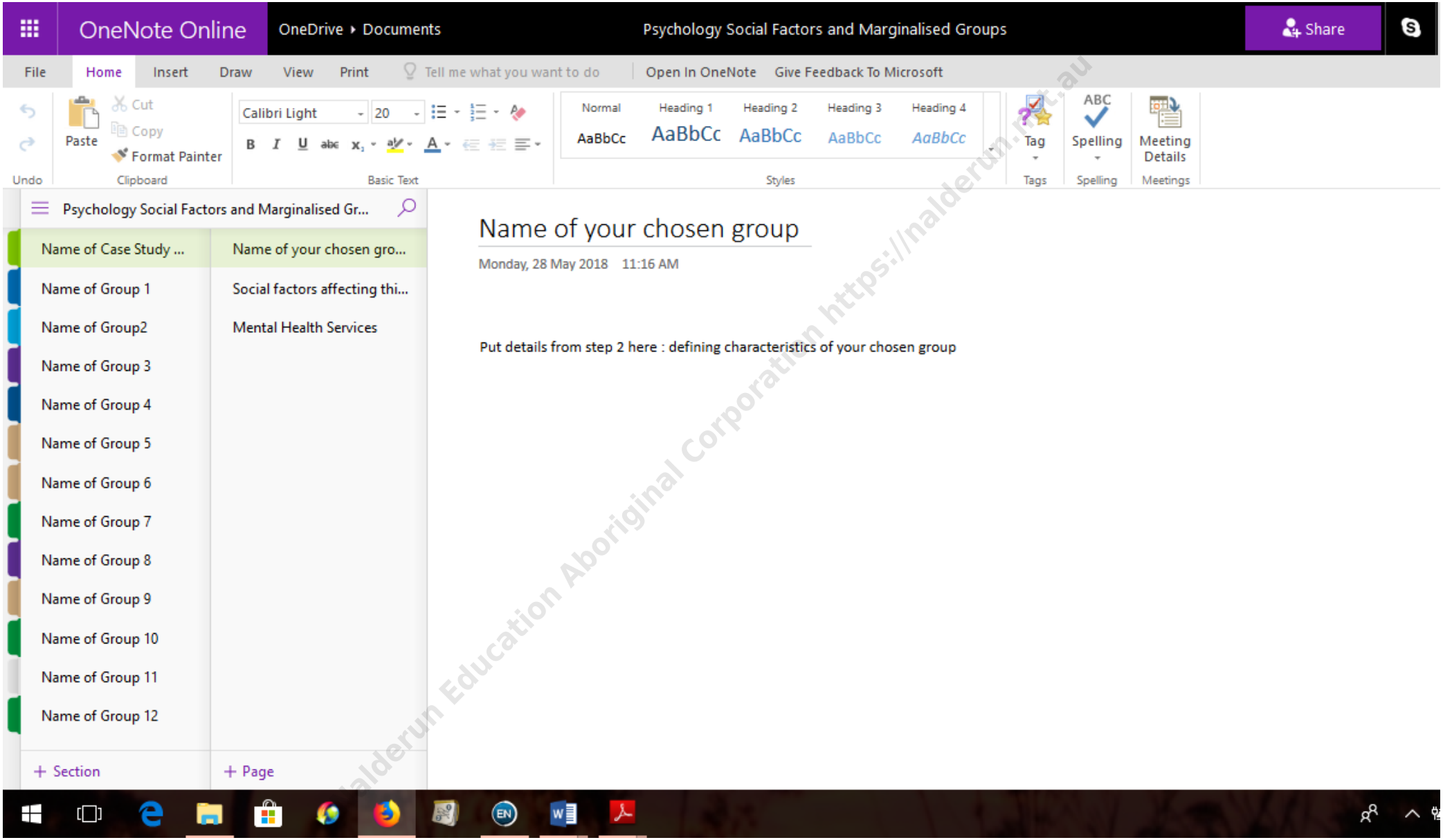
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Appendix E: Diagram of the Biopsychosocial model of mental health (Grivas 2016, p. 240)



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Appendix F: Sample of onenote file with scaffolded tabs for students to fill in.



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Appendix G: 'way in text'

Munjana

Archie Roach

Album: Charcoal Lane (1990) (Genius Media Group 2018)

Times were hard in old Swan Hill
And her circumstances got harder still
The only thing this woman ever knew was pain It seemed she'd never know sweet happiness again
Kicked around, treated bad
It's not right for one so young to be so sad
A Koori child should not have had this cross to bear
It makes me wonder if anybody really cares
Troubled woman is your name
Through no fault of yours it seems you always got the blame And an old man's voice calls from afar

Who will shed a tear for Munjana?

Fond memories of Moulamein
The only happy times her family had seen
Wishing that those happy times would never end
With Uncle John who at the time was their best friend
But this young girl just couldn't win
She got in to trouble in Deniliquin
Had a lovely child way down in old Fitzroy
Then the Welfare came and took her baby boy
He was on the streets for many years
No-one ever knew his pain or saw his tears
He took to using drugs and booze just to escape
Then one night they arrested him for murder and rape Troubled woman, troubled man
Doesn't anybody out there give a damn?
And an old man's voice calls from afar

Who will shed a tear for Munjana?

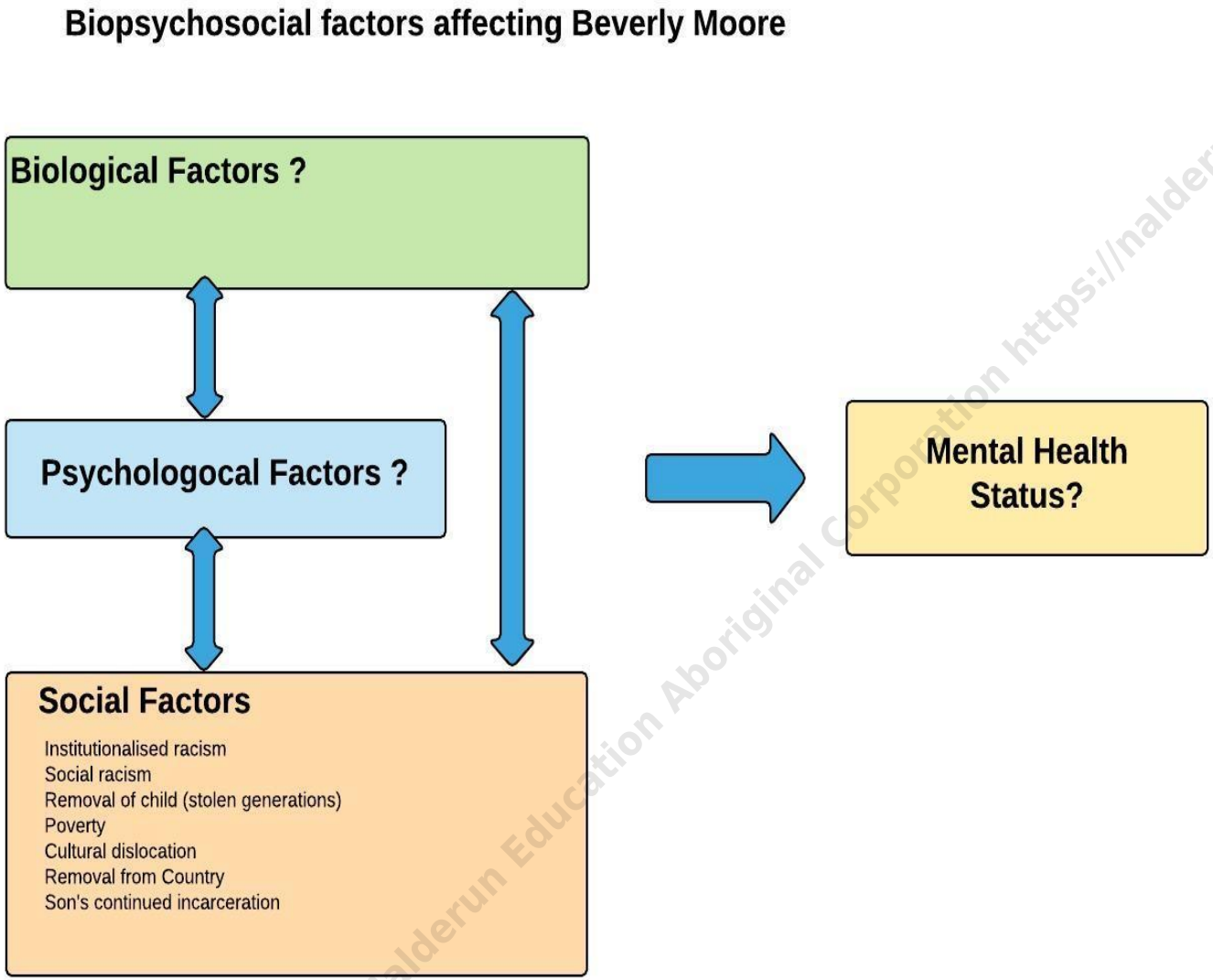
His one true mother who'd searched in vain
For her son she never thought she'd see again
She received a phone call from Florida
They found her son and more bad news for Munjana Hello Russell, this is your mother calling
Please forgive me I can't stop the tears from falling
You come from this land and sun above
And always remember the strength of your mother's love
They took you there when you were
five Now you're in some jail trying to survive
And if the truth be told when all have testified
Another crime committed here was genocide
Troubled woman is your name
Through no fault of yours it seemed you always got the blame
And an old man's voice calls from afar

Who will shed a tear for Munjana?

Who will shed a tear for Munjana?

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Appendix H: Flow chart illustrating BPS factors affecting Beverly Moore.



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