Professional learning activity: Applying curriculum – developing case studies

**Activity suggested duration:** 60 minutes

**Activity description:** This activity asks participants to consider one of two scenarios and then collaboratively plan learning activities in response to the scenario. The DET E5 model is provided as a starting point, although many schools may have another preferred pedagogical model.

**Learning leader preparation:**

* Read 5.3.

**Participant preparation:**

* Read 5.3.

Activity steps

1. Read through example case study 5.3 (10 minutes if not completed as pre-reading). Participants then form small groups.
2. Each group chooses **one** of the following scenarios and then develops examples of learning activities using the 5E structure (engage, explore, explain, elaborate, evaluate; see template below) or the school’s pedagogical model. (30 minutes)
3. Participants reflect on what they have learned through these activities using the reflective questions below. This can be done in the same groups as the planning activity or groups can be shuffled. (15 minutes)
4. Teachers complete an exit card indicating their level of understanding about teaching contemporary issues using the template below. (5 minutes)

|  |  |
| --- | --- |
| Traffic light | Level of understanding |
| Red | Areas I don’t yet understand |
| Yellow | Areas I need some further assistance with |
| Green | Areas I understand well |

Resources and teaching scenarios

Scenario 1

**Context**:

Students in a Civics and Citizenship class are interested in learning about the issue of youth employment. Many of the students have part-time jobs that have been impacted by the COVID-19 pandemic. Students are also interested in finding out more about their rights as workers, including wages, safety and conditions.

**Background**:

The COVID-19 pandemic has led to unprecedented disruption across the world, and young people have disproportionately suffered from the economic fallout in terms of employment. According to Sher Verick, from the International Labour Organization (ILO), ‘The young jobless have been stuck in a Covid-19 limbo-land. This crisis has … not only led to the closure of businesses and job losses, but the lockdown measures have also severely constrained young people’s ability to search for a job’ (Barrett and Palumbo 2021). The latest figures (at the time of writing in 2022) show that the youth unemployment rate in Australia is 9.4 per cent, compared to a rate of 4.2 per cent in the general population (Hannam 2022). Other aspects of the issue of youth employment in Australia are wages and conditions, including debates about the minimum wage (Janda 2021) and campaigns to improve occupational health and safety for young people (WorkSafe Victoria 2022).

**Resources:**

* WorkSafe Victoria (2022) [Young workers](https://www.worksafe.vic.gov.au/young-workers).

Scenario 2

**Context:**

Students in a Civics and Citizenship class notice that many of their clothes are made in Bangladesh, and they are interested in finding out whether child labourers may have made some of their clothes, and what could be done to address this. The SRC wants to investigate whether the school buys fair trade products.

**Background:**

In the world’s poorest countries, slightly more than one in five children are engaged in child labour. Children around the world are routinely engaged in paid and unpaid forms of work that are not harmful to them; however, they are classified as child labourers when they are either too young to work or are involved in hazardous activities that may compromise their physical, mental, social or educational development. In the least developed countries, slightly more than one in four children (ages five to 17) are engaged in labour that is considered detrimental to their health and development (UNICEF 2022). The International Labour Organization (ILO) and UNICEF recently released a report that found that the number of children in child labour has risen to 160 million worldwide, which is an increase of 8.4 million children over the previous four years, with millions more at risk due to the impacts of COVID-19 (UNICEF 2021). As part of the International Year for the Elimination of Child Labour, UNICEF and the ILO encouraged member states, business, trade unions, civil society, and regional and international organisations to redouble their efforts in the global fight against child labour by making concrete action pledges (UNICEF 2021). One way of doing this is to purchase fair trade products, which have been certified as not being made using child labour that is harmful to a child’s health and wellbeing or interferes with their education, leisure and development.

**Resources:**

* Fairtrade Australia and New Zealand (2022) [Addressing Global Issues](https://fairtradeanz.org/what-is-fairtrade/addressing-global-issues).
* UNICEF (2022) [Child labour](https://data.unicef.org/topic/child-protection/child-labour/).

5E planning template

|  |  |
| --- | --- |
| The Five Es | Learning activity examples |
| Engage |  |
| Explore |  |
| Explain |  |
| Elaborate |  |
| Evaluate |  |

Reflection questions for this activity

* How might you use, adapt, apply or alter these examples in your classrooms with issues that are of interest to your students?
* What challenges might you face in implementing these case studies?
* How could you incorporate these case studies into your existing planning?
* How could you liaise with colleagues from other subjects, such as Economics, Geography, Science and English, to help enhance these case studies?