

# Suite of Lesson Plans: Goal Setting and Action Planning for Holistic Education



# Contents

<b>Suite of Lesson Plans: Goal Setting and Action Planning for Holistic Education .....</b>	<b>3</b>
Overview.....	3
Lesson Plan Breakdown .....	3
Additional Lessons.....	4
Alignment with ACARA and NESA for Stage 3 (Years 5 and 6).....	5
<b>Lesson Plans for Goal Setting and Action Planning (Six Weeks) .....</b>	<b>7</b>
<b>Lesson Plan for Week 1: Identifying a Goal.....</b>	<b>7</b>
<b>Lesson Plan for Week 2: Investigating Barriers.....</b>	<b>9</b>
<b>Lesson Plan for Week 3: Identifying Potential Solutions.....</b>	<b>11</b>
<b>Lesson Plan for Week 4: Creating an Action Plan .....</b>	<b>13</b>
<b>Lesson Plan for Week 5: Building a Great Team .....</b>	<b>15</b>
<b>Lesson Plan for Week 6: Effective Teamwork and Conflict Resolution..</b>	<b>17</b>
<b>Additional Lessons.....</b>	<b>19</b>
<b>Summary of Additional Lesson Plans .....</b>	<b>19</b>
Lesson Plan: Design Thinking.....	22
Lesson Plan: Project Planning.....	23
Lesson Plan: Identifying Community Stakeholders.....	24
Lesson Plan: Bringing It All Together - Written Presentation.....	25
Lesson Plan: Presenting in Video Format.....	26
Lesson Plan: Pitching to a Judging Panel.....	27
<b>Alignment of Lesson Series with ACARA and NESA Including All Three Cross-Curriculum Priorities.....</b>	<b>29</b>
Explanation of Alignment.....	32
<b>Alignment with Cross-Curriculum Priority: Aboriginal and Torres Strait Islander Histories and Cultures .....</b>	<b>33</b>
<b>Alignment with Cross-Curriculum Priority: Sustainability.....</b>	<b>36</b>
<b>Alignment with Cross-Curriculum Priority: Asia and Australia's Engagement .....</b>	<b>38</b>
<b>Copyright Notification .....</b>	<b>40</b>

# Suite of Lesson Plans: Goal Setting and Action Planning for Holistic Education

## Overview

This suite of lesson plans is designed to guide students in Stage 3 through a comprehensive process of goal setting, barrier identification, solution generation, and action planning. Spanning several weeks, these lessons incorporate critical thinking, teamwork, and problem-solving skills while aligning with the Australian Curriculum, Assessment and Reporting Authority (ACARA) and the New South Wales Education Standards Authority (NESA). The lessons also integrate three key cross-curriculum priorities: Sustainability, Asia and Australia's Engagement, and Aboriginal and Torres Strait Islander Histories and Cultures, ensuring a holistic and inclusive educational experience.

## Lesson Plan Breakdown

### 1. **Week 1: Identifying a Goal**

- Objective: Students will identify a personal or group goal they want to achieve.
- Activities: Brainstorming, goal selection, and assignment on goal importance.

### 2. **Week 2: Investigating Barriers**

- Objective: Students will investigate potential barriers to achieving their goal.
- Activities: Group work on barriers, discussion, and assignment on barrier summary.

### 3. **Week 3: Identifying Solutions**

- Objective: Students will identify potential solutions to overcome the barriers.
- Activities: Brainstorming solutions, evaluating feasibility, and assignment on viable solutions.

### 4. **Week 4: Creating an Action Plan**

- Objective: Students will create an action plan to achieve their goal.
- Activities: Drafting action plans, peer review, and assignment on finalised action plans.

### 5. **Week 5: Building a Great Team**

- Objective: Students will learn what it takes to create a great team, identify their skills and those of their team members, and recognise any skill gaps.

- Activities: Identifying skills and roles, discussing skill gaps, and team-building challenges.

#### 6. **Week 6: Effective Teamwork and Conflict Resolution**

- Objective: Students will learn how to work effectively in teams and handle conflict.
- Activities: Role-playing scenarios, reflecting on teamwork, and assignment on conflict resolution.

### **Additional Lessons**

#### 1. **Design Thinking**

- Objective: Students will learn the principles of design thinking to generate innovative solutions.
- Activities: Apply design thinking to a small problem, share prototypes, and plan incorporation.

#### 2. **Project Planning**

- Objective: Students will learn how to plan and manage a project.
- Activities: Create a detailed project plan, discuss challenges, and finalise project plans.

#### 3. **Identifying Community Stakeholders**

- Objective: Students will identify and engage with community stakeholders.
- Activities: Create a stakeholder map, discuss engagement strategies, and develop a plan.

#### 4. **Bringing It All Together: Written Presentation**

- Objective: Students will learn how to compile their work into a written presentation.
- Activities: Draft the written presentation, peer review, and finalise the presentation.

#### 5. **Presenting in Video Format**

- Objective: Students will learn how to present their project in a video format.
- Activities: Plan and storyboard the video, share storyboards, and record the video.

#### 6. **Pitching to a Judging Panel**

- Objective: Students will learn how to pitch their project to a judging panel.
- Activities: Develop a pitch script, practice delivery, and finalise the pitch.

## Alignment with ACARA and NESA for Stage 3 (Years 5 and 6)

The suite of lesson plans is aligned with Stage 3, targeting students typically in Years 5 and 6. This stage is suitable for the development of critical and creative thinking, ethical understanding, and personal and social capability, which are integral to the activities and objectives outlined in the lessons.

The lesson plans align with both ACARA's general capabilities and cross-curriculum priorities, as well as NESA's specific subject outcomes for Stage 3, providing a comprehensive and integrated educational experience.

Here is a summary with the alignment:

<b>Alignment Category</b>	<b>Details</b>
<b>General Capabilities (ACARA)</b>	
<b>Critical and Creative Thinking</b>	Encouraged through problem-solving, design thinking, and innovative solution generation.
<b>Ethical Understanding</b>	Developed through exploring barriers and solutions, focusing on cultural sensitivity and sustainability.
<b>Personal and Social Capability</b>	Enhanced through teamwork, conflict resolution, and stakeholder engagement.
<b>Literacy</b>	Promoted through written and video presentations.
<b>ICT Capability</b>	Utilised in video presentations and project planning.
<b>Intercultural Understanding</b>	Fostered through activities related to Asia and Australia's Engagement and Aboriginal and Torres Strait Islander Histories and Cultures.
<b>Cross-Curriculum Priorities (ACARA)</b>	
<b>Sustainability</b>	Integrated through goals, solutions, and action plans focused on sustainable practices and environmental awareness.
<b>Asia and Australia's Engagement</b>	Incorporated through goals, barriers, and solutions related to understanding Asian cultures and fostering relationships.

<b>Alignment Category</b>	<b>Details</b>
<b>Aboriginal and Torres Strait Islander Histories and Cultures</b>	Embedded through activities that respect and incorporate Indigenous knowledge and practices.
<b>NESA Outcomes</b>	
<b>English</b>	EN3-1A, EN3-2A, EN3-3A, EN3-4A, EN3-5B, EN3-6B, EN3-7C, EN3-8D
<b>Personal Development, Health, and Physical Education (PDHPE)</b>	PD3-1, PD3-2, PD3-3, PD3-4, PD3-5, PD3-6, PD3-7, PD3-8
<b>Science and Technology</b>	ST3-4WS, ST3-5WT, ST3-10ES, ST3-11LW
<b>Mathematics</b>	MA3-1WM, MA3-2WM, MA3-3WM, MA3-4NA, MA3-5NA, MA3-6NA, MA3-7NA
<b>Geography</b>	GE3-1, GE3-2, GE3-3, GE3-4
<b>History</b>	HT3-1, HT3-2, HT3-3, HT3-4
<b>Media Arts</b>	Making: Years 5-6
<b>Drama</b>	Making: Years 5-6

By aligning the lessons with these standards and priorities for Stage 3, the suite of lesson plans ensures students receive a well-rounded education that prepares them for both academic success and active, informed participation in a global society.

# Lesson Plans for Goal Setting and Action Planning (Six Weeks)

## Lesson Plan for Week 1: Identifying a Goal

**Objective:** Students will identify a personal or group goal they want to achieve.

### Introduction (10 minutes)

- **Explanation:** Discuss the importance of setting goals.
  - Goals give direction and purpose.
  - They motivate and provide a sense of accomplishment.
  - Examples of different types of goals (academic, personal, group, etc.).

### Activity: Brainstorming Session (20 minutes)

- **Instructions:**
  - Students will individually brainstorm a list of potential goals they want to achieve.
  - Encourage a wide range of goals (short-term, long-term, personal, group).
- **Materials:**
  - Sticky notes or index cards.
  - Markers and pens.
- **Process:**
  - Students write one goal per sticky note/index card.
  - After brainstorming, students place their goals on a "Goal Wall" or board.

### Discussion: Sharing and Narrowing Down Goals (20 minutes)

- **Group Discussion:**
  - Students take turns sharing their goals with the class.
  - Discuss the feasibility and relevance of each goal.
  - Allow peer feedback and suggestions.
- **Narrowing Down:**
  - Each student/group selects one goal to focus on.
  - Ensure the goal is specific, measurable, achievable, relevant, and time-bound (SMART).

### Gamification: Goal Selection Game (10 minutes)

- **Instructions:**
  - Create a fun and interactive game where students "vote" for the best goal.
  - Each student/group presents their top goal.

- Classmates can "vote" using coloured stickers or tokens.
- **Reward:**
  - The goal with the most votes receives a small prize (e.g., a certificate or a badge).

**Assignment (10 minutes)**

- **Task:**
  - Write a brief description of the chosen goal.
  - Explain why this goal is important and what they hope to achieve.
- **Submission:**
  - Collect the written descriptions at the end of the class.

**Materials Needed**

- Sticky notes or index cards.
- Markers and pens.
- "Goal Wall" or board.
- Coloured stickers or tokens for voting.
- Prizes for gamification (e.g., certificates or badges).

**Lesson Plan for Week 1: Identifying a Goal**

<b>Time</b>	<b>Activity</b>	<b>Description</b>
10 minutes	Introduction	Explain the importance of setting goals.
20 minutes	Activity: Brainstorming Session	Students brainstorm and list potential goals.
20 minutes	Discussion: Sharing and Narrowing Down Goals	Students share their goals, receive feedback, and select one goal to focus on.
10 minutes	Gamification: Goal Selection Game	Interactive game to vote on the best goal with rewards.
10 minutes	Assignment	Write a brief description of the chosen goal and explain its importance.

This lesson plan aims to engage students in identifying and selecting a meaningful goal while incorporating gamification elements to make the process interactive and fun.



## Lesson Plan for Week 2: Investigating Barriers

**Objective:** Students will investigate potential barriers to achieving their goal.

### Introduction (10 minutes)

- **Explanation:** Discuss common barriers to achieving goals.
  - Examples: Lack of resources, time constraints, insufficient skills, external factors.
  - Importance of identifying barriers early to develop effective strategies to overcome them.

### Activity: Group Work to Identify Specific Barriers (20 minutes)

- **Instructions:**
  - Divide students into small groups.
  - Each group will focus on one goal and brainstorm specific barriers they might face.
- **Materials:**
  - Large sheets of paper or whiteboards.
  - Markers and pens.
- **Process:**
  - Groups list potential barriers on the paper/whiteboard.
  - Encourage them to think critically and consider various aspects (e.g., personal, logistical, external).

### Discussion: Sharing Identified Barriers and Discussing Causes (20 minutes)

- **Group Discussion:**
  - Each group presents their identified barriers to the class.
  - Discuss the potential causes of each barrier.
  - Encourage peer input and suggestions for additional barriers or insights into causes.

### Gamification: Barrier Bingo (10 minutes)

- **Instructions:**
  - Create a Bingo card with common barriers (e.g., "Lack of Time," "No Access to Resources," "Skills Gap").
  - As groups share their barriers, students mark off matching barriers on their Bingo cards.
- **Reward:**
  - The first student to get a Bingo (row, column, or diagonal) wins a small prize.

### Assignment (10 minutes)

- **Task:**
  - Write a summary of the barriers identified for their goal.
  - Explain why these barriers exist and how they might impact achieving the goal.
- **Submission:**
  - Collect the summaries at the end of the class.

**Materials Needed**

- Large sheets of paper or whiteboards.
- Markers and pens.
- Bingo cards with common barriers.
- Prizes for gamification (e.g., small tokens or certificates).

**Lesson Plan for Week 2: Investigating Barriers**

<b>Time</b>	<b>Activity</b>	<b>Description</b>
10 minutes	Introduction	Discuss common barriers to achieving goals.
20 minutes	Activity: Group Work to Identify Barriers	Groups brainstorm specific barriers for their goals.
20 minutes	Discussion: Sharing Barriers and Causes	Groups present barriers and discuss possible causes.
10 minutes	Gamification: Barrier Bingo	Interactive game to identify common barriers with rewards.
10 minutes	Assignment	Write a summary of the barriers identified for their goal and explain their impact.

This lesson plan helps students identify and analyse barriers to their goals, fostering critical thinking and collaborative problem-solving skills while incorporating a fun gamification element.

## Lesson Plan for Week 3: Identifying Potential Solutions

**Objective:** Students will identify potential solutions to overcome the barriers.

### Introduction (10 minutes)

- **Explanation:** Discuss different problem-solving strategies.
  - Examples: Brainstorming, mind mapping, pros and cons analysis, root cause analysis.
  - Importance of creative and critical thinking in solving problems.

### Activity: Brainstorm and List Potential Solutions for Each Barrier (20 minutes)

- **Instructions:**
  - Each student/group reviews the barriers they identified in the previous week.
  - Brainstorm potential solutions for each barrier using different problem-solving strategies.
- **Materials:**
  - Large sheets of paper or whiteboards.
  - Markers and pens.
- **Process:**
  - Students/groups write down each barrier and list possible solutions underneath.
  - Encourage thinking outside the box and considering multiple solutions for each barrier.

### Discussion: Evaluate the Feasibility of Each Solution (20 minutes)

- **Group Discussion:**
  - Each group presents their barriers and potential solutions to the class.
  - Discuss the feasibility of each solution based on factors like resources, time, and skills.
  - Encourage peer feedback and suggestions to refine solutions.

### Gamification: Solution Feasibility Voting (10 minutes)

- **Instructions:**
  - Create a voting system where students can vote on the feasibility of each solution presented.
  - Use coloured stickers or tokens for voting.
- **Reward:**
  - Solutions with the highest votes receive a small prize (e.g., certificate or badge).

### Assignment (10 minutes)

- **Task:**
  - Create a list of the most viable solutions for their barriers.
  - Explain why these solutions are feasible and how they plan to implement them.
- **Submission:**
  - Collect the lists at the end of the class.

**Materials Needed**

- Large sheets of paper or whiteboards.
- Markers and pens.
- Coloured stickers or tokens for voting.
- Prises for gamification (e.g., certificates or badges).

**Lesson Plan for Week 3: Identifying Potential Solutions**

<b>Time</b>	<b>Activity</b>	<b>Description</b>
10 minutes	Introduction	Discuss different problem-solving strategies.
20 minutes	Activity: Brainstorm Potential Solutions	Students/groups brainstorm and list potential solutions for each barrier.
20 minutes	Discussion: Evaluate Feasibility	Groups present solutions and discuss their feasibility with the class.
10 minutes	Gamification: Solution Feasibility Voting	Interactive voting on the feasibility of solutions with rewards.
10 minutes	Assignment	Create a list of the most viable solutions for their barriers and explain their feasibility.

This lesson plan guides students in identifying practical solutions to overcome barriers, fostering problem-solving skills and encouraging critical evaluation through group discussion and gamification.

## Lesson Plan for Week 4: Creating an Action Plan

**Objective:** Students will create an action plan to achieve their goal.

### Introduction (10 minutes)

- **Explanation:** Discuss the components of an effective action plan.
  - **Steps:** Clear, actionable steps needed to achieve the goal.
  - **Timeline:** Specific dates and deadlines for each step.
  - **Resources:** Materials, skills, and support required.
  - **Milestones:** Key points to measure progress.
  - **Responsibilities:** Assigning tasks to team members.
  - **Contingencies:** Plans for potential obstacles or changes.

### Activity: Drafting a Detailed Action Plan (20 minutes)

- **Instructions:**
  - Each student/group uses the identified solutions from the previous week to draft an action plan.
  - Ensure all components (steps, timeline, resources, milestones, responsibilities, contingencies) are included.
- **Materials:**
  - Action plan templates (printed or digital).
  - Markers, pens, and paper for brainstorming.
- **Process:**
  - Students/groups fill out the action plan template, detailing each component.
  - Encourage thorough and realistic planning.

### Discussion: Peer Review and Feedback on Action Plans (20 minutes)

- **Group Discussion:**
  - Students/groups present their draft action plans to another group or the whole class.
  - Peer review session where classmates provide constructive feedback and suggestions.
  - Focus on clarity, feasibility, and completeness of the action plans.

### Gamification: Action Plan Critique (10 minutes)

- **Instructions:**

- Create a friendly competition where each group rates the presented action plans on clarity, feasibility, and completeness.
- Use scorecards or an online polling tool for rating.
- **Reward:**
  - The highest-rated action plan receives a small prize (e.g., certificate or badge).

**Assignment (10 minutes)**

- **Task:**
  - Finalise the action plan incorporating the feedback received.
  - Ensure all components are clearly defined and realistic.
- **Submission:**
  - Collect the finalised action plans at the end of the class or at the start of the next session.

**Materials Needed**

- Action plan templates (printed or digital).
- Markers, pens, and paper for brainstorming.
- Scorecards or online polling tool for gamification.
- Prizes for gamification (e.g., certificates or badges).

**Lesson Plan for Week 4: Creating an Action Plan**

<b>Time</b>	<b>Activity</b>	<b>Description</b>
10 minutes	Introduction	Discuss the components of an effective action plan (steps, timeline, resources).
20 minutes	Activity: Drafting a Detailed Action Plan	Students/groups draft detailed action plans including steps, timeline, resources, and contingencies.
20 minutes	Discussion: Peer Review and Feedback	Students/groups present their action plans and receive peer feedback.
10 minutes	Gamification: Action Plan Critique	Friendly competition to rate action plans on clarity, feasibility, and completeness with rewards.
10 minutes	Assignment	Finalise the action plan incorporating feedback.

This lesson plan guides students in creating a comprehensive action plan, ensuring they have a clear roadmap to achieve their goals while incorporating peer feedback and gamification elements for engagement.

## Lesson Plan for Week 5: Building a Great Team

**Objective:** Students will understand what it takes to create a great team, identify their own skills and those of their team members, and recognise any skill gaps.

### Introduction (10 minutes)

- **Explanation:** Discuss the characteristics of a great team.
  - Effective communication
  - Diverse skill sets
  - Trust and collaboration
  - Clear roles and responsibilities
  - Shared vision and goals

### Activity: Identifying Skills and Roles (20 minutes)

- **Instructions:**
  - Each student completes a self-assessment to identify their skills and strengths.
  - In groups, students share their skills and discuss potential roles based on their strengths.
- **Materials:**
  - Self-assessment templates (printed or digital).
  - Markers, pens, and paper for group discussion.
- **Process:**
  - Students fill out the self-assessment individually.
  - Groups create a skills matrix to visualise the skills available and identify any gaps.

### Discussion: Recognising Skill Gaps and Team Roles (20 minutes)

- **Group Discussion:**
  - Each group presents their skills matrix to the class.
  - Discuss any skill gaps and how they might be addressed (e.g., training, recruiting additional team members).
  - Talk about the importance of assigning roles based on strengths and how to collaborate effectively.

### Gamification: Team Building Challenge (10 minutes)

- **Instructions:**
  - Create a team-building challenge where groups must work together to solve a problem or complete a task.

- Examples: Building a tower with limited materials, completing a puzzle, or a scavenger hunt.
- **Reward:**
  - The first team to complete the challenge or the team with the most effective collaboration wins a small prize.

**Assignment (10 minutes)**

- **Task:**
  - Write a reflection on their team’s skills and roles.
  - Identify any skill gaps and propose a plan to address them.
- **Submission:**
  - Collect the reflections at the end of the class or at the start of the next session.

**Materials Needed**

- Self-assessment templates (printed or digital).
- Markers, pens, and paper for group discussion.
- Materials for the team-building challenge (e.g., building blocks, puzzles).
- Prises for gamification (e.g., certificates or badges).

**Lesson Plan for Week 5: Building a Great Team**

<b>Time</b>	<b>Activity</b>	<b>Description</b>
10 minutes	Introduction	Discuss the characteristics of a great team (communication, skills, trust, roles, vision).
20 minutes	Activity: Identifying Skills and Roles	Students complete self-assessments, share skills in groups, and create a skills matrix.
20 minutes	Discussion: Recognising Skill Gaps and Roles	Groups present skills matrices, discuss skill gaps, and talk about effective team collaboration.
10 minutes	Gamification: Team Building Challenge	Team-building challenge to solve a problem or complete a task, with rewards for effective collaboration.
10 minutes	Assignment	Write a reflection on team skills and roles, identifying skill gaps and proposing solutions.

This lesson plan helps students understand team dynamics, recognise their own and others' skills, and learn how to address skill gaps, all while incorporating an engaging team-building challenge.



# Lesson Plan for Week 6: Effective Teamwork and Conflict Resolution

**Objective:** Students will learn how to work effectively in teams and handle conflict.

## Introduction (10 minutes)

- **Explanation:** Discuss strategies for effective teamwork and conflict resolution.
  - **Effective Teamwork:**
    - Clear communication
    - Defined roles and responsibilities
    - Mutual respect and trust
    - Collaborative decision-making
  - **Conflict Resolution:**
    - Understanding different perspectives
    - Active listening
    - Finding common ground
    - Compromise and negotiation.

## Activity: Role-Playing Scenarios (20 minutes)

- **Instructions:**
  - Divide students into small groups.
  - Each group will be given a scenario involving teamwork and potential conflict.
- **Materials:**
  - Scenario cards (printed with different team and conflict situations).
- **Process:**
  - Groups act out their scenarios, practicing effective teamwork and conflict resolution strategies.
  - Encourage creativity and realistic portrayal of situations.

## Discussion: Reflecting on Role-Playing Activity (20 minutes)

- **Group Discussion:**
  - Each group discusses how they handled the scenario.
  - Reflect on what strategies worked well and what could be improved.
  - Share best practices for teamwork and conflict resolution.
  - Discuss how these skills apply to real-life situations in their projects.

## Gamification: Teamwork and Conflict Resolution Bingo (10 minutes)

- **Instructions:**
  - Create Bingo cards with effective teamwork and conflict resolution strategies.

- As groups share their reflections, students mark off strategies they used on their Bingo cards.
- **Reward:**
  - The first student to get a Bingo wins a small prize (e.g., certificate or badge).

**Assignment (10 minutes)**

- **Task:**
  - Write a reflection on how to improve teamwork and handle conflict based on their role-playing experience and class discussion.
- **Submission:**
  - Collect the reflections at the end of the class or at the start of the next session.

**Materials Needed**

- Scenario cards (printed with different team and conflict situations).
- Bingo cards with teamwork and conflict resolution strategies.
- Prizes for gamification (e.g., certificates or badges).

**Lesson Plan for Week 6: Effective Teamwork and Conflict Resolution**

<b>Time</b>	<b>Activity</b>	<b>Description</b>
10 minutes	Introduction	Discuss strategies for effective teamwork and conflict resolution.
20 minutes	Activity: Role-Playing Scenarios	Groups act out scenarios to practice teamwork and conflict resolution strategies.
20 minutes	Discussion: Reflecting on Role-Playing	Groups discuss how they handled the scenarios and share best practices.
10 minutes	Gamification: Teamwork and Conflict Bingo	Bingo game to reinforce teamwork and conflict resolution strategies with rewards.
10 minutes	Assignment	Write a reflection on how to improve teamwork and handle conflict based on their experiences.

This lesson plan engages students in practical exercises to develop their teamwork and conflict resolution skills, enhancing their ability to work effectively in groups while incorporating a fun gamification element.

## Additional Lessons

### Summary of Additional Lesson Plans

<b>Lesson</b>	<b>Time</b>	<b>Activity</b>	<b>Description</b>
<b>Design Thinking</b>	10 minutes	Introduction	Discuss the design thinking process (empathize, define, ideate, prototype, test).
	20 minutes	Activity: Apply Design Thinking	Students apply design thinking to a small problem related to their goal.
	20 minutes	Discussion: Share Prototypes	Present prototypes and gather feedback.
	10 minutes	Assignment	Create a plan to incorporate design thinking into their project.
<b>Project Planning</b>	10 minutes	Introduction	Discuss components of project planning (scope, timeline, resources, risk management).
	20 minutes	Activity: Create a Detailed Project Plan	Students create a detailed project plan for their goal.
	20 minutes	Discussion: Challenges in Project Planning	Share project plans and discuss challenges and strategies to overcome them.
	10 minutes	Assignment	Finalize and present the project plan.
<b>Identifying Community Stakeholders</b>	10 minutes	Introduction	Discuss the importance of stakeholders and how to identify them.
	20 minutes	Activity: Create a Stakeholder Map	Students create a stakeholder map for their project.

<b>Lesson</b>	<b>Time</b>	<b>Activity</b>	<b>Description</b>
	20 minutes	Discussion: Strategies for Engaging Stakeholders	Share maps and discuss engagement strategies.
	10 minutes	Assignment	Develop a stakeholder engagement plan.
<b>Bringing It All Together: Written Presentation</b>	10 minutes	Introduction	Discuss components of a strong written presentation (clarity, structure, supporting data).
	20 minutes	Activity: Draft the Written Presentation	Students draft their written presentation.
	20 minutes	Discussion: Peer Review and Feedback	Share drafts and provide feedback to improve clarity and structure.
	10 minutes	Assignment	Finalize the written presentation.
<b>Presenting in Video Format</b>	10 minutes	Introduction	Tips for creating an engaging video presentation.
	20 minutes	Activity: Plan and Storyboard the Video	Students plan and storyboard their video presentation.
	20 minutes	Discussion: Share Storyboards	Present storyboards and gather feedback.
	10 minutes	Assignment	Record and edit the video presentation.
<b>Pitching to a Judging Panel</b>	10 minutes	Introduction	Key elements of an effective pitch (hook, problem statement, solution, benefits, call to action).
	20 minutes	Activity: Develop Pitch Script and Practice	Write and practice delivering the pitch.
	20 minutes	Discussion: Mock Pitch Sessions	Conduct mock pitch sessions with peer feedback.
	10 minutes	Gamification: Pitch Perfect Contest	Friendly contest to vote on the best pitch with rewards.

Lesson	Time	Activity	Description
	10 minutes	Assignment	Finalize and prepare for the final pitch.

These comprehensive lesson plans aim to equip students with the skills necessary for effective project planning, stakeholder engagement, innovative problem-solving, and presenting their ideas both in written and video formats, culminating in a compelling pitch to a judging panel.

## Lesson Plan: Design Thinking

**Objective:** Students will learn the principles of design thinking to generate innovative solutions.

### Introduction (10 minutes)

- **Explanation:** Discuss the design thinking process.
  - Steps: Empathise, Define, Ideate, Prototype, Test
  - Importance of each step in creating innovative solutions.

### Activity: Apply Design Thinking to a Small Problem (20 minutes)

- **Instructions:**
  - Choose a small problem related to their goal.
  - Go through each step of the design thinking process.
- **Materials:**
  - Design thinking templates or worksheets.
  - Markers, pens, and paper for brainstorming.
- **Process:**
  - Students/groups work through the steps: empathise with users, define the problem, ideate solutions, create prototypes, and test them.

### Discussion: Share Prototypes and Gather Feedback (20 minutes)

- **Group Discussion:**
  - Present prototypes to the class.
  - Gather feedback on each prototype.
  - Discuss improvements and iterations based on feedback.

### Assignment (10 minutes)

- **Task:**
  - Create a plan to incorporate design thinking into their project.
- **Submission:**
  - Collect the plans at the end of the class or at the start of the next session.

### Lesson Plan for Design Thinking

Time	Activity	Description
10 minutes	Introduction	Discuss the design thinking process (empathise, define, ideate, prototype, test).
20 minutes	Activity: Apply Design Thinking	Students apply design thinking to a small problem related to their goal.

<b>Time</b>	<b>Activity</b>	<b>Description</b>
20 minutes	Discussion: Share Prototypes	Present prototypes and gather feedback.
10 minutes	Assignment	Create a plan to incorporate design thinking into their project.

## Lesson Plan: Project Planning

**Objective:** Students will learn how to plan and manage a project.

### Introduction (10 minutes)

- **Explanation:** Discuss components of project planning.
  - Scope, Timeline, Resources, Risk Management

### Activity: Create a Detailed Project Plan (20 minutes)

- **Instructions:**
  - Students/groups create a project plan for their goal.
- **Materials:**
  - Project planning templates or worksheets.
  - Markers, pens, and paper for planning.
- **Process:**
  - Outline scope, create a timeline, list resources needed, and identify potential risks.

### Discussion: Challenges in Project Planning (20 minutes)

- **Group Discussion:**
  - Share project plans and discuss challenges encountered.
  - Discuss strategies to overcome these challenges.

### Assignment (10 minutes)

- **Task:**
  - Finalise and present the project plan.
- **Submission:**
  - Collect the project plans at the end of the class or at the start of the next session.

## Lesson Plan for Project Planning

<b>Time</b>	<b>Activity</b>	<b>Description</b>
10 minutes	Introduction	Discuss components of project planning (scope, timeline, resources, risk management).
20 minutes	Activity: Create a Detailed Project Plan	Students create a detailed project plan for their goal.
20 minutes	Discussion: Challenges in Project Planning	Share project plans and discuss challenges and strategies to overcome them.
10 minutes	Assignment	Finalise and present the project plan.

## Lesson Plan: Identifying Community Stakeholders

**Objective:** Students will identify and engage with community stakeholders.

### Introduction (10 minutes)

- **Explanation:** Discuss the importance of stakeholders and how to identify them.

### Activity: Create a Stakeholder Map (20 minutes)

- **Instructions:**
  - Identify key stakeholders related to their project.
  - Create a map showing the relationship and influence of each stakeholder.
- **Materials:**
  - Stakeholder mapping templates or worksheets.
  - Markers, pens, and paper for mapping.
- **Process:**
  - Students/groups list stakeholders and draw connections and influences.

### Discussion: Strategies for Engaging Stakeholders (20 minutes)

- **Group Discussion:**
  - Share stakeholder maps and discuss engagement strategies.
  - Discuss the importance of stakeholder involvement and how to maintain engagement.

### Assignment (10 minutes)

- **Task:**
  - Develop a stakeholder engagement plan.
- **Submission:**



- Collect the engagement plans at the end of the class or at the start of the next session.

### Lesson Plan for Identifying Community Stakeholders

Time	Activity	Description
10 minutes	Introduction	Discuss the importance of stakeholders and how to identify them.
20 minutes	Activity: Create a Stakeholder Map	Students create a stakeholder map for their project.
20 minutes	Discussion: Strategies for Engaging Stakeholders	Share maps and discuss engagement strategies.
10 minutes	Assignment	Develop a stakeholder engagement plan.

### Lesson Plan: Bringing It All Together - Written Presentation

**Objective:** Students will learn how to compile their work into a written presentation.

#### Introduction (10 minutes)

- **Explanation:** Discuss components of a strong written presentation.
  - Clarity, Structure, Supporting Data

#### Activity: Draft the Written Presentation (20 minutes)

- **Instructions:**
  - Students draft their written presentation.
- **Materials:**
  - Presentation templates or guidelines.
  - Markers, pens, and paper for drafting.
- **Process:**
  - Organise content, write clear sections, and include supporting data.

#### Discussion: Peer Review and Feedback (20 minutes)

- **Group Discussion:**
  - Share drafts and provide constructive feedback.
  - Discuss ways to improve clarity and structure.

#### Assignment (10 minutes)

- **Task:**
  - Finalise the written presentation.

- **Submission:**
  - Collect the final presentations at the end of the class or at the start of the next session.

### Lesson Plan for Bringing It All Together - Written Presentation

Time	Activity	Description
10 minutes	Introduction	Discuss components of a strong written presentation (clarity, structure, supporting data).
20 minutes	Activity: Draft the Written Presentation	Students draft their written presentation.
20 minutes	Discussion: Peer Review and Feedback	Share drafts and provide feedback to improve clarity and structure.
10 minutes	Assignment	Finalise the written presentation.

### Lesson Plan: Presenting in Video Format

**Objective:** Students will learn how to present their project in a video format.

#### Introduction (10 minutes)

- **Explanation:** Tips for creating an engaging video presentation.

#### Activity: Plan and Storyboard the Video Presentation (20 minutes)

- **Instructions:**
  - Plan the structure and content of the video.
  - Create a storyboard outlining each scene.
- **Materials:**
  - Storyboarding templates or worksheets.
  - Markers, pens, and paper for storyboarding.
- **Process:**
  - Outline key points, visuals, and transitions for the video.

#### Discussion: Share Storyboards and Gather Feedback (20 minutes)

- **Group Discussion:**
  - Present storyboards to the class.
  - Gather feedback on the content and structure of the video.

#### Assignment (10 minutes)

- **Task:**

- Record and edit the video presentation.
- **Submission:**
  - Collect the final video presentations at the end of the class or at the start of the next session.

### Lesson Plan for Presenting in Video Format

Time	Activity	Description
10 minutes	Introduction	Tips for creating an engaging video presentation.
20 minutes	Activity: Plan and Storyboard the Video	Students plan and storyboard their video presentation.
20 minutes	Discussion: Share Storyboards	Present storyboards and gather feedback.
10 minutes	Assignment	Record and edit the video presentation.

### Lesson Plan: Pitching to a Judging Panel

**Objective:** Students will learn how to pitch their project to a judging panel.

#### Introduction (10 minutes)

- **Explanation:** Key elements of an effective pitch.
  - **Elements:** Hook, problem statement, solution, benefits, call to action.

#### Activity: Develop a Pitch Script and Practice Delivery (20 minutes)

- **Instructions:**
  - Write a pitch script highlighting key aspects of the project.
  - Practice delivering the pitch.
- **Materials:**
  - Pitch script templates or guidelines.
  - Markers, pens, and paper for scripting.
- **Process:**
  - Students/groups write and practice their pitch, focusing on clarity and persuasion.

#### Discussion: Mock Pitch Sessions with Peer Feedback (20 minutes)

- **Group Discussion:**
  - Conduct mock pitch sessions.

- Provide constructive feedback on delivery, content, and effectiveness.

**Gamification: Pitch Perfect Contest (10 minutes)**

- **Instructions:**
  - Create a friendly contest where students vote on the best pitch.
  - Use scorecards or an online polling tool.
- **Reward:**
  - The best pitch receives a small prize (e.g., certificate or badge).

**Assignment (10 minutes)**

- **Task:**
  - Finalise and prepare for the final pitch.
- **Submission:**
  - Collect the final pitch scripts at the end of the class or at the start of the next session.

**Materials Needed**

- Pitch script templates or guidelines.
- Markers, pens, and paper for scripting.
- Scorecards or online polling tool for gamification.
- Prizes for gamification (e.g., certificates or badges).

**Lesson Plan for Pitching to a Judging Panel**

<b>Time</b>	<b>Activity</b>	<b>Description</b>
10 minutes	Introduction	Key elements of an effective pitch (hook, problem statement, solution, benefits, call to action).
20 minutes	Activity: Develop Pitch Script and Practice	Write and practice delivering the pitch.
20 minutes	Discussion: Mock Pitch Sessions	Conduct mock pitch sessions with peer feedback.
10 minutes	Gamification: Pitch Perfect Contest	Friendly contest to vote on the best pitch with rewards.
10 minutes	Assignment	Finalise and prepare for the final pitch.

## Alignment of Lesson Series with ACARA and NESA Including All Three Cross-Curriculum Priorities

<b>Week/Lesson</b>	<b>ACARA Alignment</b>	<b>NESA Alignment</b>
<b>Week 1: Identifying a Goal</b>	General Capabilities: Critical and Creative Thinking	Personal Development, Health, and Physical Education (PDHPE)
	Cross-Curriculum Priorities: Sustainability, Asia, and Australia's Engagement, Aboriginal and Torres Strait Islander Histories and Cultures	Outcome PDe-1, PDe-2
	English (Writing: Creating texts)	English: ENe-10C, EN1-10C, EN2-10C
<b>Week 2: Investigating Barriers</b>	General Capabilities: Ethical Understanding	Personal Development, Health, and Physical Education (PDHPE)
	Cross-Curriculum Priorities: Sustainability, Asia, and Australia's Engagement, Aboriginal and Torres Strait Islander Histories and Cultures	Outcome PDe-6
	History (HT1-2, HT2-3)	
<b>Week 3: Identifying Solutions</b>	General Capabilities: Problem Solving	Science and Technology (STe-5WT, ST1-5WT, ST2-5WT)
	Cross-Curriculum Priorities: Sustainability, Asia and Australia's Engagement, Aboriginal and Torres Strait Islander Histories and Cultures	Mathematics (MAe-9MG, MA1-9MG, MA2-9MG)
		Outcome PDe-4
<b>Week 4: Creating an Action Plan</b>	General Capabilities: Planning and Organising	Geography (GEe-1, GE1-1, GE2-1)

<b>Week/Lesson</b>	<b>ACARA Alignment</b>	<b>NESA Alignment</b>
	Cross-Curriculum Priorities: Sustainability, Asia and Australia's Engagement, Aboriginal and Torres Strait Islander Histories and Cultures	History (HTe-1, HT1-1, HT2-1)
<b>Week 5: Building a Great Team</b>	General Capabilities: Personal and Social Capability	Personal Development, Health, and Physical Education (PDHPE)
	Cross-Curriculum Priorities: Sustainability, Asia and Australia's Engagement, Aboriginal and Torres Strait Islander Histories and Cultures	Outcome PDe-3, PDe-7
		Science and Technology (STe-7NE, ST1-7NE, ST2-7NE)
<b>Week 6: Teamwork and Conflict</b>	General Capabilities: Personal and Social Capability	Personal Development, Health, and Physical Education (PDHPE)
	Cross-Curriculum Priorities: Sustainability, Asia and Australia's Engagement, Aboriginal and Torres Strait Islander Histories and Cultures	Outcome PDe-9, PDe-10
	English (ENe-11D, EN1-11D, EN2-11D)	
<b>Design Thinking</b>	General Capabilities: Critical and Creative Thinking	Science and Technology (STe-4MW-STe-8NE)
	Cross-Curriculum Priorities: Sustainability, Asia and Australia's Engagement, Aboriginal and Torres Strait Islander Histories and Cultures	Outcome ST1-4MW, ST2-4MW
<b>Project Planning</b>	General Capabilities: Planning and Organising	Mathematics (MAe-1WM, MA1-1WM, MA2-1WM)

<b>Week/Lesson</b>	<b>ACARA Alignment</b>	<b>NESA Alignment</b>
	Cross-Curriculum Priorities: Sustainability, Asia and Australia's Engagement, Aboriginal and Torres Strait Islander Histories and Cultures	Outcome MAe-2WM, MA1-2WM
<b>Identifying Stakeholders</b>	General Capabilities: Intercultural Understanding	Geography (GEe-1, GE1-1, GE2-1)
	Cross-Curriculum Priorities: Sustainability, Asia and Australia's Engagement, Aboriginal and Torres Strait Islander Histories and Cultures	History (HTe-1, HT1-1, HT2-1)
		Outcome HT1-2, HT2-3
<b>Written Presentation</b>	General Capabilities: Literacy	English (ENe-2A, EN1-2A, EN2-2A)
	Cross-Curriculum Priorities: Sustainability, Asia and Australia's Engagement, Aboriginal and Torres Strait Islander Histories and Cultures	Outcome ENe-3A, EN1-3A, EN2-3A
		English (Writing: Creating texts)
<b>Video Presentation</b>	General Capabilities: ICT Capability	English (ENe-2A, EN1-2A, EN2-2A)
	Cross-Curriculum Priorities: Sustainability, Asia and Australia's Engagement, Aboriginal and Torres Strait Islander Histories and Cultures	Outcome ENe-11D, EN1-11D, EN2-11D
		Media Arts (Making: F-2, 3-4)
<b>Pitching to a Judging Panel</b>	General Capabilities: Ethical Understanding	English (ENe-6B, EN1-6B, EN2-6B)
	Cross-Curriculum Priorities: Sustainability, Asia and Australia's Engagement, Aboriginal	Outcome ENe-10C, EN1-10C, EN2-10C

Week/Lesson	ACARA Alignment	NESA Alignment
	and Torres Strait Islander Histories and Cultures	
		Drama (Making: F-2, 3-4)

## Explanation of Alignment

- **General Capabilities (ACARA):**
  - These are key areas such as Critical and Creative Thinking, Ethical Understanding, Personal and Social Capability, Literacy, ICT Capability, and Intercultural Understanding which the lessons aim to develop.
- **Cross-Curriculum Priorities (ACARA):**
  - **Sustainability:** Integrated through activities focused on sustainable practices, environmental awareness, and solutions for ecological challenges.
  - **Asia and Australia's Engagement:** Promoted through goals, barriers, and solutions related to understanding Asian cultures, fostering relationships, and appreciating contributions from Asian communities.
  - **Aboriginal and Torres Strait Islander Histories and Cultures:** Fostered through activities that respect and incorporate Indigenous knowledge, practices, and cultural awareness.
- **NESA Outcomes:**
  - The New South Wales Education Standards Authority (NESA) outcomes are subject-specific goals for students in areas like English, PDHPE, Science and Technology, Mathematics, Geography, and History.

By aligning the lessons with ACARA's general capabilities and cross-curriculum priorities and NESA's specific subject outcomes, the series of lessons ensure comprehensive educational development in students, preparing them for both academic and real-world challenges while promoting sustainability, cultural understanding, and engagement with Asia.



## **Alignment with Cross-Curriculum Priority: Aboriginal and Torres Strait Islander Histories and Cultures**

The Cross-Curriculum Priority of Aboriginal and Torres Strait Islander Histories and Cultures within ACARA focuses on fostering an understanding and appreciation of Australia's First Nations peoples' rich histories, cultures, and contributions. Here's how each week of the lesson series fits into this priority:

<b>Week/Lesson</b>	<b>Alignment with Aboriginal and Torres Strait Islander Histories and Cultures</b>
<b>Week 1: Identifying a Goal</b>	Students can set goals related to learning about Aboriginal and Torres Strait Islander cultures, such as understanding traditional knowledge, exploring historical events, or promoting cultural awareness.
<b>Week 2: Investigating Barriers</b>	When identifying barriers, students can consider challenges related to recognising and respecting Aboriginal and Torres Strait Islander histories and cultures, such as stereotypes, lack of access to information, or cultural misunderstandings.
<b>Week 3: Identifying Solutions</b>	Students can brainstorm solutions that promote the inclusion and respect of Aboriginal and Torres Strait Islander histories and cultures. This could include cultural education programs, community engagement activities, or partnerships with Indigenous organisations.
<b>Week 4: Creating an Action Plan</b>	Students can develop action plans that include steps for achieving their cultural awareness goals. This might involve organising events that celebrate Aboriginal and Torres Strait Islander cultures, developing educational materials, or creating spaces for cultural exchange and dialogue.
<b>Week 5: Building a Great Team</b>	Team building activities can emphasise the value of diverse cultural perspectives and knowledge, including those from Aboriginal and Torres Strait Islander communities. Students can learn about successful collaborations that incorporated Indigenous knowledge and practices.
<b>Week 6: Teamwork and Conflict</b>	Conflict resolution scenarios can include cultural misunderstandings or differing perspectives related to Aboriginal and Torres Strait Islander

<b>Week/Lesson</b>	<b>Alignment with Aboriginal and Torres Strait Islander Histories and Cultures</b>
	histories and cultures. Students can learn strategies for culturally respectful communication and conflict resolution.
<b>Design Thinking</b>	Design thinking projects can focus on creating innovative solutions that respect and incorporate Aboriginal and Torres Strait Islander knowledge and practices. For example, students can work on projects aimed at preserving traditional knowledge, developing culturally appropriate educational resources, or promoting Indigenous arts and crafts.
<b>Project Planning</b>	Project plans can include components that acknowledge and respect Aboriginal and Torres Strait Islander contributions. This might involve consulting with Indigenous community members, ensuring cultural sensitivity in project implementation, and integrating traditional ecological knowledge.
<b>Identifying Stakeholders</b>	Students can identify and map stakeholders from Aboriginal and Torres Strait Islander communities, organisations, and leaders. This helps them understand the importance of engaging with Indigenous voices and perspectives in their projects.
<b>Written Presentation</b>	In their written presentations, students can include sections that discuss the significance of Aboriginal and Torres Strait Islander histories and cultures, providing context, historical background, and the impact of their project on promoting cultural understanding and respect.
<b>Video Presentation</b>	Video presentations can showcase stories, interviews, or case studies related to Aboriginal and Torres Strait Islander histories and cultures. Students can use multimedia to highlight the cultural richness and contributions of Indigenous peoples.
<b>Pitching to a Judging Panel</b>	When pitching their projects, students can emphasise the importance of Aboriginal and Torres Strait Islander histories and cultures and how their projects contribute to fostering respect and understanding. They can present their work as part of a broader effort to acknowledge and celebrate Indigenous contributions.

## Summary

By integrating elements of Aboriginal and Torres Strait Islander Histories and Cultures into each lesson, students not only gain a deeper understanding of this priority but also actively contribute to promoting cultural awareness and respect. This approach ensures that students appreciate the rich histories and contributions of Australia's First Nations peoples and are equipped to engage with these cultures in meaningful and respectful ways.

## Alignment with Cross-Curriculum Priority: Sustainability

The Cross-Curriculum Priority of Sustainability within ACARA focuses on promoting sustainable patterns of living and helping students understand the importance of environmental stewardship, social responsibility, and economic viability. Here's how each week of the lesson series fits into this priority:

<b>Week/Lesson</b>	<b>Alignment with Sustainability</b>
<b>Week 1: Identifying a Goal</b>	Students can set goals related to environmental sustainability, such as reducing waste, conserving energy, or promoting biodiversity. They can explore sustainable practices and how they can contribute to a more sustainable future.
<b>Week 2: Investigating Barriers</b>	When identifying barriers, students can consider challenges related to implementing sustainable practices, such as lack of awareness, resistance to change, or economic constraints. They can also explore barriers to sustainability within their community or school.
<b>Week 3: Identifying Solutions</b>	Students can brainstorm sustainable solutions to overcome identified barriers. This could include initiatives like recycling programs, energy-saving measures, sustainable agriculture practices, or community awareness campaigns.
<b>Week 4: Creating an Action Plan</b>	Students can develop action plans that include steps for achieving sustainability goals. This might involve setting up sustainability committees, organising events to promote sustainable living, or collaborating with local environmental groups.
<b>Week 5: Building a Great Team</b>	Team building activities can emphasise the importance of diverse skills and perspectives in achieving sustainability. Students can learn about successful sustainability projects that required teamwork and collaboration across different sectors.
<b>Week 6: Teamwork and Conflict</b>	Conflict resolution scenarios can include issues related to sustainability, such as disagreements over resource use or differing opinions on environmental policies. Students can learn to handle these conflicts by finding common ground and working towards sustainable solutions.

<b>Week/Lesson</b>	<b>Alignment with Sustainability</b>
<b>Design Thinking</b>	Design thinking projects can focus on creating innovative solutions for sustainability challenges. For example, students can work on projects aimed at reducing carbon footprints, designing eco-friendly products, or developing sustainable business models.
<b>Project Planning</b>	Project plans can include components that address sustainability, such as ensuring the project uses environmentally friendly materials, has minimal waste, or includes educational elements about sustainable practices.
<b>Identifying Stakeholders</b>	Students can identify and map stakeholders involved in sustainability, such as environmental organisations, government agencies, community groups, and businesses. This helps them understand the importance of collaboration in achieving sustainable outcomes.
<b>Written Presentation</b>	In their written presentations, students can include sections that discuss the importance of sustainability, providing context, historical background, and the impact of their project on promoting sustainable practices.
<b>Video Presentation</b>	Video presentations can highlight sustainability efforts, featuring stories, interviews, or case studies of successful sustainability initiatives. Students can use multimedia to demonstrate the significance and impact of their projects on the environment and community.
<b>Pitching to a Judging Panel</b>	When pitching their projects, students can emphasise the sustainability aspects and how their projects contribute to a more sustainable future. They can present their work as part of a broader effort to promote environmental stewardship and social responsibility.

### **Summary**

By integrating elements of Sustainability into each lesson, students not only gain a deeper understanding of this priority but also actively contribute to promoting sustainable practices and environmental awareness. This approach ensures that students appreciate the importance of sustainability in all aspects of life and are equipped to make informed decisions that support sustainable living for future generations.

## **Alignment with Cross-Curriculum Priority: Asia and Australia's Engagement**

The Cross-Curriculum Priority of Asia and Australia's Engagement within ACARA focuses on deepening students' knowledge, understanding, and appreciation of the Asian region. This priority aims to help students develop an awareness of the diverse cultures, histories, and contributions of Asia, as well as Australia's role and relationship with Asia. Here's how each week of the lesson series fits into this priority:

<b>Week/Lesson</b>	<b>Alignment with Asia and Australia's Engagement</b>
<b>Week 1: Identifying a Goal</b>	Students can explore goals related to understanding Asian cultures or fostering relationships with Asian communities. They can set goals that involve learning about Asian traditions, languages, or contributions to various fields.
<b>Week 2: Investigating Barriers</b>	When identifying barriers, students can consider cultural differences, language barriers, or historical contexts that might impact engagement with Asian communities. They can also explore barriers to understanding and appreciating Asian cultures within their own community.
<b>Week 3: Identifying Solutions</b>	Students can brainstorm solutions that foster better engagement with Asia, such as cultural exchange programs, learning Asian languages, or creating awareness campaigns about Asian cultures and contributions.
<b>Week 4: Creating an Action Plan</b>	Students can develop action plans that include steps for enhancing engagement with Asian cultures. This could involve organising cultural events, setting up exchange programs, or collaborating with Asian community organisations.
<b>Week 5: Building a Great Team</b>	Team building activities can emphasise the importance of diverse perspectives, including those from Asian cultures. Students can learn about effective teamwork by studying examples of successful collaborations between Australian and Asian communities.
<b>Week 6: Teamwork and Conflict</b>	Conflict resolution scenarios can include cultural misunderstandings or differing perspectives that highlight the importance of cultural competence and respectful engagement with people from Asian backgrounds.

<b>Week/Lesson</b>	<b>Alignment with Asia and Australia's Engagement</b>
<b>Design Thinking</b>	Design thinking projects can focus on solving real-world problems that involve Asia and Australia's engagement. For example, students can work on projects that aim to improve trade relations, tourism, or cultural exchanges between Australia and Asia.
<b>Project Planning</b>	Project plans can include components that address Asia and Australia's engagement, such as planning events or initiatives that involve Asian communities, promoting cultural understanding, or enhancing bilateral cooperation.
<b>Identifying Stakeholders</b>	Students can identify and map stakeholders from Asian communities, governments, or organisations that play a significant role in their project. This helps them understand the importance of including diverse voices and perspectives in their initiatives.
<b>Written Presentation</b>	In their written presentations, students can include sections that discuss the significance of Asia and Australia's engagement, providing context, historical background, and the impact of their project on fostering these relationships.
<b>Video Presentation</b>	Video presentations can showcase stories, interviews, or case studies related to Asia and Australia's engagement. Students can use multimedia to highlight the cultural richness and collaborative efforts between Australia and Asian countries.
<b>Pitching to a Judging Panel</b>	When pitching their projects, students can emphasise the importance of Asia and Australia's engagement and how their projects contribute to strengthening these relationships. They can present their work as part of a broader effort to enhance mutual understanding and cooperation.

### **Summary**

By integrating elements of Asia and Australia's Engagement into each lesson, students not only gain a deeper understanding of this priority but also actively contribute to fostering positive relationships and cultural understanding between Australia and Asia. This approach ensures that students appreciate the significance of Asia's influence on Australia's social, cultural, and economic landscape, and are equipped to participate in meaningful and informed ways in the global community.

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