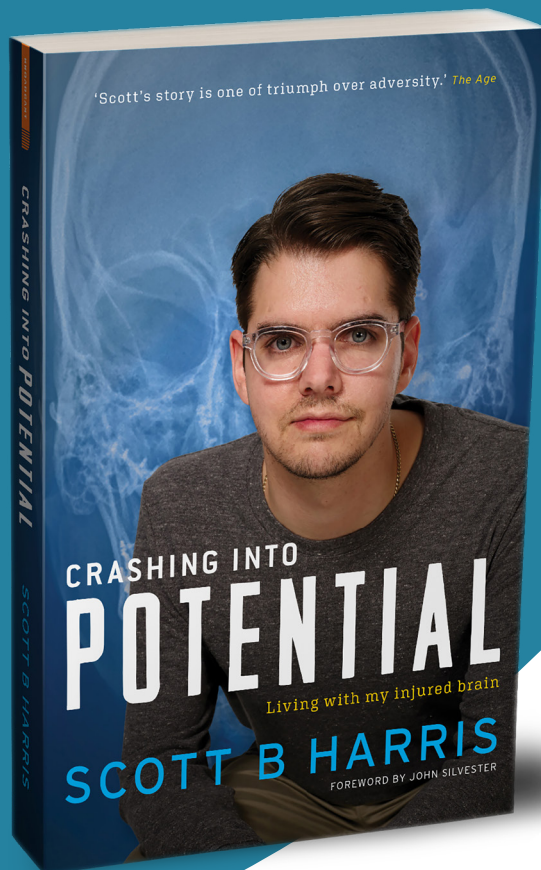


CRASHING INTO POTENTIAL

Year 9

Bachelor Program Sample Lesson



English Lesson 1: GOALS - Telling Your Story

Lesson title: Telling Your Story Using Goals

Lesson Code: ENG 1

Worksheets:

1. English Lesson 1 - Worksheet 1 - GOALS - My Life's Roadmap
2. English Lesson 1 - Worksheet 2 - GOALS - Telling My Story
3. English Lesson 1 - Worksheet 3 - GOALS - Literary Devices

Learning Area: English

Year Level: 9

Timing: 45 Minutes

Description:

Students will discuss the first three chapters of CRASHING INTO POTENTIAL: Living with my injured brain.

After a discussion on the book, students will imagine they are writing their own life story and plan out the key life events they would include, and what they would write in a preface to their story.

At the end of the lesson, students will consider the literary devices of metaphors and explore metaphors they could use if they were writing their own life story.

SAMPLE

Curriculum Connections

Language

Language for interacting with others

AC9E9LA01

Recognise how language empowers relationships and roles

AC9E9LA02

Understand how evaluation can be expressed directly and indirectly using devices such as allusion, evocative vocabulary and metaphor

Language for expressing and developing ideas

AC9E9LA07

Analyse how symbols in still and moving images augment meaning

AC9E9LA08

Analyse how vocabulary choices contribute to style, mood and tone

Literature

Engaging with and responding to literature

AC9E9LE02

Present a personal response to a literary text comparing initial impressions and subsequent analysis of the whole text

Examining literature

AC9E9LE04

Analyse texts and evaluate the aesthetic qualities and appeal of an author's literary style

AC9E9LE05

Analyse the effect of text structures, language features and literary devices such as extended metaphor, metonymy, allegory, symbolism and intertextual references

SAMPLE

Literacy

Analysing, interpreting and evaluating

AC9E9LY03

Analyse and evaluate how language features are used to represent a perspective of an issue, event, situation, individual or group

AC9E9LY04

Analyse the organisation of ideas in paragraphs and extended texts, and evaluate its impact on meaning

AC9E9LY05

Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to compare and contrast ideas and opinions in and between texts

Cross Curriculum Connections

General Capabilities

Personal and Social Capability

Self-Awareness:

Recognise emotions

Reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts

Self-Management:

Work independently and show initiative

Establish personal priorities, manage resources effectively and demonstrate initiative to achieve personal goals and learning outcomes

SAMPLE

Workshop links

- o GOALS

Resilience Links

- o Meaningfulness/Purpose
- o Optimism
- o Regulation of emotions and cognition

Related Lessons

Prerequisites

- o Read chapters 1-3 from CRASHING INTO POTENTIAL: Living with my injured brain or listened to the equivalent podcast episodes
- o Understand that literary devices communicate deeper meaning in the arts
- o Students understand the basic structure of story and the Hero's Journey

Resources

- o English Lesson 1 - Worksheet 1 - GOALS - My Life's Roadmap
- o English Lesson 1 - Worksheet 2 - GOALS - Telling My Story
- o English Lesson 1 - Worksheet 3 - GOALS - Literary Devices

SAMPLE

Questions to prompt students

- o What are goals?
- o What are literary devices?
- o What is a metaphor? Where are they used?
- o Why/how do we need/use them?
- o Why are some people good at using metaphors and literary devices and some aren't?
- o What do literary devices help communicate?

SAMPLE

Intended learning outcomes

What knowledge, skills and values will be the focus of the lesson?

- o Explaining the nature of goal setting and its application
- o The use of literary devices such as metaphor to communicate deeper personal meaning to an audience
- o Analyse texts to comprehend, inform and engage readers with reflection on the way the text influences emotions, feelings and imagination

Assessment

Students can:

- o Explain the importance of goal setting, its application and long-term benefits
- o Utilise a range of literary devices to communicate deeper personal meaning
- o Analyse texts to appraise, summarise and reflect on their ability to influence emotions, feelings and imagination
- o Complete Worksheets

Prep (negotiation)

IMPORTANT: Issues from Scott's book may be triggering for students, including depression and anxiety. Students and teachers should be aware of the support available, including your in-school support and external resources, which can be found in the Resources section of the teacher guide.

Write on whiteboard

Read chapters 1-3 from CRASHING INTO POTENTIAL: Living with my injured brain

Print out

English Lesson 1 - Worksheet 1 - GOALS – My Life's Purpose

for students or provide a digital copy.

Collect some further examples of literary devices used in modern popular culture.

SAMPLE

Procedure

Intro: (10 minutes)

Describe intro activity

Before the lesson, students will have read (or listened to the podcast) for chapters 1-3:

1. Resilience
2. Meeting Adversity Head-On
3. The Accident

Begin a dialogue with the class with a general review of the chapters, including:

- o Who is the story about?
- o What do we know about the author?
- o What are the events so far in the story?

Depending on the class layout - you may wish to start a series of posters or an interactive document that students can add their new ideas and learnings to each week as they read the book.

Task 1 (15 minutes)

Scott began his book writing about resilience and talked about his accident and the purpose for writing his book.

Imagine you're writing a book about your life. What things would you include in your story of your life so far? What are the important milestones?

Students complete the

English Lesson 1 - Worksheet 1 - GOALS - My Life's Purpose

and include:

- o Where does their story begin? Is it when they were born? After a pivotal life event?
- o Key people who have influenced you along the way
- o Forks in the road where you had to choose different options
- o Where they're going next -what goals do they have?

SAMPLE

Task 2 (15 minutes)

For the second part of the lesson, students are posed the question - you've written a book, and your editor has asked you to begin your book with a preface.

Students should use the table on the

English Lesson 1 - Worksheet 2 – GOALS – Telling My Story

To consider:

- o What do readers need to know about you?
- o What is your message?
- o Is there anyone who has supported you that you want to thank?
- o How far have you come and how far do you want to go?
- o How would you begin your book?
- o Thinking in terms of resilience and goal-setting, where do you mention your beginning and end goal in your preface?

After finishing activities 1 and 2, students will have an idea of their story beginning and possible end with some goals to guide them along the way.

Task 3 (10 Minutes)

Literary devices contribute to deeper meaning and influence the emotional responses of the audience. Using the

English Lesson 1 - Worksheet 3 - GOALS - Literary Devices

write down a metaphor that best describes your story. This metaphor will make it easier to think of empowering language and devices that apply to your story, such as:

- o Imagery: writing with our five senses in mind
- o Allusion: saying something without directly saying it, letting the reader's mind connect the dots

SAMPLE

- o Evocative vocabulary: words that inject emotion/feeling into the reader
- o Metaphor: a direct comparison, saying one thing is the other

Example:

- o *Metaphor.* The beating stone in my chest pumped much-needed adrenaline
- o *Empowering language:* Problems are challenges.
- o *Imagery.* The engine roared beneath the shaking bonnet
- o *Allusion:* I thought I was the Albert Einstein of hitting the ramps.
- o *Evocative vocabulary:* the bite of the chain wracked my arm to my shoulder and my eyes leaked salty water.

Bonus points if these apply to the resilience theme; GOALS!
The use of these terms will apply to your story in future lessons.

Wrap up/sharing (5 minutes)

Recap the first three chapters of Scott's book. Pay attention to the theme of goals and any use of empowering language, or literary devices.

Ask some students if they'll share their mind map findings, what goals they've identified and their use of literary devices.

Remind students to have read chapters 4-6 before the next lesson.

SAMPLE

Reflection

How will I get students to reflect on their learning? How can I use assessment information to improve student learning?

Share with a friend your style of writing your preface.

- o Is it funny?
- o Dramatic?
- o Action based?
- o If it was a film, who would play you?

Extension ideas

- o Research how John Steinbeck uses literary devices in his Nobel and Pulitzer prize-winning novels such as 'East of Eden', 'Grapes of Wrath' and 'Of Mice and Men'
- o Pay attention to how these devices make you think, feel and imagine the topic
- o Example: "The Western States, nervous as horses before a thunderstorm" evokes the colour of stormy clouds, the crash of thunder, the feel of rain, and it is a larger metaphor for the unstoppable social change that often frightened people in early America.

SAMPLE

Adaptation ideas

If students are struggling, they can find examples from popular films and songs.

1. Pick a song or film you like
2. Think about what the song/film means
3. How do you know that's what it means? What ways did it tell you without telling you?
4. Think of your life as a song or story. What is your metaphor?

Example:

- o Rihanna's 'Umbrella' is a metaphor for her love and caring.
- o In Harry Potter, the Dementors are metaphors for depression.
- o E.T. is a representation of Jesus's kind and innocent love.
- o Migos lyric, "... life is Monopoly." is comparing the competition of life to the board game.

References:

Harris, S.B. (2018). CRASHING INTO POTENTIAL: Living with my injured brain, Broadcast Books, Sydney, Australia

Crashing Into Potential Workshop Series – Goals

SAMPLE