



## Stage 3 Term 3, 2025

### Social Justice

<p><b>Enduring Understanding</b></p> <p>Understanding the biggest problems facing children around the world motivates us to empathise and to make a difference.</p>	<p><b>Faith and Character Formation</b></p> <p>Proverbs 31: 8 Speak up for those who cannot speak for themselves; ensure justice for those being crushed.</p> <p>♦ God calls us to be a voice for others ♦</p> <p>♦ Compassion leads to action ♦</p> <p>♦ Courage in kindness ♦</p>				
<p><b>Knowledge</b></p> <p>What do we want students to know?</p>	<p><b>An inquiry into:</b></p> <ul style="list-style-type: none"><li>• How people work together to achieve civic goals</li><li>• How the geographical diversity of places effects the interconnectedness of other countries</li><li>• What social justice means for children</li><li>• Why ethical dilemmas exist in society</li><li>• How we can respond to ethical dilemmas</li></ul>				
<p><b>Concepts</b></p> <p>What do we want students to conceptually understand?</p>	<p><b>Human rights ~ Compassion ~ Global Connections</b></p>				
<p><b>Learning Habits</b></p> <p>What do we want students to be able to do and who we want them to become</p>	<p><b>Attention to Detail</b></p> <ul style="list-style-type: none"><li>• I pay close attention to complex instructions</li><li>• I review my work for any missing details and to improve it</li><li>• I focus on improving and refining my work to ensure accuracy</li></ul>	<p><b>Creative Thinking</b></p> <ul style="list-style-type: none"><li>• use feedback to refine my ideas, developing them into something more detailed and creative</li><li>• I apply my creative thinking to different subjects and areas</li><li>• I use my imagination to challenge existing ideas, thinking critically and creatively about the world around me</li></ul>	<p><b>Critical Thinking</b></p> <ul style="list-style-type: none"><li>• I can build logical arguments and support them with facts, reasons, and examples</li><li>• I solve complex problems by reflecting on different strategies and outcomes</li><li>• I independently analyse information, challenge assumptions, and form reasons based on evidence</li></ul>	<p><b>Communication</b></p> <ul style="list-style-type: none"><li>• I listen actively, engaging in discussions to share my ideas and build on others</li><li>• I adapt my communication for my audience, formal or informal</li><li>• I present ideas clearly and respond thoughtfully and respectfully to others</li></ul>	
<p><b>Action</b></p> <p>What might our students do now?</p>	<ul style="list-style-type: none"><li>• Sponsor a Compassion child</li><li>• Join a local organisation to benefit others</li><li>• Reflect upon “What would Jesus do” and act with compassion, courage and humility</li></ul>				
<p><b>Progressive Summative Assessment</b></p>		<p><b>Suggested Parent Engagement</b></p>			
<p>Students will:</p> <ul style="list-style-type: none"><li>• Create slam poetry to present a strong message about social justice</li><li>• Question and research an Aid Organisation</li><li>• Reflect and review the diversity of themselves and a Compassion child</li></ul>		<ul style="list-style-type: none"><li>• Watch child-appropriate documentaries that explore life in different countries</li><li>• Read stories that explores other life perspectives and hold a conversation around the issues, injustice, resilience and compassion</li><li>• Support the Compassion project</li><li>• Talk openly about social issues involving bias, fairness and kindness</li><li>• Volunteer together at a local charity or community project</li><li>• Encourage growth and understanding in empathy, responsibility and service</li></ul>			
<p><b>Links with Learning Areas</b></p>					
	English		Mathematics		Languages
	Science		HPE		Technologies (Digital)
	Formation		HASS		The Arts
<p><b>Literacy Focus</b></p>			<p><b>Numeracy Focus</b></p>		
<p><b>Concepts</b></p> <ul style="list-style-type: none"><li>• Poetry</li><li>• Language features</li><li>• Literary devices</li><li>• Author’s purpose</li></ul>		<p><b>Skills</b></p> <ul style="list-style-type: none"><li>• Create a spoken poetic text</li><li>• Use poetic devices to create meaning</li><li>• Use language features to create an effect</li><li>• Read and analyse a range of poems</li></ul>		<p><b>Concept</b></p> <ul style="list-style-type: none"><li>• Fractions</li><li>• Decimals</li><li>• Percentages</li><li>• Algebra</li><li>• Multiplication / Division</li><li>• Statistics</li></ul>	
				<p><b>Skills</b></p> <ul style="list-style-type: none"><li>• Ordering fractions and decimals</li><li>• Add and subtract fractions</li><li>• Recognise equivalent fractions, decimals and percentages</li><li>• Use all four operations with decimals</li><li>• Conduct chance experiments</li><li>• Assign probabilities with fractions</li></ul>	