



CANBERRA HIGH SCHOOL - Learning Overview Term 1 & Term 2

Subject: Power and Prejudice

Week	Topic	Content/Activity/Tasks
1	Power, Prejudice and Discrimination Blue Eye/Brown Eye	<p>Students learn about the concepts of power, prejudice and discrimination through the blue eye brown eye experiment. Students understand the difference between prejudice and discrimination; students can identify, list and discuss different types of discrimination.</p> <p>What is Power? What is Prejudice? What is Discrimination?</p> <p>Is a person racist if they hold prejudiced views but choose not to act with discrimination?</p> <p>Suggested Activities/Tasks: Blue Eye Brown Eye class experiment. Defining and discussing key terms</p>
2	Nature versus Nurture Personality Attitudes	<p>Why do people act with discrimination? Students understand the difference between determinism and behaviourism. Students can define personality and the various approaches to explaining it. Students understand what personality is and how this can impact behaviour. Students introduced to the concept of Agents of Socialisation.</p> <p>Suggested Activities/Tasks: Viewing tasks on human behaviour. Personality test. Textbook study on personality and attitudes.</p>
3 & 4	Agents of Socialisation In class cause and effect task.	<p>Students understand what socialisation is and the factors that lead to it. They study the agents of socialisation.</p> <ul style="list-style-type: none"> ● Family and attachment ● School and the Social Brain ● Peer Group and Group Think ● Social Media and Social Thinking



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		<p>HOW AN INDIVIDUAL COULD BE SHAPED TO HOLD AND ACT UPON DISCRIMINATORY VALUES, BELIEFS AND ATTITUDES..</p> <p>Suggested Activities/Tasks: Viewing tasks and first In Class Assessment Cause and Effect Task.</p>
5 & 6	<p>Group behaviour and social psychology.</p>	<p>What is a group and why do people join a group?</p> <p>If people can be made to conform over simple issues like the length of a line, how much can they be made to conform and to obey in situations where judgments are more ambiguous or even sinister?</p> <p>Social Psychology</p> <ul style="list-style-type: none"> ● Asch's Lines ● Sherif Boys study ● Milgram Experiment ● Stanford Prison experiment ● BBC prison experiment <p>Suggested Activities/Tasks: Viewing tasks and class discussion and short written tasks.</p>
7 & 8	<p>Leadership and types of power.</p> <p>Major assignment: Social Injustice Report</p>	<p>Having looked at group behaviour students look at the role of a leader. These leaders use different types of power and have different Leadership styles.</p> <p>Motivation for choosing an injustice. Look at own family background. Social Injustice google slideshow. Popular songs "We didn't start the fire".</p> <p>Suggested Activities/Tasks: Reading task and class discussion. Types of power matching activity. Major assignment.</p>
9	<p>Movie: First they killed my father or Hotel Rwanda. Parental permission note.</p>	<p>Look at historical context for these events and then watch the film. Complete movie task sheet whilst watching.</p> <p>Suggested Activities/Tasks: Movie viewing task</p>



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1	Genocide	<p>The reasons for the creation of the United Nations and its immediate successes, including the the Genocide Convention 1948</p> <p>What is genocide? What are the elements of the historical context? Can a person be guilty of genocide?</p> <p>Suggested Activities/Tasks: Defining genocide, google slides or nearpod on Eight stages of genocide, class discussion</p>
2	Genocide case study	<p>The role and outcomes of the United Nations as peacekeeper in specific conflicts and disputes, for example former Yugoslavia after 1989; Rwanda (1993-96) and Cambodia.</p> <p>Suggested Activities/Tasks: Viewing task on a specific genocide.</p>
3 & 4	Genocide group presentation.	<p>Analysis and understanding of specific genocides e.g Rwanda, Cambodia, Bosnia</p> <p>Suggested Activities/Tasks: Genocide group presentation. Explain the significance of an event and developments over short and long term. Understands how effects could have been avoided.</p>
5	United nations and peacekeepers.	<p>The reasons for the creation of the United Nations and its immediate successes, including the UN Security Council; the Universal Declaration of Human Rights; the Genocide Convention 1948; and the Geneva Convention 1949</p> <p>What is the role of the UN?</p>



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		<p>Strengths/Weakness of the UN. How the security council functions. Suggested Activities/Tasks: Class discussion, nearpod.</p>
6&7	<p>United nations for and against for and against paragraph.</p>	<p>Examining the United Nations Millennium Development Goals and their relationship to human wellbeing The reasons for the creation of the United Nations and its immediate successes, including the UN Security Council; the Universal Declaration of Human Rights; the Genocide Convention 1948; and the Geneva Convention 1949</p> <p>How effective has the UN been in preventing the effects of past, current and future genocides?</p> <p>Suggested Task:United Nations In Class task.</p>
8	<p>Freedom Fighters</p>	<p>Organising real or simulated forums, protests or rallies to raise awareness of environmental, social or ethical issues.</p> <p>Suggested Activities/Tasks: Class discussion on violent versus nonviolent protests.</p>
9	<p>Charities and NGO's (non for profit organisations)</p>	<p>Exploring the various ways that individuals can contribute to civic life (for example, by volunteering their services to charities and service groups</p> <p>Suggested Activities/Tasks: Charity task.</p>
10	<p>Agents of Socialisation- RESOCIALISATION and Cults</p> <p>OR</p> <p>Freedom Writers</p>	<p>Suggested Activities/Tasks Introduction to cults and the concept of resocialisation, brainwashing and power imbalance. Case study and ABC documentary The Cult of the Family.</p> <p>Suggested Activities/Tasks: Viewing task and worksheet <i>The Freedom Writers</i>.</p>