

Bossley Park High School
Stage 5 – Year 9 – Beyond Borders – <http://bossleybeyondborders.weebly.com>

Unit Title		Unit duration
Beyond Borders: Students explore a range of texts that present different cultural perspectives, particularly refugee experiences, with a focus on developing empathy. Our government’s treatment of refugees is a key issue in Australian society today, and an exploration of this topic will develop students’ understanding of the refugee experience, and the role of our students as global citizens.		Core unit: 5 weeks Extended unit: 10 weeks: includes conceptual integration of a class literature unit – poetry/novel/play/ film
Big ideas/key concepts		Essential Questions
Key Concept: Perspective <ul style="list-style-type: none"> • Texts can be read or composed from different perspectives, which reflect the values and attitudes of a society • Representations of refugees and migrants influence our perspective of these people • Language and visual devices in texts (fiction and non-fiction) are used purposefully to shape our perception of refugees and asylum seekers • Understanding the experiences of others builds empathy, and broadens our understanding of our world, and ourselves as global citizens. 		Key concept: Perspective <ul style="list-style-type: none"> • How do the values and attitudes of our society influence our personal attitude towards refugees and asylum seekers? • How are we manipulated by texts to hold certain views about refugees and migrants? • Why do governments/organisations/journalists/writers/media outlets represent refugees and migrants in particular ways? • Why is it important to understand the refugee/migrant experience?
Place in scope & sequence/ Links to stage statement	Target objectives / outcomes	
At this stage in their development, Year 9 students are increasingly able, with direction and guidance, to engage with global issues. The differing values, perspectives and attitudes within the world in which they live are reflected in texts and their intended meaning. Investigating differences between facts and perception assists students to identify gaps in their knowledge and understanding of an important issue, as well as develop and communicate their own perspective.	Objectives: Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: Objective A: communicate through speaking, listening, reading, writing, viewing and representing Objective D: express themselves and their relationships with others and their world Outcomes: A student: EN5-1A - responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure EN5-7D - understands and evaluates the diverse ways texts can represent personal and public worlds ENG5-8D - questions, challenges and evaluates cultural assumptions in texts and their effects on meaning	
Cross Curriculum Priorities	General Capabilities	Focus Text Types & Resources
Asia and Australia’s relationship with Asia 🌐 Sustainability (Social Sustainability) 🌱	Critical and creative thinking ⚙️ Ethical understanding ⚖️ Information and communication technology capability 📄 Intercultural understanding 🌐 Literacy 📖 Personal and social capability 👤	A range of texts – fiction and non-fiction, including media texts, exploring a range of perspectives of refugees. Specific resources are detailed in the program, and in the ‘Resources’ document. Advertisements, newspaper articles, television segments, documentary/ reality television programs, short film, picture book, plus texts selected by teacher. Resources and program: http://bossleybeyondborders.weebly.com

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Syllabus statements	What are the teaching and learning activities that provide opportunities for students to demonstrate their understanding of these ideas or concepts?	Evidence of Learning	Reg/Date
<p>EN5-7D <i>Develop and apply contextual knowledge</i> - evaluate the social, moral and ethical positions represented in texts 🌐⚖️</p> <p>EN5-8D <i>Develop and apply contextual knowledge</i> - identify, explain and challenge cultural values, purposes and <u>assumptions</u> in texts, including <u>representations</u> of <u>gender</u>, ethnicity, religion, youth, age, disability, sexuality and social class 🌐🗣️ - compare and evaluate a range of representations of individuals and groups in different historical, social and cultural <u>contexts</u> 🌐👥⚙️🗣️</p>	<p>Refugees: What do you know and what do you think you know?</p> <p>Introduction to the unit: Prediction - assess student prior knowledge of the issue Students use Resource 1: Scattergram by looking at the stimulus material, images and text, and brainstorm their personal understanding of the various components using the Scattergram response sheet. Students jot down notes and observations to predict the content and intentions of the unit 'Beyond Borders. A Think-pair-share style activity allows for discussion, collaboration and 'teasing out' of the issue.</p> <ol style="list-style-type: none"> 1. Students work on scattergram response sheet individually 2. Students share ideas with a partner. Discuss and clarify your ideas together. 3. Come together as a class. Brainstorm your ideas about what issues you think you will be looking at in this unit. 4. During discussion - do some images and text seem to go together/relate to similar ideas? 5. Did a particular word or image help you to come up with your prediction about this unit? Explain. 6. Metacognitive question: Ask students to respond to the following question in their books following the class discussion: Did pairing up and then sharing your views within the class help to clarify your own understanding? <p>Students and teachers can use this as a starting point for discussion concerning the issue of refugees in Australia. The teacher can explain the purpose of the unit is to use this current issue as a way of exploring how people have different perspectives on issues and it is a critical skill to be able to recognise the way in which language is used as a tool to position audiences of these views/perspectives for a range of purposes. Discuss that through understanding the refugee experience, we will develop empathy and understanding.</p> <p>Teacher may also like to show an introductory video, and use the images/text for some additional discussion: http://www.youtube.com/watch?v=iiWmRwObnIA</p>	<p>Quality of student brainstorm, discussion and responses</p>	

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	<p>'correct' were they? Relate this back to the opening discussion about the problematic nature of knowledge. Where did they get their knowledge from? What has shaped their understanding of the issue, i.e. media, parents, community? Can they recognise facts from perceptions?</p> <ul style="list-style-type: none">• This research will be used by students later in the unit to identify and investigate differences between fact and perception, critical to understanding how perspectives are shaped and shared. <p>GAT Extension activity</p> <ul style="list-style-type: none">• Students research and explain the difference between an asylum seeker and a refugee and outline Australia's obligations to these people as a signatory to the <i>1951 UN Refugee Convention</i>.	Written response	
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<p>EN5-7D</p> <p><i>understand and apply knowledge of language forms and features</i> <i>- use and analyse increasingly complex language features to present a viewpoint on issues such as environmental and social sustainability 🌿</i></p> <p><i>Respond to and compose texts</i> <i>- explore and analyse ethical positions on a current issue, including the values and/or principles involved, in digital communication forums 🗣️💻</i></p> <p><i>- respond to and compose sustained imaginative, creative and critical texts that represent aspects of their expanding personal and public worlds, for a wide range of purposes, including for enjoyment and pleasure</i></p> <p>EN5-8D</p> <p><i>Engage personally with texts</i> <i>- create texts to demonstrate their view of the world with reference to the texts of other cultures 🌐</i></p>	<p>Tracking student learning: unit outline and blog</p> <p>During this lesson, students are given Resource 3: <i>Unit outline for students</i> and a copy of the Assessment task to explicitly demonstrate the expectations of the knowledge and skills they will acquire and be able to transfer by the end of the unit. In addition to the formal assessment, which assesses speaking skills throughout the unit, students will be required to actively contribute posts to the class “blog” at least three times in this period, which will be a more informal assessment of ongoing development. (You could use an Edmodo group, a Weebly blog, blogED – found in your DEC portal through the Learning Tools link – or an EduBlogs blog.) Discussion of assessment of, for and as learning.</p> <p>Introduction to blog: Teachers will need to model how to access this and how students contribute using this Web 2.0 tool. Once the site/course is set up, students are made aware of appropriate interactions and the etiquette of online contributions. The use of the blog will develop student skills and confidence in accessing and using communication technology and the benefits of a collaborative and safe online community. Both students and teachers have greater access to the resources of the course and learning/engagement can be monitored.</p> <p>Student glossary of persuasive techniques: ongoing activity</p> <p>Students create a glossary of language techniques (Resource 4) identified and considered in the modelled texts. As a class, students develop a definition for each device and incorporate the examples located in the texts. Students could also add their own examples.</p> <p>Teacher provides explanation of various terms that are used to refer to how meaning is created in texts: techniques, devices, tools. A glossary of techniques is also included for teachers to use as a starting point for reference (Resource 18).</p>	<p>Student contributions to the class blog</p>	

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<p>EN5-1A</p> <p>Engage personally with texts</p> <p>- appreciate, explain and respond to the aesthetic qualities and the power of language in an increasingly sophisticated range of texts</p> <p>Develop and apply contextual knowledge</p> <p>- analyse and explain the ways language forms and features, ideas, perspectives and originality are used to shape meaning ✨</p> <p>- analyse ideas, information, perspectives, contexts and ideologies and the ways they are presented in increasingly demanding, sustained imaginative, informative and persuasive texts ✨</p> <p>Respond to and compose texts</p> <p>- explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts 📖 ✨</p> <p>EN5-8D</p> <p>Develop and apply contextual knowledge</p> <p>- identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences 🧑🏫 ✨</p>	<p>Modelled critical thinking – Between the lines</p> <p>The process of analysing texts: modelled/guided activities</p> <ul style="list-style-type: none"> Three texts will be analysed as a class to identify and examine how composers position responders to accept their representations of refugees. Purpose, audience and perspectives are considered in concurrence with the tools of persuasion and positioning. The selected texts enable students to experience a range of forms (advertising poster, newspaper article and television program) as well as varying perspectives within and across texts. <p>Text 1 posters: <i>What’s the difference?</i> (Resource 5) and <i>Spot the Refugee</i> (Resource 6). Also available for download here.</p> <p>Text 2 <i>The Sydney Morning Herald</i>, December 12 2013, article Amnesty International report accuses Manus Island detention centre of humiliating asylum seekers (Resource 7)</p> <p>Text 3 <i>Media Watch</i> ‘TT’s false facts fuel fear’ can be watched, transcript read, at: http://www.abc.net.au/mediawatch/transcripts/s3346987.htm (Resource 8)</p> <ul style="list-style-type: none"> Resources 5, 6, 7 and 8 have questions and discussion points for each of the above texts which allow for student participation in developing, as well as performing, the process of analysis. Each text should be analysed with teacher direction and modelling adjusted to meet ability levels, class context and student needs. The opportunity to explicitly indicate to students how they can effectively address the criteria within the various bands for the speaking assessment task also arises within these modelled activities. The following activities outline this section of the unit in more detail. 	<p>Assessment for and as learning: students analyse and build familiarity with language and visual techniques</p>	

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<p>EN5-1A Understand and apply knowledge of language forms and features <i>-investigate and experiment with the ways irony, sarcasm and ridicule can be used to expose, denounce and deride, and how these shape responses ❄️</i></p> <p>EN5-8D Develop and apply contextual knowledge <i>- analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts 🌐📰⚙️🗣️</i></p> <p>Understand and apply knowledge of language forms and features <i>- examine how language is used to express contemporary cultural issues</i></p> <p>Respond to and compose texts <i>- analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices 🌐⚙️</i> <i>- analyse and describe the ways texts sustain or challenge established cultural attitudes and values 🗣️🌐</i></p>	<p>Poster campaign: Resource 5 UNHCR advertising campaign, series of Lego featured print media 1997 (activities have been adapted from <i>Teacher's notes</i>, http://www.unhcr.org/46a755202.html).</p> <ul style="list-style-type: none"> • Teacher is to model how we engage with texts and assess the composer's perspective on refugees. Distribute copies of the poster <i>What's the difference?</i> and the list of questions (Resource 5) to start the discussion and analysis. • The questions have been designed to be accessible for a range of students and class discussion will scaffold and model how to analyse a text for meaning. As the students discuss and state their responses/answers, teachers could give feedback linking back to the marking guidelines for the assessment task. For example, a teacher might stop after the completion of questions 1–3 and suggest that if students only discuss a text in this detail, they are only providing a <i>limited commentary concerning their language choices, techniques and allocated perspective</i>. • As the class continues to discuss the elements of the poster, explain how further analysis and elaboration looks 'clear', 'key' 'sophisticated', etc. They could discuss how the questions explore the visual, layout and written aspects of the poster, 'range'; and to explain the composer's perspective by evaluating all these different elements is how we 'synthesise'. The development and provision of sample responses could also be used by students to use their own judgement in recognising the standard of work that is expected. <p>Blog post: Teacher to upload the <i>Spot the refugee</i> poster from the <i>Lego</i> campaign to the blog/Edmodo group (Resource 6). Students are to write at least a 100 word contribution to the online discussion comparing this poster to the <i>What's the difference?</i> poster. In this discussion, students compare and contrast the techniques used in each poster. How have the <i>Lego</i> figures been used in similar and different ways? Is the message the same or different? How? How does it position us to see their perspective on refugees? What aspects of ourselves does it appeal to in order to position us? Is one more effective than the other in achieving its purpose/positioning the responder?</p>	<p>Responses to questions</p> <p>Class discussion</p> <p>Blog post</p>	

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<p>EN5-1A <i>Understand and apply knowledge of language forms and features</i> - identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness</p> <p>EN5-7D <i>Develop and apply contextual knowledge</i> - evaluate the ways personal <u>perspective</u> and language choices affect meaning and can be shaped by social, cultural and historical influences</p> <p>EN5-1A <i>Respond to and compose texts</i> - identify and explore the <u>purposes</u> and effects of different <u>text structures</u> and <u>language features</u> of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage ✨ - evaluate the impact on <u>audiences</u> of different choices in the <u>representation</u> of still and moving images ✨</p>	<p>Newspaper article: Resource 7</p> <p><i>The Sydney Morning Herald</i>, December 12 2013, article Amnesty International report accuses Manus Island detention centre of humiliating asylum seekers (Resource 7).</p> <p>Students are given a copy of the newspaper article and accompanying questions. Linked to the previous lesson, the class discusses how to analyse the text for meaning and to ascertain how the perspective of the composer is conveyed. It is important to reiterate that these activities are models to increase student confidence and understanding of the skills and knowledge that they will later use with guidance and then independently. Discuss with students how the poster and article are different and similar in content, perspective and the techniques used to position the responder. Ask students if they can see how the process of evaluating/analysing these texts has been similar. Add any new terms to language techniques glossary.</p> <p>Monitor student progress and understanding so far using 'Traffic Light' your work metacognitive activity sheet (Resource 8).</p> <p>Audio-visual: Resource 9 - 'TT's false facts fuel fear', <i>Media Watch</i>, Episode 37, 24 October 2011. Link to episode online.</p> <ul style="list-style-type: none"> • In order to further prepare students to consider texts independently, students appraise the <i>Media Watch</i> episode. In this text, competing perspectives are explained opposing arguments can be easily identified. • Teacher to guide a class discussion using the Guided Annotation worksheet (Resource) to compare the analysis that the <i>Media Watch</i> have made of the <i>Today Tonight</i> program and their own analysis of similar texts. 	<p>Responses to questions</p> <p>Metacognitive responses</p> <p>Guided annotation</p>	

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<p>EN5-7D Engage personally with texts <i>- explore and reflect on their own values in relation to the values expressed and explored in texts</i></p> <p>EN5-8D Engage personally with texts <i>- analyse and explain the ways in which particular texts relate to their cultural experiences and the culture of others</i> 🌐</p> <p>EN5-8D Understand and apply knowledge of language forms and features <i>- explain and evaluate the ways in which modern communication technologies are used to shape, adapt and re-present past and present cultures, including popular culture and youth cultures, for particular audiences</i> 🌐</p>	<p>Your position is ...: Group and individual analysis and synthesis</p> <p>Where do you stand?</p> <p>Based on what we have learned over the past two weeks, students consider the following questions individually:</p> <ol style="list-style-type: none"> 2. Make a list of common attitudes towards refugees in Australian society. Label your list positives and negatives. 3. Are there more positive or negative attitudes? Why? 4. Write down your own attitudes towards asylum seekers and refugees. 5. What has influenced your current views? <p>If you have Internet access for students, you may like to do the quiz on the SBS website, or do it as a class, to refresh our memories about the facts about refugees: http://www.sbs.com.au/goback/quiz.</p> <ul style="list-style-type: none"> • Did your attitude change after discovering some asylum seeker facts? <p>Teachers may like to use a resource to bust common myths about asylum seekers and refugees: http://www.asrc.org.au/wp-content/uploads/2013/07/ASRC_10_Myths.pdf</p> <p>The following highlighted section can be removed from the program, or used as an extension activity if you have time at the end...</p> <p>Go back to where you came from</p> <p>Discuss with students that they are going to watch the first and third (last) episodes of Series 1 of the SBS reality TV show/documentary <i>Go back to where you came from</i>, which took six Australians on a journey of empathy to experience the plight of a refugee. Discuss the meaning of the term empathy. Discuss the reality TV genre, and the general expectations of reality TV – bit this is more “real” than your typical reality show.</p> <p>Students should use Resource 10 – Analytical Tool – to make notes as they watch the episodes. Teacher to stop at appropriate points to discuss student responses and build understanding.</p>	<p>Personal response</p> <p>Engagement in discussion</p> <p>Analytical tool</p>	

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<p>EN5-1A Respond to and compose texts - present an argument about a literary text based on initial impressions and subsequent analysis of the whole text </p> <p>EN5-7D Develop and apply contextual knowledge - explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts   </p> <p>EN5-8D Respond to and compose texts - analyse literary texts created by and about a diverse range of Australian people, including people from Asian backgrounds, and consider the different ways these texts represent people, places and issues   - explain and analyse cultural assumptions in texts, including texts by and about Aboriginal Australians </p>	<p>Socratic Circle Activity: Before discussing <i>Go back to where you came from</i> as a class, provide students with the opportunity to discuss their responses to the program with each other, through the Socratic Circle. Students should complete the Socratic Circle stimulus questions individually before they begin (Resource 11). Once students have finished responding to the stimulus questions individually, divide the class into two, and form the Socratic Circle. The inner circle (half of the class) will engage in discussion about the text, while the outer circle observes, and provides feedback at the conclusion of the discussion. The circles will then swap roles. The process:</p> <ol style="list-style-type: none"> 1. Students in the inner circle engage in a discussion of the text, using the stimulus questions as a starting point, for approximately ten minutes, while the outer circle observes the human behaviour and performance of the inner circle. 2. Following this discussion of the text, the outer circle then assesses the inner circle's performance and offers ten minutes of feedback for the inner circle, based on the quality of discussion, engagement with the topic, and flow of the dialogue. 3. Students in the inner and outer circle now exchange roles and positions within the classroom. 4. The new inner circle (the students who began in the outer circle) holds a ten-minute discussion and then receives ten minutes of feedback from the new outer circle. <p>More on the Socratic Circle is available here: http://www.corndancer.com/tunes/tunes_print/soccirc.pdf</p>	<p>Socratic Circle stimulus questions</p> <p>Engagement in Socratic Circle</p>	

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<p>EN5-7D Engage personally with texts <i>- reflect on personal experience and broadening views of the world by responding to the ideas and <u>arguments</u> of others with increasingly complex ideas and arguments of their own ✨👥</i></p> <p>EN5-1A Develop and apply contextual knowledge <i>- explore real and imagined (including virtual) worlds through close and wide reading and viewing of increasingly demanding texts ✨📖</i></p> <p>EN5-7D Understand and apply knowledge of language forms and features <i>- analyse the ways in which creative and <u>imaginative texts</u> can explore human experience, universal themes and social contexts ✨</i></p>	<p>Peer and Self-Assessment Students could complete peer-assessment sheets for a randomly-allocated partner, and self-assessment sheets, during and following the Socratic Circle discussion.</p> <p>Blog activity: challenges and benefits of the Socratic Circle. Following the Socratic Circle, for homework, students contribute to the class blog forum. They consider the challenges and benefits of the structured discussion of the Socratic Circle. Did it allow for different learning styles, personalities, and allocation of roles? Was enough support provided? What worked well? What could be improved next time? This can be put up on the blog or as a forum thread in the form of a discussion topic or question devised by the teacher.</p> <p>Presenting different voices Teacher to provide students with access to Resource 13 through the blog – a list of different perspectives on refugees in Australia. Students are to work in groups of five to create a TV Q&A style panel discussion based on the topic “Seeking asylum is a human right”. Members of the group should take on each of the following roles:</p> <ul style="list-style-type: none"> • Panel host • Member of a humanitarian organisation • Refugee/asylum seeker • Immigration minister • Detention centre worker <p>Students will need to read and research the views/policies/perspectives of their allocated role. Two periods should be allocated for research and preparation, before panels are presented to the class in the third period. 10 minutes should be allocated to each panel, and each student should participate equally (except the host, who will play a larger role). Students on the floor should also develop questions to ask each panel, when called upon by the host. Students will again complete a self-assessment and peer-assessment for a randomly allocated partner.</p>	<p>Peer- and self-evaluation sheets</p> <p>Blog post</p> <p>Engagement in groupwork</p> <p>Participation in panel discussion</p> <p>Peer- and self-evaluation sheets</p>	

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<p>EN5-7D engage personally with texts <i>reflect on personal experience and broadening views of the world by responding to the ideas and arguments of others with increasingly complex ideas and arguments of their own ❄️👥</i></p> <p>EN5-1A Engage personally with texts <i>- appreciate, explain and respond to the aesthetic qualities and the power of language in an increasingly sophisticated range of texts</i></p> <p>Develop and apply contextual knowledge <i>- analyse and explain the ways language forms and features, ideas, perspectives and originality are used to shape meaning ❄️</i> <i>- analyse ideas, information, perspectives, contexts and ideologies and the ways they are presented in increasingly demanding, sustained imaginative, informative and persuasive texts ❄️</i></p>	<p>Week 5: Refugee voices</p> <p>This week we will look at texts that reflect refugee perspectives. This will allow teachers to continue this exploration of texts through self-selected literature in weeks 6-10 of the term.</p> <ul style="list-style-type: none"> • Think-pair-share questions: <ul style="list-style-type: none"> ○ What perspectives of the refugee experience have we explored so far? ○ Are there any voices missing? ○ Where can we find the voices of refugees? (media, TV, film, literature?) • Class discussion: Why might refugee voices be rare / quiet / marginalised? (students should come up with ideas about language barriers, poverty, detention, cultural differences, lack of support networks, level of education) • Refer back to the scattergram from the beginning of the unit. Where are the refugees' voices? What are they saying? <p>Short film "New Boy" directed by Steph Green (2009) - Ireland</p> <p>Use the short film "New Boy" as an introduction to the refugee perspective. The short and simple film conveys a boy's difficulty in fitting in on his first day of school in Ireland, after fleeing Rwanda, as events bring back memories of a violent past. Use the guided annotation sheet (Resource 14) to complete as they view the film. View it twice, then discuss the students' responses. http://www.shortoftheweek.com/2009/02/24/new-boy-oscar-nominee/</p> <p>Empathy response (blog post): Write a journal entry, from Joseph's point of view, reflecting on his first day of school, and the memories stirred by his experience.</p> <p>Extension questions GAT: What parallels were drawn, using symbolism, between the two settings? What brought the boys together at the end? How is hope conveyed?</p>	<p>Individual, pair and group responses</p> <p>Engagement in discussion</p> <p>Guided annotation response</p> <p>Blog post</p>	

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<p>EN5-1A Respond to and compose texts <i>- explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts</i> 📖❄️</p> <p>EN5-8D Develop and apply contextual knowledge <i>- identify and analyse implicit or explicit <u>values</u>, beliefs and assumptions in texts and how these are influenced by <u>purposes</u> and likely <u>audiences</u></i> 👤❄️</p> <p>EN5-1A Develop and apply contextual knowledge <i>- explore real and imagined (including virtual) worlds through close and wide reading and viewing of increasingly demanding texts</i> ❄️📖</p> <p>EN5-7D Understand and apply knowledge of language forms and features <i>- analyse the ways in which creative and <u>imaginative texts</u> can explore human experience, universal themes and social contexts</i> ❄️</p>	<p>Picture Book: “The Little Refugee” by Anh Do, Suzanne Do and Bruce Whatley</p> <p>Introduce students to Anh Do, Australian comedian, and refugee from Vietnam following the Vietnam War. Tell students about Do’s autobiography “The Happiest Refugee”, and the picture book based on his autobiography, “The Little Refugee”. Introduce Anh Do by showing a TV interview clip:</p> <ul style="list-style-type: none"> • Adam Hills Tonight (7 mins) • Pictures of You (16 mins) <p>Before reading the picture book:</p> <ul style="list-style-type: none"> • What do you think allows Anh Do to have a voice in Australian society? • What perspective does he have of his experience as a refugee? <p>Reading (in pairs) – complete Resource 15</p> <p>Jigsaw activity:</p> <p>Divide class into five groups. You could use coloured cards to do this randomly. Each group should come up with some point-form responses to ONE of these questions (allocate each group a question). Group members should discuss and come up with three key points to answer the question.</p> <ul style="list-style-type: none"> • What is Anh Do’s perspective about being a refugee? • What message does he have for all of us about life? • What qualities of Anh Do do you think helped him become successful, and have a voice in Australian society? • How is Anh Do’s experience similar to Joseph’s in “New Boy”? • How is Anh Do’s experience different to asylum seekers held in detention centres in Australia upon arriving? <p>Groups then reform as a rainbow – that is, one member from each colour group joins with other colours to form a mixed group. The group members then share their answers to each of the questions.</p>	<p>Engagement in discussion</p> <p>Jigsaw responses and engagement in group activity</p>	

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<p>EN5-7D Engage personally with texts <i>- reflect on personal experience and broadening views of the world by responding to the ideas and arguments of others with increasingly complex ideas and arguments of their own</i> 🌟👥</p>	<p>Teacher to ensure groups are on task. Groups could allocate key roles of timekeeper (two-minutes per person to discuss their question and responses) and discussion leader – keeping participants on topic.</p> <p>Personal response:</p> <p>Should we welcome refugees to Australia, as Anh Do’s family was welcomed, providing clothing, housing and support, or lock them in detention centres for processing? Give reasons for your opinion.</p> <p>Other Texts:</p> <p>Teachers should choose one or two other texts exploring the perspectives of refugees/migrants, before moving into the section of the unit with their own choice of film/novel/poetry or drama. See Resource 17 for a list of other texts, plus below. There are a range of other texts that teachers may like to use from our bookroom, about refugees/migrants and/or cultural understanding:</p> <p>Picture books:</p> <ul style="list-style-type: none"> • “Refugees” by David Miller • “Mirror” by Jeannie Baker • “Home and Away” by John Marsden and Matt Ottley • “The Island” by Armin Greder • “The Arrival” by Shaun Tan <p>Short Story Collections containing some refugee stories and other stories exploring different cultural perspectives:</p> <ul style="list-style-type: none"> • <i>Fortune Cookies</i> – Christine Harris • <i>Neighbours</i> – edited by RF Holt • <i>Australian Mosaic</i> – edited by Sonia Mycak and Chris Baker • <i>An Asian Reader</i> – edited by Madeleine Mattarozzi Laming (“A New Beginning by Minfong Ho explores the Cambodian refugee experience) 	<p>Personal reflection</p>	

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<p>EN5-7D <i>engage personally with texts</i> <i>reflect on personal experience and broadening views of the world by responding to the ideas and arguments of others with increasingly complex ideas and arguments of their own</i> ❄️👥</p>	<p>Novels:</p> <ul style="list-style-type: none"> • <i>Walk in my shoes</i> by Alwyn Evans – female refugee protagonist from Afghanistan • <i>Little Brother</i> by Allan Baillie for a lower ability class – male protagonists on the run from the Khmer Rouge, refugees to Australia • <i>Does my head look big in this?</i> – not refugee experience, but exploration of identity through a female Australian-Palestinian-Muslim protagonist • <i>Boy Overboard</i> and <i>Girl Underground</i> by Morris Gleitzman <p>Poetry:</p> <ul style="list-style-type: none"> • Skrzynecki’s work • Thomas Shapcott: http://www.poetrylibrary.edu.au/poets/shapcott-thomas-w/seven-refugee-poems-0752016 • WH Auden - “Refugee Blues” • Poetry by children about refugees, compiled by UNHCR: http://www.unhcr.ca/documents/poetry_book.pdf <p>Film:</p> <ul style="list-style-type: none"> • Check out www.icar.org.uk/signpostfilms1.pdf for a comprehensive list of short and long films and documentaries about the refugee experience. <p>Back to the Key Questions (from Resource 3): The teacher should spend some time facilitating a class discussion around perspectives and representations of refugees/asylum seekers in today’s society. How they are presented in the media, by the government, viewed by ordinary Australians, how they see themselves. How are different perspectives conveyed? Come back to the key questions of the unit from Resource 3. Teacher may like to have students answer these individually, or formulate an essay question, or discuss as a class.</p>	<p>Engagement in discussion or other product as directed by teacher</p>	

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<p><i>develop and apply contextual knowledge</i> <i>understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication ✨📖</i></p> <p>EN5-7D <i>Engage personally with texts</i> <i>- explore and reflect on their own values in relation to the values expressed and explored in texts</i></p>	<p>Key concept: Perspective – Essential / Driving Questions</p> <ul style="list-style-type: none"> • How do the values and attitudes of our society influence our personal attitudes towards refugees and asylum seekers? • How are we manipulated by texts to hold certain views about refugees and migrants? • Why do governments/organisations/journalists/writers/media outlets represent refugees and migrants in particular ways? • Why is it important to understand the refugee/migrant experience? • Have you developed a sense of empathy for asylum seekers/refugees? <p>Student Reflection and Evaluation Students complete Resource 16. This could occur now, or after the class literature section of the unit.</p>	<p>Engagement with, and quality of response to, the driving questions</p> <p>Student reflection and evaluation sheets</p>	

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	Literature activities (teacher selected text and activities):		

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BOSSLEY PARK HIGH SCHOOL
ENGLISH FACULTY
YEAR 9 ENGLISH 2014
NOTIFICATION OF ASSESSMENT TASK

COURSE: English

UNIT: Core Unit 4: Beyond Borders

DATE:

WEIGHTING: 25%

TASK No AND TYPE: 4. Speaking

ASSESSMENT FOR, AS and OF LEARNING:

You will be assessed on your ability to:

- Engage appropriately in class discussion activities
- Contribute thoughtful and relevant ideas to class discussion activities
- Speak confidently and clearly in class discussion activities
- Reflect on and assess your own and your peers' engagement in speaking activities

OUTCOMES ASSESSED:

A student:

EN5-1A - responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN5-7D - understands and evaluates the diverse ways texts can represent personal and public worlds

ENG5-8D - questions, challenges and evaluates cultural assumptions in texts and their effects on meaning

THE TASK:

You will be assessed on your speaking skills throughout this unit of work. During the unit you will demonstrate your speaking skills through a panel discussion, which will include self-assessment and assessment by your peers. Your teacher will then allocate you a mark for speaking, based on your efforts throughout the unit, and your self- and peer-assessment.

For the panel discussion activity, you will complete a self-assessment sheet, and a peer assessment sheet for a randomly-allocated member of your class. Your teacher will then use the following marking criteria to assess your speaking skills throughout the unit.

Marking Criteria:

Criteria	Highly Developed	Well Developed	Sound	Developing	Basic
The student:					
Engaged in class discussions at appropriate times	5	4	3	2	1
Contributed thoughtful and relevant ideas to the discussions	5	4	3	2	1
Spoke confidently and clearly in the discussions	5	4	3	2	1
Assessed, and provided constructive feedback for his/her peer	5	4	3	2	1
Reflected thoughtfully on his/her own engagement in speaking activities	5	4	3	2	1

Speaking Activity: Panel Discussion – Presenting Different Voices

Students are to work in groups of five to create a TV Q&A style panel discussion based on the topic “Seeking asylum is a human right”. Members of the group should take on each of the following roles:

- Panel host
- Member of a humanitarian organisation
- Refugee/asylum seeker
- Immigration minister
- Detention centre worker

Students will need to read and research the views/policies/perspectives of their allocated role. Two periods should be allocated for research and preparation (the teacher has a resource lists of relevant websites for research), before panels are presented to the class in the third period.

10 minutes should be allocated to each panel, and each student should participate equally (except the host, who will play a larger role). Students on the floor should also develop questions to ask each panel, when called upon by the host. Students will complete a self-assessment and peer-assessment for a randomly allocated partner.

Self- and Peer-Assessment Sheet:

Criteria I / my peer (tick the appropriate box):	Excellent	Good	OK	More effort needed	Very limited
Engaged in the discussion at appropriate times					
Contributed thoughtful and relevant ideas to the discussion					
Spoke confidently and clearly in the discussion					
Comments:					

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Evaluation of Unit				
Teacher Evaluation				Comments/Variations
<i>How did the unit 'rate' in these areas?</i>				After you have taught the unit of work, record in this section your evaluation of the unit and any variations you implemented or would choose to implement the next time you teach the unit.
Time allocated for topic				
Student understanding of content				
Opportunities for student reflection on learning				
Suitability of resources				
Variety of teaching strategies				
Integration of Quality Teaching strategies				
Integration of ICTs				
Literacy strategies used				
Numeracy strategies used				

Date commenced:	Date completed:
Teacher's signature	Head Teacher's signature