

**SIGNIFICANT QUESTIONS**

Who am I and what shapes me?  
What cultural and historical factors have shaped the Cairns community?  
What are the differences between indigenous Australian culture and mine?  
How can I teach my school community about accepting differences?

**INTENSIVE TEACHING**

- Timeline construction and presentation
- Persuasive Speech genre
- Poster design techniques
- Speech making
- Biography genre
- Research skills – locating, note taking
- Drafting and Editing
- Film Review – Six Thinking Hats

**NEW BASICS REFERENTS**

**Life Pathways and Social Futures**

Collaborating with peers and others

**Multiliteracies and communication media**

- Communicating using languages and intercultural understandings
- Mastering literacy and numeracy

**Active citizenship**

- Interacting within local and global communities
- Operating within shifting cultural identities
- Understanding the historical foundation of social movements and civic institutions

**Environments and technologies**

- Developing a scientific understanding of the world

**Students will critically examine and identify stereotyping and discrimination in Australia. After forming relationships with the indigenous students from Yarrabah community, they will develop and implement a plan to promote tolerance and understanding towards indigenous Australians for their school community.**

Research and explore own identity. Investigate family history and 'belonging'.  
*Group identity*  
*Substantive conversation*

Research and analyse social changes and indigenous history.  
*Cultural knowledge*  
*Connectedness to the world*

**DESIRABLE FEATURES**

- Well structured biography that promotes indigenous role models
- Creatively designed poster highlighting the 'Reconciliation' issue
- Forceful or moving speech
- Deep knowledge and understanding of the issues in 'Rabbit Proof Fence'

**TARGETED REPERTOIRS OF PRACTICE**

- Analysing and synthesising information and influencing opinion based on an evaluation of that information
- Creating and presenting
- Creating works to be performed for a particular purpose
- Exploiting sound/ music/ silences and possibly visual images in order to illustrate the selected excerpts of oral histories to create/ sustain/ change mood and time and to contribute to unity
- Interpreting and generating text in graphical form e.g. maps, diagrams, timelines, graphs and posters
- Knowing and applying principles for persuasive display of detailed information, especially in visual forms
- Negotiating with peers and others
- Promoting a case through an oral or written presentation.
- Understanding and applying design processes
- Understanding and appreciating the cultural interests and priorities of a person from another culture.
- Applying intercultural understanding

Design a **poster** that gives a powerful message about indigenous issues, for use in the school community to promote 'Reconciliation'.  
*Deep understanding* *Active citizenship*

Write a **biography** about a famous indigenous Australian who is a significant role model.  
*Higher-order thinking*

Media study focusing on indigenous issues and the impact of 'Rabbit Proof Fence'.  
*Knowledge as problematic*

**Review 'Rabbit Proof Fence'**  
*Deep understanding*  
*Higher-order thinking*

**Persuasive speech and performance**  
*Metalanguage*

**Assessment**  
**Biography**  
**Poster**  
**Persuasive Speech**  
**Film Review**