Indigenous Models of Achievement

**SUGGESTED CLASSROOM ACTIVITIES / RESOURCES**

**SCIENCE (RACHEL FARRELLY)**

<table>
<thead>
<tr>
<th>Aboriginal Studies</th>
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<tr>
<td><strong>Stage 5</strong></td>
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<tr>
<td><em>Core Part 1: Aboriginal Identities</em></td>
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<tr>
<td>5.7 assess the significance of contributions of Aboriginal peoples to Australian society.</td>
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<td>5.8 analyses the interaction of the wider Australian community with Aboriginal peoples and cultures.</td>
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**Student Activity:**
Rachel entered university as an Indigenous student with a record of community involvement. After watching the film ask students to consider how important a role Rachel plays in her local community and the significance of that role.

**Resources:**
Link to the Orange Aboriginal Medical Service: [http://www.oams.net.au](http://www.oams.net.au)

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<th>English</th>
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<td><strong>Stage 6</strong></td>
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<td><em>Module 6.1 Prelim Mandatory Module</em></td>
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<td>P1.2 explores the ideas and values of the texts</td>
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<tr>
<td>P2.1 comprehends written, spoken and multi-modal texts at an appropriate level to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship</td>
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**Student Activity:**
Rachel mentions that family support was very important for her as she studied and worked towards her goals. Ask students to write a short speech about the importance of their family (or any other person or group) to them.

**Resources:**
A great web site about Aboriginal role models. All the recipients are listed and links to further useful sites.
### Studies of Religion

**Stage 6**  
**Topic: Christianity**

P2 identifies the influence of religion and beliefs systems on individuals and society  
H7 conducts effective research about religion and evaluates the findings from research

**Student Activity**

Rachel has a deep Christian faith. Ask students to research how Aboriginal culture can align with Christian belief and practice.

**Resources:**

Links to sites which outline the development and growth of Indigenous Christianity:  
http://www.creativespirits.info/aboriginalculture/spirituality/aboriginal-christians-christianity#toc0  

### Community and Family Services

**Stage 6**  
**Topic: Families and Communities**

P1.1 describes the contribution an individual’s experiences, values, attitudes and beliefs make to the development of goals

**Student Activity:**

With a second viewing, students identify all the different communities that Rachel has been a part of. Analyse the ways that these communities have met the needs of Rachel from local to global level, eg education, health.

### Geography

**Stage 5**  
**5A2 Changing Australian Communities**  
5.8 accounts for differences within and between Australian communities

**Student Activity:**

Students research the Orange community. They are then to write a 3 paragraph response comparing their own community to that of Orange.

**Resources:**

Orange community:  
http://www.visitnsw.com/destinations/country-nsw/orange-area?gclid=CNb9hIew170CFU7lpAodXG8AhQ

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Mapped to Australian Curriculum and NSW BOSTEC standards as at March 2014
## Society and Culture

**Stage 6**  
*Topic: Personal and Social Identity*  
P2 describes personal, social and cultural identity

**Student Activity:**  
Students complete a Venn diagram looking at the differences between home schooling and going to school. Discuss how these differences would have affected the socialisation process and what it would have been like for Rachel to enter the university environment after her upbringing.