Indigenous Models of Achievement

SCIENCE - TAMARA RILEY

**English**

Stage 6
*Module 6.1 Prelim Mandatory Module*

P1.2 explores the ideas and values of the texts

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

**Student Activity:**

Tamara was advised in her UAI estimate that she would not be able to attain a sufficient ATAR to study veterinary science. What different pathways options were available to Tamara to obtain her goal of admission to a university degree?

**Resources:**


**Work Studies**

Stage 6

*Core: My Working Life*

*Module 11 - School Developed Module*

Outcome 4 - Assesses pathways for further education, training and life planning

Outcome 8 - Assess influences on people’s working lives

**Student Activity:**

Tamara was determined to become a vet and followed advice to get a broader science background by studying zoology with the idea of working at a Zoo in the future. Ask students to research how many zoos there are in Australia and identify some that have special conservation programs. They could present their findings in a brochure used to encourage people to visit and support our zoos.

**Resources:**

The link below is to an Australian site which lists all Australian zoos and sanctuaries. It also gives information on what their specialist conservation areas are.

Aboriginal Studies

Stage 5
Core Part 1: Aboriginal Identities
5.9 analyses how personal beliefs and political, economic, media and social factors influence attitudes towards Aboriginal Peoples and their cultures.

Student Activity:

Tamara hopes to work with AMRRIC (Animal Management in Rural and Remote Indigenous Communities) when she graduates. AMRRIC works to improve the health and welfare of companion animals in remote Indigenous communities. While focused on all areas of animal management in remote communities, AMRRIC has launched its 'Be a Friend to your Dog' project, with the goal of visiting rural and remote Indigenous community schools to educate and empower students and families to manage their animals within their communities.

Students will visit the BAFTYD project and create a brochure which advertises resources and games which have been developed for older children up to high school age.

Resources:
AMRRIC website: http://amrric.org
Be A Friend to Your Dog project: http://amrric.org/resources/view/98

Community and Family Studies

Stage 6
Modules: Individuals and Groups & Individuals and Work
P1.1 - Describes the contribution an individual’s experiences, values, attitudes and beliefs make to the development of goals
H6.1 - Analyses how the empowerment of women and men influences the way they function within society

Student Activity:

Tamara was certain from a very young age that she wanted to be a vet - why do so many people want to become involved in careers that involve caring for animals?

Students research the internet and identify the different fields and jobs that involve animal experience and training.

Resources:
Animal career categories: http://www.anapsid.org/resources/jobs.html
Agriculture

Stage 6

Topic: Animal Production

P2.2 - Describes the biological and physical resources and applies the processes that cause changes in animal production systems

Student Activity:

Students create a career brochure about a Veterinarian's role in the animal production industry.

Resources:

Food and Agriculture Organisation of the United Nations article provides good reference material: