Models of Achievement - Education
SUGGESTED CLASSROOM ACTIVITIES / RESOURCES

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<th>English</th>
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<td><strong>Stage 5</strong></td>
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<td><strong>Topic: Web Page Design</strong></td>
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<td>1A - Responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.</td>
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<td>7D - Understands and evaluates the diverse way texts can represent personal and public worlds</td>
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**Student Activity:**
Have students design an front page for a website to encourage people to visit Bourke. The page must be colourful and indicate what other pages are on the web site.

**Resources:**
This is the Bourke tourism website:
http://www.visitbourke.com.au
This is the Bourke Shire Council web site. There are many other local web sites.
http://www.bourke.nsw.gov.au

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<td><strong>Core: My Working Life</strong></td>
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<td>Outcome 4 – Assesses pathways for further education, training and life planning</td>
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<td>Outcome 9 – Evaluates personal and social influence on individuals</td>
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**Student Activity:**
George is becoming a teacher because he has had positive educational experiences. Ask students to reflect on personal educational experience and say how they have influenced their education to date and career aspirations.
**Aboriginal Studies**

Stage 6

**Topic: Heritage and Identity**

P1.3 - Explains a variety of responses to social justice and human rights issues including bias and stereotyping of Aboriginal peoples and cultures

**Student Activity:**
Examine George’s story, at what point do students realise that he is indigenous. Does he fit the stereotype of an Indigenous person from Bourke - what are the issues with stereotypes?

**Geography**

Stage 5

**Topic: 5A1 investigating Australia’s Physical Environments**

5.8 - Accounts for differences within and between Australian communities

**Student Activity:**
George identifies as a Murrawari man. Bourke has a number of Indigenous groups - there are 21 recognised language groups. What are the name of these groups? What percentage of Bourke’s population identifies as Indigenous? Ask students to take this information and develop a profile of Bourke’s inhabitants.

**Resources:**
The Department of Aboriginal Affairs has a recent community profile of Bourke: [http://www.aboriginalaffairs.nsw.gov.au/](http://www.aboriginalaffairs.nsw.gov.au/)
The link below is to a PDF that contains a map that will help students identify many of the Riverine language groups found in the Bourke area: [http://www.discoveringthedarling.com.au/Portals/103/Templates/DiscoveringTheDarling/Cultural%20Heritage/2_AboriginalLife_FactSheet_lr.pdf](http://www.discoveringthedarling.com.au/Portals/103/Templates/DiscoveringTheDarling/Cultural%20Heritage/2_AboriginalLife_FactSheet_lr.pdf)

**Community and Family Studies**

Stage 6

**Modules: Families and Communities**

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

**Student Activity:**
Research the town of Bourke. Look at and present on how Bourke has changed over time, the issues that the community has faced and the future direction of the town.

**Society and Culture**

Stage 6

**Topic: Personal and Social Identity**

P2 - Describes personal, social and cultural identity.

**Student Activity:**
George created a HSC Art work which represented what was important to his identity. Discuss this and then have students create their own artwork which represents their personal, social and cultural identity.

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