Models of Achievement - Journalism

SUGGESTED CLASSROOM ACTIVITIES / RESOURCES

**English Studies**

Stage 5

*Module The Media*

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

7D - Understands and evaluates the diverse way texts can represent personal and public worlds

**Student Activity:**

In groups design a survey that will consider the amount of time people engage with the media on a weekly basis. Ask students to present their findings in a PowerPoint. In their report they should show the types of media people engage with and the time spent.

**Resources:**

If students want to use the computer to complete the survey they might consider using Survey Monkey - it's a free resource: [https://www.surveymonkey.com](https://www.surveymonkey.com)

**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 – Assesses influences on people’s working lives

**Student Activity:**

After watching the film and participating in class discussion - students list the branches of the media and use a graphic organiser to compile career paths for people wanting to enter different areas of the media.

**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:**

Asha had an important job in Fiji. As a newly arrived migrant how would loss of status and income a person to set new career goals? Ask students to empathise with Asha and respond from her perspective.

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

**Stage 5**  
*Topic: Migration Experiences (1945-Present)*  
HT5-3 - Explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia  

**Student Activity:**  
Students create a Venn diagram that compares their own childhood experiences to that of Asha’s.

## Geography

**Stage 5**  
*Topic: 5A4 Australia in its Regional and Global Contexts*  
5.9 - Explains Australia’s links with other countries and its role in the global community  

**Student Activity:**  
Create a government editorial outlining Asha’s experiences and the migration policy that allowed her to enter Australia.

## Society and Culture

**Stage 6**  
*Topic: The Social and Cultural World*  
P3 - Identifies and describes relationships and interactions within and between social and cultural groups  
P4 - Identifies the features of social and cultural literacy and how it develops  

**Student Activity:**  
Utilising the five fundamental concepts of time, persons, environment, society and culture write an extended response reflecting on how these concepts are represented in Asha’s story.