# Models of Achievement - Journalism

## SUGGESTED CLASSROOM ACTIVITIES / RESOURCES

### English

#### 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:**

Students to design a pamphlet outlining a career in radio. Publish the final pamphlet using available computer technologies.

**Resources:**

The Open University site has information on aspects of the careers available in radio and links to institutions offering courses.


UAC has more information about university study for a prospective careers in radio


#### 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:**

Discuss the problems Bradley had completing school. Imagine you are Bradley and have to talk to Year 10 students about continuing their education. Plan the points and supporting examples that might go into the speech.

**Resources:**

There are many outlines or templates to support student planning. Below is a useful one that guides the speech maker step by step:

[http://www.nsknet.or.jp/~peterr-s/public_speaking/detailoutline.html](http://www.nsknet.or.jp/~peterr-s/public_speaking/detailoutline.html)
# 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. Graphic organisers can be found by searching for them on Google Images.

# Geography

Stage 5  
Topic: 5A3 Issues in Australian Environments  
5.8 - Accounts for differences within and between Australian communities

**Student Activity:**  
Students use the ABS website to map the spacial inequality of rural vs. urban areas in terms of levels of education. Discuss the factors that could influence these statistics.

# Community and Family Studies

Stage 6  
Modules: Individuals and Groups  
P1.1 - Describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals

**Student Activity:**  
Create a detailed mindmap analysing Bradley's story in regards to factors that contribute to his development - choose five factors from the following:  
- self-esteem  
- self-confidence  
- peer acceptance  
- satisfaction of needs  
- heredity  
- sociocultural influences  
- group belonging  
- environment

# Society and Culture

Stage 6  
Topic: Personal and Social Identity  
P2 - Describes personal, social and cultural identity

**Student Activity:**  
Using Bradley's story as a case study, chronicle the barriers he had to overcome to enter higher education. A detailed response for each barrier is required integrating the SAC concepts for this unit of work.