Models of Achievement - Law

SUGGESTED CLASSROOM ACTIVITIES / RESOURCES

**English**

Stage 5

*Module: Internet Research / Use of technology*

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 compile their own fact sheet on child soldiers and present to class as a PowerPoint presentation or similar.

**Resources:**

Both web sites are useful for students to use when researching for the activity.

- [http://www.warchild.org.uk/issues/child-soldiers](http://www.warchild.org.uk/issues/child-soldiers)

**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:**

Class discussion - Deng was a child soldier in the Sudanese civil war. How do you think this impacted on his choice of law as a career. Why didn’t he choose law as his first area of training?

**Resources:**

The first link has information on child soldiers. The second link is to the Department Of Immigration site and outlines the responsibilities of sponsors.

- [http://www.warchild.org.uk/issues/child-soldiers](http://www.warchild.org.uk/issues/child-soldiers)

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

**Stage 6**  
**Topic: Human Rights**  
H7 - Valuates the effectiveness of the law in achieving justice

**Student Activity:**  
Students research the international legal response to issues in Sudan. Is Deng’s story a typical response? Compare his story to other people who have lived in Sudan.

### 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:**  
In groups consider the following. Deng was sponsored by an Australian family to come to Australia. How important was this and connecting with the local Sudanese community important to Deng’s settlement in Australia? Report your discussions to the whole class.

**Resources:**  
The first link to UNICEF provides teacher information. [http://www.unicef.org/sowc96/2csoldrs.htm](http://www.unicef.org/sowc96/2csoldrs.htm)  
The second link is a site that could be used with students. [http://www.warchild.org.uk/issues/child-soldiers](http://www.warchild.org.uk/issues/child-soldiers)

### Society and Culture

**Stage 6**  
**Topic: Intercultural Communication**  
P2 - Describes personal, social and cultural identity

**Student Activity:**  
List all the issues that Deng has had with communicating within a different culture. Role play possible intercultural misunderstandings he may have had

### Geography

**Stage 5**  
**Topic: 5A4 Australia in Its Regional and Global Contexts**  
5.7 - Analyses the impacts of different perspectives on geographical issues at local, national and global scales

**Student Activity:**  
Create a class book of Deng’s refugee story. As a class decide on the important events in his life and break up into groups to write and illustrate different pages of the book.

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