Models of Achievement - Medicine

SUGGESTED CLASSROOM ACTIVITIES / RESOURCES

**English**

**Stage 5**

*Module Film and Video*

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:**

Scott's story is told very effectively through film. Have students complete a story board for a selected part of the film showing the shots used in filming.

**Resources:**

A simple story board template can be found at the link below or search Google Images for a range of different formats.

http://www.xinsight.ca/tools/storyboard.html

**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:**

Scott worked as a volunteer in many capacities and areas. Have students research what volunteer organisations operate in their area and in a report identify one they they would be interested in joining and why.

**Resources:**

There are many web sites that help match volunteers with organisations. Search for “volunteering in Australia”.

https://govolunteer.com.au
### 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 viewing the film have students develop a timeline showing the main events of Scott’s life and annotate the timeline with external factors that influenced his life and career changes.

**Resources:**  
Microsoft Office has templates for timelines. Google Images has a range of images that students can access to decide the format of their timeline.

### Commerce

**Stage 5**  
**Topic: Employment Issues**  
5.1 - Applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts

**Student Activity:**  
Research all the different jobs that Scott has had. Explore each profession and the pathways to each job. Create a career pamphlet on one of the professions.

### Science

**Stage 5**  
**Topic: Living World**  
SC5 LW1 - Multicellular organisms rely on coordinated and interdependent internal systems to respond to changes in their environment.

**Student Activity:**  
Students work in pairs to create a presentation on one type of cancer, looking at it from a biological aspect, symptoms and treatments.

### Community and Family Studies

**Stage 6**  
**Modules: Families and Communities**  
P3.1 - Explains the changing nature of families and communities in contemporary society

**Student Activity:**  
Students create a poster on Scott’s changing family structure. It should mindmap the different stages of his life and have details on what each family would like.

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