

STORIES OF CHASING ASYLUM – YEAR 10 – ENGLISH – UNIT OVERVIEW

STAGE OF LEARNING:	LESSON TITLE:	QUICK SUMMARY OF LESSON:	LEARNING INTENTIONS (STUDENTS WILL..):	CURRICULUM MAPPING
Tuning In:	Watching the Film	Students will be immersed in and connect with the documentary film Chasing Asylum. Students will personally engage with the film from critical, emotional, cultural and ethical perspectives.	<ul style="list-style-type: none"> • Understand how to actively view documentary films. • Consider the importance of context and background when critically considering a documentary film. 	(ACELY1749)
Finding Out:	Stories of Expression	Students are introduced to key terminology and language encountered when studying or reading about the topic of refugees and people seeking asylum. They enhance their understanding of the power of language through investigating the similarities and differences between concepts and terms and apply this knowledge by constructing their own definitions.	<ul style="list-style-type: none"> • Understand the importance of language choices when discussing and studying complex issues. • Understand and communicate the meaning of key terminology and concepts related to asylum seeking and refugees in the 21st Century. 	(ACELA1564) (ACELA1571)
	Stories of Triumph	Students will enhance their understanding of seeking asylum by examining the human stories behind news headlines. They will consider the story of Anh Do and the challenges of seeking asylum that his story highlights. They will consider their own knowledge about seeking asylum, establish some focus areas to clarify, and develop ideas for how they can investigate these areas.	<ul style="list-style-type: none"> • Consider how the journey to Australia can be made difficult due to a number of factors. • Begin to examine the ways in which asylum seeking is a political issue. • Compare and contrast how different media texts represent issues around people seeking asylum. 	(ACELT1639) (ACELY1754)

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Finding Out:	Stories of Compassion	Students are introduced to the notion of compassion as a response to stories of people seeking asylum by engaging with persuasive and poetic texts. Using a range of thinking, analytical and creative tools, students will engage in a close reading, appreciation and manipulation of language to understand the power of language to capture emotions, empathy and communicate experiences.	<ul style="list-style-type: none"> Consider the notion of compassion and how humane responses to people seeking asylum is often a story of compassion. Understand how informative, persuasive and imaginative texts, especially poetry, can be used to communicate compassion. Enhance their skills in making language choices to demonstrate empathy and understanding about issues and compassionate response to people seeking asylum. 	(ACELT1643) (ACELY1756) (ACELA1571) (ACELT1812)
	Stories of Justice and Injustice	Students are introduced to the concepts of justice and injustice and study media texts about seeking asylum with respect to these concepts. They understand how media texts use language, visual and structural features to represent justices and injustices, including the use of selection and omission to position audiences. With a specific focus on news media texts, students deconstruct and evaluate perspectives represented and analyse how language and visual features influence audiences.	<ul style="list-style-type: none"> Understand how combinations of language and visual features of news media texts shape meaning and position audiences in relation to issues of justice and injustice. Understand and explain how news media texts use written and visual language for inclusive and exclusive effects that empower or disempower and foreground perspectives. Develop skills in analysing and evaluating visual and language choices used to shape meaning and communicate perspectives. 	(ACELA1572) (ACELA1564) (ACELY1749) (ACELT1812)

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	Stories of Fear	Students are introduced to the concept, feeling and issues of fear inherent in the stories of people chasing asylum. They build their understanding that seeking asylum is a direct result of factors that incite fear. They will read and view informative and abstract texts and will engage in a close reading of poetry to understand the power of language to capture emotions, encourage empathy and communicate experiences.	<ul style="list-style-type: none"> Engage with the concept and feeling of fear and consider how the experience of people seeking asylum is often a story of fear. Understand how creative and imaginative texts, especially poetry, can be used to communicate significant and powerful meaning on complex and challenging issues. Enhance their skills in analysing language choices to develop empathy and understanding about issues and fears driving people to seek asylum. 	(ACELT1643) (ACELY1756) (ACELA1571)
Finding Out:	Stories of Power and Politics	Students explore forms and concepts of power that influence perspectives around the issue arising from people seeking asylum. With a specific focus on political power, students will deconstruct and evaluate perspectives represented in texts and analyse how language and visual features influence audiences. Students will then communicate their own message about political power.	<ul style="list-style-type: none"> Understand how political stakeholders apply different forms of power in response to the plight of people seeking asylum. Understand how satirical texts, especially political cartoons can be used to communicate perspectives on significant issues. Enhance their understanding and skills in analysing and evaluating visual and language choices used to communicate meaning. 	(ACELY1752) (ACELY1754) (ACELT1812) (ACELT1641)

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	Stories of Hope	Students are introduced to the theme of hope that can emerge from the stories of people chasing asylum. They read informative texts about the first ever Refugee Olympic Team and their stories. Students then use language to capture emotions, empathy and communicate experiences that inspire hope.	<ul style="list-style-type: none"> • Understand how stories of overcoming adversity in refugee journeys can send a powerful message of hope to other people seeking asylum. • Understand how biographical texts can be used to communicate individual stories and inspire hope among audiences. • Make language choices that communicate their understanding of individual stories and a sense of hope that can inspire audiences. 	(ACELY1750) (ACELY1756) (ACELT1815)
Considering Social Action:	Social Action Project	Students synthesise what they have learned throughout the unit and develop a plan for taking action to address a social issue. Students will work in groups to select an issue that is important to them, brainstorm an idea for action, collaboratively plan their action project and execute this plan.	<ul style="list-style-type: none"> • Recognise the range of issues relevant to those seeking asylum, particularly in Australia. • Recognise that human rights and social justice are core in issues relating to seeking asylum. • Understand that there are many different ways to take action around this issue. • Identify ways to take action around this issue at their school or in their community. • Understand the processes and steps required for planning and executing a social action 	This lesson can be integrated into a number of subject areas as the focus is on developing the General Capabilities of the Australian Curriculum and 21st century skills.

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			project.	
Assessment:	Assessment Task	<p>Students will apply what they have learnt throughout the <i>Stories of Chasing Asylum</i> lessons.</p> <p>They select an assessment task from the options and plan and complete the task with teacher and peer support to demonstrate and apply their knowledge and understanding.</p>	<ul style="list-style-type: none"> • Demonstrate the knowledge and understanding they have gained throughout the <i>Stories of Chasing Asylum</i> unit. 	(ACELA1564) (ACELA1567) (ACELA1569) (ACELA1572) (ACELA1571) (ACELT1640) (ACELT1814) (ACELT1815) (ACELT1644) (ACELY1749) (ACELY1756) (ACELY1757) (ACELY1776)