

STORIES OF CHASING ASYLUM – YEAR II – 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 <i>Chasing Asylum</i> . 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. 	(ACEEN001) (ACEEN003) (ACEEN008) (ACEEN025) (ACEEN027)
Finding Out:	Voices of Chasing Asylum	Students deepen their understanding of the diversity of perspectives around seeking asylum by examining different 'voices' that exist and how they relate to each other. They examine and compare the perspectives present in both <i>Chasing Asylum</i> and commercial media, and reflect on the significance of the issues raised.	<ul style="list-style-type: none"> • Understand different perspectives on issues and how they are represented in texts. • Understand texts can represent or communicate different ideas, attitudes and values. • Explain how and why texts position audiences. 	(ACEEN029) (ACEEN039) (ACEEN040)
	Reflective Voices	Students examine issues associated with people seeking asylum and offshore detention policies by studying reflective voices, and how personal experience is communicated through reflective language. They refine their knowledge and skills by evaluating the reflective, emotive and personal language in text and enhance their understanding of the power of language.	<ul style="list-style-type: none"> • Understand the multi-faceted nature of reflective texts and how purpose and context influences language choices in texts. • Evaluate the use of language to construct meaning in reflective texts. • Analyse the effectiveness of reflective texts in positioning audiences. 	(ACEEN021) (ACEEN028) (ACEEN030) (ACEEN039) (ACEEN040)

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

STAGE OF LEARNING:	LESSON TITLE:	QUICK SUMMARY OF LESSON:	LEARNING INTENTIONS (STUDENTS WILL...):	CURRICULUM MAPPING
Finding Out:	Rhetorical Voices	Students examine perspectives of people seeking asylum and offshore detention policies by considering rhetorical voices. They analyse how the devices of rhetoric are used by these voices to persuade audiences, and in doing so will enhance and deepen their understanding of the power of language.	<ul style="list-style-type: none"> • Understand how rhetorical devices can be used to represent particular perspectives on human experiences. • Understand that the composition of persuasive texts are influenced by purpose and context. • Understand the how ideas, values and attitudes about issues are expressed in texts. 	(ACEEN021) (ACEEN025) (ACEEN038) (ACEEN040)
	Expository/ Media Voices	Students examine issues associated with people seeking asylum and offshore detention policies by studying expository media voices. They consider how these issues are communicated through expository language and visual choices to position audiences. Students understand the connection between offshore detention policies, people seeking asylum and the power of visual, written and spoken language to communicate these issues.	<ul style="list-style-type: none"> • Understand and be able to analyse the way language, structural, stylistic and visual choices work in representing and shaping points of view and influencing audiences. • Understand how different media texts represent and report issues in different ways and elicit different responses from audiences. • Analyse and evaluate the effectiveness of media texts in positioning audiences about issues. 	(ACEEN024) (ACEEN025) (ACEEN029) (ACEEN039) (ACEEN040)
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. 	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

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

STAGE OF LEARNING:	LESSON TITLE:	QUICK SUMMARY OF LESSON:	LEARNING INTENTIONS (STUDENTS WILL...):	CURRICULUM MAPPING
			<ul style="list-style-type: none"> 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 project. 	21st century skills.
Assessment:	Assessment Task	Students will apply what they have learnt throughout the <i>Voices of Chasing Asylum</i> lessons. They are given one task but can make a choice about how to fulfil the requirements. They plan and complete the task with teacher and peer support to demonstrate and apply their knowledge and understanding.	<ul style="list-style-type: none"> Demonstrate the knowledge and understanding they have gained throughout the <i>Voices of Chasing Asylum</i> unit. 	(ACEEN032) (ACEEN033) (ACEEN034) (ACEEN035) (ACEEN036) (ACEEN037) (ACEEN038) (ACEEN039) (ACEEN040)