

CONSTANCE ON THE EDGE

What does it take to belong?



**EDUCATION
RESOURCE**

**** These 3 activities are extracted from a 64 page Education Resource. They can be used for free by teachers and are accompanied by 3 short clips on our website: www.constanceontheedge.com/free-clips**

**** Use with clip 'BELONGING'**

Health and Physical Education

◆ BELONGING

OUTCOMES

Australian Curriculum: Health and Physical Education

- Plan, implement and critique strategies to enhance health, safety and wellbeing of their communities (ACPPS096)

Australian Curriculum: General Capabilities Intercultural understanding

- Recognising culture and developing respect
 - > Investigate culture and cultural identity
 - analyse how membership of local, regional, national and international groups shapes identities including their own

NSW PDHPE (Stage 5)

- 5.1 analyses how they can support their own and others' sense of self
- 5.3 analyses factors that contribute to positive, inclusive and satisfying relationships

NSW Community and Family Studies (Year 11/12)

- P2.1 accounts for the roles and relationships that individuals adopt within groups
- P3.1 explains the changing nature of families and communities in contemporary society
- H2.2 evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
- H3.2 evaluates networks available to individuals, groups and families within communities

NSW Crossroads (Year 11/12 Course)

- 4.1 Assess the interpersonal skills required to establish and maintain respectful relationships
- 4.3 Show respect for the ideas, feelings and contributions of others in various contexts

EQUIPMENT

- Sticky Notes
- Large paper (A3) (Butchers paper)
- Pens/Textas/Pencils
- A4 paper
- Desktop/Laptop/Mobile Device



Activity 1:

Brainswarm

A 'brainswarm' is a brainstorm conducted in silence with sticky notes. In brainswarming there is no critiquing of ideas, dominant voices or a reluctance to contribute.

Constance says 'where I'm living in peace...it's home'

Students complete three brainswarms;

- What makes you feel at home?
- What makes you feel like you belong at school?
- What is in place at your school to improve your sense of belonging?

Share responses with the class

Define 'Belonging' as a whole group

**** Use with clip 'VICKY GOES TO UNIVERSITY'**

ENGLISH

OUTCOMES

English Australian Curriculum (Year 10):

- Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (ACELY1749)
- Evaluate the impact on audiences of different choices in the representation of still and moving images (ACELA1572)
- Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (ACELY1756)

NSW English Syllabus

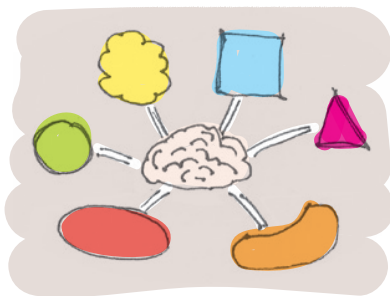
EN5-2A A student; effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies

- EN5-5C A student; thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts

EN5-4B A student; effectively transfers knowledge, skills and understanding of language concepts into new and different contexts

EQUIPMENT

- devices with internet access
- technology to play documentary
- whiteboard and markers
- butchers paper
- markers
- Student workbooks/devices
- Pens
- Paper



Activity 4:

Mind Map and Documentary techniques (35 mins)

As students' progress through the documentary, they will likely be leading up to an assessment. Teachers can use the following questions as starting points to guide students in developing their extended response skills in preparation for an assessment.

- Teacher leads a whole class discussion to create a mind-map.
- Using what they have learned about documentary techniques, students examine how the police are portrayed within the documentary.
 - > Is the overall portrayal positive, negative, or neutral?
 - > How is this achieved?
- Students explore the review of the documentary in The Guardian and use the content to generate

further ideas to add to the class mind map (https://www.theguardian.com/film/2017/may/03/constance-on-the-edge-review-a-vivid-big-hearted-portrait-of-refugee-life-in-australia?utm_source=dlvr.it&utm_medium=facebook)

A key part of this documentary is the exploration of the relationship between mother and son.

- Students write a response (short or extended) detailing;
 - > how the documentary portrays this relationship
 - > what obstacles are faced
 - > how obstacles are overcome.

*Students should also refer to documentary structural elements that help tell the story of Constance and Charles.

In the documentary, Constance's daughter, Vicky is successful in being accepted into university.

- Students answer the following questions (short response) in their workbooks/ on paper
 - > From what you have seen in the documentary, and what you know about the family's life in Kenya, why is this such an important event?

* Students should be sure to refer to the struggles Vicky will have faced in her life in Africa and Australia.

**** Use with clip 'VICKY & JACKY DISCUSS ROSARY'**

History and Geography

OUTCOMES

History Australian Curriculum (Year 10):

- The origins and significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration(ACDSEH023)
- The contribution of migration to Australia's changing identity as a nation and to its international relationships (ACDSEH147)
- The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world such as the Declaration on the Rights of Indigenous Peoples (ACDSEH143)

Geography Australian Curriculum (Year 10)

- Issues affecting development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands (ACHGK078)

Below is a list of key vocabularies:

Metalanguage

- | | |
|----------------|------------------|
| • Displacement | • Amnesty |
| • Culture | • Human rights |
| • Spirituality | • Conflict |
| • Refugee | • Racism |
| • Migration | • Discrimination |
| • Belonging | • War zone |
| • Civilian | • Trauma |
| • Civil war | |

EQUIPMENT

- Handout of the Universal Declaration of Human Rights (<http://www.un.org/en/universal-declaration-human-rights/>)
- Whiteboard and markers
- Butchers paper
- Laptop/Desktop/Mobile Device with online access
- Workbooks/devices
- Sticky notes



Activity 3:

Creative writing (35 mins)

Creative writing in History and Geography is an opportunity for students to think about topics from a personal perspective. By writing about a student from a refugee background on their first day of school, students will be better able to appreciate the difficulties that refugees face once they are in their new country. This allows students to think about the ongoing issues of being a refugee, as opposed to the story ending with safe haven in a new country.

During the film, two teenagers talk about their first experience with a religion (Catholicism) different to what they had known in Africa when they first started school in Wagga Wagga. They recall being very confused about when seeing people “pray on a necklace”.

- Students complete a brainswarm:
A 'brainswarm' is a brainstorm conducted in silence with sticky notes. In brainswarming there is no critiquing of ideas, dominant voices or a reluctance to contribute.
 - > What other areas of Australian life do you think were confusing for Constance's family when they first arrived?
 Some starting off points could be:
 - Religion
 - Food
 - Housing
 - Schooling
 - Roads
 - Doctors
 - Law enforcement
 - Shops
 - Centrelink

Specific examples might include:

E.g. Country Women's Association, sausage sandwiches, beach culture, Australia Day, ANZAC day

- Students engage in a creative writing piece
 - > Students imagine they are student from a refugee background having arrived in Australia a month ago.
 - > They are writing in their diary, or to a family member or friend, telling them about the new things they have encountered.
 - > Students focus on the specific nature of Australian life as they see it.