

## Northern Territory

A list of possible links to NTCF outcomes is provided below. The outcomes chosen by an individual teacher will depend on the emphasis taken when using the *Bringing them Home* module and should reflect **ONLY** the outcomes that will be directly monitored and for which Evidence of Learning will be gathered.

The *Bringing Them Home* Education Module has a heavy emphasis on the SOCE learning area; however it may be integrated with other learning areas depending on the teacher's focus, English and the Arts, for example.

**Possible** EsseNTial Learnings exit outcomes could be selected from the following:

Inner Learner 4: Assess their well-being and takes action for healthy living

Inner Learner 5: Demonstrate resilience in pursuing choices and dealing with change

Inner Learner 6: Explains how the past, present and future contribute to their own identity and broaden life directions

Constructive Learner 3: Participates in efforts to value diversity and social responsibility through active and informed involvement in chosen area within their family and community.

Constructive Learner 4: Identifies environmental and social issues within the local and global community and take steps to promote change.

Teachers need to apply the most appropriate Band level depending on the needs of their learners.

### English Years 7-10

Band	Outcomes	<i>Bringing them home</i> activity
Band 4	<p><i>Listening and speaking</i></p> <ul style="list-style-type: none"> <li>Discuss and experiment with the language used for interpreting meaning and presenting ideas orally</li> </ul> <p><i>Reading and viewing</i></p> <ul style="list-style-type: none"> <li>Construct interpretive responses demonstrating knowledge that texts are created for a particular audience and purpose; develop intertextual understanding</li> </ul> <p><i>Writing</i></p> <ul style="list-style-type: none"> <li>Control language structures and features necessary to communicate ideas and information clearly in written texts of some length and complexity</li> </ul>	<p>Teachers may wish to modify activities from the English [link to <a href="http://www.hreoc.gov.au/education/bth/contents.html">http://www.hreoc.gov.au/education/bth/contents.html</a>] section in order to meet these outcomes.</p> <p>Activities to help students examine relevant literature may be useful; in particular, those relating to:</p>
Band 5	<p><i>Listening and speaking</i></p> <ul style="list-style-type: none"> <li>Control and experiment with language structures and features that enable speakers to engage audiences</li> </ul> <p><i>Reading and viewing</i></p> <ul style="list-style-type: none"> <li>Analyse complex visual and written texts; consider the inter-relationships between text, context, reader and producer; explore intertextual links</li> </ul> <p><i>Writing</i></p> <ul style="list-style-type: none"> <li>Plan and compose a range of texts characterised y appropriate register and complexity of purpose and subject matter</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Is that you Ruthie</i> by Ruth Hegarty</li> <li>- <i>Stolen</i> by Jane Harrison</li> <li>- <i>Rabbit Proof Fence</i> by Doris Pilkington</li> </ul>

# Northern Territory

## Studies of Society and Environment Years 6-10+

Band	Outcomes within the Strand: Social Systems and Structures	<i>Bringing them home</i> activity
Band 3	<p><u>Time, Continuity and Change:</u> Investigate the past and how events have impacted on individuals and groups.</p> <p><u>Indigenous Studies:</u> Explain what they have learned about the core beliefs of urban and non-urban Indigenous peoples and apply the principles of reconciliation to take action to counter prejudice</p> <p><u>Civics, Governance and Social Justice</u> Research and describe features, such as decision making, of familiar political and law systems and analyse how choices, opportunities and conflict affect people's life chances</p> <p><u>Values, Beliefs and Cultural Diversity</u> Describe key elements of culture in groups and communities, how individuals learn and share their culture and the impact of differing values upon individuals and societies</p>	<p>Teachers may wish to modify activities from the <u>Society and Environment</u> [link to <a href="http://www.hreoc.gov.au/education/bth/contents.html">http://www.hreoc.gov.au/education/bth/contents.html</a>] section.</p> <p>Specific activities that may be useful include:</p> <ul style="list-style-type: none"> <li>- Activities that introduce students to different sources</li> </ul>
Band 4	<p><u>Time, Continuity and Change:</u> Learners analyse significant ideas, people and movements that have shaped societies</p> <p><u>Indigenous Studies:</u> Analyse their own cultural practices in comparison with the histories and current experiences of all Indigenous groups, and actively contribute towards reconciliation</p> <p><u>Civics, Governance and Social Justice</u> Explain the roles, rights and responsibilities of citizens in terms of the existing structure of Australia's political and legal systems, and their formation; evaluate how these structures protect the rights of individuals and societies</p> <p><u>Values, Beliefs and Cultural Diversity</u> Research and describe the diverse interpretations and reactions of individuals/groups to the impact of major events in Australia and how this cultural diversity contributes to the identity of a society</p>	<p>Teachers may wish to modify activities from the <u>Society and Environment</u> [link to <a href="http://www.hreoc.gov.au/education/bth/contents.html">http://www.hreoc.gov.au/education/bth/contents.html</a>] section.</p> <p>Specific activities that may be useful include:</p> <ul style="list-style-type: none"> <li>- Activities that introduce students to different sources</li> <li>- Activities to explore Indigenous history</li> <li>- Activities that help students to understand their civic responsibility</li> </ul>
Band 5	<p><u>Time, Continuity and Change:</u> Analyse how past forces and event shave shaped contemporary communities</p> <p><u>Indigenous Studies:</u> Analyse and evaluate complex culturally-based social, environmental and political issues that are presently significant to Indigenous peoples</p> <p><u>Civics, Governance and Social Justice</u> Critically evaluate a range of political and legal systems, their policies, and how these impact on citizens; analyse the moral/ethical codes of organisations that promote and protect human rights</p> <p><u>Values, Beliefs and Cultural Diversity</u> Critically evaluate the cultural and social structures, values and beliefs of communities and groups that impact and influence behaviour, attitudes and actions</p>	<p>Activities from the <u>Society and Environment</u> [link to <a href="http://www.hreoc.gov.au/education/bth/contents.html">http://www.hreoc.gov.au/education/bth/contents.html</a>] section are relevant.</p> <p>Specific activities include:</p> <ul style="list-style-type: none"> <li>- Activities that introduce students to different sources</li> <li>- Activities to explore Indigenous history</li> <li>- Activities that help students to understand their civic responsibility</li> <li>- Activities that help to explain laws and policies</li> </ul>
Band 5+	<p><u>Time, Continuity and Change:</u> Analyse and critically evaluate how the context of historical movements and events change; influences and impacts on national and global interpretations of history e.g. identify and evaluate the way peoples' actions, beliefs and personal philosophies alter their view on events</p> <p><u>Indigenous Studies:</u> Analyse and describe the interrelationships between Indigenous kinship/relationships and the land/environment, and</p>	<p>As above, as well as additional resources available at <a href="http://www.hreoc.gov.au/social_justice/bth_report/index.html">http://www.hreoc.gov.au/social_justice/bth_report/index.html</a></p>

## Northern Territory

	<p>compare and contrast this with other cultural world views, in collaboration with Indigenous people.</p> <p><u>Civics, Governance and Social Justice</u></p> <p>Critically evaluate the cultural and social structures, values and beliefs of communities and groups that impact and influence behaviour, attitudes and actions.</p> <p><u>Values, Beliefs and Cultural Diversity</u></p> <p>Define and advocate a focused culturally inclusive point of view with an awareness of the complexities involved in the process of attitudinal and behavioural change within society.</p>	
--	---	--

## The Arts Years 7-10

Band	Outcomes	<i>Bringing them home</i> activity
Band 4	<p><i>Media</i></p> <ul style="list-style-type: none"> <li>Discuss and evaluate the purpose and characteristics of media works that locate them in particular societies, cultures and times</li> </ul>	<p>Teachers may wish to modify activities from the <u>Society and Environment</u> [link to <a href="http://www.hreoc.gov.au/education/bth/contents.html">http://www.hreoc.gov.au/education/bth/contents.html</a>] section.</p> <p>Specific activities that may be useful include:</p> <ul style="list-style-type: none"> <li>- <i>Bringing them home</i> DVD activity</li> </ul>
Band 5	<p><i>Drama</i></p> <ul style="list-style-type: none"> <li>Experiment with a diversity of performance concepts exploring the craft of acting and the actor/audience relationship</li> <li>Compare, evaluate and analyse different interpretations of texts and performance works</li> </ul>	<p>Activities to help students examine relevant literature may be useful; in particular, those relating to:</p> <ul style="list-style-type: none"> <li>- <i>Stolen</i> by Jane Harrison</li> </ul>