

# Teacher notes



SBS National Youth Week 2016  
Education Resource

Youth Week films produced  
in partnership with the  
Foundation for Young  
Australians



  #SBSLearn

[sbs.com.au/learn/youth-week](http://sbs.com.au/learn/youth-week)

# 1. Before viewing

## Learning Goals

- Students understand the diversity of youth identities in Australia and the lived experiences that have shaped some of these identities.
- Students recognise the power of telling one's own story and are empowered to think critically about their own experiences and what has shaped their unique identity.

## Recommendation before viewing in classroom

Teachers are encouraged to watch the National Youth Week films before showing them to students. The content addresses the sensitive concepts of gender dysphoria, depression, stereotypes, war, child soldiers and autism. This content may be confronting to students.

The resources have been designed to help teachers feel confident to engage students in safe discussions within the classroom. Some ideas to consider are:

- Speak with students, staff, families and/ or community members before screening the short films and using the learning resources in order to pre-empt possible responses.
- Set classroom ground rules: Create a safe space and help to develop mutual respect and understanding between the members of the classroom community.
  - Be respectful: Each person has their own beliefs and values.
  - Value diversity: Each person has their own world views, experiences and opinions.
  - Listen politely: Each person has a right to contribute without pressure or intimidation.
  - Act with honour and courage: Be brave in sharing experiences, ideas and opinions.
  - Appreciate privacy: Each person has the right to uphold their privacy.
  - Act responsibly: Share feedback with thoughtful consideration and a positive attitude towards others.
- Work collaboratively with students to create a contract that outlines the expected standards of behaviour around using the films.
- Use the think/puzzle/explore reflection protocol to prompt discussion and reflection after viewing each clip:
  - THINK:** What ideas, emotions or situations did the clip make you think about?
  - PUZZLE:** What ideas, people or situations in the clip puzzled you?
  - EXPLORE:** What ideas presented in the clip would you like to explore further?
- Encourage students to frame discussion comments as their own (as in "I think") and avoid forceful language (such as "you should").
- When responding to others in classroom discussion or within the associated activities encourage students to challenge ideas rather than people.
- Allow adequate time at the end of each viewing session to debrief the content, associated activities and discussion.

My own notes

## 2. Australian Curriculum Links

The National Youth Week Finalists' films can support the implementation of the Australian Curriculum (Years 7-10) in a variety of ways that involve students reading, thinking critically and processing this knowledge and understanding to produce meaningful outcomes. This resource has been developed broadly, with scope to be used in part, or whole, depending on the individual and unique circumstances of schools and time allocated to using the National Youth Week Competition 2016 Finalists' films.

### Cross-curriculum priorities

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia

### General capabilities

- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding.

### Civics and Citizenship, diversity and identity

#### YEAR 7

[ACHCK053](#) How groups, such as religious and cultural groups, express their particular identities; and how this influences their perceptions of others and vice versa

#### YEAR 8

[ACHCK067](#) How national identity can shape a sense of belonging in Australia's multicultural society

[ACHCK066](#) Different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander perspectives, and what it means to be Australian

#### YEAR 9

[ACHCK080](#) The influence of a range of media, including social media, in shaping identities and attitudes to diversity

### English

#### YEAR 7

[ACELY1724](#) Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences

#### YEAR 8

[ACELT1628](#) Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups

#### YEAR 9

[ACELA1560](#) Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning

[ACELA1561](#) Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness

My own notes

## 2. Australian Curriculum Links continued

[ACELT1635](#) Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts

[ACELY1745](#) Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts

### Health and Physical Education (Personal, Social and Community Health)

#### YEAR 7 AND 8

[ACPPS070](#) Investigate the impact of transition and change on identities

#### YEAR 9 AND 10

[ACPPS089](#) Evaluate factors that shape identities and critically analyse how individuals impact the identities of others

### Media Arts

#### YEAR 7 AND 8

[ACAMAM067](#) Develop media representations to show familiar or shared social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples

[ACAMAR071](#) Analyse how technical and symbolic elements are used in media artworks to create representations influenced by story, genre, values and points of view of particular audiences

My own notes

# 3. Discussion questions/ activities (prior to viewing)

My own notes

## Discussions and definitions

Before discussing and analysing how other young Australians have chosen to represent themselves and their identity, it is important to understand what identity means to you, as well as others. Consider the following questions:

- What do you understand by the term identity?
- How do you define or explain your identity to other people?
- In what ways is identity different to personality?
- What people, places, events, experiences or other factors have influenced you at this stage in your life?
- Do you think someone's identity can change over time? Why or why not?

## Venn diagrams

Venn diagrams are useful ways of representing information and finding the similarities, differences and connections between various factors. Unique information is listed in each circle, and similarities between both are listed in the area of overlap. Create a triple-Venn diagram that includes the people, places and events/experiences that are important to you. In listing these, think about why they are important to you.



## Think, pair, share

- Students think individually and then discuss in pairs, before sharing ideas and responses with the class
- Digital links: Students could share their responses using a [class padlet](#).

What does being Australian mean to you in the 21st century?  
What is it like being a young Australian in modern Australia?  
What are some of the issues (local/national/global) that are important to you?  
In what ways can being a young Australian differ in different parts of the country?  
What issues might influence the experiences of young Australians in regions or communities different to your own?

## Research

- Students conduct some brief research to gain an enhanced understanding about what it was like being a young Australian in different historical eras and then compare this information to their experiences in contemporary Australia. This information can be synthesised and present using a T-Chart, Comparative table or Venn diagram.
- Students conduct brief research relevant to the issues and aspects of identity and youth represented in the finalists' films (this can be incorporated into lessons focusing on a single film instead of pre-viewing activities). Some of these include:
  - o Indigenous cultures
  - o Gender identity
  - o Autism Spectrum

### 3. Discussion questions/ activities (prior to viewing) continued

- o Sudanese Civil Wars
- o Islam and Muslim culture
- o Australians with Lebanese heritage

Group/collaborative learning opportunities: Students could be assigned to groups each responsible for a different era to present back to the class in a variety of formats (e.g. multimodal, poster, brief presentation)

My own notes

## 4 Film-specific discussion questions/activities

### My own notes

#### Orientation to the finalists' films

- What features of identity make each finalist unique as a young Australian?
- Watch the film and write down your immediate response. Consider what seemed most important as a portrayal of someone's identity. Share and compare your response with a partner and discuss any similarities/differences.
- Reflect on the 'story' or explanation of identity provided by each finalist. What did you learn from their experience/s and their representation of their identity?

#### **TAZ (rated PG)** [Watch the film \(1 min\)](#)

Taz Clay, a young indigenous brotherboy, shares his difficult journey to affirming his gender and the importance of speaking out about gender identity. Taz's film provides a number of aspects of his identity that make him unique as a young Indigenous Australian.

- What is gender dysphoria?
- What is meant by the terms 'brotherboy' and 'sistergirl' in Indigenous communities?
- What impact has coming to terms with his gender identity had on Taz's sense of self?

Extension: Write a short paragraph explaining how the combination of these elements within the film are used to construct a representation of Taz's identity.

#### **CAITLIN (rated G)** [Watch the film \(1 min\)](#)

Eighteen-year-old Caitlin Gerken, a young artist on the Autism Spectrum, uses an analogy of the "Chinese Room" thought experiment to explain how she sees the world differently from others. Caitlin's film draws on her experiences as a young Australian with Autism.

- What is Autism and how does this make individuals unique?
- What is the analogy that Caitlin uses to explain this aspect of her identity?
- Evaluate how Caitlin's film explains what it might be like for young Australians with Autism.

Extension: After researching Autism and watching Caitlin's film, construct a visual collage or write a short paragraph that demonstrates your understanding of Autism and how it can shape an individual's identity.

#### **ATAK (rated M, contains violence)** [Watch the film \(1 min\)](#)

A child soldier in South Sudan comforts a fatally injured younger boy with a story about the ocean. Atak Ngor, 18, was born in what is now South Sudan during the Second Sudanese Civil War. He left South Sudan when he was six for Kakuma Refugee Camp and some years later, Australia. His film is dedicated to those he left behind. Atak's film uses a single shot with slow, steady zoom to accompany the narration, and a text overlay anchors the film and its context.

- Discuss the different impact Atak's film might have on different audiences?
- Research a little about Child Soldiers in the Sudanese Civil Wars.
- Many former Child Soldiers fled their countries, finding refuge/safety in countries like Australia. What challenges or issues would these individuals experience on this journey and what challenges might they still face?

## 4. Film-specific discussion questions/activities continued

Extension: Investigate other contexts in which children have been used as soldiers. What are the similarities and differences that exist?

### **STEPHANIE (rated G)** [Watch the film \(1 min\)](#)

Stephanie Kurlow, a young woman from Sydney dreams of being the world's first professional hijab wearing ballerina. She overcomes the negative comments of Twitter trolls through her passion and dedication to dance.

- What impact does social media have on young people's sense of self and identity?
- What are some different attitudes and assumptions about ballet that exist within the community?
- How does Stephanie use these attitudes in her film to make a powerful statement about her identity?

Extension: Investigate some of the commentary and controversy about cultural and religious expression with respect to Muslim dress and appearance, and consider how these public commentaries might impact a young Australian Muslim.

### **ANTHONY (rated G)** [Watch the film \(1 min\)](#)

Anthony Farah, AKA YouTube Vlogger Captain Fizzman, is having an identity crisis. He turns to the internet to find out what young Lebanese men like himself "should" be doing with their lives. This humorous film examines cultural stereotypes in modern-day Australia.

- How does Anthony's film reflect common challenges of being a young Australian?
- How do stereotypes of young Lebanese Australian men complicate his identity development?

Extension: Investigate the Cronulla Riots of 2005 ([Cronulla Riots Teacher pack](#)). What consequences and opportunities do events like this have for the wider Australian community?

## Discussion questions and activities applicable to all films

The following activities, questions and discussion prompts can be readily adapted to each film

### Civics and Citizenship

The following activities, questions and discussion prompts can be readily adapted to each film

Many of the finalists have chosen to use stereotypes to make a point about their identity and the use of stereotypes to make judgements about the diversity of the Australian community. Stereotypes are often used to make judgements or provide expectations about an individual's identity and how they should (or would) behave.

1. Consider the finalist and their identity and list some of the stereotypes that people might have about this person before watching their video or hearing their story. These could be called assumptions. Present this in a concept map or brainstorm list.

My own notes

## 4. Film-specific discussion questions/activities continued

2. What stereotypes are referred to, or directly addressed, in the film?
3. Consider how the finalist has responded to these in forming their identity – do they accept, reject or negotiate these stereotypes and assumptions? How have they used the stereotype in their film?
4. In what ways is stereotyping linked to prejudice and how can this result in harmful behaviour or actions in contemporary Australian society?
5. As a young Australian, what can you do to challenge stereotypes or break down prejudice based on stereotypes?

Present your thoughts in a table. An example list of stereotypes/expectations from Anthony's film is provided.

Stereotype or expectation	How is it used or addressed in the film?	Responses
Terrorist		
Be more Australian		
Violent		
Kebab guy		

### Examining personal stories

While each finalist is unique, these personal stories each embody and exemplify aspects of the Australian community and speak to the lived experiences of many Australians. For each film, consider how it relates to a sense of national identity or a sense of belonging to the Australian community.

A stacked Venn diagram is a useful way to show how various experiences add layers and complexities to both individual identities and Australian national identity. An example is provided using elements from Atak's film and story.

Identify some key moments in your life and personal story and compare these to those in finalists' films.



## Health and Physical Education (Personal, Social and Community Health)

Examine how identities are influenced by people and places  
Evaluate factors that shape identities

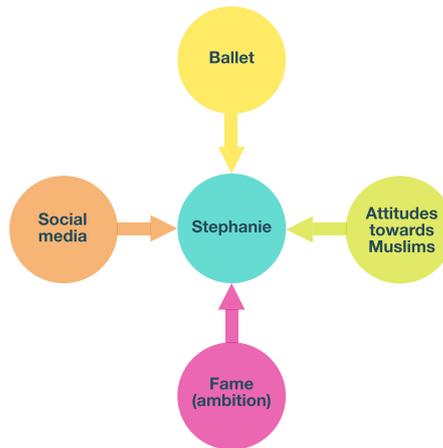
1. Identify factors (people, places, attitudes, personal qualities, cultural identities, popular culture) that are indicated as shaping each finalists' identity. Present

My own notes

## 4. Film-specific discussion questions/activities continued

this information in a concept map to visualise these influences. An example for Stephanie's film is provided.

2. How have they chosen to respond to each of these factors?
  - a. Is the influence of the factor positive or negative, or is it both?
  - b. What message does this send to other young Australians with similar identities?
  - c. What lessons can all Australians learn from this?
3. Compare these factors to your own self-reflection. In what ways can you explain the similarities and differences?



### English

#### Evaluating vocabulary through associations

Each film uses a variety of vocabulary choices to influence the audience and contribute to the uniqueness of each finalist's identity.

1. Identify some key words and conduct a rapid word association activity by thinking about and listing what comes to mind when you hear/read the words or phrases.
2. Evaluate the effect these vocabulary choices have, especially in the context of the film, in representing the identity of the finalist.

The table below lists some vocabulary from **Caitlin's film** as an example:

Vocabulary choice	Associations
"Alone"	
"Cut-off"	
"Convince"	
"Normal"	
"Instructions"	
"Freak"	
"Different"	

My own notes

## 4. Film-specific discussion questions/activities continued

Identify some other key phrases or words from the film and consider their use in combination with the visual choices that have been made. What effect does the language and visual combination have? How effective is this combination in representing the experience of the finalist? Some example phrases from Caitlin's film are listed below:

Language choices	Visual Choices
"Try living in my mind"	
"You're alone in a room"	
"Respond to the messages"	
"Think you're just like them"	
"Completely normal"	
"See you as a freak"	
"My world is just like yours"	
"I live on a different spectrum"	

### Media Arts

Analyse how technical (e.g. camerawork, editing) and symbolic (e.g. mise en scene) elements are used in the films to represent aspects of the finalist's identity?

Each of the films uses a variety of film elements (technical and symbolic choices), such as camerawork, editing, audio and narration to produce meaning that is significant and powerful in representing their story and identity. Analyse these choices by considering each element in isolation and then in combination to effectively evaluate how they have been used to influence audiences and communicate meaning. Watch the films carefully and provide an example for each element and the effect it has in constructing the finalists' representation of their identity. How does each finalist draw on aspects of their cultural background to construct their identity? As an example, the table below lists some of the key technical and symbolic elements used in **Taz's film**.

Technical or Symbolic element	Example from film	Effect on representation
Montage		
Piece to camera (direct address)		
Non-diegetic audio		
Editing		
Mise en scene		

### My own notes

# 4. Film-specific discussion questions/activities continued

## My own notes

### Extension activities

#### Create your own identity short film

Now that you have watched, analysed and discussed aspects of the five finalists' films and considered how each have chosen to represent their unique identity (as young Australians), think about your own identity and what a 50-second short film presenting your identity would look like.

First, think about **content**:

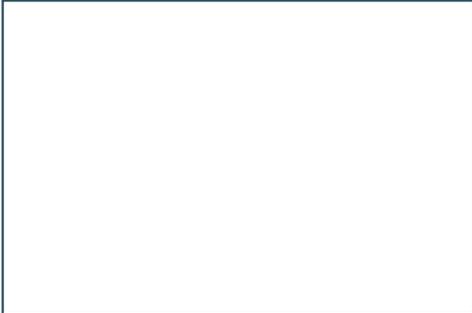
- What is the overarching or underlying message you want to send about your identity as a young Australian?
- The people, places, events and experiences that are important to you.
- The goals, ambitions, talents and skills that make you unique.
- What communities or groups do you fit in to (for example: sporting, cultural, gaming, family, ethnic, social)?
- What personality attributes make you special?

Next, think about **style**. For example, Anthony's film looks and feels very different to Stephanie's film, which is also very different to Caitlin's film. What do you want your film to look and feel like?

- What types of visual images will best represent your identity?
- Will you use narration through voiceover or by directly addressing the camera, or both (like Taz's film), or none at all (like Stephanie's film)?
- What locations will you use?
- What technical elements (camerawork and editing) can you use?
- What symbolic elements would work best to represent and communicate your content?
- What audio will you use to express particular emotion, mood or feeling?
  - ▶ Here, you should have a draft of your narration if this is an element of the short film.

Next, **plan** your short film by creating either a storyboard or three-column script. **Remember**, the short film has to be 50seconds so you have to be very specific and think carefully about what to include.

A storyboard is a visual representation of what each shot in your short film will look like. As well as a sketch of the visual (think of it like a freeze-frame or screenshot of the film), it includes the shot size and other important information such as camerawork, action cues for actors or subjects, information about lighting, dialogue/ audio, any special effects and transition to the next shot. There are lots of templates online that you can search for and adapt to suit your needs, but a simple template is provided. For further extension,

Shot # _____	Shot size: _____
	
Important notes (actions/ effects/ lighting/transition)	
_____	
_____	
_____	
_____	

## 4. Film-specific discussion questions/activities continued

### My own notes

[Lesson Bucket](#) by Victorian media educator Brett Lamb has greater detail and activities for storyboard and other planning templates for filmmaking.

A three-column script is another way of representing information in more detail. It has a column indicating the shot number and duration, a column for visual elements (anything that is seen in the shot) and a column for audio (anything heard in the shot). Because it is present in linear sequence, it is useful for some learners to list their ideas and vision in a comprehensive manner. A template is provided below

Shot # and duration	Visual (what is seen) - action and camera and editing directions	Audio (what is heard) - dialogue/audio or music

Further extension:

Depending on time or resources, you are now ready to film and edit your short film. Before you film, remember to check with your teachers/parents/guardians about any risk-assessment or location permissions that you need to consider, as well as that you have complied with copyright regulations for any audio/visual footage that you plan to use in your film.

Any questions? Contact us:

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