Teacher notes

Cronulla Riots: The Day that Shocked the Nation

Photo credit: Andrew Quilty
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<td>16</td>
<td>Any questions? Contact us</td>
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A series of activities have been designed for students to complement the interactive documentary *Cronulla Riots: The Day that Shocked the Nation*. All activities have been linked to the Australian Curriculum. Activities are suitable for Years 9 and 10 in the subject areas of English, Media, History and Geography. Due to infrequent coarse language and violence, this resource is not recommended for students under 15 years.

Activities are divided into three broad areas. Each area has six suggested tasks. The areas and tasks are not sequential and can be selected individually by students or teachers. Each task requires students to either watch the documentary or engage with the interactive website.

**Curriculum Links**

- **Part 1: Exploring perspectives**
  - Media: (ACAMAM073)
  - English: (ACELY1749) (ACELY1739) (ACELY1740) (ACELY1745) (ACELY1750)
  - History: (ACDSEH147)
  - Geography: (ACHGK080)

- **Part 2: Exploring representations of culture**
  - English: (ACELT1633) (ACELT1639) (ACELA1561) (ACELY1744) (ACELA1560) (ACELA1565) (ACELT1635)
  - Media: (ACAMAM074) (ACAMAM075)
  - History: (ACDSEH147)

- **Part 3: Exploring the documentary form**
  - English: (ACELA1567) (ACELT1641) (ACELY1742) (ACELY1752) (ACELY1754) (ACELY1745)
  - Media: (ACAMAM075)
  - History: (ACDSEH147)
  - Geography (ACHGK080)

**Recommendation before viewing in the classroom**

Teachers are encouraged to watch *Cronulla Riots: The Day that Shocked the Nation* and the associated clips before showing them to students. The content addresses sensitive and, at times, confronting concepts including racism, discrimination, violence, alcohol, and religious and cultural intolerance.

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

- Speak with students, staff, families and/or community members prior to screening the documentary and/or using the learning resources in order to pre-
empt possible responses, particularly if your students are likely to identify with any of the characters.

- Set classroom ground rules. Create a safe space and help to develop mutual respect and understanding between the members of the classroom community. Some ideas are:

  - 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.

- Use the think/puzzle/explore reflection protocol to prompt discussion and reflection after viewing the documentary, or engaging with the interactive resources:

  - **THINK**: What ideas, emotions or situations did the text make you think about?
  - **PUZZLE**: What ideas, people or situations in the text puzzled you?
  - **EXPLORE**: What ideas presented in the text would you like to explore further?

- When responding to others in classroom discussion or within the associated activities encourage students to challenge ideas rather than people.
The following activities have been suggested for students in Year 9 and Year 10 in the subject areas of English, Media, History and Geography. All activities have been linked to the Australian Curriculum.

Note: To complete the following tasks, students will need to navigate to Riot Themes in the interactive documentary Cronulla Riots: The Day That Shocked the Nation.

Task 1. English

Write a 300-word report on the changing representation of violence and youth in Cronulla in the media. In your response include an analysis and evaluation of the language, structure and/or visual choice of images in the suggested riot theme sources.

Suggested riot theme sources
Navigate to Riot Themes to access the following sources

- Cronulla and ‘The Shire’ – Historical Newspapers from The Shire
- Cronulla and ‘The Shire’ – Prof. Greg Noble on Why the Riots Happened in Cronulla
- Media – The Generation of Media Headlines

Australian Curriculum Link
English: 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]

Task 2. English

Cronulla Riots: The Day That Shocked the Nation explores the powerful influence that the media has on people’s behaviour, attitudes and understanding of people and events.

1. Explore the three suggested riot theme sources
2. Write a two-minute speech explaining how cultural perspectives (of both Anglo-Australians and Lebanese Australians) influenced the media response of the media to the Cronulla Riots.
Part One
Exploring Perspectives
continued

Suggested riot theme sources

Navigate to Riot Themes to access the following sources:

- Media – Reflections on a Riot: Cartoons
- Media – Breakfast with Alan Jones
- Media – The Generation of Media Headlines

Australian Curriculum link

English: Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts [ACELY1739].

Task 3. English/ Media

The main purpose of media texts – spoken, visual, written and multimodal – is to inform people about facts relating to current events, however they also have the power to persuade by positioning people to respond to events in particular ways.

1. Examine the three suggested riot theme sources
2. Create a table like the one below to analyse how the media used the language features of their specific form (spoken, written, visual or multimodal) to influence people’s responses to the Cronulla Riots.

<table>
<thead>
<tr>
<th>MODE</th>
<th>Specific technique</th>
<th>Example from clip</th>
<th>Effect of technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spoken</td>
<td>e.g. tone, repetition, questioning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written</td>
<td>e.g. modality, slang, hyperbole, register</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual</td>
<td>e.g. camera angles, shots, editing, archival footage</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Using this information, imagine you are a journalist who blogs about media ethics and write a post about the culpability of the media in relation to the Cronulla Riots.

Media Studies Extension
- In pairs, choose to be a journalist or an interviewee from the documentary (individuals listed in suggested riot theme sources).
- The journalist creates five questions that would help show the interviewee in positive light.
- Swap roles and create five questions that might show the interviewee in a more negative light.
- Choose one set of questions to film using a mobile phone or video camera, and discuss (as a pair) how you could incorporate images, sounds and title text at the editing stage to reinforce the positive or negative perspective of the interviewee.
Part One
Exploring Perspectives
continued

Suggested riot theme sources
Navigate to Riot Themes to access the following sources:

- Media – Culpability of the Media; Media Ethics
- Cronulla & ‘The Shire’ – Responses to the Riot

Suggested Interviewees
- Lee Howell (Director of Youth Development, North Cronulla Surf Club)
- Lynn Harvey (North Cronulla Beach Kiosk)
- Jihad Dib (Principal, Punchbowl Boys High)
- Mecca Laalaa (Health Promotion Officer)
- Moe Kharboutli (Refrigeration Mechanic)
- Nadim El Ghouli (Taxi Driver)
- Nemat Rifi (Criminologist)
- Craig Greenhill (Press Photographer)
- Craig Campbell (Retired NSW Police Officer)
- Andrew Quilty (Photographer)

Australian Curriculum link

English: Listen to spoken texts constructed for different purposes, for example to entertain and to persuade, and analyse how language features of these texts position listeners to respond in particular ways [ACELY1740]

Media: Experiment with ideas and stories that manipulate media conventions and genres to construct new and alternative points of view through images, sounds and text [ACAMAM073]

Task 4. English

Political cartoons have been a part of the media for hundreds of years, often presenting a satirical take on the news stories being covered.

1. Choose one of the cartoons included in the slideshow
2. Explain how the combination of written and visual choices made by the cartoonist effectively ‘distilled an idea or thought’ about the Cronulla Riots. In your response, be sure to identify what information, opinions and perspectives of the event are presented.

Suggested riot theme sources
Navigate to Riot Themes to access the following sources:

- Media – Reflections on a Riot: Cartoons

Australian Curriculum link

English: Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts [ACELY1745]
Task 5. English/ Media

1. Create an engaging and persuasive cartoon or comic strip that illustrates the influence that talkback radio had on the Cronulla Riots. Remember that political cartoons are often highly subjective and make satirical comment on news stories.
2. Write a 100-word rationale justifying your choice of written and visual features.

Suggested riot theme sources
Navigate to Riot Themes to access the following sources:

- Media – Prof. Catharine Lumby on Moral Panic
- Media – Breakfast with Alan Jones
- Media – ACMA Investigation Report

Australian Curriculum link
English: Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage [ACELY1750]

Media: Experiment with ideas and stories that manipulate media conventions and genres to construct new and alternative points of view through images, sounds and text [ACAMAM073]

Task 6. Geography/ History

1. Explore the two suggested riot theme sources
2. Refer to a map of Sydney and measure the distance between Cronulla and Lakemba
3. Using the Australian Bureau of Statistics website, collect information on the Community Profiles of each of the two Local Government Areas
4. Describe the spatial variations (if any) of wellbeing between the two communities
5. Assess the information provided in each of the riot theme sources, in regards to the reason/s for conflict in Cronulla.
6. Explain how the community in Cronulla has changed over time.

Suggested riot theme sources
Navigate to Riot Themes to access the following sources:

- Cronulla and 'The Shire'
- Lakemba and Punchbowl
Part One
Exploring Perspectives
continued

Australian Curriculum link
History: The contribution of migration to Australia’s changing identity as a nation and to its international relationships [ACDSEH147]

Geography: Reasons for, and consequences of, spatial variations in human wellbeing in Australia at the local scale [ACHGK080]
The following activities have been suggested for students in Year 9 and Year 10 in the subject areas of English, Media and History. All activities have been linked to the Australian Curriculum.

Note: To complete the following tasks, students will need to navigate to Riot Themes in the interactive documentary Cronulla Riots: The Day That Shocked the Nation.

Task 1. English/ Media

1. Read the Notes on Representation provided.

2. Engage with some of the contrasting representations of Lebanese Australians included in the suggested riot theme sources.

3. Complete the questions:
   a. Describe how Lebanese Australians are represented in this text.
   b. What/whose attitude towards Lebanese Australians is represented in this text?
   c. How is the responder positioned to perceive Lebanese Australians in this text?
   d. How does the composer use the language features of their form to construct this representation, and position the responder to feel/think a certain way about Lebanese Australians?

4. Using your understanding around the language of representation, consider the question: What role did stereotypical representations play in the Cronulla Riots? Draw on evidence from the documentary to support your ideas.
2 Part Two
Exploring representations of culture
continued

Suggested riot theme sources
Navigate to Riot Themes to access the following sources:

- Racism – Riot Day
- Symbols – The Inciting Incident
- Media – Breakfast with Alan Jones
- Cronulla and ‘The Shire’ – Lens on Cronulla
- Punchbowl and Lakemba – A Line in the Sand, A Line Outside the Mosque
- Punchbowl and Lakemba – Lens on Lakemba During Eid

Australian Curriculum link
English:
Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (ACELT1639).
Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (ACELT1633).

Task 2. English/ Media

A key feature of the Cronulla Riots was the ways in which individuals and the media manipulated language to create representations of cultural groups.

1. View and read the suggested riot theme sources below, and then complete the table below.

<table>
<thead>
<tr>
<th>Slogan/labels</th>
<th>Meaning and connotations (positive or negative)</th>
<th>Who used the slogan/label and why?</th>
<th>Is this slogan/label, or a variation of it, still in use today?</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘Aussie pride’</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>‘You flew here, we grew here’</td>
<td>e.g. modality, slang, hyperbole, register</td>
<td></td>
<td></td>
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<tr>
<td>‘Westies’</td>
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<tr>
<td>‘Lebs’</td>
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</table>

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Suggested riot theme sources
Navigate to Riot Themes to access the following sources:

- Language – Linguistic Tug of War
- Language – Prof. Greg Noble on the Language of the Riots
- Punchbowl and Lakemba – Babes, Mosques and Baseball Caps
Part Two
Exploring representations of culture
continued

Australian Curriculum link
English: Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (ACELY1744). 1, 6, 16, 23, 22
Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness (ACELA1561).

Task 3. English/ Media

Create an annotated collage of the symbols and icons used by the participants in the Cronulla Riots, as well as the media and politicians in their response to it. For each image you select, identify the following:

- Who used the symbol/icon?
- What does the symbol/icon mean to those who used it?
- What are the alternative connotations of that symbol/icon as seen from other perspectives e.g. different connotations of the Australian flag?

Suggested riot theme sources
Navigate to Riot Themes to access the following sources:

- Symbols – The Inciting Incident
- Symbols – Prof. Greg Noble on Burning the Flag
- Symbols – The Beach as an Icon of Australian Art
- Racism – Riot Day

Australian Curriculum link
English: Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (ACELA1560).

Media: Manipulate media representations to identify and examine social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples (ACAMAM074).

Task 4. English

Our response to texts that represent real-world events such as the Cronulla Riots is influenced by our value systems, and this explains why there is often a diverse range of responses to texts.

1. Explore the suggested riot themes sources below.
2. Write a diary entry reflecting on your personal response to the interactive documentary, considering how your own value system (including your culture, race, beliefs, attitudes, age, gender and personal life experiences) has influenced this response.
2 Part Two
Exploring representations of culture
continued

Suggested riot theme sources
Navigate to Riot Themes to access the following sources:

- **Language** – A Western Oriental Gentleman
- **Racism** – Race Discrimination Commissioner: The Effects of Racism
- **Punchbowl and Lakemba** – A Line in the Sand, a Line outside the Mosque
- **Identity** – The ‘Lioness’ of Lebanon

**Australian Curriculum link**
English: Understand that people’s evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication [ACELA1565]

**Task 5. History/English**

A reconsideration of the Cronulla Riots – especially focusing on its causes and legacy – brings about an opportunity to discuss the current state of multiculturalism and race in Australia.

1. Explore the reasons why a person might agree or disagree with the following statement:

   *We will never again see another event like the Cronulla Riots in Australia.*

2. Create a timeline that identifies five periods of racial conflict in Australian History since 1945.

3. Research the government policies on Multiculturalism and Anti-Racism.

4. Think – Pair – Share ideas around the qualities of an effective Multicultural Policy.

   - What should the policy include?
   - What events, programs and rules in your own school would you recommend for a federal government policy?
   - Should an Anti-Racism Policy be enforced? Consider the organisations that would need to be involved in shaping and enforcing both the Anti-Racism Policy and the Multicultural Policy. Use the interactive documentary as a guide to thinking about different organisations.

5. Write a persuasive letter to your Member of Parliament suggesting reasons for or against implementation of Anti-Racism programs in your electorate.
Part Two
Exploring representations of culture
continued

Suggested riot theme sources
Navigate to Riot Themes:

Racism
Identity
Police and the Law

Australian Curriculum link
History: The contribution of migration to Australia’s changing identity as a nation and to its international relationships [ACDSEH147]

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

Task 6. Media

Imagine that you have been given the task of creating a story for a local media website on one of the Sydney locations central to the Cronulla Riots (Punchbowl, Lakemba, or Cronulla and The Shire). Your story must capture a representation of the culture of your chosen location, communicated through include images, sounds and text. Use the series of photographs of each location found in the interactive documentary.

Suggested riot theme sources
Navigate to Riot Themes to access the following sources:

- Punchbowl and Lakemba – Lens on Lakemba; Lens on Punchbowl High; Lens on Punchbowl
- Punchbowl; Lens on Lakemba During Eid; Lens on Lakemba Mosque
- Cronulla and ‘The Shire’ – Lens on Cronulla

Australian Curriculum link
Media: Develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text for a specific purpose, meaning and style [ACAMAM075]. Manipulate media representations to identify and examine social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples [ACAMAM074]
Part Three
Exploring the documentary form

The following activities have been suggested for students in Year 9 and Year 10 in the subject areas of English, Media, History and Geography. All activities have been linked to the Australian Curriculum.

Note: To complete the following tasks, students will need to have watched all or part of the documentary Cronulla Riots: The Day that Shocked the Nation. Please make sure that the ‘notifications on’ box is ticked when viewing the documentary for this activity.

Task 1. English/ Media

1. Define the term ‘interactive documentary’.
2. Identify three features that make Cronulla Riots: The Day that Shocked the Nation an ‘interactive documentary’. Describe an example of each feature.
3. Why do you think that the producer chose to make this documentary interactive? Do you think it is an effective choice? Explain your answers with reference to the text’s audience, purpose and form. Make sure you include examples from the documentary to support your ideas.

Australian Curriculum link

English: Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects (ACELA1567)

Analyze and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response (ACELT1641)

Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742)

Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (ACELY1752)

Task 2. English

3. Explore the three suggested riot theme sources.
4. What do you believe is the main message that the producer is trying to communicate through the documentary? Give examples to support your ideas.
Part Three
Exploring the documentary form
continued

Suggested riot theme sources
Navigate to Riot Themes to access the following sources:

- **Language** – Prof. Greg Noble on the Language of the Riots
- **Identity** – The Challenging Racism Project: Anti-Muslim Sentiment
- **Racism** – Prof. Greg Noble on Rage

**Australian Curriculum link**
English: Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts [ACELY1742]

Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence [ACELY1754]

**Task 3. English/ Media**

1. Choose one chapter of the documentary, and analyse how film techniques (images, sound, editing) and interactive features influence your personal response to the documentary's main message. Use the table below to help.

<table>
<thead>
<tr>
<th>Technique</th>
<th>Example of technique (e.g. direct quote, or brief description)</th>
<th>Effect of technique (e.g. what does this technique make you think, feel or imagine about the Cronulla Riots)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Symbols</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sound (including music, sound effects, voice-over, interviews)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interactive features (including hyperlinks, buttons, animations)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Editing (including fade out, cutting, montage, dissolve, juxtaposition)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Images (including camera shots, angles, movement)</td>
<td></td>
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</tr>
</tbody>
</table>

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2. Imagine that you have been given the task of creating a two to three-minute micro-documentary on the Cronulla Riots, using the extended riot footage.

Script your voice-over, and write a brief a description of how you would edit the footage, noting any sounds or music you would include.

3. (Media) Using your classmates as mock interviewees, create a two to three-minute micro-documentary on the ‘Cronulla Riots – 10 years on’.
Part Three
Exploring the documentary form
continued

Suggested riot theme sources
Navigate to Riot Themes to access the following sources:

- **Racism** – Extended Riot Footage

**Australian Curriculum link**

**English:** Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts. Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response.

**Task 4. History/ Geography**

1. Explore the two suggested riot theme sources
2. Identify five sources that could be used to demonstrate changing Australian identity
3. Develop a photo essay (15 photos) that demonstrates how migration patterns have positively changed beach culture in Cronulla during the past 20 years
4. Caption each image and attribute sources with relevant web links.

**Suggested riot theme sources**

Navigate to Riot Themes to access the following sources:

- **Racism**
- **Identity**

**Australian Curriculum link**

**History:** The contribution of migration to Australia’s changing identity as a nation and to its international relationships.

**Geography:** Reasons for, and consequences of, spatial variations in human wellbeing in Australia at the local scale.

**Task 5. English/ Media**

‘As press photographers we try not to change the scenario, or have an effect on the scenario, or get involved when you’re documenting it...’ Craig Greenhill

1. Review the clip in Suggested riot theme sources as a stimulus. Support your answers with reference to the Cronulla Riots and other contemporary examples.
2. Hold a class debate on the topic of media intervention in current conflicts.
Part Three
Exploring the documentary form
continued

Suggested riot theme sources
Navigate to Riot Themes to access the following sources:

- Media – Craig Greenhill’s Walkley Award Winning Photographs

Australian Curriculum link
English: Evaluate the social, moral and ethical positions represented in texts (ACELT1812)
Media: Evaluate how technical and symbolic elements are manipulated in media artworks to create and challenge representations framed by media conventions, social beliefs and values for a range of audiences (ACAMAR078)

Task 6. English

Select one of the interviewees from the documentary, and compose a personal reflection on the Cronulla Riots, focusing on the events leading up to it, as well as the aftermath. This is a creative writing activity, as well as reflective activity, so you may wish to embellish on your chosen interviewee’s life, however, remember to stay true to their character. Use the language of a memoir: first-person narrative, past tense, emotive language, anecdotes, factual detail, snippets of relevant dialogue.

Suggested riot theme sources
Navigate to Riot Themes to access the following sources:

- Identity – Lost Between War and Peace, The Leb Wild Westies
- Identity – Reflections on Cronulla: Sekneh Beckett
- Cronulla and ‘The Shire’ – Rewriting Cronulla

Australian Curriculum link
English: Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (ACELT1635)

Any questions? Contact us
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