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A **STUDY GUIDE** BY JENNIFER CONNOLLY



AUSTRALIAN TEACHERS OF MEDIA

<http://www.metromagazine.com.au>

ISBN: 978-1-74295-536-0

<http://www.theeducationshop.com.au>



## SYNOPSIS

**O**VER THE EDGE is edgy, raw, eye-opening television about troubled Indigenous teenagers challenged by their addictions, their triumphs, their ever-changing family situations, their lives. Its prequel, the *ON THE EDGE* series, screened on ABC3 and NITV in 2010/11.

Creator Fran Dobbie has received repeated requests from viewers asking about or wanting to know how the teenagers in the first series are doing.

*ON THE EDGE* followed a group of Indigenous teenagers from western Sydney as they took a physical, emotional and spiritual journey to discover who they are. The series was shot in 2009, aired on NITV in April 2010 and on ABC3 in 2011. It has aired thirty times and developed a devoted following. Filmed in the western Sydney suburbs, the series expanded to include their families and their local community with insight into the context of these young people's lives. Edgy topics such as drugs & alcohol, truancy, and self-harm were tackled head on. The teenager's spoke in their own voices about why they do the things they do.

In *OVER THE EDGE* we revisit the 2009 teenagers now aged 18-20 and invite them to share how their lives have changed since their involvement in the series. Some will feel pride, some will feel shame at having their lives exposed - life isn't what they thought it would be. We go into their homes, talk with their families, and meet their newborn children. We see their successes, joys and their fears.

Two three of our teenagers, Alan, Muriel and Lillian, are already parents. How has it changed their dreams for the future? We replay what they said in 2009, and hear about their aspirations now. How are they coping? What would



they say to others confronting teenage pregnancy?

One of our young people has discovered what it's like to be behind bars at a young age. What does he say now about walking on the wrong side of the law?

Others are now employed. Did Tai follow his dream of becoming a lawyer? Did Yulara's dream to represent World Vision as an Indigenous Youth Ambassador come true?

What does it mean to them now being Aboriginal? Are they proud or has discrimination kept their culture a hidden secret? Are they owning their identity?

Fran Dobbie (the presenter), a Yuin woman, walks with these young people again, to hear their stories and offer a shoulder or advice.<sup>1</sup>

# CURRICULUM AND EDUCATIONAL SUITABILITY LINKS

*OVER THE EDGE* is most suitable for Middle and Senior Secondary Students (Years 9 – 12). The issues and themes explored could also make the documentary suitable for screening to younger students taking part in targeted student wellbeing programs.

Teachers should note that the documentary contains coarse language and drug references. Harsher language is censored. Teachers should also be sensitive to the fact that students in their classes may have experienced issues similar to the young people in the documentary.

## General understandings addressed in the documentary:

- The impact of choices
- The importance of talking through issues and seeking help
- The impact of positive and negative methods of coping with difficult emotions

- Achieving goals
- Indigenous relationship with the land
- Strategies to overcome difficulties and hardship

## Summary of links to the national curriculum

The following table provides a summary of links to the National Curriculum.

### Learning areas:

- English 9-12
- Media 9-12
- Health and Physical Education 9-12
- General capabilities – Personal and social capabilities
- Cross Curriculum Priorities
- Aboriginal and Torres Strait Islander histories and cultures

Reference: <http://www.australiancurriculum.edu.au/><sup>2</sup>

| LEARNING AREA | YEARS 9 AND 10   | YEARS 11-12   |
|---------------|--|---|
| English       | <p><b>Year 9</b></p> <p>Listen to spoken texts constructed for different purposes, for example to entertain and to persuade, and analyse how <b>language features</b> of these texts position listeners to respond in particular ways (ACELY1740)</p> <p>Present an argument about a literary <b>text</b> based on initial impressions and subsequent analysis of the whole <b>text</b> (ACELT1771)</p> <p>Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (ACELT1635)</p> <p><b>Year 10</b></p> <p>Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (ACELA1564)</p> <p>Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including <b>media texts</b>, through language, structural and/or visual choices (ACELY1749)</p> <p>Use organisation patterns, <b>voice</b> and language conventions to present a <b>point of view</b> on a <b>subject</b>, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences (ACELY1813)</p> <p>Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action (ACELY1751)</p> <p>Evaluate the social, moral and ethical positions represented in texts (ACELT1812)</p> <p><b>Create</b> imaginative texts that make relevant thematic and intertextual connections with other texts (ACELT1644)</p> <p><b>Create</b> 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)</p> | <p><b>Year 11 Unit 1</b></p> <p>Analyse and evaluate how responses to texts, including students' own responses, are influenced by:</p> <ul style="list-style-type: none"> <li>- purpose, taking into account that a text's purpose is often open to debate (ACEEN008)</li> <li>- personal, social and cultural <b>context</b> (ACEEN009)</li> <li>- the use of imaginative, persuasive and interpretive techniques. (ACEEN010)</li> </ul> <p><b>Year 11 Unit 2</b></p> <p>Reflect on their own and others' texts by:</p> <ul style="list-style-type: none"> <li>- analysing the values and <b>attitudes</b> expressed in texts (ACEEN038)</li> <li>- evaluating the effectiveness of texts in representing ideas, <b>attitudes</b> and voices (ACEEN039)</li> <li>- explaining how and why texts position readers and viewers. (ACEEN040)</li> </ul> <p><b>Year 12 Unit 3</b></p> <p>Compare texts from similar or different <b>genres</b> and <b>contexts</b> by:</p> <ul style="list-style-type: none"> <li>- analysing language, structural and <b>stylistic choices</b> (ACEEN041)</li> <li>- explaining how each text conforms to or challenges the <b>conventions</b> of particular genres or <b>modes</b> such as crime fiction, advertising or short films (ACEEN042)</li> <li>- analysing and evaluating how similar themes, ideas or concepts are treated in different texts. (ACEEN043)</li> </ul> |

| LEARNING AREA  | YEARS 9 AND 10  | YEARS 11-12   |
|--|---|---|
| <b>Health and Physical Education</b>   | <p><b>Years 9 and 10</b></p> <p><b>Evaluate</b> factors that shape <b>identities</b>, and <b>analyse</b> how individuals impact the <b>identities</b> of others (ACPPS089)</p> <p>Propose, practise and <b>evaluate</b> responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPS092)</p> <p>Plan, implement and critique strategies to enhance the health, safety and <b>wellbeing</b> of their communities (ACPPS096)</p> <p><b>Evaluate</b> situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses (ACPPS094)</p> <p><b>Evaluate</b> and <b>apply</b> health information from a range of sources to health decisions and situations (ACPPS095)</p> <p>Critique behaviours and <b>contextual factors</b> that influence the health and wellbeing of their communities (ACPPS098)</p> | <p>Various links as to studies across different national senior Health and Physical Education curricula</p> |
| <b>Media</b>   | <p><b>Years 9 and 10</b></p> <p>Evaluate how technical and symbolic elements are manipulated in media artworks to create and challenge representations framed by media <b>conventions</b>, social beliefs and values for a range of audiences (ACAMAR078)</p> <p>Analyse a range of media artworks from contemporary and past times to explore differing <b>viewpoints</b> and enrich their media arts making, starting with Australian media artworks, including media artworks of Aboriginal and Torres Strait Islander Peoples, and international media artworks (ACAMAR079)</p>   | <p>Various links as to studies across different national senior Media curricula</p>                         |
| <b>General Capabilities: Personal and Social Capabilities</b>                                    | <p><b>Self-awareness</b></p> <p>Reflective practice in relation to personal qualities and responses to challenges</p> <p><b>Self-management</b></p> <p>Developing confidence, resilience and adaptability</p> <p>Decision making, conflict resolution and negotiation</p> <p>Building and maintaining relationships</p> <p><b>Social awareness</b></p> <p>Contributing to society, developing empathy and understanding relationships.</p>  |   |
| <b>Cross Curriculum Priorities: Aboriginal and Torres Strait Islander histories and cultures</b> | <p><b>Country/Place</b></p> <p>Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place throughout all of Australia.</p> <p>Aboriginal and Torres Strait Islander Peoples have unique belief systems and are spiritually connected to the land, sea, sky and waterways.</p> <p><b>People</b></p> <p>Aboriginal and Torres Strait Islander Peoples have sophisticated family and kinship structures.</p> <p>Australia acknowledges the significant contributions of Aboriginal and Torres Strait Islander people locally and globally.</p>  |   |



## PRE VIEWING ACTIVITIES

### Understanding where the main characters come from

*(English, Media, Health and Physical Education, Personal and Social Capabilities and Aboriginal and Torres Strait Islander histories and cultures)*

The documentary focuses on the lives of young Indigenous people from the Western suburbs of Sydney. To understand the issues faced by these young people it is important to have some knowledge of the area they are from.

Access the website below and then answer the questions that follow.

[http://www.uws.edu.au/office\\_of\\_higher\\_education\\_policy\\_and\\_projects/home/reports\\_to\\_government](http://www.uws.edu.au/office_of_higher_education_policy_and_projects/home/reports_to_government)

- 1 What are some of the challenges faced by the people in Greater Western Sydney (GWS)?
- 2 List 7 of the local government areas in GWS?
- 3 Briefly describe the importance of this area on a national level.
- 4 Complete the following sentence:  
The six University of Western Sydney campuses are located in an area that spans the \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ peoples, with the region having one of the largest urban populations of Aboriginal and Torres Strait Islander people in Australia.
- 5 Complete an analysis of the Educational Outcomes of GWS in comparison to the rest of Sydney. What do these statistics indicate?
- 6 How many Indigenous nations are represented amongst the population of Western Sydney?

For more information about this region see the website

below:

<http://www.nsw.gov.au/region/western-sydney-and-blue-mountains>

### Community issues - whole class brainstorm

*(English, Media, Health and Physical Education, Personal and Social Capabilities)*

Read through the documentary synopsis with the class/group to create a link between the events in the film and those in the student's own lives and communities.

Conduct a class brainstorm on the following questions:

- What are the challenges and issues faced by people in your local community?
- What resources and assistance are in place in the community to assist people with these issues and challenges?





Students could work in groups of 4 or 5 to brainstorm this question and then report back to the class or they could use apps such as Popplet, Bubbl.us or MindMap to create a visual representation of their work to present back.

## The impact of risk taking and choices - group reflection activity

*(English, Media, Health and Physical Education, Personal and Social Capabilities)*

- 1 The consequences of risk taking and the importance of making positive choices are two of the key issues explored in the documentary. This activity has direct links to the Health and Physical education curriculum and will encourage students to think about the choices they make and the risks they take in their own lives.

Divide the class into groups of 4 and ask the groups to allocate the roles: timekeeper, scribe, encourager and presenter (they can remove one of the roles if smaller groups are required.) The timekeeper is responsible for making sure that the group completes the questions in the set time, the encourager makes sure the group stays on task, the scribe takes notes and the presenter will report back to the class. Write the following questions and statements on the board and give students 20 minutes to complete the task.

- What does it mean to take a risk?
- As a group brainstorm examples of when you have taken a risk or made a choice and the outcome has been positive.
- Brainstorm examples of your own, or stories that you have heard of, where risk taking has not resulted in a positive outcome.
- What kind of risks do you face in your life now? (at school, at home, at work)
- What kinds of risks do you think you will face in 5 years' time?
- List 5 of the biggest choices you see yourself having to make over the next 5 years.

After 20 minutes ask the presenters to report back to the class. Record the class responses to the first 3 points in a table with columns labelled 'negative' and 'positive'. As groups present, look for points that cross over and discuss areas that come up frequently. Record the responses for the last 2 points in a table with columns labelled 'now' and 'the future'. Again, take the time to discuss and explore the reasons behind reoccurring findings.

Ask students to consider how we can manage risk taking without negative consequences. Come up with a list of strategies as a class.



text line. Make sure you include a list of where you get your information from and that you use a variety of methods to engage your audience.

This by no means a comprehensive list of Indigenous role models. If you would like to choose someone who is not on this list let your teacher know.

## Indigenous role models in our community

*(English, Media, Health and Physical Education, Personal and Social Capabilities and Aboriginal and Torres Strait Islander histories and cultures)*

Who do you look up to? Who are your role models? Could you list 5 Aboriginal Role Models?

Research one of Indigenous role models listed below, and present your findings to the rest of the class. You can do a PowerPoint, a Prezi or make a video. Your oral presentation only has to go for a couple of minutes but you must be able to answer questions from the audience on the person you have chosen.

Questions to cover could include:

- A short introduction about the person (including the time period they are from)
- What have they done that is positive?
- What positive personality traits do they exhibit?
- Why do people admire them?
- What are they doing now?

A good oral presentation needs you to think about pause, pace and pitch. Palm cards help you remember the key points you want to make. If you use presentation software, your slides should have simple, clear fonts, no more than six lines of text per slide and no more than six words per

- |                                  |                      |
|----------------------------------|----------------------|
| - David Gulpilil                 | - Adam Goodes        |
| - Cathy Freeman                  | - Burnum Burnum      |
| - Patrick Johnson                | - Eddie Marbo        |
| - Christine Anu                  | - Vincent Lingiari   |
| - Casey Donovan                  | - Sally Morgan       |
| - Jimmy Little                   | - Charles Perkins    |
| - Troy Cassar-Daley              | - Yunupingu Mandawuy |
| - Yothu Yindi                    | - Debra Mailman      |
| - Albert Namatjira               | - Wesley Enoch       |
| - Noel Pearson                   | - Rachael Perkins    |
| - Kath Walker (Oodgeroo Nooncal) | - Buddy Franklin     |
| - Neville Bonner                 | - David Unaipon      |
| - Yvonne Goolagong-Cawley        | - Jessica Mauboy     |
|                                  | - Yvonne Margarula   |





## VIEWING ACTIVITIES

### Questions for comprehension and analysis

(English, Media, Health and Physical Education, Personal and Social Capabilities and Aboriginal and Torres Strait Islander histories and cultures)

- 1 The central characters in the documentary are Alan, Norma, Yulara, Kayla, Tai and Corey. Choose one of the young people to focus on when completing these questions:
  - List 5 personal qualities that your chosen character displays in the documentary extracts from 5 years ago and 5 traits they display now.
  - In what ways has their life changed over the past 5 years?
  - What are the challenges they face in the documentary?
- 2 What issues arise on the morning the group are scheduled to go to camp? Why do you think these issues occur?
- 3 Fran talks to the group about the reason for the reunion. What does she ask them to think about on the journey?
- 4 What is Auntie Lila's role in the group?
- 5 The name of the band the group are helping to devise a film clip for is \_\_\_\_\_.
- 6 Why do the group complete a ropes course?



- 7 Auntie Lila explains the relationship between humans and the eagle, what is the connection?
- 8 The next section of the documentary focuses on Alan's story and shows footage from the series *ON THE EDGE* where he meets his father for the first time. What impact did this chance meeting have on Alan?
- 9 Fran describes the meeting between Alan and his father as having a 'ripple effect'. What does she mean by this?
- 10 In the evening the group take the time to sit down talk. What advice do the members of the band share about dealing with anger?
- 11 The next section of the documentary focuses on Norma. Fill in the table on **page 10** to reflect the changes she has made to her life outlook and relationships over the past 5 years.
- 12 Choose one of the other characters (Corey, Yulara, Kayla, Tai, Alan) and complete the second table on **page 10** to reflect how they have changed over the 5 year time period

**NORMA 5 YEARS AGO**

**NORMA NOW**



**COREY, YULARA, KAYLA, TAI OR ALAN (CIRCLE) 5 YEARS AGO**

**... AND NOW**



## FUTURE ASPIRATIONS

ALAN:

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NORMA JEAN:

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YULARA:

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COREY:

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TAI:

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KAYLA:

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## POST VIEWING ACTIVITIES

### Exploring the Indigenous Australian relationship with the land

(English, Personal and Social Capabilities and Aboriginal and Torres Strait Islander histories and cultures)

Aunty Lila talks about the special relationship that Indigenous Australians have with the land. Use the websites below to research this in further detail and then choose one of the activities below to complete:

<http://www.qm.qld.gov.au/Find+out+about/Aboriginal+and+Torres+Strait+Islander+Cultures/Land#.VLYqWyuUeSo>  
<http://www.australia.gov.au/about-australia/australian-story/austn-indigenous-cultural-heritage>  
<http://www.supportingcarers.snaicc.org.au/3.3b.html>  
[http://www.aiatsis.gov.au/\\_files/ntru/FINALIndigenousHealthandWellbeingTheImportanceofCountry.pdf](http://www.aiatsis.gov.au/_files/ntru/FINALIndigenousHealthandWellbeingTheImportanceofCountry.pdf)

- Creative writing task: Pretend you are a researcher living with a group of Aboriginal people in outback Australia. Write a series of diary entries about your stay that relate to the relationship the people in this community have with the land (300-500 words). Alternatively, if you are an Indigenous student, write a script for a short film that explains/shows the Indigenous relationship to the land.
- Essay: Write an essay that compares and contrasts the Indigenous and non-Indigenous Australian relationship with the land. (700-800 words)
- Script and perform a role play with a partner that compares and contrasts the Indigenous and non-Indigenous Australian relationship with the land. (2-3 minutes)

- 14 Why is Aunty Lila called the 'whale lady'? How does she describe her relationship with the land?
- 15 Glenn Liddard (Indigenous Welfare Officer) discusses the merits of playing sport, what are they?
- 16 The group go to visit a juvenile detention centre where they hear some heart breaking stories. Which of the stories resonated most with you? Why was this?
- 17 What do we learn about Tai in this section of the documentary?
- 18 The documentary ends with each of the characters talking about their future aspirations, identify these for each of the characters in the *space provided on this page*.







Short-term goals are the goals that a person wants to achieve in a relatively short period of time. They are usually set up with a bigger picture in mind, with a series of short-term goals leading to the achievement of a bigger one.

What are some examples of short term goals?

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Think of a goal that you have (in life or in school) and list some things that could prevent you from achieving it:

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### Types of goals

There are two types of goals that are most commonly referred to when sport psychologists are working with athletes, these are short-term and long-term goals.

Long-term goals are the goals that a person wants to achieve over a long period of time. They usually require a greater amount of planning and sustained effort. They do not provide much information on how they can be achieved and rely solely on an individual's ability to break them down into smaller, more manageable steps.

What are some examples of long-term goals?

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## Tips for setting goals

For a goal to be effective and worthwhile it needs to be appropriate for the individual; the more appropriate a goal is, the more likely it is to be achieved.

The **SMART** goal setting principles are used to make goals more effective. The letters stand for

- S specific** - it must be clear what you want to achieve
- M measurable** - your goal must have a measurable outcome
- A action plan** - short term goals leading to your long term goal
- R realistic** - your goal must be within your capabilities
- T time frame** - time to achieve your goal<sup>3</sup>

Think of a short-term or long-term goal you have and apply each of the SMART principles to how you might go about achieving that goal. Record your responses and refer to back to your plan to help you stay on track.

## DRUG RESEARCH ASSIGNMENT

*(Health and Physical Education, Personal and Social Capabilities)*

### The effect of drugs on Brain Chemistry

- Choose one of the drugs listed: Cannabis, Cocaine, Heroin, Meth-amphetamine, Ice, Ecstasy, GBH, Inhalants, Amphetamines,
- Do further research into the drug and write a 400 word report that provides the following information:
  - 1 A general description of the drug

- 2 Statistics related to the use of the drug in Australia
  - 3 A detailed, scientific description of the effect that the drug has on the brain
  - 4 Any other interesting, relevant information
- Each section should be at least 100 words.
  - You can include images to support the information you provide.
  - You should include a correctly structured bibliography with at least 3 sources

Starting point resource:

<http://www.druginfo.adf.org.au/topics/quick-statistics>

## MENTAL ILLNESS RESEARCH ASSIGNMENT

*(Health and Physical Education, Personal and Social Capabilities)*

- Anxiety disorders
- Bipolar Disorder
- Schizophrenia
- Panic/phobia
- Eating Disorders
- Borderline Personality disorder
- Obsessive Compulsive Disorder
- Narcissistic Personality disorder
- Multiple Personality
- Sexual & Gender disorders
- Antisocial Personality Disorder
- Depression
- Genetic Disorders
- Organic Mental Disorders
- Antisocial Personality disorder



**Task:** In pairs prepare and present a 3minute talk and an information brochure on one of the above mental illnesses. Explain the disorder and how it affects someone who suffers from the illness. You must also address the following questions:

- What behaviours are exhibited by a person suffering from the disorder?
- Can the disorder appear in different forms?'
- Are sufferers of the disorder dangerous to themselves or others?
- Are there any suggested treatments? What support is available for those with this condition in your local area?
- How is the disorder diagnosed?

The Brochure you produce should be something that you could display in a Doctor's office, school welfare office or community centre. It should be informative, eye catching and include concise information about the condition as well as information such as:

- Myths and facts
- Stigma
- Places to go for support/treatment
- Causes

## TOPICS FOR REFLECTIVE WRITING ACTIVITIES

*(English, Health and Physical Education, Personal and Social Capabilities)*

A selection of these topics could be set as reflective writing activities after viewing the documentary.

- 1 How much did the group learn from the experience of getting back together? Justify your answer using examples from the documentary.
- 2 The documentary explores themes such as the consequences of risk taking, overcoming challenges, the importance of dealing with grief and coming to terms with the past in order to move on. Which theme resonated the most with you and why?
- 3 Is there a difficult challenge you would like to achieve? What did you learn from the documentary that could help you attain this goal?
- 4 Norma and Alan talk about being is pressured into doing things that they now regret. Have you experienced peer group pressure? Reflect on the ways that you have dealt with peer pressure, is there anything you would do differently now?

## MEDIA PRESENTATION

*(Media, English)*

Use ICT to create a 2 minute visual account of the themes and issues explored in *OVER THE EDGE*. Use voice over, images and appropriate music to represent the documentary and to show your understanding of the piece.

## EXPLORING MEDIA CODES AND CONVENTIONS

*(Media, English)*

Students view the documentary and then respond to the following questions:

- Identify the codes and conventions used in the documentary.
- How does the use of codes and conventions evoke a personal response?

- How does the use of codes and conventions convey a message about the consequences of risk taking?
- What are the other key messages conveyed in the documentary?

## USING THE DOCUMENTARY FOR CONTEXT STUDY

(English)

A context study, in terms of senior English, is described as a broad focus area where students study and respond to a range of texts that explore similar ideas. The analysis of texts could include exploring why language choices have been made (verbal and non-verbal) and how intended audiences and purposes influenced choices. After studying a variety of texts students respond to a prompt question/ statement by completing a written piece in a persuasive, expository or imaginative style.

*OVER THE EDGE* could be viewed and studied as part of a context study on Identity and Belonging. Suggestions of texts that the documentary could be studied in conjunction with include:

Identity and Belonging: *Growing Up Asian in Australia* (Alice Pung, Black inc, Australia, 2008) *Bran Nue Dae* (Rachel Perkins, 2010), *Witness* (Peter Weir, 1985), *Bombshells* (Joanna Murray-Smith, Nick Hern, 2004).<sup>4</sup>

Suggested writing prompts for Identity and Belonging:

- It is difficult to possess a sense of belonging when we are unsure of our own identity
- Discovering our identity is a challenging journey
- Identity is shaped by negative and positive experiences
- Mistakes help shape our identity<sup>5</sup>

The written responses for these prompts should be between 800-1000 words.

## ADDITIONAL CURRICULUM RESOURCES

### Aboriginal Culture

<http://www.creativespirits.info/aboriginalculture/people/famous-aboriginal-people-role-models#toc2>  
<http://www.aboriginalculture.com.au/>  
<http://australianmuseum.net.au/Indigenous-Australia>  
<https://www3.aifs.gov.au/cfca/publications/strengths-australian-aboriginal-cultural-practices-fam>

### Indigenous Australian Relationship with the land

<http://www.qm.qld.gov.au/Find+out+about/Aboriginal+and+Torres+Strait+Islander+Cultures/Land#.VLYqWyuUeSo>  
<http://www.australia.gov.au/about-australia/australian-story/austn-indigenous-cultural-heritage>  
<http://www.supportingcarers.snaicc.org.au/3.3b.html>



[http://www.aiatsis.gov.au/\\_files/ntru/FINALIndigenousHealthandWellbeingTheImportanceofCountry.pdf](http://www.aiatsis.gov.au/_files/ntru/FINALIndigenousHealthandWellbeingTheImportanceofCountry.pdf)

### Lesson Plans Relating to the teaching of Indigenous history, culture and religions

[http://www.lsa.lutheran.edu.au/\\_files/f/2812/Indigenous%20Education%20Lesson%20Ideas%20&%20Information%20Links.pdf](http://www.lsa.lutheran.edu.au/_files/f/2812/Indigenous%20Education%20Lesson%20Ideas%20&%20Information%20Links.pdf)  
<http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/navigation/lesson-plans/>  
<http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/assets/pdf/aboriginalresourceguide.pdf>  
<http://pals.daa.wa.gov.au/en/about-pals/for-teachers/>

### Goal setting/Making Positive Choices

<http://worksheetplace.com/index.php?function=DisplayCategory&links=2&id=279&link1=31&link2=279>  
<http://www.teachhub.com/how-help-students-set-and-reach-their-goals>  
<http://www.aces.edu/teens/pdf/mod7.pdf>  
[http://www.drugs.health.gov.au/internet/drugs/publishing.nsf/content/campaign/\\$file/Making%20your%20own%20choices%20about%20drugs.pdf](http://www.drugs.health.gov.au/internet/drugs/publishing.nsf/content/campaign/$file/Making%20your%20own%20choices%20about%20drugs.pdf)  
<http://www.health.nsw.gov.au/sexualhealth/Pages/making-healthy-choices.aspx>  
<http://positivechoices.org.au/students/making-choices/>

(Endnotes)

- 1 *Over the Edge*, Earthstar productions Press Kit, 2014.
- 2 'Welcome to the Foundation to Year 12 curriculum online.' <<http://www.australiancurriculum.edu.au>>, accessed 14<sup>th</sup> January 2015.
- 3 'Creating SMART Goals.' *Top Achievement*. N.p, n.d.< <http://topachievement.com/smart.html>> accessed 19<sup>th</sup> January 2015.
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This study guide was produced by **ATOM**. (© ATOM 2015)  
ISBN: 978-1-74295-536-0 [editor@atom.org.au](mailto:editor@atom.org.au)

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