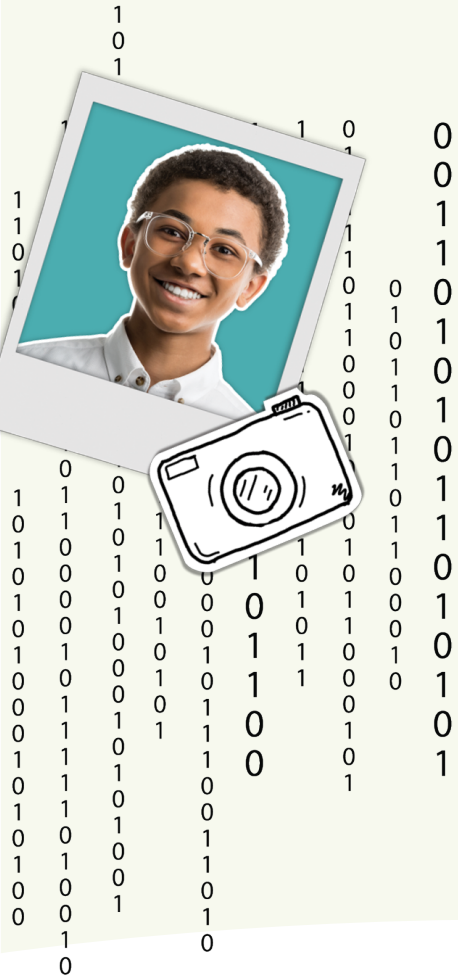




Australian Government

Department of the Prime Minister and Cabinet



# Teacher Guide

## Year 7-8: Lesson 4

PLAY, ASSESS AND REFLECT



### UNLOCKING OUR STORIES: AUSTRALIA'S SYMBOLS

**Unlocking Our Stories** is an engaging resource for teaching about the national symbols in Australian classrooms. Developed by the Department of the Prime Minister and Cabinet, this curriculum-aligned resource for Years 3-8 will help you and your students discover the rich meaning and history of the Australian Nation Anthem, the flags of Australia and other national symbols.

0 0 1 0 0 1 1  
0 0 1 0 0 1 1  
0 1 0 1 0 1 0



# Introduction to Lesson 4

## LESSON OBJECTIVES

The objectives of this lesson are for students to:

- **Remember** facts about Australia's national symbols
- **Apply** knowledge to demonstrate understanding
- **Evaluate** and reflect on learning.



## AUSTRALIAN CURRICULUM LINKS

### CIVICS AND CITIZENSHIP

#### Year 7

- How Australia is a secular nation and a multi-faith society with a Christian heritage (**ACHCK051**)
- How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society (**ACHCK052**)
- How groups, such as religious and cultural groups, express their particular identities; and how this influences their perceptions of others and vice versa (**ACHCK053**)

## DIFFERENTIATION

Teachers are encouraged to use discretion to present these materials based on their students' individual needs and existing knowledge and understanding. This includes presenting information orally to the whole class or small groups, providing screen reading technologies, giving support through peer partnering, and allowing students to work independently and self-paced.

A range of assessment tasks is provided to allow teachers to choose an option that is best suited to their class or individual students. Additional scaffolding and support should be provided as needed, particularly for the writing task.

#### Year 8

- The values and beliefs of religions practised in contemporary Australia, including Christianity (**ACHCK065**)
- Different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander perspectives, and what it means to be Australian (**ACHCK066**)
- How national identity can shape a sense of belonging in Australia's multicultural society (**ACHCK067**)

0 1 0 0 1 1 0 0  
0 0 1 1 0 1 1 0  
0 1 0 1 0 1 1 0



# Teacher Notes

## LESSON OVERVIEW

The recommended learning progression and timing is outlined below.

- Step 1**     **Read** the story Epilogue and check for understanding (5-10 mins)
- Step 2**     **Play** the game to consolidate knowledge and conclude the story (20-40 mins)
- Step 3**     **Check** understanding by completing one or more assessment options on the Activity Sheet (20-60 mins)
- Step 4**     **Reflect** on the learning by completing the self-reflection task on the Activity Sheet (5-10 mins)

## CONNECTING HOME AND SCHOOL

Encourage students to deepen understanding of their own cultural background by utilising the resources provided for engagement at home. The *At Home* area, within the *Unlocking Our Stories* website, provides links and information to help families support the child's learning. The *At Home* Guides include background information and recommendations for conversations and activities that can be held at home.

## INCLUSIVE LANGUAGE AND BEHAVIOURS

Some of the content in this lesson may generate diverse opinions and touch on culturally sensitive topics. To assist you in providing a safe and inclusive learning environment, please read through the following guidelines:

### Creating a culturally inclusive classroom:

- Be aware of your own perspective on issues and any potential for bias
- Show that you are comfortable discussing different perspectives and opinions
- Demonstrate genuine interest in learning about different perspectives and opinions
- Avoid creating a 'correct' and 'incorrect' approach to culture
- Value the different experiences that each student brings to discussions
- Make connections to students' prior knowledge and experience
- Monitor the language you use when referring to people from diverse backgrounds
- Watch for attitudes that may promote discrimination and racist behaviour
- Encourage respectful discussion and debate when there are different points of view
- Use inclusive language (monitor the use of 'we', 'us', 'them', 'they')
- Encourage critical thinking and questioning
- Provide the opportunity for all students to identify as Australian

Adapted from [Cultural inclusion](#) (NSW Department of Education, 2020)

0 0 1 0 0 1 1  
0 0 1 1 0 0 0  
0 1 0 0 1 0 0

# Step 1 – Read the Story

## THE GREAT AUSTRALIAN <VIRTUAL> RACE

The story is the catalyst for each lesson in this series. It is important to read the Epilogue of **The Great Australian <Virtual> Race** before commencing the lesson. However, it may be helpful to reread the entire story to give context and help students make connections.

### Story overview

Students play in the first person as they compete to be part of a reality program – The Great Australian <Virtual> Race. If they complete all three challenge rounds they will make it through to the final race. Can they complete all the challenges or will The Hacker's tricks defeat them? Students are tested in this round to show what they know about the national symbols of Australia.

In the first chapter the focus was on the Australian National Anthem. In Chapter 2, the characters explored the Australian National Flag and other flags of Australia. Chapter 3 investigated our other national symbols. The Epilogue brings the story to a conclusion and leads into the game.

0 1 1 0 1 1 0 0  
0 0 1 1 0 1 1 0  
0 1 1 1 0 1 1 0

## BEFORE READING – Prepare for Understanding

Revise the events of the previous chapters or reread the entire story.

## AFTER READING – Check for Understanding

Use questioning to check for understanding.

### Literal

1. Who is Chekar?
2. What is Chekar's other identity?
3. What is it called when you rearrange the letters of a word to make a new word?
4. What promise does Chekar make about the final part of the competition?

### Inferential

1. Why did you and Ruby 'nod at each other knowingly'?
2. Why did Ruby make 'happy little fists'?

### Evaluative

1. What do you think will happen in the virtual race?
2. Does this cam remind you of any other virtual reality competitions?



# Step 2 – Play the Game

## THE TALENT QUEST GAME

**Game objective:** Remember facts about Australia's national symbols.

The Great Australian <Virtual> Race game launches from the *Student and Teacher* areas of the *Unlocking Our Stories: Australia's Symbols* website. It can be played on a computer or tablet but is not recommended for mobile phones.

### Part A – Answer

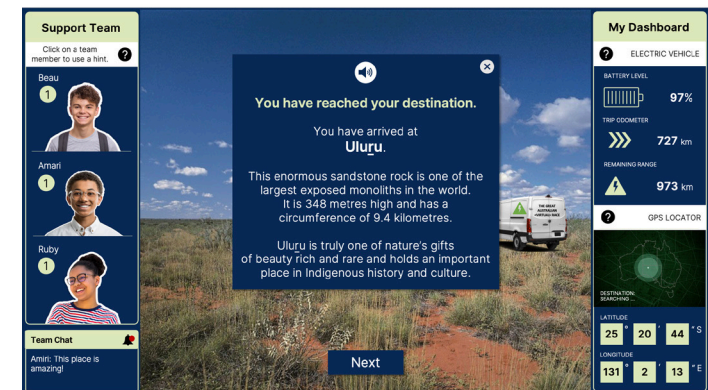
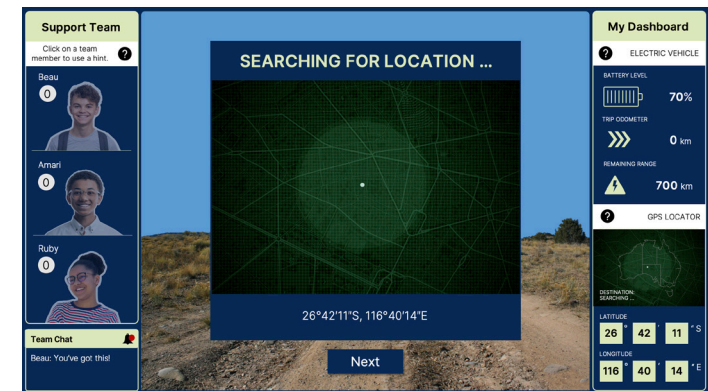
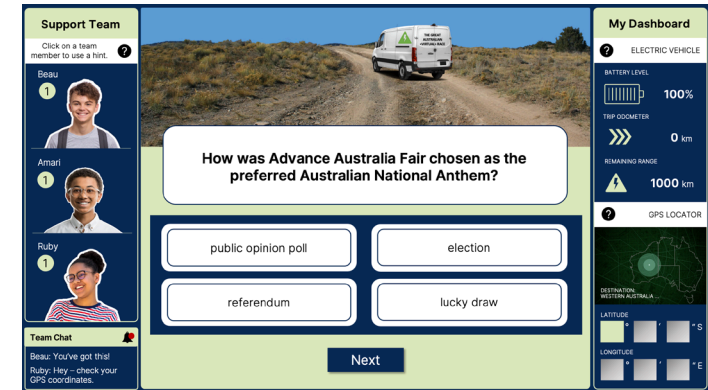
Answer six questions about the national symbols to unlock a set of GPS coordinates. The team is available with hints and lifelines but using one will drain the battery on the Virtual Electric Vehicle (VEV).

### Part B – Drive

Once the coordinates are unlocked, the players drive to the mystery location through a retro drive and jump arcade game. If there is not enough battery charge in the VEV to get to the destination, a recharge card is needed.

### Part C – Travel

The player chooses the pathway around Australia. The final destination is the Australian Capital Territory where the scores are tallied and the leaderboard is revealed. Teams who find the most direct route and use the least number of hints will make it to the champions' podium.





0 0 1 0 0 0 1 1  
0 0 1 1 0 1 1 0  
0 1 0 0 1 0 0 0



# Step 3 – Check for Understanding

To check for understanding, three assessment tools are provided on the Activity Sheet. Teachers may choose to do one task, or any combination of tasks, to gather data about student learning.

---

## OPTION A – KNOWLEDGE CHECK

Option A is a formal knowledge check with one question for each of the lesson objectives for Lessons 1–3.

This is recommended for teachers wanting a summative assessment tool and an opportunity to gather a deep understanding of students' knowledge, skills and attitudes.

Sample responses are provided on page 7.

## OPTION B – GRAPHIC ORGANISER

A graphic organiser with prompting text provides an alternative to a question and answer assessment.

This task requires less reading and writing.

It provides a quick snapshot of students' understanding of the symbols, their meaning and their significance.

## OPTION C – PERSUASIVE WRITING

A persuasive writing task is provided to allow students to show a deeper level of understanding and critical thinking.

The task includes:

- a topic statement
- guidance on the task requirements

Teachers are encouraged to use this task in conjunction with explicit instruction on persuasive writing.

0 1 0 0 1 1 0 0  
0 0 1 1 0 1 1 0



0 0 1  
0 0 1  
0 0 1  
0 0 1

# Step 3 – Check for Understanding

## OPTION A – SAMPLE RESPONSES

### Australian National Anthem

1. Two public opinion polls were used to determine the most popular choice of national anthem. The winning song, Advance Australia Fair, became the Australian National Anthem and was proclaimed by the Governor-General.
2. Answers will vary. Students should provide one–two reasons to support their opinion.
3. The Australian National Anthem must be sung in English. Any performance of Advance Australia Fair in another language is not considered an official version of the Australian National Anthem and does not require the same protocols. Students should provide at least one reason to support their opinion.

### Australian National Flag

4. Answers will vary. Student should provide at least one example of symbolism and supporting evidence for their opinion.
5. Answers will vary. Students should provide one–two reasons to support their opinion.
6. Answers will vary. Students should provide an opinion with at least two supporting statements.

### Flowers, Gemstones, Colours and the Arms

7. National symbols help bring all Australians together through a set of shared symbols. The symbols can help unite people from culturally diverse backgrounds.
8. Answers will vary. Students should name an official national symbol and provide at least one reason for its significance and their connection to it.
9. Answers will vary. Suggested changes should be supported by evidence and logical reasoning.



0 1 0 0 1 1 0 0  
0 0 1 1 0 1 1 0



0 0 1 0 0 1 1  
0 0 1 1 0 1 0  
0 1 0 0 1 0 0



# Step 4 – Reflect on Learning

## OPTION D – SELF-REFLECTION

---

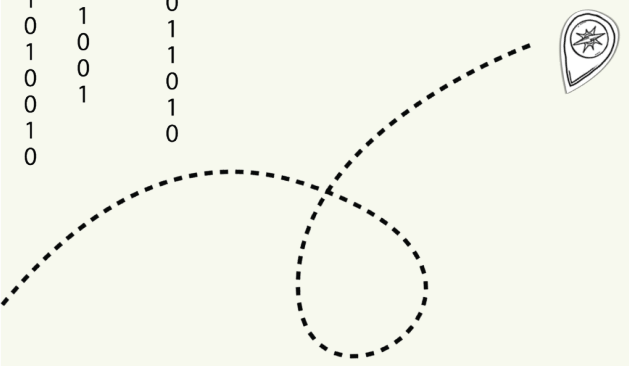
This activity provides an opportunity for students to reflect on their learning. It is recommended that the teacher reads each question and discusses how to make reflective and thoughtful responses.

1. Write down **three things you've learned** about our national symbols that you didn't know before.
  - Identify ways students could think back to their understanding before the unit of work.
2. Write down **two questions you still have** about the symbols, what they mean or how they are used.
  - Use think-pair-share to encourage personal and collective thinking.
3. Write down **one amazing or surprising thing** you've discovered about our national symbols that you can share with your friends and family.
  - Ask students to share their ideas about what has been interesting to learn. Students can use their own ideas or springboard from the ideas of others.

0 1 0 0 1 1 0 0  
0 0 1 1 0 1 1 0  
0 1 1 1 0 1 1 0







# The End.

*The Great Australian <Virtual> Race is finished. Along the way, players have learnt about the national symbols and their role in building national identity. They have also learnt about team work and thinking creatively.*

