

COUNTRY ARTS SA PRESENTS

NUNGA SCREEN 2026



EDUCATION RESOURCE

Acknowledgement of Country

At Country Arts SA we pay respect to Aboriginal and Torres Strait Islander Elders, artists and communities, and recognise their continuing connection and spiritual relationship to these lands, waters and skies.

Putting First Nations first, we are committed to listening, caring for Country, and safeguarding, sharing and celebrating the oldest living cultures in the world.

CELEBRATING 15 YEARS SHARING FIRST NATIONS STORIES

Nunga Screen is an annual film event for people of all ages, sharing First Nations stories of history, healing, belonging, community and connection to Country.

Consult with your community

At Country Arts SA we believe in creating safe and respectful learning environments. We encourage involving or connecting with Aboriginal and Torres Strait Islander staff, families, students and communities about the activities and learning you have planned.

National Reconciliation Week

27 May – 3 June 2026

The theme for National Reconciliation Week 2026 is *All In*, a call for all Australians to commit wholeheartedly to reconciliation every single day.

Reconciliation will not happen by itself, and it will not happen without all of us.



NAIDOC Week

5 – 12 July 2026

50 Years of Deadly is both a reflection and a declaration. 2026 marks five decades of NAIDOC Week, which is dedicated to amplifying and celebrating Aboriginal and Torres Strait Islander peoples and cultures.



Links to learning and the Australian Curriculum 9.0

The Nunga Screen Education Resource is aligned to the Australian Curriculum 9.0.

Activities in the Education Resource

The activities have been developed in response to the films, providing:

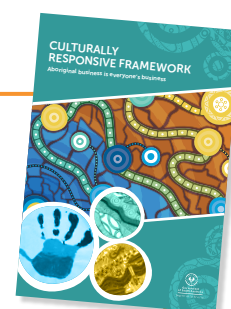
- ideas and prompts to support discussions after viewing
- opportunities for:
 - Aboriginal and Torres Strait Islander people to see themselves, their identities and cultures reflected in the curriculum
 - all students to deepen their knowledge of First Nations Australians and the oldest living cultures in the world
- scope to be adapted and extend the knowledge of students depending on their age or abilities
- information to support cultural safety and respect in the classroom.



Cultural safety and respect in the classroom

Supporting students to engage with the First Nations films in Nunga Screen involves:

- ensuring culturally safe environments
- focusing on the theme/s in the films
- encouraging deep reflection
- facilitating active listening to Aboriginal and Torres Strait Islander voices in local, regional and national communities to understand contemporary Australia
- utilising available resources.



Culturally Responsive Framework

Aboriginal business is everyone's business

The South Australian Department for Education's Culturally Responsive Framework is a guide for ensuring culturally responsive classrooms.

The framework is a key priority that aligns with and underpins the department's Aboriginal Education Strategy 2019 – 2029.

View the framework here:
www.education.sa.gov.au/docs/p-and-c/culturally-responsive-framework.pdf



Building relationships

Building relationships with Aboriginal and Torres Strait Islander staff, families and community members immerses students in conversations that are inclusive of local knowledge, culture and experiences.

Building relationships could include:

- getting in touch with local Land Councils, Aboriginal Education and Traditional Owners
- developing a Reconciliation Action Plan (RAP)
- participating in Reconciliation Week and NAIDOC Week events to meet community members, families and organisations.

Narragunnawali

(pronounced narra-gunna-wally)

The Narragunnawali program has tools and resources for schools and early learning services to work towards reconciliation between non-First Nations Australians and Aboriginal and Torres Strait Islander peoples.

- Develop a Reconciliation Action Plan (RAP) www.narragunnawali.org.au/raps/what-is-a-rap
- Strengthen understanding of reconciliation and support educators to respectfully teach about and embed First Nations histories, cultures, and contributions www.narragunnawali.org.au/professional-learning
- Access early learning, primary and secondary curriculum resources www.narragunnawali.org.au/curriculum-resources

Narragunnawali online platform



The Narragunnawali online platform is free to access and provides practical ways to introduce meaningful reconciliation initiatives in the classroom, around the school and with the community.

www.narragunnawali.org.au



RED DIRT RIDERS

Duration: 12 minutes

Suitability: G

Education Resource:

Developed by Australian Children's Television Foundation for Years 3-6.

Synopsis: *Red Dirt Riders* is a 5-part factual program for primary aged students, showcasing Ngarluma Ngurra in Western Australia's remote Pilbara region. The two and four-wheeler obsessed Roebourne kids adventure across their Country!

Stories of local history and Aboriginal culture are shared as the Red Dirt Riders explore the landscape. They are aided by adults who guide the fun.

In this episode, the Pilbara's first traffic jam forms during riding practice before a trip to the marsh, and the kids need to find a way out.

The series was developed with support from NITV, Screenwest, and the Australian Children's Television Foundation, airing on ABC ME.

Creative team

Director: Tyson Mowarin

Writer: Robyn Marais

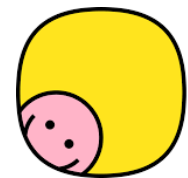
Producer: Robyn Marais and Tyson Mowarin (Weerianna Street Media)

Composer: Josh Hogan and Ned Beckley

Editor: Brian McQueen-Mason, Marnie Allen and Peter Pritchard

Note: The activities in the ACTF resource identify Year 3 to Year 6 students as their audience but they could be easily modified and adapted for older students.

Australian Childrens Television Foundation Education Resource



This resource has a focus on English, Humanities and Social Sciences (HASS), and Media Arts curriculum content. It also builds knowledge of Aboriginal and Torres Strait Islander Histories and Cultures.

education.actf.com.au/storage/assets/the_learning_centre/10485/red-dirt-riders-resource.pdf



THE FIX IT MAN AND THE FIX IT WOOMAN

Duration: 9 minutes

Suitability: Not recommended for viewing by people under 15 without guidance. Content is mild in impact (contains a scene where characters meet in a bar).

Education Resource:

Developed for Years 3-6. Activities can be easily adapted and modified.

Synopsis: In the bright lights big city of Alice Springs, two soft sculptures try to impress each other with their dance moves. But it's an unfortunate accident that finally brings them together as they discover they both have a talent for fixing things.

Artwork by the Yarrenyty Arltere Artists, renowned for their beautiful soft sculptures, comes alive in this gentle, funny tale of love and connection, made with the generous support of the Indigenous Language and Arts program.

Creative team

Director: Cornelius Ebatarinja and Nelson Armstrong

Writer: Rhonda Sharpe and Courtney Collins

Producer: Sophie Wallace

Composer: Vito Lucarelli

Editor: Nelson Armstrong

Rhonda Sharpe's Soft Sculptures

Rhonda Sharpe was born in Mparntwe (Alice Springs) in 1977 and discovered her passion for making soft sculptures when she followed her aunty Dulcie Sharpe into the Yarrenyty Arltere art room one day. Today Rhonda's work is held in numerous galleries across the country, including the National Gallery of Australia.

Before the film

The soft sculptures featured in *The Fix it Man* and *the Fix it Wooman* were created by members of Yarrenyty Altere Artists. The sculptures are made from reclaimed woolen blankets, carefully dyed with pigments sourced from local plants, tea, and corroding metal, and decorated with brightly coloured woolen thread and feathers.

Research the artists

Working with a partner, students:

- research the Yarrenyty Altere Artists
- develop a brief presentation
- discuss differences and similarities about what they found out about the artists.

Go on a scavenger hunt

Students go on a scavenger hunt to find materials to make their own soft sculptures.

- Source safe and clean materials from home or school
 - Recycling bin items
 - Fabric
 - Coloured string, wool and thread
- Collect feathers from the ground, gently wash them with mild soap and air dry completely. Place in a sealed bag in the freezer for a few days to kill any potential microorganisms.
- Create a character and story for the soft sculptures made from the found objects.



Soft sculpture by Rhonda Sharpe

Yarrenyty Altere Artists

Soft sculptures and etchings from Yarrenyty Altere are held in major public and private collections across Australia. Artists have also been selected for and won major art awards.

www.yarrenytyaltereartists.com.au/about





After the film

Discuss

Discuss the film as a whole class, including:

- Key characters
- Plot points
- Reactions to the scene where the Fix It Man and the Fix It Wooman meet. Could the scene have taken place in a different location?

Think-Pair-Share

Discuss and record their responses to the two suggested questions:

- What is the message of the film?
- How do the characters change?

Storyboard

Use the storyboard to sketch scenes in the film they can recall.

Think-Pair-Double-up

Two pairs double-up and:

- compare their storyboards
- discuss their favourite scene/s.

Share

Come back together as a whole class to share:

- What was the same/different with the scenes remembered?
- What were the favourite scenes and why?

Bar scene

Drugs and alcohol education is a mandatory component of the Australian Curriculum, primarily delivered through the Health and Physical Education (HPE) learning area from Foundation to Year 10.

Think-Pair-Share

- Pose a question/s
- Students think for a few minutes
- Students share their thoughts with another student

Storyboard template

Blank panels, used to visually plan scenes. Includes spaces for sketches, scene descriptions, and dialogue

See Appendix 2 for Storyboard template.

Scene examples

- The Fix It Wooman making the bird
- The Fix It Man fixing a light

Create your own film

Working with a partner or group of three, create:

- a stop motion animation film
- a story with a focus on friendship.

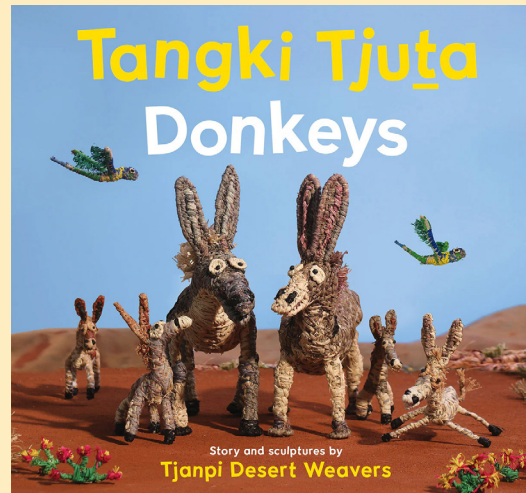
First comes the story

Focus on a simple and achievable idea:

- one or two characters
- one problem
- one goal.

Hints & tips

- Focus on one idea
- Only 1 or 2 main characters
- Only 1 or 2 locations for the story
- Don't show everything! Start your scene right at the exciting bit, like pressing play just as the action begins.



Tangki Tjuta Donkeys is a dual language picture book story about how donkeys came to be a rich part of life for one Aboriginal community, told in Pitjantjatjara and English.

Tangki Tjuta Donkeys is an example of a book that became an award-winning stop motion animated film. The film, featuring the Tjanpi Desert Weavers, was released in 2022 and won awards for Best Animation and Craft at the 2022 Sydney Film Festival.

Watch the short film

www.youtube.com/watch?v=ytnzFUz8OHo

Step 1: Generate ideas

- Personal ideas
- Local stories
- Favourite picture books
- Ask 'what if' scenario questions
- Look at resources or locations available.

Step 2: Develop the story

- One strong central idea
- Identify the characters and what you would like them to achieve
- Write the beginning, middle and end
- Focus on what you want the character to achieve within a short timeframe
- Write the story and script

Step 3: Develop storyboard

- Break story/script into key scenes
- Sketch visual panels
- Plan camera angles, character movements and framing.
- Create a shot list

Big tip!

Use stick figures to represent movement. Don't focus on artistic detail.

Step 4: Collect Essential Resources

- A camera - digital camera, tablet or phone
- Tripod or stabilizer, blutack, monopod or bean bag phone holder
- Computer for editing
- Animation software program
- Materials for creating scenes and characters (paper, clay, fabric, paints)
- Story and story board

Get filming!

- Put the figure in the first position in the scene
- Set up the camera on a tripod or stabilizer
- Using the storyboard as the guide, take the first picture
- Move the figure a little bit and take the next picture
- Move it again and take another picture
- Don't move the camera AT ANY TIME
- Only make small changes each time to the scene and the characters
- To stay in a scene for longer, just take lots of pictures of the same moment
- Having patience is important.

Figures can be made from:

- Paper
- Clay
- Plasticine
- Lego
- Soft toys

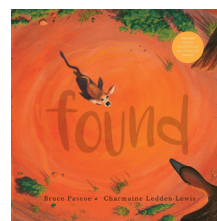
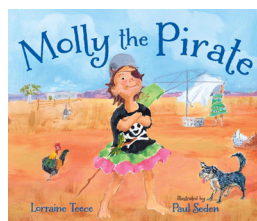
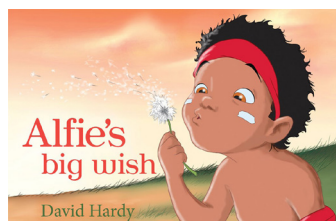
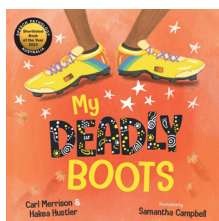
Having separate joints means that the head, body, arms and legs can be moved in the animation to give a real effect.

Bring your images to life

- The photos have been taken and uploaded to a computer.
- Import the images into an animation software application. Many are free (see examples below) and come with tutorials on how to use them.
- Many animation software programs have functions to add sound, voiceovers, credits, titles and allow you to edit.

Stop Motion Animation software

- iMovie
- Windows Movie Maker
- Cloud Stop Motion (browser-based)
- Stop Motion Studio (mobile/desktop)
- MonkeyJam (desktop)
- SAM Animation



Picture Book Suggestions

My Deadly Boots by Hakea Hustler & Carl Merrison

Can the shoes on your feet really make you jump higher? Walk taller? Dream bigger?

www.youtube.com/watch?v=br2MXdigo4g&t=212s

Alfie's Big Wish by David Hardy

A young boy on a quest for companionship.

www.youtube.com/watch?v=Ec5PQfJ7RZ8

Molly the Pirate by Lorraine Teece

Molly's imagination knows no bounds when she transforms her Australian backyard into an adventure playground on the high seas.

Found by Bruce Pascoe

Set against the striking backdrop of the Australian bush, Found is a tender and evocative tale of a young calf who becomes separated from his family.

www.youtube.com/watch?v=XYX3Nisj3xo

Ninni Yabini by Professor Cheryl Kickett-Tucker

A dual language book, its based on a tale from the Wadjuk Noongar people of south-west Western Australia and is told in both Noongar and English.

www.youtube.com/watch?v=bQUbNk4Npew

World Premiere

Take time after the final editing to celebrate!

Teams can celebrate by having a Red-Carpet event and World Premiere of their films.

Send out invitations to:

- The principal of the school
- Parents and friends
- Other classes

Invite some students to be the paparazzi for the Red Carpet and take photos.

Sell popcorn as a fundraiser for the next film project.



Additional Resources

Intro to Stop Motion Filmmaking

www.youtube.com/watch?v=5onj8QLYMMI

What is Stop Motion Animation and How Does it Work?

www.youtube.com/watch?v=wVjMFU11hVA

Introduction to Stop Motion Animation

www.dragonframe.com/introduction-stop-motion-animation/?srsltid=AfmBOopiDbJV62yeeL9S4Eamb5-mQhbUagKD5lytoMyt9_EVYjLt5VE_

Stop motion animation Explained: definition, types and techniques

www.adobe.com/creativecloud/animation/discover/stop-motion-animation.html

Stop Motion: A How to Guide

www.youtube.com/watch?v=qZoO-5w9zgE

Students as Creators – Stop Motion Animation

www.youtube.com/watch?v=dK2rfKJ6H3w

A Complete Guide for Stop-Motion Animation in the Art Room

theartofeducation.edu/2015/06/a-complete-guide-for-stop-motion-animation-in-the-art-room/

Australian Curriculum Links – version 9.0

Media Arts	
Year 3 & 4	<p>Developing practices and skills Develop media production skills by exploring ways of shaping ideas using media technologies, images, sounds, text and/or interactive elements. AC9AMA4D01</p> <p>Creating and Making Use media languages, media technologies and production processes to construct representations that communicate ideas, perspective and/or meaning. AC9AMA4C01</p>
Year 5 & 6	<p>Developing practices and skills Develop media production skills to communicate ideas, perspectives and/or meaning through manipulation of media languages, including images, sounds, texts and/or interactive elements, and media technologies. AC9AMA6D01</p> <p>Creating and Making Use media languages, media technologies and production processes to construct media artworks that communicate ideas, perspective and/or meaning for specific audiences. AC9AMA6C01</p>
Year 7 & 8	<p>Developing practices and skills Develop media production skills throughout the production process to construct representations using media languages and media technologies. AC9AMASD01</p> <p>Creating and Making Design and structure media arts works to communicate ideas, perspectives and meaning for an intended audience. AC9AMA8C01</p>
Year 9 & 10	<p>Developing practices and skills Experiment with ways to construct representations that reflect ideas, perspectives and/or meaning, and/or use of media conventions, media languages and media technologies. AC9AMA10D01</p> <p>Creating and Making Design and structure media arts works that examine and communicate ideas, perspectives and/or meaning. AC9AMA10C01</p>



THE SECRET

Duration: 12 minutes

Suitability: Unclassified. Recommended for ages 15+. Contains strong themes.

Education Resource:
Developed for Years 10-12

Logline: Alone and ashamed, Sadie grapples with the weight of her choice as she endures an abortion at home.

Content Warning

Inform students about potentially distressing material of the film beforehand, describing the nature of the topic without revealing unnecessary graphic details.

Creative team

Directors: Lilla Berry

Writer: Lilla Berry

Executive Producers: Paul Ryan and Star Sandford

Composer: Amy Flannery

Editor: Emma McGavisk

Find out about the creatives behind the film

Check out *The Secret* Electronic Press Kit

countryarts.lbcdn.io/uploads/2026/04/The-Secret-EPK.pdf

Before the film

The content of *The Secret* may contain issues that are confronting for students. Being prepared with a range of strategies and creating a safe space for conversations will help to manage experiences.

Suggested strategies to consider:

- Check with your school's Wellbeing team about the content of the film and the impact it might have on any particular students.
- Check in with students before and after viewing the film.
- As a class, develop guidelines that students agree on using to guide their discussions.
- Provide an opportunity for students to reflect on and evaluate if the guidelines are successful and identify any changes required.

Note
Responses to the issue may be unexpected.

Creating Safe Spaces

As a class:

- develop guidelines
- identify the non-negotiables
- discuss what would be considered inappropriate and why

Introducing the Issue

Provide information to the whole class about the theme of the film by reading the logline.

Logline

High-level information that summarises the protagonist and the conflict.

Logline

Alone and ashamed, Sadie grapples with the weight of her choice as she endures an abortion at home.

Synopsis

Sadie, a high achiever in her early twenties, is on the cusp of her budding career. She's just graduated university and landed a new job. Life feels good. But when she discovers she's pregnant, her sense of control is suddenly shattered. Blaming herself, Sadie is too ashamed to tell her friends or family. Instead, she goes through a gruelling at-home termination, heavy hearted and alone. But despite the pain, Sadie realises she doesn't need to be alone in this journey. *The Secret* is a raw and intimate examination of the pressure and shame placed on women, and how the choices we make for ourselves, and our bodies are always under assault. But that despite everything, we are not alone.

Synopsis

Provides detail of the protagonist's background, the inciting incident, the steps in the journey, the climax and the resolution.

Sadie is the central character in *The Secret*.



Discuss

As a whole class or in small groups, discuss:

- Why might Sadie be feeling alone and ashamed?
- Why could this topic be considered challenging?
- What different perspectives do you think people have on this topic?
- What might inform these different perspectives? (emotional, religious, political, historical, moral)
- Do the different perspectives overlap? (a Venn diagram could assist students to see how different perspectives relate to each other)
- What do you know about this issue?
- What other information would you like to know about this issue?
- Have people's perception changed over time?

Reflect

Reflect on and evaluate the class safety guidelines:

- Were they successful?
- Are any changes required?

Question Stems

- How do you know?
- Can you explain more about your thinking?
- What if...?
- Is it possible that...?

After the film

Think-Pair-Share

In small groups, students discuss their reactions to *The Secret*:

- How did the film make you feel? (i.e. your emotional response)
- What scene stands out for you?
- What questions do you have for the filmmaker?
- What would you like to say to 'Sadie'?
- How did the use of music in the film add to the story?
- If you could change anything about the film, what would you change?

Think-Pair-Share

- Pose a question/s
- Students think for a few minutes
- Students share their thoughts with another student

Think-Pair-Share-Double-up

Two pairs double-up and share:

- reactions to the film
- standout scene/s.

Share

Come back together as a whole class to share:

- What was the same/different with the reactions?
- What were the standout scenes? Are they similar or different?

Discuss

In small groups discuss:

- What do young people think about pregnancy?
- Do you think youth pregnancy should be something that should be avoided?
- Do boys and girls think differently about pregnancy?
- Why might you not choose to have a baby when you're a teenager?

Create your own film

Students creating movies offers an opportunity for insightful conversations and connections.

Moviemaking also provides perspective, understanding, and dialogue about students' lived experiences.

Working with a partner or a group of three, students create a short film:

- with an identified audience
- to meet the brief below

Hints & tips

- Focus on one idea
- Only 1 or 2 main characters
- Only 1 or 2 locations for the story
- Aim for a 5-minute film
- Narrative should be visually driven with a clear, impactful ending.

Short Film Brief

Project Overview & Background

Create a short film that:

- tells a story about healthy relationships and making informed choices
- uses innovative storytelling that reflects youth culture
- explores a specific issue.

Purpose & Objective

- Purpose (the why): To remove the stigma around talking about teenage pregnancy.
- Objective: To promote open and respectful conversations.

Target Audience

- Young teens – female and male

Key Message

- Open and informed conversations help when you need to make hard decisions.

Tone & Style

- The music, dialogue and atmosphere reflect the demographic.





Resources for Research and Further information

Video

Telling It Like It is: The realities of being an Indigenous teenage parent
www.youtube.com/watch?v=0yduCvhQ0zM

Research

Aboriginal young people's perspectives and experiences of accessing sexual health services and sex education in Australia: A qualitative study
www.tandfonline.com/doi/full/10.1080/17441692.2023.2196561#abstract

First Nations Health and Wellbeing – The Lowitja Journal
[www.lowitjajournal.org.au/article/S2949-8406\(25\)00005-1/fulltext](http://www.lowitjajournal.org.au/article/S2949-8406(25)00005-1/fulltext)

Young Aboriginal Women's Voices on Pregnancy Care
www.thekids.org.au/globalassets/media/documents/aboriginal-health/young-aboriginal-womens-voice-final-report-reference-group.pdf

Aboriginal adolescent sexual and reproductive health programs : a review of their effectiveness and cultural acceptability
www.health.nsw.gov.au/research/Documents/11-aboriginal-adolescent-sexual-and-reproductive-health-prog.pdf

Teenage mothers in Australia 2015
www.aihw.gov.au/getmedia/6976ff0b-4649-4e3f-918f-849fc29d538f/aihw-per-93.pdf.aspx?inline=true

Risks of Teen Pregnancy
www.nationwidechildrens.org/family-resources%20education/700childrens/2016/10/risks-of-teen-pregnancy

Teenage pregnancy
www.pregnancybirthbaby.org.au/teenage-pregnancy

Australia's children
www.aihw.gov.au/reports/children-youth/australias-children/contents/health/teenage-mothers

Gidget Foundation
www.gidgetfoundation.org.au/becoming-a-parent/first-nations-pregnancy-and-birthing

Unintended pregnancy among Aboriginal and Torres Strait Islander women: where are the data?
www.mja.com.au/journal/2022/217/1/unintended-pregnancy-among-aboriginal-and-torres-strait-islander-women-where-are

Teenage birthrates in Aust
youngpregnantandparenting.org.au/research/teenage-birthrates-in-aust/

Aboriginal Health and Medical Research Council of NSW Inquiry into the Universal Access to Reproductive Health Care
www.aph.gov.au/DocumentStore.ashx?id=7ae2cf81-ef02-4189-a58b-d54b6f44d2ea&subId=732760

Get Ready to Film

Step 1: Generate ideas

- Personal ideas
- Local stories
- Research
- Ask 'what if' scenario questions
- Look at resources or locations available.

Step 2: Develop the story

- One strong central idea
- Decide if the film will have:
 - An imagined narrative where the central character is faced with a difficulty which they resolve.
 - A documentary style using real life people, events or issues to inform, educate or expose.
- Write the story and script.

Step 3: Develop storyboard

- Break story/script into key scenes.
- Sketch visual panels.
- Plan camera angles, character movements and framing.
- Create a shot list.
- See Appendix 1: Storyboard Template.

Big tip!
Use stick figures to represent movement.
Don't focus on artistic detail.

Step 4: Collect Essential Resources

- A camera - digital camera, tablet or phone.
- Tripod or stabiliser, blutack, monopod or bean bag phone holder.
- Computer for editing.
- Story and story board.

Suggested Free Software for Editing

- CapCut (Windows, Mac, Web) – popular intuitive editor with advanced features. Has built-in effects and auto captions.
- iMovie (Mac iOS) – free, easy to use and already installed on Apple computers. User friendly and good for basic projects.
- Microsoft Clipchamp (Web, Windows) – default Windows editor with a modern interface. Easy to use with drag and drop interface and free assets.
- OpenShot (Windows, Mac, Linux) – user friendly, open-source editor good for quick, simple cuts. Great for beginners.
- Shotcut (Windows, Mac, Linux) – user friendly. Comes with a library of video effects, filters and transitions.



World Premiere

Take time after the final editing to celebrate!

Teams can celebrate by having a Red-Carpet event and World Premiere of their films.

Send out invitations to:

- the principal of the school
- parents and friends
- other classes

Invite some students to be the paparazzi for the Red Carpet and take photos.

Sell popcorn as a fundraiser for the next film project.

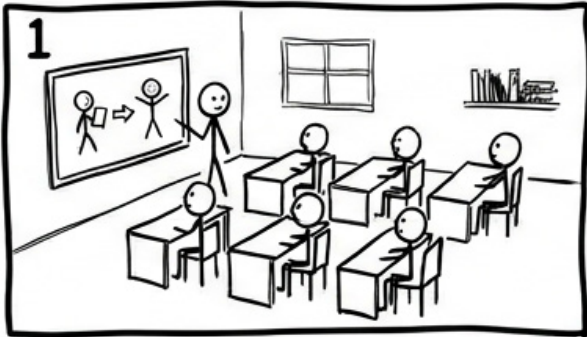
Australian Curriculum Links – version 9.0

Health & Physical Education	
Year 10	<p>Making healthy and safe choices</p> <p>Plan, rehearse and evaluate strategies for managing situations where their own or others’ health, safety or wellbeing may be at risk. AC9HP10P08</p> <p>Critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on individual attitudes and actions.AC9HP10P09</p>
SACE Stage 1	<p>Students interpret and make decisions about health and wellbeing information and advice. They consider how and where to seek contemporary, valid, and reliable information to promote and maintain good health and wellbeing.</p> <p>Students may develop an understanding of health literacy by:</p> <ul style="list-style-type: none"> • identifying, understanding, and applying current and contemporary health language from a diverse range of sources and contexts • developing and reflecting on their own values, beliefs, and attitudes, and those of others • personalising by expressing how they feel about the issue being considered, why they might feel that way, and what this means for them and others • collecting, analysing, and interpreting a range of primary and secondary sources for bias, relevance, currency, and credibility • critically analysing and evaluating findings
SACE Stage 2	<p>Students critique, interpret, and make informed decisions about health and wellbeing information and advice. They consider how and where to seek contemporary, valid, and reliable information to promote and maintain good health and wellbeing.</p> <p>Students may develop an understanding of health literacy by:</p> <ul style="list-style-type: none"> • identifying, understanding, and applying current and contemporary health language from a diverse range of sources and contexts • developing and reflecting on their own values, beliefs, and attitudes, and those of others • personalising by expressing how they feel about the issue being considered, why they might feel that way, and what this means for them and others • collecting, analysing, and interpreting a range of primary and secondary sources for bias, relevance, currency, and credibility • critically analysing and evaluating findings

Australian Curriculum Links – version 9.0

Media Arts	
Year 10	<p>Creating and making</p> <p>Design and structure media arts works that examine and communicate ideas, perspective and/or meaning. AC9AMA10C01</p> <p>Apply production processes and use media arts concepts to construct representations and produce media arts works that communicate ideas, perspective and/or meaning, and confirm or challenge the expectations of specific audiences. AC9AMA10C02</p>
SACE Stage 1	<p>Students undertake a media production task in which they work either individually or in a group to:</p> <ul style="list-style-type: none"> • develop a plan for a production task • identify relevant techniques to be used • complete a final media product • evaluate the final media product.
SACE Stage 2	<p>Either individually or as a group, students plan, produce, and reflect on a media product.</p> <ul style="list-style-type: none"> • create a production and dissemination plan and schedule • identify relevant production techniques and styles to be used • complete a final media product based on the plan • provide a producer’s statement.

Appendix 1: Storyboard example



Shot type: Establishing shot (wide shot)

Action: Classroom with students sitting looking at image.

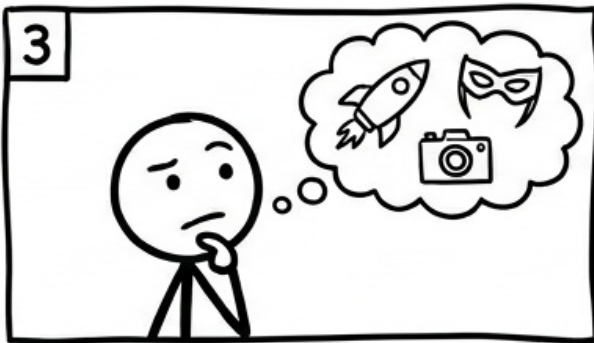
Audio: Voiceover "Today we'll make our own films!"



Shot type: Close-up shot

Action: Student looks overwhelmed by the blank page.

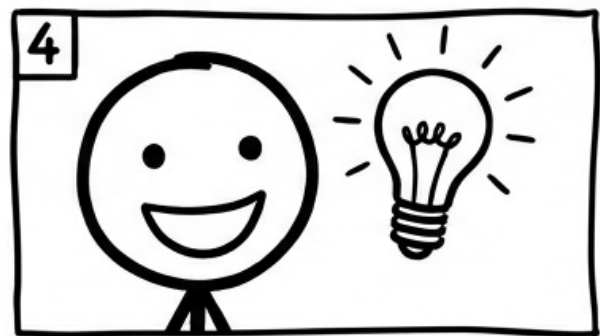
Audio: Voiceover "I've never done this before..."



Shot type: Close-up shot

Action: Student brainstorming various story concepts.

Audio: Voiceover "Where to begin?"



Shot type: Extreme close-up shot

Action: A brilliant idea strikes the student.

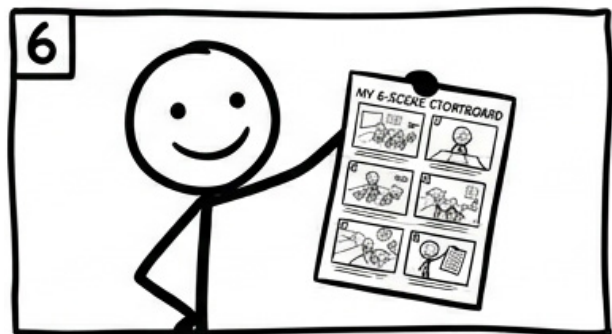
Audio: Voiceover "Aha! I have an idea!"



Shot type: Wide angle shot

Action: Student works hard at their desk at home.

Audio: SFX - Sounds of pencil drawing on paper



Shot type: Mid-shot (waist up)

Action: Student proudly shows off their completed work.

Audio: Voiceover "It's done!"

Appendix 1: Storyboard template

