

# MUNJED AL MUDERIS

From refugee to surgical inventor

Written by Dianne Wolfer



## Teacher Notes

written by  
Vanessa Ryan-Rendall

PUBLISHED BY



## Table of contents

About the series.....	3
Reasons for studying this book.....	3
About the author.....	3
About the illustrator.....	4
About Munjed Al Muderis.....	4
Outcomes linked to the Australian Curriculum.....	5
Outcomes linked to the NSW Curriculum .....	5
Before you begin .....	5
Key Projects ... ..	6-8
Teaching and learning activities .....	9-16
Further thinking activities .....	17-18
Extension questions for further thinking.....	19
Elaboration of Outcomes to the Australian Curriculum.....	20-23

## About the series

**Aussie STEM Stars** is a fresh and unique series for children and young teens aged 10-13 years that focuses on our Australian STEM heroes. Each book is written by an award-winning children's author and follows the real-life stories of Australia's top scientists and inventors, chosen on the basis of their pioneering work. Themes explored in the series include childhood, school, family and formative experiences, what inspired them to pursue their chosen path, how they persevered in the face of challenges and what they have contributed to science in Australia.

## Reason for studying this book

Wild Dingo Press publisher Catherine Lewis is excited about their publication. "These disciplines are more important than ever as we look to our inventors and innovators to solve contemporary problems facing humanity and the planet. Our Aussie STEM Stars series uses narrative non-fiction as a tool for educating children - making it as fun and interesting as fiction books in this market. Our writers are passionate about doing justice to their chosen subjects - and their lives - providing teachers, parents and librarians a wonderful series aimed at encouraging children to develop an interest in STEM at a young age."

## About the author

**Dianne Wolfer** grew up in outer Melbourne, where she made treehouses and imagined she was Silky from *The Magic Faraway Tree*. Other days she was the Muddle-headed Wombat. When she was ten, Dianne moved to Bangkok with her family for two years. After returning to Australia, she studied at Albury High School in New South Wales and then at Melbourne Teachers' College. After graduating, she backpacked through Asia and teaching children in remote western Nepal.

Dianne's award-winning books have been published in China, Japan, Poland, USA and made into stage plays. She is a bookworm who reads every day. She especially loves animal stories and spent five years researching animal characters in children's literature for her PhD.

Inspiring kindness and imaginative thinking is Dianne's life work.

## About Munjed Al Muderis

Munjed is an orthopaedic surgeon, author and human rights activist. He was born in Iraq and became a surgeon during the regime of Saddam Hussein, before fleeing to Australia as a refugee where he was eventually held for nine months at the notorious Curtin Detention Centre in Western Australia. He developed an improved osseointegration prosthetic limb, a new surgery that inserts a titanium implant into the bone, allowing patients to recover a certain level of feeling and greater mobility. His humanitarian work for refugees is equally as impressive. In 2020 he was named NSW's Australian of the Year. Two books about his life have been published: *Walking Free* and *Going Back*.

<https://www.youtube.com/watch?v=6eEzpnG8LxA>  
<https://www.youtube.com/watch?v=JOIKhUv0DQY>

## **OUTCOMES**

### **Australian Curriculum**

#### **Key focus areas**

HASS Stages 2-3

Geography Stage 4

Literacy Stage 2-4

Science Stages 2-4

## **OUTCOMES**

### **NSW Curriculum**

#### **Key focus areas**

HASS Stages 2-3

Geography Stage 4

Literacy Stage 2-4

Science Stages 2-4

# Before you begin reading this book

## Front cover

- What is a refugee? Gather information from the students about their understanding before the book is started.
- What might a surgical inventor be? Gather information from the students about their understanding before the book is started.
- Have any students heard of Munjed? Find some images of Munjed and websites which may be interviews or research findings.
- Look at the sketch of Munjed on the front cover. Who has drawn this and why have they drawn him in this way?

## Back Cover

- What can you gather about this book from the blurb? Why do we need blurbs for all types of books?

## Maps

Have a world map on display in the classroom or in students' books throughout this book study. Look at the map before Chapter 1 with the students:

- Where are these places in relation to where you live?
- Where are they in relation to the world?
- What is the name of the region that Iraq is located in?
- What is the main language that is spoken in Iraq and what other countries share that language?

# Key Projects

## **Key Project 1: History – War**

Create a timeline of the different wars we have had in the world. Choose two to research further and link Australia in ways they helped, ways they supported refugees, ways they did not support refugees and how these wars affected Australia and its people.

## **Key Project 2: Refugees in Australia**

What do you know about refugees and those who have come to Australia? Is there a difference between a refugee and an asylum seeker? Develop a speech, presentation, blog post or booklet that informs the listeners about how refugees come to Australia and why. Structure the speech to integrate anecdotes and stories from people like Munjed to make it more meaningful. Check in your library or online to read Najaf story: *The Rugmaker of Mazar-e-Sharif* by Najaf Mazari and Robert Hillman.

New innovations in science to help make people's lives better and Munjed had the creativity, persistence and courage to make sure people who had amputations were able to enjoy moving the lost limb again.

You can create a presentation using this book and other research to teach others about Munjed OR explore another person who has come from a refugee background and has been successful in not only having a better life here but making the world a better place too.

Use : <https://newhumansofaustralia.org/?s=iraq> as a resource.

From this information find similarities and differences in people who have left Iraq, like Munjed.

Do these people have similar morals and values?

Have we learnt from these people's stories and experiences to not only never have war again but to also treat people with respect when they seek asylum? Find some examples to show your viewpoint.

Here are some ideas to start you off:

[https://msrogersresources.files.wordpress.com/2013/10/the\\_rugmaker\\_of\\_mazar-e-sharifcathy-lewis-2.pdf](https://msrogersresources.files.wordpress.com/2013/10/the_rugmaker_of_mazar-e-sharifcathy-lewis-2.pdf) - *The Rugmaker of Mazar-e-Sharif*

<http://www.anhdo.com.au> - *The Happiest Refugee*

<https://www.roads-to-refuge.com.au/settlement/settlement-contributions.html>

<https://www.freemigrationagents.org.au/notable-australian-refugees/>

<https://www.refugeecouncil.org.au/stories/>

### **Key Project 3: Refugees**

Who are refugees in our world today? We read about Munjed and his experience as a refugee because of the war in Iraq. How many other people have fled their countries to live in Australia? Find information about the various countries refugees have come from and why. Display this as a graphic.

Explore why we have refugees, how the world treats them and how we can change this. Consider at least 3 different ways we can take refugees out of the world we live in. Can this be attainable? Will this solve problems? What other problems also need to be solved?

This can be answered in relation to a case study of a person or a country where many people have fled. Explore why they leave, why they seek asylum and why the country they enter label them as refugees and treat them differently.

### **Key Project 4: How to write biographies**

This can be started in many different ways but should culminate in the presentation of a piece of writing, speech or visual. This could also be presented as the student dressing up as the person and role playing them as they 'discuss their own life'

1. Students choose someone who has made a difference in the world (encourage good but could also be a negative impact) and research.
2. Fill a bag or piece of art with symbols and images to represent that person and share.
3. Depending on the age of students come up with at least one fact to one paragraph under the headings:
  - Childhood.
  - Interests.
  - Early Career.
  - Problems & Significant events,
  - Where are they now?
  - Why are they famous?
  - What do you admire about them?

## **Key project 5: Reflection on literature**

Students can fill in this table as they read to record their ideas and feelings:

Chapter	How did I feel during this chapter?	Character profile: How did the main characters feel? What did they do?
What real-life events occurred? Find some evidence to show this using research.	New language used	How has the author made you feel? Think of the language used to create tension, happiness, wonder, anxiety, and other emotions.

- What is some new information you learned through reading this book?
- How did your feelings change?
- Did you see the characters change as you learnt more about them?
- What new vocabulary have you learned from this book?



# Teaching and learning activities

## Chapter 1

- How long ago was 1980? What else happened then? Gain some perspective on time and differences between now and then.
- Who was Saddam Hussein?
- Character map: build upon this as the book is read. Jot down different people in this biography as we meet them, their character traits, important things they say etc.
- Explore the World Map: As you read this chapter find out where the following countries are: Iraq, Iran, Jordan, Syria, Lebanon, Israel, United Arab Emirates. Name their capital cities.
- Explore a map of Iraq: Where is Baghdad, the Euphrates River, Ramadi, Basra.
- What do you know about the Islamic religion? Take part in some research to find out more about it.
- How would you feel if you were on a holiday and heard these words: '*We must fly home immediately*'.
- How does our pitch of voice change how we feel? *The high pitch of her voice frightens him even more*. Think of some other ways we use our voice to express how we feel.
- He learns that the ramshackle airport is named after a queen who died in a helicopter accident a few years earlier. Who is this Queen?
- Why do you think there is a box with information about feeling calm in this chapter? Explore some different ways you help yourself to calm down. What else can be done - explore other ideas and techniques. Come up with a poster or booklet to place in your classroom for children to refer to when they feel worried.
- Descriptive paragraph: *From the bathroom's high window they watch the night sky explode as an eerie dome of anti-aircraft fire spatters the darkness. Every tenth shot is a fiery red indicator, like the eyes of a furious dragon winking in the heavens*. How else can war be described? Create your own description of how you imagine war to be like.
- Why do they need code words on the radio? How has this been done throughout war history? Explore other coding systems used during war times.
- Abdul Razak encourages anything that stimulates the brain and sparks creativity:

*That's one of the things Munjed loves most about his father – the way he encourages Munjed to discover things for himself. Abdul has taught him that it's okay to fail. Failing is another way to learn.*

What does Munjed do while the air raids take place and they need to stay inside more often? Why is being creative important for children and adults? Why does his father encourage creativity? Find some quotes and moments in this chapter and throughout the book where Munjed is encouraged to be creative and develop new skills and learn lessons.

## **Chapter 2**

- What is an entrepreneur?
- What is the currency in Iraq? What does it look like? Find some similarities and differences.
- How is Munjed earning money? What could you do to earn money rather than rely on your parents? Why is it important for children to try to earn their own money and come up with new ideas?
- Look back at the task in Chapter One about Islam. Did you find out about the Shi'ite and Sunni parts of this religion? How are they different?
- Why do the young boys not care about different religious beliefs? Why is this important to the story?
- How did the paragraphs describing Uncle Salman being frozen to the spot make you feel? Did you want to rush through to find out what happened? Did you read slowly not wanting to know? How did the language create feelings here?
- Explore a timeline of computers as they developed throughout history. Draw a timeline up to find out where they were created, who used them and what they looked like.
- What is a superhero? Explore this term and the different ways we can view this. What does Munjed discover about superheroes? Design a poster for a superhero in your life. What do you need them to be for you? How will they help you? Inspire you?

## **Chapter 3**

- What is the game of chess? Have you ever played it? What are the rules? Play a class game of chess to learn how to play or extend your skills. Look at page 37 and the different moves Munjed talks about.

- What is a gracious loser? Can you think of examples when you have been like this? Or not like this?
- What do the words virtue and truth mean? Create a poster and brainstorm as many meanings and examples of these words in Munjed's life as well as yours.
- As you read, list different foods and drinks that are spoken about. Find some images of these foods and drinks and possibly even recipes (Arabic Coffee, Kahi with Gaymer, pomegranate juice, figs. You can also research traditional Iraqi breakfast, lunch and dinner)
- What is the war of the cities? Read up on this to gain a better understanding of how Munjed must be feeling. Throughout this chapter we read how he feels and what his family is going through. Find these and create a feelings map about what life is like living in a war.
- What is a SCUD missile?
- How is sound measured?
- Why is Munjed fascinated by the terminator? Read the passage that describes the terminator on page 33. Using your own skills of description, describe the terminator in your own words.
- What is an endoskeleton?
- Is there a movie or a book that has ever left an impact on you? Discuss and compare why we react differently to music, books and movies. Why did this scene from The Terminator leave an impact? If appropriate, find this scene to watch and see how it makes you feel.
- What did Munjed find amazing about watching his uncle perform surgery? List all the ways he sees this as an amazing feat. Do you find surgery amazing? How is it amazing? How can something be gruesome yet amazing at the same time?

## **Chapter 4**

- Bullies, Bombs and Books is using alliteration. Can you create some different chapter headings for the other chapters once you have read them using similar alliteration?
- Who are Udai and Qusay Hussain? What role have they played in the Iraqi war and other events?
- In this chapter we read that the Hussein brothers are bullies and get away with a lot of things. Why do some bullies get away with being mean or breaking the rules?

- What is the movie E.T. about? Why would this movie spark an 'Audacious communications project'?
- Imagine living in a world where there was no television. Look back through the book and list the different activities Munjed would do to alleviate boredom. Do you ever feel bored? What do you do when you cannot use computers or television? Compare the things you can do to what Munjed was able to do. How do you think you would cope?
- Research further into how satellite dishes pick up communication signals
- Revisit the world map and map of the middle east to see where the university options were for Munjed.
- Why do you think the road is soon to be named 'The Highway of Death'?
- Over Pages 48-49 we feel a strong sense of tension. Write down the words that made this section of the book more tense. Explore how words can evoke emotion in books. Write your own piece of writing that evokes tension in the reader and share with a peer.
- How does electricity play a major role in our lives? Without electricity we cannot live yet we cannot survive - how is this true for people who live in Iran?
- How can you do a random act of kindness in your day?
- Who is Khalil Gibran? Why is this quote important: *'Out of suffering have emerged the strongest souls; the most massive characters are seared with scars.'*
- What is PTSD? Who might experience this?
- How does the death of his father affect him? Discuss how he feels about his death but also the legacy his father leaves on him as you also look at this quote: 'You are a cog on the wheel of fortune. There will be outside influences, but the one who steers is you.'

## **Chapter 5**

- Create a timeline of the various events that happen in Munjed's life so far in this book. Add to this as you read. Add world events and events in Iraq during the war as well.
- Why are medical conditions like this in Iraq? Read through the list of what is happening in the hospital Munjed is working in. Do you think this was the right thing to do? Discuss the pros and cons of these medical conditions and procedures during this war time.

- Why are these great quotes to live by? Can you find other quotes like these from different religions around the world? Why do many religions have so much in common yet so much that is not? Islamic quote: *None of you truly believes until he wishes for his brother what he wishes for himself.* Christian Golden Rule: *Do unto others as you would have them do unto you.*
- There is another tense scene in this book from page 58-65. Using language to evoke tension, write down this scene from the viewpoint of Munjed using first person voice.

## **Chapter 6**

- Why do 'papers' need to be checked at different checkpoints?
- How important is friendship in times like these? Think back at the different friends Munjed has had throughout this life and the impact they have made on him.
- What is a fake passport? Why is it ok for Munjed to have a fake passport in this situation? When else do people need these?
- 'Goodbye, my son,' she whispers. As he takes his seat, he wonders whether he'll ever see his mother again. Would you leave a country if you had to?
- Many people often have to escape their countries. What are some other ways people around the world have escaped something in their country?

## **Chapter 7**

- What is the purpose of checks at the airport?
- Where is Kuala Lumpur? Where is Jakarta?
- What is a people smuggler? What do they do? Can they be helpful or harmful? How? Do people smugglers still exist today?
- What might a dilapidated hotel look like? Describe or draw what you think Munjed had to stay in while he was waiting for the unknown.

## **Chapter 8**

- Why would a young man scowl and mutter a threat at a woman wearing 'western clothes'?
- Many people live in conditions crammed into small rooms or in refugee camps as they wait for a better life. Is this right? How can countries stop this from happening? Is it possible to stop this from happening?

- How many people would comfortably fit in a 15 metre boat? If 65 people are to live on this boat, how will they fit? Explore the area for each person.
- How many days does a boat ride take from Jakarta to Christmas Island?
- Who are the people on board? How do some of them help in the running of the boat?
- How did you feel when you read the section on page 94 as the Australian police stepped on board and told them they were safe?
- Discuss the map between Chapter 8 and 9. How long has this journey taken? What help has Munjed had? Add some dates and details to a map of your own.
- 'Little does he know' what does this mean? Predict what you think is going to happen in the next chapter using your knowledge of refugees and also the map.

## **Chapter 9**

- Look up some images of Christmas Island to find out what you might see when you first arrive, how you might feel with this sight and what you might hear.
- Find out more about the process used to find out about asylum seekers who have just arrived. Why do they need a tag?
- Read over the first few days Munjed spends on Christmas Island. What are the new sights, sounds and tastes he experiences? How would you feel if this happened to you? Why does Munjed find honey chicken strange? Why is the mullah not happy with cornflakes?
- The Red Crabs migration is an annual event. Find some videos to see what happens and how humans and crabs have made adaptations to keep out of each other's way – or not in some occasions like we read in the book with the doctor driving over the crabs.
- How is sport a uniting activity on Christmas Island? How is it uniting in the world?
- What are the different levels of people who Munjed comes across? Who are the federal police? Who are Australasian Correctional Management? What is the difference in their roles and also their attitude towards the refugees? Why do you think there is this difference?
- How does this description make you feel: *They drive across a desolate landscape towards shed-like buildings behind a tall wire fence that is topped with razor wire. The dirt is brownish red with clumps of scraggly bushes here and there.*

Which words made you feel this way and why?

- On Page 109, Munjed meets people who have been at Curtin Detention centre for a while. They ask him if he has seen their loved ones. List the types of questions they are asking. List the emotions they are feeling. Discuss why these people feel this way.

## **Chapter 10**

- Using a map of Australia or Western Australia, find out where Curtin Detention Centre is. Discuss the reasons why the government might have located it there.
- On Christmas Island he had a tag and now at Curtin he has a number written on his arm. Why is this done? During WW2 many people who were in camps had numbers too. Why is this still done today? How can this be changed?
- *'You're not welcome here,' she says in a cold voice.* Why is this line so pertinent to this story?
- Learn more about the Refugee Convention. Do we follow what we have signed? Can the convention be changed or added to so that people are treated more fairly?
- Paint your own picture of what life in a detention centre is like through a sketch, poem or first-person narrative. Use the description throughout chapter ten to help you with this.
- Who is Philip Ruddock and what was his position or role at the time Munjed spoke to him?
- What other events have happened in detention centres across Australia in the past to make the world know what is happening in there over the years?

## **Chapter 11**

- Did the nurses' action help people to realise what was happening in detention centres? Why?
- How is it possible that jails where criminals are placed are better than the detention centre?
- What do Australian jails look like inside and out? Explore these facilities and how people live in them.
- What do you think Munjed saw as he travelled from the detention centre to Melbourne? Using a map and looking at the roads of Australia, imagine the journey he took and how he felt along the way. Write down what his itinerary could have been.

- How do people bully in different ways? Discuss what bullying can be and how although it is not always obvious, can be damaging.

## **Chapter 12**

- What was Munjed's first job in Australia? Would you take on a job like this if it meant realising your dream? Why or why not?
- What does this mean for you? How can this quote from Garry Kasparov, the Russian chess grandmaster, carry you through life and your future options?  
*'One does not succeed by sticking to convention'.*
- What does the word 'bittersweet' mean? How can it be used?
- Munjed has a few good suggestions for what the Australian government can do for refugees. Have any of these ideas been taken on?
- What does the word: osseointegration mean?
- Who are Munjed's first patients? Why was it important that these people were able to trust his new ideas?
- Why is it important for Munjed to return to Iraq? What are the emotions you think he might be going through as he prepares to leave?

## **Chapter 13**

- This is an article written by Adam Baidawi. How does it paint Munjed? What else can you learn from this article?  
<https://www.gq.com.au/success/opinions/surgeon-returns-to-baghdad-healing-wounds-in-iraq/news-story/a390a6f15495c43c13503baec83cd12f>
- What is the moral problem for Munjed in his visit back to Iraq? Would this also be an issue for you? How can the government do this when there are many other people in need?
- Many people with amputations do overcome their disability and are able to compete in sporting activities. Can you find out about an accomplished athlete who has overcome an amputation to succeed?
- What is an Australian of the Year? Read about Munjed and his award. Who else has received this award in the area of science?



## Further literacy and thinking activities

Students should work through the following comprehension strategies at their own pace. Each of the strategies not only deepens students' comprehension skills but also allow the teacher to explicitly teach skills and monitor the progress of each student. (Strategies drawn from collaboration between Learning and Teaching Directorate, NSW Department of Education and the English Teachers Association NSW)

<p><b>Understanding</b></p> <p>Students analyse texts and in their responding and composing explain information and ideas for particular audiences and purposes. They use their knowledge of texts to make generalisations about how texts work.</p>	<p>What is your understanding of the situation in Iraq and Munjed's family's decision to stay? Why do people choose to stay in countries that are experiencing war? Explore how the Iraqi war started and why people had to stay there.</p> <p>Find out the dates when major events took place and what life is like in Iraq, Iran and Kuwait now.</p> <p>Do you think these events will occur again?</p> <p>What is the role of a surgeon? Build up your vocabulary of language that surgeons use when studying and operating. What are the attributes needed to be a surgeon? How does the practice of surgery differ between different countries or is it the same?</p>
<p><b>Engaging personally</b></p> <p>Students respond to and compose texts reflecting their widening world. They identify ways in which their own experiences, perspectives and contexts influence their responses.</p>	<p>Choose some parts of the book that make you</p> <ul style="list-style-type: none"> <li>- Proud to be an Australian</li> <li>- Ashamed of being an Australian</li> <li>- Inspired to learn more and believe in yourself</li> <li>- Inspired to create, play games and sport rather than be on a device!</li> </ul>
<p><b>Connecting</b></p> <p>Through responding and composing students make connections between information, ideas and texts. They compare texts to understand the effects of different choices of language, form, mode and medium for various audiences and purposes.</p>	<p>Why do you think Munjed was chosen to be one of the people included in this series?</p> <p>What defines this story and makes it stand out in the series?</p> <p>Is it possible to compare the three STEM superstars to find how they all play important roles in science?</p> <p>As you read the other stories in the series, are there similarities and differences among the 3 STEM stars that have led to their success in their fields? What do they all have in common?</p>

<p><b>Engaging Critically</b></p> <p>Through responding and composing students explore the different ways texts can be interpreted. They identify ways in which composers position the audience to accept particular views and perspectives and make judgements about these.</p>	<p>What other texts are there that teach us about the lives of refugees? Create a list of books and articles that also address the lives of refugees</p> <p>Discuss the various ways the books, articles, movies and opinion pieces portray refugees, who they are, where they come from and how they are part of our world.</p> <p>Ask students to compare and contrast how different opinions can shape how we see who refugees are and how we react to them when they live in our cities, arrive on boats or cry for help from detention centres or in camps.</p> <p>Give examples of these texts to show how they make us feel towards this ongoing issue.</p> <p>Consider this question: Why is it important that we learn about Munjed's upbringing and early life before we learn about what he is doing now and the fact that he was an asylum seeker?</p>
<p><b>Experimenting</b></p> <p>Students use, adapt or subvert particular textual conventions across modes and media to experiment with a range of meanings and textual concepts</p>	<p>Choose a section of the book where Munjed had to go through a difficult experience (hiding in the toilets at the hospital, driving through war zones or even on the boat to Christmas Island).</p> <p>Rewrite one of these in first person, imagining how he felt, what may have run through his head and what he would have seen.</p>
<p><b>Reflecting</b></p> <p>Students begin to personalise their metacognitive processes, identifying their own pleasure and difficulties in responding, composing and learning. They are able to plan and monitor their work, articulate their own learning processes and begin to assess which learning processes may suit them and will suit particular tasks and why.</p>	<p>Students complete teaching and learning activities throughout the chapters but are given the opportunity to share and reflect on their responses.</p> <p>Encourage students to discuss ideas and even change their responses once they have listened to others</p>

## **Extension questions for further thinking**

### **Provocative question**

Do we need to have an award for Australian of the year? Find more about these awards and the reason they have been created to answer this question

There are other levels to these awards. Discuss the importance of the local levels to you as an Australian citizen.

### **Attribute listing**

What is an Australian?

### **Paradox**

Injury and sickness are needed to inspire change. Is this true?

### **Discrepancy**

What would the world look like if there were no wars or refugees? Would we be better off in every way? Explore this from different perspectives.

# **Elaboration of outcomes to the Australian Curriculum**

## **Science**

### **Stage 2**

Science involves making predictions and describing patterns and relationships (ACSHE050, ACSHE061).

With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment (AC SIS054, AC SIS065).

### **Stage 3**

Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE083).

Identify, plan and apply the elements of scientific investigations to answer questions and solve problems using equipment and materials safely and identifying potential risks (AC SIS086).

Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions (ACSHE098).

Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE100).

Identify, plan and apply the elements of scientific investigations to answer questions and solve problems using equipment and materials safely and identifying potential risks (AC SIS103).

### **Stage 4**

Scientific knowledge has changed peoples' understanding of the world and is refined as new evidence becomes available (ACSHE119, ACSHE134).

Science knowledge can develop through collaboration across the disciplines of science and the contributions of people from a range of cultures (ACSHE223 , ACSHE226).

People use science understanding and skills in their occupations and these have influenced the development of practices in areas of human activity (ACSHE121, ACSHE136).

Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge (AC SIS124, AC SIS139).

Collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed (AC SIS125, AC SIS140).

Science knowledge can develop through collaboration across the disciplines of science and the contributions of people from a range of cultures (AC SHE223).

## **HASS**

### **Stage 2**

#### **Diverse communities and places and the contribution people make**

How the community has changed and remained the same over time and the role that people of diverse backgrounds have played in the development and character of the local community (ACHASSK063).

Sequence information about people's lives and events (ACHASSI055).

### **Stage 3**

#### **Australia in the past and present and its connections with a diverse world**

Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines (ACHASSI125).

The contribution of individuals and groups to the development of Australian society since Federation (ACHASSK137).

Stories of groups of people who migrated to Australia since Federation (including from ONE country of the Asia region) and reasons they migrated (ACHASSK136).

## **Literacy**

### **Stage 2**

Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (AC ELT1594).

Draw connections between personal experiences and the worlds of texts, and share responses with others (AC ELT1596).

Make connections between the ways different authors may represent similar storylines, ideas and relationships ).

Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (ACELT1599).

Plan and deliver short presentations, providing some key details in logical sequence (ACELY1677).

Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences).

Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (ACELY1680).

Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692).

### **Stage 3**

Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view ).

Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700).

Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702).

Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613).

Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614).

Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style (ACELT1616).

Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710).

Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)

Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713).

#### **Stage 4**

Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619).

Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620).

Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622).

Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, and structure of stanzas, contrast and juxtaposition (ACELT1625).

Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723).