 YEAR 11 STANDARD - Module A

**Unit title:** Contemporary Possibilities – The power of podcasting

**Duration:** 10 weeks

**Rationale:**

In this module, students will extend their knowledge, understanding and appreciation of the ways we respond to digital, multimedia, multimodal and non-linear texts. This unit will include the detailed study of a substantial text, *Serial* (Season 1), a series of podcasts and the supporting website and media coverage, along with a range of other short texts.

Throughout the unit students will engage with the texts to determine the way meaning is shaped and how much control they have as responders in interpreting contemporary texts. Initial texts will highlight aspects of purpose, audience and context and invite students to respond with their own text and voice. The close study of the podcasts and website documents will further enable students to investigate the contemporary possibilities of texts to reach a broad audience and influence public opinion. A strong focus on authority, context, narrative, point of view and perspective will build student understanding of the power of texts and the importance of a text’s construction. Students will keep a running log of elements of the 12 podcasts as they listen and engage with the content. Key episodes will be analysed in class to deepen students’ conceptual understanding and ensure students see beyond the captivating and emotive subject matter. Students will build on their knowledge and understanding further with the opportunity to produce multiple personal texts throughout the unit, culminating with the multimodal assessment task.

**Focus questions:**

* How do the structural features of narrative texts help to shape meaning and convey ideas and values?
* How does point of view control the meaning of a text?
* How is textual authority affected by choice of medium, as well as by individual composers and responders?
* How can different aspects of a text’s specific context interact to create and enhance meaning?

**Outcomes:**

EN11-1 responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure

EN11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EN11-4 applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

EN11-7 understands and explains the diverse ways texts can represent personal and public worlds

EN11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

**Assessment outline:**

Students must research a contemporary issue or current affair that has drawn their attention within the last three months. In the course of their research, students are to locate and explore two texts from different media that have been used to present the issue/story. These could be film, television, websites, online news and specific social media platforms.

Students must create a multimodal presentation of their understanding of the issue/story they have researched, using a presentation medium of their choice. Students must present the issue in their own informed way. Students should use the following guidelines as well as the marking criteria when composing their presentations.

**Texts:**

* *Serial* (Season 1), hosted and produced by Sarah Koenig
* various other multimodal digital texts

| **Outcomes/content** | **Teaching and learning** | **Evidence of learning**  |
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| EN11-3 appreciate the use of Standard Australian English for a variety of purposes, audiences and contexts | **Introduction to Module: Contemporary Possibilities****(Resource 01)**Students read rubric description, identifying key nouns (digital, multimodal, multimedia, nonlinear) and verbs (read, navigate, respond, understand, communicate, represent) in rubric.Discuss the meaning of the title ‘Contemporary Possibilities’, brainstorm a list of synonyms for each word.Contemporary: Dating from the same time. Synonyms: concurrent, simultaneous, current, modern, immediate, present dayPossibilities: a thing that may happen or be the case, state or fact of being possible. Synonyms: potential, promise, prospect, hope, promise, alternative, likelihood, option, choiceNotice how these synonyms have positive connotations.Teachers can decide if they want the students to answer the Rubric Analysis Questions or if they would prefer to use the questions to prompt classroom discussion. | Students complete activities demonstrating their understanding of the rubric* Highlighted rubric key words
* Synonyms list
* Answers to questions
* Classroom discussion
 |
| EN11-1investigate, appreciate and enjoy a wide range of texts and different ways of responding EN11-2explore the ways different media and technologies influence the experience of a text, for example how reading pathways in digital texts can offer responders (readers, listeners, viewers, an audience and so on) autonomy EN11-4transfer knowledge of language and literary devices to engage with unfamiliar textual forms or texts in unfamiliar contexts investigate text structures and language features related to specific genres for different purposes and audiences EN11-7compose critical and creative texts that reflect particular values and perspectives, including their ownEN11-1compose texts that integrate different modes and media for a variety of audiences and purposes EN11-2use different processes and technologies, individually and in groups, to generate, investigate, clarify, organise, refine and present information and ideas create a range of texts by drawing on a range of technologies in, for example research, communication and representation of ideas  | **Looking at Contemporary Possibilities (various texts)**The syllabus references the term ‘digital footprints’. Have students discuss what they believe is meant by the term.Watch the TED talk by Nicola Osborne, “What does your digital footprint say about you?” (8:24 minutes)<https://www.youtube.com/watch?v=RVX8ZSAR4OY>In the video, the speaker asks the audience to do two things:1. Recall the last thing they shared online and reflect on what this says about you.2. Imagine 10 years into the future. What does the digital footprint you are leaving now say about you? How does this show a ‘history of you’? What can you do now, to make your digital footprint say the right things about you?Students write answers to these questions in a reflective piece of writing. Another activity that might be useful/interesting is to read the article (in the style commonly referred to now as ‘listicles’) ‘5 Ways Social Media is Changing our Daily Lives’<http://mashable.com/2009/10/16/social-media-changing-lives/#rtgVD3ALGOqQ>Discuss the content of the listicle with students, noting that it was written in 2009.Students write their own ‘listicle’, designed to be published online, outlining the 5 Ways Social Media has affected their lives. YouTube for Social Change1. Lead students into a discussion about how social media platforms, especially YouTube, can have a significant impact on ourselves and the society in which we live.
2. Introduce the term ‘influencers’ : a person who has the power to influence many through social media.

(This article might be helpful <https://www.forbes.com/top-influencers/#67a37c0b72dd>)1. Ask students to name someone on YouTube/Instagram/tumblr etc who has influenced them in some way and use this to lead into a discussion about how social media can be used in positive ways to bring about social change

Read the Forbes article about YouTube<https://www.forbes.com/sites/rahimkanani/2012/06/04/why-youtube-is-the-ultimate-platform-for-global-social-change/>Read the Guardian article about the Youtube Creators for Change initiative<https://www.theguardian.com/media/2016/sep/22/google-youtube-creators-for-change-youtubers>and then have students explore the Creators for Change webpage:<https://www.youtube.com/yt/creators-for-change/>Serial Students should navigate the three categories of ‘home’, ‘creators’ and ‘get involved’ to learn what the initiative is about, which youtubers have been involved and to explore how the program has been used in Australia to #sharesomegoodWorking in groups, students are to script and/or record their own ‘vlog’, designed to #sharesomegood and bring about social change.They should use the 5 Fundamentals for Social Change guidelines which are found in the ‘Get Involved’ section of the webpage.**Teachers are reminded that students cannot upload their vlogs to YouTube without getting parental consent so it is best if they are just viewed in class.** | **Looking at Contemporary Possibilities (various texts)**Students demonstrate their personal connection and understanding through a class discussion, responses to questions and a structured piece of reflective writing.**Students compose a ‘listicle’ style article** to demonstrate their knowledge of a contemporary medium. **Youtube discussion**Student contribution to class discussion demonstrates understanding of the term and impact of ‘influencers’.**Students create vlogs** as a means of expressing themselves, and demonstrating their understanding and skills in relation to current digital technology. |
| EN11- 1analyse how texts are created in and for a variety of contexts, audiences and purposesEN11-2appreciate the ways mode, medium and technology affect meaning and influence personal responseassess the effects of the choice of mode and medium, including digital texts, in shaping the response of audiences in a variety of contexts | **Looking at Contemporary Possibilities – ‘Madaya Mom’ website****(Resource 02)**Students independently explore the ‘Madaya Mom’ website to see how the one news item has been transformed into multiple texts with varying purposes and techniques. Students complete the worksheet focusing on the purpose, audience and context of each text and the overall power of each text in terms of its ability to make a difference in the world for the people of Madaya. Class discussion based on students findings and responses to questions  | Students will demonstrate their understanding through the completed worksheet and class discussion of contemporary possibilities and digital texts |
| EN11-2appreciate the ways mode, medium and technology affect meaning and influence personal response | **Podcast history****(Resource 03 and Resource 04)** Students are led through ‘History of Podcasts’ PPT which covers:* Definition of podcast and growth of technology
* Facilitation of class discussion using question prompts.

View ‘The History of Podcasts’ at<https://www.youtube.com/watch?v=IvCbqmf51Pk> and take notes in workbooks.Complete jigsaw task (accompanying handout).Students align their knowledge of multimodal texts with the podcast form. Discuss differences between radio segment and podcast.Teacher leads discussion surrounding final words from Sarah Koenig about Serial being original only in ‘podcast form’. Emphasis should be on the evolution of medium, changes in technological production and flexibility of engagement with text.  | **Summary notes** recorded in workbooks, evidence of developing knowledge and summary skills. **Participation** in student led teaching and summary of section for peers. Ability to articulate and communicate information to others with accuracy and clarity.  |
| EN11-1Investigate, appreciate and enjoy a wide range of texts and different ways of respondingCompose personal responses to texts and consider the responses of othersEN11-2Explore the ways different media and technologies influence the experience of a text | **Podcasts as a Medium** **(Resource 05)**  1. Class brainstorm ‘What is a Podcast?’
2. View videos :

Podcasting Explained\*<http://www.abc.net.au/technology/techexplained/articles/2011/04/11/3158016.htm>What is Podcasting? \*<https://youtu.be/oerm5Q_9u2A>During and after viewing, students answer:1. What is the word ‘Podcast’ derived from? Write your own definition.
2. What are the benefits of the podcast as a medium? How are podcasts ‘liberating’ for an audience?
3. Outline the technology required to 1) access a podcast, and 2) create a podcast.

Listening activity – Experiencing a PodcastClass listens to a Podcast from the PowerPoint: ‘The Podcast as a Medium’, Awaye – Word Up: Luke Johnson; The Real Thing – Ep 19 – Still Down River; or one chosen by the class.During listening, students are to take notes on the following:a) the title of the podcast and the name of the hostb) Summary of the episodec) elements of production they hear in the podcastAfter listening: Student response/class discussion: * Did this podcast appeal to you? Why/Why not?
* What elements did you find interesting?
* How is this Podcast different from a regular radio program you may listen to?
* What topics would you be interested in listening to?

Other links which may be helpful:‘The Evolution of the Podcast’ by Justin Pot<http://www.makeuseof.com/tag/the-evolution-of-the-podcast-how-a-medium-was-born-geek-history/>‘The Podcast as a Genre’ by Christopher Forster<http://cforster.com/2014/09/podcast-as-a-genre/>‘PodSpective’ – Podcasting as a Medium<https://podspective.com/blog/podcast-as-medium> | **Student note taking** will demonstrate their understanding of key information.**Students compose** their own definition to demonstrate their understanding. **Students demonstrate their listening and comprehension skills** through note taking and follow up discussion.**Class discussion prompts learning and exploration** of podcast medium highlighting depth of understanding of key elements of the form.  |
| EN11- 1identify and describe the contexts of composing and responding, for example personal, social, historical, cultural and workplace contexts, and consider how these contexts impact on meaning EN11-7understand how contexts influence the perspectives represented in texts and how audiences respond to themEN11-9use and understand the value of writing as a reflective tool | **Pre-listening activities for the Core Text - *Serial*** **(Resource 06)** Students are to investigate the ‘Serial Season 1’ web pages detailing general background information about the podcast. Students answer questions regarding their personal views of podcasts, and questions posed by the presenter, ‘How can you know a person’s character?’ and ‘How can you tell what a person is capable of?’, answer questions related to their personal context and reflect on the possible impact of their own experiences and values on their response to the text. Students share their responses with peers to ascertain the different starting points of students within the class.  | **Students will write a reflective paragraph** to demonstrate their understanding of the context of the podcast and the impact of their personal context on their interpretation of the text. |
| EN11-1analyse how texts are created in and for a variety of contexts, audiences and purposesEN11-2locate suitable information sources, skimming for general meanings and scanning for specific information, note-taking, summarising, paraphrasing and using graphic organisers to collect and collate informationEN11- 7relate their responses to texts to aspects of human experience | **Authority activities – Sense 1 - Authority over a text****(Slides 1-7 - Resource 07)**Students revisit the Stage 5 descriptors for the concept of Authority and begin to apply this understanding to the text. Firstly students will consider Authority over the text through an investigative activity where students consider each of the members of the Season One Staff and the Additional Credits section of the website:<https://serialpodcast.org/about>and research what each job entails. Students complete a table considering the influence over the text of each job and then rank the positions in order of importance. Follow with a class discussion. Discuss with students the ways that their own experiences and ideas are linked to our authority over a text. Have students first consider the inference equation in the presentation and then write their own personal equation based on the premise provided ‘Sometimes the justice system makes mistakes’. Encourage students at regular intervals during their listening to the podcasts to create new inference equations considering their authority over the text at different points.  | **Students will demonstrate learning** through their ability to categorise roles and make judgements regarding their authority over the text. **Students demonstrate their own authority over the text** by linking their experiences and ideas to the textual details.  |
| EN11-1analyse how texts are created in and for a variety of contexts, audiences and purposesEN11-2locate suitable information sources, skimming for general meanings and scanning for specific information, note-taking, summarising, paraphrasing and using graphic organisers to collect and collate information | **Context Activities - Part 1****(Resource 08 and Resource 09)** Students examine the original context of the events of Serial. They are lead through the ‘Context in Serial Podcast’ PPT (First Half – Initial Context)Using ‘The context of Serial’ handout they read the quotes from the podcast that describe Baltimore in 1999 and respond to the following (discussion or written):* What perceptions about the city are commonly held by subjects in the podcast?
* What preconceived notions might someone hold of Baltimore?
* Google ‘Baltimore stereotypes’ what images and links are found?

Students visit the following site which has tagged the locationsnamed in the podcast:<https://www.google.com/maps/d/u/0/viewer?mid=11NkODAZnHCUJrjyhQIP55ESW0ik&hl=en_US&ll=39.36795424241571%2C-76.72246150000001&z=11>Students navigate the site, exploring the locations and taking note of the distances and physicality of the environment. Teacher to emphasise the difference between the 2017 images on Google and the historical accuracy.  | **Students demonstrate** their understanding of context through responses to question prompts. **Students engage with digital platforms** to explore the context in an authentic way. Through this, teacher to prompt students to consider how this engagement with the text gives it multimodal qualities. Students convey how their understanding of the context of Serial has been deepened through the ability to engage with the digital world of the podcast in an interactive manner.  |
| EN11-1analyse the ways language features, text structures and stylistic choices represent perspective and influence audiences EN11-7speculate on the possibility of different interpretations of texts when they are considered from different perspectives  | **Perspective activities****(Resource 11)**Direct students to Serial Season 1, episode 2. Instruct students to scroll down to ‘Related to Episode 2’ and then to find the entry dated October 5. In this text, Sarah Koenig recounts a lesson Adnan taught her about point of view, using the graphs about the price of tea to illustrate his point. Ask students to look at the graphs and discuss what they notice.Read the entry and discuss:a. What the purpose of Adnan showing Koenig the riddle is.b. What her purpose was in including it herec. What it tells us about Koenig’s purpose.d. What it tells us about perspective.Teacher to guide students to the idea that perspective can be influenced by the choices composers make and their purpose in determining a representation. Lead students into Episode 1, outlining how Koenig established her purpose in this episode. You may like to provide a printed version of the script, available here[https://undisclosed.wikispaces.com/file/view/All+Serial+Podcast+Transcripts+with+ToC.pdf](https://undisclosed.wikispaces.com/file/view/All%2BSerial%2BPodcast%2BTranscripts%2Bwith%2BToC.pdf)The English Textual Concepts definition of perspective will be helpful here:‘Perspective includes the values that the responder and composer bring to a text. In a text these values are expressed and/or implied through the composer’s language and structure which may position the responder to accept them’’.Listen to the episode up to 13:03 minutes, ‘So it’s either Jay or its Adnan. But someone is lying and I really wanted to figure out who.’ During listening questions:1. Comment on the tone Koenig establishes in her introduction and suggest a reason for her use of that tone.
2. Before providing any details of the case, Koenig positions listeners to consider the unreliability of memory. Identify two ways in which she does this.
3. Describe the music used during the interviews with the teenage boys that Koenig says she did “for a lark”. What does the music add?
4. Koenig identifies herself in her introduction by saying, “I’m not a detective or private investigator. I’m not even a crime reporter.” Why does Rabia choose to bring the case to the attention of Keonig?
5. Comment on the sound of the interviews with Rabia and Saad. What is the effect of including interviews like this?
6. “And on paper, the case was like a Shakespearean mash-up – young lovers from different worlds, thwarting their families…” What is the purpose of the Shakespearean allusion?
7. Outline how Koenig represents Rabia and Saad?
8. Rabia and Saad’s description of Adnan are the first thing listeners hear about him. Why do you think Koenig has chosen to include a positive representation of Adnan first?
9. Why was it important for Koenig to draw parallels between Saad and Adnan?
10. Identify the first fact we are provided with about Jay. How does the inclusion of this fact position listeners to view Jay?

**After Listening**1. What is Koenig’s point of view about Adnan and the case?2. What textual choices has she made in Episode 1 that invite us to adopt her point of view? | **Students demonstrate** their understanding of the point of view and the selection of material through the class discussion. |
| EN11- 1analyse the ways language features, text structures and stylistic choices represent perspective and influence audiencesEN11-7analyse the diverse ways in which creative, informative and persuasive texts can explore human experience, universal themes and social contextsanalyse the impact of language and structural choices on shaping own and others’ perspectives speculate on the possibility of different interpretations of texts when they are considered from different perspectives | **Running Activity****(Resource 12)**Whilst students are listening to each of the podcasts they are to keep a running log of their thoughts and analysis, considering the key narrative content, ideas and values presented, any podcast/website special features, the emotions evoked and questions raised, and their view of innocence or guilt a the end of each episode. Students are also asked to plot on a graph how powerful they feel each episode is.After listening to the whole series consider the classes’ answers as a whole. Ask students to consider the differences in people’s graphs. What reasons can they formulate for the differences? Discuss the differences in views of guilt and innocence across the episodes. What does this say about the class, the individuals, the host and the series?  | **Students will demonstrate** their understanding of the podcast through the completed table and graph. **Students will engage in class discussion** to postulate on the differences observed in student responses.  |
| EN11-4Transfer knowledge of language and literary devices to engage with unfamiliar textual forms or textsInvestigate text structures and language features related to specific genres for different purposes and audiencesEN11-9Monitor and assess the various ways they approach their learning in EnglishUse ICT tools strategically to support their learning    EN11-1Investigate, appreciate and enjoy a wide range of texts and different ways of respondingAnalyse the ways language features, text structures and stylistic choices represent perspective and influence audiencesEN11-7Analyse the impact of language and structural choices on shaping own and others choices       EN11-1Compose personal responses to texts and consider the responses of othersExplain how various language features, for example, figurative, grammatical and multimodal elements create particular effects in texts and use these for specific purposes  | **Structure Activities - Episode 5 - ‘Route Talk’****(Resource 13 and Resource 14 )** Focus Question: How do the structural features of narrative help create meaning?**Before Listening Activities** *Think-Pair-Share*Students are given the following questions one at a time. Individually, students consider each question, drawing on prior knowledge. In pairs, students share their information with a partner and then contribute to whole class discussion of the question.* What is meant by narrative structure?
* How is ‘Serial’ structured?
* What can you say, so far, about the overall effect of the structure?

***Group Research Task***Student investigate narrative structure using online sources and present information about structural devices used in storytelling.Students use a KWHL chart before and during research.Research should include, but is not limited to:* Linear, non-linear and interactive narrative structure
* Common plot structure
* Structural devices such as foreshadowing, flashbacks, epistolary, cliff hanger

Teacher consolidates understanding of narrative structure and structural devices and students add to previous discussion. This activity should focus students on the structural elements of ‘Serial’, before listening closely to Episode 5.Listening ActivitiesClass listens to Episode 5.Teacher may choose to project the script or related items from the Website or provide students with a copy of the Episode to follow along as they listen. Available here: [https://undisclosed.wikispaces.com/file/view/All+Serial+Podcast+Transcripts+with+ToC.pdf](https://undisclosed.wikispaces.com/file/view/All%2BSerial%2BPodcast%2BTranscripts%2Bwith%2BToC.pdf)The purpose of listening to this episode is for students to learn more about the story as it unfolds and to consider the how the structural elements create meaning.Following the narrativeEvery True Crime text involves two stories: the story of the crime, and the story of the investigation. As they listen, students record information into the ‘Two Stories’ table, taking note of:* What do we learn about the crime?
* What do we learn about the investigation?
1. **Taking note of the structural elements**

The nature of a serial is to keep people wanting more, to keep them listening, reading or viewing the next instalment. To do this, the storyteller needs to build tension within every episode. Koenig uses a compilation of previously recorded conversations, police interviews, audio clips, narration, archival audio, announcements to piece her narrative together. As students listen, they use the analysis table to record examples of various storytelling devices used in the episode.1. **After Listening Activities**

Following the listening activities, students engage in the following tasks to respond to and demonstrate their understanding of how a story is structured impacts on the meaning. Class DebateUsing their notes from listening to the episode, the class will engage in a debate.Topic: Adnan is guilty.*Think – Pair – Share*Students return to the focus question: How do the structural features of narrative help create meaning?*TEEL (or similar) paragraph*Students use the information gathered in the listening activities to write one paragraph response to the focus question. | **Students will demonstrate background knowledge** along with insights of understanding through discussion. **Responses in KWHL chart, class discussion, and presentation**, represent students understanding of narrative structure and their ability to identify and analyse it in a text.**Students’ note taking** during the episode demonstrates ability to identify and interpret elements of narrative structure. **Students record observations** in table indicating their understanding of the plotline.**Students record examples of devices** found and explain their impact on the responder, identifying their analysis skills. **Students articulate informed arguments** demonstrating their understanding of the episode and persuasive skills.**Students written paragraph response** demonstrates student learning and understanding of the key structural features of Episode 5 and their impact on responders. |
| EN11-1analyse the ways language features, text structures and stylistic choices represent perspective and influence audiencesdevelop creative and informed interpretations of texts supported by close textual analysisEN11-7analyse the impact of language and structural choices on shaping own and others’ perspectives | **Representation Activities - Episode 8** **(Resource 15)****Inquiry Questions:**1. What textual features have been used to represent Jay?
2. Is this representation fair?

 **While Listening Questions**1. Koenig describes how the trial painted Adnan as possessive, overbearing and guilt ridden. How does this compare with the ways in which Koenig herself has represented Adnan in *Serial*?
2. What textual evidence can we find to suggest the Koenig’s point of view is that Adnan is innocent?
3. How does Koenig represent Jay in this episode? Does she create a representation that contrasts to that of Adnan?
4. What is implied by the comment that Jay “defies categorization”?
5. Make a list of all the words and phrases used to describe Jay throughout the episode. Categorise these into three columns: positive/negative/neutral. Which column has the most words in it?
6. Identify the gaps Koenig identifies in the investigation.
7. What was the purpose of Koenig hiring detective Jim Tranam? What does the inclusion of interviews and conversations with him add to the episode?
8. In this episode, multiple points of view are presented are offered. Write a summary of these.

 **Writing Task**After Season One of *Serial* had aired, Jay is reported in *The Intercept* to have claimed that Koenig ‘demonised’ him.Choose one of the following writing tasks to complete:* Write a letter to Jay from the perspective of Koenig, responding to this comment and justifying the representation of Jay she created.

Or* Write an extended response in which you attempt to either prove or discredit Jay’s belief that Koenig demonised him.
 | **Students will demonstrate** an understanding of how Jay has been represented in the podcast**.****Students will demonstrate** their learning and understanding of point of view, through the **completed writing task.** |
| EN11-2consider how the reliability of texts is shaped and influenced by choices of mediumEN11-7speculate on the possibility of different interpretations of texts when they are considered from different perspectives | **Context Part 2 and Perspective Activity - Episode 10** **(Resource 08 and Resource 17 and Resource 18)**Students are lead through the ‘Context in Serial Podcast’ PPT (Second Half – Deepening Context).**Initial class brainstorm:** Ways the world has changed between 1999 and 2014. Compare class suggestions with provided answers.**Religious Profiling:** Students focus on the argument of religious profiling within the defence’s case, and how Koenig has presented this to the listener. Listen to the beginning of Episode 10 where she discusses this.As students listen, they take notes under two columns.Column A: Reasons that support religious profilingColumn A: Reasons that oppose religious profilingThese are reasons only from the podcast.Once finished, students compare their reasons and create a class list.If suitable, students review the reasons in each column and colour code those they do/don’t agree with, discussing the perspectives within their class/small groups.Students complete the focus questions attached to the handout (Perspectives Religious Profiling) about Koenig’s perspective on this element.**Optional extension:** Students can compare and contrast the religious profiling of Koenig with the racial profiling of Jay and Hae Min. How are these people presented in terms of their racial backgrounds?**Koenig’s Impartial Perspective:** Students listen to the final moments of the complete podcast, where Koenig summarises her opinion and final impressions (Handout: Koenig’s Impartial Perspective). Students complete the discussion questions and teacher facilitates discussion about the students’ own final impression/perspective on the case. Compare and contrast the differences between students, and identify the ways that the podcast form helps to make these differences acceptable. The fluidity of the medium lends itself to greater fluidity of interpretation.  | **Students reflect** on their own context and contribute to class brainstorm. **Students engage with the arguments** of the case and identify reasons that support/oppose the legal defence presented.Depending on student context and the climate of the class, students may elaborate on the reasons of the podcast and align these with their own personal interpretations. **Students continue to reflect** on the idea of religious profiling, while also considering Koenig’s structural presentation of this aspect to the listener.**Students reflect** on the final moments through their written responses. They consider Koenig’s decision to remain undecided in light of their own interpretations, and appreciate the differences of opinions with their own classroom and the global audience of the text. |
| EN11-2consider how the reliability of texts is shaped and influenced by choices of mediumEN11-9choose individual and collaborative processes appropriate for particular learning contexts | **Authority activities – Sense 2 - Authority of the text****(Slides 8-12 - Resource 07)**Discuss with students the second sense of the concept of Authority; the authority of the text. Consider with students the many features of the text and whether they think these elements enhance or detract from the overall authority of the text. Assign pairs of students an episode to analyse in terms of both senses of authority for sharing with the class. Students write an extended response answering the focus question for authority:‘How is textual authority affected by choice of medium, as well as individual composers and responders?’  | **Students demonstrate understanding** through their justifications of their views in relation to the authority of the different features. **Students compose** a slide of information and evidence, linked to one episode and the concept of authority.**Students complete an extended response** conveying their understanding of authority in relation to the core text.  |

Reflection and evaluation: