**Lesson Plan Exemplar for Teaching Multiliteracies**

Year 9 English | Unit Plan: Novel Study – *Parvana* by Deborah Ellis

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| **Lesson Sequence:** | Experiencing the New | **Time:** 70 minutes |
| **Outcomes:** | * To introduce students to key concepts and issues underpinning the novel, *Parvana*
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| **Lesson Phase** | **Activities** | **Resources** |
| 0 – 10 min | * Write the terms ‘refugee’ and ‘immigration’ on the White Board and ask students to define these in their books
* *Students define the terms individually, then in pairs and then discuss these as a class*
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| 10 – 30 min | * Access the *Australian Government Fact Sheet* site that outlines Australia’s policy for refugees
* *Students read through the Fact Sheet and observe the definition of ‘refugee’ as given in the Fact Sheet*
* *Discuss differences in understandings with students*
* Draw students’ attention to the table that outlines the top countries where Australian refugees come from. Discuss why majority of Australia’s refugees come from Iraq and Afghanistan
* *Students create a bar graph to visually represent this information*
* Discuss reasons why people from these countries would seek refuge from their own countries; discuss the ideas of persecution with students and ask students to consider times where they have felt persecuted or have experienced prejudice
 | <http://www.immi.gov.au/media/fact-sheets/60refugee.htm> |
| 30 – 50 min | * Discuss the Taliban and where/why students have heard of them before
* *Students list as many things they know about the Taliban as possible*
* View the short clip *Life Under the Taliban*
* *Students complete a Y Chart to record what life would have looked like, sounded like and felt like under the Taliban regime*
 | [https://www.youtube.com/ watch?v=b2WUcyZKSCM](https://www.youtube.com/%20watch?v=b2WUcyZKSCM)[http://www.worksheetworks.com/ miscellanea/graphic-organizers/ychart.html](http://www.worksheetworks.com/%20miscellanea/graphic-organizers/ychart.html)  |
| 60 – 70 min | * Synthesis students’ understanding of key concepts through a diary entry
* *Students write a diary entry using their understanding of the term ‘refugee’ and data recorded in their Y Chart*
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