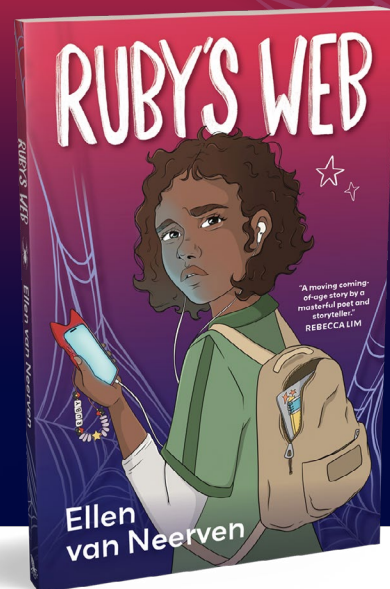




Ruby's Web

Written by Ellen van Neerven

Teacher Notes prepared by Christina Wheeler



Overview

Ruby is a creative, unique kid starting year 7 at a new school. Her cousin, and former best friend, Amber, has started hanging out with the cool kids and pretends she doesn't know Ruby anymore. Now she has no defence from bullies, and dreads school every day.

The whole country is also debating the Voice, and Ruby is facing more and more nasty comments online from her classmates as the debate heats up. The gap between the internet and real life is getting thinner and thinner.

Ruby's Web is about how to seek help when dealing with online bullying and racism, the connections that the internet makes possible, and the power of using your voice.

- A new work from a highly awarded and popular author
- Powerful book about universal theme of pride in individuality
- Accessible fiction about difficult issues for young readers
- Shows empowerment, coping and help-seeking when responding to bullying

About the author

Ellen van Neerven (they/them) is an award-winning author, editor and educator of Mununjali and Dutch heritage. Ellen's first book, *Heat and Light* (UQP, 2014), a novel-in-stories, was the recipient of the David Unaipon Award, the Dobbie Literary Award and the NSW Premier's Literary Awards Indigenous Writers Prize. Their first poetry collection *Comfort Food* (UQP, 2016) won the Tina Kane Emergent Award and was shortlisted for the NSW Premier's Literary Awards Kenneth Slessor Prize. *Throat* (UQP, 2020) was the recipient of Book of the Year, the Kenneth Slessor Prize and the Multicultural Award at 2021 NSW Literary Awards and the inaugural Quentin Bryce Award. *Personal Score: Sport, Culture, Identity* (UQP, 2023), a book that weaves history, memoir, journalism and poetry, received the Victorian Premier's Literary Award for Non Fiction and is forthcoming in North America in April 2024 through Two Dollar Radio. They are the editor of three collections, including the recent *Homeland Calling: Words from a New Generation of Aboriginal and Torres Strait Islander Voices* and *Unlimited Futures* with Rafeif Ismail.

Themes

- First Nations Peoples: Cultural Knowledge, Country, Family, Totems
- Leadership
- Bullying
- Racism
- Role Models; Mentorship
- Respect
- Forgiveness
- Resilience
- Identity

Links to the Australian Curriculum

This book and the classroom activities provided are primarily relevant to the following areas of the Australian Curriculum:

Learning area	Year level
English	6-9
Hass (Civics and Citizenship)	6
Geography	7-8
Health and Physical Education	7-8

The appendix highlights relevant content descriptions, cross-curriculum priorities and general capabilities that relate to the text and classroom ideas provided.

Audience and Writing Style

The transition from primary to high school has been anything but smooth for Ruby. Not only has she been relegated to the status of social outcast for no apparent reason, but her cousin Amber has distanced herself as well. When Ruby becomes the subject of vicious racism and bullying on the school's online platform, Quik, Ruby sinks further into the background, longing to be invisible and left alone. Things become more intense when Ruby's poem is short-listed as a state finalist, bringing yet more putdowns and vitriol. Set against the backdrop of The Voice to Parliament referendum, *Ruby's Web* is a powerful novella about a young girl who summons the courage to find her voice through her writing, guided by the wisdom and knowledge of her Nan. It also reveals the strength that comes from those who stand in her corner. Through evocative storytelling, readers are positioned within a powerful truth-telling text that shares the effects of colonialism, racism, and the right for First Nations peoples to be recognised and heard. It also reveals the cutting effects of cyber bullying. It is suitable for readers aged 12+.

Teaching Indigenous Content

- Huge diversity exists within and between Indigenous communities. It is important that students understand that each Aboriginal and Torres Strait Islander text explores a specific context.
- Aboriginal and Torres Strait Islander cultures are living, changing and ongoing. Be mindful, particularly when using texts about the past, not to describe cultural practices or beliefs as happening only in the past.
- When discussing a book as a class, avoid generalisations about Aboriginal and Torres Strait Islander peoples.
- Avoid asking students, including Indigenous students, to contribute to discussions on behalf of a cultural or racial group. Students should instead be encouraged to offer personal perspectives.
- Themes covered in some Magabala books, such as the stolen generations, discrimination and violence, may be distressing for students. Care should be taken in classroom discussion, and it is important to challenge stereotypical or discriminatory statements made by students.

Read more at: magabala.com.au/pages/teaching-indigenous-content

Classroom Ideas

- Before reading, discuss the title, cover, and blurb of *Ruby's Web*. Why might it have this title? What connotations does the word 'web' evoke?
- Discuss how tension and the complication is so quickly introduced in Chapter 1. Why is this important when planning and writing narratives?
- As you read Chapter 1, take note of how the author uses Show Don't Tell to describe Ruby's perspective of high school. Why does she liken the school yard to a 'Monopoly board' (p1)?
- What does Ruby mean when she says, 'and then there were kids like me' (p1)?
- Using Ruby's descriptions of the old art block, sketch where she spends most of her lunch times. Why is going there 'like a walk of shame' (p1)?
- How does Amber show 'strong Indigenous leadership' throughout the text (p1)? Discuss her comment to Ms Hall: 'Don't treat us like we're all the same...and don't ever speak for us' (p1). Conversely, how does she show moments of weakness in her leadership skills?
- Ruby speaks about feeling either invisible or as though 'everybody was looking at me, burning holes into me with their eyes' (p2). In the role of Ruby, share how you are feeling about high school and why you feel invisible at times and highly visible at others.
- How does it feel for Ruby when Amber deserts her as a friend early in Year 7 (p3)? Why doesn't Ruby stand up for herself more? If Ruby could give her younger self advice about starting high school, what do you think it would be?
- In a visual representation, explain the different social tiers in *Ruby's Web*. How do these tiers impact her? Do you think these tiers ultimately change? Discuss?
- Create Character Profiles of Zara, Gershon, Amber, Ruby and Jimmy. Use excerpts from the text to support your ideas. Of these characters, which shows the most character development in *Ruby's Web*? Why have you chosen this character?
- Ruby describes she and Amber as having 'opposite personalities' (p3). To what extent is this true? Use evidence from the text to support your thinking.
- Ruby says that the Quik app is 'like a spider web of interaction across my screen – a constant chatter. I couldn't escape it' (p4). How would this story be different without the Quik app? How would your life be different without social media, the internet and messaging apps?
- Ruby says that 'to fit in at this school...you had to be like everyone else' (p4). Is this the case in your experience as well? Share in a reflection.
- Why doesn't Ruby report the bullying? What prevents victims from speaking up? In groups, discuss how this reluctance and culture of staying silent about bullying could be changed?
- Ruby says, 'I didn't ever forget anything that was posted on the app even if it was deleted afterward' (p5), going on to say, 'I wished I didn't have the mean words that Zara and her friends called me in my head' (p5). How does this make you rethink your online behaviour?
- Ruby says, 'I could see spiders forming webs in the roof of the building. I had never seen such big spider webs and every time I sat here I noticed new ones' (p5). Discuss the symbolism of webs in the text and how Ruby uses her observations to help understand the social dynamics surrounding her.
- Why won't Ruby go to the toilet at school? How does this simple inclusion in the text reveal the depth of her situation?
- The favourite part of Ruby's day is when she can be 'all by [herself] in [her] own space' (p9). What does she do during this time? Why, given her days at school, is her bedroom such a refuge? How does she feel at first upon discovering she has to give Nan her bedroom for a while? Where is your refuge? Share in a reflection.
- What role does Nan play in *Ruby's Web*? How do her stories about the river and her 'strong connections to this place' (p9) help Ruby and Amber? What have you learnt from Nan's wisdom?
- How has the author incorporated The Voice to Parliament referendum into *Ruby's Web*? Describe how Ruby finds her voice as the text progresses.
- Why, when reading Zara's posts on Quik, does Ruby's bedroom 'no longer [feel] as safe and comfortable as it did an hour ago' (p10)?

- With reference to the excerpt below, explain why Ruby feels hopeless towards the referendum.

On TV they said that Australia wasn't a racist nation anymore, but Nan said not everything they said on the TV was true. I knew what Zara had posted was about me being Indigenous and it wasn't right or funny. It wasn't fair, no matter if it was me or someone else who was the target. I imagined Zara saying this to the other Indigenous kids at our school. Or to my mum, or my aunty or my nan. And that's what made a tear roll quickly down my cheek. I wiped it away with my sleeve. (p10)

- Why, when Ruby has her photo taken by Ms Alvi, does she think about Amber and their old lives together? Why is Amber the first person Ruby would have talked to about the poetry competition?
- When writing her poem, Ruby says 'the words started writing themselves' (p15):

'I wrote about some of the trees on our Country: geebung, goomburra, lemon myrtle, native lily and eucalyptus trees. I wrote about the river and our always connection to place. I finished the poem by writing a verse about my Nan and the love I had for her.'

What does this outpour of story share about Ruby's connection with her culture, family and Country? Have you ever experienced a similar experience when writing? Share with a friend. Like Ruby, write an autobiographical poem about you and your family. Alternatively, write about something you love and don't want to lose.

- Ruby says that in primary school, 'whenever Amber overheard someone picking on another kid...she would say in her clear strong voice, "That's not cool. You shouldn't talk about people like that." It would put an end to things. She had a way of standing up for herself and others and doing the right thing which I had admired' (p16). Why isn't Amber using these same skills in high school? Why does Ruby feel that now, Amber is 'using her power against others' (p16)?
- Discuss the extended metaphor of the spider's web in *Ruby's Web*. Why has the web near her lunch time spot 'grown enormously since yesterday' (p16)? Like Ruby, draw a web to better understand the bullying taking place at her school (pp16-17).
- Hold a class discussion based on the following from *Ruby's Web*: 'You could be bullied and also be a bully' (p16).

- English is Ruby's favourite class and Ms Alvi her favourite teacher. How does this help Ruby as she faces the challenges of school? What is your favourite class? Who is a teacher who has motivated you as a learner and stood in your corner when situations have become tough? Share in a reflection.
- What are the effects of the online comments on Ruby? How is it that Zara and her friends get away with their online bullying? How does reading *Ruby's Web* make you think differently about your digital footprint?
- How would Ruby's life be different if her dad was still alive? How would it be the same? How does her dad still play an important role in her life?
- Write an essay in response to Ms Alvi's comment that 'Words are important...They form who we are as a community' (p12).
- What does Nan say happens when dragonflies buzz around (p18)? What wisdom have you learnt from your grandparents? Share in a reflection.
- Why does Nan make a point of saying 'I'm glad my little Rube-Bear and my little Am-Bear are in the same school, same grade. You can be deadly little Goories together like you've always been. Like sisters. Sister-cousins'(p21)?
- Why would having the word 'voice' in the title of her poem draw so much negativity from the community (pp 23-24)? Why has the author included this in the novel? Why does Ruby think that perhaps the online trolling was because of the title of her poem - *All Our Voices Together*? What would you like to say to Ruby about this thought?
- In a role play, show how Ruby could have acted differently in the scene below:

When Ms Hall asked me if there was anything else she could help me out with, I thought about mentioning Zara and the others who were posting comments about me on Quik. How come Ms Hall hadn't mentioned their posts and online behaviour but she had brought me into her office to talk about the anonymous trolls, people I didn't know? Was it because Zara's comments weren't as bad? Or because Zara was a kid? Or she just hadn't seen them? It made me feel a bit frustrated finding out that Ms Hall sat here in her office behind the screen while the stream of comments flooded in.

"No, there's nothing. Thanks, miss" (p24).

- What is the significance of Year 8 girls, Emily and Zhi, supporting Ruby and the Yes vote? Although minor characters, why have they been included in *Ruby's Web*?
- On pp 25-26, Ruby explains that when Calvin reported being bullied, he was labelled a snitch and the online bullying got worse. How does it help and hinder Ruby to know about this?
- What is the connection between Ruby's mum being unable to watch 'animals eat each other' during the David Attenborough documentary and what's happening to Ruby at school (p22)?
- Make predictions about what some of the 243 notifications about Ruby's poem might say (p22).
- In the role of Ruby, write and perform a monologue based on the following excerpt:

I opened up my feed and saw that Amber had put up a post. Curious, I clicked on it. *Racism is everywhere*, Amber's cryptic comment read. *Indigenous people are dealing with so much right now. We are 4% of the population but we are dealing with 100% of the abuse right now.* Amber's post had many likes and positive comments, praising her for her leadership and standing up to racism. (p26)
- Zara tells Ruby, 'you only got shortlisted for the prize because you wrote about being Aboriginal' (p26). Write a short editorial piece in response to this comment.
- With reference to the following excerpt, discuss whether racism towards First Nations Peoples has lessened over time or merely changed shape. Use reasoning to defend your ideas.

I once overheard them talking about how happy they were that me and Amber didn't have to deal with the racism and exclusion that they had to back in their day. (p30) Nan had told me a little bit of what it was like for her, how she lived in a house with fourteen people, how the teachers said Indigenous students weren't allowed to go on to high school just because of their race, so even though she got good grades she stopped her education after primary school and worked in other people's houses cleaning. She told me how when she was pregnant people would spit on her in the street. (p30)
- Nan says to Ruby: 'You have a voice too. Don't forget it' (p31). How is this true for Ruby?
- Why does Amber find it hard to say nice things about Ruby directly to her (p32)? Why does this confuse Ruby?
- Why is Ruby reluctant to share one of her poems at the rally? What prompts her to agree, regardless of her apprehensions?
- Why does Ruby find it so hard to confide in her mum about the bullying?
- In the role of Ruby, write a journal about the following excerpts:
 - o 'What hurt the most about having constant attention from the bullies was that all the things that I loved were torn down' (p34).
 - o 'Sometimes people being nice to me felt worse as they were reminders that I was not, in fact, invisible. People could actually see me. I was human. There were good qualities in me that people saw. I wondered why the kids that bullied me and laughed at me didn't see this' (p35).
- What does Ms Alvi mean when she says, 'there was a persistent myth in mainstream Australian society that Indigenous people got things given to them that came from an ignorant perspective' (p35)?
- With reference to the expert below, explain how *Ruby's Web* is a story about identity:

Lately I had been thinking a lot about the word 'real' and what it means. When people say a real Aboriginal person, what do they mean? Do they mean my nan? My great-grandmother? My mum? My dad? My Auntie Michelle? Me? Because some of the comments I had gotten by the anonymous trolls said I wasn't a real Aboriginal person too. But then some comments focused on me being Aboriginal and made it out that I was worth less because of that. So which one was it? (pp36-37)
- Make predictions about the plan Ruby makes when 'feeling alone and helpless' (p37).
- What is the symbolism of the black dog that Ruby sees on her way to school (p38)? How is this used as a cohesive tie in the narrative?
- Discuss the use of symbolism in the following scene: 'I noticed the internet router there. Out of impulse, I pulled it out. The unplugging of the cord felt symbolic somehow. Like untangling a massive web. I knew this probably wouldn't have a lasting impact but I just felt like doing something' (p40). Why is there such a sense of relief when the internet stops working for a short while? How would you feel if this happened to you for a day or two? Share in a reflection.

- What role does the nature poetry of Seamus Heaney, Annie Dillard, Kirli Saunders and Ali Cobby Eckermann have on Ruby and her writing? Engage in some of these works. Alternatively, write your own poem about nature.
- How is Ruby empowered when Zara is asked to read a poem in class (p44)?
- In the role of Ruby, explain why you say, 'today I felt like the spider making the web, not the insect caught up in it. My bullies used to control who could see their comments – but today I would change this' (p51).
- How is Ruby like the lizard she notices that has lost its tail in a fight (p49)?
- What does Ruby learn from her mum about putting differences aside during hard times (p52)?
- Why does Ruby say, 'the thing is, when my cousin cried, she looked exactly like me' (p52)?
- How does it feel for Ruby to be labelled a 'hacktivist' (p54)? Why does Ruby start to be seen as a 'hero' (p54)?
- With reference to the excerpt below, explain the connection that Ruby has with Country:

I touched the ochre, cool against my cheek. I looked at the river, brown and swelling from the recent rain. I knew I was on my ancestors' Country and, like Amber, I felt proud to be who I was. (p55)

- What role does Jimmy play in *Ruby's Web*? How are the consequences of bullying shown through his character? How do questions about his Aboriginal identity contribute to his feelings of alienation?
- How do Ruby's screenshots of Quik that she publicises have unforeseen circumstances (p58)? How does she feel about these? Why has this decision backfired?
- Ruby says, 'I wanted to kill the internet' (p59). Have you ever wanted to kill the internet? Share in a reflection. Why does Ruby's mum say, 'without the internet there would be no you' (p60). How does this wisdom help Ruby?
- What is the school's culpability in the bullying experienced by Ruby, Calvin and Jimmy? In small groups, conduct the school's first anti-bullying task group meeting (p63).
- Discuss Nan's scolding of Amber and Gershon: 'She growled at Amber and Gershon good. "No one is more or less Aboriginal or Torres Strait Islander. It's

not a competition. We don't make someone feel bad for who they are or whether they have light or dark skin. That's what the colonisers did to us" (p64).

- What finally makes Ruby start to feel 'a little less invisible, a little more real' (p64)?
- In the role of Ruby, write the short story she writes in class. See below:

We had thirty minutes. I put my pencil on the page and didn't lift it the entire time. Everything I had been feeling and thinking over the last few days came flying down my arm and onto the page. I wrote about my nan. I wrote about my mum. I wrote about my dad. And I wrote about me. And as I wrote, the heat broke and the rain started and trickled down the roof's gutters. The smell was fresh and cool as the rain washed the grass and trees outside (p65).

- Time permitting, explore texts given to Ruby by Ms Alvi such as Robin Wall Kimmerer's *Braiding Sweetgrass* (p65)
- Ruby says that 'reading about Aunty Oodgeroo made me feel more connected to the place where I was and to a rich history I belonged to. She had been part of fighting for many of the rights we had today as Indigenous people and had protected her Country for future generations' (p66). How important are role models in shaping identity? Who has helped shape your identity? Share in a reflection.
- How does Nan show resilience after the failure of the Voice to Parliament referendum? How does this reflect the resilience of First Nations peoples in the wake of British settlement more broadly?
- How are the struggles of minor characters such as Jamila used in *Ruby's Web* to help explore themes of change and resilience?
- Why do the Indigenous Elders call for a week of silence following the referendum (pp 69-70)?
- Examine the lyrics of Yothu Yindi's Treaty. How does listening to this song help Ruby better understand different ways of protesting?
- How does Nan share her wisdom throughout *Ruby's Web*? Give examples to support your thinking.
- Nan shows the girls a tree that has had a coolamon carved from it. What is the connection between 'the tree [that] had grown with the scar' and the storyline of *Ruby's Web* (p74)?
- How does being on Country help Ruby and Amber mend their relationship (p74)?

- How does Ruby give Nan strength and inspiration to face her cancer treatment? How would this make Ruby feel?
- How has Ruby grown from the start of the text to the end? What contributes to this development? What have you learnt from Ruby's journey that may help you in the future?
- What role does writing play in Ruby's life? Give evidence from the text to support your ideas. Why does Ruby like to write about 'other worlds and other realities' (p5)? Why though, is her winning poem about family, culture and Country.
- In the role of Ruby, write your winning poem, *All Our Voices Together*. Alternatively, write your own poem that shares something close to your heart.
- Create a *Thought Tunnel* by lining up two rows of students facing one another. Choose volunteers to assume the roles of Ruby, Amber and Zara. As these characters walk through the tunnel, have students ask questions of them to help better understand and unpack the story.
- Explain why the girls' comic book is called *Weird Goodbyes* (p49). How does this align with the storyline of *Ruby's Web*? Choose a scene to retell in the style of a graphic novel.
- Discuss how figurative language contributes to the telling of this story. Examples include:
 - I walked with a heavy heart across the school past all the places I couldn't be, couldn't sit, couldn't stop, towards the one place I could, over by the old art block, all the way on the other side, so cobwebby and unused people reckoned it was haunted (p1)
 - Our very cranky librarian tapped me on the shoulder with her extra-long pencil, hissed and pointed (p1)
 - The smell of eucalypt cleared my lungs (p3)
 - It was April and the leaves were falling on the driveway outside the window (p15)
 - It started raining and a faint chill came in the air sharp enough to make the hairs on my arm stand on end (p15)
 - My arm accidentally brushed against the webs, which were sticky and soft (p16)
 - Just like the insects, we were caught prey, wrapped tightly and growing weaker (p17)
 - I walked home from school feeling a little lighter like my feet could lift off the ground (p18)
 - I even took the slightly longer route along the creek just to spend some time under the soft sun (p18)
 - The jacaranda trees flowering and turning the path purple reminded me of Amber's birthday (p18)
 - I reckoned lying on it the whole night would feel like sleeping in sinking sand (p19)
 - The notifications lit up the screen like Christmas trees every few seconds (p24)
 - These words that stabbed at my heart (p26)
 - My blood turned cold (p26)
 - Everything felt like a burning (p27)
 - I could feel the tears start rolling down my cheek (p27)
 - I walked away, feeling a new steel live in my body (p27)
 - My throat was dry (p28)
 - Her lipstick smudging on my cheek, thick and wet (p31)
 - The biggest mob of rain came bucketing down (p32)
 - I felt closed in, like my mouth was a cave, like I couldn't speak (p32)
 - The steady rain blocked out all other noise (p33)
 - A pit of warmth entered my stomach (p35)
 - A dark look came across her face (p35)
 - I couldn't ignore the tightening in my chest (p37)
 - I felt suffocated but so alone (p37)
 - She had so many cruel tendrils in her spider web (p39)
 - My stomach felt like it was in agony (p47)
 - The sunrise dipped the couch in golden hues (p49)
 - My arms were shaking like tremors (p49)
 - Their call lit up the sky (p49)
 - My body went cold (p51)
 - Her eyebrows were knitted (p52)
 - Music blared from the speakers and the smells of all different types of food tickled my nostrils (p53)
 - I felt Mum's throat tighten (p54)
 - I felt a dark pit at the bottom of my stomach (p55)

- o He was posting about things, enough to make me feel heavy (p56)
- o The clouds made it feel darker (p56)
- o I looked down at the swirling water (p58)
- o I felt the shame roll off me (p59)
- o I walked to Ms Alvi's English class through hot sticky weather (p64)
- o And then I saw Zara in the back row who quickly averted her icy blue stare elsewhere (p64)
- o Everything I had been feeling and thinking over the last few days came flying down my arm and onto the page (p65)
- o Butterflies danced along the freshly cut lawn, still wet (p66)
- o We both had a sinking nervous feeling (p67)
- o The butterflies raced in my stomach (p67)
- o The sun was strong on my face (p70)
- o I could hear the flutter of insect wings and the sound of rain behind the droning qualities of the track (p710)
- o The feeling of her words rushed through me. I felt like I was in the air, the way that it swept through the trees in a smooth rush. (p80)

Appendix

Links to the Australian Curriculum

Year

Curriculum Area V9

6

English

Literature

- [AC9E6LE01](#) Identify responses to characters and events in literary texts, drawn from historical, social or cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors
- [AC9E6LE04](#) Explain the way authors use sound and imagery to create meaning and effect in poetry
- [AC9E6LE05](#) Create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have experienced, and experiment with literary devices

HASS

Civics and Citizenship

- [AC9HS6K06](#) the key institutions of Australia's system of government, how it is based on the Westminster system, and the key values and beliefs of Western democracies
-

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English

Literature

- [AC9E7LE01](#) identify and explore ideas, points of view, characters, events and/or issues in literary texts, drawn from historical, social and/or cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors
- [AC9E7LE05](#) identify and explain the ways that characters, settings and events combine to create meaning in narratives
- [AC9E7LE06](#) identify and explain how literary devices create layers of meaning in texts including poetry
- [AC9E7LE07](#) create and edit literary texts that experiment with language features and literary devices encountered in texts

HASS

Geography

- [AC9HG7K07](#) the cultural connectedness of people to places and how this influences their identity, sense of belonging and perceptions of a place, in particular the cultural connectedness of First Nations Australians to Country/Place
-

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English

Literature

- [AC9E8LE01](#) explain the ways that ideas and points of view may represent the values of individuals and groups in literary texts, drawn from historical, social and cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors
- [AC9E8LE05](#) analyse how language features such as sentence patterns create tone, and literary devices such as imagery create meaning and effect
- [AC9E8LE06](#) create and edit literary texts that experiment with language features and literary devices for particular purposes and effects

HASS

Geography

- [AC9HG8K03](#) the spiritual, aesthetic and cultural value of landscapes and landforms for people, including Country/Place of First Nations Australians

Civics and Citizenship

- [AC9HC8K06](#) different experiences of, perspectives on and debates about Australia's national identity and citizenship, including the perspectives of First Nations Australians as owners of their respective nations, and of different migrant groups

7-8

Health and Physical Education

- [AC9HP8P01](#) analyse and reflect on the influence of values and beliefs on the development of identities
- [AC9HP8P02](#) analyse the impact of changes and transitions, and devise strategies to support themselves and others through these changes
- [AC9HP8P04](#) examine the roles of respect, empathy, power and coercion in developing respectful relationships
- [AC9HP8P05](#) investigate strategies that influence how communities value diversity and propose actions they can take to promote inclusion in their communities
- [AC9HP8P09](#) investigate how media and influential people impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeing

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English

Literature

- [AC9E9LE01](#) analyse the representations of people and places in literary texts, drawn from historical, social and cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors
- [AC9E9LE05](#) analyse the effect of text structures, language features and literary devices such as extended metaphor, metonymy, allegory, symbolism and intertextual references
- [AC9E9LE06](#) create and edit literary texts, that may be a hybrid, that experiment with text structures, language features and literary devices for purposes and audiences

Cross-Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures