

# THE PM'S DAUGHTER

TEACHING TOOLKIT (YEARS 5-8)



Australian Children's  
Television Foundation



Museum of  
Australian Democracy  
Old Parliament House

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### ABOUT THE SERIES

Cat is like any other teenager, with one difference: her mother is the new Prime Minister of Australia. Along with her new friends, Cat navigates life in the spotlight, while tracking down a hidden threat to her mum.

### CREATOR'S STATEMENT

The inspiration for *The PM's Daughter* lay in wanting to teach my children that they can change the world. Politicians can often seem like a bunch of inaccessible authority figures, passing down commands from on high. Matthew Allred and I set out to create a show that presents our government representatives as human beings. We wanted our show to place kids at the centre of a narrative about politics and power. We also knew it was important to give young people a story that that was action-packed, irreverent and – most importantly – funny!

- Tristram Baumber, Writer/Creator

## USING THIS RESOURCE

*The PM's Daughter* Teaching Toolkit (Years 5-8) is designed for middle years students with a focus on Humanities and Social Sciences (HASS), Civics and Citizenship, and cross curricular alignment with English and Media Arts.

This resource outlines three lessons which are designed to be used as standalone modules or presented as a unit of work. The lessons are outlined in this guide as well as in the PDF screen sequences; multi-modal slideshows with clips, images, and prompts designed to be a student facing teaching aid in the classroom.

1. **Issues that matter**
2. **Effective campaigns**
3. **Media to Influence**

This resource draws on key content from *The PMs Daughter* series, to allow rich discussion, critical thinking, and authentic student voice. The activities utilise specific content from the series coupled with active participation of students to build their knowledge of our democratic processes and civic responsibilities. Students will explore issues they are passionate about, critically reflect on how young people can have their voice heard and develop understanding and skills in media literacy.

To view the clips suggested in this resource, click on the timecodes provided in the PDF. Alternatively, the complete series (including the clips featured in this resource) is available to purchase in the ACTF Shop.

We welcome feedback from teachers who have delivered and adapted our resources. Please reach out to [education@actf.com.au](mailto:education@actf.com.au) and [learning@moadoph.gov.au](mailto:learning@moadoph.gov.au) with questions, comments or suggestions.

# 01

## LESSON ONE. ISSUES THAT MATTER

Download screen sequence [HERE](#).

This lesson focuses on the importance of students as positive change makers with solution-focused mindsets. Students are acutely aware of the many issues affecting them now and moving into the future. Examining priority issues provides the opportunity for students to share their concerns and consider practical solutions.

### Inquiry questions

How can you help create a better world for all?  
What issues are important to you?

### Watch

*The PM's Daughter*, Episode 7 - 11:42-12:33

### Respond

After brainstorming ideas around the words 'change maker' and 'change making' as a class, watch the clip to see how Ollie from *The PM's Daughter* advocates for an issue he is passionate about. Then, invite students to work in small groups to brainstorm a list of issues they consider important to them. After the group has nominated some issues of interest, prompt them to narrow down to one key priority issue.

To take the thinking further students can apply the issue across contexts as an exercise of the local and global context:



Home



School



Local



Global

Students can then take on a research role to learn more about their priority issue. This could include gathering facts, statistics, news reports and other reliable information. Information is documented and sources cited. Reliable research can be found using the following prompts as a guide:

Who wrote the information?

How do we know this fact or statistic is accurate?

Can I find a second source to back up this information?

The research gathered can be organised into talking points in preparation for sharing with others. During this time students also need to identify possible solutions to their priority.

Invite students to share their priority issue with the class. This is an opportunity for students to practise their persuasive language and critical thinking skills. As part of this process encourage students to record key takeaways from each presentation and any wonderings they have around the issue.

### Extension

Students re-group after the sharing session to reflect on all the contexts and how these apply to their issue. Ask students to reflect on how the global impacts the local and local impacts the global. Findings can be shared with a wider audience such as other classes, or your local community.

# 02

## LESSON TWO: EFFECTIVE CAMPAIGNS

**Download screen sequence [HERE](#).**

This lesson focuses on the diversity of approaches to run a successful campaign and how candidates progress a strategic approach over time. Students explore how they might catch and maintain the attention of target audiences, communicating issues they are passionate about. Identification of and creation of original campaign materials offers students a hands-on design challenge.

### **Inquiry question:**

How can we effectively share our message?  
What campaigning techniques are best suited to reaching our audience?

### **Watch**

- 1 *The PM's Daughter*, [Episode 7 – 14:34 - 15:55](#)
- 2 *The PM's Daughter*, [Episode 7 – 08:45 - 10:06](#)

### **Respond**

After brainstorming ideas around the words 'campaign' or 'campaigners' as a class, watch the first clip in *The PM's Daughter* to see how Sadie and Georgina launch their school campaigns for year leader and the second clip to examine how the campaigns progress and develop over time.

Then, invite students to consider audiences using the following question prompts as a guide:

**Who is your target audience?**

**How do they connect with news and current events?**

**How can you influence their thinking?**

Students can reflect or re-watch the clips to recall the diverse range of campaign materials they

notice. Create a list of these materials or any other campaigning touch points that come to mind.

**Campaign materials from *The PM's Daughter* include: speeches, slogans, signs, banners, social posts, edible cookies, pamphlets, stickers, lollie pop stands, posters, cartoons, campaign tables.**

Based on the target audience guide ask students to consider 1-3 effective campaign materials to share their message or launch a student election. Encourage students to articulate the reasoning behind why they selected the campaigning materials or methods to reach their audience.

Students can develop, research, and design the campaigning materials taking into consideration graphic design (colour, font, layout), persuasive language and the preferences of their target audience.

Invite students to share the campaign materials, so that their peers can give feedback from the target audiences point of view. The responses from students can be framed by asking:

**What was successful about the campaign material?**

**How did the campaign material capture your attention or make you feel?**

**Suggest an improvement to refine the campaign material or consider for next time.**

### **Extension**

Students re-group after the sharing session to reflect and implement changes to their campaign material. This is followed up with sharing feedback session with a wider audience such as other classes, or your local community.

# 03

## LESSON THREE. MEDIA TO INFLUENCE

**Download screen sequence [HERE](#).**

This lesson explores the role media plays in sharing information about important issues and current events and how media literacy can ensure we are aware of how our perceptions can be influenced. Students will interrogate good questioning, develop ways to persuade audiences and work in groups in a simulation of a live broadcast.

### **Inquiry questions:**

If you had the attention of the country what would you say? How does the media influence our thinking and opinions?

### **Watch**

- 1 *The PM's Daughter*, [Episode 7 – 12:33-14:33](#)
- 2 *The PM's Daughter*, [Episode 7 – 17:36-20:03](#)

### **Respond**

After brainstorming ideas around the words 'media' and 'media formats' as a class, watch the first clip in *The PM's Daughter* to see a behind the scenes point of view of a television package. Ask students what they noticed about the clip with a focus on how the media has an impact on audiences to influence their thinking and opinions.

Introduce or reinforce the terms 'misinformation' and 'disinformation'. In groups ask students to discuss any misinformation or disinformation in the television package.

#### **Misinformation**

False, inaccurate or wrong information shared without the intent to mislead people.

#### **Disinformation**

False, inaccurate or wrong information shared with the intent to mislead people.

and the second clip to see the live television broadcast interview. Again, students can discuss what they noticed about the clip with a focus on how the media has an impact on audiences to influence their thinking and opinions.

Then, invite students to consider the roles involved in the making of a live television broadcast. Ask students to form media teams including the production crew, host and guest/s.

#### **Production**

The behind the camera team who operates the camera, records the sound, and organises everyone involved.

#### **Host**

The person who prepares the questions, interviews the guests, and concludes the show.

#### **Guest/s**

The person or people who prepare talking points, responds to questions, and influences audiences.

Students in their dedicated groups create a mock television interview with the power to influence audiences. This can be recorded as a moving image or simulated as a performance.

Give students the opportunity to present the television interview to peers for feedback. Ask the audience after each group has shared if the interview was successful to influence their thinking and opinions.



Invite students to share the campaign materials, so that their peers can give feedback from the audience point of view. The responses from students can be framed by asking:

**What was successful about the interview?**

**How did the interview capture your attention or make you feel?**

**Suggest an improvement to refine the interview or consider for next time.**

### **Extension**

Invite students to brainstorm all the different formats available to influence their thinking and opinions. Discuss the benefits and challenges of each format.

#### **News Formats**

- **Televised (live or pre-recorded)**
- **Newspaper (online or printed)**
- **Radio**
- **Social Media**
- **Internet – opinion piece, blog post, uploaded video**
- **Podcast**

Revisit the terms 'misinformation' and 'disinformation' in reference to the different news formats. In which news formats might we be more or less likely to find 'misinformation' and 'disinformation'? Why do we think this? Task students to create a second media outcome in another format from the list.

# AUSTRALIAN CURRICULUM LINKS

## 1. Humanities and Social Sciences (HASS) / Civics and Citizenship

	HASS / Civics and Citizenship Knowledge and Understanding	HASS / Civics and Citizenship Skills
Year 5	<p><a href="#">AC9HS5K06</a> the key values and features of Australia's democracy, including elections, and the roles and responsibilities of elected representatives</p> <p><a href="#">AC9HS5K07</a> how citizens (members of communities) with shared beliefs and values work together to achieve a civic goal</p>	<p><a href="#">AC9HS5S01</a> develop questions to investigate people, events, developments, places and systems</p> <p><a href="#">AC9HS5S06</a> propose actions or responses to issues or challenges and use criteria to assess the possible effects</p> <p><a href="#">AC9HS5S07</a> present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions</p>
Year 6		<p><a href="#">AC9HS6S01</a> develop questions to investigate people, events, developments, places and systems</p> <p><a href="#">AC9HS6S04</a> evaluate primary and secondary sources to determine origin, purpose and perspectives</p> <p><a href="#">AC9HS6S05</a> develop evidence-based conclusions</p> <p><a href="#">AC9HS6S06</a> propose actions or responses to issues or challenges and use criteria to assess the possible effects</p> <p><a href="#">AC9HS6S07</a> present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions</p>
Year 7	<p><a href="#">AC9HC7K02</a> the characteristics of Australia's democracy, including freedom of speech, association, assembly, religion and movement</p> <p><a href="#">AC9HC7K05</a> how values based on freedom, respect, fairness and equality of opportunity can support social cohesion and democracy within Australian society</p>	<p><a href="#">AC9HC7S01</a> develop questions to investigate Australia's political and legal systems, and contemporary civic issues</p> <p><a href="#">AC9HC7S04</a> explain the methods or strategies related to making decisions about civic participation</p> <p><a href="#">AC9HC7S05</a> create descriptions, explanations and arguments using civics and citizenship knowledge, concepts and terms that reference evidence</p>



Year 8

[AC9HC8K01](#)

how Australians are informed about and participate in democracy

[AC9HC8S03](#)

analyse information, data and ideas about political, legal or civic issues to identify and explain differences in perspectives and potential challenges

[AC9HC8S04](#)

explain the methods or strategies related to making decisions about civic participation

[AC9HC8S05](#)

create descriptions, explanations and arguments using civics and citizenship knowledge, concepts and terms that reference evidence

## 2. English

	English – Language	English – Literature	English – Literacy
Year 5	<p><a href="#">AC9E5LA02</a> understand how to move beyond making bare assertions by taking account of differing ideas or opinions and authoritative sources</p> <p><a href="#">AC9E5LA04</a> understand how texts can be made cohesive by using the starting point of a sentence or paragraph to give prominence to the message and to guide the reader through the text</p> <p><a href="#">AC9E5LA07</a> explain how the sequence of images in print, digital and film texts has an effect on meaning</p>	<p><a href="#">AC9E5LE03</a> recognise that the point of view in a literary text influences how readers interpret and respond to events and characters</p>	<p><a href="#">AC9E5LY06</a> plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation</p>
Year 6	<p><a href="#">AC9E6LA01</a> understand that language varies as levels of formality and social distance increase</p> <p><a href="#">AC9E6LA02</a> understand the uses of objective and subjective language, and identify bias</p>	<p><a href="#">AC9E6LA07</a> identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning</p>	<p><a href="#">AC9E6LY01</a> examine texts including media texts that represent ideas and events, and identify how they reflect the context in which they were created</p> <p><a href="#">AC9E6LY02</a> use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions</p> <p><a href="#">AC9E6LY07</a> plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features</p> <p><a href="#">AC9E6LY06</a> plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features</p>

Year 7	<p><a href="#">AC9E7LA01</a> understand how language expresses and creates personal and social identities</p>	<p><a href="#">AC9E7LE02</a> form an opinion about characters, settings and events in texts, identifying areas of agreement and difference with others' opinions and justifying a response</p> <p><a href="#">AC9E7LE03</a> explain the ways that literary devices and language features such as dialogue, and images are used to create character, and to influence emotions and opinions in different types of texts</p> <p><a href="#">AC9E7LE04</a> discuss the aesthetic and social value of literary texts using relevant and appropriate metalanguage</p> <p><a href="#">AC9E7LE05</a> identify and explain the ways that characters, settings and events combine to create meaning in narratives</p>	<p><a href="#">AC9E7LY02</a> use interaction skills when discussing and presenting ideas and information including evaluations of the features of spoken texts</p> <p><a href="#">AC9E7LY06</a> plan, create, edit and publish written and multimodal texts, selecting subject matter, and using text structures, language features, literary devices and visual features as appropriate to convey information, ideas and opinions in ways that may be imaginative, reflective, informative, persuasive and/or analytical</p> <p><a href="#">AC9E7LY07</a> plan, create, rehearse and deliver presentations for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical, by selecting text structures, language features, literary devices and visual features, and using features of voice including volume, tone, pitch and pace</p>
Year 8	<p><a href="#">AC9E8LA01</a> recognise how language shapes relationships and roles</p>	<p><a href="#">AC9E8LE01</a> 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</p> <p><a href="#">AC9E8LE06</a> create and edit literary texts that experiment with language features and literary devices for particular purposes and effects</p>	<p><a href="#">AC9E8LY01</a> identify how texts reflect contexts</p> <p><a href="#">AC9E8LY02</a> use interaction skills for identified purposes and situations, including when supporting or challenging the stated or implied meanings of spoken texts in presentations or discussion</p> <p><a href="#">AC9E8LY06</a> plan, create, edit and publish written and multimodal texts, organising and expanding ideas, and selecting text structures, language features, literary devices and visual features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical</p> <p><a href="#">AC9E8LY07</a> plan, create, rehearse and deliver spoken and multimodal presentations for audiences and purposes, selecting language features, literary devices, visual features and features of voice to suit formal or informal situations, and organising and developing ideas in texts in ways that may be imaginative, reflective, informative, persuasive and/or analytical</p>

### 3. The Arts (Media Arts)

Year 5 + 6	<a href="#">AC9AMA6E01</a> explore ways that media languages and media technologies are used in media arts works and practices across cultures, times, places and/or other contexts
	<a href="#">AC9AMA6P01</a> present media arts works in informal and/or formal settings using responsible media practice
Year 7 + 8	<a href="#">AC9AMA8E01</a> investigate the ways that media arts concepts are used in media arts works and practices across cultures, times, places and/or other contexts
	<a href="#">AC9AMA8D02</a> reflect on their own and others' media arts works and practices to inform choices they make during the production process
	<a href="#">AC9AMA8C01</a> design and structure media arts works to communicate ideas, perspectives and meaning for an intended audience
	<a href="#">AC9AMA8C02</a> apply production processes and use media arts concepts to construct representations and produce media arts works that communicate ideas, perspectives and/or meaning for specific audiences using responsible media practice
	<a href="#">AC9AMA8P01</a> present media arts works, using responsible media practices and considering potential relationships the work could create with audiences

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Australian Children's Television Foundation

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Youth Consultant: Ahelee Rahman.



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