

**MARRY ME  
MARRY MY FAMILY**

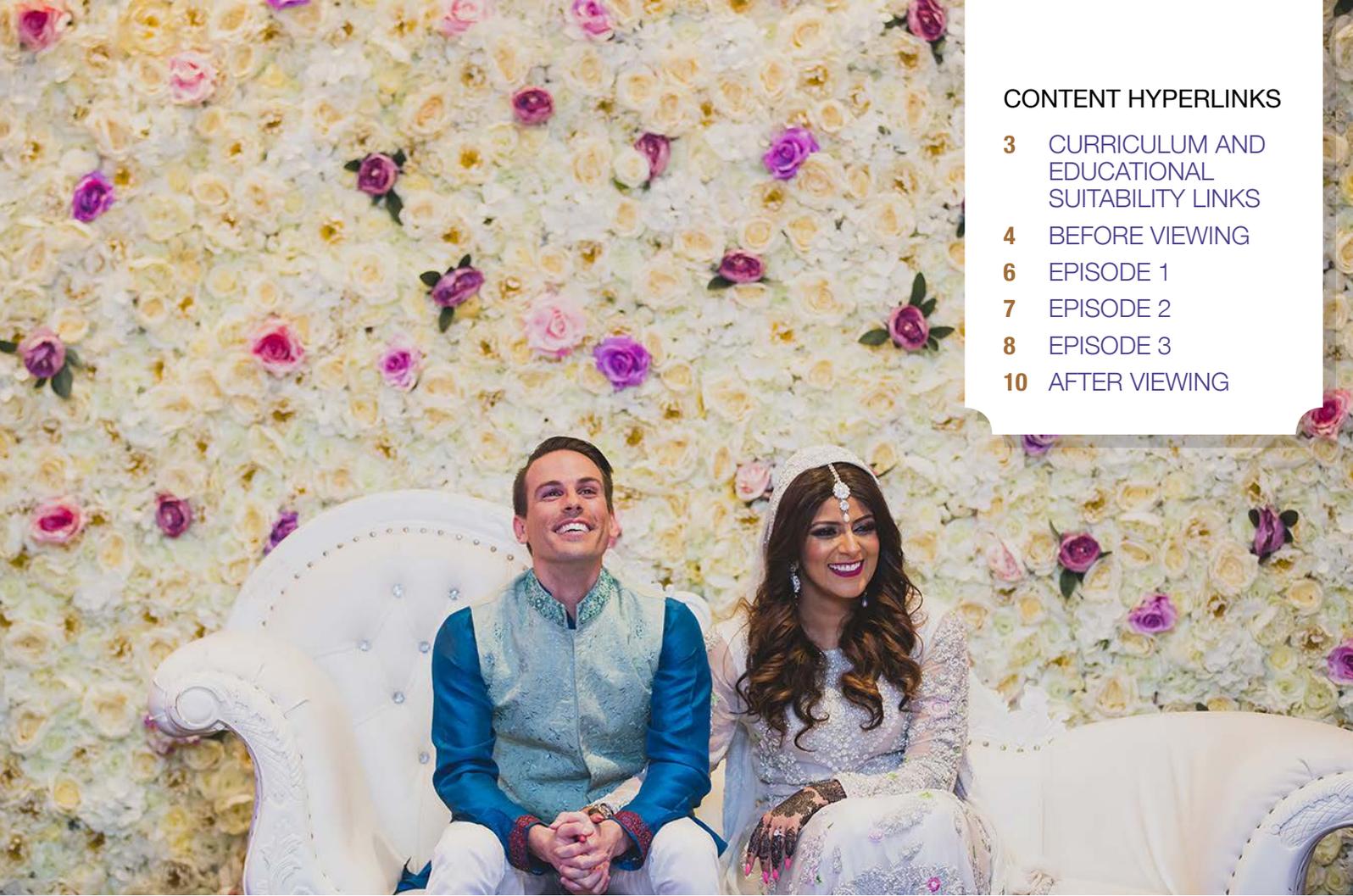
<http://www.metromagazine.com.au>

<http://theeducationshop.com.au>

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A STUDY GUIDE BY  
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## *Series Synopsis*

In 2014, one in three couples married in Australia were born in different countries – 40,000 of our 120,000 weddings involved a blend of different religions, traditions and cultures. It's happening every Saturday across the country, and the numbers are rising.

But the path to wedded bliss in these multicultural mixes is not always smooth; it's a case of cross-cultural courtship, conflict and eventually a celebration. This is a post-multicultural story, revealing Australia's further steps towards the effortless cosmopolitanism of the modern globalised world.

MARRY ME, MARRY MY FAMILY is about the battle to maintain cultural identity in a new country while also trying to integrate. Plus, it's a twist on that very familiar Australian theme of second-generation migrants moving away from their parents and blending further into Australian society. These are marriages between the children of the post 70's migration waves, and they are not just marrying into the dominant white Anglo culture - they are marrying across immigrant cultures.

MARRY ME, MARRY MY FAMILY is loud and fun, it's full of garish colour, of laughter, tears and chaos. It's a love story, it mostly has a happy ending - though there are times when we wonder if we'll ever get there. It's easy to watch, it's not worthy gruel - this is pure wedding cake - dazzling sweet icing on top with some hefty fruitcake beneath!

It's a story of multicultural Australia right now, a snapshot of 2017.

It's an update on how multiculturalism is working ... the story of the brides and grooms parents who came here 20 or 30 years ago.

And it's a look into the future - these blended marriages, the children of these unions - they are a peek forward into Australia 2037, the new demographics and new attitudes of the nation that waits for us in the next generation of wedding vows.<sup>1</sup>

# Curriculum and Educational Suitability Links

*MARRY ME MARRY MY FAMILY* is suitable for Secondary students in Years 10 – 12. The series would also have application as part of tertiary courses. Teachers are advised that there is an example of coarse language in Episode 1 and references to the Romani (Gypsy) Blaga Rakija ritual in Episode 2.

## General understandings addressed in the film:

- Cultural identity
- The challenges of modern multiculturalism
- Traditions linked to different cultures and religions.

## Summary of links to the National Curriculum:

- Media Years 10-12
- English Years 10-12
- Humanities/History Years 10-12
- Civics and citizenship Year 10

## Curriculum Links<sup>2</sup>

### English

#### Year 10

##### LITERATURE AND CONTEXT

Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts ([ACELT1639 - Scootle](#))

##### RESPONDING TO LITERATURE

Reflect on, extend, endorse or refute others' interpretations of and responses to literature ([ACELT1640 - Scootle](#))

Evaluate the social, moral and ethical positions represented in texts ([ACELT1812 - Scootle](#))

##### CREATING LITERATURE

Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts ([ACELT1814 - Scootle](#))

Create imaginative texts that make relevant thematic and intertextual

connections with other texts ([ACELT1644 - Scootle](#))

##### INTERPRETING, ANALYSING AND EVALUATING

Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences ([ACELY1752 - Scootle](#))

Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence ([ACELY1754 - Scootle](#))

##### CREATING TEXTS

Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues ([ACELY1756 - Scootle](#))

**Years 11-12:** Links to English in Units 1-4.

### Media Arts

#### Year 10

Analyse a range of media artworks from contemporary and past times to explore differing [viewpoints](#) and enrich their media arts making, starting with Australian media artworks, including media artworks of Aboriginal and Torres Strait Islander Peoples, and international media

artworks ([ACAMAR079](#))

Produce and distribute media artworks for a range of community and institutional contexts and consider social, ethical and regulatory issues ([ACAMAM077](#))

**Years 11-12:** Links to senior Media curriculum in different regions.

### History

#### Year 10

##### DEPTH STUDY – RIGHTS AND FREEDOMS (1945-PRESENT)

Background to the struggle of Aboriginal and Torres Strait Islander Peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations ([ACDSEH104 - Scootle](#))

The significance of the following for the civil rights of Aboriginal and Torres Strait Islander Peoples: 1962 right to vote federally; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations), the Apology ([ACDSEH106 - Scootle](#))

Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander Peoples, and the role of ONE individual or

group in the struggle ([ACDSEH134 - Scootle](#))

The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world, such as the Declaration on the Rights of Indigenous Peoples (2007) ([ACDSEH143 - Scootle](#))

##### DEPTH STUDY – MIGRATION EXPERIENCES (1945 – PRESENT)

The impact of changing government policies on Australia's migration patterns, including abolition of the White Australia Policy, 'Populate or Perish' ([ACDSEH145 - Scootle](#))

The contribution of migration to Australia's changing identity as a nation and to its international relationships ([ACDSEH147 - Scootle](#))

**Years 11-12:** Links to Unit 2 Modern History

### Civics and Citizenship

##### CIVICS AND CITIZENSHIP KNOWLEDGE AND UNDERSTANDING

How Australia's international legal obligations shape Australian law and government policies, including in relation to Aboriginal

and Torres Strait Islander Peoples ([ACHCK093 - Scootle](#))

The challenges to and ways of sustaining a resilient democracy and cohesive society ([ACHCK094 - Scootle](#))

### General capabilities:

- Critical and creative thinking
- Personal and social capability
- Intercultural understanding
- Ethical understanding

### Cross Curriculum Priorities:

- Aboriginal and Torres Strait Islander Histories and Cultures.

# Before Viewing

Choose from the range of activities below prior to viewing:

## 1. Use the following questions to guide a group discussion prior to viewing MARRY ME MARRY MY FAMILY.

- a) What is multiculturalism? Write a group definition (without using Google!)
- b) How many different cultures are represented in your class group?

Use the following website to create a family tree. The family tree should include the country of origin for each family member.

<http://family-tree-template.org/>

After completing this task, conduct a class discussion using these questions as a guide:

- How far back were you able to track your family? Compare responses, who was able to go back the farthest?
- Programs such as *Who do you think you are?* focus on unlocking family history. Why are human beings so fascinated with the past? What are we able to learn from studying family history, traditions and culture?
- What countries of origin are included on your family tree? Use the website below to mark the spread of countries on your family tree. Compare with your classmates and graph your class results.

<http://www.mapsofworld.com/world-map-viewer.html>

- c) Brainstorm issues that you believe could have been faced by people migrating to Australia in the past.  
Do you believe these issues are the same today? Has Australia become an accepting, multicultural society?
- d) Brainstorm courtship and wedding customs and traditions that you are aware of. After viewing the series add the new customs and traditions you have learnt about to the class list.
- e) Access the Australian census site and complete some research about religious affiliation in Australian society.



<http://www.abs.gov.au/AUSSTATS/abs@.nsf/mediareleasesbyReleaseDate/7E65A144540551D7CA258148000E2B85?OpenDocument>

After reading the information answer the following questions:

- Did you find anything surprising about the research?
  - Identify two interesting facts to share with the group.
- f) The following religions are discussed in MARRY ME MARRY MY FAMILY:

- CHRISTIANITY
- HINDUISM
- ISLAM

Complete some initial research on these religions using the KWL chart on the next page.

- g) The following cultures are featured in MARRY ME MARRY MY FAMILY:

- KIKUYU TRIBE
- GYPSY
- MAORI
- INDIGENOUS AUSTRALIAN WIRADJURI
- CHINESE
- ARMENIAN
- INDIAN
- SRI LANKAN
- PAKISTANI

Complete some brief research on these cultures using the KWL chart on the next page.

**RELIGION**

**KNOW**  
(what do I know?)

**WHAT**  
(what do I want to know?)

**LEARN**  
(what did I learn?)

**CULTURE**

**KNOW**  
(what do I know?)

**WHAT**  
(what do I want to know?)

**LEARN**  
(what did I learn?)



MARK AND WAMBUI

## Episode 1

30-year-old Armenian Christian bride Nancy is marrying 37-year-old Indian Hindu groom Ashu in a high Christian wedding in the Armenian Church. Nancy's family has struggled to accept the union, so much so that Nancy and her mother didn't speak to each other for 18 months. Now the families are trying to come together in time for the wedding day. While in Adelaide, 40-year-old skip truck driver Mark is marrying 37-year-old sustainability expert, Wambui in a ceremony in Kenya. Mark has only travelled overseas once before to Hawaii. He is in for a culture shock in Nairobi when the first task is to negotiate a goat dowry for his bride.<sup>3</sup>

### Questions For Comprehension And Analysis

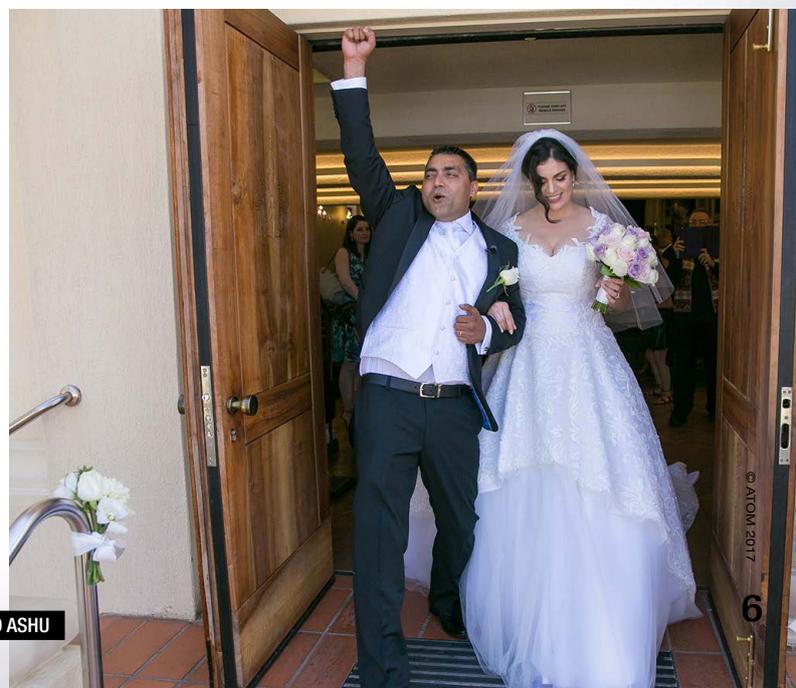
#### NANCY AND ASHU

1. Where is Nancy's family from? When did they move to Australia?
2. How does Gulia describe her cultural identity?
3. Ashu states, 'Whatever you are today, your culture and religion has played a very important part in shaping you'<sup>4</sup>. Do you agree or disagree? Justify your opinion in a 200-300 word written response.
4. What is the main source of the rift between Nancy and her mother?
5. Ashu was born into the Brahman caste in India. What occupations do members of this caste typically work in?

6. What concession is made to Ashu's culture in the wedding ceremony?
7. What historical reasons might Gulia have for opposing the marriage?
8. Gulia and Nancy did not speak for quite some time. Why did Gulia choose to accept Nancy's decision?

#### MARK AND WAMBUI (FOY)

9. Describe Mark's background and personality.
10. What is Foy's background? Why did she move to Adelaide?
11. Compare and contrast the environment in Nairobi with the environment in Adelaide.
12. Mark and Foy cannot get married until a deal is struck with the bride price. List the steps involved in the bride price negotiation process.



NANCY AND ASHU

## NANCY AND ASHU

13. Describe the atmosphere as Nancy and Ashu's families get ready before the wedding.
14. What is Nancy's biggest hope for her wedding day?
15. Describe the Armenian wedding customs shown in the episode.
16. At the reception Ashu makes an analogy between the bridal party and Australian society. Why is this such a poignant statement?

## MARK AND WAMBUI (FOY)

17. Why is the bride price never paid in full?
18. After successfully negotiating the bride price Mark visits Kibera, the largest urban slum in Africa. What is his reaction to visiting this place? What is your response to the footage shot in Kibera?
19. Kenyan family culture is very strong. How is this evident before, during and after Mark and Foy's wedding ceremony?

## After Episode 1

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### 1. Indian Caste system research assignment

**Task:** Research the history of the Indian caste system and the impact it has on Indian society today. Write a 600 – 800 word research paper on this topic.

### 2. Armenian history timeline

Armenia is one of the oldest countries in the world with a recorded history of about 3500 years. Use a timeline generator such as time-toast or timeflyer to create a timeline of the key events in Armenian history.

<https://www.timetoast.com/>

[http://download.cnet.com/](http://download.cnet.com/TimeFlyer/3000-2051_4-140979.html)

[TimeFlyer/3000-2051\\_4-140979.html](http://download.cnet.com/TimeFlyer/3000-2051_4-140979.html)

### 3. Kikuyu tribe research assignment

**Task:** The Kikuyu tribe are the largest ethnic tribe in Kenya.

Research the history, culture and traditions of the Kikuyu people and present your findings in a 3-4 minute oral presentation.

## Episode 2

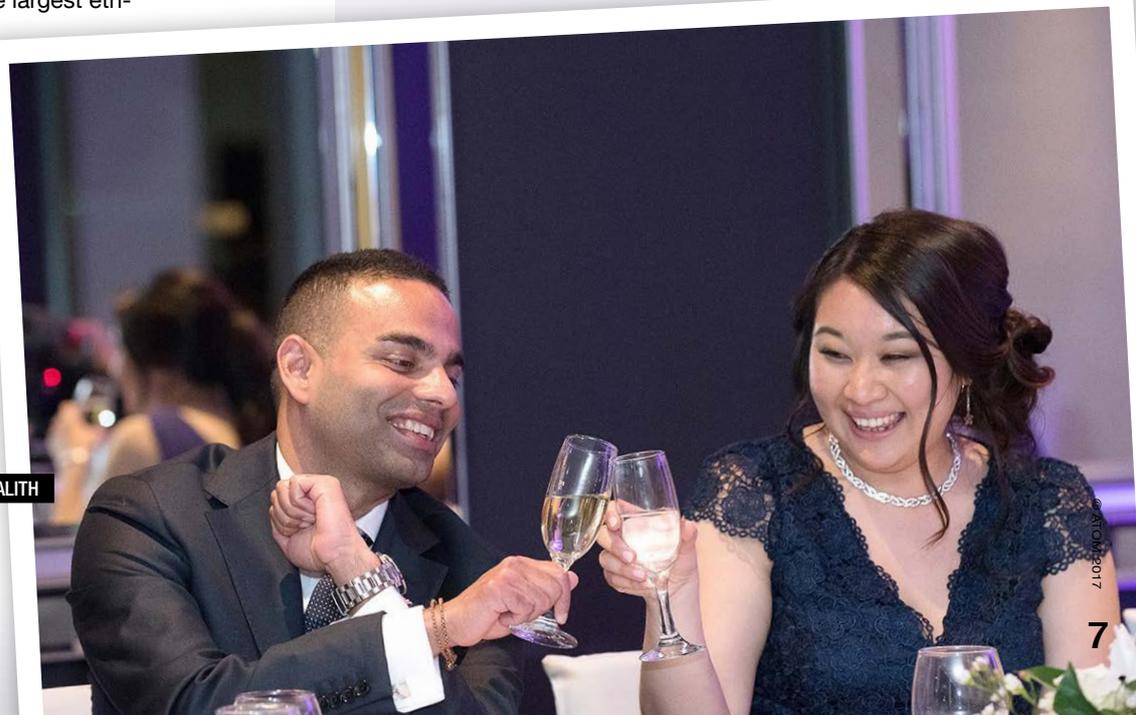
35-year-old Sri Lankan Hindu Lalith, has gone against his parents' wishes for an arranged marriage and chosen 35-year-old Chinese Australian, Louise. His parents refuse to speak to her and they won't be attending the wedding. Lalith has a tough job on his hands trying to persuade his parents to acknowledge his bride-to-be before the big day. 21-year-old childhood sweethearts, Derian and Jye are planning an extravagant, three day, 500-guest affair. Derian is a Muslim Gypsy and has agreed to adopt many wedding traditions to keep her family happy. Derian's father, Izzy, has instructed easy-going Maltese Aussie, Jye that his daughter **MUST** be a virgin until she's married. Izzy will find out whether Jye and Derian have kept their promise on the wedding night, when the sheets will be inspected for blood. If she is, they will celebrate with an ancient blood ceremony called a Blaga Rakija. If not, he will disown his daughter. <sup>6</sup>

## Questions For Comprehension And Analysis

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### LOUISE AND LALITH

1. At Chinese weddings, what is indicated by the number dresses worn by a bride?
2. Why haven't Lalith's parents met Louise?
3. What does Lalith hope will happen before the wedding?
4. The fact that Lalith's parents sent him to an International boarding school and to University in Australia set him on a culturally different path. Why is Lalith's choice to marry Louise so difficult for his parents to reconcile?



LOUISE AND LALITH

## DERIAN AND JYE

5. Gypsy communities are tight knit around the world. What factors throughout history have led to this?
6. What is Jye's cultural background?
7. What is the significance of the Blaga Rakija ceremony? What are Derian's feelings about this tradition?

## LOUISE AND LALITH

8. If Lalith's parents were able to speak to Louise's parents there is a chance the rift could be resolved. Why does Louise insist on speaking to Lalith's parents instead?
9. Define the term 'culture clash'.
10. Explain the meaning behind the decorations Louise's father puts up in her house before the wedding.

## DERIAN AND JYE

11. What does the henna ceremony symbolise at the Derian's bridal shower?
12. Why does Derian change into a red sari at the bridal shower?

## LOUISE AND LALITH

13. It was touching that Lalith's Father texted both Louise and Lalith on the day of their wedding. What might this indicate?

## DERIAN AND JYE

14. List the Gypsy traditions the episode shows from pre to post wedding.

## After Episode 2

1. **Creative writing:**
  - Write a 200 – 300 word diary entry from the point of view of Louise or Lalith on the evening of their wedding day. The entry should reflect your chosen person's feelings about the events leading up to and on the wedding day.
2. **Oral presentation – Gypsy culture and traditions.**
  - Your task is to research Gypsy culture and traditions and present the information to the rest of the class. Your presentation should go for between 2-3 minutes and should be engaging for your audience.
  - A good oral presentation needs you to think about PAUSE, PACE and PITCH. PALM CARDS help you remember the key points you want to make. If you use PRESENTATION SOFTWARE, your slides should have simple, clear fonts, no more than six lines of text per slide and no more than six words per text line. Make sure you include a correctly structured bibliography containing at least 4 sources.

## Episode 3

When 35-year-old Travis swiped right on Tinder, he found himself in a fast-moving relationship with Rabia, a Pakistani-Australian in her mid-30s. To continue the relationship, Travis had to convert to Islam and marry Rabia immediately. Rabia faces on-going struggles within her Pakistani community, particularly with her devout mother, Nadia. Nadia thinks Travis has converted purely for the sake of marriage, and fears a backlash from the gossipmongers in her Melbourne community. Meanwhile, indigenous Wiradjuri woman Jessa plunges into Maori culture. Her wedding to important Maori leader, Areti, will be heavy on protocol, with indigenous elders, politicians, and even royalty on the guest list. Jessa's greatest challenge will be performing an ancient Maori song called a Waiata at the wedding reception. She's under pressure to get it right, or risk causing offence.<sup>7</sup>

## Questions For Comprehension And Analysis

### RABIA AND TRAVIS

- List the traditional Pakistani wedding traditions that Rabia talks about at the beginning of the episode.
- Rabia and her friends meet and discuss their strict upbringings. Can you relate to their stories? How do cultural expectations affect your life?





- What is Travis's background?
- Travis's brother does not accept his decision to marry and convert to Islam. Travis states that he believes at times people judge a group of people because of what they read in the media. What is your opinion on this? Give examples to support your response.

### ARETI AND JESSA

- Jessa discusses her Indigenous Australian heritage. What is Indigenous Australian culture centred around?
- Why is it particularly important that Areti's cultural traditions are incorporated respectfully in the wedding ceremony?
- Jessa is determined to learn the Waiata song and dance for the ceremony. Why is this important to her?

### RABIA AND TRAVIS

- Rabia has been married before. Why does she feel that this is the first time she has been married?
- Rabia holds a Mehndi at her mother's home before the wedding. What do the henna designs represent?
- Describe Rabia's thoughts about her cultural identity as a first generation immigrant.

### ARETI AND JESSA

- What issues do Areti and Jessa have when trying to balance the different cultural

requirements for their wedding seating plan?

- In Maori culture cloaks are a symbol of protection. Why is it significant that Jessa is give her own cloak?

### RABIA AND TRAVIS

- How would you describe the groomsmen's reaction to their wedding garments?
- Rabia and her mother are concerned that people at the wedding will be judgemental. Is this the case? Are Rabia and Travis happy with the day?

### ARETI AND JESSA

- List the different traditional elements that are included in Areti and Jessa's wedding day.
- How is Jessa's Indigenous Australian heritage woven into the ceremony?
- Many guests join Jessa when she dances the Waiata at the wedding. What does this symbolise?

## After Episode 3

### 1. Exploring the Indigenous Australian relationship with the land

Jessa talks about the special relationship that Indigenous Australians have with the land. Use the websites below to research this in further detail and then choose one of the activities below to complete:

<http://www.qm.qld.gov.au/Find+out+about/Aboriginal+and+Torres+Strait+Islander+Cultures/Land#.VLYqWyuUeSo>

<http://www.australia.gov.au/about-australia/australian-story/austn-indigenous-cultural-heritage>

<http://aiatsis.gov.au/explore>

- **Creative writing task:** Pretend you are a researcher living with a group of Aboriginal people in outback Australia. Write a series of diary entries about your stay that relate to the relationship the people in this community have with the land (300-500 words). Alternatively, if you are an Indigenous student, write a script for a short film that explains/shows the Indigenous relationship to the land.
- **Essay:** Write an essay that compares and contrasts the Indigenous and non-Indigenous Australian relationship with the land. (700-800 words)

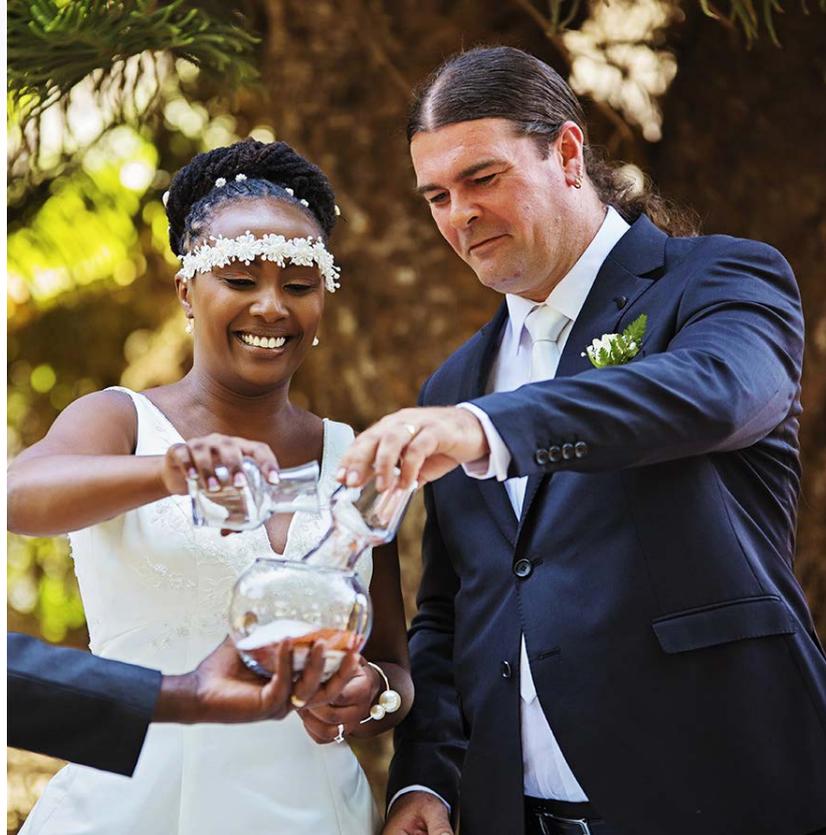
## 2. History depth study – Recognition and Rights of Indigenous people

Students could watch Episode 3 of MARRY ME MARRY MY FAMILY as part of a History depth study. After viewing students could conduct further research and write a 600 – 800 word essay that demonstrates their understanding of:

- The nature of the relationship of indigenous peoples with their land and their response to perceptions of, and feelings about, the arrival of the colonisers
- The basis on which the colonists claimed sovereignty and imposed control, including conquest, treaty and the doctrine of ‘terra nullius’; and the consequences for the legal status and land rights of Indigenous peoples
- The nature of government policies and their impact on indigenous peoples, for example protection, assimilation (including the Stolen Generations), and self-determination
- The role of individuals and groups who supported the movement for indigenous recognition and rights, including the methods they used and the resistance they encountered
- The economic, political and social challenges and opportunities indigenous peoples have faced, including the role of cultural activity in developing awareness in society
- The achievements of indigenous peoples at the end of the 20th century, including the right to vote, land rights/native title, and attempt at reconciliation
- The continued efforts to achieve greater recognition, reconciliation, civil rights, and improvements in education and health 8

## 3. Media presentation

Use ICT to create a 4-5 minute, visual representation of the key aspects of Maori or Pakistani culture. Use voice over, images and appropriate music to communicate your understanding.



## After Viewing

### 1. Mapping activity

Create a Google map that identifies the location of each of the following places/areas referenced in MARRY ME MARRY MY FAMILY:

- ARMENIA
- INDIA
- ADELAIDE
- SYDNEY
- KENYA/NAIROBI
- SRI LANKA
- CHINA
- MALTA
- PAKISTAN
- WIRADJURI TRIBAL AREA
- NEW ZEALAND
- TONGA

For each place:

- Drop a pin
- Explain why each place is important to one or more of the characters in the series
- Add a picture that helps to explain the significance of the place.

### 2. English comparative writing task.

In a comparative essay, you will be assessed on your ability to compare and contrast certain ideas in two texts. Such ideas will often revolve around identity, conflict, guilt, personal growth, defiance, power, authority, individual freedoms etc. You will need to identify similarities and differences in these two texts.

To do well, you will need to become as analytical as possible with regards to general ideas such as personal growth, justice and conflict. You must go beyond statements such as both characters share a burning sense of ambition. You will need



to analyse each character's ambition, its consequences and effects. How does it transform each character? What are the similarities and what are the differences?<sup>9</sup>

*MARRY ME MARRY MY FAMILY* could be viewed and studied as part of a comparative study of texts that focus on identity and belonging. Suggestions of texts that the series could be studied in conjunction with include:

Growing Up Asian in Australia (Alice Pung, Black inc, Australia, 2008)

Bran Nue Dae (Rachel Perkins, 2010)

Bombshells (Joanna Murray-Smith, Nick Hern, 2004).<sup>10</sup>

*Looking for Alibrandi* (Melina Marchetta, Penguin, Australia, 1992)

Unspoken Rules (Lora Inak, Rhiza Press, Australia, 2017)

Happiest Refugee (Ahn Do, Allen and Unwin, 2010)

**Focus question:** Discuss how the theme of identity and belonging is explored in *MARRY ME MARRY MY FAMILY* and (one of the texts above). Your comparative written response should be between 600-800 words.

### 3. Immigration stories

Visit the National Maritime Museum page [http://](http://waves.anmm.gov.au/Immigration-Stories)

[waves.anmm.gov.au/Immigration-Stories](http://waves.anmm.gov.au/Immigration-Stories) and follow the links to complete the activities below.

- Did you or your family migrate to Australia? Go to the "Share your story" link and contribute your story.
- The Welcome Wall at the National Maritime Museum celebrates and commemorates diversity and migration. The wall contains over the names of over 27 500 people from 200 countries around the world. Explore the "Welcome Wall" link by watching the video and viewing the photos and video section. Choose a selection of images and use them as stimulus to create a creative writing piece or a short film that explores the subject matter of immigration. Other useful resources for exploring the history of immigration and the significant contribution migrants have made towards shaping the Australian identity can be found on the sites below.  
<https://museumvictoria.com.au/immigrationmuseum/discoverycentre/immigrant-stories/>  
<http://immigrationplace.com.au/immigration-stories/>
- After exploring the links above conduct your own research into the depiction of immigrants and asylum seekers in the Australian media over the past 10 years. Write a 600-800 word expository essay that focuses on this issue.

- d) Considering Identity  
 Culture clash and issues of identity are explored in MARRY ME MARRY MY FAMILY. Allocate students in the class one of the prompts below. Pairs should discuss their prompt, take notes on their conversation and feedback their main ideas to the group.

**Identity conversation prompts**

*We learn most about ourselves by comparing and contrasting ourselves with other people.*

*We need to step outside our comfort zones in order to achieve personal growth and to expand our identities.*

*We embrace the world outside us in order to feel a sense of connection, and to affirm our own self-worth.*

*Do you see the need to belong as a universal human need? Does the need to belong differ throughout the life cycle?*

*In what ways might people be damaged by the families and groups of which they are a part?*

*In what ways can a strong sense of identity and belonging help us to cope with the difficulties we face in life?*

*In what ways can good relationships enhance our sense of identity?*

*Identity: given or achieved?*



**Writing task:** Write a 400-600 word creative or persuasive response to one of the prompts above. When responding to the prompt consider drawing on recent group discussions, your own experiences and the stories shared in MARRY ME MARRY MY FAMILY. Ask a peer to proofread your work and make any necessary changes before it is submitted.

**4. Create a marketing campaign to promote diversity**

Cultural diversity or multiculturalism is the acceptance of the various ethnic cultures in schools, organizations, businesses, neighbourhoods or cities. At the best, it involves treating impartially and fairly each ethnic group without promoting the particular beliefs or values of any group.<sup>11</sup>

What are the benefits of a tolerant, culturally diverse community? Work in a team of 3 or 4 students to create a marketing campaign to celebrate the cultural diversity in your community.

Some suggestions of ways to present your campaign include: a filmed advertisement, a poster, a brochure or even a website.

**Criteria:**

- The campaign has a clear message
- A range of methods have been used to engage and inform the target audience
- Statistics are used to reinforce your message
- ICT has been used to create and edit the work

The planning sheet on the following page will help you develop and refine your ideas

**Other resources:**

- [http://www.educationworld.com/a\\_lesson/world-religions-multicultural-diversity.shtml](http://www.educationworld.com/a_lesson/world-religions-multicultural-diversity.shtml)
- <http://www.teachingaboutreligion.org/dosanddents.html>
- <http://www.racismnoway.com.au/about-racism/australias-cultural-diversity/>





**Target audience:**

**Describe the form your campaign will be presented in:**

**Explain how your campaign will engage and appeal to your audience:**

**What statistics will you use to reinforce your message?**

**How would you gauge the effectiveness of your campaign?**

## Endnotes

- 1 CJZ. MARRY ME MARRY MY FAMILY Press Kit. 2017 P3
- 2 "Australian Curriculum." Home - The Australian Curriculum V8.3. N.p., n.d. Web. <<http://www.australiancurriculum.edu.au/>> accessed 14 July 2017.
- 3 MARRY ME MARRY MY FAMILY Press Kit.Op.cit P4
- 4 MARRY ME MARRY MY FAMILY (Rachel Moses Falecki, Amelia Pulsford, 2017)
- 5 "The History of Armenia." Armenian History - The History of Armenia through the Centuries., 2017, <[www.littlearmenia.com/html/little\\_armenia/armenian\\_history.asp](http://www.littlearmenia.com/html/little_armenia/armenian_history.asp) > accessed 20th August 2017.
- 6 MARRY ME MARRY MY FAMILY Press Kit.Op.cit P6
- 7 Ibid P8
- 8 'Modern History.' The Australian Curriculum V5.1 Senior Secondary Curriculum. Acara, n.d. Web.<<http://www.australiancurriculum.edu.au/SeniorSecondary/Humanities-and-Social-Sciences/Modern-History/Curriculum/SeniorSecondary>>, accessed 10 February December 2015
- 9 "Writing a Comparative Essay: New Study Design." English Works,< [www.englishworks.com.au/writing-comparative-essay-new-study-design/](http://www.englishworks.com.au/writing-comparative-essay-new-study-design/)> accessed 20th August 2017.
- 10 Peter Cram, Scott Langan, Tara Lloyd, 'English Context Study', Exploring Issues in Identity and Belonging, TSSM, 2010.<<http://gscenglish3.wikispaces.com/file/view/Exploring%20issues%20of%20identity%20%20belonging/287304336/Exploring%20issues%20of%20identity%20%20belonging>> accessed 14th January 2015
- 11 "Definition of Cultural Diversity: What Is Cultural Diversity?" Speechmastery, <[www.speechmastery.com/definition-of-cultural-diversity.html](http://www.speechmastery.com/definition-of-cultural-diversity.html) > accessed 20th August 2017.



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