



Learning notes for Our Sporting Greats: Junior Secondary (Grades 7 -10)

Murri and Ailan athletes in the spotlight

Outlined below are relevant links and some suggested learning activities for Grades 4-6. These activities incorporate a variety of subject areas and include Cross Curriculum Priorities for Aboriginal and Torres Strait Islander Histories and Cultures.

Rationale as educators:

Providing learning where Aboriginal students and Torres Strait Islander students are able to see themselves, their identities and their cultures reflected in the curriculum, can fully participate in the curriculum and build their self-esteem as learners and opportunities for all students to engage in reconciliation, respect and recognition of the world's oldest continuous living cultures (Australian Curriculum).

We can do this by incorporating Aboriginal and Torres Strait Islander ways of working and looking at the world such as:

- looking at [learning holistically](#)
- recognising the connection between learning in different subject areas and working across them

Learning notes for Junior Secondary (Grades 7-10)

Year 7

Learning area	Content description	Connections to other learning areas
English: Language variation and change Expressing and developing ideas Literature and context	(ACELA1528) (ACELA1764) (ACELT1619)	HASS The Arts
The big ideas		
<ul style="list-style-type: none"> - Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place. - Aboriginal and Torres Strait Islander Peoples live in Australia as first peoples of Country or Place and demonstrate resilience in responding to historic and contemporary impacts of colonisation. - Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways. - The significant contributions of Aboriginal Peoples and Torres Strait Islander Peoples in the present and past are acknowledged locally, nationally and globally. 		
Possible learning activities		
<ul style="list-style-type: none"> - Using the Digital stories ask students to: - Sequence information about events, developments, periods and phenomena using a variety of formats that use dating conventions e.g. like a timeline - Key questions: ask students to construct significant questions regarding each of the digital stories that require further investigation into the events, developments, places, systems and challenges for each of the athletes - Using the online photographic collection for the exhibition students could: - In pairs or small groups research the story behind a particular photo of their choice. - Reflect on what they have learnt and propose a personal and/or collective action in response to an issue or challenge, taking into account different perspectives. - For example: - Using the 'Portrait of Queensland cricketer, Eddie Gilbert, ND, Unknown photographer' discuss the power of portraits and investigate art work by Aboriginal artist, Vernon Ah Kee, for example 'I see deadly people, Lex Wotton, 2012'. Key questions: Ah Kee makes his art for a reason; can you explain his main reasons in a paragraph in your own words or through an art piece of your own - Key questions: Ask students to compare what they can see and - Audio visual –SLQ collection <p>Using the learning resources below:</p> <ul style="list-style-type: none"> - Tent Boxers, Lionel Rose 1948-2011; Michael Riley, Sydney : ABC Video Program Sales 2000 http://onerearch.slq.qld.gov.au/SLQ:SLQ_PCI_EBSCO:slq_alma21130847480002061 - Other useful resources: https://collections.museumvictoria.com.au/articles/2018 https://www.sbs.com.au/nitv/nitv-news/article/2017/02/03/round-or-two-pound-or-two-touring-tent-boxing-circuses <ul style="list-style-type: none"> - Ask students in small groups or pairs to listen to the Midnight Oil song called Jimmy Sharmans Boxers' <p>Key questions : What were some of the potential challenges that the tent boxers had to overcome? What were some of the benefits of being involved in tent boxing?</p>		

Going further:

- Students could collaborate to discuss responses society at this time in history and the challenges Aboriginal people faced at this time, students could compare the challenges Aboriginal people faced during the tent boxing time in history with the present day. Students could represent their thoughts and findings in in graphs, tables and annotated diagrams.
- **More Aboriginal and Torres Strait Islander books from the SLQ collection that could be used to complement lessons:**
- 'Aborigines and the 'sport of kings' : indigenous jockeys in Australian racing history', John Maynard 1954-; Australian Institute of Aboriginal and Torres Strait Islander Studies Canberra, ACT : Aboriginal Studies Press | 2013
- 'Black diamonds : the Aboriginal and Islander Sports Hall of Fame' , Colin & Paul Tatz Colin Tatz ; Paul Tatz St Leonards, N.S.W : Allen & Unwin | 1996
- 'Cricket walkabout : the Australian aboriginal cricketers on tour, 1867-1868', D. J. Mulvaney (Derek John), 1925-2016 Carlton, Vic. : Melbourne University Press | 1967

Year 8

Learning area	Content description	Connections to other learning areas
English: Literature Literature and context Responding to literature	(ACELT1626) (ACELT1628) (ACELT1807)	HASS The Arts

The Big ideas

- Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups
- Explore the interconnectedness of Country/Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors
- Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts
- Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through [ways of being, knowing, thinking and doing](#).
- Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways.
- Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place

Possible learning activities

- Digital stories
- Ask students watch each digital story and take notes. Then with these notes:
- Investigating differing viewpoints eg. the interconnectedness of Country/Place, People, Identity and Culture
- Recognise the similarities and differences between oral traditions and written texts.
- **Going further:** Investigate the [Oral traditions](#) of the oldest living cultures on Earth and investigate the new and creative ways Aboriginal peoples and Torres Strait Islander peoples are using technology to maintain cultural stories eg. [Indigital](#)
- [Photograph collection](#)
- Using the online photographic collection for the exhibition students could:
- Choose a photo from the collection and analyse how choreographers use elements of dance and production elements to communicate intent e.g. Bangara
- Using the photo of Alex Bond and Meun Lifu senior dance champions at the Laura Aboriginal Dance Festival Queensland, 1989
- Students could research and watch dance performances from the Laura Aboriginal Dance Festival and explore viewpoints of Aboriginal peoples and Torres Strait Islander peoples
- [Audio visual –SLQ collection](#)
- Using the learning resource Rhonda Purcell 'Surviving', Season 2 Episode 19, www.sbs.com.au
- After watching this episode ask students to reflect on ideas raised using a KWL chart. Like:
- following your dreams
- strong willed, determined and committed
- family connections - greatest inspiration was her mother – strong woman and this year's NAIDOC theme
- get healthy - taking action, do something about unhealthy ways
- strong body, strong mind, strong soul

Key questions:

- What is Rhonda talking about when she talks about having a strong body, strong mind and strong soul?

More Aboriginal and Torres Strait Islander children's books from the SLQ collection that could be used to complement lessons:

- 'Aborigines and the 'sport of kings' : indigenous jockeys in Australian racing history', John Maynard 1954-; Australian Institute of Aboriginal and Torres Strait Islander Studies Canberra, ACT : Aboriginal Studies Press | 2013
- 'Black diamonds : the Aboriginal and Islander Sports Hall of Fame', Colin & Paul Tatz Colin Tatz ; Paul Tatz St Leonards, N.S.W : Allen & Unwin | 1996
- 'Cricket walkabout : the Australian aboriginal cricketers on tour, 1867-1868', D. J. Mulvaney (Derek John), 1925-2016 Carlton, Vic. : Melbourne University Press | 1967

Year 9

Learning area	Content description	Connections to other learning areas
Literature Literature and context Responding to literature Texts in context	(ACELT1633) (ACELT1635) (ACELY1739)	HASS The Arts

The big ideas

- Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts
- Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts
- Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts
- Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing.
- Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways.
- Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place

Possible learning activities

- [Photograph collection](#)

Using the online photographic collection for the exhibition students could:

- Using the photo of Jerry Jerome driving his car with friends, Taroom Settlement, 1925. Ask students to find out more about the Taroom Settlement.

Key questions:

- Where was this settlement? Why was it called a settlement not a town? What significance does this place have for Aboriginal peoples? What was happening in Australian society that may have had an impact on this time and place?
- Explore and reflect on human experience of living in Taroom Settlement, use the photo of Jerry Jerome as a starting place to unpack this time and place
- Using the Illustrated front cover from The Queenslander, April 18, 1929
- Ask students to analyse how the construction of this media text.

Key questions:

- How does the front cover from The Queenslander make them feel at first glance? Why has the artist positioned the athletes this way?

Going further:

- What is a cultural perspective?

- [Audio visual –SLQ collection](#)

Using the online videos from the learning resource titled Delvene Cockatoo-Collins 2018 Gold Coast Commonwealth Games Medal Design Story <https://www.youtube.com/watch?v=M4QqWIZWYZ0>

Ask students to look into each of the concepts Delvene discusses after watching the video. Some of these concepts might include:

- Inspirational being on Island
- Making things for a long time – [design process](#)
- [Oral traditions](#) part of the art process
- [Connection to the land](#), as our ancestors have been for generations

Kurt Fearnley the official GC2018 Ambassador discusses some important points.

Key questions could be:

- How is the GC2018 medal uniquely Australian and specifically to the Gold Coast?

- 'In sport we beg for greater meaning' can you explain what Kurt means?
- 'There is a greater story to be told in sport and a medal is a symbol of that' explain this quote.
- How does the GC2018 medal tells its own unique story?

Key activities:

- Discuss how the Gold Coast Commonwealth Games 2018 have incorporated local Aboriginal culture into the design of the medals. Explain how successful you feel this was to showcase Aboriginal culture to the world? This could be written in as a report, presented as a news article feature or short answer response

More Aboriginal and Torres Strait Islander children's books from the SLQ collection that could be used to complement lessons:

- 'Darby McCarthy : against all odds', Lauren Callaway. Lauren Callaway 1972- Melbourne : Melbourne Books | 2004
- 'Indigenous people, race relations and Australian sport', Chris Hallinan editor. ; Barry Judd editor. London : Routledge | 2014
- 'Obstacle race : Aborigines in sport', Colin Tatz. Colin Tatz Kensington, N.S.W : New South Wales University Press | 1995

Published articles:

Bond, Chelsea, Phillips, Murray G., & Osmond, Gary (2015) 'Crossing lines: Sport history, transformative narratives, and Aboriginal Australia. The International Journal of the History of Sport', 32(13), pp. 1531-1545.

Year 10

Learning area	Content description	Connection to other learning areas
English Language interaction Literature Literacy	(ACELA1564) (ACELT1639) (ACELY1749)	HASS The Arts

The big ideas

- Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people
- Identifying appeals to shared cultural knowledge, values and beliefs
- Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts
- Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices
- Learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies
- Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing.
- Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways.
- Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place

Possible learning activities

- [Digital stories](#)

Using the digital story of Aunty Lesley Williams, a member of the 'Imparas' Cherbourg Marching Girls team explore the role of missions.

- Ask students to research Cherbourg Mission.

Key questions:

What is a Mission?

Who lived there?

Why was Cherbourg Mission set up?

How was language use to disempower Aboriginal people on Cherbourg Mission?

Why were Aboriginal people not allowed to practice their cultural ways while living at Cherbourg Mission?

- [Photograph collection](#)

Using the online photographic collection for the exhibition students could:

- Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts

For example: Using the 1933 photos of cricketer, Eddie Gilbert, as students to compare cricket photos from this time in history with current day cricket photos. Document what has changed and what has stayed the same.

For example: When did cricket players stop wearing traditional white uniforms? Have bowling styles changed? How has the game of cricket changed since the 1930's e.g. one day test matches, stumps that light up when they are hit, why has the games of cricket evolved?

[Audio visual –SLQ collection](#)

- Tent Boxers Lionel Rose 1948-2011 ; Michael Riley Sydney : ABC Video Program Sales | 2000

Profiles the social history of the boxing tents that toured country and city Australia from 1914 through to the 1970's. Several former Aboriginal boxers such as Lionel Rose and George Bracken describe their experiences as part of Jimmy Sharman's troupe.

- The Danny Morseu Collection National Museum of Australia

http://www.nma.gov.au/goreearchive/past_issues/november_2012/the_danny_morseu_collection

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More resources:

Persuasive texts: Sport in the media – work sample 2

http://docs.acara.edu.au/curriculum/worksamples/Year_10_English_Portfolio_Above.pdf