



Learning notes for Our Sporting Greats: Senior (Grades 11-12)

Murri and Ailan athletes in the spotlight

The QCAA develops, approves and revises syllabuses for senior subjects.

Queensland is introducing a new QCE system starting with Year 11 students. The changes will give students the skills they need for success in work and life in the future. The [new senior system](#) will commence in 2019.

Rationale as educators:

- We provide 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.
- We provide opportunities for all students to engage in reconciliation, respect and recognition of the world's oldest continuous living cultures.

Learning notes for Senior Secondary (Grades 11 -12)

Year 11-12

Concepts

- Students could use the [digital stories](#), [photograph collection](#) and [audio visual collection](#) to explore and unpack these concepts:
 - 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

- Students could use the [digital stories](#), [photograph collection](#) and [audio visual collection](#) as ways of demonstrating their understanding of the concepts above:

For example:

- If a student used the audio-visual resource, '*Tent Boxers, Lionel Rose 1948-2011; Michael Riley, Sydney: ABC Video Program Sales | 2000*' to begin their investigation into this area of Australian history they could record their thinking, findings and reflections in a Multimodal presentation or a Learning log.

In a [Multimodal presentation](#), which could be in the form of tutorials, presentations, orals, seminars, debates, interviews, webpages, computer simulations, interactive presentations, audio visual presentations, dramatic presentations. Students could combine visual and performing arts, food production, craft production, photographic essays.

An example of this could be students using the Tent boxers resource along with other sources to demonstrate their:

- understanding of this particular time in Australian history
- explain Aboriginal peoples and Torres Strait Islander peoples resilience in responding to historic and contemporary impacts of colonisation.

Students could combine visual and performing arts as part of this presentation. An example of this could be the students using Midnight Oil song, '[Jimmy Sharmans Boxers](#)' as inspiration to express how they feel or felt about the concept of the tent boxers. They might:

- write their own lyrics and music about the tent boxers eg. a Ballard
- compose instrumental music about this time
- create an a series of art works telling the story of the tent boxers

The [photograph collection](#) of images of *Our Sporting Greats* could be used as a starting point for a learning journal.

In a Learning log, that could be a journal with digital, visual and/or written work. Students could use a variety of photographs from the exhibition to critically investigate. They could record their thoughts and reflections during their investigation of these photos and that particular time in Australian history.

These reflections could include findings, solved and unsolved problems, analytical and evaluative responses to stimulus responses to newspaper and magazine articles, photos, classroom audiotapes and videos, oral histories, response to guest speakers and other people, poetry and literatures, letters to the editor, contemporary issues and political commentary.

- Another example of how to use the learning log would be to use the [digital stories](#) from *Our Sporting Greats* as a led into investigating and exploring:
- the ways Aboriginal peoples and Torres Strait Islander peoples pass on [cultural traditions](#) and [story](#).
- the significant contributions of Aboriginal Peoples and Torres Strait Islander Peoples in the past that has led to the present

- **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