



Learning notes for Our Sporting Greats: Upper Primary (Grades 4-6)

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 Upper Primary (Grades 4-6)

Year 4

Learning area	Content description	Connections to other learning areas
English: Literature Literature and context Responding to literature	(ACELT1602) (ACELT1603)	HASS The Arts
The big ideas		
<ul style="list-style-type: none"> - Make connections between the ways different authors may represent similar storylines, ideas and relationships - Aboriginal and Torres Strait Islander societies have many Language Groups - Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing 		
Possible learning activities		
<ul style="list-style-type: none"> - Digital stories -Ask students specific questions regarding each digital story. Such as, where is each athlete is from? What made them decide to compete in their chosen sport? -Using the AIATSIS language map find out where the athletes are from. Key questions: Has anyone seen this map before? How it is similar to a map of Australia that might be used to seeing? How is it different? Discuss the similarities and differences Discuss the map and it's features highlighting that before European contact there was over 500 Aboriginal nations across Australia Going further – ask students specifically to look at Queensland and find out more about one or more of the Aboriginal language groups or Torres Strait Islander language groups -Ask students to discuss what the digital stories have in common and record their thinking using a graphic organiser of their choice. - Photograph collection Using the online photographic collection for the exhibition students could: -Compare two or more of the photos in the collection, for example: Use the photo of the Marching Girls at Cherbourg, 1960 and the photo of Alex Bond and Meun Lifu senior dance champions at the Laura Aboriginal Dance Festival Queensland, 1989. Ask students to compare what they can see using a graphic organiser of their choice. -Then ask students to find out more about each event. Compare what students have found out as a whole class (use a yarning circle). -In small groups students can deconstruct the illustrated front cover from 'The Queenslander', April 18, 1929. Specifically looking at the positioning of the players, uniforms, graphics and language. Compare the front cover to the contemporary cover designs today - Students could explore the introduction of the Indigenous round to the Rugby League season and the jersey designs for this round. Key questions – Why was the Indigenous round implemented? When did it begin? What is its purpose? Who was the person / people that came up with the idea? - Audio visual –SLQ collection Using the learning resource 'Who do you think you are? Episode 4, Catherine Freeman' http://onesearch.slq.qld.gov.au/SLQ:SLQ_PCI_EBSCO:slq_alma21207872410002061 <ul style="list-style-type: none"> - After watching episode 4 ask students to reflect on ideas raised using a KWL chart. Such as What do they already know, what would they like to know more about and what did they learn? - Read novel or excerpts from 'Born to Run: My Story' by Cathy Freeman 'Born to run: my story', Cathy Freeman. Cathy Freeman 1973- Camberwell, Vic. : Penguin Books 2007 Available: In storage. Request then collect from level 4 (JUV 927 FRE). http://onesearch.slq.qld.gov.au/SLQ:SLQ_PCI_EBSCO:slq_alma21107618360002061 - Key questions – What was happening in Australia at the time when Cathy competed at the Olympics, When Cathy did her victory lap holding the Aboriginal flag what was Australia's response? 		

- **More Aboriginal and Torres Strait Islander children's books from the SLQ collection that could be used to complement lessons:**
 - 'Patty and The Shadows' Patty (Patrick) Mills; Jared Thomas ; Sydney : Allen & Unwin ; 2017
http://onesearch.slq.qld.gov.au/SLQ:SLQ_PCI_EBSCO:slq_alma21212371850002061
 - 'Making the team' Scott Prince & David Hartley. Scott Prince 1980- ; David Hartley 1979- author. Broome, W.A. Magabala Books | 2013
http://onesearch.slq.qld.gov.au/SLQ:SLQ_PCI_EBSCO:slq_alma21124107680002061
 - Kicking Goals with Goodesy and Magic Anita. Heiss Collingwood : Schwartz Publishing Pty. Ltd | 2016
http://onesearch.slq.qld.gov.au/SLQ:SLQ_PCI_EBSCO:slq_alma21203013380002061

Year 5

Learning area	Content description	Connections to other learning areas
English: Language Language for interaction Literature and context Responding to literature Examining literature Creating texts	(ACELA1502) (ACELT1608) (ACELT1609) (ACELT1610) (ACELY1704)	HASS The Arts
The big ideas		
<ul style="list-style-type: none"> - Aboriginal and Torres Strait Islander societies have many Language Groups - Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing - Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts - Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses - Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience 		
Possible learning activities		
<ul style="list-style-type: none"> - Digital stories - Using the AIATSIS language map find out where the athletes are from. Write a report about the history of the place where the athlete is from or grew up e.g. Cherbourg, Stradbroke Island, Thursday Island - Ask students to summarise the main ideas of one or more of the digital stories. - What are the students still wondering? Make a list of these wonderings and have students individually or in pairs research and find out one of the wonderings from the list and report back to the class what they found out. - This is a perfect opportunity to incorporate a Yarning circle into your classroom. - Photograph collection - Using the online photographic collection for the exhibition students could: <ul style="list-style-type: none"> - Compare photos in the collection. An example: The photo of Alex Bond and Meun Lifu senior dance champions at the Laura Aboriginal Dance Festival Queensland, 1989. Investigate how visual and symbolic elements convey information about cultural elements, such as beliefs, traditions and customs. - In small groups students could deconstruct the illustrated front cover from 'The Queenslander', April 18, 1929. Specifically looking at the positioning of the players, uniforms, graphics and language. What does this tell you about this time in history? - In response to what students have learnt ask them to respond by creating an art work or dramatisation to explain the information you have found and your reflections to an audience. 		
<ul style="list-style-type: none"> - Aboriginal and Torres Strait Islander children's books from the SLQ collection: - 'Our Race for Reconciliation' by Anita Heiss - 'Matty's Comeback' by Anita Heiss - Students could use these books to explore the narrative voice in texts from Aboriginal authors and Torres Strait Islander authors. <p>Key questions: What are some words used in the text that you might not have heard before? Eg. gammin', your mob, shame and how can you find out what they mean? What are the main characters perspectives of animals and spirits? Traditionally how did Aboriginal peoples and Torres Strait Islander peoples care for land? Can you find specific examples of this in the text? To go further: discuss and research why identity is so important to Aboriginal peoples and Torres Strait Islander peoples</p>		

Year 6

Learning area	Content description	Connections to other subject areas
English: Literature Literature and context	(ACELT1613)	HASS (History and Geography) The Arts (Visual arts, drama, music and dance)
The big ideas		
<ul style="list-style-type: none"> - Make connections between students' own experiences and those of the athletes which may from different historical, social and cultural contexts 		
Possible learning activities		
<ul style="list-style-type: none"> - Digital stories - Choose one of Our Sporting Great athletes and one from a different Country and compare and contrast their stories using a Venn Diagram. - Write up into a report, create an art work or dramatisation to explain the information you have found and your reflections to an audience. - Photograph collection - Write up into a report, create an art work or dramatisation to explain the information you have found and your reflections to an audience - Audio visual –SLQ collection - Aboriginal and Torres Strait Islander children's books from the SLQ <ul style="list-style-type: none"> - 'Harry's Secret' by Anita Heiss - 'Knockabout Cricket' by Neridah McMullin <p>Students could use these books to explore the narrative voice in texts from Aboriginal authors and Torres Strait Islander authors.</p> <p>Key questions: Traditionally how did Aboriginal peoples and Torres Strait Islander peoples care for their Country? Find specific examples in the text and research this area. Direct students to these websites: Australians together, QCAA What is the role of Country/ Place for Aboriginal peoples and Torres Strait Islander peoples? Why is this an important aspect of Aboriginal culture and Torres Strait Islander culture?</p> <p>Key activity: Using a Venn diagram compare your perspectives with the main character in the books perspectives on: the place where you live, on animals and spirits, family, education</p>		