Aboriginal and Indigenous knowledge and perspectives
Authors: Georgia Andreacchio, Laura Fing & Ellen Wilson

Contents

Lesson One: Modern History- The Struggles of Aboriginal rights and freedoms prior to 1965, including the 1938 day of mourning

Lesson Two: Modern History- Interpreting the Aboriginal and white Australian perspectives about the Aboriginal rights and freedoms prior to 1965, including the 1938 day of mourning

Lesson Three: Modern History- Analysing and Interpreting the perspectives, sensitivities and primary and secondary sources about the Aboriginal stolen generations

Lesson Four: Modern History- Source Analysis: The Stolen Generations

Lesson Five: Modern History- Group Presentations on the Aboriginal and White Australian perspectives of the Stolen Generation

Lesson Six: Drama- Contemporary Australian Theatre

Lesson Seven: Drama- Presenting Indigenous Perspectives in Performance

Lesson Eight: Drama- Devising Collaborative Performance

Lesson Nine: Drama- Performing Indigenous Theatre

Lesson Ten: Drama- Appreciating Performance
Lesson One  
Modern History  
The Struggles of Aboriginal rights and freedoms prior to 1965. Including the 1938 day of mourning.

<table>
<thead>
<tr>
<th>Outcomes/indicators of learning</th>
<th>Assessment strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>HT 5-8: Selects and analyses a range of historical sources to locate information relevant to an historical inquiry</td>
<td><strong>Informal Assessment:</strong> Teacher will informally assessing students prior knowledge about The Stolen Generation, the struggles, themes and Aboriginal traditions and spirituality. Teacher will also informally assess student’s through class discussion and how well they work within their groups. <strong>Strategy:</strong> Teacher will begin the lesson with brainstorm activity in order to assess students prior knowledge and their prior understanding to the Aboriginal rights, freedoms, the struggles, Aboriginal traditions and their spirituality. Through group work and class discussion the teacher will assess students’ learning through informal assessment.</td>
</tr>
<tr>
<td>HT5-10: Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences</td>
<td><strong>Peer Assessment:</strong> Students listen to their peers answers and/or reflections and question each other about why they came to those conclusions about The stolen Generation, the struggles, themes and Aboriginal traditions and spirituality. <strong>Strategy:</strong> Students will assess their peers within their group discussions/reflections and through the class discussion</td>
</tr>
<tr>
<td></td>
<td><strong>Self Assessment:</strong> Students will reflect on their prior knowledge and what they have learnt about the struggles of Aboriginal rights and freedoms prior to 1965, including the 1938 day of mourning.</td>
</tr>
</tbody>
</table>
Strategy: Students will assess their prior knowledge through the brainstorm activity and will assess what they have learnt from the lesson during the group discussion and after the class discussion.

Content/teaching and learning strategies

Introduction to lesson

- Introduce the topic “The struggles of Aboriginal rights and freedom prior to 1965. Including the 1938 day of mourning”.

- Students are to brainstorm with the classroom teacher on their prior knowledge on The Stolen Generation, the themes and the struggles, Aboriginal traditions and spirituality. This brainstorm activity can be completed on the whiteboard.
Management plan

- The brainstorm activity will enable all students to participate and contribute by the teacher asking each student to write on the whiteboard one aspect of The Stolen Generation, the struggles, rights and freedom, Aboriginal traditions and spirituality that they have learnt prior to this lesson. All students can actively participate and put forth their prior knowledge as well as contribute to the class activity.

- Following from the brainstorm activity on the whiteboard, the teacher can ask students to write out or type the brainstorm in their workbooks or in a word document on their laptops.

The stolen Generation

- The stolen generations are the generations of Aboriginal children taken away from their families by governments, Churches and welfare institutions to be brought up within those institutions or fostered out to white families.
- The removal of aboriginal children from their families was official government policy in Australia until 1969.
- Prior to 1969 from the days of European settlement, Aboriginal children were used as slaves and farm labours.

Themes and the struggles

- The struggles of children searching for their parents in turn resulted to substance and alcohol abuse.
- Members of the Stolen Generations suffer from loneliness, low self-esteem, loss of identity, legal issues, difficulties finding and understanding their religious beliefs, depression, difficulties parenting and unable to manage relationships.
- Themes are: conflict, culture, disaster, Government, landscape, people and technology.

Aboriginal Traditions and Spirituality

- Ritual ceremonies involving special and sacred sites such as; body painting, songs accompanied by dance, The Dreaming (ceremonies providing the means to access of spiritual powers etc.)
Body of lesson

- Display the following YouTube video clip on the struggles of Aboriginal rights and freedoms prior to 1965.
  https://www.youtube.com/watch?v=XaZtOlsgBqQ

- Discuss the struggles of Aboriginal rights and freedoms prior to 1965 and the 1938 day of mourning

**Aboriginal rights and freedoms prior to 1965**

- 1909 National Association for the Advancement of Coloured People (NAACP) is founded, initially in response to lynchings across USA
- 1942 Congress for Racial Equality (CORE) is formed
- 1948 UN Universal Declaration of Human Rights is adopted
- 1954 US Supreme Court ruling makes segregated schools illegal
- 1955 Citywide bus boycott in Montgomery, Alabama is led by Martin Luther King, Jr
- 1957 Federal troops are called in to protect African-American students enrolled at Central High School in Little Rock, Arkansas
- 1960 Sit-in protests against segregation begin
The 1938 day of mourning

On Australia Day, the 26th of January 1938, white Australians celebrated 150 years of European settlement whilst the Aboriginal people held a day of mourning. At 1.30pm, a total of “100 Aboriginal people, men and women met at the Australian hall in Elizabeth street Sydney” (Lawless & Young, 2000, p. 89). “The day of mourning was the consummation of 10 years of political protest against discriminatory policies of governments that denied Aboriginal people full citizen status and equal rights” (Lawless and Young, 2000, p.89). The significance for the Aboriginal people was the 26th of January 1938, the Day of Mourning; it wasn’t the meeting that was significant even though this had been a day of pride. After the Day of Mourning, white and black Australians were to be more interested about each other’s history (Horner, 2004). The sesquicentenary in 1938 had been a day of celebration for white Australians because it was the anniversary of the foundation of Australia. The white Australians celebrated with pride and great achievement (The Argus Melbourne, 1938, p. 12).

The Aborigines protested against the callous treatment that they had endured from the white Australians during the past 150 years. They pleaded to the Australian nation to make new laws for the education and to care for the Aborigines (Lawless & Young, 2000). On Wednesday the 12th of January 1938, a week before the celebrations of the historic landing of captain Phillip in 1788, Jack Patten and Bill Ferguson the representatives of the Aborigines Advancement League, had sent out pamphlet copies to the press, national libraries and selected people of their manifesto entitled “Aborigines claim citizen rights” (Lawless & Young, 2000, p.89). This had been sent out to the press notifying them that they would hold a public meeting on the 26th of January, the Anniversary Day, as a day of Mourning (Lawless & Young, 2000). The pamphlet began with surprising words that read; “This festival of 150 years so called ‘progress’ in Australia commemorates also 150 years of misery and degradation imposed upon the original native inhabitants by the white invaders of this country” (Horner, 2004, p.11). The manifest continued with startling words that would have shocked many white Australians who weren’t aware of how the Aborigines had been treated by white Australians. The pamphlet continued with; “you came here only recently and you took our land away from us by force. You have almost exterminated our people, but there are enough of us remaining to expose the humbug of your claim, as white Australians, to be civilised, progressive, kindly and humane nation” (Horner, 2004, p.11). Through the eyes of the Aborigines, the history of Australia had been told for the first time. They hadn’t asked for charity or protection, only equal citizenship rights. This document in 1938 was significant to Aborigines in that time as it had given them the opportunity to express their opinion and to stand up to the white Australians.
William Cooper, the founder and Secretary of the Aboriginal Advancement League, had propounded the idea of “The Day of Mourning” at a meeting of the Aborigines Advancement League in Melbourne in 1937. Those who supported and held the meeting the Day of Mourning included; “William Cooper, secretary of the Aboriginal Advancement League, Margaret Tucker and Doug Nicholas from Melbourne, Jack and Selina Patterns from La Perouse, Bill Ferguson from Dubbo, Pearl Gibbs from Brevoarrina and Helen Grosvenor from Redfern” (Horton, 1994, p.73). The representatives of the Aborigines Progressive Association had been formed to inform the white Australians to the” injustices endured by Aboriginal people under the New South Wales Aborigines Protection Board”(Horton, 1994, p.73). The Aborigines had no reason to celebrate Australia’s 150th birthday, their purpose was to accuse white Australians of “a policy of genocide” and propose that the Aboriginal people are granted equal citizenship Horton, 1994, p.73). This policy could have been achieved by; revoking the discriminatory laws and exterminating the Aborigines Protection Board, bestowing the same political and legal rights to the Aboriginal people as the white Australians, allow Aborigines social services, benefits such as workers compensation, equal wages, receive equal rights to the possession of property and equal education opportunities( Horner and Langton, 1974).

The Aborigines were herded like cattle and treated as a special class, white Australians who lived in the cities did not realise the abhorrent conditions of slavery that the Aborigines lived in the outback districts( Broome, 1982).Patten announced on “The Day of Mourning”, the Aboriginal women were forced to work in return for rations and weren’t paid for their hard work. Patten catechised the white Australians; “is this not slavery? Do white Australians realise that there is actual slavery in this fair progressive commonwealth?”Broome, 1982, p.167). Patten moved the significant “Day of Mourning” with his powerful words as well as Bill Ferguson who addressed to the audience; “we have been waiting and waiting all our lives for the white people of Australia to better our conditions, but we have waited in vain…”(Lawless, and Young, 2000, P.89).

A week after “The Day of Mourning”, Monday 31st of January, Bill Ferguson, Peal Gibbs and Jack Patten disembarked the delegation that had been arranged for the Prime Minister Joseph Lyons “on the issue of parliamentary representation”(Lawless, and Young, 2000, P.89). Jack Patten had demanded that the commonwealth government should grant financial support to each of the state governments to increase rations and improve housing. Patten had informed Lyons with a national policy for Aborigines that “asked for commonwealth control of all Aboriginal affairs, a ministry of Aboriginal affairs, a ministry of six persons, three of Aboriginal blood and nominated by the Aborigines Progressive Association”(Lawless, and Young, 2000, P.89).
The government allowed almost 30 years of Aboriginal Australians enduring callous treatment from the white Australians before they achieved full citizen rights (Lawless, and Young, 2000). The sesquicentenary was a significant day for both white and black Australians but for two very different reasons. For the whites it was the spirit of rejoicing, thankfulness and hope (Horner, 2004). However for the Aborigines, it was a protest and the beginning of Aboriginal activist groups by making a powerful statement about the social injustices (The Argus Melbourne, 1938). The Day of Mourning was significant in providing a powerful symbol for Aboriginal people to gain equal citizenship and rights (Horton, 1994).

Management Plan

- The use of a YouTube clip will engage all students with mixed abilities as this will enable students to become more engaged within the topic about The Stolen Generation, the struggles, themes and Aboriginal traditions and spirituality. Furthermore, students will have a better understanding of what the topic entails and the visual example of the struggles faced by Aboriginals will enable students to feel empathy towards the Aboriginal people who suffered several struggles.

- The discussion within groups enables students to participate in cooperative learning which motivates passive learners, promotes positive attitudes towards the content and promotes positive peer relationships. Cooperative learning engages students to listen, respect, negotiate and mediate with their other peers. Furthermore, cooperative learning provides students with equal participation, group independence and cohesion and positive values.

- The personal reflection allows students to think critically and focus on personalised learning to meet the needs of all students. Students motivation, confidence and academic performance increases when they work independently.

Conclusion of lesson

- Put students into groups to discuss and reflect on how they felt when they saw the video clip, what questions do they have about the struggles of Aboriginal rights and freedoms prior to 1965 and the 1938 day of mourning.
Differentiation Plan

To assume that there may be students low functioning social skills/ or additional special needs in the classroom, the adaptation of the group activity would be to put students into mixed ability groups in order to educationally intervene and create positive interactions between peers and the students with special needs (Purdie, Hattie & Carroll, 2002). This partnership is hoped to encourage self-management, responsible decision-making skills (as he/she is not working alone, the special needs students are encouraged to make appropriate decisions that emphasise an element of self-regulation) and social-awareness.

The teacher has picked a mixed ability group which the special needs students respects, feels is fair and whom has a good rapport with the student- a good role model. By using this partnership it is hoped that the special needs students will actively cooperate and, in turn, learn and put into practice the social skills he/she has been learning in his social skills training program.

- Students are to personally reflect on what they have learnt from the lesson and write any questions about the topic discussed in their workbooks or in a word document on their laptops.
- Teacher and students end the lesson by having a class discussion.

Resources
- Whiteboard
- Projector
- [https://www.youtube.com/watch?v=XaZtOisgBqQ](https://www.youtube.com/watch?v=XaZtOisgBqQ)
- Workbooks/ laptops
References


# Lesson Two

**Modern History**

Interpreting the Aboriginal and white Australian perspectives about the Aboriginal rights and freedoms prior to 1965, including the 1938 day of mourning.

<table>
<thead>
<tr>
<th>Outcomes/indicators of learning</th>
<th>Assessment strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>HT 5-8: Selects and analyses a range of historical sources to locate information relevant to an historical inquiry</td>
<td><strong>Informal Assessment:</strong> Teacher will informally assessing students prior knowledge about primary and secondary sources. Teacher will also informally assess student's ability to work in pairs and within their groups.</td>
</tr>
<tr>
<td>HT5-10: Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences</td>
<td><strong>Strategy:</strong> Teacher will begin the lesson with students working together in pairs “think pair share” and complete the worksheet online about primary and secondary sources. in order to assess students prior knowledge and their prior understanding about primary and secondary sources, the teacher will assess students' learning through informal assessment.</td>
</tr>
<tr>
<td></td>
<td><strong>Peer Assessment:</strong> Students listen to their peers responses to the questions on the worksheet.</td>
</tr>
<tr>
<td></td>
<td><strong>Strategy:</strong> Students will assess their peers within their pairs “think pair share”, group discussions/Reflections and through the class discussion</td>
</tr>
<tr>
<td></td>
<td><strong>Self Assessment:</strong> Students will reflect on their prior knowledge about primary and secondary sources and what they have learnt about perspectives and sensitivities</td>
</tr>
</tbody>
</table>
**Strategy:** Students will assess their prior knowledge through the think pair share task and will assess what they have learnt from the lesson during the group discussion and after the class discussion.

**Content/ Teaching Strategies**

**Introduction of lesson**

- Recap previous lesson
- Inform students that this lesson will be about interpreting the Aboriginal and white Australian perspectives in relation to the struggles of Aboriginal rights and freedoms prior to 1965, including the 1938 day of mourning by using primary and secondary sources
- Students are to get into pairs and work together to complete the worksheet below which provides students with a diagram of definitions to create. The worksheet is to be given out by the teacher. There is also a list of inquiry based questions on primary and secondary sources that students need to answer. The worksheet is uploaded onto the school’s database. Students are to download the worksheet and answer the questions on their laptops.
Defining Primary and Secondary Sources

What is an example of a primary source that you have used or you have created?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What is an example of a secondary source that you have used or you have created?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
• Once students have completed their worksheets, students can brainstorm their answers as a class on the whiteboard.

<table>
<thead>
<tr>
<th>Primary Sources</th>
<th>Secondary sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>In History, “primary sources are objects and documents created or written during the time being investigated, for example during an event or very soon after” (The Australian Curriculum, 2015)</td>
<td>In History, “secondary sources are accounts about the past that were created after the time being investigated and which often use or refer to primary sources and present a particular interpretation” (The Australian Curriculum, 2015).</td>
</tr>
<tr>
<td>Laws and Treaties</td>
<td>Writings of historians</td>
</tr>
<tr>
<td>Personal documents such as; diaries and letters</td>
<td>The encyclopedia</td>
</tr>
<tr>
<td>Photographs</td>
<td>Documentaries</td>
</tr>
<tr>
<td>Film and Documentaries</td>
<td>History textbooks</td>
</tr>
<tr>
<td>The original firsthand accounts are analysed by the historian to answer questions about the past</td>
<td>Websites</td>
</tr>
</tbody>
</table>

• Introduce the term perspectives and discuss which perspectives student’s will be analysing

• Perspectives are about seeing ideas or viewpoints differently. Different viewpoints are formed by individual experiences, learning, cultural beliefs and values. The perspectives of a group of people are their ways of viewing, or experiencing, the world. Aboriginal and Torres Strait Islander Perspectives are the points of view that Aboriginal and Islander people have which differ by the cultural groups they belong to and their experiences. For example, Aboriginal and Islander people have a different perspective of Australia Day as an event in Australia’s shared history; for many non-Aboriginal and Islander people this is a day for celebrating the birth of a new nation but for most Aboriginal and Islander people it is a day of mourning as it is the time of “invasion and colonisation and the start of the erosion of their language, traditions and cultural identity.

• Introduce sensitivities/ Empathetic Understanding - It is important for students to have an empathetic understanding of the Aboriginal rights and freedoms from the perspectives of Aboriginal people, including an appreciation of the circumstances that they faced, and understanding the values and attitudes of Aboriginal and Torres Strait Islanders.
Body of lesson

- Students are to be placed into groups of 4. Each group is given a primary or secondary source with a different perspective. Each group needs to complete the answers to the following inquiry based questions:

  1. Is this a primary source or a secondary source? Explain your answer.
  2. What perspective does this source come from?
  3. What might be an alternative perspective to this view?
  4. What were the policies and practices that enabled authorities to remove Aboriginal and Torres Strait Islander children from their families and communities?
  5. How did the removal of Aboriginal and Torres Strait Islander children by authorities affect individuals, their families and communities?
  6. Where and with whom did the responsibility lie for the removal and care of the Stolen Generations?
  7. What was the significance of the Prime Minister’s Apology to the Stolen Generations?
  8. Should all Australians contribute to Reconciliation and what actions could be taken?
  9. Describe the experiences of Aboriginal and Torres Strait Islander people who were forcibly removed from their families (the Stolen Generation)
  10. Personally reflect on this source, what have you learnt?

Differentiation Plan

To assume that there may be students with ADHD, ADD or ODD, these students with special needs have one of the lowest functioning set of social skills in the classroom (in particular, is uncooperative and has little to no self-control) (Skoulos & Tryon, 2007). It is also assumed that the students with behavioral disorders have had some social skills training prior to being placed in this class. Therefore, the adaptations of this activity have been used to educationally intervene and create positive interactions between peers and the case study student (Purdie, Hattie & Carroll, 2002). By implementing the think pair share task, the teacher is ensuring that the foundation for future cooperative learning can be successful. This partnership is hoped to encourage self-management, responsible decision-making skills (as he is not working alone, he is encouraged to make appropriate decisions that emphasise an element of self-regulation) and social-awareness. The teacher has picked a partner who the case study student respects, feels is fair and whom has a good rapport with the student- a good role model. By using this partnership it is hoped that the case study student will actively cooperate and, in turn, learn and put into practice the social skills he has been learning in his social skills training program. To assume that there may be students with ADHD, ADD or ODD, students with these behavioral disorders lack emotional maturity, such as feelings of empathy or sympathy (Way, 2011). It is hoped by placing the student with a behavioral disorder in the persona of someone/or people who suffered hardships that this will encourage social and emotional learning and assist the case study student to understand how emotions can indeed affect different situations and how others perceive such situations.
**Source 1**

Poem: Who am I?

Happy and cheerful with my family one day  
With tears and screams I was taken away  
Put into an Aboriginal children's home  
Who was I to turn to? Where was I to go?  

The sisters were nice and looked after us  
Until the sad day my friends were put on the bus  
The bus took them away from me because they were too dark  
They were sent to be slaves, because our skin leaves a mark  

I was so lonely and so sad  
Just because of our skin colour we are judged as bad  
Then my day came to leave Bomaderry  
To turn white and to be put in a white family  

As I got on the train I couldn't stop crying  
Why did the matron make me leave? Why am I still going?  
As I got off the train I felt like everyone was watching  
Watching the dark girl that was approaching  

Now I lived in Sydney with my white family  
Why do I have to be white? Why can't I be me?  
To white people I am introduced as the coloured child  
Why do people act like that? It's like I've been pulled out of the wild.  

On Australia Day I am going to fight  
Against the government for our Aboriginal rights  
Fight to be with my real family and fight to be free  
For I am an Aboriginal and proud to be me  

Poem by Kate Hughes, Fauconbridge, NSW [17].  
[http://www.creativespirits.info/aboriginalculture/politics/stolen-generations-stories#toc5](http://www.creativespirits.info/aboriginalculture/politics/stolen-generations-stories#toc5)
**Source 2**

http://www.creativespirits.info/aboriginalculture/politics/stolen-generations-stories#toc5

Blind Eye: Documentary on the Stolen Generations

Three members of the Stolen Generations remember their experiences.

More info about the film *Benny And The Dreamers*.

**Source 3**

Black and white perspectives on the apology

‘For the pain, suffering and hurt of these stolen generations, their descendants and for their families left behind, we say sorry. To the mothers and fathers, the brothers and sisters, for the breaking up of families and communities, we say sorry.’ Here was the word, used twice in two quick sentences by Prime Minister Kevin Rudd, that everyone in those ranked, packed galleries had come to hear. There was, quite audibly, the exhalation of breath. That same release — the hope of an expulsion, really, of a national burden — could be felt across the country, in public gatherings before giant screens in places such as Melbourne’s Federation Square and Sydney’s Martin Place, to clubs and parks in small towns and school classrooms everywhere.

— Tony Wright, *The Age*, Melbourne, 14 February 2008

http://www.stolengenerations.info/index.php?option=com_content&view=article&id=70&Itemid=22
The Apology to the Stolen Generations

When should genocide not be punished?

In 1997, the government report “Bringing Them Home: Report of the National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from Their Families” demanded policies of genocide by Australian governments towards Aborigines. The report stated that at least 100,000 Aboriginal children had been removed from their families between 1969 in a calculated policy to destroy the race. In the report’s own words:

“The condemnation into the 1970s and 1980s of the practice of performing non-indigenous foster and adoptive families for Indigenous children was also arguably genocide. The genocidal impact of these practices was reasonably irreversible. The policy of forcible removal of children from Indigenous Australians to other groups for the purpose of removing them separately from and ignorant of their culture and people could properly be labeled ‘genocide’, in breach of binding international law from at least 11 December 1948 (concluded by Justice Breman in Polovnick 1991 page 557). The practice continued for an almost another quarter of a century.”

Most of the removals were carried out by state governments but after 1967, the federal government gained power to make laws for Aborigines and created a special ministry for the task. Although the ministers whose actions were described as genocide were not named in the report, they were Peter Hurson (Liberal Party), Billy Warne (Liberal Party), Leo Johnson (Labour Party), Ian Prior (Liberal Party), Fred Chaves (Liberal Party), Peter Beswick (Labour Party), John Flynn (Labour Party) and Garry Rudd (Labour Party).

Oddly, despite detailing genocide, the report’s authors made no recommendation for the government ministers responsible for the policies to be put on trial or extradited to the International Criminal Court in The Hague to answer for their crimes. As the authors would have known, Australia is a signatory to international treaties that require that genocide be punished.

The reluctance to recommend that any state or federal ministers be charged with genocide would perhaps indicate that the report’s authors didn’t think genocide was a crime worth punishing or just didn’t believe their own words when they defined the removal of children as genocide. Either way, it seemed policies were more important than truth telling the stories of the past.

In the case of the stolen generations, there definitely is some conjecture about what happened and whether a crime occurred. The term Stolen Generations was coined in 1911 by Peter Reid, a white

---

Source 4

http://www.convictcreations.com/history/stolengenerations.htm

Source 5

The Stolen Generations: Separation of Aboriginal Children from Their Families in Western Australia

Anna Haebo, Ann Delroy, Michael Patuto

Western Australian Museum, 1 Jan 1999 - Aboriginal Australians - 63 pages

5 stars

0 Reviews

The removal of Aboriginal children began in the early years of British settlement and continued into the 1960s. This is a clearly written and succinct outline of this important subject, and is a perfect introduction for the general reader and is ideal for upper primary and secondary students, and as a resource for history teachers.
Conclusion of lesson

- Conclude the lesson by discussing with the students what has been covered in the lesson, for example; this lesson has drawn on students prior knowledge about primary and secondary sources, introduced students to perspectives and sensitivities. It is important to spend time asking students if they had any questions about primary and secondary sources, the perspectives and sensitivities discussed in their lesson. Students may have questions and the inquiry questions that they have been given, therefore it is important to conclude the lesson with students questions.

- Inform students that they will get more time next lesson to analyse their sources provided to each group and will be given more time to answer the inquiry based questions in the next lesson.

Management Plan

To manage the learning of the students with behavioral disorders the teacher can implement a checklist which will include social and emotional learning skills reached (such as: self-management, social awareness and relationship skills), as well as whether or not the purpose of the think pairs task and group task was reached. The time of the think pairs task and group task will also be observed so the teacher can make an assessment on whether or not inclusion in such an activity causes anxiety or whether the student is able to self-regulate himself for longer periods of time. An example of the checklist that will be used as below:

<table>
<thead>
<tr>
<th>Child's Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates</td>
<td></td>
</tr>
<tr>
<td>- Shares 3 ideas during group work time</td>
<td>Evident</td>
</tr>
<tr>
<td>- Does not speak over partner and over other in the group</td>
<td></td>
</tr>
<tr>
<td>- Respects different opinions by showing an interest in ideas</td>
<td></td>
</tr>
<tr>
<td>(facial expression is positive)</td>
<td></td>
</tr>
<tr>
<td>- Student shows eye contact to partner and people in the group</td>
<td></td>
</tr>
<tr>
<td>- Student does not fidget while completing think pair share task and in group task</td>
<td></td>
</tr>
<tr>
<td>- Student stays on task</td>
<td></td>
</tr>
</tbody>
</table>
Resources

- Laptops
- Whiteboard
- Worksheets
- The Stolen Generations: Separation of Aboriginal Children from Their Families in Western Australia, written by Anna Haebich. Ann Delroy and Michael Patuto
  http://www.convictcreations.com/history/stolengenerations.htm
  http://www.stolengenerations.info/index.php?option=com_content&view=article&id=70&Itemid=22
  http://www.creativespirits.info/aboriginalculture/politics/stolen-generations-stories#toc5

References


# Lesson Three
## Modern History
### Source Analysis: The Aboriginal stolen generations

<table>
<thead>
<tr>
<th>Outcomes/indicators of learning</th>
<th>Assessment strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>HT 5-8: Selects and analyses a range of historical sources to locate information relevant to an historical inquiry</td>
<td><strong>Formal Assessment:</strong> Students are given a formal assessment task which will assess students learning process and content knowledge. Students won’t be formally assessed until lesson 5. <strong>Strategy:</strong> Students are to create a 10-15 minute presentation based on the Primary or Secondary source which they were given on Aboriginal/White Australian perspectives about the rights and freedoms of Aboriginal and Torres Strait Islanders prior to 1960. Students must use Information Computer Technology (ICT) to deliver the content. Students are to include their answers to the inquiry based questions in order to inform students of the perspectives and the analysis of their primary or secondary source. <strong>Informal Assessment:</strong> Teacher will informally assess students ability analyse the primary or secondary source that they were provided with. Teacher will informally assess how well students work within their groups. <strong>Strategy:</strong> Teacher will walk around to each group and analyse how well they are working together. Teacher can ask each group what conclusions that have come to after analysing the sources and check to see if they are on the right track. <strong>Peer Assessment:</strong> Students listen to their peers answers and/or reflections and question each other about why they came to those conclusions about the sources they have analysed and the answers to the inquiry questions.</td>
</tr>
</tbody>
</table>
**Strategy:** Students will assess their peers within their group discussions/reflections and through the class discussion

**Self Assessment:** Students will reflect on their knowledge and understanding of what they have learnt about primary or secondary sources and the perspective of the source.

---

**Content/ Teaching Strategies**

**Introduction to lesson**

- Recap previous lesson on Interpreting perspectives, sensitivities, primary and secondary sources.
- Begin the lesson with a classroom discussion on what students learnt.
- Re-introduce the group task that students began working on in their previous lesson.
- Students will be introduced to their formal assessment.

---

**Management Plan**

- To manage the personal and social skills in cooperative tasks such as; the group task. Students are to complete the Student Reflection or Self-Assessment of Personal & Social Skills n Cooperative Tasks checklist (McGrath & Nobile, 2010).

*Student Reflection or Self-Assessment of Personal & Social Skills n Cooperative Tasks (McGrath & Nobile, 2010)*
Interpreting Perspectives and an Analysis of Primary and Secondary Sources
Oral Presentation Rubric
Weighting: 20%

Name: ___________________________ Grade: ___/20

- Students are to create a presentation based on the Primary or Secondary source which they were given on Aboriginal/White Australian perspectives about the rights and freedoms of Aboriginal and Torres Strait Islanders prior to 1960.
- Students must use Information Computer Technology (ICT) to deliver the content
- Students are to include their answers to the inquiry based questions in order to inform students of the perspectives and the analysis of their primary or secondary source
- The presentation must go for 10-15 minutes

<table>
<thead>
<tr>
<th></th>
<th>Outstanding 17-20</th>
<th>Satisfactory 10-16</th>
<th>Unsatisfactory 0-9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Delivery</strong></td>
<td>Topic introduced clearly and in an interesting way. Purpose of talk was made clear. Outline of points was given.</td>
<td>Topic introduced clearly, and purpose of talk was made clear. Did not make a clear outline of points</td>
<td>Topic introduced but the purpose of the presentation was unclear. Did not make any outline of points</td>
</tr>
<tr>
<td><strong>Content/Organisation</strong></td>
<td>-Student demonstrates full knowledge by answering all class questions with explanations and elaboration -All presenters knew the information, participated equally, and helped each other as needed. Extremely prepared and rehearsed.</td>
<td>- The presentation was a good summary of the topic. Most important information covered. Student presents information in logical sequence which audience can follow.</td>
<td>-Student does not have grasp of information; student cannot answer questions about subject. -Audience cannot understand presentation because there is no sequence of information.</td>
</tr>
<tr>
<td>Perspectives, Sensitivities and empathetic understanding was implemented in the presentation</td>
<td>The perspectives, sensitivities and empathetic understanding of Aboriginal and Torres Strait Islander people was highly understood by members of the group and considered throughout the presentation</td>
<td>The perspectives, sensitivities and empathetic understanding of Aboriginal and Torres Strait Islander people was moderately understood by members of the group and considered throughout the presentation</td>
<td>The perspectives, sensitivities and empathetic understanding of Aboriginal and Torres Strait Islander people was not understood by members of the group and was not considered throughout the presentation</td>
</tr>
<tr>
<td><strong>Voice: clarity, pace, fluency, eye contact</strong></td>
<td>Regular/constant eye contact, The audience was engaged, and presenters held the audience’s attention. Appropriate speaking volume &amp; body language.</td>
<td>Most members spoke to majority of audience; steady eye contact. The audience was engaged by the presentation. Majority of presenters spoke at a suitable volume. Some fidgeting by member(s).</td>
<td>Minimal eye contact by more than one member focusing on small part of audience. The audience was not engaged. Majority of presenters spoke too quickly or quietly making it difficult to understand. Inappropriate/disinterested body language.</td>
</tr>
<tr>
<td><strong>Vocabulary, sentence structure, grammar</strong></td>
<td>Extensive knowledge of topic. Members showed complete understanding of assignment. Accurately answered all questions posed.</td>
<td>Most showed a good understanding of topic. All members able to answer most of audience questions.</td>
<td>Presenters didn’t understand topic. Majority of questions answered by only one member or majority of information incorrect.</td>
</tr>
<tr>
<td><strong>Group Dynamics/ preparation</strong></td>
<td>All presenters knew the information, participated equally, and helped each other as needed. Extremely prepared and rehearsed.</td>
<td>Slight domination of one presenter. Members helped each other. Very well prepared.</td>
<td>Unbalanced presentation or tension resulting from over-helping. Multiple group members not participating. Evident lack of preparation/rehearsal. Dependence on slides.</td>
</tr>
</tbody>
</table>
Body of lesson

- Students are to answer the inquiry based questions by analysing their primary or secondary source which they were given last lesson. Students need to answer the inquiry based questions by the end of the lesson;

11. Is this a primary source or a secondary source? Explain your answer.
12. What perspective does this source come from?
13. What might be an alternative perspective to this view?
14. What were the policies and practices that enabled authorities to remove Aboriginal and Torres Strait Islander children from their families and communities?
15. How did the removal of Aboriginal and Torres Strait Islander children by authorities affect individuals, their families and communities?
16. Where and with whom did the responsibility lie for the removal and care of the Stolen Generations?
17. What was the significance of the Prime Minister’s Apology to the Stolen Generations?
18. Should all Australians contribute to Reconciliation and what actions could be taken?
19. Describe the experiences of Aboriginal and Torres Strait Islander people who were forcibly removed from their families (the Stolen Generation)
20. Personally reflect on this source, what have you learnt?

- Students must consider the formal assessment which they were given to them at the beginning of the lesson. Once they complete their answers to the inquiry based questions, students can start to prepare for group assessment.

- Students will get the whole of next lesson to prepare for their group presentations/ formal assessment task.

Differentiation Plan

To assume that there may be students with physical disabilities, for example Muscular Dystrophy, the student (s) is going through adolescence which is a difficult time for any young person, but is especially difficult for those who suffer from muscular dystrophy or any physical disabilities. The continual limitations physically, mentally and emotionally could put a strain on this student (s), in turn this struggle may lead to the student being more socially withdrawn, which could lead to anxiety or depression (Project Muscular Dystrophy, 2011). Therefore by placing the special needs student (s) into a group and organising for the student (s) to pair up with someone within the group so that they can perhaps write/type notes and/or answers for the special needs student (s). Therefore, the adaptations of this activity have been used to educationally intervene and create positive interactions between peers and the case study student (Purdie, Hattie & Carroll, 2002). By using a single partner for the case study student within the group of 3-4 students, the teacher is ensuring that the foundation for future cooperative learning can be successful. This partnership is hoped to encourage and affect the student’s self-concept and identity formation in a positive way as he is very social and loves computers. It is important that this lesson has been adjusted to increase the case study student’s academic achievement, engagement within the classroom activities, interaction with his peers (Hunt et al., 2003).
Conclusion of lesson

- Discuss any questions that students may have about the assessment task
- Inform students that they will have the whole of next lesson to prepare for their group presentations/formal assessment task
- Inform students that they should have completed their answers to the inquiry based questions provided to them as they have been given plenty of time to answer the questions

Resources

- Assessment task/Rubric handout
- Laptops
- The Stolen Generations: Separation of Aboriginal Children from Their Families in Western Australia, written by Anna Haebich. Ann Delroy and Michael Patuto
  http://www.convictcreations.com/history/stolengenerations.htm
  http://www.stolengenerations.info/index.php?option=com_content&view=article&id=70&Itemid=22
  http://www.creativespirits.info/aboriginalculture/politics/stolen-generations-stories#toc5

References


# Lesson Four

## Modern History

**Source Analysis: The Aboriginal stolen generations**

<table>
<thead>
<tr>
<th>Outcomes/indicators of learning</th>
<th>Assessment strategies</th>
</tr>
</thead>
</table>
| HT5-8: Selects and analyses a range of historical sources to locate information relevant to an historical inquiry | **Formal Assessment:** Students were given a formal assessment task last lesson which will assess students learning process and content knowledge. Students won’t be formally assessed until lesson 5.  
**Strategy:** Students are to create a 10-15 minute presentation based on the Primary or Secondary source which they were given on Aboriginal/White Australian perspectives about the rights and freedoms of Aboriginal and Torres Strait Islanders prior to 1960. Students must use Information Computer Technology (ICT) to deliver the content. Students are to include their answers to the inquiry based questions in order to inform students of the perspectives and the analysis of their primary or secondary source. |
| HT5-10: Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences | **Informal Assessment:** Teacher will informally assess students ability analyse the primary or secondary source that they were provided with. Teacher will informally assess how well students work within their groups.  
**Strategy:** Teacher will walk around to each group and analyse how well they are working together. Teacher can ask each group what conclusions that have come to after analysing the sources and check to see if they are on the right track.  
**Peer Assessment:** Students listen to their peers knowledge and answers and/or reflections and question each other.  
**Strategy:** Students will assess their peers within their group discussions/reflections when analysing the sources and when answering the inquiry based questions.  
**Self Assessment:** Students will reflect on their knowledge and understanding of the source which they are analysing and what they have learnt about the perspectives and their empathetic understanding. |
Content/ Teaching Strategies

Introduction to lesson
- Inform students that they will have this lesson to prepare for their group presentations
- Remind students that they received the formal assessment task last lesson and ask students if they have any questions in relation to the assessment task
- Students should have finished their answers to the inquiry based questions, therefore this lesson is about putting their content into a visual presentation such as; a PowerPoint, Prezi, imovie etc.

Body of lesson
- Students will begin preparing for their groups presentations which will be presented in their next lesson
- Students will have 10-15 minutes to prepare their presentations next lesson
- Presentations need to be presented through the use of Information Computer Technology (ICT)
- Students are to ensure that all answers have been completed to their inquiry based questions
- Students are to allocate roles for each presenter

Conclusion of lesson
- Inform students that they will be presenting within their groups to the class next week
- Discuss any questions that students may about presenting next lesson
- Inform students that the group presentation is a formal assessment worth 20%, thus they will be assessed as a group

Resources
- Assessment task/Rubric handout
- Laptops
- The Stolen Generations: Separation of Aboriginal Children from Their Families in Western Australia, written by Anna Haebich. Ann Delroy and Michael Patuto
  http://www.convictcreations.com/history/stolengenerations.htm
  http://www.stolengenerations.info/index.php?option=com_content&view=article&id=70&Itemi d=22
  http://www.creativespirits.info/aboriginalculture/politics/stolen-generations-stories#toc5
Lesson Five  
Modern History  
Group Presentations on the Aboriginal and White Australian perspectives of the Stolen Generation

<table>
<thead>
<tr>
<th>Outcomes/indicators of learning</th>
<th>Assessment strategies</th>
</tr>
</thead>
</table>
| HT 5-8: Selects and analyses a range of historical sources to locate information relevant to an historical inquiry | **Formal Assessment:** Students were given a formal assessment task 2 lessons prior to this lesson. Teacher will formally assess students learning process and content knowledge throughout the oral presentations which will be delivered throughout this lesson  
**Strategy:** Students are to create a 10-15 minute presentation based on the Primary or Secondary source which they were given on Aboriginal/White Australian perspectives about the rights and freedoms of Aboriginal and Torres Strait Islanders prior to 1960. Students must use Information Computer Technology (ICT) to deliver the content. Students are to include their answers to the inquiry based questions in order to inform students of the perspectives and the analysis of their primary or secondary source  

**Peer Assessment:** Students will assess their peers knowledge and understanding of perspectives, source analysis and empathetic understanding.  
**Strategy:** Students will assess their peers throughout the presentations and after each presentation when the class will ask questions for the group presenting.  

**Self Assessment:** Students will reflect on their knowledge and understanding about what they have learnt about the struggles of Aboriginal rights and freedoms prior to 1965, including the 1938 day of mourning. Furthermore, students will assess their knowledge and understanding about source analysis, perspectives and empathetic understanding of the sources they analysed. |
Content/ Teaching Strategies

Introduction to lesson
- Students will be presenting in groups. Each group will need to present for 10-15 minutes and will need to answer any questions that the teacher or their peers may have at the end of their presentation
- Teacher will assess each group as this is a formal assessment task worth 20%
- Students will have 5 minutes to finalise their preparation for their presentations

Body of lesson
- Students will begin their presentations
- Students need to use Information Computer Technology (ICT) to support their content knowledge

Using Power point Presentations

UN Conventions: Rights of all peoples to self-determination

Article Two of the UN Charter

Article One of the International Covenant on Civil and Political Rights and

Article One of the International Covenant on Social, Economic and Cultural Rights

Article One of the International Covenant on Civil and Political Rights (ICCPR) defines the right of self-determination as involving the free choice of political status and the freedom to pursue economic, social and cultural development.
- Students may present in the form of a powerpoint/ imovie/ Prezi/ Google Docs etc.

- Students and teacher will ask each group presenting questions if any, after each group has presented

- Throughout the presentations the teacher will have a copy of the assessment task rubric below in order to assess each group’s presentation

**Using Prezi**

[https://prezi.com/8tcern9xubxo/stolen-generation/](https://prezi.com/8tcern9xubxo/stolen-generation/)
**Differentiation Plan**

By using a differentiation plan for students with physical disabilities this will enable the student (s) to be more motivated to participate within classroom activities such as the group presentation and the student is incorporated into an inclusive environment where the student has his own program and support systems which are tailed to his needs. The sense of inclusion creates a sense of belonging for the student and in turn will affect the student’s self-concept and identity formation. Most students enjoy working with computers, thus it is important to integrate information computer technology (ICT) into classroom activities and the unit of work in order to showcase student’s skills and the student can participate with activities in a fun and active way. In turn, the student’s self-esteem will increase as he/she will be learning in a fun and interactive way, the student (s) will feel included and he will feel as though he is contributing to classroom activities (Kenward, 1997). Although students with muscular dystrophy suffer from continual limitations such as: physically, mentally, the disruption in physical development, and constant medication, students with these impairments are provided with assistive technology that ensures the curriculum is accessible to the student. The student (s) is most likely provided with “pointing and typing aids, alternative keyboards, touch screens, and mobility and transportation aids” (Ohio Department of Education, 2011). Therefore integrating ICT within the unit of work for the student (s) with a physical disability will provide the student with the opportunity to demonstrate his/her knowledge and skills whilst meeting the academic requirements of the grade-level standards. The special needs student is able likely to struggle with written expression as a result of his disability, therefore he/she can use multiple media such as video, voiceover PowerPoint presentation, visual art etc in order to demonstrate the learning outcomes (Theodoridou & Koutsoklenis, 2013).

**Management Plan**

The use of Information Computer Technology (ICT) will engage students and prevent students from being distracted throughout the group presentations. ICT will engage all students with mixed abilities as this will enable students to become more engaged within the group presentations. Furthermore, students will have a better understanding of what the topic entails and the visual example of the sources analysis, perspectives and the students empathetic understanding of the Aboriginal and Torres Strait Islander experiences of the Stolen Generation.
Interpreting Perspectives and an Analysis of Primary and Secondary Sources
Oral Presentation Rubric
Weighting: 20%

Name: ____________________________ Grade: _____/20

- Students are to create a presentation based on the Primary or Secondary source which they were given on Aboriginal/White Australian perspectives about the rights and freedoms of Aboriginal and Torres Strait Islanders prior to 1960.
- Students must use Information Computer Technology (ICT) to deliver the content
- Students are to include their answers to the inquiry based questions in order to inform students of the perspectives and the analysis of their primary or secondary source
- The presentation must go for 10-15 minutes

<table>
<thead>
<tr>
<th></th>
<th>Outstanding 17-20</th>
<th>Satisfactory 10-16</th>
<th>Unsatisfactory 0-9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Delivery</strong></td>
<td>Topic introduced clearly and in an interesting way. Purpose of talk was made clear. Outline of points was given.</td>
<td>Topic introduced clearly, and purpose of talk was made clear. Did not make a clear outline of points</td>
<td>Topic introduced but the purpose of the presentation was unclear. Did not make any outline of points</td>
</tr>
<tr>
<td><strong>Content/Organisation</strong></td>
<td>-Student demonstrates full knowledge by answering all class questions with explanations and elaboration -All presenters knew the information, participated equally, and helped each other as needed. Extremely prepared and rehearsed.</td>
<td>- The presentation was a good summary of the topic. Most important information covered. Student presents information in logical sequence which audience can follow.</td>
<td>-Student does not have grasp of information; student cannot answer questions about subject. -Audience cannot understand presentation because there is no sequence of information.</td>
</tr>
<tr>
<td>Perspectives, Sensitivities and empathetic understanding was implemented in the presentation</td>
<td>The perspectives, sensitivities and empathetic understanding of Aboriginal and Torres Strait Islander people was highly understood by members of the group and considered throughout the presentation</td>
<td>The perspectives, sensitivities and empathetic understanding of Aboriginal and Torres Strait Islander people was moderately understood by members of the group and considered throughout the presentation</td>
<td>The perspectives, sensitivities and empathetic understanding of Aboriginal and Torres Strait Islander people was not understood by members of the group and was not considered throughout the presentation</td>
</tr>
<tr>
<td><strong>Voice: clarity, pace, fluency, eye contact</strong></td>
<td>Regular/constant eye contact, The audience was engaged, and presenters held the audience’s attention.</td>
<td>Most members spoke to majority of audience; steady eye contact. The audience was engaged by the presentation.</td>
<td>Minimal eye contact by more than one member focusing on small part of audience. The audience was not</td>
</tr>
<tr>
<td><strong>Appropriate speaking volume &amp; body language.</strong></td>
<td><strong>Majority of presenters spoke at a suitable volume. Some fidgeting by member(s).</strong></td>
<td><strong>Engaged. Majority of presenters spoke too quickly or quietly making it difficult to understand. Inappropriate/disinterested body language.</strong></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary, sentence structure, grammar</strong></td>
<td>Extensive knowledge of topic. Members showed complete understanding of assignment. Accurately answered all questions posed.</td>
<td>Most showed a good understanding of topic. All members able to answer most of audience questions.</td>
<td>Presenters didn’t understand topic. Majority of questions answered by only one member or majority of information incorrect.</td>
</tr>
<tr>
<td><strong>Group Dynamics/preparation</strong></td>
<td>All presenters knew the information, participated equally, and helped each other as needed. Extremely prepared and rehearsed.</td>
<td>Slight domination of one presenter. Members helped each other. Very well prepared.</td>
<td>Unbalanced presentation or tension resulting from over-helping. Multiple group members not participating. Evident lack of preparation/rehearsal. Dependence on slides.</td>
</tr>
</tbody>
</table>
• After each group has presented, the teacher and students are to ask questions to the group that presented

Conclusion of lesson
• Have a class discussion on what students learnt from the group presentations
• Discuss what positive and negative aspects they found within working in groups
• Teacher will provide students will a general feedback on their group presentations and will inform students that they will receive their assessment mark in the next lesson

Resources
• Projector
• Laptops
• Assessment task/Rubric handout
• The Stolen Generations: Separation of Aboriginal Children from Their Families in Western Australia, written by Anna Haebich. Ann Delroy and Michael Patuto
http://www.convictcreations.com/history/stolengenerations.htm
http://www.stolengenerations.info/index.php?option=com_content&view=article&id=70&Itemid=22
http://www.creativespirits.info/aboriginalculture/politics/stolen-generations-stories#toc5
• www.youtube.com
• Imovie
• Prezi
• Google Docs/ other resources to present their source analysis task

References

Lesson Six
Drama
Contemporary Australian Theatre

<table>
<thead>
<tr>
<th>Outcomes/indicators of learning</th>
<th>Assessment strategies</th>
</tr>
</thead>
</table>
| 5.2.1: A student applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning. | Informal Assessment
Informally assessing students prior knowledge of Indigenous struggles and knowledge of Aboriginal Theatre. |
| **Indicator**
Demonstrates acting and performance techniques through group devising of a given topic. | **Strategy**
This will be assessed through a class brainstorm on the whiteboard which will allow students to share their ideas and recap on the content which has been covered in previous lessons. |
| 5.3.1: A student responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions. | |
| **Indicator**
Critically evaluates and reflects on devised performances regarding the styles, techniques and conventions that provide dramatic meaning. | |

**Content/ Teaching Strategies**

**Introduction to lesson**

**Recap of Prior knowledge**
Conduct two separate brainstorms on the board. The first brainstorm will centre the subject “Aboriginal and Indigenous struggles and perspectives”. This will be discussed in relation to students prior knowledge which was learnt in previous history lessons. Students will be asked to remember significant events and specific dates and will also be asked to comment on the different perspectives associated with these important events. The second brainstorm will centre the topic “Aboriginal Theatre”. The teacher will then ask students to either use their prior knowledge or speculate certain aspects of Aboriginal Theatre in relation to their previous brainstorm on the struggles and perspectives. (Students are not expected to know a great deal about Aboriginal theatre, however the purpose of this brainstorm is to get students to make connections between the two topics).
Brain storm one:

- The Stolen Generation: aboriginal children being taken away from their families
- Issues of conflict, culture and disaster
- Connections with the land
- The role of government
- The effects of the stolen generation on both aboriginal peoples and white australians
- Aborigina l rights and freedoms to 1965
- The 1938 day of mourning
- The dreaming
Brainstorm two:

**Differentiation Plan:**
Its important to allow students with mixed abilities to equally participate in this activity. Instead of asking for volunteers to provide answers, ask each individual student one at a time to provide the teacher with an answer.

It is also important to not emphasise when a student has provided an answer which is wrong. Instead praise the student for providing their insight and ask them to further their thoughts by giving them something else to think about.

For example “Thankyou Jessica for your answer, its a good start. Why don’t you think about it in terms of...”

**Management Plan:**
Asking each individual to provide the teacher with an answer will make students reflect and come up with an answer which they can share with the class. This will encourage student participation and acceptance of their fellow students opinions and ideas.

It also helps to sit students in a semi circle when doing activities such as brainstorming. This means that students can not hide behind one another and the flow of the activity will work a lot better.
Body of lesson:

**Introduction to Contemporary Australian Theatre:**
Australian drama and theatre originates within the ceremonial dances of indigenous Australians. European theatrical traditions came to Australia with white settlement in 1788 with the first fleet. Contemporary Australian drama and theatre has been influenced by a variety of styles and traditions including Traditional Aboriginal performing, Realism, Expressionism/Absurdist, Brecht, Comedy, Black Comedy and the Ancient Greek Tragedy. Contemporary Australian drama takes aspects of all of these styles (techniques and conventions) and applies it within one performance.

**Styles**

**Aboriginal performances:** The use of traditional dance and songs of the dreaming used to tell stories of the previous generation to the new generations.

**Realism:** Aimed to bring real life onto the stage. A slice of Life. Practitioner: Constantin Stanislavski.

**Expressionism/Absurdist:** Absurdism is the “inevitable devaluation of ideals, purity and purpose”. Absurdist drama asks it viewer to “draw his own conclusions, make his own errors. Though Theatre of the Absurd may be seen as nonsense, they have something to say and can be understood.

**Brecht:** Brecht's Epic Theatre aimed to alienate the audience rather than emotionally connecting with them, in order to provoke rational self-reflection and a critical view of the action on stage and the world around them.

**Black Comedy:** Is a comic work that employs farce and morbid humor, which, in its simplest form, is humor that makes light of subject matter usually considered taboo.

**Ancient Greek theatre (Tragedy):** Tragic plots which are often based on myths. The protagonist has a fatal flaw which will usually work against them. Strong use of a chorus to comment on the actions of the play.

**Ancient Greek theatre (Comedy):** Satirical and farcical themes and often used to make fun of common aspects of life. E.g. Politics or the media.

**Techniques and Conventions**

<table>
<thead>
<tr>
<th>Techniques</th>
<th>Conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tableau</td>
<td>Characters</td>
</tr>
<tr>
<td>Sound scaping/ effects</td>
<td>Symbolism</td>
</tr>
<tr>
<td>Narration</td>
<td>Episodic structure</td>
</tr>
<tr>
<td>Transformational acting</td>
<td>Use of Fourth Wall</td>
</tr>
<tr>
<td>Song/music/vocal effects</td>
<td>Staging</td>
</tr>
<tr>
<td>Monologues</td>
<td></td>
</tr>
</tbody>
</table>
Contemporary Australian theatre on stage- Activity:

- As a class, watch this video of a performance of ‘Honey Spot’ by playwright Jack Davis. This is an example of a piece of Australian Aboriginal theatre. After discussing the techniques and conventions of Australian drama and Theatre with the class ask them to watch this video carefully and pull out any techniques, conventions or use of the elements of drama and production and place them into a table which is given to them.

Honey Spot- Jack Davis:

https://www.youtube.com/watch?v=YIDF6fDIehE
Worksheet:

Contemporary Australian Drama and Theatre

*Honey Spot* Jack Davis

Whilst watching the footage of the performance of *Honey Spot* fill out the following table with any techniques, conventions, elements of drama and production which you can identify.

<table>
<thead>
<tr>
<th>Techniques</th>
<th>Conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elements of Drama</th>
<th>Elements of Production</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>


Conclusion of lesson

- After having a discussion about some of the possible techniques, conventions, elements of drama and production which the class was able to identify. Have a quick discussion about the effectiveness of some of these.
- Ask students to choose one element which they identified and ask them to explain the impact which it had on them.

Resources

- White board and white board markers
- Worksheets and pens
- Laptop and projector (for the youtube video)
- Internet access

References:


www.youtube.com
Lesson Seven
Drama
Presenting Indigenous Perspectives in Performance

<table>
<thead>
<tr>
<th>Outcomes/indicators of learning</th>
<th>Assessment strategies</th>
</tr>
</thead>
</table>
| 5.2.1: A student applies acting and performance techniques expressly and collaboratively to communicate dramatic meaning. | **Formal Assessment Task (PART 1)**
Students will devise performances based on information sourced regarding Aboriginal and Indigenous struggles, adopting a range perspectives. Students will present engaging performances of 3-5 minutes in small groups and explore performance styles, dramatic techniques and theatrical conventions that are exemplified in Aboriginal Theatre. Students will begin working on this performance in preparation for the presentation in a few lessons.  

**Informal assessment:**
Teacher will use the drama activities and group work to determine the level of commitment of the students and will observe how students work together in their designated groups. |

**Indicator**
Demonstrates acting and performance techniques through group devising of a given topic.

5.3.1: A student responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions.

**Indicator**
Critically evaluates and reflects on devised performances regarding the styles, techniques and conventions that provide dramatic meaning.

**Content/ Teaching Strategies**

**Introduction to lesson**

**Recap of last lesson**

- It is important of what was achieved last lesson. Remind students of the brainstorm which was conducted and of the information which students were given about the Contemporary Australian Theatre. Speak briefly about the Youtube video which students watched yesterday, and the techniques and conventions which they pulled out and evaluated. Ask students to comment on how techniques and conventions are used to convey meaning, and ask them to think about how they could use them in their own performances.
Physical Warm up

- As a quick physical warm-up before doing group work, form students into a circle and inform them that they will be shaking out each part of their body to warm up for the physical group work they will do for the rest of the lesson.

Follow the following steps for the warm-up:

1. Form students into a circle
2. Get students to shake out their right and left arm, and right and left leg one at a time, counting down from ten. Each body part will shake individually counting down from ten.
3. Repeat this step, counting down from 9.
4. Continue to repeat this step until each body part has been shaken and loosened up 10 different times, with 10 different counts.

Vocal Warm-up/ technique building

- While it is important to warm up students bodies in preparation for the lesson, it is also very important to warm up students voice to allow them to have full use of their vocals, and so that they do not strain their voices.

- This activity is also important as it helps to build students techniques in song and Rhythm. Although some of these plays have very serious subject matters (e.g the stolen generation), playwrights use humour for dramatic effect.

Follow the following steps for the vocal exercise:

1. Organise the students in a circle. Pass out a short song (printed on paper) which comes from the play *Stolen* by Jane Harrison (A play about 5 narratives from young people part of the Stolen Generation)
2. The song is to be sung in the tune of the “Happy Little Vegemite” song.
3. Practice the song with the students, singing one line at a time. Until students can sing the full song together in unity.
4. Do this a few times.
5. Split the class into two halves. Get one half to begin singing the song normally. The other half of the class will begin to sing the song as the first group reach the end of the second line. Creating a Canon

- This activity will not only warm up the students vocals, but will also get them practicing the techniques of Chorus work (from ancient greek theatre), song and vocal effects.
(This is sung to the tune of We’re Happy Little Vegemites)

We’re training to be doctors – no
We’re training to be cooks – yes, yes
We’re training to be engineers – no
Reading all our books – no, no, no
We’re training to be cleaners – yes
And we’ll earn much less
Because we love to work like slaves, we all adore to work
like slaves. It puts a rose in every cheek.

We’re training to be stockman – yes
We’re training to fly planes – no, no, no
Training to be cleaners – yes
And we’ll dig the drains – yes, yes, yes
Training to take washing in – yes
And we’ll earn much less
Because we love to work like slaves, we all adore to work
like slaves. It puts a rose in every cheek. It puts a rose in
every cheek.

Management Plan

The humour in this activity will engage students and encourage them to participate. The
use of drama games helps to engage students as they are interested and enjoy playing
games. However these games are not only warming them up and preparing them for the
lesson, but they are also teaching them valuable skills and techniques which they can
implement into their own performance devising.

Body of lesson

- Students will be put into their groups which they were with during their history lessons.
  Students will be asked to bring their resources which they used in those lessons.
  These resources will be used as the basis of the performances which they will devise.
- Students will be given the formal assessment task.
Assessment Task
Indigenous Knowledge and Perspectives
*Weighing 30%*

**Outcomes assessed**
5.2.1: A student applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning.
5.3.1: A student responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions.

**PART A (20%)- Performance**
In groups of 3-4, students will devise engaging performances of **3-5 minutes** in length. Students have **TWO LESSONS** to work on this performance

- Students are required to use the sources which they gathered during the historical component of the unit of work to devise a short performance which reflects the perspectives of their given sources.
- Students will engage with performance styles, dramatic techniques and theatrical conventions that are exemplified in Aboriginal Theatre.

**These include:**
Tableaus, Sound scaping effects, narration, transformational acting, song/music/vocal effects, monologues, storytelling, direct address, chorus work, multi-media projections.

- Students will film their performances as they are presenting and these will be uploaded to the class ‘Drama Page’. Performances will be used for further analysis and reflection.

**PART B (10%)- Critical Analysis**

Individually present an **500-word** essay response to the question:

> “**How are Indigenous Perspectives demonstrated to produce dramatic meaning?**”

- Students will use the scaffold in Lesson 10 ‘Analysing a Performance’ in the construction of their answer.

- Students will upload their responses to the class ‘Indigenous Perspectives Page’ beneath the uploaded film of their performance.
**Group work**
- Students should be given the rest of the lesson to work on these performances. Teacher will monitor each group to ensure students are on task.

<table>
<thead>
<tr>
<th>Differentiation plan</th>
<th>Management plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>As stated before in this document, students are placed in mixed ability groups to ensure for a sense of equality amongst students and to allow for students of higher abilities to assist those with lower abilities. This partnership is hoped to encourage self-management, responsible decision-making skills (as he/she is not working alone, the special needs students are encouraged to make appropriate decisions that emphasise an element of self-regulation) and social-awareness.</td>
<td>To ensure students are kept on task, teacher should keep close proximity to the students. The teacher should wander the room monitoring student work, and being available for any assistance if needed. Students will keep on task if they can see the teacher in constantly watching. It will act as a reminder that students have a task which they need to complete. It is also important for the teacher to remind students of how much time they have left in the lesson. This will also work to keep students on the task at hand.</td>
</tr>
</tbody>
</table>

**Conclusion of lesson**
Conclude the lesson by forming students into a circle. Discuss what students achieved in this lesson and ask them to make goals for next lesson. Students will then perform a spinal roll. Spinal rolls are helpful in letting go of the characters and the serious themes in which they embodied during the lesson. The Spinal roll will help students to let go of all this and return to their neutral state. This is important so students do not hang on to any feelings or concerns in the rest of their day at school.

Follow the following steps for a spinal roll:
- Form students in a circle
- ask students to stand with their feet shoulder width apart with their hands by their side.
- Counting down from ten, students are to slowly fold their body in half so that when the teacher reaches ten, they are fully bent over with their arms hanging.
- Let the students hang there for a bit and remind them to let go of their characters and when they rise, they will fully be themselves again.
- Again, count down from 10 untill students are fully standing like once they started.
- Remind students that next lesson they are to come in and begin working straight away on their group tasks.

**Resources**
- White board and white board markers
- Resources from history lessons
- Drama blacks (clothes students are to wear during practical lessons)
- Handout for warm up activity
- Assessment Task outline

**References**

Lesson Eight
Drama
Devising Collaborative Performance

<table>
<thead>
<tr>
<th>Outcomes/indicators of learning</th>
<th>Assessment strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2.1: A student applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning.</td>
<td><strong>Formal Assessment Task (PART 1)</strong> Students will devise performances based on information sourced regarding Aboriginal and Indigenous struggles, adopting a range perspectives. Students will present engaging performances of 3-5 minutes in small groups and explore performance styles, dramatic techniques and theatrical conventions that are exemplified in Aboriginal Theatre. Students will begin working on this performance in preparation for the presentation in a few lessons.</td>
</tr>
<tr>
<td><strong>Indicator</strong> Demonstrates acting and performance techniques through group devising of a given topic.</td>
<td><strong>Self Assessment</strong> Students reflect on their devising of performances individually in log books addressing their progress in the lesson.</td>
</tr>
<tr>
<td>5.3.1: A student responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions.</td>
<td><strong>Strategy</strong> Students specifically reflect on their effort to incorporate theatrical techniques and dramatic conventions including: Tableaus, Sound scaping effects, narration, transformational acting, song/music/vocal effects, monologues, storytelling, direct address, chorus work, multi-media projections.</td>
</tr>
<tr>
<td><strong>Indicator</strong> Critically evaluates and reflects on devised performances regarding the styles, techniques and conventions that provide dramatic meaning.</td>
<td></td>
</tr>
</tbody>
</table>

Content/ Teaching Strategies

**Introduction to lesson**

**Warm up activity**
- **Three in:** Students stand in a circle. One student enters and makes the shape and names what they are (EG: I am a tree). Another student enters and adds to that picture (EG: I am an apple). The third person enters the scene and completes the picture. The first person decides who gets to stay in the scene and they begin a new scene with their chosen role.
- The activity warms up the body and vocals, whilst preparing the students for working collaboratively.
Body of lesson

- Students will be given the body of this lesson to work on their group devised performances. Groups will be allocated different parts of the room to ensure each group has enough space to rehearse.

- Students must also discuss and consider any other additional materials students may select to include in their performance.

These include:
- Props
- Costuming
- Symbolic items
- Staging blocks
- Multi media projections
- Sound effects
- Music
- Lighting

Management Plan

The teacher can assist students to stay engaged in their performance groups by circulating the room and spending equal time with the groups, addressing any concerns they may have about their performance. In doing this teachers can keep a close eye on students conversations and assess if they are working productively and all members are cooperating.

Differentiation Plan

As students are placed in mixed ability groups, there may be students who wish to take over the task and dominate the decisions that are made. Teachers are encouraged to ask those groups were it seems that uneven effort is occurring. Students that may feel excluded due to language barriers (ESL) or present other learning difficulties should establish with the group a single role or job they should be responsible for. Teachers can sit with groups to ensure that this is happening.
Conclusion of lesson

**Cool Down**
Conclude the lesson by forming students into a circle. Discuss what students achieved in this lesson and ask them to make goals for next lesson. Students will then perform a spinal roll. Spinal rolls are helpful in letting go of the characters and the serious themes in which they embodied during the lesson. The Spinal roll will help students to let go of all this and return to their neutral state. This is important so students do not hang on to any feelings or concerns in the rest of their day at school.

Follow the following steps for a spinal roll:
- Form students in a circle
- Ask students to stand with their feet shoulder width apart with their hands by their side.
- Counting down from ten, students are to slowly fold their body in half so that when the teacher reaches ten, they are fully bent over with their arms hanging.
- Let the students hang there for a bit and remind them to let go of their characters and when they rise, they will fully be themselves again.
- Again, count down from 10 until students are fully standing like once they started.

**Logbook entry**
- The main focus of the logbook entry is to reflect on their class experiences of collaborating with their group members.

Students are asked to discuss how they are planning to incorporate:
- Tableaus, Sound scaping effects, narration, transformational acting, song/music/vocal effects, monologues, storytelling, direct address, chorus work, multi-media projections.

**Resources**
- Laptops/ ipads
- Logbooks
# Lesson Nine

**Drama**

Performing Indigenous Theatre

<table>
<thead>
<tr>
<th>Outcomes/indicators of learning</th>
<th>Assessment strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2.1: A student applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning.</td>
<td><strong>Formal Assessment Task (PART 1)</strong>&lt;br&gt;Students will devise performances based on information sourced regarding Aboriginal and Indigenous struggles, adopting a range perspectives. Students will present engaging performances of 3-5 minutes in small groups and explore performance styles, dramatic techniques and theatrical conventions that are exemplified in Aboriginal Theatre. Students will film their performances as they are presenting and these will be uploaded to the class ‘Indigenous Perspectives Page’. Performances will be used for further analysis and reflection.</td>
</tr>
<tr>
<td><strong>Indicator</strong>&lt;br&gt;Demonstrates acting and performance techniques through group devising of a given topic.</td>
<td><strong>Peer Assessment</strong>&lt;br&gt;Students will view the performances of their classmates and provide insightful feedback during the discussion of their performance.</td>
</tr>
<tr>
<td>5.3.1: A student responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions.</td>
<td><strong>Strategy</strong>&lt;br&gt;The worksheet “Discussion on Performance” is used as a guide to assist students in analysing performances. Students who have presented will lead the discussion explaining their intentions and choices for their performance.</td>
</tr>
<tr>
<td><strong>Indicator</strong>&lt;br&gt;Critically evaluates and reflects on devised performances regarding the styles, techniques and conventions that provide dramatic meaning.</td>
<td><strong>Self Assessment</strong>&lt;br&gt;Students reflect on their performances individually in log books addressing their acting experiences in the lesson.</td>
</tr>
<tr>
<td><strong>Strategy</strong>&lt;br&gt;Students specifically reflect on their use of acting skills in performance such as embodiment of character, vocal projection, physicality, focus, confidence and timing. Students will also examine their relationships with other actors and the audience during performance.</td>
<td></td>
</tr>
</tbody>
</table>
Content/ Teaching Strategies

Introduction to lesson

Warm up

- Teacher will lead the class in a full body physical and vocal warm up in preparation for their class performances.
- Teacher leads the students in a stretch as while doing this, students will add a sound in which the rest of the class will imitate. Around the circle, students will come up with their own stretch and accompanied sound one at a time and the rest of the class will follow.
- Teacher continues the vocal warm up by leading students in counting to 8 in medium range pace. As the numbers increase so does the pitch in the students’ voices. The counting is sung collaboratively as a group and is pronounced:

   1
   1-2-1
   1-2-3-2-1
   1-2-3-4-3-2-1
   1-2-3-4-5-3-2-1
   1-2-3-4-5-6-5-4-3-2-1
   1-2-3-4-5-6-7-6-5-4-3-2-1
   1-2-3-4-5-6-7-8-7-6-5-4-3-2-1

- As students count higher, the pitch in voice should also increase, enabling students to explore a range of gradual tone in their voice and warm up correctly with control of their voices.

- Repeat the warm up starting to count down from 8, at a higher pitch and gradually lower the pitch in voice. The counting is sung collaboratively as a group and is pronounced:

   8
   8-7
   8-7-6-7-8
   8-7-6-5-6-7-8
   8-7-6-5-4-5-6-7-8
   8-7-6-5-4-3-4-5-6-7-8
   8-7-6-5-4-3-2-3-4-5-6-7-8
   8-7-6-5-4-3-2-1-2-3-4-6-7-8
**Concentration exercise**
- Students remain standing in a circle and focus on a single point on the ground. Students must feel the momentum and energy of the entire group to simultaneously jump in to the circle and clap.
- The exercise prepares students to work collaboratively as it enhances the nature of teamwork and equal cooperation.

**Body of lesson**
- Students spend 10-15 minutes in rehearsal for their performance. In this time students are encouraged to run through the entire performance once. Students will also organise their props, costumes and staging.
- Groups will individually set up their stage, positioning the audience appropriately and will perform to the class. Performances are filmed simultaneously.

**Management Plan**
Teachers may keep the students on task through identifying the expectations of the processes of rehearsing and performing in Drama. To ensure that students use their rehearsal and preparation time effectively, teachers should constantly remind students of the given time frame they have to prepare. The teacher should also visit each group at least once in the rehearsal process addressing any concerns they have in the presentation of their performance. This will ensure that the schedule of performances are organised and can be presented in the lesson with minimal interruption.

- The films will be uploaded to the class ‘Indigenous Perspectives Page’ where they are accessible to all students in the class.

**Critical Discussion**
- Performances are followed by a short class discussion. students who have just performed will lead the discussion explaining the Aboriginal and Indigenous themes that they have demonstrated in their performance. The rest of the class who has been their audience will engage in a small discussion addressing the questions on the worksheet “Critical Discussion on Performance”.
Worksheet:

Critical Discussion on Performance

1. What styles were used in the performance?
   - Realism
   - Expressionism/ Absurdist
   - Brecht
   - Comedy
   - Black Comedy
   - Tragedy

2. What conventions and techniques of were presented in the performance of Indigenous Theatre?

<table>
<thead>
<tr>
<th>Techniques</th>
<th>Conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tableau</td>
<td>Characters</td>
</tr>
<tr>
<td>Sound scaping/ effects</td>
<td>Symbolism</td>
</tr>
<tr>
<td>Narration</td>
<td>Episodic structure</td>
</tr>
<tr>
<td>Transformational acting</td>
<td>Use of Fourth Wall</td>
</tr>
<tr>
<td>Song/music/vocal effects</td>
<td>Staging</td>
</tr>
<tr>
<td>Monologues</td>
<td></td>
</tr>
<tr>
<td>Storytelling</td>
<td></td>
</tr>
<tr>
<td>Direct address</td>
<td></td>
</tr>
<tr>
<td>Chorus work</td>
<td></td>
</tr>
<tr>
<td>Multi-media projections</td>
<td></td>
</tr>
</tbody>
</table>

3. What messages about Aboriginal and Indigenous issues were presented? How? (Which techniques and conventions communicate these messages?)

4. What perspectives were demonstrated in their performance?
   - Aboriginal and Indigenous perspectives
   - Outsider’s perspective
   - Authoritarian perspective
   - Child/ Student
   - Adult
Indigenous Knowledge and Perspectives
Marking Criteria: Performance
Weighing 20%

Name: ______________________

PART A (20%)

In groups of 3-4, students will devise engaging performances of **3-5 minutes** in length.

Students are assessed on:
- Devises a performance that demonstrates an insightful approach on Indigenous Perspectives
- Application of acting and performance techniques
- Demonstrates collaboration in performance

<table>
<thead>
<tr>
<th>Range:</th>
<th>A student in this range:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>17-20</strong></td>
<td>• Demonstrates a thorough understanding of Indigenous knowledge and perspectives in performance</td>
</tr>
<tr>
<td>(High)</td>
<td>• Demonstrates a comprehensive ability to apply acting and performance techniques</td>
</tr>
<tr>
<td></td>
<td>• Demonstrates a collaborative input of all group members</td>
</tr>
<tr>
<td><strong>9-16</strong></td>
<td>• Demonstrates a sound understanding of Indigenous knowledge and perspectives in some areas of performance</td>
</tr>
<tr>
<td>(Satisfactory)</td>
<td>• Demonstrates a general ability to apply acting and performance techniques most of the time</td>
</tr>
<tr>
<td></td>
<td>• Demonstrates an unequal collaboration of group members</td>
</tr>
<tr>
<td><strong>1-8</strong></td>
<td>• Demonstrates a developing understanding of Indigenous knowledge and perspectives in some areas of performance</td>
</tr>
<tr>
<td>(Progressing)</td>
<td>• Attempts to apply acting and performance techniques</td>
</tr>
<tr>
<td></td>
<td>• Little contribution by all group members</td>
</tr>
</tbody>
</table>

/20
Differentiation Plan

To assist a range of learners in the critical analysis of the performances, the worksheet provided acts as a scaffold to organise difficult concepts and ideas. Teachers may ask specific students/groups of students to focus on one particular aspect while viewing the performance in order to produce a more insightful discussion after the performance.

Conclusion of lesson

Cool down
- All students come together at the conclusion of the lesson, standing in a circle facing inwards with their feet shoulder width apart, letting go of all tension in the body. Teacher will lead students in a spinal roll towards the ground where they will relax all muscles in the body. Students will roll to an upright position.

Logbook entry
- The main focus of the logbook entry is to reflect on their performance in particular their acting experiences.
Students are asked to discuss:
- Embodiment of character
- Vocal projection
- Physicality
- Focus
- Timing
- Students will also examine their relationships with other actors and the audience during performance.

Resources
- Video Camera’s and tripod
- Worksheet “Critical Discussion on Performance”
- Props and costume for performances
- Logbooks
- Laptops/ ipads
- Assessment Marking Criteria: Performance

References
Lesson Ten
Drama
Appreciating Performance

<table>
<thead>
<tr>
<th>Outcomes/indicators of learning</th>
<th>Assessment strategies</th>
</tr>
</thead>
</table>
| 5.3.1: A student responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions. | **Formal Assessment Task (PART 2)**

Students individually present a 500-word essay response to the question: **“How are Indigenous Perspectives demonstrated to produce dramatic meaning?”**

Responses are uploaded to the class ‘Drama Page’ beneath the uploaded film of their performance

**Self Assessment**

Students evaluate and reflect on their collaboratively devised Indigenous performances through a critical examination of the Elements of Drama.

**Strategy**

Students view filmed performances on the class ‘Drama Page’ using the worksheet ‘Analysing a performance’ as a scaffold for their essay response.

---

Content/ Teaching Strategies

**Introduction to lesson**

- Provide students with a mind map showing the Elements of Drama. Teacher assess their prior knowledge by asking them as a class to define each of the terms.
● Explore and revise The Elements of Drama by showing students the Youtube clip:

https://www.youtube.com/watch?v=_dzYF6WF_EE

**Body of Lesson**

● Students view their performances that have been uploaded to the class ‘Indigenous Perspectives Page’.

● Students work independently using the worksheet ‘Analysing a Performance’ to address the questions relating to the Indigenous perspectives they have presented to produce dramatic meaning.

---

**Management Plan**

To engage the class the teacher could ask students to give specific examples of the elements after they have watched the Youtube clip. This may be useful to endure that all students are paying attention.

The teacher could also ask students to identify the anything that they had learnt from the Youtube that is different to their current understanding of the Elements of Drama.
Worksheet:

**Analysing a Performance**

Analyse: Identify components and the relationship between them; draw out and relate implications

1. What Aboriginal and Indigenous perspectives has your group embodied in the performance?
   
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

2. How have you presented these Perspectives through the Elements of Drama?
   Use specific examples from your performance.
   (Character/ Role, Relationships, Tension, Space, Time, Mood, Symbol)
   
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
3. How has your group created Dramatic meaning in the Performance?
(How have the Elements of Drama presented an overall message of your performance)
Indigenous Knowledge and Perspectives
Marking Criteria: Critical Analysis
Weighing 10%

Name: __________________

PART B (10%)

Individually present an 500-word essay response to the question:
“How are Indigenous Perspectives demonstrated to produce dramatic meaning?”

Students are assessed on:
- Presents a well-written and logical analysis communicating Indigenous Perspectives in their performance
- Evaluates the Elements of Drama to show how dramatic meaning is formed

<table>
<thead>
<tr>
<th>Range:</th>
<th>A student in this range:</th>
</tr>
</thead>
</table>
| 8-10 (High) | - Demonstrates a well-written and logical response that is successfully communicates Indigenous Perspectives in their performance  
- Demonstrates a comprehensive ability to evaluate the Elements of Drama to show how dramatic meaning is formed |
| 4-5 (Satisfactory) | - Demonstrates a response that is logical in some areas attempting to communicate Indigenous Perspectives in their performance  
- Demonstrates a general ability to evaluate the Elements of Drama to show how dramatic meaning is formed |
| 1-3 (Progressing) | - Demonstrates a response that shows little connection between Indigenous Perspectives and their performance  
- Develops the ability to explain the Elements of Drama attempting to explain how they create dramatic meaning |
Differentiation Plan

In the analysis of performance, students who have an intellectual disability may struggle to organise their thoughts around this task. The worksheet ‘Analysing a Performance’ acts as a scaffolding tool that contains questions that relate directly to the assessment question.

Teachers may assist students who are struggling to relate the Elements of Drama to their own performance by providing them with specific examples of their performance in order to understand how they apply.

Conclusion of lesson

- Engage the students in a class discussion about the overall messages they have drawn from their performance through completing this task.

- Students will upload their 500 word responses for Assessment (Part 2) to the class ‘Indigenous Perspectives Page’ beneath their filmed performance.

Resources

- Diagram of Elements of Drama
- Youtube clip: Elements of Drama
- Worksheet ‘Analysing a Performance’
- Class ‘Indigenous Perspectives Page’
- Films on Indigenous Performances
- Laptops/ ipads

References

Board of Studies, New South Wales. (2003). Drama Years 7-10 Syllabus. Accessed from BOSTES:

Board of Studies, New South Wales. (2012). A Glossary of Key Words. Accessed from BOSTES:

Youtube. Elements of Drama HHS Physical Theatre. Accessed from:
https://www.youtube.com/watch?v=_dzYF6WF_EE