



UNIVERSITY
OF WOLLONGONG
AUSTRALIA

Koori Aspirations Program 2020

Lesson Plan

YEAR 7 TO 10 ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS

Timing (Est.)	Content (What you are teaching)	Strategy (How you are teaching)	Resources
1 min	Acknowledgement of Country	UOW mentor/AEO/teacher or student: I would like to begin by acknowledging the traditional custodians of the land we are meeting on today and pay my respects to Elders past, present and emerging. Today as we share our knowledge with one another, may we also pay respect to the knowledge embedded forever within the Aboriginal Custodianship of Country.	
3.13 min	Connection to Country video	Play Connection to Country video YouTube video NOTE BEFORE PLAYING: Please warn students that the video they are about to see contains names, images and voices of deceased Aboriginal and Torres Strait Islander peoples.	Connection to Country video <i>[click on hyperlink to play video]</i>
2 min	Mentor Introduction <i>[not required for AEO delivery]</i>	Mentor/UOW staff member to introduce themselves to the class. — Your name — What you did after high school (e.g. straight to university/worked etc and what you study now (if a UOW mentor OR staff member)	
2 min	Ice breaker game	How to play: 1. Everyone stands with space to move (arms width apart at least) 2. Assign actions to numbers 1-4. 1 = 1 clap. 2 = 2 claps. 3 = star jump. 4 = nothing (no movement) 3. Do a practice round and call out random numbers from 1-4 and get students to do the assigned movement 4. Play elimination. Speed up the calling of numbers if students are standing still for a long time. If the students make a mistake they are out of the game and have to sit down.	
2 min	Workshop Introduction	AEO/teacher/UOW mentor/staff member: <i>'The workshop today is all about you. This is an opportunity to be hands on, and is designed to allow you to observe the final product before attempting to recreate it yourselves. The activity will use art to convey a message which will begin with showing three finished themed artworks by artist Natalie Bateman, breaking down the symbolisms used, and then allowing you to create your own using the templates provided, in the form of art, storytelling, poem or colouring in, using the supplies provided in the resource pack'.</i>	

10 min		<p>Understanding identity ‘Who am I?’</p> <p>Discussion: Students consider their response to the question ‘Who am I?’ by completing this quick activity. Students may feel comfortable sharing these with others in the group. Ask students to think about their identity.</p> <p>1. Think about what makes you, you. On a piece of paper or discuss as a group, think of words or phrases that you think define who you are as an Aboriginal or Torres Strait Islander person.</p> <p><i>Example: proud, resilient, strong, family, country, sense of identity.</i></p>	
3 min	Short video of Natalie Bateman	<p>Play the video of Natalie Bateman - <i>click on hyperlink:</i></p> <p>https://www.uow.edu.au/engage/outreach-pathways/in2uni/aboriginal-and-torres-strait-islander-engagement/koori-aspirations-program/</p>	Video can be found on the UOW Koori Aspirations Program webpage
1 hour	Artwork	<p>Students are given the option of five themed artworks.</p> <p>Discussion point: Ask students to vote on one (or two themes) from the list below. Once a theme is selected, play the video which relates to that theme. Provide students with an explanation of the themed artworks - see below. Also refer to the Meaning of artwork designs included in the resource pack.</p> <ol style="list-style-type: none"> 1. “What to do?” – So many choices 2. “How do I get there? - Pathways 3. “Who can guide me?” - Mentors 4. “Knowledge is power” - Learning 5. “Life Gets Hectic” – Managing priorities <p>CLICK ON HYPERLINK BELOW FOR VIDEO OF THEMED ARTWORKS:</p>	<p>Play video related to the selected theme/s</p> <p>Artwork templates, oil pastels</p>

		https://www.uow.edu.au/engage/outreach-pathways/in2uni/aboriginal-and-torres-strait-islander-engagement/koori-aspirations-program/	
		<p>Provide students with copies of the artwork templates and oil pastels.</p>	
	Yarning circle	<p>After students complete their artworks, students will participate in a yarning circle to talk about the meanings behind their artwork and reflect on the process including key messages they took from the themed videos.</p> <p>The yarning circle will be hosted by a UOW mentor/staff member, Aboriginal Education Officer (AEO) or teacher.</p> <p>Notes for AEO/teacher before the yarning circle:</p> <ul style="list-style-type: none"> • Yarning circles build trust, create a safe place and builds respectful relationships and are based on caring, communicating and connectedness where respectful and truthful interactions between students to allow trusting relationships to be built amongst each other is encouraged. Yarning circles provide a safe and supported environment where students can be heard and be listened to, encourage students' interactions amongst each other where students can connect and allow time for students to share their thoughts. <p><u>Rules of the yarning circle:</u></p> <ol style="list-style-type: none"> 1. Everyone sits in a circle. 2. Host invites students to introduce themselves and share something about themselves and their artwork and connect that to their identity – where their mob is from, or where they were born or grew up. 3. The host encourages students to take turns to talk and promote their sharing and learning. 4. All students are provided with an opportunity to speak in a safe non-judgmental place where they can share their strengths in an inclusive and collaborative learning environment. 5. It is important to be present in the moment, be respectful, open, honest and listen deeply, acknowledge others' strengths and offer your own strengths and knowledge in return. 	
CONCLUSION (10 mins)			
10 min	Close and evaluation		