



Lesson Plan

Date:

Duration:

<p>No. of participants: Level: Beginner level Topic: Introducing the First Peoples of Australia</p>	
<p>Lesson aims: By the end of the lesson, participants should have basic knowledge of the First Peoples of Australia.</p>	
<p>Specific learning outcomes: By the end of the lesson, participants should be able to understand and say:</p> <ul style="list-style-type: none">• Aboriginal and Torres Strait Islander peoples• Indigenous Peoples of Australia• First Nations Peoples• Torres Strait Islands• Mainland Australia	<p>Assessment methods: Facilitators to listen to participants pronunciation and check understanding on key vocabularies.</p>
<p>Previous knowledge assumed: low</p>	
<p>Materials and equipment required: Whiteboard, markers, “Australia & First Nations People” handouts, Kyle’s Story clip https://australianstogether.org.au/churches/resources/#video-1 (09:20 – 10:43), Kyle’s Story transcript, First nations Inspirational Public Figures link http://www.shareourpride.org.au/resource_sections/success-stories/index.html or handout if no access to Internet or media devices.</p>	
<p>Room layout: U and O shapes</p>	
<p>General notes on differentiation / learning styles: facilitating techniques involve auditory, visual and kinaesthetic methods.</p>	
<p>Anticipated problems and solutions:</p> <ul style="list-style-type: none">• There might be some participants who have difficulties understanding the concept of Indigenous and First Nation.<ul style="list-style-type: none">○ Facilitators to spend a bit of time explaining these concepts to participants.• Some participants may ask if Indigenous peoples of Australia is different from First Nations Peoples<ul style="list-style-type: none">○ Facilitators to do a bit of research on how and when to use these terms, and spend a bit of time explaining to participants.• Some participants may have difficulties pronouncing words such as “Aboriginal”, “Torres Strait islander”, “indigenous” and<ul style="list-style-type: none">○ Model and drill pronunciation a few times.	



- **Some participants may have unconscious bias or negative mis-information or mis-perception about the Aboriginal and Torres Strait Islander Peoples. These biases and misinformation/misperception may be visible particularly during conversation time.**
 - Facilitators to explain that participants should not generalise or stereotype people, and to cross-check information they received.

Time	Teacher activity	Student Activity	Resources/Reference/ Materials/Equipment
(10 min)	Introduction and ice breaker <ul style="list-style-type: none"> • Meet and greet – Introduction of any new participants (if relevant) • Ice breaker game or activity 	Introduce themselves to each other Engage in ice breaker game/activity	Name tags/stickers Ice breaker handouts (if relevant) Pen and paper (if relevant)
(30 min)	Introduce key vocabularies <ul style="list-style-type: none"> • Establish meaning through images and context <ul style="list-style-type: none"> ○ Distribute “Australia & First Nations Peoples” handouts ○ Go through the handout with its explanations ○ Discuss any words participants find difficult • Pronunciation <ul style="list-style-type: none"> ○ Ask participants to repeat certain words they find difficult 	Look at images Listen Repeat the words	“Australia & First Nations Peoples” handouts
(10 min)	Activity 1 - Share an Aboriginal person’s story <ul style="list-style-type: none"> • Play Kyle’s Story clip – <u>do not provide the transcript yet</u> • Ask participants for comments • Handout and go through the transcript with the class 	Listen Watch the clip	Kyle’s Story clip https://australianstogether.org.au/churches/resources/#video-1 (09:20 – 10:43), Kyle’s Story transcript
(10 min)	Activity 2 – Awareness of First Nations Inspirational People <ul style="list-style-type: none"> • Browse the First Nations Inspirational Public Figures • Ask participants if they know anyone from the list • Ask participants for comments for what they have just discovered. 	Look at images of people Read names and achievements	First Nations Inspirational Public Figures link http://www.shareourpride.org.au/resource_sections/success-stories/index.html or handout if no access to Internet or media devices.



(10 min)	Break – Morning tea		
(40 min)	<p>Conversation - Break into small groups</p> <p>Questions:</p> <ol style="list-style-type: none">1. Have you heard about the Aboriginal and Torres Strait Islander Peoples before? Where or from whom did you learn about them?2. Do you have a friend or know someone who is an Aboriginal or Torres Strait Islander person? How did you meet them?3. What have you learned about the Aboriginal and Torres Strait Islander Peoples culture from this friend or someone you know?4. What do you like the most from the Aboriginal and Torres Strait Islander Peoples culture?5. Would you like to have more Aboriginal and Torres Strait Islander friends? Why?6. Do you identify yourself as a First Nations Person of your country? If so, please share about who you are and what your culture is like.7. Who are the First Nations Peoples in your country?8. How did you relate to the First Nations Peoples in your country?9. Please share about the First Nations Peoples culture in your country.10. What do you like the most about the First Nations Peoples culture in your country?	Answer and discuss questions in their small groups	
(5-10 min)	<p>Conclusion and wrap up</p> <ul style="list-style-type: none">• What have you learn today?• Information about next class etc		