



## Lesson Plan

Date:

Duration:

<p>No. of participants: Level: Beginner level Topic: Introducing Australia's shared history with the First Nations Peoples</p>	
<p><b>Lesson aims:</b> By the end of the lesson, participants should have knowledge of basic shared history of Australia with its First Nations Peoples.</p>	
<p><b>Specific learning outcomes:</b> By the end of the lesson, participants should be able to understand and say key vocabularies:</p> <ul style="list-style-type: none"><li>• Colonisation</li><li>• Terra Nullius</li><li>• Massacre</li><li>• Dysfunction</li><li>• Assimilation</li><li>• Stolen Generation</li><li>• Recognition</li><li>• Reconciliation</li></ul>	<p><b>Assessment methods:</b> Facilitators to listen to participants pronunciation and check understanding on key vocabularies.</p>
<p><b>Previous knowledge assumed:</b> low</p>	
<p><b>Materials and equipment required:</b> Whiteboard, markers, "The Eras of Indigenous History" handouts, <b>Australians Together Ep 1</b> video 00:00 – 03:02 <a href="https://australianstogether.org.au/churches/resources/#video-1">https://australianstogether.org.au/churches/resources/#video-1</a></p>	
<p><b>Room layout:</b> U and O shapes</p>	
<p><b>General notes on differentiation / learning styles:</b> facilitating techniques involve auditory, visual and kinaesthetic methods.</p>	
<p><b>Anticipated problems and solutions:</b></p> <ul style="list-style-type: none"><li>• <b>Some participants may have past trauma or personal lived experience of violence and/or persecution in their county similar to the ones mentioned in the handout.</b><ul style="list-style-type: none"><li>○ Facilitators to provide warning to all participants before the lesson that it may trigger past traumatic experiences.</li><li>○ Facilitators to inform the participants that they are free to take a break from the lesson if they feel it is too much for them.</li><li>○ Facilitators to provide support after the lesson if any participants find the lesson distressing in any way by asking if they are okay and if they need support. If they need further support, pass it on to the Corps Officers.</li></ul></li></ul>	



- **There might be some participants who have difficulties understanding some terms such as Terra Nullius, Stolen Generation and Reconciliation**
  - Facilitators to spend a bit of time explaining these terms to participants.
- **Some participants may have difficulties pronouncing words such as “Terra Nullius”, “massacre” and “activism”**
  - 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"> <li>• Meet and greet - Introduction of any new participants (if relevant)</li> <li>• Ice breaker game or activity</li> </ul>	Introduce themselves to each other Engage in ice breaker game/activity	Name tags/stickers Ice breaker handouts (if relevant) Pen and paper (if relevant)
(5 min)	Introduction of today’s lesson <ul style="list-style-type: none"> <li>• Brief introduction that we are going to learn about some history about the Indigenous and non-Indigenous Australians that are often not told.</li> <li>• Play video</li> <li>• Ask for some brief comments from participants after watching the video</li> </ul>	Listen Watch video Provide comments	<b>Australians Together Ep 1 video 00:00 – 03:02</b> <a href="https://australianstogether.org.au/churches/resources/#video-1">https://australianstogether.org.au/churches/resources/#video-1</a>
(35 min)	Introduce key vocabularies <ul style="list-style-type: none"> <li>• Establish meaning through images and context               <ul style="list-style-type: none"> <li>○ Distribute <b>“The Eras of Indigenous History”</b> handouts</li> <li>○ Go through the handout with its explanations</li> <li>○ Discuss any words participants find difficult</li> </ul> </li> <li>• Pronunciation</li> </ul>	Look at images Listen Repeat the words	<b>“The Eras of Indigenous History”</b> handouts



	<ul style="list-style-type: none"><li>○ Ask participants to repeat certain words they find difficult</li></ul>		
(10 min)	Break – Morning tea		
(50 min)	<p><b>Conversation</b> - Break into small groups</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"><li>1. Have you heard about this part of Australia history before? What do you feel and/or think after learning about this shared history with the First Nations Peoples of Australia?</li><li>2. Is there anything that you didn't know before? What is it?</li><li>3. Is there anything that struck and/or surprise you? What is it?</li><li>4. How do you think the past events has affected the Aboriginal and Torres Strait Islander Peoples?</li><li>5. How do you think the past events has affected the relationship between the Indigenous and non-Indigenous Australians?</li><li>6. After learning about the shared history, how does it affect you?</li><li>7. If you are a new Australian, how would you relate to the First Nations People after learning about the shared history?</li></ol>	Answer and discuss questions in their small groups	
(5-10 min)	<p>Conclusion and wrap up</p> <ul style="list-style-type: none"><li>● <b>Debrief the class so that people can access support afterwards if they are affected in anyway by this lesson.</b></li><li>● What have you learn today?</li><li>● Information about next class etc</li></ul>		