



Lesson Plan

Date:

Duration: 2 hours

<p>No. of participants: Level: Intermediate and Advance 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• First Peoples• Colonisation• Traditional lands• Indigenous Australian• First Nations Australian• Country• Zenadth Kes• Heritage	<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’s First People” handouts, John Paul Janke’s Story clip (3:12 min) - https://aiatsis.gov.au/explore/australias-first-peoples. Video is located in the middle of article, John Paul Janke’s Story transcript.</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 “First Nation” and “Country” to Aboriginal and Torres Strait Islanders people.<ul style="list-style-type: none">○ Facilitators to spend a bit of time explaining this concept to participants.• Some participants may ask if Indigenous peoples of Australia is different from First Nations Peoples	



- 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” or “Zenadth Kes”**
 - 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/mis-perception 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
(5 min)	Introduction <ul style="list-style-type: none"> ● Meet and greet – Introduction of any new participants (if relevant) 	Introduce themselves to each other	Name tags/stickers
(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’s First 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’s First Peoples” handouts
(15 min)	Activity 1 – Reading and Comprehension (in small groups) <ul style="list-style-type: none"> ● Ask participants to do the comprehension exercise at the bottom of the handout ● Ask group to provide an answer in turn ● Check participants’ understanding the article of choice through their answers Re-explain concept or questions that participants’ have difficulties understanding	Do exercise in small groups Discuss answers with other members of the groups Share answers to the class Listen	“Australia’s First Peoples” handouts
(15 min)	Activity 2 – Listening and Comprehension		John Paul Janke’s Story clip - https://aiatsis.gov.au/explore/aus



	<ul style="list-style-type: none"> • Play John Paul Janke’s story clip from AISTISIS website without stopping – <u>DO NOT</u> provide the transcript yet • Ask the class a few questions to see if they catch key information from John’s story. <ul style="list-style-type: none"> ○ Is John an Aboriginal person, a Torres Strait Islander person or both? - Both ○ What is the central element of being an Aboriginal person to John? - Family connection ○ Where is home to John? - Cairns ○ Where is John’s Torres Strait heritage from? – TI • Hand out the transcript and play the clip again. • Explain new words such as “cog”, “TI” • Answer questions that participants’ may have in relation to the story 		<p>tralias-first-peoples. Video is located in the middle of article.</p> <p>John Paul Janke’s Story transcript.</p>
(5-10 min)	Break – Morning tea		
(50 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? 	Answer and discuss questions in their small groups	



	<ol style="list-style-type: none">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?		
(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		