## Assessment Task Cover Sheet

<table>
<thead>
<tr>
<th>Unit Co-ord./Lecturer</th>
<th>Paul Cutler</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tutor:</strong> (if applicable)</td>
<td>Mary O’Dowd</td>
</tr>
<tr>
<td><strong>Student ID</strong></td>
<td>150835</td>
</tr>
<tr>
<td><strong>Student Name</strong></td>
<td>Rhett Defreitas</td>
</tr>
<tr>
<td><strong>Unit Code</strong></td>
<td>ESH390</td>
</tr>
<tr>
<td><strong>Unit Name</strong></td>
<td>Cultural Awareness: Aboriginal &amp; Torres Strait Islander Studies</td>
</tr>
<tr>
<td><strong>Assessment Task Title/Number</strong></td>
<td>Assessment Task 3b: Lesson Sequence with Rationale</td>
</tr>
<tr>
<td><strong>Word Count</strong></td>
<td>1369</td>
</tr>
</tbody>
</table>

I declare that all material in this assessment task is my own work except where there is clear acknowledgement or reference to the work of others and I have complied and agreed to the University statement on Plagiarism and Academic Integrity on the University website at [www.utas.edu.au/plagiarism](http://www.utas.edu.au/plagiarism) *

Signed R. Defreitas  
Date 15/10/15

*By submitting this assessment task and cover sheet electronically, in whatever form, you are deemed to have made the declaration set out above.

Assessor’s feedback:

Assessment Task:

Assessor’s Signature (optional):  
Dated:
School description.

| Peel High School is located in a mixed socio-economic area of Tamworth, NSW. Situated within the traditional homeland of Kamilaroi, the fourth largest Aboriginal nation. Based on the population of Indigenous students at Peel (35%), there will be seven-eight Indigenous students in this ninth-grade Health class. |

Name/ Theme of lesson sequence

| Yulunga (‘playing’): Fairness and sport from an Indigenous perspective. |

Which presentation topic(s) have you drawn on for the sequence:

| Contemporary Racism and the responses of the AFL |

What major benefit will this presentation topic be to the students

| Lesson three, and the assessment task, emphasise racism and responses in sport. This encourages students to discuss and promote diversity, fairness and ethical behaviour in sport through real-world issues. |

Learning Outcomes

| 1. Evaluate and promote diversity, fairness and ethical behaviour in sport. |
| 2. Identify and acknowledge Indigenous cultures, people and traditional games, and the impact on Australian sport. |
| 3. Demonstrate good communication skills, with respect for diverse viewpoints, to contribute to group/class activities. |

Lesson 1:

Traditional Indigenous games and the nation of Kamilaroi.

| Overview: In this physically active lesson students will firstly engage in traditional Indigenous games from the Yulunga resource. Secondly an orienteering activity where students “hunt” and “gather” animals that are distributed around the school in the form of activity cards with fun facts (the animals are specific to Kamilaroi culture and the facts are reflective of Kamilaroi culture, language AND/OR other information this unit will cover). |

Questions: What are some facts about the culture and language of Kamilaroi? How can traditional Indigenous games be transferred to modern sports and/or physical activities?

Learning outcomes

1. Explain the rules of several traditional Indigenous games
2. Describe the culture of Kamilaroi and associate it with modern practices in the local community.

Lesson 2:

Sport participation and Indigenous Athletes.

| Overview: Students will brainstorm their varied purposes for participating in sport/physical activity and compare these to others, as a means for promoting diversity within the class. Students will then brainstorm and research Indigenous athletes and their impact on Australian sports. |

Questions: What impact have Indigenous athletes had on sport and society? Why do you choose to/not to participate in sport and physical activity?

Learning outcomes

1. Identify and evaluate various reasons for participating in sport/physical activity.
2. Identify and analyse the impact of Aboriginal athletes on Australian sport.

Lesson 3:

Racism in sports: Issues and Responses.

| Overview: Firstly, students are presented with, and respond to, information regarding racism in sport, contemporary issues and responses. Secondly, students will observe and discuss several video and written case studies that present unethical behaviour and/or racism in sport. |

Questions: What has been/can be done to combat racism in sport? What impact can racial vilification have on sporting participants and the wider society? |
Learning outcomes
1. Identify and analyse racism in sport and its impact on Australian society
2. Identify and discuss fairness and ethical behaviour in sport.

Lesson 4: Group assessment task.
Overview: Students work on their research-based, group assessment task for an assigned sport played in the local community. See Summative assessment task.

Questions: What actions are local and/or national organisations doing to combat racism and provide equitable participation? What Aboriginal athletes have impacted your sport?

Learning outcomes
1. Analyse and discuss current actions taken to combat racism and promote fairness in specific sports.
2. Demonstrate ethical behaviour and cooperation in-group tasks.

Lesson 5: Group Presentations.
Overview: Using PowerPoint, each group will present their research on racial matters in sport. This will be concluded outside when each group conducts a minor game, from the Yulunga resource, that is transferable to their assigned sport.

What traditional Indigenous game is most transferable to your assigned sport? How has this assessment task helped you understand positive inter-group relationships both inside and outside of sport?

Learning outcomes
1. Demonstrate positive communication skills in both sport and class activities.
2. Appreciate and associate traditional Indigenous games to modern games and physical activities.

Summative Assessment Task:
Throughout this unit, students will work cooperatively in teams that are named after Kamilaroi words for colours (e.g. Gunagunaa = Brown). The final task is an oral presentation where each group researches information on an assigned sport from the local community (Tamworth).

The presentations will address the following questions:
• What elite Indigenous athletes have impacted this sport?
• What racial issues have arisen throughout the sports history?
• What actions are local and/or national organisations doing to combat racism and provide equitable participation?
• What traditional Indigenous game is most transferrable to your sport?

(To be conducted with the class)

For this task students will be provided with online resources including, but not limited to:

Finally, a peer-assessment task will require students to independently rate their colleagues’ contributions to the presentation.

This unit integrates individual/community health, physical education, sport in society, and Aboriginal studies taught in secondary school. It combines HPE curriculum content such as
implications for sport participation, fairness and ethical behaviour, Aboriginal contributions to sports, and Intercultural understanding (ACARA, 2014).

According to standard 1.4, teachers show an understanding of how history, culture and cultural identity effects Indigenous students’ education (AITSL, 2012). The first lesson, and theme of the sequence, acknowledges the traditional homeland of the Kamilaroi nation from which the school is located. In the second lesson students research the impact of Indigenous people on sport throughout history. Emphasising these themes is beneficial for promoting Aboriginal students’ motivation and achievement, as it conveys a sense of “relatedness,” a key feature of Aboriginal worldviews (Korff, 2015). Lesson two explores the various perspectives students’ hold on sport and sport participation. This values the perspectives of all students, which fosters social and academic achievement while affirming cultural values and styles (Ladson-Billings, 1995; Munns, O’Rourke & Bodkin-Andrews, 2013).

Standard 2.4 requires teachers to understand and respect Indigenous culture, languages, and histories to promote reconciliation between non-Indigenous and Indigenous Australians (Price, 2012). The unit will associate Indigenous practices with modern activities. For instance, students will participate in traditional Indigenous games and, as part of their assessment, link these activities to community sports (in Tamworth). The Australian Sports Commission (2009) considers the Yulunga resource a contribution towards the implementation of Indigenous perspectives across the education curriculum.

At a secondary school level students are motivated by practical, interpersonal learning tasks on real-world issues that promote problem-solving and decision-making (Benes, 2012; Read & Greene, 1989). The third lesson shifts to more contemporary issues regarding Indigenous participation in sports. Racism is an ongoing issue in Australian sports (e.g. AFL) that has a negative impact on individuals and society (Gorman, 2010). Through case studies, students are
encouraged to discuss their viewpoints on these issues in order to evaluate actions to combat them. This task, along with previous lessons, leads into the group presentation on racial matters in relevant sports. Students that regularly participate in class discussions on controversial issues are more likely to vote and support democratic values (Barton & McCarthy, 2007).

The inclusion of a cooperative assessment task is based on an understanding that Indigenous people perceive sport as a social activity that develops relationships. Participation also brings opportunities for involvement in additional social/community activities (Australian Bureau of Statistics, 2011). Therefore, the unit will emphasise student collaboration, fairness and ethics in relevant sports, while analysing Indigenous contributions to sports and acknowledging the traditional homeland of Kamilaroi.

As an HPE teacher I encourage lifelong participation in physical activity to improve academic achievement, health, social and emotional wellbeing across a diversity of students. Students need positive, equitable experiences in sport and physical activity contexts. But unethical behaviour (e.g. racial discrimination) can negatively impact participants’ experiences (Cardinal, Yan, & Cardinal, 2013). This unit advises that such behaviour is unacceptable in Nationwide sports that celebrate cultural diversity. By emphasising ethics and fairness in sport I’m additionally linking themes of egalitarianism and “fair go” depicted in non-Indigenous Australian history (O’Dowd, 2010). My contention is that, through sport, non-Indigenous Australians can engage with Indigenous perspectives and history to improve race relations (Gorman, 2010). This student-centred unit incorporates various activities where diversity is valued to promote equity and positive experiences in sport.
References


http://www.teacherstandards.aitsl.edu.au/organisationstandards/organisation


Retrieved from:


http://www.johnstalkerinstitute.org/wellness/nei/11-SBHE-overview-day1.pdf


O’Dowd. M. (2010). ‘Ethical positioning’ a strategy in overcoming student resistance and fostering engagement in teaching Aboriginal history as a compulsory subject to pre-service primary education students. *Education in Rural Australia, 20*(1), 29-42.

