Teachers’ Notes

Legends: The AFL Team of the Century
Our Stories are Our Survival
Dreamtime Showtime

This work is © AIATSIS 2013 and subject to the Copyright Act 1968 (Cth).

You may use the material in your organisation, or your teaching, only in an unaltered form. This permission includes downloading, displaying, printing and reproducing the material.

You must not do the following without obtaining permission from AIATSIS:

- charge others for access to the work
- include the work in advertising or a product for sale
- host the work or an extract of it on a server or within a website
- modify the work.

Your use of this document does not express or imply an association with AIATSIS.

Copies of all three books are available from educational suppliers and bookshops or directly from Aboriginal Studies Press. Please visit the Aboriginal Studies Press website at: http://www.aiatsis.gov.au/asp/buyabook.html or call us on 02 6246 1183 or email sales@aiatsis.gov.au
Table of Contents

To teachers 3-4
   How to use these notes
   Curriculum links
   Intertextual links
   Special provisions
   Trans-cultural considerations
   Assessment provisions 5
   Table: Australian Curriculum Achievement Standard

Text 1: Legends: The AFL Team of the Century 6
   Introduction
      Key ideas
      Australian Curriculum Outcomes for Year 10 English Syllabus 7-8
   Reading activities 9-10
      Understanding the text
   Responding activities 11-12
      Reading, Listening, Viewing Writing, Speaking and Creating tasks

Text 2: Our Stories are Our Survival 13-15
   Introduction
      Key ideas
      Australian Curriculum Outcomes for Year 10 English Syllabus
   Reading activities 16-18
      Understanding the text
   Responding activities 19
      Reading, Listening, Viewing Writing, Speaking and Creating tasks

Text 3: Dreamtime Showtime 20-21
   Introduction
      Key ideas
      Australian Curriculum Outcomes for Year 10 English Syllabus
   Reading activities 22-25
      Understanding the text
   Responding activities 26
      Reading, Listening, Viewing Writing, Speaking and Creating tasks
   Intertextual extension tasks 27
   Essay scaffold 28
   Suggested resources 29 - 30
To teachers

How to use these notes
These teachers’ notes have been designed to accompany three exciting publications from Aboriginal Studies Press. The books, *Legends: The AFL Team of the Century* and *Our Stories are Our Survival* are the key non-fiction texts. A documentary film, *Dreamtime Showtime* is also included in this program of study. These texts are useful resources in a number of key learning areas in the Australian Curriculum, including Stage 5 History and Stage 5 Visual Arts. However, this document has been designed to relate specifically to the Australian Curriculum’s Stage 5 English syllabus, specifically for Year 10.

A range of activities for completion in lessons is presented in these notes. Students are guided through the reading and viewing of the texts by a wide range of activities that engage the Receptive and Productive modes. Some activities are suitable for homework. The activities may be approached on a ‘dip-in’ basis, and need not be used consecutively. Each text may also be studied independently, at the discretion of teachers seeking an alternative to the full program of study.

Curriculum links
Specific syllabus links are provided for all activities. For each text study, summary tables list the relevant Australian Curriculum codes for the Language, Literature and Literacy strands. Teachers may also consider the potential for a joint study of these texts to contribute to a holistic learning program through which students will learn more about Aboriginal cultures and develop intercultural understanding. The cross-curriculum priority that focuses on teaching and learning about Aboriginal and Torres Strait Islander histories and culture is a compulsory requirement of the Australian Curriculum that can also be facilitated through the use of this program.

Intertextual links
The three texts selected for inclusion in this program link in various ways that students and teachers will find stimulating. The unifying theme of *Indigenous Australians and Sport* gives rise to a number of sub-themes that are explored intertextually. These key ideas arise from a study of each text and are explored through the activities:

**Belonging to a family**
- Text 1 - How family experiences can nurture a young sportsperson’s motivation to achieve
- Text 2 - Affirming family identity in authentic ways
- Text 3 - Representing belonging through film techniques

**Overcoming challenges**
- Text 1 - Different ways in which young adults experience culture shock
- Text 2 - Portrayals of adversity
- Text 3 - Sporting symbolism in film-making

**Storytelling**
- Text 1 - Transmitting shared sporting memories through storytelling
- Text 2 - Storytelling as performance literature
- Text 3 - Film narrative techniques that convey a sense of community

**Representing Indigenous Australians in sports writing**
- Text 1 - Positive role modelling through sport
- Text 2 - Assumptions and stereotypes that create a discourse of deficit
- Text 3 - Authentically representing sports people through film

Special provisions

**Extension work**
To supplement this program, suggestions are provided for extension tasks that will challenge students with advanced skills in English. Another useful strategy for extending the more capable students is to convert group-assigned activities to individual tasks.
**Learning difficulties**

The reading questions and essay scaffold activities are ideal for teaching students with learning difficulties, as they offer concrete guidance through the tasks. Students with special learning needs may be assigned more time to make written or oral responses. They may elect to work in partnerships with peers or a learning support teacher. The more challenging tasks can be broken down into simpler steps, and can be refocused on the development of oral responses rather than formal writing tasks. This will help enable students with learning difficulties to achieve the desired learning outcomes. During teaching sessions, encourage students with learning difficulties to:

- take time to discuss their personal response to ideas presented in the text
- verbally describe the physical details of specific settings presented in the visual texts
- note unfamiliar words and find out their meanings by consulting a dictionary (with help from an adult)

**Trans-cultural considerations**

Indigenous Australians prefer to be identified by a language label. For example, using the expression ‘Yorta Yorta woman’ makes it clear to which specific language group the person belongs. The terms ‘Aboriginal people’ and ‘Indigenous people’ have passed into accepted usage despite their originally generic meanings. To distinguish these terms as proper nouns naming cultural groups, it is important that they are capitalised when they appear in written language. It is appropriate to seek to properly define distinct and individual nations and peoples when making reference to Indigenous Australians.

When consulting other resource material, it’s important to keep in mind that natural variance between spoken and written Aboriginal languages. Variance also exists within the written forms of some languages. The difficulties presented by these idiosyncrasies can be streamlined with the help of Aboriginal language specialists. Teachers are encouraged, wherever practicable, to engage the assistance of such people.

It is important that teachers deal authentically with topics relying on the life experiences of Indigenous Australians. The intensely personal and emotive topics that dominate Aboriginal literature call for sensitivity and cross-cultural empathy. Subconscious deference to stereotypes and misconceptions can be avoided through proper listening to and contextualising of Aboriginal writing and storytelling.
Assessment provisions
Teachers are invited to use the assessment tasks selectively, attributing weightings to the activities as they deem appropriate. However, it is important to note that complete fulfilment of Australian Curriculum requirements is achieved only when the activities are undertaken as a whole program. Australian Curriculum codes exist for all activities to assist teachers in their planning.

The table below summarises the provisions in the program for the evaluating of achievement standards in line with the Australian Curriculum for Stage 5 English, Year 10 course.

### Australian Curriculum Achievement Standard

#### Receptive Modes

<table>
<thead>
<tr>
<th>Reading</th>
<th>Listening</th>
<th>Viewing</th>
</tr>
</thead>
<tbody>
<tr>
<td>◦ <em>Legends: The AFL Team of the Century</em></td>
<td>◦ to the opinions of others</td>
<td>◦ <em>Dreamtime Showtime</em></td>
</tr>
<tr>
<td>◦ <em>Our Stories are Our Survival</em></td>
<td>◦ to background information about texts</td>
<td>◦ related audio-visual texts</td>
</tr>
<tr>
<td>◦ related media texts</td>
<td>◦ to oral presentations</td>
<td>◦ <em>Who do you think you are?</em> (Michael O’Loughlin)</td>
</tr>
</tbody>
</table>

#### Productive Modes

<table>
<thead>
<tr>
<th>Writing</th>
<th>Speaking</th>
<th>Creating</th>
</tr>
</thead>
<tbody>
<tr>
<td>◦ reviewing non-fiction</td>
<td>◦ discussion</td>
<td>◦ multi-media texts</td>
</tr>
<tr>
<td>◦ analysing non-fiction</td>
<td>◦ presenting an opinion</td>
<td>◦ summaries</td>
</tr>
<tr>
<td>◦ persuasive writing</td>
<td>◦ oral presentation of research</td>
<td>◦ visual presentations</td>
</tr>
</tbody>
</table>
SUB-UNIT 1  TITLE TEXT 1

Legends: The AFL Team of the Century

Introduction

In this generously illustrated book, Sean Gorman presents the lives and times of Indigenous Australia’s greatest football players. Students will be inspired by the stories of these men, who have been honoured by selection in the AFL’s Indigenous Team of the Century. The long and proud history of Indigenous players in the AFL is chronicled through the eyes of the men who made the competition what it is today. Tracing the rise of greats including Graham “Polly” Farmer, Barry Cable and Michael Long, Gorman takes us on a riveting journey through the heartland of AFL history. Students will find these short biographies engaging and informative, presented in a lively and readable style. Springing from the lively sporting traditions of country towns and remote communities all over Australia, readers can follow the fortunes of the men whose commitment to excellence landed them a place among football’s elite sportsmen.

Teachers will find this book useful in exploring various themes with students. Four key ideas form the focus of this program of study. The combination of narrative and quoted material drawn from personal interviews works well to provide students with a balanced, informative and eminently readable text that will enhance their understanding of the key ideas listed here. This text provides an excellent springboard for the depth study to follow, and its grounding in the entertaining subject of Australian Rules Football makes it an ideal motivational tools to tempt reluctant readers.

Key ideas

Belonging to a family
How family experiences can nurture a young sportsperson’s motivation to achieve

Overcoming challenges
Different ways in which young adults experience culture shock

Storytelling
Transmitting shared sporting memories through storytelling

Representing Indigenous Australians in sports writing
Positive role modelling through sport
Australian Curriculum Outcomes for Year 10 English Syllabus

This table provides a handy reference for teachers, showing the Australian Curriculum’s outcomes for Year 10 English that are addressed in this program. For teachers who want to use only selected aspects of the program, each task presented includes reference to specific outcomes by code.

### Legends: The AFL Team of the Century

<table>
<thead>
<tr>
<th>LANGUAGE</th>
<th>LITERATURE</th>
<th>LITERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language for interaction</strong></td>
<td><strong>Literature and context</strong></td>
<td><strong>Texts in context</strong></td>
</tr>
<tr>
<td>Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (ACELA1564)</td>
<td>Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (ACELT1639)</td>
<td>Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (ACELY1749)</td>
</tr>
<tr>
<td>Understand that people’s evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (ACELA1565)</td>
<td><strong>Responding to literature</strong></td>
<td><strong>Interacting with others</strong></td>
</tr>
<tr>
<td><strong>Text structure and organisation</strong></td>
<td>Reflect on, extend, endorse or refute others’ interpretations of and responses to literature (ACELT1640)</td>
<td>Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage (ACELY1750)</td>
</tr>
<tr>
<td>Compare the purposes, text structures and language features of traditional and contemporary texts in different media (ACELA1566)</td>
<td>Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response (ACELT1641)</td>
<td>Use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences (ACELY1813)</td>
</tr>
<tr>
<td><strong>Expressing and developing ideas</strong></td>
<td>Evaluate the social, moral and ethical positions represented in texts (ACELT1812)</td>
<td><strong>Interpreting, analyzing, evaluating</strong></td>
</tr>
<tr>
<td>Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts (ACELA1569)</td>
<td><strong>Examining literature</strong></td>
<td>Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (ACELY1752)</td>
</tr>
<tr>
<td>Analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction (ACELA1570)</td>
<td>Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text (ACELT1642)</td>
<td>Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (ACELY1754)</td>
</tr>
<tr>
<td>Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences (ACELA1571)</td>
<td>Compare and evaluate how ‘voice’ as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses (ACELT1643)</td>
<td><strong>Creating texts</strong></td>
</tr>
<tr>
<td></td>
<td>Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts (ACELT1774)</td>
<td>Use a range of software, including word processing programs, confidently, flexibly and</td>
</tr>
<tr>
<td>Cross curriculum priority</td>
<td></td>
<td>imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user (ACELY1776)</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------------------</td>
<td></td>
</tr>
<tr>
<td>Aboriginal and Torres Strait Islander histories and culture</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Legends: The AFL Team of the Century

Reading activities

Understanding the text
You will need to read the following chapters of Legends: The AFL Team of the Century before answering these questions:
- Introduction
- Graham “Polly” Farmer
- Ted “Square” Kilmurray
- Syd Jackson
- Barry Cable
- Michael “Flash” Graham
- Maurice Rioli
- Stephen Michael
- Jim Krakouer
- Michael Long
- Michael O’Loughlin

KEY IDEA
Belonging to a family
How family experiences can nurture a young sportsperson’s motivation to achieve

1 Whose influence do Graham “Polly” Farmer and Ted Kilmurray remember positively? In what ways were their childhood experiences of family similar? (pp 16-18; 24-25)

2 What language features in Michael O’Loughlin’s comments (pp 195-97) convey the sense of inclusiveness and community that he experienced as a child?

3 Select one quote each from Farmer, Kilmurray and O’Loughlin’s stories that imply that they were actively encouraged to pursue their interests in football from people who had influence over them in childhood. What language techniques are present in the quotes?

4 Do you agree with Michael Graham’s comments about modern parenting? How do his childhood experiences (pp 65-66) contrast with those of Syd Jackson (pp 46-48)? Write a paragraph that reveals the contrasts in their very different backgrounds.

5 From the stories of these men, what can we conclude about the role of family experiences in childhood in nurturing a young person’s motivation to achieve? What can modern families do to help young people to value the pursuit of excellence in sport and other endeavours?

KEY IDEA
Overcoming challenges
Different ways in which young adults experience culture shock

6 What problems did moving away from home cause in Graham “Polly” Farmer (p 21), Maurice Rioli (p 78) and Stephen Michael’s (pp 83-88) earliest days as professionals in training?

7 In what ways can a physical phenomenon like weather affect morale and emotions?

8 Michael O’Loughlin mentions his battle with homesickness (pp 198-200). What was it about his life that became the primary motivating factor in sticking with training and overcoming obstacles to achieve success?

9 Read Jim Krakouer’s comments on page 105 and Michael O’Loughlin’s on page 197. Which players did they idolise and how did this affect their decision making? skim through the chapter and locate O’Loughlin’s comments about his feelings when he finally met and shook hands with some of the game’s greats that had exerted such an influence on his career. What kind of language does he use to portray this significant event?
10 In what ways did the actions of people outside his family help Syd Jackson (pp 48-50) to achieve his dreams?

**KEY IDEA**

*Storytelling*
Transmitting shared sporting memories through storytelling

11 What views do Michael Graham and Barry Cable share about racism? Use the skim-reading technique to locate this information and summarise the ideas presented.

12 Consider the language through which a player of your choice conveys the story of a career highlight on the field. What specific types of imagery is used? Describe the mental pictures that they convey to the reader and the physical senses that are engaged.

13 What aspects of Syd Jackson’s story contain the most strongly emotive language? What effect does this have on the meaning and impact of the account?

14 Think about the language the narrator uses to describe the challenges Barry Cable needed to overcome in order to play professional football. What are some of its features? (pp 55-61).

15 How does the narrator use suspense at the beginning of the chapter on Barry Cable to maintain our interest?

**KEY IDEA**

*Representing Indigenous Australians in sports writing*
Positive role modelling through sport

16 Look at the image of Graham “Polly” Farmer on page 14. Write a description of the main features of the image and the emotions it conveys. In what ways does this image provide a positive role model for young, aspiring footballers?

17 Select one chapter and outline in point form the key layout features that introduce the player. Comment upon the effectiveness of each feature in presenting the player as a positive role model from whom young people can learn.

18 In what ways has Michael Long left a legacy that will continue when he dies? How has he used role modeling to ensure the success of future generations of players? (pp 143-151)

19 Analyse the language used to portray the young life of Maurice Rioli (pp 74-76). In particular, focus on the roles of natural imagery, emotive language and colloquialisms in these pages. Write three paragraphs.

20 Look at this extract from the text. From your knowledge of the players, identify the person whom the narrator is describing. From which part of the chapter do you think this extract is drawn? What clues did you use to reach these conclusions?

His roles and responsibilities are not something that he takes lightly and he still remembers many of his ‘brothers and sisters’ who have not made it.

“Today, people look at me walking around in my suit and doing my work and wouldn’t get close to understanding the grief I carry around in my head every day.”

X understands the importance of history and the way we need to remember what happened...

X’s life is a great one at many levels, but it is football that has kept him alive and able to deal with adversity and alienation. Given the short life spans of so many of the children that went through the mission system, it says something about X that he has lived to tell the tale.
Legends: The AFL Team of the Century

Responding activities
These activities provide opportunities to work in receptive and productive modes beyond reading and writing. Teachers may elect to use these tasks in a variety of settings, including class group work, independent learning or homework settings. They are also able to be used as formal assessment activities.

Reading and Writing
Draw comparisons to show how two players of your choice dealt with career-threatening injuries. In what ways did they think and act alike or differently in the face of adversity? Present your response in table format, using point form notes that are shown side-by-side under the following headings:

- The cause of the injury
- The extent of the injury
- The impact of the injury on playing/future career
- Obstacles that were overcome on the road to recovery
- Outcome of the recovery process

Reading and Creating
Write a summary of the introductory chapter of Legends: The AFL Team of the Century. Choose one paragraph and make annotations that show the use of language techniques to create drama and convey a sense of the team's hero status in the eyes of the writer.

Writing
What does Legends: The AFL Team of the Century add to your understanding of ONE Key Idea from this unit? Choose from the list below:

- Belonging to a family
- Overcoming challenges
- Storytelling
- Representing Indigenous Australians in sports writing

Speaking and Listening
Present the career highlights of ONE player featured in Legends: The AFL Team of the Century. Develop and present your ideas in the form of an interview with a classmate. Aim to write a sequence of ten questions and answers. With a partner playing the role of the interviewer, present the interview to your classmates through a live role play.

Note to teachers: This activity could be used as a dual assessment task, where a percentage of the marks are awarded for the written sequence and a percentage is awarded for participation in listening and/or responding to the interview as an audience member.

Viewing and Speaking
Watch the episode of the television show Who do you think you are? that features Michael O'Loughlin. What additional information is presented that help you to understand more about Michael’s family and cultural heritage? Does this information establish a fuller picture of this player? Discuss your response.
Speaking and Listening
Choose an extract from the introduction of Legends: The AFL Team of the Century. Discuss the following aspects of the extract in a small group:

- the narrative point of view present in the introduction
- the use of language in order to provoke an emotive response
- the use of imaginative language in the introduction
- the ways in which Indigenous Australian cultures are represented
- the implicit assumptions present
- the use of inclusive language to portray a sense of empowerment of players

Designate one person to record the group’s conclusions on a broadsheet, in the style of a graphic organiser such as a mind-map or table.

Creating
Create a children’s book about the AFL Team of the Century. Design an appropriate structure for the book, providing the names, field positions of the players, along with a sentence about each player that summarises the reason for their inclusion in the team. Work under the assumption that the book would contain full colour, photographs of the players. What other illustrations would be appropriate to include? Present your work using PowerPoint, KeyNote or another appropriate software package.

Creating
Shoot a short video that illustrates the importance of one specific sport to your school. Think about the opening sequence of shots and how you will use dramatic techniques to build the interest of viewers. Aim to create a film of 5 minutes in duration. Before you start shooting, carefully plan your work by taking these steps:

- Write a script and allocate portions to each scene
- Create a storyboard that summarises the scenes and their sequence
- Cast people in the acting or presenting roles
- Consider what props and costumes you will need
- Obtain permission to film in the location you have selected

Note: For all tasks, the marks allocation and/or assessment weighting should be determined by teachers.
SUB-UNIT 2  TITLE TEXT 2

Our Stories are Our Survival

Introduction
In this book, Lawrence Bamblett examines the ways in which non-Indigenous Australians construct history. His observations are shown through the lens of sport and physical activity, and are grounded in what he calls his ‘fascination with the social and cultural history of Erambie Mission.’ Bamblett has had the benefit of being an integral part of the Koori community at Erambie, which lends his observations and research authenticity and power. Our Stories are Our Survival presents the rich storytelling traditions carried on throughout the history of the people of Erambie. The writer contrasts the narrative and performance modes of historical construction through oral tradition with historical sports reporting, where a ‘discourse of deficit’ can be seen to have dominated sports journalism.

The same four key ideas that we explored in the previous text, Legends: The AFL Team of the Century, form the focus of this close textual study. By linking these four themes across the two texts, it is anticipated that students will be able to enrich and consolidate their understanding of Bamblett’s primary concern – namely, to articulate his understanding of the ways in which we construct history through the processes of storytelling. Bamblett uses the focus on the historical Erambie community to reveal the significant differences between the approaches of Indigenous and non-Indigenous cultures to this task. The book will open students’ eyes to the inherent prejudice contained in contemporary sports journalism and other forms of writing about Indigenous Australians in sport.

The intertextual study also provides excellent opportunities for readers to test Bamblett’s assertions against their choice of related texts drawn from contemporary media. A careful examination of the other two texts in this program will reinforce the truths that Bamblett presents about the way in which modern writers and directors interact in sports discourse.

Key ideas

Belonging to a family
Affirming family identity in authentic ways

Overcoming challenges
Portrayals of adversity

Storytelling
Storytelling as performance literature

Representing Indigenous Australians in sports writing
Assumptions and stereotypes that create a discourse of deficit

Australian Curriculum Outcomes for Year 10 English Syllabus

This table provides a handy reference for teachers, showing the Australian Curriculum’s outcomes for Year 10 English that are addressed in this program. For teachers who want to use only selected aspects of the program, each task presented includes reference to specific outcomes by code.
Our Stories are Our Survival

<table>
<thead>
<tr>
<th>LANGUAGE</th>
<th>LITERATURE</th>
<th>LITERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language variation and change</strong> Understanding that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve (ACELA1563)</td>
<td><strong>Literature and context</strong> Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (ACELT1639)</td>
<td><strong>Texts in context</strong> Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (ACELY1749)</td>
</tr>
<tr>
<td><strong>Language for interaction</strong> Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (ACELA1564)</td>
<td><strong>Responding to literature</strong> Reflect on, extend, endorse or refute others' interpretations of and responses to literature (ACELT1640)</td>
<td><strong>Interacting with others</strong> Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage (ACELY1750)</td>
</tr>
<tr>
<td><strong>Text structure and organisation</strong> Compare the purposes, text structures and language features of traditional and contemporary texts in different media (ACELA1566)</td>
<td><strong>Examining literature</strong> Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text (ACELT1642)</td>
<td>Use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences (ACELY1813)</td>
</tr>
<tr>
<td>Understand that people’s evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (ACELA1565)</td>
<td>Evaluate the social, moral and ethical positions represented in texts (ACELT1812)</td>
<td>Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action (ACELY1751)</td>
</tr>
<tr>
<td><strong>Expressing and developing ideas</strong> Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts (ACELA1569)</td>
<td><strong>Examining literature</strong> Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text (ACELT1642)</td>
<td><strong>Interpreting, analyzing, evaluating</strong> Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (ACELY1752)</td>
</tr>
<tr>
<td>Analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction (ACELA1570)</td>
<td>Compare and evaluate how ‘voice’ as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses (ACELT1643)</td>
<td>Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts (ACELY1753)</td>
</tr>
<tr>
<td>Cross curriculum priority</td>
<td>Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (ACELY1754)</td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Creating texts</strong></td>
<td>Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (ACELY1756)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review, edit and refine students’ own and others’ texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects (ACELY1757)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user (ACELY1776)</td>
<td></td>
</tr>
</tbody>
</table>

Create literary texts with a sustained ‘voice’, selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience (ACELT1815)

Create imaginative texts that make relevant thematic and intertextual connections with other texts (ACELT1644)

Cross curriculum priority
Aboriginal and Torres Strait Islander histories and culture

© Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS), 2013

www.aiatsis.gov.au
Our Stories are Our Survival

Reading activities

Understanding the text
After you have read the text, answer these short response questions on Our Stories are Our Survival.

KEY IDEA
Belonging to a family
Affirming family identity in authentic ways

1 In what sense does the author experience the feeling of belonging when he listens to the Storyteller in Chapter One?

2 Chapter Two presents some positive memories from Erambie (p 59). Comment on the language techniques used to create the positive mood of belonging to a family and community.

3 In Chapter 4, the writer argues that fighting should not always be seen as a negative aspect of society. What positive group dynamics can come out of fighting? How do these reasons for fighting compare with the phenomenon of the increasingly popular televised Ultimate Fighting Championship (UFC) fights today?

KEY IDEA
Overcoming challenges
Portrayals of adversity

4 What is wrong with focusing on a ‘rags to riches’ angle when telling the story of a successful Indigenous person in any particular field of endeavour?

5 The Erambie Allblacks were involved in a number of matches that were reported using ‘black versus white’ stereotype models (pp 69-74). Summarise the problems that can arise when racial identity is highlighted needlessly.

6 In what ways does the report on Anthony Mundine’s fight (p 181-3) unreasonably highlight the adversity faced by one fighter over the other?
KEY IDEA
Storytelling
Storytelling as performance literature

7 How could you employ some of the storytelling performance components described in the text to present a story that is important to you? Make a table like the one below and complete your personal responses in point form. Then practice using some of these storytelling techniques with a partner to enhance the listening experience.

<table>
<thead>
<tr>
<th>Elements of engaging storytelling</th>
<th>Description or example from the text</th>
<th>The effect of the technique on the listeners</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical performance components</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>voice modulation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>gestures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>facial expressions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>comedic timing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mimicking others</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Components of language and style</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>jokes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>songs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fact-checking with listeners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>idiom and colloquialisms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>building suspense</td>
<td></td>
<td></td>
</tr>
<tr>
<td>inclusive language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>imagery</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8 When writing about the sporting successes of Indigenous Australians, what does a focus on disadvantage take away from the person being written about? What narrative techniques are often used to achieve this focus?

9 Compare the oral account with the newspaper report written about an Allblacks game on pages 82-83. Write point form notes to summarise your ideas.
KEY IDEA
Representing Indigenous Australians in sports writing
10 What are some key assumptions about Indigenous Australians in sports that have created what this author calls 'a discourse of deficit'? What language choices have sports writers made that make their stories resonate in negative ways?

11 What are some stereotypes that exist about the 'natural abilities' of Indigenous Australians in playing certain sports? Have you found these stereotypes to exist within your own circle of friends and family? Explain your response.

12 The writer observes that sports reporting on Indigenous Australians too often turns into a 'grievance narrative'. Select one example cited in the text and discuss the reasons why you think the reporter chose to focus on the negatives.

13 In Elizabeth Tregenza’s biography of the McAdam family, Gilbert McAdam is presented speaking from his own experience (pp 28-29), rather than through the lens of the author’s ‘voice’. Hence, we are presented with a more authentic voice. As a result, the book is applauded because it is about excellence in sport, not about overcoming disadvantage. McAdams’ life and achievements provided a powerful role model to many players. He was Michael O’Loughlin’s childhood hero. His status did not come from a sense of pathos or sympathy among Australia’s footballing community, but from his skill, commitment and hard work.

What steps can sports writers take to construct texts that present an authentic sense of the whole person that isn’t limited to their identity as Indigenous?

14 Write a response to this quote by Fanon on page 164: ‘the black man has two dimensions; one with his fellows, the other with the white man’. In what ways do you agree or disagree with this statement in regard to the Wiradjuri people?

15 Do you agree or disagree with Raymond Williams’ view of what culture is? (page 165). Explain your response.
**Our Stories are Our Survival**

**Responding activities**
These activities provide opportunities to work in receptive and productive modes beyond reading and writing. Teachers may elect to use these tasks in a variety of settings, including class group work, independent learning or homework settings. They are also able to be used as formal assessment activities.

**Reading and Writing**
Conduct internet research to find out more information about one of the media texts that are mentioned in *Our Stories are Our Survival*. Print out an extract from the text, ensuring that you note the source at the bottom of the page. Now, annotate the text, paying attention to the language features that perpetuate the ‘deficit’ model of reporting.

**Reading and Writing**
Read pages 4 and 5 from *Our Stories are Our Survival*. Discuss the features evident in the storytelling about Erambie Mission. Which narrative techniques are used most powerfully by the writer?

**Reading and Writing**
Draft a letter to the reporter who wrote the newspaper account of the Erambie Allblacks game (pp 82-83). First, review the critique of this text offered in *Our Stories are Our Survival*, then write to the reporter, raising what you see as the most important problem that arises from his style of journalism.

**Writing**
Write a persuasive essay in response to the following question:
Language use can have the effect of empowering or disempowering readers. Which effect is evident from the language used by Noel Pearson (pp 171-2)? Refer to the scaffold presented at the end of these notes to assist you in preparing your response.

**Reading and Creating**
Complete a collage that captures the imagery presented in the description of the Storyteller in *Our Stories are Our Survival*.

**Viewing and Speaking**
Using YouTube or another internet source, locate a video of a storyteller from a culture with a strong oral tradition. Discuss ways in which you could integrate some storytelling practices into your own family.

**Speaking, Listening and Writing**
What does *Our Stories are Our Survival* add to our understanding of the language of deficit so often employed in the media? Discuss your ideas with a classmate, have them tell you their ideas, then together, write a summary that incorporates both your views.

**Speaking, Listening and Creating**
Sports writing often focuses on the ‘deficit’ and ‘disadvantage’ characteristics of the experiences of Indigenous Australians. Have you found that to be true in your reading of other texts in this unit? Without preparing any notes, explain your response verbally, using a voice recording device (such as a mobile phone). Play back your recording and take note of improvements you could make to your expression. Then create a final voice recording that successfully implements those changes.

Assessment weighting should be determined by teachers.
Introduction
This DVD program introduces the men who have been honoured by selection in the AFL’s Indigenous Team of the Century. Teachers will find it an excellent accompanying text to Sean Gorman’s book, *Legends: The AFL Team of the Century*. The program presents a series of engaging and accessible vignettes that provide insights into the playing careers of some of Australian Rules Football’s elite Indigenous sportsmen. The film lends itself well to technical analysis of film techniques, including camera work, editing and symbolism, as well as intertextual studies across various forms of media.

Key ideas

**Belonging to a family**
Representing belonging through film techniques

**Overcoming challenges**
Sporting symbolism in film-making

**Storytelling**
Film narrative techniques that convey a sense of community

**Representing Indigenous Australians in sports writing**
Authentically representing sports people through film
Australian Curriculum Outcomes for Year 10 English Syllabus

This table provides a handy reference for teachers, showing the Australian Curriculum’s outcomes for Year 10 English that are addressed in this program. For teachers who want to use only selected aspects of the program, each task presented includes reference to specific outcomes by code.

<table>
<thead>
<tr>
<th>LANGUAGE</th>
<th>LITERATURE</th>
<th>LITERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language variation and change</strong></td>
<td><strong>Literature and context</strong></td>
<td><strong>Texts in context</strong></td>
</tr>
<tr>
<td>Understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve (ACELA1563)</td>
<td>Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (ACELT1639)</td>
<td>Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (ACELY1749)</td>
</tr>
<tr>
<td><strong>Language for interaction</strong></td>
<td><strong>Responding to literature</strong></td>
<td><strong>Interacting with others</strong></td>
</tr>
<tr>
<td>Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (ACELA1564)</td>
<td>Reflect on, extend, endorse or refute others’ interpretations of and responses to literature (ACELT1640)</td>
<td>Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage (ACELY1750)</td>
</tr>
<tr>
<td>Understand that people’s evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (ACELA1565)</td>
<td>Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response (ACELT1641)</td>
<td>Use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences (ACELY1813)</td>
</tr>
<tr>
<td><strong>Text structure and organisation</strong></td>
<td><strong>Examining literature</strong></td>
<td><strong>Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action</strong> (ACELY1751)</td>
</tr>
<tr>
<td>Compare the purposes, text structures and language features of traditional and contemporary texts in different media (ACELA1566)</td>
<td>Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text (ACELT1642)</td>
<td>Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action (ACELY1751)</td>
</tr>
<tr>
<td>Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects (ACELA1567)</td>
<td>Compare and evaluate how ‘voice’ as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses (ACELT1643)</td>
<td><strong>Interpreting, analyzing, evaluating</strong></td>
</tr>
<tr>
<td>Understand conventions for citing others, and how to reference these in different ways (ACELA1568)</td>
<td>Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts (ACELT1774)</td>
<td>Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (ACELY1752)</td>
</tr>
<tr>
<td><strong>Expressing and developing ideas</strong></td>
<td><strong>Creating literature</strong></td>
<td><strong>Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts</strong> (ACELY1753)</td>
</tr>
<tr>
<td>Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts (ACELA1569)</td>
<td>Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts (ACELT1814)</td>
<td><strong>Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts</strong> (ACELY1753)</td>
</tr>
<tr>
<td>Analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction (ACELA1570)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

© Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS), 2013
Evaluate the impact on audiences of different choices in the representation of still and moving images *(ACELA1572)*

Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences *(ACELA1571)*

Understand how to use knowledge of the spelling system to spell unusual and technical words accurately, for example those based on uncommon Greek and Latin roots *(ACELA1573)*

Create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience *(ACELT1815)*

Create imaginative texts that make relevant thematic and intertextual connections with other texts *(ACELT1644)*

Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence *(ACELY1754)*

**Creating texts**

Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues *(ACELY1756)*

Review, edit and refine students’ own and others’ texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects *(ACELY1757)*

Use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user *(ACELY1776)*

<table>
<thead>
<tr>
<th>Cross curriculum priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal and Torres Strait Islander histories and culture</td>
</tr>
</tbody>
</table>
Dreamtime Showtime

Reading activities

Understanding the text
After you have watched the program, answer these short response questions on Dreamtime Showtime.

KEY IDEA
Belonging to a family
Representing belonging through film techniques

1. The ancient origins of the Marngrook game is highlighted in the opening scenes. How does the director make the connection between past generations and modern footballers through the use of editing and transitions between shots?

2. What role does a player’s family have in developing their interest in sport during childhood? How is this idea conveyed using camera shots, angles and movements?

3. What evidence is presented in the story of the Krakouer boys that siblings can often have a playing advantage? Comment on the effect of the vision in this part of the narrative.

4. What event occurred in 1983 that led Michael Long to view family as more important than anything else? What can you say about shot selection when this part of the interview is presented?

5. Adam Goodes didn’t grow up with his natural language or culture because his mother was a child in the Stolen Generation. Today, Goodes feels empowered by his knowledge of his history and culture. How did he acquire this knowledge? How does the director convey this through technical devices?

KEY IDEA
Overcoming challenges
Sporting symbolism in film-making

6. Football taught people more than just the importance of accepting people for the colour of their skin. It also encouraged them to accept their history and identity as equally valid in relation to the non-Indigenous Australian culture. What are some ways in which the messages of acceptance and equality are communicated in the film?

7. What have Chris Lewis and Dermott Brereton come to represent when looking back at the history of the AFL? What use is made of symbolism in presenting this sequence?

8. Barry Cable’s brilliance on and off the field has been recognised with his induction as the 24th member of the Australian Football Hall of Fame Legend. The program celebrates his winning of 7 club best and fairest awards, three premierships and a fourth as captain/coach. Cable’s legacy looms large despite his 5 foot 6 height. What evidence is provided in the film to show how Cable overcame disadvantage to become the game’s master exponent of the hand ball and to achieve such widespread recognition?
9 Match the players with their achievements and attributes by writing their names in the table. Then underline all the jargon specific to AFL in the descriptions of each player:

<table>
<thead>
<tr>
<th>Michael O’Loughlin</th>
<th>Peter Bergoyne</th>
<th>Byron Pickett</th>
<th>Glen James</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gavin Wanganeen</td>
<td>Peter Matera</td>
<td>Adam Goodes</td>
<td>Lance “Buddy” Franklin</td>
</tr>
<tr>
<td>Nicky Winmar</td>
<td>Andrew McLeod</td>
<td>Darryl White</td>
<td>Graham “Polly” Farmer</td>
</tr>
<tr>
<td>Ted Kilmurray</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. known for his great adaptability  
   played multiple positions

2. Essendon player  
   helped by Michael Long  
   could do special things when he got possession  
   had great versatility

3. freakish player for Hawthorn  
   could turn a game around quickly  
   kicked 13 goals in one game  
   kicked 100 goals in a year  
   won Best and Fairest in a premiership

4. great attack on the ball  
   great speed and awareness

5. frightening when in full flight  
   blistering pace  
   penetrating kicks  
   impact player

6. poise and brilliance on the ground and in the air  
   took a famous stand against racism during a game

7. first Indigenous umpire to make it at VFL/AFL level  
   retired as one of the most respected umpires of all time  
   had great rapport with all the players

8. the man for the big occasion  
   three Best and Fairest wins  
   five time All Australian  
   almost impossible to stop

9. dual Brownlow Medallist

10. Sandover medallist  
    Best and Fairest winner  
    three premierships

11. his handball technique  
    left foot kicking  
    never drank or smoked  
    great physical fitness  
    commitment to training  
    known for his professionalism  
    idolised by Syd Jackson

12. kicked over 500 goals for the Swans  
    selfless in setting up goals  
    a loved son of the AFL  
    not an enemy in the competition

13. freakish abilities  
    a nightmare to mark  
    famous for his torpedo punts
KEY IDEA

Storytelling
Film narrative techniques that convey a sense of community

10 The importance of transmitting one’s cultural identity is a concept that comes through strongly in the film. How can telling culturally significant stories through football affect the wider community?

11 What does the use of the superimposed image of stony ground communicate in the opening sequence of the film?

12 The opening of the film includes the phrase ‘modern day warriors’ to describe the Indigenous Australian AFL players. In what way is this an appropriate metaphor?

13 In the final scenes, what do you notice about the mise en scene, compared to the opening scenes? How is voice over used to powerful effect in these final scenes?

KEY IDEA

Representing Indigenous Australians in sports writing
Authentically representing sports people through film

14 Comment on the visual and audio elements used to present the concept of the Dreamtime at the G pre-game celebrations (Richmond and Essendon) that have become a highlight of the AFL fixture. In your response, comment on the music, the lighting and the mise en scene.

15 Respect and pride comes from people’s cultural identity being acknowledged. Kevin Sheedy’s idea has allowed Indigenous people to tell their stories, creating a link over the gap of understanding between cultures. In what ways could this idea be represented through editing various scenes together in a sequence?

16 Describe the key shots selected to present Michael Long’s walk from Federation Square to the MCG, in which thousands participate each year. What use is made of close up, medium and establishing shots in this sequence?

17 As the number of Indigenous players in the AFL continues to grow, do you believe that reporting will move away from a ‘deficit’ mode, as described in Our Stories are Our Survival? Give reasons for your views.

Answers to Q 9:
1 Peter Bergoyne
2 Gavin Wanganeen
3 Lance “Buddy” Franklin
4 Byron Pickett
5 Peter Matera
6 Nicky Winmar
7 Glen James
8 Andrew McLeod
9 Adam Goodes
10 Ted Kilmurray
11 Graham “Polly” Farmer
12 Michael O’Loughlin
13 Darryl White

© Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS), 2013
**Dreamtime Showtime**

**Responding activities**

These activities provide opportunities to work in receptive and productive modes beyond reading and writing. Teachers may elect to use these tasks in a variety of settings, including class group work, independent learning or homework settings. They are also able to be used as formal assessment activities.

**Viewing and Writing**

After you have watched *Dreamtime Showtime*, write a synopsis of its content and themes for an adult audience.

**Viewing and Writing**

Analyse the camera work in *Dreamtime Showtime*. Select TWO scenes and identify the shots, angles and movements of which it is composed. Explain the effects these scenes had on you as a viewer. Was the director successful in presenting the key concerns of those scenes, in your view? *Note: Refer to the essay scaffold at the end of these notes.*

**Viewing and Speaking**

Watch *Dreamtime Showtime*. Develop one important research question raised by the program to discuss with a partner. Hold a short discussion, making point form notes that summarise the research questions it raises.

**Speaking and Listening**

*AFL aims to make the game inclusive and accessible to all Australians.*

Listen to what others say about the AFL’s success in doing this. Can you identify any points on which you agree?

**Viewing and Creating**

Make a poster advertising a significant game featuring some of the players mentioned in *Dreamtime Showtime*. How will you use vectors, relative size, contrast and symbolism in your work to highlight the visual spectacle that the game provides?

**Speaking, Listening and Creating**

Lots of truly great Indigenous players will be available to be named in the next Indigenous AFL Team of the Century. With a partner or in a small group, compile your own Indigenous Team of the Century for a football code of your choice. Justify to your classmates why each person was selected.

**Reading and Writing**

*AFL is a powerful tool that can inspire and motivate. Programs in AFL have been implemented across a number of Indigenous communities to promote the sport, fitness, general health and well-being.* Conduct internet research on either the Kick Start program or the Flying Boomerangs program that run in rural or isolated places to ensure that young people now have pathways into the sport in the city clubs.

**Reading and Writing**

Select one of the following topics and explain how people have benefitted from AFL programs in this area of life.

- Education
- Health
- Behaviour
- Physical fitness
- Community spirit

Assessment weighting should be determined by teachers.
Intertextual extension tasks

Reading, Viewing, Listening and Creating
Design a graphic organiser that presents a summary of the key ideas you have explored in each text in this program. Where do the ideas overlap? Do all the texts overlap?

Reading, Viewing, Listening and Creating
Develop a design and text for a webpage that reviews all three of the texts studied in this program.

Reading, Viewing and Speaking
Some of the people interviewed in the Dreamtime Showtime program note that culture shock is not as overwhelming today as it was in the past (the 1980s-90s) due to the development of a greater understanding of their home cultures and better education about expectations of players. Having read the biographical information in Our Stories are Our Survival, what measures needed to be put in place to minimise culture shock for young players in past times? Discuss your answers within a small group.

Reading, Viewing and Writing
Many remote communities have links to an AFL player, which helps bring them together as part of the extended community. In what ways can and have AFL ambassadors helped to break down barriers through sport? Write an expository essay in response to this question. Note: Refer to the essay scaffold at the end of these notes.
Essay scaffold

Introduction:

This paragraph should be 6-10 lines in length and must include:

- the full name of the composer (author, director, poet, playwright, journalist etc)
- the form of the work (film, feature article, play, novel etc)
- the title of the work, in italics or underlined
- a brief summary answer to the question (in a single sentence)
- an outline of your key paragraph points, in the same order you intend to present them

Main body:

Each paragraph should be 6-10 lines in length and should be composed of these elements:

- Point - a key idea that helps to answer the question, and which directly supports your thesis or argument)
- Detailed descriptions of material drawn from the text - these may be quotes, examples or features
- Explanation – why you present this point and example; what it reveals or illustrates about your overall argument
- Linking statement (optional – depending upon the degree of sophistication you wish to achieve and the presence of multiple texts)

Conclusion:

This paragraph should be 6-10 lines in length.

Present a summary of your key points, taking care to avoid the wording you used in the introduction.
Suggested resources

Books

Jones, G 2000, *True Colours*, Deadly Vibe, Strawberry Hills, NSW.


Film and television
*Who do you think you are?* Michael O’Loughlin (Series 4, Episode 6), SBS Television.

Internet material
Aboriginal Indigenous Sport
<http://www.creativespirits.info/aboriginalculture/sport/>

Australian Rules Football – the Northern Football League

City of Yarra – Snapshots of Aboriginal Fitzroy,

Culture and sport,

Dreamtime at the G,

Famous Aboriginal Athletes
<http://www.creativespirits.info/aboriginalculture/sport/famous-aboriginal-athletes>

Fitzroy Stars web page
<http://www.bebo.com/FitzroyStars>

AFL Community: Flying Boomerangs,

Indigenous Australians in Sport
AFL Auskick - NAB AFL Auskick: The Little Big Time, 
<www.aflauskick.com.au>

Dr Lawrence Bamblett - NCIS – ANU, 
<ncis.anu.edu.au/people/bamblett.php>

Media coverage of Aboriginal issues, 
<http://www.creativespirits.info/aboriginalculture/politics/media-coverage-of-aboriginal-issues>

NITV, 
www.nitv.org.au/about-nitv/

The Long Walk, 