AFL Google Arts and Culture Exhibition Lesson Plans

INDIGENOUS AND TORRES STRAIT ISLANDER INVOLVEMENT

The AFL Google Arts and Culture Exhibition is an online collection of photographs and artwork, highlighting key moments across the history of the AFL and AFLW.

The purpose of these lesson plans is to provide educators with a vehicle to explore and discuss stereotypes and perceptions around three main societal strands, using AFL/AFLW as a lens.

These are:
- Racial Perception/Racism
- Mental Health
- Gender Equality

All lesson plans are linked to the Australian Curriculum and address the following key themes and general capabilities:
- Cultural and Ethical understanding
- Identity and Belonging
- Health and Physical Wellbeing
- Adversity Curriculum/General Capabilities –
- Literacy
- Media Studies
- Information and Communication Technology (ICT) Capability
- Critical and Creative Thinking Personal and Social Capability
- Ethical Understanding
- Intercultural Understanding
- Aboriginal and Torres Strait Islander Histories and Cultures
The framework of these lesson plans can be adapted for the following year levels:

- Years 5/6
- Years 7/8
- Year 9

**Resources:**

This education resource comprises of three complete units of work, each broken into three one-hour sessions, linked to the Australian Curriculum, including methods for assessment. These resources are grouped under the following headings:

- AFLW
- Indigenous and Torres Strait Islander participation in the game
- Mental Health
Considerations
Consider any personal sensitivity amongst students. You could inform students that you will be exploring some controversial subject matter and it is not your intention to upset anyone but if anyone is affected during the class, they can speak to you or email you afterwards.
Be aware that some students may express negative attitudes. It is important to allow them to voice their views and they should be explored, but this should be followed by clearly stating that as a community of learners, you don’t tolerate offensive and harmful attitudes and promote the importance of respect towards difference. Remarks directed towards individual students, will not be tolerated.
Unit 1: Indigenous and Torres Strait Islander Involvement

With the Victorian Football League (VFL) becoming the Australian Football League (AFL) in 1990, there have been a significant number of Indigenous players who have played a senior AFL match. Since the inception of the Australian Football League Women’s (AFLW) competition in 2017, the number of Aboriginal and Torres Strait Islander women who have played senior matches continues to grow.

Arguably, some of the greatest AFL players of all time come from an Indigenous background. Lauded as heroes on the field, these same players can be subject to racial vilification, on and off the field.

Racism in sport is a serious issue and one that we must all work together to address and overcome. The AFL does not tolerate vilification in any form and is committed to ensuring safe, welcoming and inclusive environments for all people involved in Australian Football.

In 1995, the AFL introduced Rule 30: Discrimination and Racial and Religious Vilification into the AFL player rules. This clearly signalled that racial and religious vilification would no longer be tolerated in Australian Football. Since the introduction of the initial Rule 30, which is now Rule 35 in the AFL Player Rules, the AFL and its affiliates have committed to educating the wider football industry on the destructive effects that vilification has on individuals, clubs and the game itself.

Despite the best efforts of the AFL, racism can still be a problem for players. The lessons for this unit are designed to get students discussing and thinking about the issue of racism in sport and ultimately, give them a chance to offer solutions that will facilitate change.
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| 1      | Student's will begin to investigate racism in sport and why they think this is still a prevailing issue. They will view images which illustrate the contribution of indigenous players to the game. Students complete a survey regarding racism in sport. They then share and discuss these responses. | We are learning to: • Identify what racism in sport looks like • Understand how social media affects racism in positive and negative ways | I can: • Identify what racism looks like in football • Discuss ways social media affects racism         | **Health and Physical Education**  
Communicating and interacting for health and wellbeing.  
- Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours  

**Intercultural Capability**  
Cultural Practices  
- Analyse how aspects of their own and others lifestyle, behaviour, attitudes and beliefs can be culturally influenced  
- Analyse the dynamic nature of own and others cultural practices in a range of contexts (7/8)  

**Personal and Social Capability**  
Relationships and Diversity  
- Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences  
- Define and recognise examples of stereotypes, |
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| **2** | Student’s investigate Indigenous players involvement in the AFL and what the AFL does to support these players. They may look at how clubs support reconciliation, investigate dreamtime at the G or research a particular player. Year 7’s will create a personal opinion piece, with evidence gathered from various media sources, discussing racism in sport. | **We learning to:**  
- Understand the contribution of Indigenous players to the AFL  
- Recognise the origins of Indigenous players  
- Recognise how the AFL supports and respects Indigenous players  
- Form an opinion discussing the prevalence of racism in sport | **I can:**  
- Discuss the contribution of Indigenous players to the game  
- Recognise and discuss the origins of Indigenous players and how these differ from other players  
- Understand how the AFL recognises and supports Indigenous players  
- Form an opinion discussing the prevalence of racism in sport |

**English**

Interpreting, analysing, evaluating
- Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author’s point of view (VCELY412) (7/8)
- Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (VCELT406) (7/8)

**Intercultural Capability**

Cultural Practices
- Explain how intercultural experiences can influence
| - Formulate an opinion on racism in sport and provide evidence to support this | beliefs and behaviours, including developing a critical perspective on and respect for their own and others cultures |
| - Examine how various cultural groups are represented, by whom they are represented, and comment on the purpose and effect of these representations (7/8) | |

**Cultural Diversity**
- Examine and discuss the variety of ways in which people understand and appreciate differing cultural values and perspectives, and the things which promote or inhibit effective engagement with diverse cultural groups
- Evaluate the ways in which the community demonstrates the value it places on cultural diversity, and why this valuing of cultural diversity is important to the community (7/8)

**Personal and Social Capability**

**Social Awareness and Management**
- Explore and discuss behaviours that demonstrate
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<td><strong>3</strong></td>
<td>Student’s reflect on what they have learnt about racism in sport. They discuss their original and current perceptions and what has influenced these. Students will discuss and investigate what they can do to help racism in sport and how this can flow into the wider community. Class investigates ways they can curb racism in their own lives.</td>
<td>We are learning to:  - Discuss ways we can tackle racism in our world  - Understand why stamping out racism is important  - Be empathetic towards things we may not personally understand</td>
<td>I can:  - Identify, discuss and implement ways to stop racism happening in my life  - Discuss why racism is wrong and unacceptable in all forms  - Show empathy towards others regardless of if I have experienced a similar thing or not</td>
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Session 1:
Pre Assessment –
Ask students to complete the Survey Monkey questionnaire provided. The questions are designed to get students thinking about racism in sport. Students should make note of their answers and thoughts whilst taking the survey, to reflect upon and share later.

Tuning In –
As a class discuss the questions in the survey. Were there any questions that students had trouble deciding on an answer for? Ask students if they wish to further discuss any of the questions with the class.

Indigenous and Torres Strait Islander Players
https://artsandculture.google.com/exhibit/afl-aboriginal-torres-strait-islander-players%2520%A0%2520%A0/dwJS2Ckxsb7iJA

Using a projector, have the AFL Aboriginal and Torres Strait Islander Exhibition ready to share with the class. You might like to start the conversation by using the following discussion prompts -

Discussion Prompts
- Do you believe that racism in sport is a problem? Why? Why not?
- Why do you believe that racism is still a problem in sport in 2019?
- How are the players combating racism?
- How does social media, both negative and positive, affect racist stereotypes and the perpetuation of?
- Do students feel that Aboriginal and Torres Strait Islander athletes are unfairly constructed in the media?
- How does social media commentary affect these conversations?
- How is the AFL addressing the issue of racism in sport?
Session 2:
Assessment – Student content creation response
Year 5/6

Player Biography
Ask students to choose an Indigenous or Torres Strait Islander AFL/AFLW player, past or present, and research their life and involvement in the game.

Dreamtime at The G
Ask students to research and report on the Indigenous Round of the AFL, and Dreamtime at the G. How did this begin and why? Why is it important in the issue of combating racism in the AFL?

What is Reconciliation?
Ask students to research reconciliation and what this means. Research and report on the RAP for your club. How does your club support reconciliation? Why is reconciliation important?

Choose a Guernsey
Ask students to search for images of the Indigenous round Guernsey’s over the years. Choose one to research the background of and report back to the class.

Player Map
Ask students to identify all Aboriginal and Torres Strait Islander Players in the AFL, past and present and create a map of their origins, using the traditional Indigenous names for their regions of origin.
Year 7/8/9

Ask students to examine the articles provided below alongside the Aboriginal and Torres Strait Islander Exhibition. Students are to choose a piece as the launch point to create a response to the subject of racism in sport, keeping in mind the discussion questions posed earlier.

Their response should include supporting content links and examples and student's own opinion and reflection on how their opinions may have changed.


This can be delivered back to the teacher/class in the following ways:

- Written essay
- Podcast
- Video reflection

Further resources for teachers –
Apps for creating podcasts: https://www.commonsense.org/education/top-picks/best-podcast-apps-and-websites-for-students
Session 3:
**Reflection – self/peer identity/social responsibility**

This session is about taking the time to reflect as a class on what students have learned and discovered and share their content creation pieces.

Begin by asking students if their own perceptions have changed? If so, why?

What do students feel they can do to help overcome racism in sport? How can they educate the wider community?

Questions could include –

- How might they combat racism in everyday life and or sport?
- Why is it important to combat racism?
- What does being an ally look like?

Group activity suggestions -

- As a class, create a strategy document to prevent/combat the continuation of racism in sport.
- Create a code of conduct for social media commentary. Include suggested responses to negative comments and strategies for supporting one another in a positive way.
- Create a code of conduct for your class/school/club that includes a protocol for calling out/addressing those who do not abide by the code of conduct respectfully.
- Create a school RAP

Further suggestions for teaching and learning –
Letter to community

- Write a letter to the wider community, sharing your thoughts and feelings about racism in sport. What would you like to see change? What would it mean to you to see these things change?

6 Word Story

- Using only six words, define your view of racism.

OneWord

Thinking about racism in sport

- Go to http://oneword.com/
- After reading the instructions, click ‘go’
- You will have ONE minute.
- Write as much as you can about what you have learned during this unit, using the word as a prompt.

Digital Scrapbook

- Choose one of the following applications to create your digital scrapbook; Pages, Keynote or Word.
- Name your Digital Scrapbook.
- Your name/Term/Start date.
- Save this to your desktop, you will be working on this throughout the duration of this unit.
- As you follow the directions that will be given to you for creation of a reflection piece, remember to cut and paste all URL’s of all sites you use to research, create pieces, and access/find images/music/film links into your Digital Scrapbook.
- During tuning in/class discussion: Use your Digital Scrapbook to keep track of thoughts, feelings, ideas and responses to the content and discussion.
Useful Websites

AFL Resources for inclusion and vilification discussions

AFL Vilification Policy

Creating a RAP

The Australian Dream Documentary IMDB page
https://www.imdb.com/title/tt10010368/

Sir Doug Nicholls Documentary

Nicky Winmar on SBS