

ABORIGINAL AND TORRES STRAIT ISLANDER
HISTORIES AND CULTURES

LIVING CULTURES – DANCE

DEPARTMENT OF
EDUCATION
learners first

YEAR 7

The
Orb
DANCE

SIGNIFICANT OTHERS

Learners reflect upon people that are significant or who have been influential for them. They identify the characteristics that these people share and define why they admire these people. Learners express their gratitude to one significant person through an appropriate medium.

CROSS CURRICULUM PRIORITY

Aboriginal and Torres Strait Islander Histories and Cultures

Organising idea 9

The significant contributions of Aboriginal Peoples and Torres Strait Islander Peoples in the present and past are acknowledged locally, nationally and globally.

ACHIEVEMENT STANDARDS

Health and Physical Education

Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing.

English

Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect.

CONTENT DESCRIPTORS

Health and Physical Education

Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (ACPPS074).

English

Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725).

GENERAL CAPABILITIES

Literacy

Composing texts through speaking, writing and creating
Deliver presentations

Level 5 – plan, research, rehearse and deliver presentations on learning area topics, sequencing selected content and multimodal elements for accuracy and their impact on the audience

Ethical Understanding

Interacting and empathising with others

Consider and develop multiple perspectives

Level 5 – assess diverse perspectives and the assumptions on which they are based

Empathise with others

Level 5 – imagine and describe the feelings and motivations of people in challenging situations

Learning Goals

Learners will:

- » Identify and research important or influential people in their lives.
- » Describe the qualities that they admire in significant/influential people.
- » Communicate their gratitude to a person they admire.

Learning Sequence

Activating and Engaging

Non-verbal

View *Holistic Practice* from the 'Living Cultures – Dance' section of The Orb.

Community Links

Invite learners to think about a person who is significant in their life. Using a Think, Pair, Share strategy ask learners to share their significant person with a partner.

Share with learners some stories of famous people or a story in which someone relies on something or someone else to get through.

Share with learners some inspirational quotes from Google Quotes or similar.

With learners, make a note of the qualities they

consider each of these people to have. This list may include famous as well as little known people. Create a display of influential people along with their key characteristics and achievements.

Ask learners to reflect upon why they consider these people to be important to them:

- » What qualities do you respect and admire in others?
- » Do you have similar qualities?
- » Do you aspire to have similar qualities?
- » Why do you consider these qualities to be important?

Exploring and Discovering

Non-linear

Community Links

With learners, brainstorm a list of the most influential people that they know of. Write their responses on a whiteboard.

As a class, compile a list of 40 people that learners consider to be influential or important, people they like or respect, or people they consider to be role models. These people can be categorised into fields e.g. politics, popular culture, science, environment, literature, music, fashion, sport, art.

Ask learners, individually or in small groups, to reduce the list of influential people to 12 'dinner party guests'. Have learners design a seating plan that considers balances of perspective, personality, gender, religious affiliation and political views. Their guests may come from any period in time.

Ask learners to nominate the three people they most admire in the world and share their 'Top 3' with someone else. Have learners explain why they have chosen your Top 3 people and what they think this reveals about their personality.

NOTE TO TEACHER:

A Community Circle can be used as a forum for expressing gratitude to others through a Gratitude Spiral.

Synthesising and Applying

Story Sharing

Have learners:

- » Research key aspects from the life of one of their 'Influential People'. What important understanding have you gained from researching this person's life?
- » Think about the qualities that are common to 'Influential People' and how people have used these qualities to their advantage. What are the common qualities that all influential people seem to possess?

- » Prepare a homage (speech, letter, shrine, trophy) to one of their 'Influential People'. How can you most effectively pay tribute to this person?
- » Define the qualities that they may share with one or more of the 'Influential People' you have chosen. What qualities do you identify with? Why do you describe these particular people as influences?
- » Explain the personal connections they have made with the lives of other people. What have you learned about yourself by examining the life of someone else?

NOTE TO TEACHER:

The 2018 NAIDOC Week theme 'Because of her we can' is a good starting point for learners to think of a significant Aboriginal women, research her life and write a letter of gratitude to that person.

Success Criteria

Learners:


- » Identify common qualities of important or influential people.
- » Describe the impact that an important/influential person has had on them.
- » Communicate their appreciation using the codes and conventions of an appropriate text form.

Resources


- » [The Orb](#)
- » [Australian Curriculum](#)
- » [Aboriginal Sharers of Knowledge \(ASK Program\) Guidelines](#)
- » [Aboriginal Sharers of Knowledge \(ASK Program\) Application Form](#)
- » The Aboriginal Education Library: email Aboriginal.education.library@education.tas.gov.au or telephone 03 6165 5480 for more resources, including the ones listed below.
- » The Eight-Way Framework of Aboriginal Pedagogy
- » Inspirational quotes

Glossary


Tribute

An act, statement, or gift that is intended to show gratitude, respect, or admiration. 

Homage

Homage is respect shown towards someone or something you admire, or to a person in authority. 

Influential

Someone or something that is influential has a lot of influence of people or events. 

 Cambridge Dictionary

 [Oxford Online Dictionary](#)



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