

OVERVIEW

This resource is designed to support students to make the most of their museum visit through suggested pre and post-visit lesson plans and a learning trail completed at the museum. Lesson plans are suitable for years 3-8, with suggested adaptations included in the descriptions. The curriculum links outlined can be met through a combination of these activities.

PRE-VISIT LESSON PLAN

SUGGESTED TIME
45 minutes

TUNING IN

KWL Chart: What I know, what I want to learn, what I learned.

Encourage students to share what they already know about the First Nations people in relation to the local area and sport. This can be recorded in a class KWL chart on large paper that is to be added to throughout the lessons.

Explain to students that in this lesson they will learn about Pompey Austin, a First Nations athlete from Geelong. Watch the video: <https://www.geelongcats.com.au/news/1129594/tale-of-albert-pompey-austin> and discuss what the students found interesting.

STUDENT LED ACTIVITY

Direct students to read through the article about Pompey Austin that accompanies the video, link found above. For younger students you may wish to give them access to parts of the article so that they can focus their reading. This could also work well if you gave different students different passages from the text and then they could share back to the class.

Students complete the 3-2-1 thinking routine:

- 3 things I learned
- 2 things I found interesting
- 1 question I still have

REFLECTION

Continue working on the class KWL chart and fill in the second section: what I want to learn. To support students with this you may want to explore the website of Geelong Sports Museum and look at some of the collections that are on display there.

POST-VISIT LESSON PLAN

SUGGESTED TIME
60 minutes

TUNING IN

Conduct a class discussion reflecting on your visit to the Geelong Sports Museum. Invite students to share some of the things they learned while completing the First Nations Trail. Add this to the KWL Chart.

STUDENT LED ACTIVITY

Students choose a First Nations athlete (they don't have to be featured at the museum), to conduct further research on. Students create a fact file or biographical profile on this athlete, including factual information such as their name, date and place of birth, personal life, which sport they competed in and any important achievements. Encourage students to think about what challenges or barriers these athletes have faced to their success in their personal and professional lives and include information about this in their report.

REFLECTION

Students turn and talk to a partner and share the most interesting thing they learned about their chosen athlete.



LEVELS 3 & 4

HISTORY

- The significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area ([VCHHK072](#))
- A significant example of change and a significant example of continuity over time in the local community, region or state/territory ([VCHHK073](#))
- The role that people of diverse backgrounds have played in the development and character of the local community and/or other societies ([VCHHK074](#))

INTERCULTURAL CAPABILITY

- Explain the role of cultural traditions in the development of personal, group and national identities ([VCICCD007](#))
- Identify how understandings between culturally diverse groups can be encouraged and achieved ([VCICCD008](#))

LEVELS 5 & 6

HISTORY

- The different experiences and perspectives of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander peoples, migrants, women, and children ([VCHHK094](#))
- Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society ([VCHHK096](#))

INTERCULTURAL CAPABILITY

- Identify barriers to and means of reaching understandings within and between culturally diverse groups ([VCICCD011](#))

LEVELS 7 & 8

HISTORY

- How physical or geographical features influenced the development of Aboriginal and Torres Strait Islander peoples' communities, foundational stories and land management practices ([VCHHK105](#))

INTERCULTURAL CAPABILITY

- Identify the challenges and benefits of living and working in a culturally diverse society ([VCICCD015](#))
- 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 ([VCICCD016](#))

