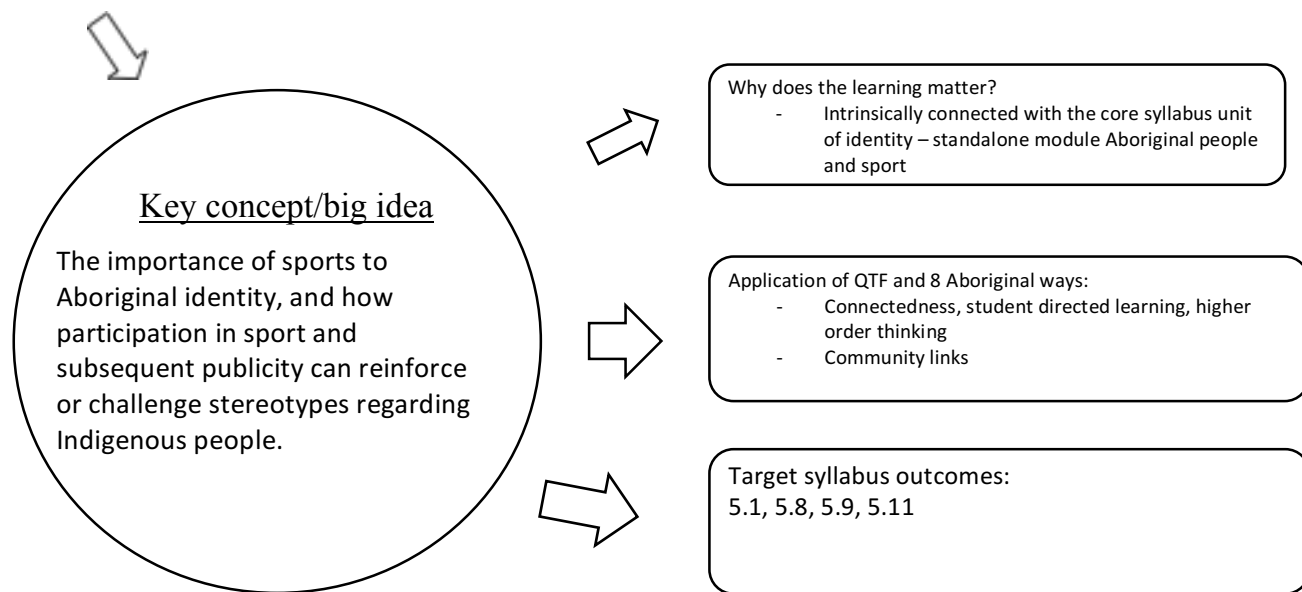


The following assessment task is a sample only and does not necessarily represent best practice or the views of the ASA.

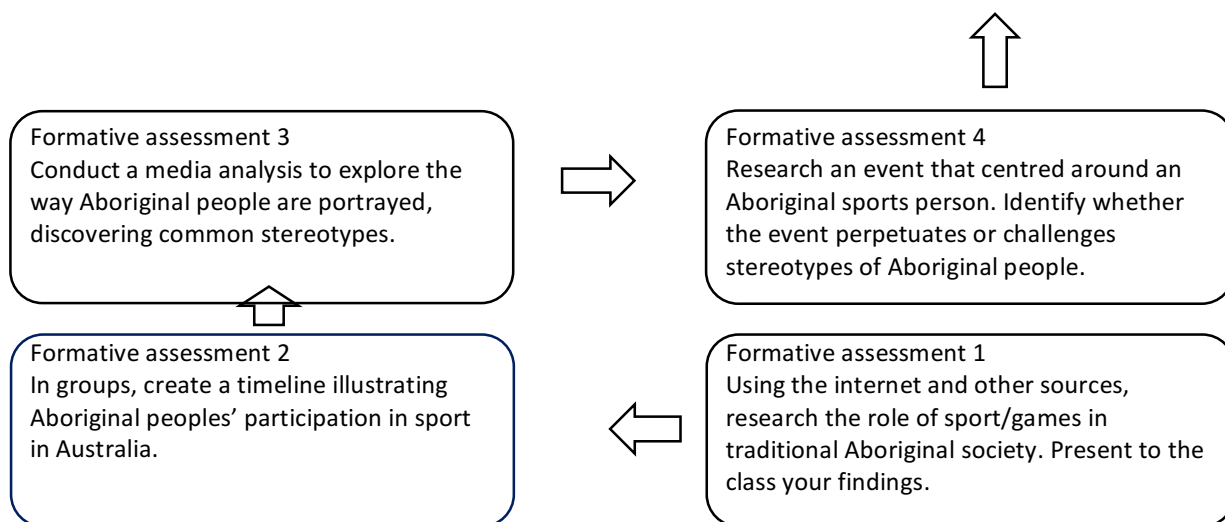
MAPPING ASSESSMENT WITH PLANNING

Teacher planning starts here



Summative / Major assessment task:

Choose an Aboriginal sports person that has been in the media for either negative or positive reasons. Create a video or article as if you were a news reporter commenting on the event. In the report you must discuss the idea of stereotypes of Aboriginal people in sport and in general, and the way that the event contributes to/challenges the stereotypes that non-Indigenous Australians may hold about Aboriginal people.



Student learning starts here

Integrating the 'Connecting to Country' program into teaching and learning Cathie Burgess 3/31/2015

This assessment task is to be conducted as part of option 8 in the Aboriginal studies 7-10 syllabus: Aboriginal people and sport. It primarily focuses on the content dot point 'assess the way that sport strengthens the stereotyping of Aboriginal peoples'. (Board of Studies NSW, 2003, p. 39). I have chosen to focus on stereotypes as I feel it is an important issue for students to understand, as stereotypes, positive or negative can have a big impact on the ability of Aboriginal people to determine their own identity, which is a core focus of this syllabus. If this assessment task is framed right, and students engage in sufficient prior learning, I feel that it enables students to explore the impact that stereotypes have both on the way Aboriginal people perceive themselves and non-Indigenous Australia perceives Aboriginal people and culture. Students should also be guided to begin thinking about how sports provides an avenue to begin tackling these stereotypes, or alternatively reinforcing them through avenues such as media coverage. This unit and assessment task could be run directly after option 4: Aboriginal people and the media, so that students have an understanding of the relationships between Aboriginal people and the media.

This assessment task will engage students in their learning in multiple ways. Asking students to choose their own focus allows for the class to create significance in their learning by picking an event or sports person which has had a personal impact. This is considered important in the quality teaching framework, articulated clearly in the connectedness section, in which learning becomes more significant when connected to the student's context outside of the classroom (Department of Education and Training, 2003(a), p. 15). This is also taking into account the importance of community links in the 8 Aboriginal ways of learning, as students can be guided to select someone connected to their family or community (Yunkaporta, 2009, p. 11). The process of students' taking some measure of control over what they are learning by selecting

their own topic and delivery method contributes towards creating a quality learning environment in which students are engaged and motivated (Department of Education and Training, 2003(a), p. 12). Students will also be asked to apply the knowledge they have learnt regarding the stereotyping of Aboriginal people in analysing how their chosen event contributes to this, ensuring that higher order thinking is being achieved (Department of Education and Training, 2003(a), p. 11). Finally, the way in which the formative assessment tasks are structured should explicitly provide students with the information and skills that they need to complete the summative assessment task.

This task satisfies the Record of School Achievement requirements as it provides scope for a student to fulfil the full range of performance descriptors in assessment for Aboriginal studies. Students who perform well in this task will be able to demonstrate their ‘detailed and extensive knowledge and understanding of factors that contribute to an Aboriginal person’s identity and the way in which Aboriginal people’s identities are maintained’, as well as ‘analyse how various factors influence attitudes towards Aboriginal peoples and cultures and the impact of these attitudes (Board of Studies NSW, 2005).

The effectiveness of this task will be assessed using both the Quality Teaching Framework coding sheet, as well as an examination of students work to see if it met the outcomes intended. When the work is reviewed, there should be a score placed beside each element of the Quality Teaching Framework to assess how the task measured (Department of Education and Training, 2003(b), p. 8). As it is unrealistic to expect a high score in all areas, there should be a particular focus placed on the elements identified in the development of the task, such as connectedness and student directed learning. Additionally, students’ work should be considered in conjunction with the set outcomes. The teacher should decide whether the majority

of students achieved the outcomes identified as focuses for the task. The results from both of these evaluations should then be taken into consideration for further learning and teaching strategies.

Aboriginal people and sports

Year 10

Due Term 2, week 8

Task 2

Weighting: 20%

Description of activity:

Students are required to research, using the internet or other methods, an event or instance in which an Aboriginal sports person has been featured in the media. Some examples of this may include Adam Goodes performing a cultural dance during the Sydney Swans game in 2015. You are then asked to create either a written newspaper article or a video news feature piece discussing the event.

In your report you must discuss:

- The importance of sport to Aboriginal peoples' identity
- Stereotypes which are held about Aboriginal peoples in sport and general
- The impact of these stereotype on Aboriginal identity
- Whether your chosen event contributes to or challenges stereotypes of Aboriginal people in sport.

Context

This task is part of the unit Aboriginal people and sports. This activity is designed to assess students' understandings of the ways in which Aboriginal peoples' engagement in sports in Australia impacts on their relationship with non-Indigenous Australia.

Outcomes to be assessed

A student:

- 5.1 describes the factors that contribute to an Aboriginal person's identity
- 5.8 analyses the interaction of the wider Australian community with Aboriginal Peoples and cultures
- 5.9 analyses how personal beliefs and political, economic, media and other social factors influence attitudes towards Aboriginal peoples and their cultures
- 5.11 independently uses a range of research techniques and technologies to locate, select, organise and communicate information and findings.

Criteria for assessing learning

Students will be assessed on their ability to:

- Describe the way that sport contributes to Aboriginal peoples' identity and culture
- Identify stereotypes present in the media and other outlets about Aboriginal people, particularly with regard to their participation in sport
- Analyse the way that these stereotypes influence attitudes towards Aboriginal peoples and their cultures, and the way that this impacts on Aboriginal identity.
- Utilise effective research techniques and deliver their findings in an appropriate, creative manner.

Resources

- How to write a newspaper article hand out (Appendix 1)
- How to make a video news report (article and video) - http://news.bbc.co.uk/2/hi/school_report/resources_for_teachers/8472052.stm
- List of famous Aboriginal sports people - <http://www.creativespirits.info/aboriginalculture/sport/famous-aboriginal-athletes#axzz4AtfmktbO>
- Discussion about Aboriginal peoples' representation in the media including tips on how to avoid stereotyping in your own work - <http://www.creativespirits.info/aboriginalculture/politics/media-coverage-of-aboriginal-issues#axzz4AtfmktbO>

References

- Board of Studies NSW. (2003). *Aboriginal Studies: Years 7 – 10*. Sydney: Board of Studies NSW.
- Board of Studies NSW. (2005). *Stage 5 Course Performance Descriptors – Aboriginal Studies*. Sydney: Board of Studies NSW.
- Department of Education and Training. (2003)(a). *Quality Teaching in NSW public schools: Discussion paper*. Sydney: Department of Education and Training: Professional Support and Curriculum Directorate.
- Department of Education and Training. (2003)(b). *Quality Teaching in NSW public schools: A classroom practice guide*. Sydney: Department of Education and Training: Professional Support and Curriculum Directorate.
- Yunkaporta, T. (2009). *Aboriginal Pedagogies at the Cultural Interface. Draft Report for DET on Indigenous Research Project conducted by Tyson Yunkaporta, Aboriginal Education Consultant, in Western NSW Region Schools, 2007-2009*. Darlinghurst: DET.

Appendix 1

Formula for a Well-Written News Article

1. First paragraph

In your first one or two sentences tell who, what, when, where, and why. Try to hook the reader by beginning with a funny, clever, or surprising statement. Go for variety: try beginning your article with a question or a provocative statement.

2. Second/Third/Fourth paragraphs

Give the reader the details. Include one or two quotes from people you interviewed. Write in the third person (he, she, it, they). Be objective -- never state your opinion. Use quotes to express others' opinions!

3. Last paragraph

Wrap it up somehow (don't leave the reader hanging. Please don't say...."In conclusion" or "To finish..." (yawn!) Try ending with a quote or a catchy phrase.

- Use active words (verbs that show what's really happening.)
- Take notes when you interview. Write down quotes!
- Tell the really interesting info first!