

## Integrated unit: HASS and Drama

### Walk a mile in my shoes: Early colonisation in Australia

| Week | Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Feedback and Inclusion Strategies                                                                                                                                                                                                                                                                                                                                | Resources                                                                                           |
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| 1    | <p><b>Lesson 1: Life in 18th-century Britain</b></p> <p><b>HASS focus:</b> Understanding historical context</p> <p><b>Drama focus:</b> Introduction to character work</p> <p><b>Inquiry question:</b> What was life like in England 300 years ago?</p> <p><b>Learning intentions:</b></p> <ul style="list-style-type: none"> <li>Describe what life was like for different people in 18th-century Britain.</li> <li>Use drama to explore characters and their experiences.</li> <li>Explain how people's lives were shaped by their jobs, homes, and social class.</li> <li>Use drama to begin to develop empathy and character understanding.</li> </ul> <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>Describe social conditions for rich and poor people.</li> <li>Use drama techniques to represent status and emotion.</li> <li>Identify key historical factors that influenced daily life.</li> </ul> <p><b>Warm-up:</b> Drama game (3 minutes) Walking like ..... (queen, beggar, model, thief, etc. – explore status),</p> <p><b>Introduction: Hook:</b></p> <ul style="list-style-type: none"> <li>Class discussion: Research life in 1700s England using visual sources and texts - What was life like for different social classes? Why did people commit crimes? How did the Industrial Revolution change society?</li> </ul> <p><b>Body:</b></p> <ul style="list-style-type: none"> <li>Gallery Walk: Post discussion questions or visual prompts (paintings, maps, artefacts) around the room to support historical imagination; groups rotate and add responses.</li> </ul> | <p>Mini-lectures or short anchor slides. Use sentence stems for discussion: "I think life was hard because..." etc.</p> <p>Observe participation in Gallery Walk and Jigsaw; provide verbal feedback on collaboration and historical accuracy. Use think-pair-share.</p> <p>Provide a summary of extracts – keywords highlighted. Chunk into small sections.</p> | <p><a href="#">Video: First Fleet – Behind the News</a> (4:35)</p> <p>Book: <i>Tom Appleby</i>,</p> |

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|   | <ul style="list-style-type: none"> <li>Examples: What was life like for the rich? What was life like for the poor? Why did people commit crimes? How did work change during the Industrial Revolution? What challenges did families face?</li> <li>Introduce students to the Jackie French novel <i>Tom Appleby, Convict Boy</i></li> <li>Read short extracts from <i>Tom Appleby, Convict Boy</i> (Introduce Tom). Provide a brief summary of the chapter before reading.</li> <li>Use the Collaborative Jigsaw strategy where small groups research different aspects of life (housing, food, work, schooling). Students record 3 key facts + 1 question. They return to their “home groups” to share with other students.</li> </ul> <p><b>Conclusion:</b> Students choose one character from 1700s England (rich or poor) that they have explored in the lesson. Describe how they might move, speak, and feel. What does this tell you about their life at the time?</p> <p><b>Exit card:</b> One thing I learned, one thing I wonder</p>                                                       | <p>Provide images of housing, food, etc. Circulate in class and offer informal feedback on progress.</p> <p>Allow structured group roles</p> <p>Show a worked sample with annotations of the success criteria. Use mixed-ability groups for jigsaw tasks.</p> <p>Allow oral or visual responses in conclusion and exit card: whisper / emoji</p> | <p><i>Convict Boy</i> by Jackie French</p>                                                                                                            |
| 1 | <p><b>Lesson 2: Life in England in the 1700s</b></p> <p><b>HASS focus:</b> Understanding social class and daily life in 1700s England</p> <p><b>Drama focus:</b> Expressing perspective and status through simple drama conventions</p> <p><b>Inquiry question:</b> What was life like in England 300 years ago?</p> <p><b>Lesson intention:</b></p> <ul style="list-style-type: none"> <li>Deepen understanding of social class and use drama conventions to express character perspectives and emotions.</li> </ul> <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>Create a character profile showing internal and external traits.</li> <li>Use drama conventions (freeze frames, thought tracking) to communicate perspective</li> <li>Reflect on learning about life in the 1700s</li> </ul> <p><b>Warm-up game:</b> Drama game (3 minutes). Ask students to imagine different social roles from 18th-century Britain (e.g., wealthy merchant, servant, street child, judge, convict). Call out one role at a time. Students line up across the room by role status</p> | <p>Model freeze-frame and thought tracking for students.</p> <p>Provide role cards with simple prompts (e.g., “You are the judge. Think: ‘I must be fair but firm.’”).</p>                                                                                                                                                                       | <p><a href="#">Video: History of Convict Australia</a> watch the first 5 minutes)</p> <p><a href="#">Primary source NSQ Library</a></p> <p>Images</p> |

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|   | <p>(high → low). Once in position, invite them to create a quick freeze frame showing how that person might stand or hold themselves. Then, use thought tracking: tap a few students on the shoulder to speak aloud what their character is thinking or feeling in that moment.</p> <p><b>Introduction: Hook:</b></p> <ul style="list-style-type: none"> <li>• Role-on-the-wall: Students outline a poor child or a wealthy merchant; add internal/external characteristics. Students choose a character of a poor child or a wealthy merchant and add internal/external characteristics.</li> </ul> <p><b>Body:</b></p> <ul style="list-style-type: none"> <li>• Students write a short journal entry from their character's perspective.<br/>Prompts:<br/>What did you do today? What is hard about your life? What do you hope for? What are you afraid of? Small group sharing.</li> <li>• Students create three freeze frames of different social classes (servants, wealthy families, street children).</li> <li>• Use thought tracking (“What are you thinking right now?”)</li> </ul> <p><b>Conclusion:</b></p> <ul style="list-style-type: none"> <li>• Students write a short reflection on their learning in the Learning Journals. Example questions: What surprised me about life in the 1700s? What did I learn about different social classes? How did drama help me understand people’s lives?</li> <li>• Journal entry</li> <li>• Peer sharing: journal entry with other students in the class.</li> </ul> <p><b>Exit card:</b> 3-2-1 Exit Card (3 things learned, 2 connections, 1 question).</p> | <p>Model how role on the wall is done. Provide word wall.</p> <p>Model an example of how to do role-on-the-wall (GRR). Provide worked samples of a journal entry. Allow oral responses instead of written ones. Provide sentence starters. Provide feedback during role-on-the-wall as it highlights the depth of character thinking.</p> <p>Provide worked samples for reflection (Reflection template).<br/>Allow drawing and labels instead of full sentences.<br/>Use peer feedback on journal entries to reinforce empathy and perspective. Allow oral journal reflections; provide sentence starters; support vocabulary with visuals; pair EAL students with fluent peers. Allow drawing/emoji cards/ use word wall</p> |  |
| 2 | <p><b>Lesson 3: Crime and Punishment</b><br/> <b>HASS Focus:</b> Understanding justice systems in a historical context<br/> <b>Drama Focus:</b> Exploring tension and consequence<br/> <b>Inquiry question:</b> How were criminals punished in England in the 1700s?<br/> <b>Learning intentions:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |

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| <ul style="list-style-type: none"> <li>• Compare justice systems in the 1700s and today.</li> <li>• Use drama conventions to explore tension and consequence in punishment.</li> <li>• Form opinions about fairness of punishments and justify reasoning</li> </ul> <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>• Explain punishments and compare them with modern justice.</li> <li>• Use freeze frames and thought tracking to show perspectives.</li> <li>• Express opinions with evidence and empathy.</li> </ul> <p><b>Warm-up:</b> Drama game: Zip Zap Zop. Pass the object (encouraging creativity, focus and group connection).</p> <p><b>Introduction: Hook:</b></p> <ul style="list-style-type: none"> <li>• Watch the short video Punishing crimes in Victorian times about court proceedings. <a href="#">Crime and Punishment in Victorian times - BBC Bitesize</a></li> </ul> <p><b>Body:</b></p> <ul style="list-style-type: none"> <li>• Four corners debate (“Punishments in the 1700s were fair”). The teacher reads the statement (Punishments in the 1700s were fair), and students move to a corner and explain why. Corners are marked- strongly agree, agree, disagree, strongly disagree. Students create a response according to their choice.</li> <li>• Class discussion: What punishments were common in the 1700s? (transportation, hanging, public whipping, stocks, hulks).</li> <li>• Think-Pair-Share with questions: Why do we have laws and punishments? Do you think punishments should match the crime? Why or why not?</li> <li>• Think-Pair-Share comparing past and present justice.</li> <li>• Groups create 3 freeze frames (Crime → Arrest → Punishment) with thought tracking.</li> </ul> <p><b>Conclusion:</b></p> <ul style="list-style-type: none"> <li>• Reflective writing: Write on a sticky note: students write from the perspective of, e.g. a thief, a child pickpocket, a judge, a witness, a family member watching the punishment. Share some of the responses with the class.</li> </ul> <p><b>Exit Card:</b> Oral response: “One fact I learned today”.</p> | <p><a href="#">Source: Convict hulks</a></p> <p>Explicit teaching - Mini lecture.<br/>Comprehension questions to check understanding.</p> <p>Provide sentence starters for debate: “I agree because...” / “I disagree because...”<br/>Encourage evidence-based reasoning; note shifts in opinion.<br/>Circulate, prompt deeper connections (“What values are different today?”).</p> <p>Allow students to draw/ use emoji card. Use word wall</p> <p>Ppt resources to teach colonisation</p> |
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|  | <p><b>Lesson 4: The courtroom</b></p> <p><b>HASS focus:</b> Understanding historical justice systems and their impact</p> <p><b>Drama focus:</b> Using performance strategies to explore perspectives, emotions, and moral choices.</p> <p><b>Inquiry question:</b> How did courtroom decisions shape people’s lives in the 1700s, and how can we explore this through drama?</p> <p><b>Lesson intentions:</b></p> <ul style="list-style-type: none"> <li>• Explore courtroom processes through drama.</li> <li>• Develop empathy by embodying roles in a trial.</li> <li>• Reflect critically on fairness and consequences of sentencing.</li> </ul> <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>• Role-play courtroom with judge, jury, accused and witnesses.</li> <li>• Use conscience alley to explore moral dilemmas.</li> <li>• Reflect on fairness in sentencing decisions.</li> </ul> <p><b>Warm-up:</b> Students walk around the room embodying different courtroom roles (judge, jury member, accused thief, guard, witness). Call out a role, and students instantly shift posture, pace, and facial expression to show that character’s status and emotional state.</p> <p><b>Introduction: Hook:</b> Class discussion on common punishments (transportation, hanging, whipping, stocks). Ask students to connect punishments to social values of the time.</p> <p><b>Body:</b></p> <ul style="list-style-type: none"> <li>• Explicit teaching on convict transportation. PowerPoint</li> <li>• Read <i>Tom Appleby, Convict Boy</i> sentencing extract.</li> <li>• Hot-seating Tom (students' question motives). Ask students to predict Tom’s feelings before hot seating.</li> </ul> | <p>Use images but avoid violent images.</p> <p>Mini-lecture or short anchor slides that clearly outline key historical facts on transportation. Quick comprehension check (one thing I learned).</p> <p>Model hot-seating and conscience alley (GRR)</p> |  |

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|   | <ul style="list-style-type: none"> <li>• Create a conscience Alley: Judge's decision (harsh vs. mercy). Tom's reaction to the sentence.</li> <li>• In small groups, create three freeze frames of crime → arrest → punishment.</li> <li>• The group gets the opportunity to show their freeze frames to the rest of the class.</li> </ul> <p><b>Conclusion:</b></p> <ul style="list-style-type: none"> <li>• Debrief circle: Questions such as: What did today's drama activities help you understand about punishments in the 1700s?</li> </ul> <p><b>Exit card:</b> Write one sentence from the perspective of someone in Tom's courtroom (judge, witness, guard, Tom himself). What are they thinking or feeling?</p>                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Use sentence starters for hot seating: "I stole because..." / "I feel..."</p> <p>Encourage reflection on how drama shifted understanding. Allow drawing/ emoji card</p> |                                                                      |
| 3 | <p><b>Lesson 5: Prisoners Setting Sail</b></p> <p><b>HASS Focus:</b> First Fleet preparation and decision-making</p> <p><b>Drama Focus:</b> Building ensemble and collective narrative</p> <p><b>Inquiry question:</b> How was the problem of England's overflowing prisons addressed, and what preparations were made to sail to Australia?</p> <p><b>Learning intentions:</b></p> <ul style="list-style-type: none"> <li>• Explain overcrowded prisons and government responses.</li> <li>• Develop character understanding using role on the wall and profiles.</li> <li>• Select a convict character to portray throughout the drama unit.</li> </ul> <p><b>Success criteria: Students can</b></p> <ul style="list-style-type: none"> <li>• Describe causes of prison overcrowding.</li> <li>• Identify government options and explain why transportation was chosen.</li> <li>• Create character profiles with external facts and internal feelings.</li> <li>• Use role on the wall to explore empathy and perspective.</li> </ul> <p><b>Warm-up: Drama game:</b> Zip Zop Zap</p> <p><b>Introduction: Hook:</b></p> |                                                                                                                                                                            | <p><a href="#">First Fleet</a></p> <p><a href="#">Data base:</a></p> |

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|   | <ul style="list-style-type: none"> <li>Class discussion: Why were England's prisons overflowing in the 1700s? What options did the British government have to deal with this problem? Think-Pair-Share.</li> </ul> <p><b>Body:</b></p> <ul style="list-style-type: none"> <li>Socratic Seminar: Student-led discussion using open-ended questions: Why did they choose to send convicts to Australia instead of other solutions? What would need to be prepared for such a long journey? How do you think convicts felt when they learned they were being transported?</li> <li>Introduce First Fleet Database: Students select their convict character. Allow plenty of time for them to scan the database until they find a convict who interests them and whom they would like to portray for the duration of the drama.</li> <li>Role on the wall: Map character's external facts vs. internal feelings</li> <li>Create detailed character profiles using historical records: Physical characteristics, crime of the convict, what family are they leaving behind, how old is the character, what are they afraid of, and what are they hoping for?</li> </ul> <p><b>Conclusion:</b> Students share one fact about their character.</p> <p><b>Exit card:</b> Sharing circle "One fact I learned, one feeling my character might have"</p> | <p>Show short anchor slides to support discussion.</p> <p>Model Socratic circle with students (GRR).<br/>Provide sentence starters</p> <p>Direct teaching and research</p> <p>Model role on the wall with a sample character. (GRR)<br/>Show a worked sample of a character profile, annotated with success criteria.<br/>Circulate, ask probing questions ("What does this fear tell us about their situation?").<br/>Provide sentence starters for profiles ("My character hopes..."). Allow students to whisper.</p> |  |
| 3 | <p><b>Lesson 6:</b></p> <p><b>HASS focus:</b> Understanding the historical experience of convict departure and transportation</p> <p><b>Drama focus:</b> Using process drama and atmosphere-building conventions to explore emotions, tension, and perspective</p> <p><b>Inquiry question:</b> How can drama help us understand what convicts might have felt as they left England?</p> <p><b>Lesson Intentions:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |

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| <ul style="list-style-type: none"> <li>• Explore departure through process drama.</li> <li>• Build an ensemble and collective narrative.</li> <li>• Reflect on character on leaving England.</li> </ul> <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>• Participate in process drama showing tensions between convicts and guards.</li> <li>• Use drama conventions (slow motion, soundscape, freeze) to build atmosphere.</li> <li>• Express feelings through letters in role.</li> <li>• Reflect critically on how drama deepens historical understanding.</li> </ul> <p><b>Warm-up:</b> Ensemble-building game (e.g., “Machines” – students create a moving, sound-based machine together).</p> <p><b>Body:</b></p> <ul style="list-style-type: none"> <li>• Preparation for the departure scene. Students create a list of passengers.</li> <li>• Process drama: Teacher and students in role: Teacher explains explicitly what <b>Teacher in Role</b> means</li> <li>• Scene: Convicts (students) meet the guards (teacher-in-role) on the ship. How would they be treated? What power do the guards have; what tensions might arise between convicts in such close quarters? Use slow motion, soundscape, and freeze moments to build atmosphere.</li> <li>• Thoughts Aloud: Reflect individually on one aspect of how they feel about the situation.</li> <li>• In character, students write a letter to their loved ones back in England. What did you tell them? What did you leave out?</li> <li>• Sharing circle: Reflection on drama activities.</li> <li>• Students write a short reflection (or it could be a discussion in class): prompt questions: How did drama help you understand what convicts experienced? How can we use what we learned this week as we continue the journey?</li> </ul> <p><b>Conclusion:</b> Sharing circle. Invite them to share one sentence in the role of their convict character about how they feel about leaving England.</p> <p><b>Exit card:</b> Name one drama convention (slow motion, soundscape, freeze) that helped you understand the mood of departure.</p> | <p>Direct teaching – Teacher in role.</p> <p>Start with teacher-in-role, then whole-class drama, then small-group devised work.</p> <p>Model thoughts aloud</p> <p>Show a worked sample of a convict’s letter home, annotated with success criteria. Provide word banks for letter writing (fear, hope, family, journey). Use sentence starters and word bank to support students.</p> <p>Sharing circle – one word, whisper to partner / emoji card. Use word wall</p> |  |
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| 4 | <p><b>Lesson 7: The Voyage</b></p> <p><b>HASS Focus:</b> First Fleet preparation and decision-making</p> <p><b>Drama Focus:</b> Building ensemble and collective narrative</p> <p><b>Inquiry question:</b> What would it have been like to travel on the First Fleet?</p> <p><b>Learning Intentions:</b></p> <ul style="list-style-type: none"> <li>• Understand conditions aboard the First Fleet.</li> <li>• Build an ensemble to represent the collective experiences of convicts, crew, and guards.</li> <li>• Express perspectives through drama conventions and reflective writing.</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• Describe daily life during the voyage (food, space, health, routines).</li> <li>• Use drama conventions (freeze frames, soundscape, slow motion) to show atmosphere and tension.</li> <li>• Reflect on the character of the emotional impact of the journey.</li> </ul> <p><b>Learning Activities:</b></p> <p><b>Warm-up:</b> Drama game: Ensemble game: “Ocean Waves” – students create a soundscape and movement of the sea together.</p> <p><b>Introduction: Hook:</b> “What challenges would people face on a months-long voyage?” Show visual sources (ship diagrams, convict diaries)</p> <p><b>Body:</b></p> <ul style="list-style-type: none"> <li>• Group work: Each group receives a fact sheet (e.g., food rations, illness, discipline). Highlight 3 key facts and 1 surprising detail.</li> <li>• Sorting carousel: Groups rotate sheets in a carousel, adding connections or questions to each.</li> <li>• Students do research in small groups, examine short fact sheets on food, health, discipline, and space.</li> <li>• Groups create a simple diagram linking causes (e.g., poor food, cramped space) to effects (e.g., illness, conflict - cause and effect mapping)</li> <li>• Groups place their fact sheet information on a timeline of the voyage (boarding → mid-voyage → storm → arrival).</li> </ul> | <p>Direct teaching. Short anchor slides. Use visual images to support imagination.</p> <p>Support diverse students by pairing with stronger students. Provide information cards for food, illness etc. Chunk information. Model a worked sample of a sorting carousel, annotated with success criteria. Provide highlighted keywords for EAL/D learners.</p> |  |
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|   | <ul style="list-style-type: none"> <li>Groups present finding to the class, use freeze frames to show one cause/effect pair (e.g., poor food → sickness).</li> </ul> <p><b>Conclusion:</b></p> <ul style="list-style-type: none"> <li><b>Reflection in Role:</b> Students write a short journal entry, connecting fact sheet information to their chosen convict character. Example: “My character would struggle with food rations because...”</li> </ul> <p><b>Exit card:</b> Sharing Circle: Volunteers read excerpts aloud.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>Allow students to draw their three key facts instead of writing (mind map, flow chart)</p> <p>Model diagram with examples</p> <p>Allow choice of roles (reader, sorter, actor).</p> <p>Provide worked sample (journal template) and word bank (e.g. storm, hunger, fear, hope, cramped, seasick)</p> |  |
| 4 | <p><b>Lesson 8: Daily live on the ship</b></p> <p><b>Inquiry Question:</b> What was daily life really like on the First Fleet voyage?</p> <p><b>Lesson intentions:</b></p> <ul style="list-style-type: none"> <li>Investigate voyage facts (food, health, discipline, space).</li> <li>Explain impacts on convicts and crew.</li> <li>Use drama conventions to show experiences.</li> <li>Reflect in character through writing or oral responses.</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>Find key facts about shipboard life.</li> <li>Explain impacts on convicts and crew.</li> <li>Show understanding using drama conventions.</li> <li>Reflect in role through writing or speaking.</li> </ul> <p><b>Warm-up: Drama game:</b> Character walk</p> <p><b>Introduction: Hook</b></p> <ul style="list-style-type: none"> <li>Show diary extracts or ship logs describing food rations, illness, and routines.</li> <li>Class discussion: “What would be hardest about living in these conditions?”</li> </ul> <p><b>Body:</b></p> <ul style="list-style-type: none"> <li>Process drama: Ship’s officer (Teacher-in-role) briefing convicts (students).</li> </ul> | <p>Direct teaching with short anchor slides.</p>                                                                                                                                                                                                                                                        |  |

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|   | <ul style="list-style-type: none"> <li>• Create freeze frames in groups: Three moments of life on board the ship: boarding, daily routine, storm at sea. Share freeze frames with the rest of the class.</li> <li>• Soundscape and slow motion: Build an atmosphere of ship life (creaking wood, waves, coughing, shouting). Layer sound and movement to build an atmosphere of hardship and danger.</li> <li>• Thought tracking: Tap individuals in freeze frames to voice inner thoughts.</li> </ul> <p><b>Conclusion:</b> Students write a journal entry about life on board the ship</p> <p><b>Exit card:</b> One sentence: “The voyage feels ___ because ___.”</p>                                                                                                                                                                                         | <p>GGR -start with teacher-in-role, then whole-class drama, then small-group devised work.</p> <p>Model soundscape and thought tracking. Comment on clarity of freeze frames, depth of thought tracking, and ensemble focus. Provide images /word banks (storm, hunger, fear, hope, cramped, seasick) to support writing. Allow students to have different roles. Provide a journal template with sentence starters/word bank for journal entry. Students could also draw their reflection. Sharing circle – one word, whisper to partner.</p> |  |
| 5 | <p><b>Lesson 9: The Arrival</b></p> <p><b>HASS Focus:</b> First contact between cultures</p> <p><b>Drama Focus:</b> Perspective-taking and empathy</p> <p><b>Inquiry question:</b> What was the nature of early contact between First Fleet settlers and Aboriginal peoples?</p> <p><b>Lesson Intention:</b></p> <ul style="list-style-type: none"> <li>• Investigate historical accounts of early encounters.</li> <li>• Explore perspectives of both Aboriginal peoples and settlers.</li> <li>• Develop empathy through drama conventions.</li> </ul> <p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>• Identify key facts from historical sources.</li> <li>• Represent perspectives using drama.</li> <li>• Reflect critically on fairness, misunderstanding, and cultural differences</li> </ul> <p><b>Learning Activities:</b></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |

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|   | <p><b>Warm-up: Drama game:</b> “Mirror Walk” – pairs mirror each other’s movements to explore empathy and perspective.</p> <p><b>Introduction: Hook:</b> See - think – wonder. What would the First Fleeter's thoughts be upon seeing Botany Bay and realising they have researched their destination? Discuss.</p> <p><b>Body:</b></p> <ul style="list-style-type: none"> <li>Examine short historical accounts (e.g., diaries of settlers, Aboriginal oral histories). Discuss similarities/differences.</li> <li>In small groups, students create freeze frames of first contact (arrival, observation, exchange).</li> <li>Create conscience alley: debate whether settlers should approach Aboriginal peoples with caution or confidence.</li> <li>Thought Tracking: tap individuals to voice inner thoughts of Aboriginal people and settlers.</li> </ul> <p><b>Conclusion: Sharing circle:</b> “One thing I learned about first contact is...”</p> <p><b>Exit card:</b> Write one sentence in the role of either a settler or an Aboriginal observer.</p> | <p>Provide sentence starters and allow students to draw, write and speak. Provide visuals of Botany Bay</p> <p>Direct teaching. Mini-lecture or short anchor slides that clearly outline key historical facts. Short chunked extracts with key words highlighted.</p> <p>Remind students of respectful protocols. Students whisper their line, read a pre-written prompt.</p> <p>Provide informal feedback to support drama conventions.</p> <p>Provide sentence starters . Allow oral reflection/ emojis.</p> | <p>Images – <a href="#">Landing of First Fleet</a></p> |
| 5 | <p><b>Lesson 10:</b></p> <p><b>HASS focus:</b> Understanding <b>respectful representation of First Nations perspectives</b> and the importance of <b>cultural safety and ethical practices</b></p> <p><b>Drama focus:</b> Using drama as a <b>safe and respectful space</b>, focusing on <b>ethical representation, role awareness, and appropriate practices</b></p> <p><b>Inquiry Question:</b> How can we represent First Nations people respectfully?</p> <p><b>Lesson intentions:</b></p> <ul style="list-style-type: none"> <li>Understand cultural safety when working with First Nations perspectives.</li> <li>Develop guidelines for classroom drama.</li> <li>Apply respect in future activities.</li> </ul> <p><b>Success Criteria:</b></p>                                                                                                                                                                                                                                                                                                          | <p>Model and reinforce respectful terminology</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                        |

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|   | <ul style="list-style-type: none"> <li>• Explain why respect matters in drama.</li> <li>• Identify practices that ensure cultural safety.</li> <li>• Create guidelines for classroom use.</li> </ul> <p><b>Warm-up: Drama game:</b> “Status Line-Up” students embody roles respectfully (observer, listener, learner).</p> <p><b>Introduction:</b> Hook: Shares examples of respectful vs not respectful representation (e.g., avoid sacred symbols, use Aboriginal-authored sources). In pairs, students sort images into “Respectful” and not respectful.</p> <p><b>Body:</b></p> <ul style="list-style-type: none"> <li>• What does respectful representation look like? Watch the video and discuss.</li> <li>• In groups, discuss the following scenarios: A student wants to paint Aboriginal dot patterns/ a class wants to dramatise a Dreaming story/ a teacher uses a non-Indigenous book about Aboriginal culture / a group wants to use face paint to “look Aboriginal.”</li> <li>• Groups discuss and decide if it is respectful and what we should do instead.</li> <li>• In groups, students draft 3 – 4 classroom guidelines/rules. Example: “We use Aboriginal-authored sources. We avoid role-playing sacred practices”.</li> <li>• Create a class charter that combines group guidelines into a shared “Respectful Representation Agreement”.</li> </ul> <p><b>Conclusion:</b> Quiet reflection: Students sit comfortably and reflect silently on one idea that stood out to them about respectful representation. Prompt: “<i>What responsibility do we carry when representing stories that are not our own?</i>” Form a circle, and each student offers one word that captures how they feel about representing First Nations people respectfully.</p> <p><b>Exit card:</b> “One way I will show respect in drama is...”</p> | <p>Direct teaching. Mini-lecture or short anchor slides that clearly outline key facts. Provide sentence starters. Model a worked sample and provide a word bank.</p> <p>Show worked examples and use sentence starters/word wall.</p> <p>Informal feedback to students while writing. Give students a choice – write, draw, or oral</p> <p>Sharing circle – one word, whisper to partner / emoji card. Use Word wall.</p> <p>Allow written / oral responses.</p> | <p>Video: <a href="https://www.youtube.com/watch?v=K_OkfNszmc">https://www.youtube.com/watch?v=K_OkfNszmc</a></p> <p>Getting Indigenous etiquette right. Length 4:11</p> |
| 6 | <p><b>Lesson 11: Strangers come to stay</b></p> <p><b>HASS Focus:</b> Early settlement challenges</p> <p><b>Drama Focus:</b> Reflective practice and creative writing</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                          |

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| <p><b>Inquiry question:</b> What was life like for people of the First Fleet in the new settlement?</p> <p><b>Lesson Intentions:</b></p> <ul style="list-style-type: none"> <li>• Investigate daily life for convicts, soldiers, and officers.</li> <li>• Explore challenges such as food shortages, labour, and shelter.</li> <li>• Use drama conventions to represent early settlement experiences.</li> <li>• Reflect in role through writing or speaking.</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• Identify key facts about early settlement.</li> <li>• Show understanding using drama conventions.</li> <li>• Express perspectives through role-play or writing.</li> <li>• Reflect on challenges faced by different groups.</li> </ul> <p><b>Learning Activities:</b></p> <p><b>Warm-up: Drama game:</b> Character walk and freeze frames. Use <i>Tom Appebly</i> as an example: Tom on this first morning in the colony / Tom doing hard labour/waiting for food, etc.</p> <p><b>Introduction: Hook:</b> Place 3 or 4 objects (rope or chain, wooden tool, a blanket) on a table. Ask students what they think these objects tell us about daily life in the colony (See- think- wonder)</p> <p><b>Body:</b></p> <ul style="list-style-type: none"> <li>• Read an extract from Tom Appelby: Convict Boy” about life in the colony. Chapter 35) where the hardship around the lack of food faced the convicts.</li> <li>• Brainstorm different scenarios to use in freeze frames. E.g. convicts doing manual labour, receiving rations and the unwillingness of convicts to eat unfamiliar food</li> <li>• In small groups, create rolling/moving freeze frames to show these scenarios and allow students to use some dialogue.</li> <li>• Writing in role: write a journal entry as Tom / a letter from Tom to his family in England.</li> </ul> | <p>Allow students to write/ draw/ speak/point.<br/>Sentence starters – I notice/ This makes me think/I wonder.</p> <p>Guided reading – provide a short summary of the extract. Chucked text. Glossary of terms<br/>Highlight key vocabulary.<br/>Use visual image prompts for freeze frame scenarios.</p> <p>Provide journal template with sentence starters: Today I felt / I wish/ I am afraid of...</p> |  |
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|  | <p><b>Conclusion:</b> In the sharing circle, prompt: “What did today’s lesson help you understand about Tom’s life in the colony?”</p> <p><b>Exit card:</b> Write one sentence from Tom’s perspective describing the hardest part of his day in the colony.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Allow drawing and labels.</p> <p>Sharing circle – one word, whisper to partner / emoji card.</p>                                                                                         |  |
|  | <p><b>Lesson 12:</b></p> <p><b>HASS focus:</b> Synthesising understanding of <b>convict journeys</b> (life in England, voyage, colony life, punishment). Reflecting on <b>cause and effect, experiences, and perspectives</b> across the unit.</p> <p><b>Drama focus:</b> Reflecting on character journeys through ensemble performance and tableaux.</p> <p><b>Inquiry question:</b> How can we use drama to reflect on and represent the experiences of convicts from England to the colony?</p> <p><b>Lesson Intentions:</b></p> <ul style="list-style-type: none"> <li>• Synthesise learning from the unit (voyage, colony life, punishment, respectful representation).</li> <li>• Reflect on character journeys using drama and writing.</li> <li>• Identify strengths and next steps before rehearsals.</li> <li>• Build ensemble readiness for performance work.</li> </ul> <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>• Explain key understandings from the unit.</li> <li>• Demonstrate character insight through drama and reflection.</li> <li>• Collaborate effectively in ensemble tasks.</li> <li>• Identify personal goals for the upcoming performance.</li> </ul> <p><b>Warm-up: Drama game: Journey Walk:</b> Students respond to the call for the teacher to revisit scenarios in previous lessons: your first morning in the colony / during the voyage / during hard labour /during a moment of hope/during food</p> | <p>Use sentence starters/emojis/ word wall/ whisper/ elbow partner</p> <p>Provide visual scaffolds – timeline cards with images of the voyage. Emotion cards to help with body language</p> |  |

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|   | <p>shortages. Freeze occasionally and ask: What moment from the unit does your body show?</p> <p><b>Introduction: Hook: Question</b> – Sharing Circle: Students sit in a circle: Ask questions: What has been the hardest part of your journey? What has changed you the most? What do you hope for next? Which moment shaped your character the most? Elbow partners</p> <p><b>Body:</b><br/>Groups create a <b>living timeline</b> using freeze frames:</p> <ul style="list-style-type: none"> <li>• Life in England</li> <li>• Voyage</li> <li>• Arrival</li> <li>• Daily life in the colony</li> <li>• Key hardship</li> <li>• Key turning point</li> </ul> <p>Each group presents their timeline in 30–45 seconds. (Give students time to plan this activity – 5 - 8 minutes).</p> <p><b>Conclusion:</b> Write one goal for the assessment:</p> <ul style="list-style-type: none"> <li>• I want to project my voice more.</li> <li>• I want to stay in character consistently.</li> <li>• I want to contribute more ideas.</li> </ul> <p><b>Exit card:</b> One thing I understand now that will help me in my performance is...</p> | <p>Provide a freeze frame planning sheet.<br/>Pair students strategically (mixed ability, supportive peers).<br/>Model freeze frame examples and allow students to rehearse</p> <p>Provide clear visual timers for planning time.</p> <p>Peer feedback: on each performance – one thing they did well / one thing they can improve on.</p> <p>Provide prompts for assessment goals (goal menu)</p> |  |
| 7 | <b>Assessment preparation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                    |  |
|   | <p><b>Drama:</b><br/>Form groups of 4-5 students</p> <ul style="list-style-type: none"> <li>• Plan narrative structure storyboard (beginning, middle, end)</li> <li>• Create script outline or storyboard</li> <li>• Rehearse and refine performance</li> </ul> <p><b>HASS:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                    |  |



# CREATIVE ARTS CIRCLES

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|               | Compile information to prepare the summative assessment task.                                                                                                                                                                                                                                                                                                                    |                                                                                                                      |  |
| 8<br>and<br>9 | <b>Assessment and reflection</b>                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                      |  |
|               | <p>Drama: Group performance in class<br/>Complete self-assessment<br/>Peer assessment after viewing other groups<br/>Self-reflection worksheet</p> <p>HASS:</p> <ul style="list-style-type: none"> <li>• Information Report: (200 – 400 words)</li> <li>• A short speech (1 – 2 minutes) accompanied by a slideshow</li> <li>• A recorded explanation (1 – 2 minutes)</li> </ul> | <p>Summative assessment -drama: Small group performance: 3 minutes<br/>Reflection<br/>Summative assessment: HASS</p> |  |