

SUSAN ALBERTI

Her Place: Women in The West

Class grouping: Whole Class and pairs
Time: 60-90 minutes

Purpose: The purpose of this activity is to introduce students to the context of Susan Alberti's work prior to visiting the Her Place exhibition. Specifically, students will make predictions about Susan Alberti's contributions based on their interpretations of visual images.

The first activity in this resource is designed to encourage students to make predictions about the life of Susan Alberti from a range of visual images that relate to her achievements. This activity works well if you don't allow students to research Susan Alberti beforehand. This allows for a more meaningful discussion when undertaking the visual prediction activity. If doing that is impractical, you will need to adapt some of the questions for the task accordingly.

Activities:

- 1. Visual prediction/hypothesis activity**
- 2. Mini class debate, four corners of the room activity**
- 3. Extension activities**

Preparation and Materials: Print a colour copy of the images attached to this lesson.

Procedure:

Activity 1

This task can be completed in pairs, groups or individually.

Step 1.

Distribute the images connected to Susan Alberti and ask each group of students to look closely at the images. Inform students that each image represents Susan Alberti's achievements.

Step 2.

For every image ask students to make one prediction/hypothesis about Susan Alberti based on their interpretation of the image. Reassure students that a range of responses is appropriate.

Step 3.

After students have made predictions, ask them to write a three-sentence summary starting with the phrase: Susan Alberti is a notable Australian woman because ...

Step 4.

Allow students time to share their initial ideas about Susan Alberti based on their interpretations of the visual images.

Step 5.

Reveal to students that they will be able to discover if their predictions/hypotheses are correct once they visit the MetroWest Her Place Exhibition.

Activity 2

This task is designed to be completed as a class. It can be adapted for students to individually complete. Make four signs to be displayed around the room.

- On sign 1 write Agree
- On sign 2 write Disagree
- On sign 3 write Strongly Agree
- On sign 4 write Strongly Disagree

Step 1.

Explain to students that you will be reading a set of statements out to them. These statements are either quotes from Susan Alberti or statements that reflect her ideas. In response to each statement, students must move to the corners of the room that most closely reflects their personal response to the statement. Students may agree, strongly agree, disagree or strongly disagree. Once students have moved to a corner, encourage a class discussion based on the statements. Use questions such as: Why did you choose to agree/disagree with that statement? What further information would be useful to assist your understanding? The information in italics shows the relationship between Susan Alberti and each statement. It can be read out once students have moved to their corner.

Statement One:

"There should be a women's team at every club. Playing football is not a privilege, it's a right." - Susan Alberti

Statement Two:

*"Women are just as capable as men to run building construction companies."
" Susan Alberti was the first registered builder in Victoria to be a woman.*

Statement Three:

All AFL teams should have female representation at the management level. Susan Alberti was on the AFL board of directors and the Western Bulldogs board.

Statement Four:

People who are wealthy should be forced by law to donate some of their income to charities. Susan Alberti is the largest philanthropic donor for diabetes in Australia.

Step 2:

After students have responded to all four statements and justified their opinions, ask them to write a summary based on what they have learnt from the four corners of the room debate.

Extension Activity One:

Watch the episode of Australian Story on Susan Alberti and design a timeline that charts major events in her life. Use visuals on your timeline and label your pictures. From each event, identify what valuable lessons we can learn. Use this article from The Australian to support your timeline. This is a long article that is suitable for Year 9 and 10 students.

Australian Story Link.

<http://www.abc.net.au/austory/content/2016/s4525813.htm>

The Australian newspaper link.

<http://www.theaustralian.com.au/life/weekend-australian-magazine/susan-alberti-the-afl-bulldogs-diabetes-research-and-womens-sport/news-story/342831291bbbe8071f6fcc5d5de5e7a2>

Extension Activity Two:

Research women's AFL. Write a factual newspaper article that addresses the following areas:

- How it started.
- The level of support for women's AFL.
- The number of clubs, players, teams and sponsors.
- Your prediction for the future of the game.
- Major challenges for women's football.

