

HER PLACE WOMEN'S MUSEUM

EDUCATION ACTIVITIES/PRIMARY

OVERVIEW & LESSON PLANS

Class grouping:

whole class and small group

Time:

120 minutes (2 x 60-minute sessions)

Purpose:

The purpose of these activities is to allow students to inquire into the achievements of the ten women featured in the *Her Place* exhibition. The activities provide an overview of the women, their achievements and backgrounds prior to the students visiting the exhibition.

Students will have a 'turn and talk' discussion activity, where they will be asked to agree or disagree with a series of statements relating to some of the featured women; in small groups, they will participate in a jigsaw activity where they will learn about the achievements and contexts of each woman. At the conclusion of the session students will participate in a group discussion about the women and their achievements, and why these achievements are important.

The activity can be split into two 60-minute sessions or be run as a double session.

The worksheets required for all activities are available on the Her Place website.

Materials:

Warm-up activity resources:

- Signs – Agree, Disagree, Strongly Agree, Strongly Disagree

Materials cont'd:

Activity resources/worksheets

(one per activity table):

- 'Susan Alberti Visual Prediction Activity' sheet
- Paola Balla activism image set
- Val Lang interview prompt
- Joan Kirner article:

<http://www.theage.com.au/victoria/victorias-first-female-premier-joankirner-dies-aged-76-20150601-ghefxh.html>

- Computer/tablet for 'Reflections of Joan Kirner' video: https://www.youtube.com/watch?v=DO6NNgSJw_M

Student resources (one per student):

- Paola Balla activism worksheet
- Diane Wright writing prompt
- Brigitte Muir 'firsts' worksheet
- Halima Mohamed worksheet
- Maisie Carr worksheet (pairs)
- Peta Searle 'See, Think, Wonder' sheet (pairs)
- Student workbooks
- Pens/pencils
- Scissors

Activities

Warm-up activity

Whole class activity

10 minutes

Step 1. Place four signs around the room:

One sign saying 'Agree'

One sign saying 'Strongly Agree'

One sign saying 'Disagree'

One sign saying 'Strongly Disagree'

Step 2. Explain to the students that you will be reading them a set of statements relating to the women featured in the exhibition (see below). In response to the statements, students are to move to the sign which most closely reflects their point of view.

Step 3. After each statement, students do a 'turn and talk', where they discuss their response to the statement, and why they agreed/disagreed with it.

Note: The information in italics shows the relationship between each statement and one of the women featured in the exhibition. This information can be read to students after each statement is read.

Statements:

1. 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.
2. Men are better at 'heroic' jobs such as firefighting and police work.
Pat Bigham was a long-term member of the CFA when she started the Peer Support Program after the Ash Wednesday fires.
3. 'There should be 10 women's football teams, not eight ... by making it work, they will accelerate the development of women's footy.' - *Peta Searle, first female coach in the AFL*
4. Refugees and migrants who can't read or write are denied access to things that 'having a voice' accords a person in society.
Halima Mohamed has worked extensively with refugees from various parts of Africa, primarily Somalia.
5. On average, there is a 10-year gap between the life expectancy of Indigenous and non-Indigenous women.
Paola Balla is a Wemba-Wemba and Gunditjmarra woman and an activist in her community.

Activity 1

Small group rotations

Brigitte Muir:

1. Students play 'mix and match' - matching Australian women to the 'firsts' they have achieved (first Australian female prime minister, first Australian woman to scale Mt Everest, etc).
2. There are four blank squares on the worksheet, indicating areas in which women have yet to be represented. Students are to draw their own images of women achieving 'firsts' in Australia. What areas do they want to see women achieve in?

Diane Wright:

1. Students have 10 minutes to fill out their writing prompt on women in health and aged care. They should glue this into their books when completed.

Pat Bigham:

Note: This activity features a teacher-led discussion.

1. Students are to draw a picture of a firefighter in their workbooks (make sure to use the word 'firefighter' in your instructions).
2. Once they've finished, ask the following questions and lead a small discussion. How many students drew a male? Why do they think they did this? What are the students' preconceptions about firefighters? Can firefighters be female? What are some other male-dominated industries?

Susan Alberti:

1. Using the Susan Alberti Visual Prediction Activity sheet included in this resource, students are to examine the images provided in order to make a hypothesis in their workbooks about who Susan Alberti is and what areas she has worked in.

Joan Kirner:

1. Students watch 'Reflections of Joan Kirner' (link provided above) and read *The Age* article 'Victoria's first female premier Joan Kirner dies aged 76', provided in this resource.
2. In their workbooks, students each provide five facts about Joan Kirner.
3. In their group, they should then name any other female politicians they know of and then discuss these women. What do they know about them? Has politics changed for women since Kirner was elected? Based on what students know about current female MPs (for example, Pauline Hanson, Julie Bishop or Tanya Plibersek) - would these women agree or disagree with Joan Kirner's statements or policies?

Paola Balla:

1. Students compare a series of images and texts relating to various activists. As a group, they are to discuss these images/words with one another. What are these people doing? Why are they doing this? Do these people have any similarities?
2. Students fill out the Paola Balla Activism worksheet provided.

Maisie Carr:

1. Using the worksheet provided, students read the quote by Maisie Carr about her life.
2. Students then complete the wordsearch in pairs.

Halima Mohamed:

1. Students fill out the worksheet provided on Somalia, which will give them a background to Halima's work and her community.

Val Lang:

Students read Val Lang's interview response then participate in a discussion (prompt provided on worksheet).

Peta Searle:

1. Provide the students with 'Image One' from the 'See, Think, Wonder' sheet and ask them to look closely at the image before responding.
2. Students respond to the 'See, Think, Wonder' questions, working in pairs to fill in the speech bubbles.
3. Follow the same procedure for Image Two.
4. Once students have completed both images, invite students to share their responses with their group.

Activity 2

Whole group

10 minutes

1. Students come back together to discuss what they have learnt in their rotations.
Ask them to consider the following: What kinds of things have these women achieved? Why are these women relevant to Victorian history? Why do we have an exhibition dedicated to women? Do we need a permanent museum for women?
2. Focus on Val Lang's activity and the question asked during that rotation: *What have you been told that you could not do because of your gender?*
Draw attention to the differences in answer between your male and female students.

