

OVERVIEW AND LESSON PLAN

WOMEN OF THE LAND

Class grouping:

Whole class and small group.

Time:

60 minutes

Purpose:

The purpose of these activities is to allow students to investigate the achievements of the ten women featured in this exhibition. The activities provide students with an overview of the women, their achievements and their backgrounds prior to 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. They will participate in activities in small groups, 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.

Important: Please note that all worksheets referred to in the activities below are available on the Her Place Women's Museum Australia website.

www.herplacemuseum.com/education

Teacher preparation and materials

Warm-up activity resources:

Signs—Agree, Disagree, Strongly Agree, Strongly Disagree

Activity resources/worksheets (one per activity table):

- Val Lang interview prompt
- Aunty Fay Carter article <http://www.vic.gov.au/aboriginalvictoria/community-engagement/leadership-programs/aboriginal-honour-roll/2013-victorian-aboriginal-honour-roll/fay-carter.html>
- Values for Australian Schooling

Procedure

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 that 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 with a partner, and why they agreed/disagreed with it.

Note: The information in italics indicates which woman in the exhibition the statement relates to. This information can be read to students after they have chosen to 'agree', 'disagree', etc.

Statements:

1. 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.
2. It's good that female students can now study at the residential agricultural colleges in regional Victoria.
Val Lang, The Invisible Farmer Project

3. Women shouldn't have to work at jobs that involve harsh outdoor conditions.
Maisie Carr (Fawcett)
4. On average, there is a 10-year gap between the life expectancy of Indigenous and non-Indigenous women.
Aunty Fay Carter is a Yorta Yorta and Dja Dja Wurrung Senior Elder, who has been working with government and community groups for years to improve the health and wellbeing of Indigenous Australians of all ages.

Activity 1

Small group rotations

40 minutes total; 10 minutes each

Step 1. Explain to students that in this session they will be learning about a number of Australian women and their achievements in a variety of different fields.

Step 2. Assign students one of the activities below, on rotation, in groups of 3-5. They will have 10 minutes for each activity.

Activities:

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?

Val Lang:

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

Maisie Carr (Fawcett):

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

Aunty Fay Carter:

1. Students read article on Aunty Fay Carter.
2. Looking at the 'Values for Australian Schooling' list, students are to pair Aunty

Fay Carter's actions with the values on the list. Students should consider their own actions and values. Do they share any with Aunty Fay Carter?

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 Australian 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 responses from your male and female students.



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