Exploring Cultural Representations in Debra Oswald's *Skate* Unit of Work

(Suitable for all state-based curriculums for the Australian English Curriculum: Year 9)

Unit overview and lessons based on exploring cultural representations of teenagers in Debra Oswald's play *Skate*

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Unit of work:	Exploring Cultural Representation in Debra Oswald's *Skate*	**Year:**	9
Duration:	5 weeks	**Assessment:**	**Script writing and set design**
Text types:	Play script	**Language:**	Cultural language
Concepts:	Cultural representation and reflection		

Learning experiences: reading, writing, viewing, listening, creating

Links to other learning areas:

- Art

General capabilities:

- Literacy
- Critical and creative thinking

Other learning across the curriculum areas

- Civics and citizenship
- Difference and diversity

Essential Learning Goal	Overarching Questions	Key Learning Ideas
Reflect on how cultural groups are represented in Debra Oswald's *Skate*.	What cultural groups are represented in *Skate*? What is the impact of these cultural representations on the audience? What conflicts are represented between cultural groups and why?	How cultural groups are represented. How cultural groups are shown through script narrative elements such as language, characters, themes, plot and setting. Reflection on own processes of creating texts.

Exploring Cultural Representations in Debra Oswald's Skate *Unit of Work* **Links to Australian English Curriculum: Year 9**		
Language		
Sub-strands	**Content descriptions**	**Elaborations**
Language for interaction	Understand that roles and relationships are developed and challenged through language and interpersonal skills (ACELA1551)	• identifying the various communities to which students belong and how language reinforces membership of these communities (the intimate language of family members, the jargon of teenage groups, the technicality of some online communities, the language specific to recreational groups, the interaction patterns of the classroom, the commonalities in migrant and cultural groups)
Expressing and developing ideas	Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (ACELA1560)	• investigating the use of symbols, for example the flag, the digger's hat and the Southern Cross in images, films and picture books, and evaluating their contribution to viewers' understanding of issues, for example national identity, recognising that visual and verbal symbols have different meanings for different groups
Literature		
Sub-strands	**Content descriptions**	**Elaborations**
Literature & context	Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (ACELT1633)	• exploring and reflecting on representations of values (for example love, freedom, integrity) in literature drawn from cultures and times different from the students' own • exploring and reflecting on personal understanding of the world and human experience, interpreted in literature drawn from cultures and times different from the students' own • reviewing historical fiction or nonfiction written by and about the peoples of Asia • analysing literary texts created by and about Aboriginal and Torres Strait Islander peoples (including documentaries, picture books, print texts and other multimodal texts) and also texts including film produced by and about peoples of Asian background, and considering the different ways these texts represent people, places, things and issues
Responding to literature	Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text (ACELT1771)	• interrogating and making judgments about a text, comparing others' ideas against the student's own and reaching an independent decision or shared consensus about the interpretations and ideas expressed

Responding to literature	Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context (ACELT1634)	• reflecting on and discussing responses to literature including plot events, setting details, characterisation, themes, structure and language devices used to achieve particular effects, and collaboratively formulating a list of factors that characterise merit • discussing, debating and evaluating the cinematic qualities and success of a film or new versions of a film • exploring the ways that context has shaped the representation of particular cultures, such as through the analysis of differing viewpoints in texts about different cultures or by comparing the ways texts from different periods reveal differences in viewpoints (for example differences in the portrayal of migrants in traditional and more contemporary literature)
Literacy		
Sub-strands	**Content descriptions**	**Elaborations**
Interacting with others	Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects (ACELY1811)	• participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations • using effective strategies for dialogue and discussion in a range of formal and informal contexts, including speaking clearly and coherently and at appropriate length, presenting a point of view and listening to other viewpoints, and negotiating an agreed position on an issue • choosing vocabulary, spoken text and sentence structures for particular purposes and audiences, such as debating a topic with a team from another school, creating a voiceover for a media presentation, and adapting language choices such as use of similes, metaphors and personification to meet the perceived audience needs • selecting voice effects such as tone, volume, pitch and pace for their specific effects, such as putting forward a point of view or attempting to persuade an audience to a course of action
Interpreting, analysing, evaluating	Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742)	• debating the reliability of the coverage in a range of news media of a contentious issue such as commercial logging of old growth forests • evaluating techniques used to construct plot and create emotional responses such as comparison, contrast, exaggeration, juxtaposition, the changing of chronological order, or the expansion and compression of time

		• constructing questions to frame an analysis of differing representations on moral issues in texts, and including a critical analysis of a personal view in the overall analysis of the issue • identifying whether two texts may share a common purpose or audience, for example a feature article on a particular website or in a particular newspaper • analysing how issues are debated and reported in the media in different countries, and the possible reasons for this, for example 'whaling' in Japan and Australia • analysing and interpreting assumptions about groups that have shaped or influenced representations of people, places, events and things; identifying how listeners, viewers and readers are positioned by these representations, and supporting identified points with examples
Interpreting, analysing, evaluating	Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745)	• identifying or commenting on the author's approaches and use of techniques, design, form and style
Creating texts	Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746)	• presenting arguments that advance opinions, justify positions, and make judgments in order to persuade others about issues such the importance of maintaining balance in the biosphere • creating imaginative texts with main ideas developed through the interconnections of plot, settings, characters, the changing of chronological order, foreshadowing in written, spoken and digital texts • creating informative and argumentative texts with explanations, details and evidence • following the structure of an argument which has a series of sequenced and linked paragraphs, beginning with an outline of the stance to be taken, a series of supported points that develop a line of argument, and a conclusion which summarises the main line of argument

ACARA, Australian Curriculum: English, accessed Jan 20, 2018

Content descriptions	Lesson Outline	Suitable for homework	Resources
Literacy: **Interpreting, analysing, evaluating** explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745) **Language:** **Expressing and developing ideas** Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (ACELA1560) **Literature:** **Literature & context** Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (ACELT1633) **Literature:** **Responding to literature** Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text (ACELT1771)	**Exploring Cultural Representations in Debra Oswald's *Skate*** **Guidance** 1. Explain, discuss or read notes from the worksheet about cultural representations. 2. Ask students to complete the exercise below: **Exercise 1** 1. Look at a series of images that reflect culture. For each image, answer the following questions: a) What is happening in the image? b) What does each image tell you about the nature of culture? Consider how culture is created. **Exercise 2** 1. Define culture in your own words in one or two sentences. 2. Brainstorm the types of culture present in Australian society. For example youth culture. 3. Are there any other ways culture is determined that have not been discussed above? What are they? 4. Using the definition and ways of determining culture, explain your culture. This will be unique to you as you may have numerous cultural influences. Share this with a friend. **Diversity of Learners** To differentiate the curriculum, implement the alternative approaches and/or discuss and ask students to complete the exercises below: **Extension** 1. Illustrate your culture by creating a collage. Below are some ideas for what to include: • symbols and icons		Cultural representations worksheet http://en.wikipedia.org/wiki/Australian_art http://en.wikipedia.org/wiki/Indigenous_Australian_music http://pl.wikipedia.org/wiki/Wikiprojekt:Tłumaczenie_artykułów/Australia http://simple.wikipedia.org/wiki/Australia http://en.wikipedia.org/wiki/Educational_inequality http://en.wikipedia.org/wiki/Bendigo

	• images and/or writing about people, places, things and events • your language and how it has changed (for example when you were a child compared to now) • your attitudes and values • your heritage • your education • your socio-economic background • your aspirations for the future. 2. Present your collage to the class. Explain your culture and why it is significant to you. **Special educational needs** 1. Write dot points in response. 2. Reduce the number of activities. 3. Prepare answers before the lesson so students can match them up.		