



'Walk The Talk'

THE LONG WALK EDUCATION PROGRAM

Years 5 & 6 | Unit 1 – Leaders and Role Models

Classroom Time

Information - 90 minutes

Investigate and Act – teacher scheduled

Handouts

1. Thinking about Leadership
2. Task and Assessment Rubric
3. Michael Long Timeline
4. KWL, Notes and Checklist

Other Resources

1. The 'Leaders and Role Models' Multimedia Package walkthetalk.org.au
2. 'Walk the Talk' DVD
3. Materials to support chosen timeline format(s)
4. Leaders and Role Models resource list at walkthetalk.org.au

Background

Leaders and role models come from many different backgrounds, and are present within all communities.

History has shown that great leaders have common characteristics (including vision, integrity, deep respect and passion) and have a strong sense of values, community and self-determination. They usually have a willingness to learn and take community perspectives into account.

Leadership is about attitude and often a determination to bring about change or make a difference. Everyone has leadership qualities and the capacity to contribute to community well being. Change for the better can emerge from small individual actions as well as rallying large sections of the public.

This unit will highlight the leadership strengths of a number of Aboriginal and Torres Strait Islanders since European contact, and the impacts of the actions taken by those leaders.

Opportunities for student self-reflection on personal leadership qualities and inspiration for personal action are also given in this unit.



Walk the Talk is made possible with the support of Telstra Foundation and Portland House.



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Objectives

Participating in this unit will assist students in achieving the following objectives.

Students will:

1. identify qualities of leaders and role models
2. apply knowledge of these qualities in studies of Aboriginal and Torres Strait Islander leaders and role models
3. present timeline-based life-narratives of Aboriginal and Torres Strait Islander leaders and role models with an emphasis on action, leadership and change.

NB: These activities are intended as a guide. Please adapt the content to suit your local context as appropriate.

Links to the [Australian Curriculum](http://www.australiancurriculum.edu.au)
www.australiancurriculum.edu.au

Year 5 Curriculum Links

English

Literature

[ACELT1608](#)

Literacy

[ACELY1700](#)

[ACELY1702](#)

[ACELY1703](#)

[ACELY1704](#)

[ACELY1705](#)

[ACELY1707](#)

History

Historical Skills

All outcomes in this strand

Year 6 Curriculum Links

English

Literature

[ACELT1613](#)

[ACELT1614](#)

Literacy

[ACELY1710](#)

[ACELY1712](#)

[ACELY1713](#)

[ACELY1714](#)

[ACELY1715](#)

Mathematics

Number and Algebra

[ACMNA124](#)

History

History Knowledge and Understanding

[ACHHK114](#)

[ACHHK116](#)

Historical Skills

All outcomes in this strand



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Activities

Before completing these activities you should watch the 'Walk the Talk' DVD or participate in the School Visit. The DVD can be ordered at walkthetalk.org.au.

1. Revision

Revise content from the School Visit or DVD (0:02:11) links to Michael Long and Other's leadership.

Ask: What does it mean, "He had to be a leader for all those people (50 thousand Essendon supporters)?" DVD (0:02:50)

How else did Michael Long show leadership? (Anti-bullying in the AFL/ Ambassador for Aboriginal and Torres Strait Islander Programs/The Long Walk)

What were some of the famous and important walks discussed in the School Visit/DVD (0:13:22)? (Coranderrk Deputation/Cummeragunja Walk Off/ Wave Hill Walk Off/Sydney Harbour Bridge Reconciliation Walk)

What were some other examples of Aboriginal and Torres Strait Islander leadership from the School Visit/DVD (0:06:45 and 0:13:25)?

2. Students identify leadership characteristics

Ask: What makes a good leader?

Who are leaders in your

- Life?
- School?
- Community?

What do you admire about these people?

Do you have to be famous to be a leader?

After a whole-class discussion, small groups address these questions (using Handout 1) and generate a 'top 10' of important leadership characteristics. These are shared with the class. Teacher facilitates general discussion of broad leadership and hones list of characteristics. (Refer to background material.)

Students then rank their ten leadership qualities in order of importance and share their response with the rest of the class. Groups must justify their choices.



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3. Students investigate timelines

Students will be selecting an Aboriginal or Torres Strait Islander leader or role model and creating a timeline of his/her life.

Set task:

Create a timeline showing:

1. Important background information about his/her life.
2. What this person has done to make them a leader or role model. If possible, show the effect that these actions had on him/her, others and the community.

Your presentation should also explain:

1. Why you chose this person.
2. How this person inspires others.

Discuss rubric (Handout 2). Ensure rubric is adapted to classroom expectations for presentation.

Identify intended audience(s).

Model task and timeline format using Michael Long as an example. Handout 3 (enlarged to A3 size) and the Power Point presentation will assist you in modelling this task.

Students can also use the multimedia version at walkthetalk.org.au.

4. Students investigate Aboriginal and Torres Strait Islander leaders and role models

Each student (or pair) selects an Aboriginal or Torres Strait Islander leader or role model from the Leaders and Role Models Resource List at walkthetalk.org.au.

Students research, using a range of resources, to gather information about their chosen leader.

Handout 4 can be used by students to collate their information.

5. Students present an Aboriginal or Torres Strait Islander leader's life in a timeline

Students use the information they have gathered to create a timeline depicting the life of their chosen leader. Students can use the checklist on Handout 4 to ensure they have completed all the required steps for their assessment.

Students could present their timeline in a number of ways depending on classroom resources, for example, pictorial timeline - digital or physical, timeline with text or audio.



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Alternative Assessments

- Students present information as a narrative using a visual tool, e.g. PowerPoint/Prezi/GoAnimate.
- Students present information as a role-played interview with their chosen leader. This could be live, or as a recorded 'documentary'.
- Students present their timeline in an exploratory format.

Extension Activities

- Students imagine they are much older and make a timeline of their own life. What have they achieved as leaders?
- Make a class web page presenting all of the students' timelines.
- Choose leaders over time and states. Can you see connections or influences?
- Upload your students' work to The Gallery at walkthetalk.org.au.
- Students to propose ways that they can develop their leadership skills in their class or school.
- Students to explore the activities at walkthetalk.org.au.



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Further Resources

Leadership

- [The Victorian Indigenous Honour Roll](#) recognises the contributions of important Aboriginal and Torres Strait Islander community members both past and present.
- [iPlan Magazine](#) is a student leadership resource from the United States of America. It outlines leadership qualities and provides planning tools for action and leadership development.
- [The Indigenous Leadership Network of Victoria](#) advocates and promotes dialogue and action leading to healthy and culturally strong communities. This document looks at five emerging themes from community conversations. Of particular interest to this unit is the leadership section on pages 30-33.
- The [Values for Australian Schooling](#) poster illustrates some leadership qualities.
- [Creative Spirits](#) give a range of further research options and information on Aboriginal and Torres Strait Islander leaders.
- [The Leader in Me](#) provides a range of age appropriate activities for developing leadership awareness and capacity in young people.

Timelines

- [Microsoft Word](#) – learn how to create a timeline using Microsoft Word.
- [ACARA work sample portfolio](#) – a year 6 History work sample including an annotated timeline.
- [Text-based timeline](#) – an example of a text-based timeline.
- [Pictorial timeline](#) – an example of a picture-based timeline.
- [Prezi](#) – an example of a timeline presented online.
- [Squidoo](#) – more examples of interesting ways to present a timeline.



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Web links used within this unit

The 'Leaders and Role Models' Multimedia Package

walkthetalk.org.au

Aboriginal and Torres Strait Islander Leaders and Role Models

walkthetalk.org.au

Assessment for Learning

www.assessmentforlearning.edu.au/professional_learning/success_criteria_and_rubrics/success_design_rubrics.html

The Victorian Indigenous Honour Roll

www.dpcd.vic.gov.au/indigenous/leadership/victorian-indigenous-honour-roll/victorian-indigenous-honour-roll-2011-inductees

iPlan Magazine

www.iplanmagazine.com/?p=922

Indigenous Leadership Network of Victoria

www.ilnv.com.au/_uploads/fckpg/files/Community%20Conversations.pdf

Values for Australian Schooling

www.valueseducation.edu.au/verve/_resources/9_point_values_with_flag_only.pdf

Creative Spirits

www.creativespirits.info/aboriginalculture/people/famous-aboriginal-people-role-models

The Leader in Me

www.theleaderinme.org/uploads/Documents/Level3_SE_Sampler.pdf

Microsoft Word

www.microsoft.com/education/en-us/teachers/how-to/Pages/creating-timeline.aspx

ACARA work sample portfolio

www.acara.edu.au/curriculum/worksamples/AC_Worksample_History_6.pdf

Text-based timeline

www.history-timelines.org.uk/people-timelines/28-martin-luther-king-timeline.htm

Pictorial timeline

www.teachervision.fen.com/martin-luther-king-jr/printable/4318.html

Prezi

prezi.com/wxyivaj-4yoq/martin-luther-king-jr/

Squidoo

www.squidoo.com/homeschooltimelines