EXPLORING ASIAN AND CULTURAL HERITAGE IN AUSTRALIAN RULES FOOTBALL

CLASSROOM ACTIVITY

Overview

Objective

Students will research and write an essay or creative piece exploring the contributions of Asian Australians to Australian Rules Football, OR share personal migration stories connected to the sport, enhancing their understanding of cultural diversity, heritage, and identity.

Year Level

Years 5–10

Learning Outcomes

- Develop research and critical thinking skills.
- Enhance literacy and writing skills in narrative, biography, or persuasive formats.
- Build intercultural understanding and empathy by exploring diverse cultural contributions.
- Strengthen the connection between personal identity and historical narratives.

Curriculum Links

- **English:** Research, narrative structure, persuasive writing, grammar, and vocabulary.
- **History:** Understanding migration and cultural contributions in Australian society.
- **Intercultural Understanding:** Promoting empathy, respect for diversity, and cultural appreciation.

Activity Outline

Introduction (20 minutes)

1. **Discussion:** Begin with a class discussion about the history of Asian Australians and their contributions to Australian society, focusing on sports like AFL.
2. **Presentation:** As a stimulus to discuss further with students, either show the short video "Family, footy and food: How Darcy connected with their Chinese heritage" or explore the following websites that explores players' experiences linked to the game:
    - History and Future of Chinese Contribution Celebrated (afl.com.au)
    - "The Asian-Australians forging the way forward in football" by Andrew Wu, The Age, 25 June, 2023
    - The 'great hidden' history of Chinese-Australians in Aussie rules football - ABC News

Reflect on the video or articles as a class and have a short discussion about what they learnt about each of the players' experiences. Use these as a prompt for the following task.

Main Activity (60 minutes)

Option A: Research and Creative Writing

1. **Research (20 minutes):**
   - Divide students into small groups.
   - Each group researches a notable Asian Australian AFL player or pioneer using the provided references.
   - Suggested roles: Researcher, note-taker, and presenter.
2. **Writing (40 minutes):**
   - Individually, students choose a format: narrative, biography, or persuasive essay.
   - Focus on the individual's contribution to football and cultural significance.

Option B: Personal or Family Migration Stories

1. **Discussion (10 minutes):**
   - Invite students to share any family stories related to migration or cultural identity.
   - Emphasise the role of Australian Rules Football in connecting communities.
2. **Writing (50 minutes):**
   - Students write a narrative, biography, or persuasive essay about their migration experience or that of a family member, linking it to Australian Rules Football.
   - Encourage reflection on identity, cultural heritage, and the role of sport in creating strong multicultural communities.

Conclusion (20 minutes)

1. **Peer Sharing:** Students share their essays or stories in small groups, giving and receiving feedback.
2. **Class Reflection:** Discuss what students learned about Asian heritage, migration, and the role of AFL in cultural integration.

Extension Activity

- Create a class exhibition featuring student essays and creative pieces.
- Include visual elements like family photos, AFL memorabilia, or artwork inspired by Asian Australian players.

Additional References and further reading:

- History and Future of Chinese Contribution Celebrated (afl.com.au)
- Victorian Curriculum F-10 Cross-curriculum priority: Asia and Australia's engagement with Asia
- Chinese Heritage - Play AFL
- Now available: Celestial Footy, the story of Chinese Heritage Aussie Rules, by Patrick Skene | Museum of Chinese Australian History (chinesemuseum.com.au)

Assessment Rubric

Objective

Students researched and wrote an essay or creative piece exploring the contributions of Asian Australians to Australian Rules Football. They had the choice to either share a personal migration story and connect it to the sport or reflect on a famous Asian Australian to enhance their understanding of cultural diversity, heritage, and identity.

Assessment Criteria

- **Research:** Use of relevant sources and evidence.
- **Content:** Depth of understanding of cultural contributions or personal stories.
- **Creativity:** Original and engaging essay.
- **Presentation:** Clear structure, spelling, grammar and coherence.

Criteria	Needs Improvement	Satisfactory	Good	Excellent
Research	Minimal research, few or no relevant sources, limited or no evidence.	Demonstrates basic research with limited but relevant sources, some evidence provided.	Demonstrates good research with relevant sources, integrating evidence clearly.	Demonstrates extensive research with multiple relevant sources, integrating evidence seamlessly.
Content	Shows limited or no understanding of cultural contributions or migration stories.	Shows a basic understanding of cultural contributions or migration stories, though analysis may lack depth.	Shows a clear understanding of cultural contributions or migration stories with adequate analysis.	Shows deep understanding of cultural contributions or migration stories with insightful analysis.
Creativity	Little to no creativity; narrative is unengaging or lacks originality.	Basic narrative that follows a conventional approach with minimal originality.	Engaging narrative with some original elements and a clear voice.	Highly original and engaging narrative that captivates the reader and adds unique perspectives.
Presentation	Poor structure, with frequent grammar or language errors that affect clarity.	Basic structure with several grammar or language issues but still understandable.	Clear structure with minor grammar or language errors in English.	Clear, coherent structure with flawless grammar and language use in English.

Student name