

Phase of Inquiry: Plan (Lesson Two)		Duration: 40 minutes	
Phase Focus: Students investigate the rules and laws that were that were evident in events leading up to the first act of reconciliation and their consequences.			
Phase Learning Intentions:		Resources:	
<b>Knowledge:</b> Identify the rules and laws of Guugu Yimithirr society, how these were broken by the Europeans and describe the consequences. <b>Skill:</b> Develop and ask questions to discover new information.		Pre-prepared notecards, whiteboard, butchers paper sheets (2 per group)	
Teaching and Learning Experiences (Student Centred Tasks)	Teacher tasks	Organisation/Differentiation	Assessment
Stimulus:			
<ul style="list-style-type: none"> <li>• <b>Read</b> the notecard provided by the teacher (statements such as "wear a helmet while riding a bike" &amp; "no TV before school").</li> <li>• <b>Individually, classify</b> the statement as a 'rule' or a 'law' and place in the appropriate column on the board.</li> <li>• <b>Contribute</b> to a <u>whole-class</u> discussion and <b>consider</b> – what is a rule? Raise hands to answer... How do rules differ to laws?</li> <li>• <b>Organise</b> ideas on a <u>venn</u> diagram.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher writes the heading on the whiteboard (Rule / Law) and provides notecards - one per student.</li> <li>• Facilitate class discussion about the differences between rules and laws and displays the students' responses on a Venn diagram</li> </ul>	<ul style="list-style-type: none"> <li>• Students are seated at desks.</li> <li>• Desks are grouped so that students can see the whiteboard but also participate in group discussion and activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observes students' abilities to classify rules and laws to inform level of explicit teaching needed around this concept.</li> </ul>
Enhancement:			
<ul style="list-style-type: none"> <li>• <b>Discuss</b> the importance of rules and/or laws in 1770 to Guugu Yimithirr people as a <u>whole class</u>.</li> <li>• In <u>table groups</u>, <b>brainstorm</b> questions to enhance understanding about the laws and rules of Guugu Yimithirr society using the 5W1H question framework (who, what, when, where, why, how) (Odone, 2018).</li> <li>• <b>Write</b> ideas on <u>butchers</u> paper.</li> <li>• <b>Listen</b> to guest speaker – Guugu Yimithirr woman and local historian, Aunty Alberta Hornsby talk about the rules that were broken by Captain Cook (8-Ways 'Story Sharing') (Yunkaporta, 2009).</li> <li>• <b>Pose questions</b> about Guugu Yimithirr life in 1770, particularly in relation to the rules, laws, and consequences.</li> <li>• <b>Interpret</b> answers and <b>write</b> on <u>butchers</u> paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher shifts focus to Guugu Yimithirr society and facilitates discussion</li> <li>• Provide students with <u>butchers paper</u></li> <li>• Assist groups with brainstorming activity (circulate room)</li> <li>• Introduce guest speaker</li> <li>• Facilitate question time with students/guest speaker</li> </ul>	<ul style="list-style-type: none"> <li>• Students use large sheets of <u>butchers</u> paper and markers to write their questions/answers.</li> <li>• Peer support provided.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor levels of higher order thinking based on the quality of student questions.</li> </ul>
Consolidation :			
<ul style="list-style-type: none"> <li>• <b>Share</b> group questions and answers with the <u>whole class</u>.</li> <li>• <b>Reflect</b> on new information and <b>write</b> down minimum one new fact learned from other <u>groups'</u> questions and answers on the <u>butchers</u> paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Call on groups to share a question and answer (take turns)</li> <li>• Give feedback on student insights to extend their thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage students who have not contributed to share ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Student understanding is determined through insights recorded on <u>butchers</u> paper.</li> </ul>