



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

(NSW English Stage 5 Syllabus for the Australian curriculum)

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

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

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<b>Unit of work:</b>	<b>Exploring Cultural Representation in Debra Oswald's <i>Skate</i></b>	<b>Year: 9</b>	<b>Stage: 5</b>
<b>Duration:</b>	5 weeks	<b>Assessment:</b>	<b>Script writing and set design</b>
<b>Text types:</b>	Play script	<b>Language:</b>	Cultural language
<b>Concept:</b>	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
<p>Reflect on how cultural groups are represented in Debra Oswald's <i>Skate</i>.</p>	<p>What cultural groups are represented in <i>Skate</i>?            What is the impact of these cultural representations on the audience?            What conflicts are represented between cultural groups and why?</p>	<p>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.</p>

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

### Links to NSW English Syllabus K-10 for the Australian curriculum: Stage 5

#### Objective A: Outcome 1

**A student:** responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure EN5-1A

Sub-strands	Content descriptions
Develop and apply contextual knowledge	<ul style="list-style-type: none"> <li>analyse and explain the ways language forms and features, ideas, perspectives and originality are used to shape meaning</li> <li>analyse ideas, information, perspectives, contexts and ideologies and the ways they are presented in increasingly demanding, sustained imaginative, informative and persuasive texts</li> </ul>
Respond to and compose texts	<ul style="list-style-type: none"> <li>explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts <small>(ACELY1745)</small></li> <li>create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues <small>(ACELY1746, ACELY1756)</small></li> </ul>

#### Objective A: Outcome 2

**A student:** effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies EN5-2A

Sub-strands	Content descriptions
Engage personally with texts	<ul style="list-style-type: none"> <li>evaluate their own processes of composition and response and reflect on ways of developing their strengths, addressing their weaknesses and consolidating and broadening their preferences as composers and responders</li> <li>value engagement in the creative process of composing texts</li> </ul>
Develop and apply contextual knowledge	<ul style="list-style-type: none"> <li>interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts <small>(ACELY1742)</small></li> </ul>
Respond to and compose texts	<ul style="list-style-type: none"> <li>use increasingly sophisticated processes of representation to respond to and compose complex spoken, written, visual, multimodal and/or digital texts for a wide range of purposes and audiences, considering and evaluating the effect of the technology</li> </ul>

#### Objective B: Outcome 3

**A student:** selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning EN5-3B

<b>Sub-strands</b>	<b>Content descriptions</b>
Engage personally with texts	<ul style="list-style-type: none"> <li>analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response (ACELT1641)</li> </ul>
Understand and apply knowledge of language forms and features	<ul style="list-style-type: none"> <li>evaluate techniques (e.g. contrast, exaggeration, juxtaposition or changing chronological order) used in spoken, written and visual texts to, for example, construct plot and create emotional responses</li> </ul>
Respond to and compose texts	<ul style="list-style-type: none"> <li>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)</li> </ul>

### Objective C: Outcome 5

**A student:** thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts EN5-5C

<b>Sub-strands</b>	<b>Content descriptions</b>
Engage personally with texts	<ul style="list-style-type: none"> <li>investigate the ways different modes, subject areas, media and cultural representation affect their personal and critical responses to texts</li> <li>reflect on, extend, endorse or refute others' interpretations of and responses to literature (ACELT1634, ACELT1640)</li> </ul>
Develop and apply contextual knowledge	<ul style="list-style-type: none"> <li>understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (ACELA1551, ACELA1564)</li> </ul>
Respond to and compose texts	<ul style="list-style-type: none"> <li>evaluate the ways inference, point of view, figurative language and alternative readings can be used creatively as strategies for responding to and composing spoken, written, visual, multimodal and digital texts beyond the literal level</li> <li>understand and explain the ways in which composers transform ideas and experience into and within texts, including consideration of their insight, imaginative powers and ingenuity</li> </ul>

### Objective D: Outcome 8

**A student:** questions, challenges and evaluates cultural assumptions in texts and their effects on meaning EN5-8D

<b>Sub-strands</b>	<b>Content descriptions</b>
Engage personally with texts	<ul style="list-style-type: none"> <li>analyse and explain the ways in which particular texts relate to their cultural experiences and the culture of others</li> </ul>
Develop and apply contextual knowledge	<ul style="list-style-type: none"> <li>identify, explain and challenge cultural values, purposes and assumptions in texts, including representations of gender, ethnicity, religion, youth, age, disability, sexuality and social class</li> <li>identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (ACELY1752)</li> </ul>
Understand and apply knowledge of language forms and features	<ul style="list-style-type: none"> <li>examine how language is used to express contemporary cultural issues</li> </ul>
Respond to and compose texts	<ul style="list-style-type: none"> <li>analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (ACELY1749)</li> <li>analyse and describe the ways texts sustain or challenge established cultural attitudes and values</li> </ul>
<b>Objective E: Outcome 9</b> <b>A student:</b> purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness EN5-9E	
<b>Sub-strands</b>	<b>Content descriptions</b>
Develop and apply contextual knowledge	<ul style="list-style-type: none"> <li>purposefully reflect on and value the learning strengths and learning needs of themselves and others</li> <li>understand the learning purposes, specific requirements and targeted outcomes of tasks</li> </ul>
Respond to and compose texts	<ul style="list-style-type: none"> <li>understand and confidently integrate their own processes of responding to and composing a wide range of different types of texts</li> <li>use and assess individual and group processes to investigate, clarify, critically evaluate and present ideas</li> </ul>

NSW Board of Studies, *NSW Syllabus for the Australian Curriculum: English K-10 Syllabus*, 2012, pp 134-151

Content descriptions	Lesson Outline	Suitable for homework	Resources
<p><b>Outcome 1</b> explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745)</p>	<p><b>Revising play scripts</b></p> <p><b>Guidance</b></p> <ol style="list-style-type: none"> <li>1. Explain, discuss or read notes from the worksheet about play scripts.</li> <li>2. Ask students to work with a friend to create symbols and icons to represent the following: drama, play scripts, stage directions.</li> <li>3. Ask students to complete the exercise below:</li> </ol> <p><b>Exercise</b></p> <ol style="list-style-type: none"> <li>1. Make a photocopy of page 1—Scene 1. Label the page with the features of play scripts.</li> <li>2. This play is a little bit different in that there are narrators informing the audience about things that have happened in the past or off stage. What is the writer’s purpose in doing this?</li> <li>3. Make predictions about what this play will be about. Consider possible conflicts and reasons for these, how characters deal with conflict and a possible resolution. After you have finished reading the play, look back at your predictions. Compare and contrast your ideas with the ideas of the playwright.</li> </ol> <p><b>Diversity of Learners</b> To differentiate the curriculum, implement the alternative approaches and/or discuss and ask students to complete the exercises below:</p> <p><b>Extension</b></p> <ol style="list-style-type: none"> <li>1. Read the stage directions again at the beginning of scene one. If you were the director, how would you stage this scene? Brainstorm ideas below. Think about the following: <ul style="list-style-type: none"> <li>• position and movement of characters</li> </ul> </li> </ol>		<p>Revising play scripts worksheet</p>

	<ul style="list-style-type: none"><li>• props</li><li>• backdrop</li><li>• how the set could easily change for the next scene.</li></ul> <p>2. Draw the stage.</p> <p><b>Special educational needs</b></p> <ol style="list-style-type: none"><li>1. Write dot points in response.</li><li>2. Reduce the number of activities.</li></ol>		
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