

## **Annotating a biography to identify the values**

1 This activity could be done in pairs to promote student discussion and a deeper analysis of a biography of an Australian legend. Print out copies of the biography of former Australian Rules Footballer [Michael Long](#).

Either read the biography of Michael Long as a class or ask students to read it quietly to themselves.

Refer students back to the values-charts they created in the previous lesson. In pairs, ask students to identify the values contained in the biography. Explain to students that may need to use what they know about how values look, sound and feel as not all of the values are obvious/explicitly stated. Students might like to use a different coloured highlighter for each value that they identify or use an annotated approach similar to the one provide in this example: [Annotation of Michael Long biography](#).

2 Ask student to justify why they believe specific pieces of text are examples of a particular value being demonstrated or enacted.

A possible student response could be:

“...Long left his Melbourne home to walk to Canberra to meet Prime Minister John Howard to discuss the plight of Indigenous Australians and raise public awareness of the issues of concern to Indigenous communities.” This is an example of Integrity (because he was ensuring consistency between his words and his action by standing up for something he believed in) and Responsibility (because he was attempting to raise public awareness using non-violent and peaceful ways).

3 Ask students to suggest possible motivations for Michael Long’s actions. A possible student response to motivating factors could be:

- As an Indigenous person, Michael had experienced racism first hand when he was subjected to offensive (racist) language by an opposition player during a football match
- Michael’s parents had been removed from their families as children and so he was aware of the plight of Indigenous Australians and the hardships they have suffered.