



All About Women: Influencers are the New Public Intellectuals

Teacher Resources

Years 9-12



Welcome

Sydney Opera House is one of the indisputable masterpieces of human creativity and has long been a place for learning and sharing knowledge.

The land on which Sydney Opera House stands was known to its traditional custodians, the Gadigal people of the Eora Nation, as Tubowgule, meaning “where the knowledge waters meet.”

A stream carried fresh water down from what is now Pitt Street to the cove near Tubowgule, a rock promontory that at high tide became an island. The mixing of fresh and salt waters formed a perfect fishing ground. Middens of shells were a testament to Tubowgule’s long history as a place where the Gadigal gathered, feasted, sung, danced and told stories.

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Did You Know...?

Sydney Opera House is home to eight flagship Australian performing arts companies which bring art to life every day beneath the famous shells. We are proud to partner with the Australian Chamber Orchestra, Bangarra Dance Theatre, Bell Shakespeare, Opera Australia, Sydney Theatre Company, The Australian Ballet, the Sydney Symphony Orchestra and the Sydney Philharmonia Choirs.

130,000 people attend performances at the Sydney Opera House, for young audiences annually. Since 2014, one furry guest has caught the attention of locals and international visitors alike. The northern VIP steps of the Opera House, otherwise unoccupied for the majority of the year, is the favourite sunbathing spot of a wild long-nosed fur seal, affectionately called 'Benny' (named after Bennelong Point).

You can now experience the Opera House, as never before, on Google's digital museum platform with 1270 digital artefacts and 50 interactive online exhibits; the Sydney Opera House's presence on the Google Cultural Institute allows people everywhere to experience the symbol of modern Australia.

The Creative Learning Journey

Before the Event

Begin your Creative Learning Journey

Have your students think about the themes of the talk with information and activities in these Creative Learning Teachers Resources. Check out the video and links page to initiative topics of discussion and dive into the recommended reading list written by experts in these areas.

After the Event

Continue the Creative Exploration

Follow up the event with the Post talk activities and continue the conversation with your students. What questions did they feel weren't asked? Where could they go to get this information? What did they think were the biggest learnings from the session? Can you develop any projects out of the learnings?

Sign up for another Free Event

We offer an annual program of performances, workshops and talks to further extend the learning journey of your students. Free for all Australian Schools and offered throughout the year.

Listen and Watch

Explore the other resources and activities on our website that could support your classroom learning

program. See here:

www.sydneyoperahouse.com/learn/schools/resources.html

About the Resources

These Creative Learning Resources have been prepared to help you get the most out of the All about Women 2024: Yellowface event. These resources have been collated to help prepare your students to unpack the content, think deeply about it and apply it to their continued learning.

You should use and adapt these Resources to suit the student age and stage of your class and the curriculum foci and outcomes used in your school. These resources are written as a creative document for you to bring to life. If you have questions about exercises or provocations please feel free to make contact to talk it through. We are always open to feedback, comments and working with you to assist and learn from you. Contact details are on the back page.

Some websites are suggested throughout this resource. It is recommended that you first review the sites and assess the suitability of the content for your particular school environment before setting the activities based on these.

Sydney Opera House has a bank of Creative Learning Resources for you to access and use. Please have a look around our website for other resources and activities that could support your classroom learning program.

Acknowledgements

Grateful thanks are extended to all the artists and educators who have generously allowed their resources to be included in this document.

Sydney Opera House Creativity Framework

These Creative Learning Resources have been written using the Sydney Opera House Creativity Framework as the pedagogy. The Framework aims to define the creative process in a way that educators can use to teach and be inspired by.

At a glance this Creativity Framework is:

Prepare

Tools and Pathways

Preparing mind, body, space, materials and time

Buy in

Presence and Enthusiasm

Convincing students that they want to be there

Imagine

The Fertile Unknown

Exploring a subject through arts practice. Using form to uncover content. Allowing uncensored expression to reveal new ways of seeing a subject

Question

Analysis, investigation and revelation

Creating new understanding by analysing what just happened when honing the imagination

Make

Forging form from content

Putting shape to content and moving towards a project; scripts, composition, choreography, project design

Show

Commit, frame, judgement

Performing and presenting the work

Reflect

Remembering, Processing, Exiting

Creating understanding and healthy memories from the creative process and product.

Whilst written as a sequence, the Sydney Opera House Creativity Framework is not a method or system but a way of articulating the creative process. As the Framework is applied it becomes apparent the sequence dissolves and many of the specific sections live in one exercise. These resources have been written with this in mind.

This Framework underpins the Sydney Opera House Creative Leadership in Learning program that sees schools partner with the House for three years of teacher professional learning, student projects and performances. For more information please see the Sydney Opera House website.

About All About Women

All About Women is the Sydney Opera House's centerpiece talks festival about gender, justice, and equality, held annually in the week of International Women's Day. For over a decade, the celebrated event has filled our venues with buzzy, agenda-setting conversation.

Now in its 12th year, AAW brings international and Australian artists, thinkers and storytellers together to explore the big ideas important to women, gender diverse people and their allies. The panels are co-curated by three fierce and fearless women, Clementine Ford, Bri Lee and Nakkiah Lui, and led by the Sydney Opera House's Head of Talks & Ideas, Chip Rolley. Our 2024 event will continue to redefine feminism and challenge paradigms, by exploring power, misogyny, sex, gossip, and identity, and tease out views about parenthood, consumerism, trauma and taboo.



Mary Beard

with Mary Beard

Moderated by Bri Lee

Join the world-famous classics scholar and feminist icon Mary Beard for this captivating conversation on her first-ever visit to Australia.

Author of countless books, star of dozens of television shows, and perhaps the one woman who thinks about the Roman Empire more than any man on TikTok, Beard gets to the nitty gritty of misogyny and power from the ancient world to today.

For the first time, Sydney audiences will hear directly from Cambridge Professor Emerita Dame Mary Beard in an event that delves into the broad range of her career - from the ruins of ancient Rome to the trenches of Twitter. No one is better equipped to tell us about how power is skewed along gender lines than Mary Beard, whose latest book, *Emperor of Rome*, gives us a nuanced understanding of sex, class, race, and politics in the ancient world, and whose astute observations of modern political power have shone a light on the remarkably persistent patterns of patriarchy today.

Recommended Years: 7-12

Duration: 60 Minutes

Dates: Available until 22 March 2024



Meet the Speakers

Hannah Ferguson

Hannah Ferguson is the co-founder and Chief Executive Officer of independent news commentary platform, Cheek Media Co., and the co-host of news and culture podcast, Big Small Talk. In 2023, Hannah released her debut book, Bite Back. Hannah holds a Bachelor of Laws (Honours) and a Master of Writing, Editing and Publishing from The University of Queensland. Her work has appeared in the New York Times, Harper's Bazaar, InStyle, the Sydney Morning Herald, Crikey, and more.



Mary McGillivray

Mary McGillivray is a content creator making visual culture analysis accessible for the next generation. She holds a Masters degree in History of Art and Architecture from the University of Cambridge, and is currently a PhD candidate at the University of Melbourne.

Mary has worked with art galleries and cultural institutions across Australia, the UK, and Europe to bring their collections to a massive online audience of highly engaged young viewers. Her collaborations include the UK Art Fund, National Gallery London, Australian Institute for Art History, and the ABC.



Sisonke Msimang

Sisonke Msimang is the author of two books and the columnist behind Ms Understanding, which tackles race and racism in The Guardian on a bi-weekly basis. She's also a long-term collaborator with the Centre for Stories where she heads up storytelling and offers a bespoke training and coaching service for leaders interested in improving their storytelling skills.



Bri Lee

Bri Lee is the multi-award-winning author of *Eggshell Skull*, *Beauty and Who Gets to Be Smart*. Her journalism, essays, and short stories have been published widely, and she is the creator and editor of *News & Reviews*. *The Work* (April 2024) is Bri's debut novel.



Before the Event

In the following pre-viewing activities students will navigate the world of influencers to prepare them for the panel discussion.

Society and Culture

1. **Analysis of Influencer Content:** Have students explore Mary McGillivray's TikTok account [_theiconoclass](#). On her account McGillivray focuses on making visual culture analysis accessible for the next generation. As a class watch selected videos to examine the rhetoric, purpose, and audience engagement.
2. **Create a Vlog:** Have students to create a short vlog discussing an issue they are passionate about. This activity aims to give them firsthand experience with content creation, emphasising the importance of message, audience, and medium.
3. **Timeline of Public Intellectuals:** Have students create a timeline that charts the evolution of public intellectuals from the past to the present, highlighting how the medium of their influence has changed over time, leading up to the era of social media influencers.

English

1. **Critical Media Analysis Essay:** Have students select an influencer of their choice and write an essay analysing the content they produce. The analysis should focus on the educational value, presentation style, and audience engagement.
2. **Social Media Diary:** Students keep a diary for a week, noting each time they learn something new from a social media platform. This could include anything from a historical fact to a life hack. At the end of the week, they write a reflection on their learning experience, considering the diversity of content, the credibility of the sources, and their engagement level with different types of educational content.

Business Studies

1. Market Analysis Assignment: Have students select a niche market within the influencer industry (e.g., fitness, educational content, beauty) and conduct a market analysis. This includes identifying key players, understanding audience demographics, analysing content monetisation strategies, and examining the competitive landscape. Students are to conduct their research, and present their findings to the class using infographics that they create on CANVA or AdobeExpress to reflect this information.

2. Business Model for Influencers: Have students create a Business Model for an influencer – have them look at the list of the Top40 influencers on Instagram: <https://influencemarketinghub.com/top-instagram-influencers/> as a starting point to choose an influencer. From this they will outline key partners, activities, resources, value propositions, customer relationships, channels, customer segments, cost structures, and revenue streams. This model is to be presented as a report and students are to use findings to support their argument.

After the Event

In the following post-talk activities students will unpack the talk and dive deeper into the world of influencers:

Society and Culture

1. **Social Media Evolution Multi-modal presentation:** Have students create a multi-modal presentation showcasing the evolution of social media as a platform for public intellectuals, incorporating insights from the panel talk.
2. **Panel Discussion Analysis:** Have students analyse the rhetoric, arguments, and presentation styles of the panellists, comparing and contrasting their approaches to the topic.

English

1. **Panel Discussion Reflection:** After viewing the panel talk, have students write a 500- word reflective blog on how the discussion altered or reinforced their views on the role of influencers in education and public discourse. They should specifically reference arguments made by the panellists.
2. **Group Presentation on Influencer Impact:** Divide students into groups and have them create a presentation on the impact of influencers in a specific field (e.g., art, law, storytelling). Have each group focus on one of the panellists' areas of expertise, researching additional examples of influencers in that field and analysing their contributions online.

Business Studies

1.Digital Marketing Plan Presentation: In groups, have students develop a digital marketing plan for a hypothetical influencer or content creator starting in a niche of their choice. The plan should audience engagement, content differentiation, and monetisation strategies. Each group presents their plan to the class, explaining how they would apply the insights gained from the panellists to achieve success in the digital marketplace.

2.Ethics Roundtable Debate: Facilitate a roundtable discussion on the ethical considerations of influencer monetisation strategies. Prompt students to discuss issues brought up in the debate including transparency with audiences, the impact of sponsored content on authenticity, and the ethical implications of algorithms promoting certain content over others.

Additional Resources

- Bogliari, A. (2023) Council post: Creator monetization: Diversifying income streams and opportunities, Forbes. Available at: <https://www.forbes.com/sites/forbesagencycouncil/2023/08/04/creator-monetization-diversifying-income-streams-and-opportunities/?sh=432fd4724125>
- Dopson, E. (2024) How to monetize Instagram: 8 proven strategies to boost earnings, Uscreen. Available at: <https://www.uscreen.tv/blog/how-to-monetize-instagram/>
- Fallon, N. (2021) The Top 5 Social Media influencers by industry, CO. Available at: <https://www.uschamber.com/co/grow/marketing/top-social-media-influencers>
- Five ways Creators can monetize their influence. Linked in: Five ways Creators can monetize their influence. Available at: <https://www.linkedin.com/pulse/five-ways-creators-can-monetize-influence-black-girl-digital/ir> influence.
- Geyser, W. (2024) Top instagram influencers, Influencer Marketing Hub. Available at: <https://influencermarketinghub.com/top-instagram-influencers/>
- How to monetize Instagram as a creator and influencer (no date) Mailchimp How To Monetize Instagram: Making Money as an Influencer. Available at: <https://mailchimp.com/resources/how-to-monetize-instagram/>
- Konger and Jones, C. (2023) How do influencers make money? influencer income unveiled: CJ&CO, CJ&COTM. Available at: <https://www.cjco.com.au/article/how-do-influencers-make-money/>
- McGillivray , M. (no date) TikTok - (@_theiconoclass) Official, TikTok. Available at: https://www.tiktok.com/@_theiconoclass?lang=en

Classroom Context and Curriculum Links

KLA	Stage 5	Stage 6 - Preliminary	Stage 6 - HSC
Society and Culture social and cultural concepts and their application		P1 identifies and applies social and cultural concepts	H1 evaluates and effectively applies social and cultural concepts
Society and Culture personal, social and cultural identity and interactions within societies and cultures		P2 describes personal, social and cultural identity P3 identifies and describes relationships and interactions within and between social and cultural groups	H2 explains the development of personal, social and cultural identity H3 analyses relationships and interactions within and between social and cultural groups
Society and Culture continuity and change, personal and social futures		P5 explains continuity and change and their implications for societies and cultures	H5 analyses continuity and change and their influence on personal and social futures
English C think in ways that are imaginative, creative, interpretive and critical	EN5-5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of context	EN11-5 thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments	EN12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments
English D express themselves and their relationships with others and their world	EN5-7D understands and evaluates the diverse ways texts can represent personal and public worlds	EN11-7 understands and explains the diverse ways texts can represent personal and public worlds	EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds
Business Studies		P1 discusses the nature of business, its role in society and types of business structure P7 plans and conducts investigations into contemporary business issues P8 evaluates information for actual and hypothetical business situations	H2 evaluates management strategies in response to changes in internal and external influences H3 discusses the social and ethical responsibilities of management H8 organises and evaluates information for actual and hypothetical business situations

General capabilities and cross-curriculum



Critical and Creative thinking



Ethical Understanding



Personal and Social Capability



Let's keep in touch

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