

## Aboriginal Studies Years 7–10 Life Skills unit: Connecting with Aboriginal people and their cultures

### Unit title: Connecting with Aboriginal people and their cultures

**Description:** This unit involves students exploring important features of Aboriginal cultures and the ways that Aboriginal people contribute to Australian society. Students develop appropriate ways to interact with members of the Aboriginal community and explore the importance of land to Aboriginal people. *Learning activities address selected ‘learn about’ and ‘learn to’ statements within the Life Skills content of the syllabus and may be prioritised and selected to suit the needs of students. The unit provides a range of ways in which students may engage in learning activities and students should participate at a level appropriate to their abilities and interests.*

### Life Skills Outcomes

A student:

- LS.1 recognises factors that contribute to an Aboriginal person’s identity
- LS.4 recognises the importance of self-determination and autonomy for Aboriginal Peoples
- LS.5 recognises the significant contribution of Aboriginal people to Australian society
- LS.6 explores the ways in which the wider Australian community interacts with Aboriginal Peoples and cultures
- LS.8 uses appropriate protocols for working with Aboriginal Peoples and communities
- LS.9 uses a variety of strategies to locate and select information
- LS.10 uses a variety of strategies to organise and communicate information.

### Resources

#### Books

Barlow, A & Hill, M, *Australian Aborigines Series*, Macmillan, Sydney.  
*Aboriginal Australia Reading Series*, Harcourt Brace Jovanovich, Sydney.  
 Roughsey, D, *The Rainbow Serpent*, Collins, Sydney.  
*Deadly Vibe Magazine*, PO Box 810, Darlinghurst, 2010.  
 Tresize, P & Roughsey, D, *Gidja*, Collins, Sydney, reprinted by Angus & Robertson, Sydney.  
*Djugurba – Tales from the Spirit Time*, Australian National University Press, Rushcutters Bay.  
 Stokes, D, *Desert Dreamings*, Jacaranda Press, reprinted by Heinemann Library, Carlton.  
*Traditional Aboriginal Culture and Society* (Information Pack) ATSIC, Canberra.

#### Posters

ATSIC, Canberra  
 Department of Aboriginal Affairs, Sydney  
 Naamarroo Employment Services, Redfern

#### Videos

*The Dreaming Series*, Aboriginal Nations Pty Ltd, 97 Rose St Chippendale, 2008  
*Message Stick*. ABC Series.

#### Websites

Bangarra Dance Theatre <http://www.bangarra.com.au>  
 Aboriginal and Torres Strait Islander Commission <http://www.atsic.gov.au>  
 Australian Museum <http://www.amonline.net.au>  
 Yothu Yindi <http://www.yothuyindi.com>  
 Christine Anu <http://www.christineanu.com>  
 Deadly Vibe Magazine <http://www.vibe.com.au>

<p><b>Links</b> A student:</p> <p><b>Aboriginal Languages</b> LS.MBC.1 experiences cultural diversity LS.MBC.2 explores their own and other cultures</p> <p><b>English</b> ENLS-1A listens and responds in familiar contexts ENLS-2A communicates for a variety of purposes, audiences and contexts ENLS-5A recognises and uses visual texts, media and multimedia for a variety of purposes, audiences and contexts ENLS-16D explores the ways cultural ideas and perspectives shape a range of spoken, written, visual and multimedia texts</p> <p><b>Geography</b> LS.2 moves around in the environment LS.4 explores the effects of the physical environment on people’s activities</p> <p><b>History</b> HTLS-5 recognises the significance of people and events in the past HTLS-12 investigates the past using historical skills.</p>	<p>A student:</p> <p><b>Information and Software Technology</b> LS.5.3 uses a variety of techniques to present information and software technology solutions</p> <p><b>Music</b> LS.7 experiences music from a variety of social, cultural and historical contexts LS.9 appreciates a variety of music</p> <p><b>PDHPE</b> LS.5 uses appropriate behaviours in social situations LS.23 supports and cooperates with others in a range of contexts</p> <p><b>Visual Arts</b> LS.1 experiences a variety of artmaking activities LS.2 explores a variety of materials, techniques and processes.</p>
<p>For students working towards Life Skills outcomes in regular classes, teachers may wish to link the activities in this unit with the Stage 5 unit ‘<b>Aboriginal Loss of Autonomy after Invasion</b>’ (p 15) or ‘<b>Aboriginal Organisations in the Post-invasion Context</b>’ (pp 16–21) in <i>Aboriginal Studies Years 7–10: Advice on Programming and Assessment</i>.</p>	

**Focus: Exploring traditional and contemporary Aboriginal culture**

*Outcomes: LS.1, LS.6, LS.8*

Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning <i>(words in italics refer to Life Skills outcomes)</i>	Feedback
<ul style="list-style-type: none"> <li>factors that contribute to identify</li> </ul>	<ul style="list-style-type: none"> <li>recognise that each person has their own identity</li> <li>explore factors that contribute to identity</li> </ul>	<p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>assists students to identify the cultural background of themselves and others</li> <li>assists students to explore aspects of cultural diversity</li> <li>invites members of the Aboriginal community to share features of their culture.</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>bring items from home that reflect features of their cultural background to share with others, eg photographs, traditional costumes, music, songs, stories</li> <li>identify features of diversity in their local community such as food, food outlets, dance, music, musical instruments, songs, chants, clothing/costumes, greetings, festivals, special occasions, traditions, stories</li> </ul>	<p>Bringing items from home representing students' cultural backgrounds is important in <i>recognising factors that contribute to an Aboriginal person's identity.</i></p> <p>Identifying features of diversity in their local community is important in <i>recognising factors that contribute to an Aboriginal person's identity.</i></p>	<p>Oral, visual and/or tangible feedback and prompts by the teacher to guide and affirm students':</p> <ul style="list-style-type: none"> <li>sharing their cultural background with others</li> <li>response to and identification of the cultural background of themselves and others in the class.</li> </ul>

continued

**Focus: Exploring traditional and contemporary Aboriginal culture (cont)**

*Outcomes: LS.1, LS.6, LS.8*

Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning <i>(words in italics refer to Life Skills outcomes)</i>	Feedback
<ul style="list-style-type: none"> <li>the increasing interaction of non-Aboriginal people with Aboriginal Peoples and culture</li> <li>the appropriate protocols for communicating and showing respect for Aboriginal Peoples and cultures</li> </ul>	<ul style="list-style-type: none"> <li>explore how people in the wider community are accessing aspects of Aboriginal culture</li> <li>explore the appropriate ways of behaving towards, communicating with and showing respect for Aboriginal Peoples</li> </ul>	<p><b>Students</b></p> <ul style="list-style-type: none"> <li>explore aspects of Aboriginal culture with one or more members of the Aboriginal community. This may include:                             <ul style="list-style-type: none"> <li>listening to traditional and contemporary Aboriginal music associated with a range of celebrations</li> <li>exploring the movement, feel and sound produced by musical instruments</li> <li>listening to/viewing stories, eg Dreamtime stories</li> <li>observing and participating in a dance associated with a particular occasion or ceremony</li> <li>visiting an Aboriginal cultural centre or gallery</li> </ul> </li> <li>share in cultural experiences alongside Aboriginal community members, eg participate in preparing and eating a variety of food, participate in creating artwork using traditional Aboriginal methods</li> <li>listen to and ask questions of an Aboriginal guest speaker on the significance of the land for Aboriginal people in relation to food, kinship, spiritual connections</li> </ul>	<p>Exploring aspects of Aboriginal culture through traditional music, stories, dance and cultural presentations may indicate <i>exploring the ways in which the wider Australian community interacts with Aboriginal Peoples and cultures.</i></p> <p>Participation in shared cultural experiences may indicate <i>exploring the ways in which the wider Australian community interacts with Aboriginal Peoples and cultures.</i></p> <p>Listening to Aboriginal guest speakers may indicate <i>using appropriate protocols for working with Aboriginal Peoples and communities.</i></p>	<p>Oral, visual and/or tangible feedback and prompts by the teacher to guide and affirm students’:</p> <ul style="list-style-type: none"> <li>participation in Aboriginal cultural activities</li> <li>participation in cultural experiences alongside Aboriginal community members</li> <li>use of appropriate protocols when listening to an Aboriginal guest speaker.</li> </ul> <p>Responses by the guest speaker can also provide feedback.</p>

continued

<b>Focus: Exploring traditional and contemporary Aboriginal culture (cont)</b>				
<b>Outcomes: LS.1, LS.6, LS.8</b>				
<b>Students learn about</b>	<b>Students learn to</b>	<b>Integrated learning experiences, instruction and assessment</b>	<b>Evidence of learning</b> <i>(words in italics refer to Life Skills outcomes)</i>	<b>Feedback</b>
<ul style="list-style-type: none"> <li>the increasing interaction of non-Aboriginal people with Aboriginal Peoples and culture</li> </ul>	<ul style="list-style-type: none"> <li>explore how people in the wider community are accessing aspects of Aboriginal culture</li> </ul>	<p><b>Students</b></p> <ul style="list-style-type: none"> <li>make a poster, model or multimedia presentation to illustrate a particular aspect of Aboriginal culture such as music, stories, dance, art, food.</li> </ul>	<p>Illustrating a particular aspect of Aboriginal culture may indicate <i>exploring the ways in which the wider Australian community interacts with Aboriginal Peoples and cultures.</i></p>	<p>Oral, visual and/or tangible feedback and prompts by the teacher to guide and affirm creation of a poster, model or multimedia presentation about a particular aspect of Aboriginal culture in an appropriate format.</p>
<b>Focus: Land and its significance for Aboriginal identity</b>				
<b>Outcomes: LS.1, LS.4, LS.9, LS.10</b>				
<ul style="list-style-type: none"> <li>factors that contribute to Aboriginal identity</li> </ul>	<ul style="list-style-type: none"> <li>recognise the centrality of land to Aboriginal identity</li> <li>explore factors that contribute to an Aboriginal person's sense of identity</li> </ul>	<p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>assists students to explore links between contemporary Aboriginal enterprises, culture and the land.</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>explore the significance of the land for Aboriginal people through: <ul style="list-style-type: none"> <li>viewing films, eg <i>Rabbit Proof Fence</i></li> <li>viewing/listening to Dreamtime stories</li> <li>viewing/listening to Aboriginal visual and performing artists</li> <li>discussing the significance of the colours and design of the Aboriginal flag</li> </ul> </li> </ul>	<p>Exploring the significance of the land for Aboriginal people may indicate <i>recognising factors that contribute to an Aboriginal person's identity.</i></p>	<p>Oral, visual and/or tangible feedback and prompts by the teacher to guide and affirm responses to films, stories, visiting artists and the Aboriginal flag and the identification of the link between the land and Aboriginal identity.</p>

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**Focus: Land and its significance for Aboriginal identity (cont)**

*Outcomes: LS.1, LS.4, LS.9, LS.10*

Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning <i>(words in italics refer to Life Skills outcomes)</i>	Feedback
<ul style="list-style-type: none"> <li>• the importance of the land and economic independence for Aboriginal self-determination and autonomy</li> <li>• a variety of strategies to access information to meet a particular need</li> <li>• strategies for organising information</li> <li>• formats for communicating information</li> </ul>	<ul style="list-style-type: none"> <li>• recognise the links between economic independence and autonomy</li> <li>• identify the importance of the land for Aboriginal self-determination</li> <li>• locate information using appropriate strategies</li> <li>• evaluate and order information</li> <li>• select and use appropriate written, oral and graphic forms to communicate information</li> </ul>	<p><b>Students</b></p> <ul style="list-style-type: none"> <li>• undertake site studies and/or communication technology research to explore contemporary Aboriginal organisations/enterprises. This may include answering the following questions:               <ul style="list-style-type: none"> <li>– What does the organisation/enterprise do?</li> <li>– Where does it operate?</li> <li>– How does it service the needs of the community?</li> <li>– What are the links between the organisation/enterprise and various expressions of Aboriginal culture?</li> </ul> </li> <li>• record the results of their research and present their findings to others. This may include:               <ul style="list-style-type: none"> <li>– annotating photographs taken on the site study</li> <li>– completing a teacher-structured worksheet</li> <li>– creating a poster</li> <li>– presenting an oral report</li> <li>– developing a multimedia presentation.</li> </ul> </li> </ul>	<p>Undertaking site studies or research may involve <i>recognising factors that contribute to an Aboriginal person's identity and/or recognising the importance of self-determination and autonomy for Aboriginal Peoples</i>. It may also involve <i>using a variety of strategies to locate and select information</i>.</p> <p>Recording the results of research and presenting findings may involve using <i>a variety of strategies to organise and communicate information</i>.</p>	<p>Oral, visual and/or tangible feedback and prompts by the teacher to guide and affirm students':</p> <ul style="list-style-type: none"> <li>• investigation of contemporary Aboriginal organisations and enterprises</li> </ul> <p>• recording of results and presentation to others.</p> <p>Responses by others provide feedback.</p>

**Focus: Connecting with prominent Aboriginal people**

*Outcomes: LS.5, LS.6, LS.8, LS.9, LS.10*

Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning <i>(words in italics refer to Life Skills outcomes)</i>	Feedback
<ul style="list-style-type: none"> <li>the increasing interaction of non-Aboriginal people with Aboriginal Peoples and culture</li> <li>the contribution of Aboriginal people to Australian society</li> </ul>	<ul style="list-style-type: none"> <li>recognise the ways in which Aboriginal Peoples are increasingly visible and vocal in the community</li> <li>participate in the development of a case study regarding the contribution of an Aboriginal person to Australian society</li> </ul>	<p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>provides information on a range of contemporary and prominent Aboriginal people</li> <li>assists students to select a prominent Aboriginal person as the subject of a case study</li> <li>assists students to identify and access a range of resources, including organising a visit by, or interview with, the selected person</li> <li>assists students to record their investigation in appropriate formats to share with others.</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>participate in class activities to explore roles of well-known Aboriginal people in the community. This may include:               <ul style="list-style-type: none"> <li>identifying well-known Aboriginal people</li> <li>sorting and matching well known Aboriginal people with the area in which they are famous</li> <li>recognising through discussion that Aboriginal people are now more visible and vocal in the community</li> </ul> </li> <li>select an Aboriginal person as the subject of a case study. Individuals may be selected from the areas of:               <ul style="list-style-type: none"> <li>visual arts, eg Sally Morgan, Bronwyn Bancroft</li> <li>performing arts, eg Christine Anu, Mandawuy Yunupingu, David Gulpilil</li> <li>film and television, eg Deborah Mailman</li> <li>sport, eg Jason Gillespie, Nova Peres-Kneebone, Cathy Freeman</li> <li>politics, eg Linda Burney, Aiden Ridgeway</li> <li>human rights, eg Dr Lowitja O'Donoghue</li> </ul> </li> </ul>	<p>Participation in class activities to explore roles of well-known Aboriginal people may indicate <i>exploring the ways in which the wider Australian community interacts with Aboriginal Peoples and cultures.</i></p> <p>Selection of an Aboriginal person as the subject of a case study may indicate <i>recognising the significant contribution of Aboriginal people to Australian society.</i></p>	<p>Oral, visual and/or tangible feedback and prompts by the teacher to guide and affirm students':</p> <ul style="list-style-type: none"> <li>identification of well known Aboriginal people and their roles in the community</li> <li>selection of an appropriate Aboriginal person as the subject of a case study.</li> </ul>

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**Focus: Connecting with prominent Aboriginal people (cont)**

*Outcomes: LS.5, LS.6, LS.8, LS.9, LS.10*

Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning <i>(words in italics refer to Life Skills outcomes)</i>	Feedback
<ul style="list-style-type: none"> <li>• the contribution of Aboriginal people to Australian society</li> <li>• the appropriate protocols for communicating and showing respect for Aboriginal Peoples and cultures</li> <li>• a variety of strategies to access information to meet a particular need</li> <li>• strategies for organising information</li> <li>• formats for communicating information</li> </ul>	<ul style="list-style-type: none"> <li>• participate in the development of a case study regarding the contribution of an Aboriginal person to Australian society</li> <li>• explore the appropriate ways of behaving towards, communicating with and showing respect for Aboriginal Peoples</li> <li>• locate information using appropriate strategies</li> <li>• select relevant information from identified sources</li> <li>• evaluate and order information</li> <li>• select and use appropriate written, oral and graphic forms to communicate information</li> </ul>	<p><b>Students</b></p> <ul style="list-style-type: none"> <li>• undertake the case study. This may involve:               <ul style="list-style-type: none"> <li>– participating in a discussion about the Aboriginal person</li> <li>– identifying the types of resources that will provide information on the life and contribution of the person such as books, newspaper cuttings, photographs, films, videos and websites</li> <li>– locating and selecting information</li> <li>– participating in preparing questions and interviewing the selected person by phone, email, in person</li> <li>– participating in a group discussion/forum to discuss the information they have collected for the case study</li> </ul> </li> <li>• determine the most appropriate way to record the information gathered as part of the case study. This may involve:               <ul style="list-style-type: none"> <li>– creating a scrapbook of photographs, newspaper cuttings</li> <li>– creating a collage of annotated materials</li> <li>– retelling the main events in the life of the selected Aboriginal person through photographs, pictures, multimedia presentation</li> </ul> </li> <li>• share their case study with others. This may include:               <ul style="list-style-type: none"> <li>– placing labelled photographs or a poster in a prominent position in the class or school</li> <li>– developing a multimedia presentation</li> <li>– presenting an oral report.</li> </ul> </li> </ul>	<p>Undertaking the case study may indicate <i>recognising the significant contribution of Aboriginal people to Australian society</i>. It may also indicate <i>using appropriate protocols for working with Aboriginal Peoples and communities</i> and/or <i>using a variety of strategies to locate and select information</i>.</p> <p>Determining the most appropriate way to record the information gathered may indicate <i>using a variety of strategies to organise and communicate information</i>.</p> <p>Sharing their case study with others may indicate <i>using a variety of strategies to organise and communicate information</i>.</p>	<p>Oral, visual and/or tangible feedback and prompts by the teacher to guide and affirm students’:</p> <ul style="list-style-type: none"> <li>• identification, location and selection of appropriate resources that will provide information on the life and contribution of the person</li> <li>• recording of their information in an appropriate format</li> <li>• communication of the results of their case study in an appropriate format.</li> </ul> <p>Responses by others can provide feedback.</p>



