# Aboriginal Studies Years 7-10: Core 1

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## Core 1: Aboriginal identities

The focus of Core 1 is the diversity of Aboriginal cultures and identities, and the factors that contribute to their maintenance and expression. Students explore the social factors and experiences that affect identity and cultural expression. Core 1 also develops knowledge and understanding about appropriate consultation protocols and Indigenous Cultural and Intellectual Property (ICIP), so that students are able to work ethically with their local Aboriginal communities. A case study on Aboriginal community identities can be the basis through which Core 1 is studied, or it can be undertaken separately at any point throughout the core.

## Outcomes

A student:

* **AST5-1** describes the factors that contribute to an Aboriginal person’s identity
* **AST5-2** explains ways in which Aboriginal Peoples maintain identity
* **AST5-3** describes the dynamic nature of Aboriginal cultures
* **AST5-4** explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location
* **AST5-5** explains the importance of families and communities to Aboriginal Peoples
* **AST5-6** explains the importance of self-determination and autonomy to all aspects of Aboriginal Peoples’ participation nationally and internationally
* **AST5-7** assesses the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally
* **AST5-8** analyses the range of relationships between Aboriginal Peoples and non-Aboriginal peoples
* **AST5-9** analyse the factors that influence non-Aboriginal peoples’ range of perceptions of Aboriginal Peoples and cultures
* **AST5-10** identifies and applies appropriate community consultation protocols and ethical research practices to gather, protect and interpret data
* **AST5-11** selects and uses a range of research techniques and technologies to locate, select, organise and communicate information and findings

**Related Stage 4 outcomes**: AST4-1, AST4-2, AST4-3, AST4-4, AST4-5, AST4-6, AST4-7, AST4-8, AST4-9, AST4-10, AST4-11

Outcomes referred to in this document are from [Aboriginal Studies Years 7-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/aboriginal-studies-7-10-2020) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2020

## Learning sequence 1: Individual identity

Students:

* investigate factors that contribute to a person’s personal, cultural and national identity, for example:
	+ age, gender and ability
	+ family and community(ies)
	+ cultures, customs and languages
	+ spiritual and/or religious affiliation
	+ national icons
* compare and contrast their own and others’ sense of identity

### Factors that contribute to a person’s identity

**Teacher note** – it is up to the teacher how much depth they would like on the passport. Some schools may choose to ask students to include maps and flags for example.

* Brainstorm - how do you identify yourself?
* Create a student passport. The document should include:
	+ name
	+ birth date
	+ gender
	+ where the student is from and the flag
	+ what land they currently reside on. You can use the [AIATSIS map of Indigenous Australia](https://aiatsis.gov.au/explore/map-indigenous-australia) to determine this.
	+ a photo if possible
* Class discussion about the question - are the flags we identify with important? Why or why not?
* Discuss the significance of the [Aboriginal and Torres Strait Islander flags](https://www.naidoc.org.au/about/indigenous-australian-flags):
	+ How do they express the identity of the community?
	+ Why are the colours significant?
	+ What symbols are represented and why are they important?
* Compare how non-Aboriginal people connect to the Australian national flag and how it expresses their identity. Can students identify the features and their significance on the Australian flag?

### Compare and contrast their own and others’ sense of identity

**Teacher note** - for the connections game, a tennis ball can be used instead of string and students sit down after they pass the ball. Once all students are sitting they will be able to see they all have connections.

* [Think pair share activity](https://www.readingrockets.org/strategies/think-pair-share) - examine similarities and differences between yourselves and your peers. Repeat the activity until each student has found several links with their peers.
* Connections game – the first student with yarn or ball of string says three things about themselves. If another student can connect with any of the three points, they get the string and the game continues until there is a web around the room showing how all students may be connected.
* Discuss what the connections game shows us about identity and how we are connected through similarities and differences.

## Learning sequence 2: Cultural expressions and interpretations

Students:

* explore the diversity of Aboriginal Peoples’ and Torres Strait Islander Peoples’ identities and cultures, and the factors that determine cultural expressions and interpretations in Aboriginal communities, for example:
	+ geographical location
	+ histories
	+ environments
	+ technologies
* identify similarities and differences in Aboriginal Peoples’ cultural expressions and interpretations
* compare generational differences and propose reasons why these differences may exist
* describe influences on Aboriginal cultural expression, including:
	+ television and radio
	+ films and documentaries
	+ printed publications
	+ online content and social media
* explore the roles that Aboriginal Peoples have played internationally, for example:
	+ Aboriginal Peoples’ contributions in international Indigenous forums, for example United Nations, relationships with international Indigenous Peoples
	+ the international reputation of Aboriginal artists and performing arts companies
	+ sporting contexts, for example the First 11 cricket team

### The diversity of Aboriginal Peoples’ and Torres Strait Islander Peoples’ identities and cultures

**Teacher note** - presentations can be completed using a variety of online or offline options. Teacher discretion to be used when making this choice. One option has been highlighted below, but you should use what suits your own context.

* Complete a [StoryMap](https://storymaps.arcgis.com/) (requires Chrome browser) exploring the diversity of Aboriginal Peoples, by comparing two [Aboriginal nations](https://aiatsis.gov.au/explore/articles/aiatsis-map-indigenous-australia) within New South Wales. Your presentation needs to include:
	+ the name of your chosen nations
	+ locations
	+ types of environment
	+ local traditions
	+ local technologies (this will be very different for a coastal and in-land nation)
	+ local Aboriginal and non-Aboriginal histories.
* Using the information from the previous activity, complete a Venn diagram exploring the similarities and differences in cultural expressions and interpretations throughout Aboriginal communities.

### Compare generational differences

**Teacher note** – the episode, [‘You Can’t Ask That - Indigenous’](https://iview.abc.net.au/show/you-can-t-ask-that/series/1/video/LE1517H008S00) (duration 21:00) featured in this activity contains some swearing – pre-screening and ensuring suitability for your context is recommended.

If your school has a yarning circle it is recommended you use this environment for the second part of this activity.

* Watch [You Can't Ask That – Indigenous](https://iview.abc.net.au/show/you-can-t-ask-that/series/1/video/LE1517H008S00) (duration 21:00) and [Ask Us Anything](https://www.youtube.com/watch?v=SHVbVBLlhCM) (duration 21:04).
* Discuss the differing perspectives of different generations. Propose reasons why you think these differences may exist.
* Meet with local Aboriginal and Torres Strait Islander Peoples (this could include school Aboriginal Education Officers). Discuss identity and what forms their identity.
* How are their personal identities similar or different to an Aboriginal person in a younger or older generation? What factors may have contributed to this?

### Influences on Aboriginal cultural expression

**Teacher note** – the [jigsaw activity](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/546#.X18RT8Jorms.link) in this section requires you to break the class into small groups and allocate each group a media type from the list below. Students will research their allocated media type and then join a new group with one person taking the role of ‘expert’ for each of the four media types.

* Complete a [jigsaw activity](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/546#.X18RT8Jorms.link) – your teacher will break your class into small groups to undertake research about the following media types:
	+ television and radio
	+ films and documentaries
	+ printed publications
	+ online content and social media.
* Your research will explore different types of media and how they influence Aboriginal cultural expression. Complete the following table to help with the research:

Types of media and how they influence Aboriginal cultural expression

|  |  |
| --- | --- |
| Question | Notes |
| What media type are you researching? |  |
| Describe the media type you are researching |  |
| How does this form of media influence Aboriginal cultural expression?  |  |
| Give examples of cultural expressions available with this media type. |  |
| Give examples of artists or people that you associate with this type of media |  |

* Once you have completed the table, write a paragraph summarising your findings about the type of media that you researched.
* Re-group as per your teacher’s instructions – you should now be in a group with one person that researched each of the four media types. Each member of the group needs to explain their answer to the question ‘how does this media type influence Aboriginal cultural expression?’ and take notes on the media types they did not research themselves.
* Individually, write a paragraph answering the question ‘how do different types of media influence Aboriginal cultural expression?’
* Complete an [exit ticket](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/543#.X2AJvg-oLAw.link).

### Roles that Aboriginal Peoples have played internationally

**Teacher note** – before starting activities, it is important to define useful terms and concepts for example, forums. Prepare the hexagons ahead of time for the [hexagonal thinking activity](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/579#.X1_3jpufc6Y.link). Hexagonal thinking can be used to help map out the problem-solving process, share ideas and answer an overarching question. Before commencing, modelling a completed hexagon may help students understand the strategy.

* Research [Mick Gooda](https://humanrights.gov.au/about/commissioners/mick-gooda-aboriginal-and-torres-strait-islander-social-justice-commissioner) and [Dr June Oscar](https://humanrights.gov.au/our-work/commission-general/june-oscar-ao-aboriginal-and-torres-strait-islander-social-justice). Write a [professional biography](https://www.grammarly.com/blog/how-to-write-bio/) about each of these people.
* Discuss how they have each contributed to international Indigenous forums.
* Access information about [Biennale of Sydney](https://www.biennaleofsydney.art/media/), [Bangarra](https://www.bangarra.com.au/about/company/) and [Busby Marou.](https://www.couriermail.com.au/sport/commonwealth-games/confidential/jeremy-marou-and-thomas-busby-are-knockabout-queenslanders-fronting-a-major-new-tourism-campaign/news-story/c8e8f76ad869173cecb45f7c5024b81b)
* Use this information to complete a [hexagonal thinking activity](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/579#.X1_3jpufc6Y.link). Fill in the blank hexagons and arrange them to answer:
	+ how have these companies, events and artists been recognised internationally?
	+ how have Aboriginal artists and performing arts companies contributed to international cultural expression?
* Create a poster about one of the following people or teams. The poster should outline how that person or team has contributed to international cultural expression for Aboriginal Peoples.
	+ [Patrick Mills](http://pattymills.com.au/latest/)
	+ [Nova Peris](https://www.nma.gov.au/explore/blog/nova-peris)
	+ [First 11 Cricket team](https://www.abc.net.au/news/2018-03-15/first-xi-aboriginal-cricket-team-tour-of-england-150-years-on/9547492#:~:text=The%20story%20of%20the%20First,being%20relegated%20to%20relative%20obscurity.)
* Using the table provided, summarise the roles that Aboriginal Peoples have played in cultural expression internationally:

Roles that Aboriginal Peoples have played in cultural expression internationally

|  |  |  |
| --- | --- | --- |
| Indigenous forums | Performing arts | Sport |
|  |  |  |
|  |  |  |

* Discuss how international Indigenous forums, artists and performing arts companies, and sporting teams and people may contribute to the self-determination and autonomy of Aboriginal Peoples.

## Learning sequence 3: Social factors and experiences

Students:

* identify the social factors and experiences that have affected Aboriginal identities in post-invasion Australian society, for example:
	+ disconnection of families, including separation of children and the Stolen Generations
	+ influence of religious groups
	+ economic factors
	+ online content, social media and digital communities
* draw conclusions about the effects of social factors and experiences on the development of Aboriginal identity in post-invasion Australian society, including:
	+ connection with Country
	+ imposed use of English and dispossession of Aboriginal languages
	+ wellbeing, such as trauma, healing, community connections
	+ social justice and human rights, for example education, criminal justice
* discuss examples of portrayals of Aboriginality in the media, and evaluate the effect on Aboriginal Peoples and non-Aboriginal people

### Social factors and experiences that have affected Aboriginal identities

**Teacher note** - the Soundtrails are more accessible in the Google Chrome browser. Adobe flash player is required to view these recordings

* Using the [Soundtrails website](https://www.soundtrails.com.au/) or [Mungo Messages](http://www.visitmungo.com.au/video-messages)– listen to at least three different stories.
* As you listen, take notes about the differing perspectives that you can identify in these stories. Present your findings to the class through a whole class discussion.
* Brainstorm how these experiences and relationships between Aboriginal and non-Aboriginal Peoples have affected Aboriginal identities in post-invasion Australian society.

### The effects of social factors and experiences on the development of Aboriginal identity

**Teacher note** –if access to technology is an issue, information can be printed out and handed to students. A concept map is an effective way of expressing structured relationships. The subject is at the top and related ideas become specific entries as you move down the map. In this way, concept maps differ from mind maps because relationships are expressed in a tree or radial structure, depending on the relationships between ideas.

#### Connection to Country

Dispossession refers to Aboriginal Peoples being denied ownership and access to their land. The term is used in both the legal sense, for example, terra nullius, and the practical sense, for example, dislocation. Dispossession led to the connection with Country being broken and has had an impact on Aboriginal identity.

* Using the [What about history](https://australianstogether.org.au/discover/australian-history/get-over-it/) and [Colonisation](https://australianstogether.org.au/discover/australian-history/colonisation/) webpages, complete a [concept map](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/577#.X1_5mYj824A.link) on the effects of dispossession on Aboriginal identity.

#### Imposed use of English and dispossession of Aboriginal languages

* Read the SBS article [Voices silenced: What happened to our Indigenous languages?](https://www.sbs.com.au/news/voices-silenced-what-happened-to-our-indigenous-languages). Discuss the key points the article makes and summarise in dot points or a short paragraph.
* Complete the following questions:
	+ How does language contribute to your identity?
	+ If you could not speak your language would it have an impact on you and your wellbeing? Why or why not?
	+ Access the National Archives of Australia. Using the information provided, complete the questions on the website including:
	+ Why are First Australian languages important?
	+ What caused First Australians to be dispossessed of their languages?
	+ How have attitudes to First Australian languages changed? Provide examples.

#### Wellbeing

* Access the [Close the Gap (2020)](https://humanrights.gov.au/our-work/aboriginal-and-torres-strait-islander-social-justice/publications/close-gap-2020?_ga=2.32259006.1093481302.1598832796-1500781108.1595306010) (PDF 39.3MB) document. Split the document amongst the class, so groups concentrate on a certain section.
* Create a shared [Jamboard](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/593?clearCache=bbe0a005-c10e-4f3a-8da2-49bf701191) to explore the document and how wellbeing and health are linked to identity.
* Discuss the main points of your section of the document on the shared Jamboard.

#### Social justice and human rights

* Watch the [Uluru Statement from the Heart](https://vimeo.com/346347606) (duration 18:20) and create a [timeline](https://templates.office.com/en-us/Timelines) of the campaign for social justice and human rights for Aboriginal Peoples.
* Re-watch the [Uluru Statement from the Heart](https://vimeo.com/346347606) (duration 18:20) and complete the following tasks:
	+ How does the Uluru Statement from the heart relate to social justice and human rights?
	+ What does the Uluru statement hope to achieve?
	+ What constitutional reforms is the statement wanting to achieve?
	+ [What is a Makarrata? The Yolngu word is more than a synonym for treaty](https://www.abc.net.au/news/2017-08-10/makarrata-explainer-yolngu-word-more-than-synonym-for-treaty/8790452)? Why is it important?
	+ How do the injustices suffered by Aboriginal Peoples impact on the forming of their identity?

### Conclusion

Use the table below to outline the impact of these social factors or experiences on the development of Aboriginal identity

The impact of these social factors or experiences on the development of Aboriginal identity

|  |  |  |  |
| --- | --- | --- | --- |
| Connection with country | Imposed use of English and dispossession of languages | Wellbeing | Social justice and human rights |
|  |  |  |  |
|  |  |  |  |

### Portrayals of Aboriginality in the media

**Teacher note** – when conducting a [gallery walk](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/555#.X1_7UKe4MDw.link) ensure there is sufficient space between and around each piece of work to allow for ease of movement and close inspection of the work. Allow time for participants to view each display and respond to the questions.

* Develop a [gallery walk](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/555#.X1_7UKe4MDw.link) of images or displays from a variety of sources including film and television, advertising, news stories and print media. Images or displays need to be visible around the room, showing a variety of portrayals of Aboriginality in a range of media.
* At the conclusion of the gallery walk discuss:
	+ What did you find most interesting and why?
	+ What were the overarching emotions and feelings conveyed in the images or displays?
	+ How do these perceptions contribute to the identity of Aboriginal people and how might this impact their own perceptions of their communities?

## Learning sequence 4: Adaptations in cultural expression

Students:

* describe combinations and adaptations of Aboriginal Peoples’ cultural expressions in post-invasion contexts, for example:
	+ the use of musical instruments in contemporary musical presentations, such as yidaki (didgeridoo, marluk, bamboo), clap sticks, languages
	+ the use of graphic and visual cultural elements, for example in fashion, décor, graphic design, contemporary arts
	+ the use of dance and cultural movement, for example dance theatre, sporting contexts
* discuss the validity and significance of adaptations of cultural expression
* explain how adaptations in Aboriginal cultural expressions reflect the dynamic and resilient nature of cultures

### Combinations and adaptations of Aboriginal Peoples’ cultural expressions

* Define adaptation and appropriation. Discuss the difference between the two terms and why it is important to be aware of these definitions throughout this part of the core.
* Read the Vogue article, [13 Indigenous Australian fashion designers](https://www.vogue.com.au/fashion/trends/four-indigenous-australian-fashion-designers-to-know-now/image-gallery/8f6fcee1cff25f8034a9f0b4881bea1e). Complete the following questions:
	+ How are these designers adapting artistic works for fashion?
	+ Why are they adapting these art works and making fashion pieces?
	+ Can fashion be used to tell a story?
* Write a [PEEL paragraph](https://www.virtuallibrary.info/peel-paragraph-writing.html) about each of the companies listed below, describing the way the modern and traditional culture combine to express Aboriginal identity.
	+ [Bundarra](https://www.bundarra.org/)
	+ [Magpie Goose](https://magpiegoose.com/)
	+ [Max Cool Workwear](http://maxcoolworkwear.com.au/wp/indigenous-art-editions/)
	+ [Native Swimwear Australia](https://www.nativeswimwearaustralia.com.au/)

### Validity and significance of adaptations of cultural expression

* Complete a [Think Pair Share activity](https://www.readingrockets.org/strategies/think-pair-share) - consider whether combining the traditional and modern cultural expressions through fashion is valid and appropriate.
* Using the concept of fashion (or another example), conduct a class discussion about the significance of adaptation of cultural expression for Aboriginal Peoples. In your discussion, consider all aspects of adaptations of cultural expression.
* Write a reflection statement about the validity and significance of adaptations of cultural expression in various mediums, in light of the discussion.

### Adaptations in Aboriginal cultural expressions reflect the dynamic and resilient nature of cultures

**Teacher note** - before starting activities, it is important to define useful terms and concepts for example, dynamic and resilient. Presentations may be delivered using a range of tools.

* Create a presentation explaining how adaptation and combination of cultural expressions shows that Aboriginal culture is dynamic and resilient. Use the example of fashion already provided and one other example to complete the presentation.
* Other examples could include:
	+ the use of musical instruments in contemporary musical presentations, such as yidaki clap sticks, languages
	+ the use of graphic and visual cultural elements, for example in décor, graphic design, contemporary arts
	+ the use of dance and cultural movement, such as dance theatre, sporting contexts

## Learning sequence 5: Cultural expression and celebrations

**Teacher note** – this learning sequence can be used to complete the case study. The case study can be viewed towards the end of the document.

Students:

* investigate Aboriginal Peoples’ and Torres Strait Islander Peoples’ cultural expression and celebrations, for example:
	+ [Yabun](http://yabun.org.au/)
	+ [Saltwater Freshwater Festival](http://www.saltwaterfreshwater.com.au/festival/)
	+ [Coming of the Light](https://www.qm.qld.gov.au/Find%2Bout%2Babout/Aboriginal%2Band%2BTorres%2BStrait%2BIslander%2BCultures/Gatherings/Coming%2Bof%2Bthe%2BLight%2BTorres%2BStrait%2BIslands)
	+ [NAIDOC Week](https://www.naidoc.org.au/)
	+ [NSW Koori Rugby League Knockout.](https://www.abc.net.au/news/2018-10-01/koori-knockout-a-modern-day-corroboree/10326070)
* describe the importance of cultural expression and celebrations to the maintenance of cultures.

### Cultural expression and celebrations

* Research one of the following celebrations:
	+ [Yabun](http://yabun.org.au/)
	+ [Saltwater Freshwater Festival](http://www.saltwaterfreshwater.com.au/festival/)
	+ [Coming of the Light](https://www.qm.qld.gov.au/Find%2Bout%2Babout/Aboriginal%2Band%2BTorres%2BStrait%2BIslander%2BCultures/Gatherings/Coming%2Bof%2Bthe%2BLight%2BTorres%2BStrait%2BIslands)
	+ [NAIDOC Week](https://www.naidoc.org.au/)
	+ [NSW Koori Rugby League Knockout.](https://www.abc.net.au/news/2018-10-01/koori-knockout-a-modern-day-corroboree/10326070)
* Complete a [Padlet](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/592#.X2ARm_1_xbk.link) about the chosen celebration. You should include:
	+ What is the event or celebration about?
	+ Why does it happen?
	+ When does it happen?
	+ What does it celebrate?
	+ How long has it been happening for?
	+ Why is it an important celebration in Aboriginal and Torres Strait Islander cultures?

### Importance of cultural expression and celebrations to the maintenance of cultures

**Teacher note** – if your school has a yarning circle it is recommended you use this environment for this activity. Before meeting with the local Aboriginal and Torres Strait Islander community member, students should create questions they would like to ask about cultural celebrations.

* Meet with local Aboriginal and Torres Strait Islander Peoples (this could include school Aboriginal Education Officers). Discuss why celebrations and cultural expressions are important to maintaining culture. How do they maintain culture?
* Yarning should include local history, events that may have impacted on interracial relationships and kinship. What factors have contributed to the local sense of identity and cultural expression?
* Students can ask questions about celebrations and expressions to help their understanding of the importance.

## Learning sequence 6: Spiritual identity

Students:

* identify the importance and interrelationship of Country/Place and spiritual identity to Aboriginal Peoples and Torres Strait Islander Peoples
* explore a wide range of expressions of spiritual identities through cultural activities, including Dreaming stories
* describe a variety of ways in which Aboriginal Peoples express their connection to Country

### The interrelationship of Country, Place and spiritual identity

**Teacher note** – access to a computer will be needed and headphones will be useful. The two links provided are starting points for students and further research could be undertaken.

* Read [Aboriginal spirituality](https://australianstogether.org.au/discover/indigenous-culture/aboriginal-spirituality) and the [importance of land](https://australianstogether.org.au/discover/indigenous-culture/the-importance-of-land/).
* In groups write a script for a podcast describing the importance and interrelationship of country and spiritual identity to Aboriginal and Torres Strait Islander Peoples.
* Create the podcast using [Audacity](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/186#.X1_9eawzM6Q.link).

### Expressions of spiritual identities through cultural activities

**Teacher note** – there is a limited list of cultural activities that link to spiritual identities outlined in this learning sequence.

Dreaming stories: if a local community member is not available students can storyboard one of the stories they read.

#### Language

* Use the AIATSIS article on [Indigenous Australian Languages](https://aiatsis.gov.au/explore/articles/indigenous-australian-languages) to discuss how language can be connected to spiritual identity in Aboriginal culture.

#### Music

* Access [Introduction to Traditional Aboriginal Music](https://www.aboriginalart.com.au/didgeridoo/) on the Aboriginal art and culture website. Students take notes as they read the content from each of the following sections:
	+ [Didgeridoo introduction](https://www.aboriginalart.com.au/didgeridoo/)
	+ [Songs of the Dreamtime](https://www.aboriginalart.com.au/didgeridoo/songs.html)
	+ [Ceremony or Corroboree](https://www.aboriginalart.com.au/didgeridoo/ceremony.html)
	+ [The Songman](https://www.aboriginalart.com.au/didgeridoo/songman.html)
	+ [Dance](https://www.aboriginalart.com.au/didgeridoo/dance.html)
	+ [Aboriginal music instruments](https://www.aboriginalart.com.au/didgeridoo/instruments.html)
	+ [Aboriginal rock art and music](https://www.aboriginalart.com.au/didgeridoo/rockart.html)
	+ [other ancient musical instruments](https://www.aboriginalart.com.au/didgeridoo/ancient_instruments.html)
* Students use the notes taken to create a class [concept map](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/577#.X1_-jIGQlXw.link) about music and spiritual identity in Aboriginal culture.

#### Ceremonies

* Watch [Smoking ceremony](https://www.youtube.com/watch?v=erJaQ_b09zI) (duration 3:02) and complete the following questions:
	+ Explain what smoking ceremonies are used for?
	+ What is the most important thing you should do when a smoking ceremony is being performed and why?
* Watch Traditional Ceremonial Dance (duration 24:04) and complete the following questions:
	+ What do the Rirratjinu people use this dance for?
	+ Why is it important?
	+ How does it relate to spiritual identity in their community?

#### Art and Songlines

* Watch the following clips:
	+ [Elders create authentic Aboriginal art](https://www.youtube.com/watch?v=OT2GQdhtikU) (duration 2:52)
	+ [Songlines: Aboriginal art and storytelling](https://www.youtube.com/watch?v=zp_vYfEiuGU) (duration 3:32)
	+ [Traditional storytelling](https://www.youtube.com/watch?v=t6hnte-RnGA) (duration 8:29)
	+ [Songlines explained](https://www.youtube.com/watch?v=33O08xrQpR8) (duration 4:55)
* Complete a [Quick, Write](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/548#.X1__cMrN6wo.link) activity describing the ways spiritual identities are expressed through cultural activities like art and Songlines.

#### Dreaming stories

* Access [Dreamtime Introduction](https://www.aboriginalart.com.au/culture/dreamtime.html) and explore the related topics on the website.
* Create a collaborative [post-it note brainstorm](https://minds-in-bloom.com/creative-brainstorming-with-post-its/) as a class to identify why Dreaming stories are expressions of spiritual identities. Once completed, discuss the results, identifying any repetitions or missing elements.
* Watch and read a range of adaptations of Dreaming stories, including, but not limited to the following:
	+ [Dust Echoes](https://education.abc.net.au/home#!/digibook/2570774/dust-echoes) (variety of clips ranging from duration 4:00 to 5:00)
	+ [Brolga](https://education.abc.net.au/home#!/media/2570584/brolga) (duration 4:50)
	+ [Moon Man](https://education.abc.net.au/home#!/media/2570552/moon-man) (duration 4:48)
	+ [The Rainbow Serpent](https://dreamtime.net.au/rainbow-serpent-story/)
	+ [Tiddalick the Frog](https://dreamtime.net.au/tiddalick-the-frog/)
	+ [Eaglehawk and crow](https://dreamtime.net.au/eaglehawk/)
* Meet with local Aboriginal and Torres Strait Islander Peoples (this could include school Aboriginal Education Officers). Discuss local Dreaming stories. Select one of these stories and turn it into a [storyboard](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/559#.X2AAY2Vp3nE.link).

### Ways in which Aboriginal Peoples express their connection to Country

**Teacher note** – the resource [Connection to Country](https://www.commonground.org.au/learn/connection-to-country) may be downloaded before and provided to students as printed copies

* Access and read [Connection to Country](https://www.commonground.org.au/learn/connection-to-country). Brainstorm the following questions:
	+ How do Aboriginal Peoples connect to country?
	+ Discuss and describe how they express this connection.

## Learning sequence 7: Family structures

Students:

* identify key features of kinship structures in Aboriginal cultures
* identify key features of family structures in Torres Strait Islander cultures, for example extended families, customary adoption practices
* describe the role and importance of kinship in Aboriginal communities today
* examine the factors that contribute to diversity within Aboriginal family structures today

### Features of kinship structures in Aboriginal cultures

* As an introduction to the concept of kinship watch [Family and Kinship](https://www.youtube.com/watch?v=mNtPcW4t1PY) (duration 1:08).
* Complete a [KWLH Chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562#.X2AA5J12lVw.link) about Kinship.
* Using the website [Australians Together - Indigenous Kinship](https://australianstogether.org.au/discover/indigenous-culture/kinship/), discuss the key features of kinship and add this information in the L column as the discussion is completed.
* Use [Common ground - Kinship Systems](https://www.commonground.org.au/learn/kinship-systems) to expand on the knowledge learnt and add more information to the chart.

### Key features of family structures in Torres Strait Islander cultures

**Teacher note** –the Queensland government’s [Cultural differences](https://cspm.csyw.qld.gov.au/practice-kits/care-arrangements/working-with-aboriginal-and-torres-strait-islander/seeing-and-understanding/cultural-differences-in-child-rearing-practices#Torres_Strait_Islander_customary_adoption) resource may be downloaded and provided to students as printed copies.

* Read the information on the [Cultural differences](https://cspm.csyw.qld.gov.au/practice-kits/care-arrangements/working-with-aboriginal-and-torres-strait-islander/seeing-and-understanding/cultural-differences-in-child-rearing-practices#Torres_Strait_Islander_customary_adoption) webpage and brainstorm the key features of family structures in Torres Strait Islander cultures including customary adoption practices.

### The role and importance of Kinship in Aboriginal communities today

**Teacher note** –the Woollahra Council [The power of Kinship](https://www.woollahra.nsw.gov.au/community/about_our_community/history_and_heritage/aboriginal_heritage/the_power_of_kinship) resource may be downloaded and provided to students as printed copies.

* Watch [Indigenous Kinship System](https://www.youtube.com/watch?v=VkRh4oisaGA) (duration 3:03) and access [The power of kinship](https://www.woollahra.nsw.gov.au/community/about_our_community/history_and_heritage/aboriginal_heritage/the_power_of_kinship). Using the knowledge gained from these resources and the previous activities, write a [PEEL paragraph](https://www.virtuallibrary.info/peel-paragraph-writing.html) explaining the importance of kinship in Aboriginal communities today.

### Factors that contribute to diversity within Aboriginal family structures today

* [Teaching Tolerance](https://www.tolerance.org/classroom-resources/tolerance-lessons/my-family-rocks) states:

“We live in an increasingly diverse world, and that’s true even for family structures. The “nuclear” family is not as prevalent in our society as it once was.”

Listen to these family descriptions and stand up every time a family is described:

* + an Aboriginal mum and her adopted Chinese daughter.
	+ a man and a woman with no children.
	+ parents and guardians with 11 children and a grandchild.
	+ a mum, a stepdad and a son.
	+ a girl and her two dads.
	+ a boy and his foster parents.
* Think about your own family. Each family has a unique identity, in the same way that individuals have unique identities. Write a [descriptive paragraph](https://www.thoughtco.com/how-to-write-a-descriptive-paragraph-1690559#:~:text=A%20descriptive%20paragraph%20is%20a,Some%20descriptive%20paragraphs%20do%20both.) about your family identity.
* Look at factors that contribute to a diverse range of [family structures](https://www.geographyrealm.com/geography-family-structure/) around the world. Compare this to factors that contribute to diversity within Aboriginal family structures today.

Factors that contribute to a diverse range of family structures

|  |  |
| --- | --- |
| Factors contributing to diverse families | Factors contributing to diverse Aboriginal families |
|  |  |

## Case study

The case study must have a local/regional community focus and familiarise students with the nature of their local Aboriginal community(ies). In the planning, delivery and evaluation of case studies, schools should work in partnership with their local Aboriginal community, and/or appropriate knowledge holders to identify suitable resources, including additional contacts and appropriate publications. The study of a contrasting community allows students to develop an understanding of the diversity of Aboriginal cultures and Torres Strait Islander cultures and expressions of identity.

### Aboriginal community identities case study

Students:

* apply ethical research skills, including protocols for consultation, for example:
	+ free, prior and informed consent
	+ using Aboriginal-authored or endorsed texts
	+ sharing research findings
* demonstrate understanding of ethical responsibilities surrounding Indigenous Cultural and Intellectual Property (ICIP), for example:
	+ permission from appropriate knowledge holders
	+ acknowledgement, attribution and citation
* investigate and compare contemporary cultural celebrations, including:
	+ a celebration in the local Aboriginal community
	+ a celebration in another Aboriginal or Torres Strait Islander community
* explain the importance of the celebrations to the maintenance of the culture and identity of each community

**Teacher note** – this case study is expanded from learning sequence 5. If your school has a yarning circle it is recommended you use this environment in this case study.

* Research one of the following celebrations:
	+ [Yabun](http://yabun.org.au/)
	+ [SaltwaterFreshwater Festival](http://www.saltwaterfreshwater.com.au/festival/)
	+ [Coming of the Light](https://www.qm.qld.gov.au/Find%2Bout%2Babout/Aboriginal%2Band%2BTorres%2BStrait%2BIslander%2BCultures/Gatherings/Coming%2Bof%2Bthe%2BLight%2BTorres%2BStrait%2BIslands)
	+ [NAIDOC Week](https://www.naidoc.org.au/)
	+ [NSW Koori Rugby League Knockout.](https://www.abc.net.au/news/2018-10-01/koori-knockout-a-modern-day-corroboree/10326070)
* Complete a [Padlet](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/592#.X2AkTDeeKpA.link) about the chosen celebration. You should include:
	+ What is the event or celebration about?
	+ Why does it happen?
	+ When does it happen?
	+ What does it celebrate?
	+ How long has it been happening for?
	+ Why is it an important celebration in Aboriginal and Torres Strait Islander cultures?
	+ How does it maintain culture?
* Once your Padlet is complete, meet with local Aboriginal and Torres Strait Islander Peoples (this could include school Aboriginal Education Officers). Discuss why celebrations and cultural expressions are important to maintaining culture. How do they maintain culture?
* Yarning should include local history, events that may have impacted on interracial relationships and kinship. What factors have contributed to the local sense of identity and cultural expression?
* Students can ask questions about celebrations and expressions to help their understanding of the importance.

## Assessment task

**Teacher note** – if an app is not achievable or overwhelming for students in your context then a [learning portfolio](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/583#.X2AkxCKptZU.link) would be an appropriate alternative.

### Outcomes

* **AST5-1** describes the factors that contribute to an Aboriginal person’s identity
* **AST5-2** explains ways in which Aboriginal Peoples maintain identity
* **AST5-5** explains the importance of families and communities to Aboriginal Peoples
* **AST5-7** assesses the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally
* **AST5-11** selects and uses a range of research techniques and technologies to locate, select, organise and communicate information and findings

### Task

* You have been employed by the local council to create an App using [Thunkable](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/632#.X2AlCk6vdGw.link) that explores local Aboriginal culture.
* The App must include information about:
	+ factors that contribute to an Aboriginal person’s identity
	+ the local Aboriginal language with a comment about how language helps maintain identity
	+ the importance of families and communities, including reference to Kinship
	+ significant local Aboriginal Peoples, cultural events, celebrations and stories.
* The App must communicate this information in a way that is accessible by all members of the community.

### Marking criteria

|  |  |
| --- | --- |
| Criteria | Grade |
| * Demonstrates extensive knowledge of the content by describing a range of factors that contribute to an Aboriginal person’s identity
* Demonstrates extensive knowledge of content and understanding of course concepts by explaining how language helps maintain Aboriginal Peoples identity
* Demonstrates extensive knowledge of content and understanding of course concepts by explaining the importance of families and communities to Aboriginal Peoples
* Demonstrates extensive knowledge of content and understanding of course concepts by assessing the significance of the roles of local Aboriginal Peoples, cultural events, celebrations and stories
* Effectively communicates complex ideas and information by selecting and using a range of research techniques and technologies to locate, select, organise and communicate information and findings.
 | A |
| * Demonstrates thorough knowledge of the content by describing some factors that contribute to an Aboriginal person’s identity
* Demonstrates thorough knowledge of content and understanding of course concepts by outlining how language helps maintain Aboriginal Peoples identity
* Demonstrates thorough knowledge of content and understanding of course concepts by outlining the importance of families and communities to Aboriginal Peoples
* Demonstrates thorough knowledge of content and understanding of course concepts by examining the significance of the roles of local Aboriginal Peoples, cultural events, celebrations and stories.
* Clearly communicates complex ideas and information by selecting and using a range of research techniques and technologies to locate, select, organise and communicate information and findings.
 | B |
| * Demonstrates sound knowledge of the content by identifying a range of factors that contribute to an Aboriginal person’s identity
* Demonstrates sound knowledge of content and understanding of course concepts by describing how language helps maintain Aboriginal Peoples identity
* Demonstrates sound knowledge of content and understanding of course concepts by describing the importance of families and communities to Aboriginal Peoples
* Demonstrates sound knowledge of content and understanding of course concepts by summarising the significance of the roles of local Aboriginal Peoples, cultural events, celebrations and stories.
* Communicates ideas in an appropriate manner by selecting and using a range of research techniques and technologies to locate, select, organise and communicate information and findings.
 | C |
| * Demonstrates basic knowledge of the content by identifying some factors that contribute to an Aboriginal person’s identity
* Demonstrates basic knowledge of content and understanding of course concepts by identifying how language helps maintain Aboriginal Peoples identity
* Demonstrates basic knowledge of content and understanding of course concepts by identifying the importance of families and communities to Aboriginal Peoples
* Demonstrates basic knowledge of content and understanding of course concepts by describing the significance of the roles of local Aboriginal Peoples, cultural events, celebrations and stories.
* Communicates ideas in a descriptive manner by attempting to select and use a range of research techniques and technologies to locate, select, organise and communicate information and findings.
 | D |
| * Demonstrates elementary knowledge of the content by identifying a limited number of factors that contribute to an Aboriginal person’s identity
* Demonstrates elementary knowledge of content and understanding of course concepts by listing how language helps maintain Aboriginal Peoples identity
* Demonstrates elementary knowledge of content and understanding of course concepts by listing the importance of families and communities to Aboriginal Peoples
* Demonstrates elementary knowledge of content and understanding of course concepts by identifying the significance of the roles of local Aboriginal Peoples, cultural events, celebrations and stories.
* Demonstrates elementary skills in communicating ideas and selecting information.
 | E |