Aboriginal Studies Years 7-10: Option 1

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## Option 1: Aboriginal enterprises and organisations

This option focuses on the establishment and diversity of Aboriginal organisations and enterprises. Students explore the concepts of autonomy and governance, and the roles of a range of Aboriginal organisations and enterprises.

Students examine the impacts of Aboriginal organisations and enterprises in terms of social justice and self-determination for Aboriginal Peoples and communities.

## Outcomes

A student:

* **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
* **AST5-10** 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:** AST4-5, AST4-6, AST4-7, AST4-8, 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: Aboriginal Peoples and autonomy and governance

Students:

* identify key aspects of Aboriginal autonomy and governance pre-invasion, including:
	+ conservation/preservation of the environment
	+ sharing and reciprocity
	+ industry and trade, for example resource exchange, Macassan traders
	+ roles determined by knowledge and gender, such as leadership roles
* explain the effects of colonisation on Aboriginal Peoples’ autonomy and governance, including:
	+ lack of acknowledgement and acceptance by colonists of the autonomy of Aboriginal Peoples
	+ dispossession and dislocation from Country
	+ impact on the ability to perform roles critical to an autonomous Peoples
	+ impact of reserves and missions, for example restrictions on language and culture, disempowerment of Elders, forced reliance on welfare

### Aboriginal autonomy and governance pre-invasion

**Teacher note** – a [writing scaffold](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/625?clearCache=373b1a44-8b5a-1568-68e1-3526b613e74d) is provided to help students plan and write a coherent and well- structured response.

* Complete a [K-W-L chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562#.X20qiF-2tK4.link) for the terms autonomy, governance, pre-invasion and reciprocity. The KWL chart will help to track what a student knows (K), wants to know (W), and has learned (L) about these concepts. This could be used before, during, and after the activity.
* Using the [jigsaw approach](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/546?clearCache=4d3fb480-70be-d8f0-db4f-eb1ebb4efe7), work in groups to research four aspects of Aboriginal autonomy and governance pre-invasion. Your group will be assigned one of the following aspects:
	+ conservation/preservation of the environment
	+ sharing and reciprocity
	+ industry and trade. For example, resource exchange, Macassan traders (see the National Museum Australia for further information regarding [Trade with the Makasar](https://www.nma.gov.au/defining-moments/resources/trade-with-the-makasar)).
	+ roles determined by knowledge and gender, for example, leadership roles.

Students will present their findings to the class.

### Effects of colonisation on autonomy and governance

* Using the information from the previous jigsaw activity and other sources, prepare a structured response that explains the effects of colonisation on Aboriginal Peoples’ autonomy and governance. Assign one of the following effects of colonisation on Aboriginal Peoples’ autonomy and governance to be included in the structured response:
	+ lack of acknowledgement and acceptance by colonists of the autonomy of Aboriginal Peoples
	+ dispossession and dislocation from Country
	+ impact on the ability to perform roles critical to an autonomous Peoples
	+ impact of reserves and missions. For example, restrictions on language and culture, disempowerment of Elders, forced reliance on welfare.

Responses should:

* + use a variety of primary and secondary sources
	+ have a clear cause and effect on Aboriginal Peoples’ autonomy and governance.
* Using a [peer feedback](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549?clearCache=aca39058-dd68-ac10-b61b-420d8c279c59) approach, share your structured response with your classmates and provide constructive feedback on the responses that are shared with you.

## Learning sequence 2: Diversity of Aboriginal organisations and enterprises

Students:

* identify and give reasons for the establishment of early Aboriginal community organisations
* use a variety of sources to research and describe current Aboriginal organisations, including:
	+ types of organisations, for example community-based, cultural, education, employment, medical, legal
	+ their roles in self-determination and autonomy
* identify reasons for the establishment of Aboriginal enterprises
* describe the types and diversity of Aboriginal enterprises, for example:
	+ land development
	+ tourism
	+ visual and performing arts
	+ consultancy and cultural safety training

### Reasons for the establishment of early Aboriginal community organisations

**Teacher note** – students will need to be able to explain the differences between organisations and enterprises and the differing reasons for their establishment.

* Define and [brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542?clearCache=1fd988cf-f48c-557-6945-ecf4c86dc03b) Aboriginal community organisations and explain why there is a need for their establishment.
* Develop a [timeline](https://support.microsoft.com/en-us/office/create-a-timeline-9c4448a9-99c7-4b0e-8eff-0dcf535f223c) for the establishment of early Aboriginal community organisations. For example, the first newspaper produced by Aboriginal Peoples was the Flinders Island chronicle published September 1836. Read the information about this organisation in [Australia’s Indigenous publishing pioneer, Walter George Arthur](https://www.abc.net.au/local/audio/2011/02/17/3141671.htm).
* Read the National Museum Australia articles [Collaborating for Indigenous rights 1957–1973](https://www.nma.gov.au/explore/features/indigenous-rights) and [Organisations](https://www.nma.gov.au/explore/features/indigenous-rights/organisations). Using the organisation article, choose 5 organisations and investigate the reason for their establishment.
* Develop a [Frayer diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/553?clearCache=d4d45309-6435-7441-ae89-96e55f4e61fb) demonstrating reasons of the establishment of Aboriginal community organisations. The Frayer diagram should include four parts of establishment of early Aboriginal community organisations: social, economic, political and legal.

### Research current Aboriginal organisations

**Teacher note** - information collected as part of this research activity may be useful when completing the fact sheet in Learning Sequence 3

* Read through the NESA’s article about the [Aboriginal and Torres Strait Islander Principles and Protocols](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/diversity-in-learning/aboriginal-education/aboriginal-and-torres-strait-islander-principles-and-protocols). Using the NESA article, create a checklist of consistent principles and protocols for working with Aboriginal Peoples and Torres Strait Islander Peoples. Justify the importance of each aspect of the checklist principles and protocols. The checklist and justification should be seen by your teacher before you conduct your research into the local case study.
* Research a local Aboriginal organisation using a variety of sources. The local Aboriginal organisation should be concerned with a current issue and may include government organisations, Aboriginal representative organisations or Aboriginal non-profit organisations.
* Describe the research methods used in the local Aboriginal organisation case study. The description should include how the Aboriginal and Torres Strait Islander principles and protocols were followed.

### The types and diversity of Aboriginal enterprises

**Teacher note** – in this sequence, types and diversity of contemporary Aboriginal enterprises has been examined before identification of the reasons for their establishment. This has been done to more appropriately sequence the detail required in each task.

* Identify 10 Aboriginal enterprises and reasons for their establishment.
* Read the article ‘[KPMG establishes new business to support Indigenous entrepreneurs](https://home.kpmg/au/en/home/media/press-releases/2020/02/kpmg-establishes-new-business-to-support-indigenous-entrepreneurs-26-february-2020.html)’ and visit the [KPMG webpage](https://home.kpmg/au/en/home/services/advisory/management-consulting/indigenous-services.html) and discuss the reason for the establishment of the business activity.
* Investigate the [Indigenous Business Australia webpage](https://www.iba.gov.au/business-what-stage-is-your-business-at/) and watch [Starting your business journey](https://www.iba.gov.au/business-starting-here-are-some-helpful-resources-for-you/) (duration 2:06). Using the five-steps identified, discuss the process of establishing an Aboriginal enterprise.
* Read the Deadly Story article about [Coranderrk station](https://www.deadlystory.com/page/culture/history/Coranderrk). Answer the following:
	+ list the types of business activity that were conducted by the enterprise
	+ describe the location and type of enterprise
	+ describe the reasons for establishment of the enterprise.
* [Supply Nation](https://supplynation.org.au/) is Australia's largest national directory of verified Aboriginal and Torres Strait Islander businesses. Using Supply Nation, research local Aboriginal enterprises. Build on the previous activity by extending the student developed list of Aboriginal enterprises. Using the search function on the Supply Nation website, search the different types of Aboriginal enterprise in the local area. Complete the following table:

|  |  |  |  |
| --- | --- | --- | --- |
| Name of enterprise | Type of enterprise (service) | Location | Reason for establishment |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

## Learning sequence 3: Impact of Aboriginal organisations and enterprises

Students:

* analyse data to assess the impact of Aboriginal organisations and enterprises on Aboriginal employment and moves towards economic independence
* compare and contrast Aboriginal organisations and enterprises, including not-for-profit organisations
* explain the advantages of Aboriginal control over Aboriginal organisations and enterprises, for example:
	+ provision of culturally appropriate services
	+ Aboriginal control over Aboriginal affairs, such as self-determination and autonomy
	+ employment and training in culturally appropriate settings
	+ economic benefits, for example benefit sharing, sustainability

### Using data to assess impact

**Teacher note** –the [Contribution of the Indigenous business sector to Australia’s economy (PDF 1MB)](https://www.pwc.com.au/indigenous-consulting.html) from PwC may be downloaded prior to commencing the activity or may be utilised as an online resource. Before commencing the learning sequence, discuss what is mean by Gross Domestic Product (GDP)

* [Australian Institute of Health and Welfare](https://www.aihw.gov.au/reports/indigenous-australians/success-factors-for-indigenous-entrepreneurs-and-c/contents/table-of-contents) states:

“successful Indigenous entrepreneurs and community-based enterprises that create prosperity for individuals and communities across Australia”.

As a class, discuss the statement and how it relates Aboriginal organisations and enterprises on Aboriginal employment and economic independence.

In 2016, Indigenous businesses contributed approximately $2.2 to $6.6 billion to Australia’s GDP equating to 0.1% to 0.4% of total GDP ([PwC 2016](https://www.pwc.com.au/indigenous-consulting.html)).

* Using ABS data and further research, collect a variety of quantitative and qualitative data of the impact of Aboriginal organisations and enterprises. The research should show the impact and focus of moving towards economic independence for Aboriginal Peoples.
* Read the ‘What’s works’, ‘What doesn’t work’ (p.2) and ‘Key success factors’ (p. 6) sections of the [Success factors for Indigenous entrepreneurs and community-based enterprises (PDF 736KB)](https://www.aihw.gov.au/reports/indigenous-australians/success-factors-for-indigenous-entrepreneurs-and-c/contents/table-of-contents) about Aboriginal enterprises. Assess possible reasons why Aboriginal enterprises were successful.
* Using the research and information you have gathered, create a proposal which identifies focus areas for Aboriginal enterprises and organisations moving towards future economic independence.

### Compare and contrast Aboriginal organisations and enterprises

**Teacher note** – explain the concepts of primary and secondary data and qualitative and quantitative data prior to commencing the activities.

* Watch the ABC episode ‘[History of Indigenous rights in Australia](https://education.abc.net.au/home#!/media/2893132/history-of-indigenous-rights-in-australia)’ (duration 13:56) and read through the ‘[Right Wrongs](https://www.abc.net.au/rightwrongs/#:~:text=On%20May%2027%2C%201967%2C%20Australians,referred%20to%20in%20the%20Constitution.&text=Advice%3A%20Aboriginal%20and%20Torres%20Strait,of%20people%20who%20have%20died.)’ webpage.
	+ Identify a variety of different Aboriginal organisations and enterprises from the video and webpage.
	+ Using a [Venn diagram or T-chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599?clearCache=af6965bb-3ae4-1b66-ede1-d27df0a7c02d), compare and contrast Aboriginal organisations and enterprises from the information provided in the video, articles and further research.
* Using the previous activity, develop a fact sheet of similarities and differences. The fact sheet should include:
	+ a variety of primary and secondary sources
	+ qualitative and quantitative data. It is suggested that the ABS data and information that was previously collected could be used in the fact sheet.
	+ not-for-profit organisations
	+ local, state and national comparison.

### Aboriginal control over Aboriginal organisations and enterprises

**Teacher note** – the final activity in this sequence could be completed as an assessment task; see the sample task and marking criteria provided at the end of the document.

* Using [Think, pair, share](https://www.theteachertoolkit.com/index.php/tool/think-pair-share) technique, develop a list of advantages of Aboriginal control over Aboriginal organisations and enterprises. Discuss as a class, the types of Aboriginal control over Aboriginal organisations and enterprises.
* Read ‘[Inspiring Indigenous leaders through business success](https://www.asbfeo.gov.au/success-stories/inspiring-indigenous-leaders-through-business-success)’ and describe the different advantages of Aboriginal control over Aboriginal enterprises.
* In groups, create a presentation that demonstrates the positive social outcomes that are created through Aboriginal organisations and enterprises. These could include:
	+ providing a platform for challenging stereotypes
	+ challenging societal norms
	+ empowerment
	+ educates wider society of Aboriginal control over Aboriginal organisations and enterprises.

## Case study

Students explore the activities of an Aboriginal organisation or enterprise, using local examples where possible. In the planning, delivery and evaluation of case studies, schools should work in partnership with their local Aboriginal community or appropriate knowledge holders to identify suitable resources, including additional contacts and appropriate publications.

Students:

* apply ethical research skills, including protocols for consultation to work effectively with Aboriginal Peoples and communities
* demonstrate understanding of ethical responsibilities surrounding Indigenous Cultural and Intellectual Property (ICIP)
* investigate an Aboriginal organisation or enterprise
* communicate findings and conclusions of the case study effectively and appropriately

**Teacher note** – students will need access to [Canva](https://www.canva.com/), [Prezi](https://prezi.com/) or other tools to create their advertisement, alternatively the advertisement can be created as a hand drawn piece.

[Supply Nation](https://supplynation.org.au/) is a database of Aboriginal enterprises that may be useful in locating local organisations and enterprises.

Schools may engage with the local organisation and have them present to students or participate in a question and answer session to ensure they are working in partnership with local community to complete the case study.

* Select a local Aboriginal enterprise or organisation and conduct research to answer the following questions:
	+ When was the business established?
	+ What is its main role or function of the business?
	+ Who is the target market for the business?
	+ How does it represent itself as an Aboriginal Organisation or Enterprise?
	+ Does the business contribute to the local Aboriginal community, if so, how?
* Create an informative and persuasive advertisement to encourage local people to use the services offered by the enterprise or organisation. Your presentation may be constructed to be shown in print, television or radio media.

## Assessment task and rubric

**Teacher note** – when using this task, ensure it is placed on the school template and follows all assessment requirements.

### Outcomes

* **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
* **AST5-11** selects and uses a range of research techniques and technologies to locate, select, organise and communicate information and findings

### Task

* In groups, create a presentation that demonstrates the positive social outcomes that are created through Aboriginal organisations and enterprises. These could include:
	+ providing a platform for challenging stereotypes
	+ challenging societal norms
	+ empowerment, for example self-determination
	+ educating wider society of Aboriginal control over Aboriginal organisations and enterprises.

### Marking criteria

|  |  |
| --- | --- |
| Criteria | Grade |
| * Demonstrates extensive knowledge of the content by explaining in detail, multiple positive social outcomes created by Aboriginal organisations and enterprises including importance of self-determination and autonomy
* Demonstrates extensive knowledge by assessing the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally through enterprises or organisations
* 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 through creation of a presentation.
 | A |
| * Demonstrates thorough knowledge of the content by explaining multiple positive social outcomes created by Aboriginal organisations and enterprises including importance of self-determination and autonomy
* Demonstrates thorough knowledge by assessing the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally through enterprises or organisations
* 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 through creation of a presentation.
 | B |
| * Demonstrates sound knowledge of the content by explaining in detail, multiple positive social outcomes created by Aboriginal organisations and enterprises including importance of self-determination and autonomy
* Demonstrates sound knowledge by assessing the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally through enterprises or organisations
* 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 through creation of a presentation.
 | C |
| * Demonstrates basic knowledge of the content by explaining at least one positive social outcome created by Aboriginal organisations and enterprises including importance of self-determination or autonomy
* Demonstrates basic knowledge by identifying the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally through enterprises or organisations
* 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 range of outcomes created by Aboriginal organisations and enterprises
* Demonstrates elementary knowledge of the significance of the roles of Aboriginal Peoples through enterprises or organisations
* Demonstrates elementary skills in communicating ideas and selecting information.
 | E |