



Bush mechanics 3: guest speaker



Lesson **three** of four lessons

- Bush mechanics 1: exploring a procedure
- Bush mechanics 2: writing a procedure
- **Bush mechanics 3: guest speaker**
- Bush mechanics 4: book of procedures

CURRICULUM INFORMATION

PHASE OF DEVELOPMENT

Early Childhood ages 4 – 8 years)	Middle Childhood (typically ages 9 – 12 years)	Early Adolescence (typically ages 13 – 15 years)	Late Adolescence (typically 15+ years)
		✓	✓

MAJOR LEARNING AREAS

The Arts	English	H & PE	LOTE	Mathematics	Science	S & E	T & E
	✓ ✓						✓

VALUES

Pursuit of knowledge & commitment to achievement of potential	Self acceptance & respect of self	Respect & concern for others & their rights	Social & civic responsibility	Environmental responsibility
✓	✓			

TOPIC INFORMATION

PURPOSE

To provide opportunities for students to:

- study skills of survival of the contemporary Aboriginal people;
- use the conventions of the procedure genre with understanding and critical awareness;
- develop awareness of aspects of writing such as: audience, context and purpose, and adjust their writing accordingly; and
- develop a bank of innovative bush mechanics skills.

STUDENT OUTCOMES

Students:

- interview a guest speaker on bush mechanics skills; and
- observe and practice bush mechanics skills.





KEY BACKGROUND POINTS

The contemporary Indigenous person owns and drives a car. Many Aboriginal people use their car both as a means of transport to and from communities and as a vehicle for hunting in the outback where there is little or no other traffic. If the car breaks down they are often kilometres away from help. There are no mechanics in many remote Aboriginal communities and no RAC on hand to fix the problem. Therefore bush mechanics has become a means of survival for many contemporary Aboriginal people.

Transport is considered an integral facet of life, allowing Indigenous people to observe customs such as attending funerals, participating in law business, observing particular customs and obtaining bush tucker. Indigenous peoples have demonstrated innovative problem solving techniques to help them continue to travel by virtue of pioneering maintenance and vehicle operation.

This unit of work provides opportunities for learners to gain an appreciation of inventive mechanic practices.

CULTURAL & PROTOCOL CONSIDERATIONS

Be aware of warning on website and DVD, *Bush mechanics*. Viewers of this site are warned that it contains pictures of deceased people. This content remains online at the request of their families.

Before taking photo and video footage of guest speaker please ask if they are willing.

RESOURCES

Medium	Author, producer, developer etc	Title	Source
website	Warlpiri Media and the Australian Film Commission	<i>Bush mechanics</i>	http://www.bushmechanics.com
DVD	Warlpiri Media and the Australian Film Commission	<i>Bush mechanics</i>	ABC centre

TEACHING AND LEARNING STRATEGIES

TEACHING RESOURCES

- video camera and digital camera
- student copies of LEARNING GUIDE 4: guest speaker / student reflection
- student writing materials

LESSON STEPS

Preparation

- **Organise** an Aboriginal guest speaker who has skills in bush mechanics. Your AIEO, other Aboriginal staff members and/or DEO Aboriginal Education staff will assist you.
- **Discuss** what you need for the lesson, with guest speaker, asking them to participate.
- **Prepare** an old car that can be used to practise bush mechanic skills.
- **Arrange** to take photos of visit and who will take them.
- **Copy** student learning guide, LEARNING GUIDE 4: guest speaker / student reflection.

Implementation

Introduction prior to arrival of guest speaker

- **Distribute** student copies of LEARNING GUIDE 4: guest speaker / student reflection.
- **Ask** students to write a list of scenarios that they may encounter out in the bush, in the first section of the learning guide.
- **Share** the scenarios **and select** some to present to the guest speaker.





On arrival

- **Introduce** Aboriginal guest speaker who is known for mechanical knowledge.
- **Ask** students to read out the chosen scenarios.
- **Ask** guest speaker if they have encountered any of these problems and how he/she would solve them.
- **Demonstrating** on an old car, if possible, guest speaker shows students some tricks they have used or know if they have mechanical problems in bush.
- **Ask** if students have questions or feedback ...
- **Allow** students to have a go at the tricks under supervision of guest speaker and teacher.
- **Take** photos and video of visit (please refer to cultural protocols).
- **Ask** students to complete learning guide.

ASSESSMENT

Observe students participation in guest speaker activity. Anecdotal records:

- Did student ask guest speaker any questions or provide scenarios for speaker to solve?
- Did student have a go at practising bush mechanic techniques on car?
- Did student remain on task interacting and responding throughout lesson?

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LEARNING GUIDE 4: guest speaker / student reflection

STUDENT OUTCOME

Students:

- interview guest speaker,
- observe bush mechanics skills; and
- record reflections about learning.

INSTRUCTIONS

Guest speaker's visit

1. Write a list of different scenarios that you may have encountered when driving out bush in a car (if you have had none, use your imagination).

2. Write down one of the bush mechanics tricks the guest speaker showed you.

Reflect on your learning in this unit of work;

What have you learnt about the procedural genre?

What use is this knowledge to you?

What have you learnt about bush mechanics and how useful is this to you?

