



Learning about Aboriginal role models 2: drawing and talking



Number two of two lessons

- Learning about Aboriginal role models 1: story and discussion
- **Learning about Aboriginal role models 2: drawing and talking**

CURRICULUM INFORMATION

PHASE OF DEVELOPMENT

Early Childhood	Middle Childhood	Early Adolescence	Late Adolescence
✓			

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 learn more about what a role model is and identify Aboriginal role models. Students learn more about role models through a story from *The Dreaming* resource DVD set.

Then students choose an Aboriginal role model, draw a picture (portrait) of their chosen role model, and say why they chose that role model.

STUDENT OUTCOMES

Early childhood: health and physical education

- Lifestyle skills: personal identity – attributes of self and others

Early childhood: English/listening and speaking

Students listen with purpose, understanding and critical awareness in a wide range of situations. Students speak with purpose and effect in a wide range of contexts.

Contextual understandings

- Speakers and listeners interact in different ways depending on the purpose and context including: to describe through presenting simple reports.
- Discussions, conversations and presentations provide opportunities to listen to others, exchange information and comment appropriately.

Processes and strategies

- Strategies to use during speaking including responding appropriately to questions.

Early childhood: English/viewing

- Students view a wide range of visual texts with purpose, understanding and critical awareness.





Contextual understandings (continued)

- Viewers talk about their responses to characters.

Early childhood: The Arts/Visual Arts/Arts Understanding

Visual arts responses: responding to own visual arts experiences

Find ways to keep a record of their visual arts activities and experiences and to select work for a visual arts folio.

Visual arts responses: Responding through creating

To create visual arts work in response to their own senses, feelings, experiences and observations.

KEY BACKGROUND POINTS

Identifying what makes a role model is an important aspect of social development. By identifying and discussing Aboriginal role models students will not only learn more about role models, but will also learn more about the strengths of Aboriginal Culture and how this influences people and their achievements. The activity may also inspire students to become positive influences on others and to be proud of Indigenous role models identified during the activity.

CULTURAL & PROTOCOL CONSIDERATIONS

Always work with an AIEO or Aboriginal community members to ensure the activity is appropriate and contains local information. Ask the AIEO or Aboriginal community members for some local community members who are good role models and may be discussed in class. Create a list of Aboriginal role models (including famous Aboriginal people – the Education Department website has good information on this) who are appropriate to use in this activity. It also provides a good opportunity to invite an Aboriginal community member or parents into the class to discuss their role models with children, or to talk about themselves or family members who are role models.

RESOURCES

Medium	Author, producer, developer etc	Title	Source
picture kit	Ridgie Didge Resources	<i>Indigenous Role Models</i> picture kit	Ridgie Didge Resources PO Box 269 Bull Creek WA 6149, ridgie.didge@bigpond.com Phone: 93136160
website	David Wirrpanda Foundation	<i>David Wirrpanda Foundation</i> – Our people and services section has information on football role models.	http://www.dwf.org.au
website	WA Department of Education and Training	<i>Famous Aboriginal People</i>	www.det.wa.edu.au/education/abled/aspres/
DVD - set of 6	Dare to Lead- Aboriginal Nations Australia	<i>The Dreaming</i> , a six series collection on DVD.	phone: 02 83533610 email: abnadmin@ablnat.com.au
book – teachers guide	Dare to Lead- Aboriginal Nations Australia	Teachers guide for <i>The Dreaming</i> , a six series collection	phone: 02 83533610 email: abnadmin@ablnat.com.au





TEACHING AND LEARNING STRATEGIES

TEACHING RESOURCES

- pictures of Aboriginal role models, these may be found in books, magazines or printed off the internet.
- DVD player
- *The Dreaming* DVD set – *The Mountain Devil* story (series four), or another appropriate story which involves role models.
- *Indigenous Role Models* Picture Kit
- whiteboard and markers
- paper for drawing
- posters from previous lesson

LESSON STEPS

Preparation

- **Use** posters created in the previous lesson (Learning about Aboriginal role models – drawing and talking)
- **Display** pictures found for last lesson, and relevant pictures from *Indigenous Role Models* picture kit
- **Discuss** with an AIEO or Aboriginal community members, the appropriateness of role models and pictures you choose. In some Aboriginal communities, names of deceased people are not used.

Implementation

Whole class

- **Revise** the last session with the class: What is a role model? Who was a role model in the story they heard? What sorts of things make a role model? Why is it important to have role models?
- **Use** posters created in the previous lesson to review the words they used last time to describe role models.
- **Discuss**: who were the Aboriginal role models they thought of in last lesson.
- **Display** pictures of Aboriginal role models from last lesson, and list any others students have thought of.
- **Instruct** students to each choose a role model from those displayed.

Working individually

- **Ask** students to draw a picture of their role model.
- **Ask** those who are able to write under their picture why they like that role model. If students are not at writing level, ask them what they like about their role model and write it for them. The posters from previous lesson may help them to think of words to describe their role model.

Whole class

- Once students have completed drawings, invite each student to the front of the class to show their picture to the class and tell the class why they like that role model.

ASSESSMENT

Observe level of participation and attentiveness.

Observe student's ability to generate ideas and be involved in class discussion.

Observe student's ability to complete role model picture.

Observe student's ability to talk about their artwork to the class.

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