



# Families 1: my family



Number one in a sequence of three lessons .

- **Families 1: my family**
- Families 2: differences between Aboriginal and non-Aboriginal families
- Families 3: making a book about my family

## 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
✓	✓	✓	✓	

### DISTRICT

This lesson has been developed by the following district:
<b>Mid West</b>

## TOPIC INFORMATION

### PURPOSE

- To provide opportunities to discuss and compare the roles of family members.
- To provide opportunities for students to understand the structure of individual families.

### STUDENT OUTCOMES FROM THIS LESSON

- Students identify and discuss different family structures.
- Students identify and discuss different roles each family member plays in the family.

### KEY BACKGROUND POINTS

Family relationships are important in Aboriginal society and children are raised knowing to whom they are connected.

#### Aboriginal family roles

A child is expected to be an independent learner and has freedom to make their own choices under the guidance of elder siblings or extended family members, as well as parents. Girls are expected to adopt the role of mothering, often developing good child care skills when very young. Young men often fill an absent father's role.

Kinship systems define where a person fits in their society and what their obligations, rights and responsibilities are within their group. For example, older siblings are responsible for the welfare of younger ones in the family. Elders, men or women, have the right to have a say in decision making in families. Aunts may take on the role of mother, and uncles that of the father. Older children in families often become carers of the sick and infirm.





### Traditional roles and the wider community

The concept of 'legal guardianship' and its responsibilities differs in Aboriginal culture from the understanding in non-Aboriginal culture. For example, extended family members (aunts, cousins, grandmothers, brothers, sisters ...) may sign parental consent in relation to school matters. The responsibility of caring for children is shared across the extended family. Maturity level of Aboriginal children, regarding family responsibilities, is beyond their chronological age and of peers in mainstream society.

Contemporary children raised in urban centres see how non-Aboriginal children are raised and often question their cultural roles, choosing instead to live as their mainstream peers.

In Aboriginal communities men are seen and respected as authority figures and have power and respect in their community groups. This respect and acceptance of roles is not transferred into mainstream society where often there is a clash between Aboriginal men and the main authority figures, the police.

Due to integration into mainstream society aspects of the information provided here will differ from remote to rural areas. E.g. Elders in Wiluna have authority over all families residing in the town and punish offenders (those committing crimes) according to culture law – immediate physical punishment follows serious wrongdoings. However in Geraldton, the family and courts deal with crime and punishment. As this can take an extended period of time it means that often the person who is being punished does not relate the punishment to the crime.

### CULTURAL & PROTOCOL CONSIDERATIONS

Teachers should be culturally sensitive in the language they use and also sensitive to children's differing home situations, such as single parent and extended families living together.

Many Aboriginal families differ from non-Aboriginal families in that they may have extended families living in the same house (e. g. mum, dad, children, grandparents, cousins ...) while non-Aboriginal families are more often nuclear families (e. g. mum, dad and children). In Aboriginal families more people are available to share roles in the family.

Consult with your AIEOs and other Aboriginal staff to find out about families in your community.

### RESOURCES

Medium	Author, producer, developer etc	Title	Source
wooden toys		Aboriginal wooden family member models	Mid West Resources
books, jigsaws		<i>Aboriginal Theme Kit</i>	Mid West Resources
website	Admark Education	<i>Social Organization</i>	<a href="http://www.admarkeducation.com/soc.htm">http://www.admarkeducation.com/soc.htm</a>





# TEACHING AND LEARNING STRATEGIES

## TEACHING RESOURCES

- butcher's paper for teacher to write responses
- textas
- models or pictures of family members (optional)
- paper for student drawing

## LESSON STEPS

### Preparation

- **Check out** the website above for further background information.
- **Organise** teaching resources.

### Implementation

#### Whole class

- **Discuss** who makes a family, with children (on the mat).
- **Show** models or pictures of family members, if available.
- **Write** names of family members, as suggested by students, on board.
- **Focus questions** (adapt vocabulary according to level of students) may include:
  - Who makes up a family and extended family (e. g. mum, dad, siblings, aunts, uncles, cousins...)?
  - What are the roles of members of the family (e.g. What is mum's role in the family)?
  - In families other than birth families who takes the role of caregiver?
- **Record** each response on a separate large sheet of paper.
- **Distribute** drawing paper to students.
- **Ask** children to fold paper in half and to draw one male and one female member of their own family (one on each half).
- **Write** under each member who they are, and what their role is (teachers may need to scribe for young children).

#### Working in small groups

- **Compare** and contrast group members' pictures of family members, and descriptions of roles.

#### Whole class

- **Discuss** whether family members ever exchange roles, and when this might happen.
- **Discuss** similarities and differences between roles of family members.
- **Explain** that generally, Aboriginal families differ from non-Aboriginal families in that they may have extended families living in the same house (e. g. mum, dad, children, grandparents, cousins ...) while non-Aboriginal families are more often nuclear families (e. g. mum, dad and children). In Aboriginal families more people are available to share the roles.

## ASSESSMENT

- Observation of student involvement and responses during discussion times.
- Analysis of student's pictures: Did they draw pictures of all members of their family? Did they write/dictate an accurate description of the role of each family member?

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