

Families 2: differences between Aboriginal and non-Aboriginal families



Number two 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 |
|-----------------|------------------|-------------------|------------------|
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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

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| This lesson has been developed by the following district: |
| Mid West |

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.
- To discuss and compare the structure of Aboriginal and non-Aboriginal families, within your region.

STUDENT OUTCOMES FROM THIS LESSON

Students identify and discuss differences and similarities between Aboriginal and non-Aboriginal families within their region.

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 |
|----------------------|------------------------------------|--|---|
| books with cassettes | Aboriginal Education Resource Unit | <i>My Community (One Arm Point & Wingellina)</i> | Mid West Resources |
| book & cassette | Scholastic Publishers | <i>Our Home, Bedtime & Families</i> | Mid West Resources |
| 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> | http://www.admarkeducation.com/soc.htm |





TEACHING AND LEARNING STRATEGIES

TEACHING RESOURCES

- butcher's paper for teacher to write responses
- textas/felt pens
- two story books (above titles if possible, or two other books, one featuring an Aboriginal family and the other a non-Aboriginal family)
- story cassettes (with the books)
- cardboard
- family photos (teacher's)
- teacher and AIEO (or other combination to make one Aboriginal and one non-Aboriginal adult)
- student copies of **Learning Guide 1: My family**

LESSON STEPS

Preparation

- **Check out** the website above for further background information.
- **Organise** teaching resources.
- **Arrange** with your AIEO, or other appropriate person to share your lesson as your 'teaching partner'.
- **Prepare** display of your own family photos on sheet of cardboard, to illustrate members in your family.
- **Ask** your teaching partner to prepare a similar display of their family photos.

Implementation

Whole class

- **Read** the book: *My Community* (Aboriginal family from the Kimberley Region).
- **Discuss** family members as characters and what they did.
- **Read** the book: *Our Home, Bedtime & Families* (non-Aboriginal family).
- **Discuss** family members as characters and what they did.
- **Discuss** similarities and differences between the stories.
- **Write** points raised on butcher's paper.
- **Discuss** members of your (teacher's) family.
- **Show** family photos displayed on a sheet of cardboard.
- **Ask** AIEO to discuss members of his/her family and show family photo display.
- **Distribute** student copies of **Learning Guide 1: My Family**.
- **Read** instructions with students, and ask them to complete pictures and sentences.

Children who finish early may listen to the story cassettes about the stories read earlier in the class.

ASSESSMENT

- Completion of **Learning Guide 1: My Family**. Were students able to draw family members and accurately describe roles?
- Teacher observation of student participation in oral activities.

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LEARNING GUIDE 1: My Family

Student's name: _____

Date _____

Instructions for use

- Write in your name and the date.
- In each box, draw one family member doing something they usually do.
- Write a sentence about each, telling what they are doing.

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