



# Families 3: making a book about my family



Number three 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.
- To give students an opportunity to use a variety of media to present different members of their family.
- To introduce some Aboriginal names of families and family members.

### 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.
- Students produce a book showing members of their families and describing their roles.





## 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

- A4 paper cut in halves (A5 size – number of pages per child will vary according to number of family members in each family)
- paints/brushes
- pencils/crayons
- chart paper to write family members and Aboriginal words for each
- textas/felt pens
- story books from the second lesson **Families 2: differences between Aboriginal and non-Aboriginal families**

## LESSON STEPS

### Preparation

- **Check out** the website above for further background information.
- **Organise** teaching resources.
- **Consult** with your AIEO, other Aboriginal staff or community members, and/or the Aboriginal Education team at your DEO, to find local Aboriginal words for different family members (e. g. mum, dad, daughter, sister, son, brother, grandmother, grandfather ...) and how to spell and pronounce them. It is best to invite someone (teaching partner) who can speak the local Aboriginal language to the lesson to say the words and help students write them.

### Implementation

#### Whole class

- Explain to children that they are going to make a book about their own families.
- Introduce your teaching partner and explain their role.
- Brainstorm with students, names of family members (e. g. mum, dad, daughter, sister, son, brother, grandmother, grandfather ...).
- Write names on chart as each name is given.
- Write Aboriginal name next to English (teaching partner to supply/write).
- Demonstrate to students how to fold each A5 page in half.
- Explain that students may draw up to four family members per page, one or two members on the top half, the others on the bottom half. Drawings should show family members doing something they usually do together.
- Discuss what other pages a book needs (title page/cover). Use story books from Lesson 2 as models.
- Ask students to paint/draw their title page first (this may serve as the cover, or you may prefer to make a separate cover as well), writing in the title, and their own name as author.
- Ask students to paint/draw their family pictures doing their activities.
- Ask students to arrange their pictures in the order they want them in their books.
- Staple pages together when all pictures are complete, with title page/cover on top.
- Ask students to write in their books a sentence describing each picture, on the half page opposite it.
- Use both English, and local Aboriginal language for names of family members. Sentences should describe what is happening in the picture. You will need assistance from your AIEO or Aboriginal LOTE teacher with this stage of the lesson.

Share books in later lessons and send home for families to see the children's work. Books are often popular with classmates as class library books.

## ASSESSMENT

Evaluate the way each student completed their book. Were the pictures and sentences appropriate? Did they use Aboriginal words in their sentences? Were they used accurately? You may wish to complete a formal evaluation by drawing up a checklist of all features you wish to assess. For example you may include:

- Aspects of pictures: appropriate characters, appropriate activity, use of colour to highlight aspects ...;
- Aspects of sentences: described the activity appropriately, used complete sentences, used accurate spelling, used accurate punctuation ...

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Alwyn Evans (editor)

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