



# Traditional Aboriginal studies: cultural workshops



A workshop program consisting of 10 one-hour workshops, and reflection sessions

## CURRICULUM INFORMATION

### PHASE OF DEVELOPMENT

Early Childhood	Middle Childhood	Early Adolescence	Late Adolescence
		✓	✓

*This topic is recommended for use with students in Years 8 and above*

### 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 teachers in the following district:
<b>Fremantle Peel</b>

## TOPIC INFORMATION

### PURPOSE

- To enhance and consolidate students' learning in Society and Environment and Visual Arts programs already running within the school.
- To help to forge positive relationships between local Aboriginal community members, students and members of the whole school community.
- To introduce a workshop program focusing on the relationship between Aboriginal people and the land.

### STUDENT OUTCOMES

Students:

- participate in a range of workshops presented by visiting local Aboriginal Community members;
- develop improved respect and appreciation of Aboriginal heritage and culture; and
- move towards developing positive relationships and respect between the local Aboriginal community, students and the School community.





## KEY BACKGROUND POINTS

At Warnbro Community High School we conducted a series of 10 X 1 hour workshops, over two days, with 350 students participating. At the end of each day, students participated in a reflection session to assess student learning/outcomes. This approach suited our Middle School program, but we encourage others to adapt the number of students they involve, and timetabling, to suit their own needs. For example, an individual class may experience a workshop each week for a term – or any other variation.

Our Aboriginal Workshop Program reinforces our commitment to fostering improved respect of Aboriginal heritage and culture across the Middle School student cohort. Implementation of curriculum and values-based Aboriginal Education learning programs across the Arts and Society and Environment, consolidated and enhanced by the Workshop Program, ensures a high level of educational outcomes for all students.

We planned our Aboriginal Workshop Program in consultation with Fremantle District Education Office Aboriginal Education team and the school AIEO. They provided information about contacts for local Aboriginal presenters, types of activities appropriate for our students, and possible funding sources.

Aboriginal presenters planned and delivered the content of each workshop providing valuable professional development for teachers involved as well as innovative learning experiences for students. Teachers facilitated workshops, supervised activities, and developed a learning/assessment guide (see **Learning Guide: Aboriginal culture workshops – feedback and reflections**).

Students' positive engagement in the workshop program provides a catalyst for successful and positive outcomes. Our 350 students, during 2 days, experienced varying and dynamic workshops that improved awareness, appreciation and understanding of Aboriginal heritage and culture. We emphasised core values especially 'respect and concern for others' and 'social and civic responsibility'. Students individually reflected on intended outcomes which focused on overthrowing student stereotypes and building lasting relationships. Our school aims to forge partnerships for ongoing program development and integration, and include the Aboriginal Community within whole school initiatives.

Inviting Aboriginal artists and Elders to present workshops provided Aboriginal students with role-models, and teachers with personal mentors to ensure their knowledge of Aboriginal art and culture was current, accurate, effective and sensitive to local community needs and requirements.

The workshop program links to DET's policy of Building Inclusive Schools.

## CULTURAL & PROTOCOL CONSIDERATIONS

Utilise local Aboriginal community members to ensure activities are culturally sensitive and appropriate.

The school's AIEO and the District Education Office Aboriginal Education team provide advice on activities, cultural appropriateness, community contacts, how to approach individuals or groups, and sources and organizations to approach for funding.

# TEACHING AND LEARNING STRATEGIES

## OVERVIEW OF WORKSHOP PROGRAM

### RESOURCES

- **Ask** each workshop leader/presenter to bring resources for their workshop where possible, or the school may provide resources requested by presenters.
- **Provide** boomerang templates and cut-out boomerang shapes prior to the day, as well as paints, painting equipment, and materials for banners/murals (depending on requirements of workshops you present).
- **Provide** digital camera(s) and video camera to record student participation in the workshop program for records, and assessment purposes.
- **Modify** school timetable (in conjunction with teachers involved) to enable student participation and appropriate spaces within school grounds to conduct workshops (when working with large numbers of students).
- **Prepare** student copies of **Learning Guide: Aboriginal culture workshops – feedback and reflections** (or your own adaptation of it).





## LESSON STEPS.

### Preparation

- Plan in conjunction with AIEOs, Aboriginal staff members, and the Aboriginal Education team at the DEO, well ahead of proposed workshop dates.
- Seek approval from school administration to conduct program.
- Contact Aboriginal Liaison Officer at DEO and work with school AIEO to discuss aspects like:
  - activity ideas;
  - local contacts and presenters (also how to make contact and negotiate);
  - possible funding sources;
  - how to prepare a budget outline ...

### Sample budget (adapt items according to workshop requirements)

Expenditure Item	Possible Costs
fees for 10 Noongar teachers (Guest Presenters) – 5 hours per day, for 2 days @ \$40 per hour	\$ 4000
25kg plain flour, self raising flour, toppings	\$ 100
paint	\$ 500
wood for boomerang art	\$ 100
firewood	\$ 50
consumables (e. g. paper, glue, pencils ...)	\$ 100
hardiflex/calico for banners and murals	\$ 200
undercoat paint	\$ 100
anti-graffiti paint	\$ 150

- **Seek funding** from appropriate sources. These may include local groups, local shires, State and Commonwealth funding.
- **Consider and plan** school organisation, including aspects like:
  - available space (such as classrooms and outside areas);
  - availability of staff;
  - student groups to be involved;
  - timetables;
  - timing of the program (time of year, impact of weather conditions);
  - ...
- **Invite** Aboriginal guest speakers – negotiate workshop content, required times, fees if applicable ...
- **Prepare** students – workshops may be part of ongoing Aboriginal Studies programs or an Aboriginal Perspectives Across the Curriculum approach where you involve students in activities to prepare them for the workshop (e. g. learning programs developed in curriculum areas).
- **Develop** Workshop Program. Ours included the following 10 X 1 hour workshops:
  - Mia Mia Building
  - Boomerang / Message Sticks Artwork
  - Bush Tucker
  - Dance and Didgeridoo
  - Noongar Language
  - Tools and Weapons
  - Damper-making
  - Art Banners and Murals
  - Bush Medicine
  - Stories and Song





- **Plan** Workshop reflection sessions. Ours were held at the end of each day.
  - 30 minute debrief at the end of each day/session (discussion/question and answer session facilitated by teachers and visiting presenters).
  - 1 hour session for students to complete learning/assessment guides (as soon as possible after students complete the workshop sessions).

#### **Implementation**

- At our school, students rotated in small groups participating in five workshops each day. At the start of each day we gave instructions to students.

#### **Whole group**

- **Explain** procedures you want students to follow as they rotate through the workshops.
- **Divide** students into small groups, assigning a teacher to each group.

#### **Working in small groups**

- **Rotate** around workshops each led by a visiting presenter ( 5 x 1 hour sessions per day).
- **Record** student participation in workshops using digital camera/video.
- **Conduct** reflection sessions after workshops (at end of each day in our project).
  - Student debrief, and discussion, led by teachers and visiting presenters.
  - Students complete Learning Guide: Aboriginal culture workshops – feedback and reflections (3 pages of questions that require students to reflect on their experiences in the workshops and what they have learned about Aboriginal culture).
  - Group discussion of individual responses.

#### **Teachers to:**

- **Organise** displays of student work, photographic and video record of participation in workshops, completed reflection sheets ...

#### **ASSESSMENT**

- **Analyse and record** student responses on **Learning Guide: Aboriginal culture workshops – feedback and reflections**, and provide written feedback.
- **Conduct** classroom debriefs after workshops – verbal feedback ...
- **Prepare** student photographic displays of work completed in workshops.
- **Present and discuss** video of workshops.
- **Ask for feedback** from presenters.
- **Observe and record** (as required) students' participation and engagement.

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# LEARNING GUIDE: Aboriginal culture workshops - feedback and reflections (page 1 of 3)

Student's name: \_\_\_\_\_ Form: \_\_\_\_\_ Date: \_\_\_\_\_

**Tick one of the following:**

Participated both days \_\_\_\_\_ Thurs only \_\_\_\_\_ Participated Fri only \_\_\_\_\_ Did not participate \_\_\_\_\_

**Feedback**

Rate each workshop in relation to enjoyment and interest (tick appropriate area)

Day One	Poor	OK	Good	Very good
• Mia Mia Building	(        )	(        )	(        )	(        )
• Boomerang / Message Sticks Artwork	(        )	(        )	(        )	(        )
• Bush tucker	(        )	(        )	(        )	(        )
• Dance and didgeridoo	(        )	(        )	(        )	(        )
• Noongar language	(        )	(        )	(        )	(        )

Day Two	Poor	OK	Good	Very good
• Tools and Weapons	(        )	(        )	(        )	(        )
• Damper-making	(        )	(        )	(        )	(        )
• Art Banners and Murals	(        )	(        )	(        )	(        )
• Bush medicine	(        )	(        )	(        )	(        )
• Stories and Song	(        )	(        )	(        )	(        )

**In the space provided complete the following:**

The thing I liked most about the workshops was ...

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The thing I liked least about the workshops was ...

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

One thing I would suggest to improve the workshop program is ...

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Overall I thought the workshops were ... because ...

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Reflections**

**Think, then complete the following:**

The five most interesting things I learned about traditional Aboriginal culture are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_





# LEARNING GUIDE: Aboriginal culture workshops – feedback and reflections (page 2 of 3)

Student's name: \_\_\_\_\_ Form: \_\_\_\_\_ Date: \_\_\_\_\_

**During the workshops ...**

I saw ...

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I heard ...

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I completed ...

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I felt ...

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I tried ...

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I thought ...

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# LEARNING GUIDE: Aboriginal culture workshops – feedback and reflections (page 3 of 3)

Student's name: \_\_\_\_\_ Form: \_\_\_\_\_ Date: \_\_\_\_\_

**Before the workshops ...**

Things I already knew about traditional Aboriginal culture:

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The things I thought about traditional Aboriginal culture:

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**AFTER the workshops ...**

The new things I now know about traditional Aboriginal culture:

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The new things I think about traditional Aboriginal culture:

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Any other comments:

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THANKYOU FOR YOUR PARTICIPATION

