



Aboriginal culture: family life



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 teachers in the following district:
Fremantle Peel

TOPIC INFORMATION

PURPOSE

To provide opportunities that assist students to develop awareness of aspects of Aboriginal culture, in particular, family life.

STUDENT OUTCOMES

Students:

- participate in a cultural excursion and retell their experiences;
- listen to and retell stories from the Dreaming;
- research the significance of Dreaming stories to the family;
- compare roles of traditional Aboriginal family members with those in their own families; and
- with the assistance of a Aboriginal artist, depict their favourite story as a mural for a wall of their classroom.

OVERARCHING LEARNING OUTCOMES

1	2	3	4	5	6	7	8	9	10	11	12	13
✓							✓	✓	✓			✓





LEARNING AREA OUTCOMES

English Learning Outcomes

Listening: 5. Students listen with purpose, understanding and critical awareness in a wide range of situations.

Speaking: 6. Students speak with purpose and effect in a wide range of contexts.

Reading: 8. Students read a wide range of texts with purpose, understanding and critical awareness.

S & E Learning Outcomes

Investigation, Communication and Participation: 1. Students investigate the ways in which people interact with each other and with their environments in order to make informed decisions and implement relevant social action.

Time, Continuity and Change: 5. Students understand that people's actions and values are shaped by their understanding and interpretation of the past.

The Arts Learning Outcomes

Art Ideas: 1. Students generate arts works that communicate ideas.

T & E Learning Outcomes

Technology Process: 1. Students apply a technology process to create or modify products, processes, systems, services or environments to meet human needs and realise opportunities

KEY BACKGROUND POINTS

Our program stemmed from an initial excursion to the Waalitj Corporation's centre at Bibra Lake. During the excursion, students listened to and participated in activities with Aboriginal storytellers and trail guides. Our school-based learning program was developed from this beginning. The Aboriginal Education team at the Fremantle-Peel District Education Office will advise you on availability and contact details for organising visits, as well as offering a range of other services.

In addition to activities outlined below, we sourced funding to employ an Aboriginal artist to involve children in painting a mural depicting a favourite Dreaming story, on the wall of our demountable classroom. Students were guided through an exploration of Aboriginal art works to identify techniques used. They learned about and tried a variety of techniques using charcoal, ochre and paints, and were engaged in all phases of discussion, design and production of the mural.

CULTURAL & PROTOCOL CONSIDERATIONS

Developing awareness of Noongar Language: teachers should seek advice on pronunciation and spelling of Noongar words before trying to teach any words.

It is important that teachers and students are:

- sensitive to and respect Aboriginal people and their lifestyles, when engaging guest speakers;
- open to a variety of beliefs: cultural, spiritual, and religious; that various groups within our society may hold, and be aware that these may differ from their own;
- respectful and aware of the diversity of Aboriginal people; and
- respectful of traditional and contemporary Aboriginal lifestyles.

TEACHING AND LEARNING STRATEGIES

TEACHING RESOURCES

- Rainbow Serpent cut out (see Waalitj centre – we used this but you may conduct the activities without it)
- collection from school library and DEO resources – Dreaming stories, posters ...
- blank audio tapes
- drawing and writing materials

LESSON STEPS.

The suggestions below provide ideas for a series of lessons. Please feel free to develop and present the information in any way that suits your students' and timetabling requirements.

Preparation

- **Liase** with AEIO, DEO Aboriginal Education team (Barry Warburton at Fremantle-Peel Education District Office helped us), and/or school Aboriginal community to help locate and invite Aboriginal people (Noongar language speakers) who are prepared to visit your class to talk to/work with students, and to accompany students on excursion. The DEO team will also advise you about protocols which need to be observed when arranging and during visits.
- **Visit** the Waalitj Corporation's centre at Bibra Lake prior to your excursion there, and discuss with organisers





activities available to your students.

- **Plan** with the centre's personnel how your excursion will run.
- **Meet with** your invited guest(s) **and discuss** your proposed lesson(s) and their purpose.
- **Discuss** with Noongar language speakers who agree to accompany your students on the excursion (ideally 1 per group), what is required.
- **Discuss** with students appropriate behaviour towards speakers/guests during visits.
- **Select and prepare** students to welcome and thank visitors.
- **Discuss** proposed visits with your principal and staff, alerting them to required protocols.
- **Read** KEY BACKGROUND POINTS and CULTURAL & PROTOCOL CONSIDERATIONS above.
- **Invite** your Noongar LOTE teacher/AIEO to assist in planning and presentation of lessons.
- **Prepare** for excursion, by following your school policy requirements. Aspects include:
 - devise appropriate activities for students (e. g. sketching, noting names, taking photos ...);
 - engaging guides (Noongar language speakers if possible) and/or co-teachers (LOTE teacher and AIEO) if there are no guides provided at location;
 - invite parents, community members;
 - book transport;
 - organise necessary equipment, e. g. camera, paper, crayons/pencils ...
- **Collect** pictures, books, and posters about Dreaming stories and organise a 'classroom corner' display.

Implementation

Excursion to Waalitj Heritage Trail (Bibra Lake)

- Conduct excursion as planned.

Activities following excursion

- **Discuss** excursion and ask children to write a recount of their experiences (Portfolio assessment).
- **Explain and ask** children to begin a learning journal of experiences (Rainbow Serpent – from visit activity – in classroom).
- **Research** names of appropriate Dreaming stories and read and discuss stories with students.
- **Organise** students to record oral re-tellings of favourite Dreaming stories onto audio tape (Portfolio Assessment).
- **Guide** students through **writing** own stories modelled on Dreaming stories, and using narrative framework (Portfolio Assessment).
- **Discuss** traditional Aboriginal family life as portrayed in Dreaming stories you read.
- **Research and discuss** traditional Aboriginal family life – food, shelter, family dynamics and roles ...
- **Compare** findings to aspects of children's family life.

ASSESSMENT

Observe and record as required, aspects like:

- participation in excursion;
- participation in class activities and discussions;
- ability to complete written recount of excursion;
- completion of stories using narrative framework and modelled on Dreaming stories;
- presentation of retellings on audio tape;
- ability to discuss traditional Aboriginal family life and roles of members; and
- ability to make comparisons between Aboriginal family roles and those in children's own families.

Ask for parent and community members' feedback, and feedback from guides and co-teachers.

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