

6. SCIENCE – STAGE 4 YEAR 8

Australian Plants

Duration: 5–6 weeks

Introduction

The unit set out in this chapter provides the opportunity for students to work in teams on specific projects relating to Australian plants; they may then share and present their acquired knowledge across the whole class. This results in an increase in total group knowledge and understanding across a broad range of areas.

The unit topic lends itself to the incorporation of Indigenous perspectives on the use of native Australian plants. This aspect is to be encouraged as much as possible, and may include a broad range of contexts. Teachers are also encouraged to draw on local Indigenous knowledge and expertise.

The fostering of Career Education Outcomes is helped in a number of ways, including structuring the unit and the use of group/team project work. Career Education is enhanced by having students specifically investigate careers, pathways and employment-related issues throughout their projects. The Career Education Outcomes are identified below.

Career Education Outcomes

Critically evaluate personal qualities and physical attributes as they apply to career choice and the requirements of the workplace

- Recognise that individuals have different skills, abilities and talents.
- Identify social and interpersonal skills needed to work cooperatively in a variety of work situations, paid and unpaid.
- Relate their own interests and values to different work tasks and occupations.
- Identify career choices that may suit their interests and personal characteristics.
- Assess their own physical attributes relative to specific work requirements.

Analyse the key factors influencing the career values, aspirations and achievements of individuals and groups

- Discuss factors that influence an individual's choice of an occupation.

Analyse the place and meaning of work in the life of individuals and communities

- Identify contributions made by people doing different forms of work in the community and say why they are valued.

Describe cultural and structural features of the world of work

- Describe practices that promote work safety, including home and community settings.
- Recognise that there is a place in the world of work for people with different skills, talents and abilities.



Describe features of the labour market including emerging trends and the impact of change

- Describe how factors of location, cycle and season affect work opportunities and estimate their possible impact on career plans.
- Investigate and discuss the impact of technology on the nature of work in a range of occupations.

Identify occupational pathways and their related educational, training and skill requirements

- Describe relationships between education, training, skills and experience, and work opportunities.
- Analyse workplace practices in an occupational field and predict future changes.
- Identify school courses and further study options associated with different occupational pathways.
- Investigate and report on different occupational pathways and their educational and training requirements.
- Describe selected occupations in terms of the tasks performed, entry and training requirements and appropriate personal characteristics.

Recognise the ongoing nature of career-path planning

- Identify different needs and priorities that emerge throughout the individual's lifespan.
- Explain why individuals need to review career plans to respond to changes in work.

Use appropriate strategies for career decision making and career planning

- Use the individual's knowledge of occupational pathways and their education and training requirements to develop possible career plans.

Locate and use a range of career-planning support materials and services

- Use a range of occupational and course information resources to investigate future career, post-secondary education and training options.

Demonstrate the application and interview skills required for entry into employment and post-secondary education and training courses

- Recognise the importance of personal presentation in the workplace.

Discuss the lifestyle changes and personal adjustments involved in the transition from school to post-school employment and further education

- Identify use of time management and goal-setting strategies in work and study situations.

Contextual Outline

Plants are an important component of every ecosystem and are also an important food source in natural, agricultural and urban systems. The Australian environment presents challenges in identifying and growing plants suitable for food products for consumption by humans and domestic animals. In investigating the structure and function of plants, especially Australian plants, strategies can be developed to promote their efficient and economical growth without compromising vulnerable natural ecosystems.

Syllabus Reference

This unit can contribute to the following outcomes and content from the Stages 4 and 5 Science syllabus.

Prescribed Focus Areas Outcomes

- 4.3 identifies areas of everyday life that have been affected by scientific developments. This outcome can be contributed to by focusing on:
- 4/5.3. a identifying and describing examples of scientific concepts and principles that have been used in technological developments.
- 4.5 describes areas of current scientific research. This outcome can be contributed to by focusing on:
- 4/5.5. c identifying scientific skills that can be useful in a broad range of careers
- 4/5.5. d identifying possible career paths in science.
-

Domain Outcomes

Knowledge

- 4.8 describes features of living things. This outcome can be contributed to by focusing on:
- 4.8.4 a identifying that there is a wide range of multicellular organisms, which includes flowering plants and humans
- b identifying that tissues, organs and organ systems in multicellular organisms consist of different types of cells
- c explaining why multicellular organisms require specialised organs and systems
- d describing the role of the root, stem and leaf in maintaining flowering plants as functioning organisms.
- 4.10 identifies the factors affecting the survival of organisms in an ecosystem. This outcome can be contributed to by focusing on:
- a describing some adaptations of living things to factors in their environment
- d discussing some effects of bushfires, drought and flood on Australian ecosystems.
- 4.11 identifies resources used by humans and where they are found, and describes ways in which they are exploited. This outcome can be contributed to by:
- b giving examples of resources from living things and resources extracted from the air, earth and oceans.
- 4.12 identifies, using examples, common simple devices and explains why they are used. This outcome can be contributed to by focusing on:
- a discussing technological developments that have extended the ability of scientists to collect information about, and monitor events in, the natural and physical worlds.
-

Skills

- 4.13 clarifies the purpose of an investigation and, with guidance, produces a plan to investigate a problem. This outcome can be contributed to by focusing on:
- 4/5.13.1 identifying data sources
- a describing a problem, hypothesis or question that can be tested or researched.
- 4/5.13.2 planning first-hand experiences
- d establishing an appropriate timeline for an investigation.
- 4/5.13.3 choosing equipment or resources
- c describing ways to reduce risk to themselves and others when working in the laboratory or field.
- 4.14 follows a sequence of instructions to undertake a first-hand investigation. This outcome can be contributed to by focusing on:
- a following the planned procedure when performing an investigation
- b using time and resources effectively
- f demonstrating the use of safe and hygienic work practices including the correct use of safety equipment.



- 4.15 uses given criteria to gather first-hand data. This outcome can be contributed to by focusing on:
- a making and recording observations and measurements over a number of trials
 - b using a range of data collection technologies and strategies independently.
- 4.16 accesses information from identified secondary sources. This outcome can be contributed to by focusing on:
- a using a range of sources, including CD-ROMs and the Internet to access information.
- 4.17 evaluates the relevance of data and information. This outcome can be contributed to by focusing on:
- a collating information from a number of sources
 - b distinguishing between relevant and irrelevant data.
- 4.18 with guidance, presents information to an audience to achieve a particular outcome. This outcome can be contributed to by focusing on:
- a selecting and using a discussion, explanation, procedure, exposition, recount, report, response or experimental record for oral or written presentation
 - b selecting and using an appropriate medium to present data and information.
- 4.22 completes a variety of individual and team tasks with guidance. This outcome can be contributed to by focusing on:
- 4/5.22.1 b setting and working to realistic timelines.
 - 4/5.22.2 a identifying the specific roles needed when working in teams
 - b matching the tasks to the team members according to the requirements of the task and the skills of the individual
 - c negotiating and allocating individual roles to members of the team
 - e setting and working to realistic timelines and goals as a team
 - f accepting personal responsibility for maintaining a safe working environment for the team
 - g monitoring progress of the team towards completion of a task.

Unit Design and Structure

This unit has been designed to encourage teamwork. It is expected that specific roles will be allocated to each member of the team, and that each team's research and investigations will be shared with the rest of the class.

The unit has been designed to give students the maximum opportunity to practise the skills of planning and carrying out investigations, as well as the collation and presentation of findings. An important aspect of this unit will be the collection and sharing of information about career opportunities and also the study paths that such careers may require.

The unit could include 'jigsaw' activities so that there is movement of experts between groups. Although this is not specifically indicated as an activity within the unit, it would further encourage resource sharing with the result that the extent of the shared knowledge and experiences would be broader than each group could achieve separately in the same time frame.

It may be appropriate to use a facilitator or assistant to aid the groups in their project work, particularly in the initial stages. This could include parents, community representatives and/or Aboriginal Education Assistants.

Preparation

1. Identification and organisation of a site visit to a nursery, farm, national park or forest to investigate the timetable of planting, grafting, felling etc used at the site. The visit should be designed to cover aspects of each group's investigation. (If local resources are available, it may be possible to cover more than one site during the unit.) The purpose of the site visit(s) is to give students the opportunity to observe science in action, as well as identify career paths associated with different aspects of plant industries. Because of this, students are to be encouraged to speak with and ask questions of workers on the site(s). If they are given these opportunities, part of each team's workload for the unit should include drawing up a list of questions to ask employees at the site(s) and writing 'thankyou' letters after the visit. Be sure to include Indigenous and non-Indigenous perspectives in all site visits.
2. Identification and organisation of visits by guest speakers — eg scientists, technologists, nursery workers, florists and farmers are people who can give insights into the plant industry. The range of guest speakers will be determined by those available in the local community, but should also include Indigenous representatives. The AEA or Careers Adviser may be able to assist or contact National Parks & Wildlife Service, for example.
3. Collection of resources required for each group, and storage in appropriate containers for the group's use as the unit progresses.
4. Considering the purchase of Fast Plant seeds¹ for studying the plant life cycle.
5. Identification of appropriate visual aids — charts, posters, models, videos — to be made available to the whole group or individual teams as required. If possible, these could be on display in the classroom for the duration of the unit.
6. Analysis of the class to determine members of teacher-selected teams, or else those group members who are capable of leading in the following tasks:
 - Showing team members how to access the internet and use a search engine. If appropriate, the librarian could train the person from each team responsible for this task. Part of the training could include the development of an easily-read flow chart for each group to use.
 - Assisting and guiding less able members of the group in literacy aspects such as identification and scaffolding of an appropriate text type to use for the final report. It may be useful to seek the assistance of learning support teachers such as Aboriginal Education Assistants, Support Teacher Learning Difficulties, English as a Second Language, or other as available.
 - Coordinating a search of library books and other printed media to identify and extract information. The librarian could assist in training for this process if appropriate. Part of the training could include the design and development of a check list or flow chart for use by all teams to identify and extract the required information efficiently.
 - Listing and collecting equipment for investigations, carrying out risk assessment and identifying areas of safety. This person in each team should be trained by the Science teacher and report on the training to the rest of the team. These students could work together to produce a flow chart of questions and answers to assist all members of each team in working safely and avoiding hazards during the investigation phase of the unit.
 - If possible, the training of a member from each group in the use of a still camera, video camera, video machines and any other audiovisual aids would give each group access to a range of presentation possibilities.

¹ <http://fastplants.org> or <http://www.anu.edu.au/BoZo/BISACT/fastplants.html>. Under appropriate conditions Fast Plants grow from germination to full flowering in just two weeks and seeds are ready for harvesting and regrowth at the end of six weeks.



- If possible, the training of another group in facilities available from the Careers Adviser as well as the steps to be taken in seeking information about careers and the education or experience required. You might use other external resources for this if possible, such as the Aboriginal Contact Officer from Centrelink.
 - While these members of the groups are training, others could be using a range of resources such as videos, textbooks and brainstorming activities to suggest possible paths through each of the problems that has been presented to the class. This material could then be sorted into files for access for each group as the investigation proceeds.
7. Preparation of work cards to identify the roles, responsibilities and tasks of each team member.
 8. Preparation of a sheet or sheets in printed form and on overhead projector transparency showing the criteria by which oral presentations will be assessed (if assessment of these presentations is planned).
 9. Checking with librarian and other resource personnel on the availability of specific requirements such as:
 - computers and CD-ROMs for research on Australian plants
 - internet access
 - access to information on the range of careers associated with plants
 - access to appropriate information from TAFE and universities on career-oriented courses.

Resources

Websites

1. <http://farrer.riv.csu.edu.au/ASGAP/index.html> — a site with sections to support all parts of this unit.
2. <http://www.geocities.com/Athens/Acropolis/7001/ausplant.htm> — many links to information on Australian plants. A good place for new users to start learning about the internet.
3. <http://earthcare.asn.au/bushfood.html> — a number of useful links for all sections of this unit.
4. <http://www.hotkey.net.au/~bushfood/> — Australian bush foods magazine; updates information.
5. <http://www.hotkey.net.au/~bushfood> — links to a range of sites on bush food and bush medicine.
6. <http://www.globalgourmet.com/food/egg/egg0597/bushtuck.html> — information and links to further bush tucker sites; includes recipes.
7. <http://www.csiro.au/communication/mediarel/mr96072.htm> — CSIRO media release from 1996 on possible further research into bush tucker.
8. <http://www.roebourne.wa.edu.au/> — the website of a primary school in WA with a page on bush food and bush medicine. Ideal to illustrate the potential of websites associated with schools and may motivate students to work on a similar project.
9. <http://www.tafensw.edu.au/> or TAFE Handbook.
10. <http://www.thesource.gov.au/index.htm> including the DETYA Job Guide.

Unit Design

Week 1

Setting the scene: roles are allocated to team members who will become 'experts' in their areas. The purpose of this week is to train the trainers who are then responsible for informing the other members of their team about skills etc in the following weeks.

Teacher-led overview of the generalised structure of the plant to include roots, stems, leaves and flowers — no cellular detail.



ACAP Units of Work

Weeks 2–4

Teacher-selected groups, with some student input if necessary. Groups identified; class to carry out an allocated investigation.

Each group has a different aspect of the investigation to follow. Each group is required to produce some form of presentation in the last weeks of the unit.

Weeks 5–6

Investigations are completed and results and conclusions prepared.

An oral, pictorial or written presentation is prepared and delivered to the class.

Multimedia presentations should be encouraged.

Week 1 – Setting The Scene

Knowledge development

- the wide range of multicellular organisms includes flowering plants
- classifying plants according to structural features and describing the patterns and similarities they have
- plants are organisms that can make their own food using energy from the sun and raw materials from the soil and atmosphere
- multicellular organisms require specialised organs and systems; in plants these include roots, stems and leaves
- the root, stem and leaf have specific roles in flowering plants to maintain them as functioning organisms.

Skills development

- use of hand lenses and/or binocular microscopes to view plants if necessary
- manipulation and design of equipment combinations which allow observation of plants
- drawing skills to record the structure of a given plant
- with assistance from support teams, training in the range of skills identified in the preparation notes.

Safety issues

- identification of local plants which may be poisonous
- safe use of glassware and microscopes
- cleanliness issues associated with the use, if any, of potting compost.

Presentation format

- exercise book notes only as this section of the unit is teacher-directed and common to the whole class.

Careers aspect

- general teacher-led discussion about the range of skills involved in the plant industry
- general teacher-led discussion about the purpose of specific training of team members to take the various roles in teams and how this relates to what generally happens in industry.



Teaching strategies

- Allocate tasks and training in skills required for internet searches, library searches, literacy work etc as identified earlier.
- Through videos, direct observation and walk around playground area, identify and describe macroscopic features of plants, including roots, stems and leaves.
- Relate the macroscopic features of plants to the intake and use of raw materials for food-making by the plant.
- Ask students to collect plant leaves, encouraging collection of a range of shapes, sizes, textures — as much diversity as possible. This can be done as either a homework exercise or within class time. Students can work either individually or in groups.
- Ask students to present their collection in either a collage or other format of their choice, making reference to as many features as possible. Question students on their knowledge of plants' names.
- Facilitate a discussion around similarities and differences between the leaves, and lead into the classification of the various plant groups.

Weeks 2-4

TEAM 1 – Work Schedule: Investigation of Seeds and Germination

Knowledge development

- multicellular organisms require specialised organs and systems to survive. Part of the specialisation in plants includes the development of seeds for production of offspring
- seeds are groups of specialised cells. These cells include the plant embryo and cells containing nutrient stores for the developing embryo (*descriptions should remain simple as specific seed structure is not a syllabus requirement*)
- flowering plants are grouped together because there are structural similarities in their organisation, including the organisation of flowers and seeds
- seeds germinate under conditions that give the new plant the best chance of survival. This is an example of adaptation to the environment.

Skills development

- use of hand lenses and/or binocular microscopes to view seeds
- dissection of seeds eg broad beans
- manipulation and design of equipment combinations for observing germination
- drawing and labelling skills
- measurement skills and recording skills to obtain data on the rate of germination.

Safety issues

- safe use of scalpels and/or razor blades for slicing seeds
- safe use of glassware and microscope
- cleanliness issues associated with the use, if any, of potting compost.

Presentation format

- to be determined by team in consultation with teacher.

Careers aspect

- students research and report back on roles associated with:
 - collection and preparation of seeds
 - planting and growing seeds
 - packaging and marketing of seeds.

Teaching strategies

- Conduct an investigation on the germination of a seed and the development of a young plant. Use pea or bean seeds (depending on the season) placed against the glass of a beaker (held in position by chromatography paper and filled with moist soil). This project should be carried out over a number of weeks. Students should work individually and examine the changes and the order in which they occur. Student observations should include use of hand lenses or microscopes and should note the various plant features as they develop. Each student can keep these observations in a log or journal.
- An extension of the above investigation could include a comparison of the germination rate of seeds in dry vs wet, warm vs cold and oxygen vs reduced oxygen conditions. If possible, this investigation could be extended to include the specific adaptations of Australian native plants eg germination after fire.²
- Use seed packets,³ gardening books or other sources of information about germinating and growing plants and the best growing seasons, relating this information to the local area and identifying what would grow best locally or why other plants would not be successful. This activity could be linked with the visit to the local nursery, National Park, bushlands, local parks etc. Involvement of the National Parks & Wildlife Service or other appropriate organisations may be possible and is to be encouraged. Students should also be asked to investigate this using their own sources.
- Library/internet search on the uses of seeds for food, and for other purposes. This context can be used to motivate students by increasing their awareness of the need to produce seed. The research may take them into the uses of seeds in agriculture, as food or as sources of oil, for example. Also, consideration of the seed banks being maintained around the world might encourage more able students to become aware of the need for maintaining biodiversity.
- Investigation by interview, web search or assistance from Careers Advisor on careers associated with seeds and the education or skills requirements associated with these careers.
- At the end of the unit, students report back to the whole class on:
 - conditions under which germination occurs
 - structure and function of seeds
 - uses of seeds
 - if the plants were not successfully grown by any group, that group could identify why this occurred and suggest strategies to overcome this difficulty
 - special issues determined by the direction of library/internet research. These issues should have local area significance: eg is there a weed problem caused by seeds blown in? What seeds have been 'bush tucker'?
 - Australian seeds and their special requirements
 - careers associated with seeds.

² <http://farrer.riv.csu.edu.au/ASGAP/seed.html> has a range of useful information on growing Australian native plants. Students could extend the area of investigation into independent or group research projects as required by the Stages 4 and 5 Science syllabus.

³ <http://farrer.riv.csu.edu.au/ASGAP/seedsupp.html> has detailed information on suppliers of seed of Australian native plants.



TEAM 2 – Work Schedule: Investigation of Roots

Knowledge development

- multicellular organisms require specialised organs and systems to survive. Part of the specialisation in plants includes roots that are used to absorb water from the soil as well as anchor the plant in the ground. For this reason they have a large surface area to increase the chances of water absorption
- roots contain specialised cells for the absorption and transport of water. Some roots also contain cells that store food reserves for the plant during harsh environmental conditions (*descriptions should remain simple as specific root structure is not a syllabus requirement*)
- flowering plants are grouped together because there are structural similarities in their organisation, including the organisation of roots
- the storage of food reserves from one year to the next provides an alternate survival mechanism for some plants. This is an example of adaptation to the environment
- the different root systems also provide different mechanisms for absorption of water where supplies are limited.

Skills development

- use of hand lenses and/or binocular microscopes to view root samples
- dissection of roots such as carrot and/or beetroot
- manipulation and design of equipment combinations for investigating root function
- measurement skills and recording skills to take data on the rate of uptake of water.

Safety issues

- safe use of scalpels and/or razor blades for slicing carrot and beetroot samples
- safe use of glassware
- drawing and labelling skills
- cleanliness issues associated with the use, if any, of potting compost.

Presentation format

- to be determined by team in consultation with teacher.

Careers aspect

- students research and report back on roles associated with:
 - supply and testing of water for plant use
 - design and use of efficient watering systems
 - testing and correcting of soils for mineral content where plants are to be grown.

Teaching strategies

- Conduct an investigation on the uptake of water by different types of roots. This project should be carried out over a number of weeks. Students should work individually and examine the changes and the order in which they occur. Student observations should include use of hand lenses or microscopes and should note the various plant features as they develop. Each student can keep these observations in a log or journal.
- Dissection and description of roots such as carrot and beetroot to identify the different groups of tissues involved and their function (*the names xylem and phloem are not a syllabus requirement*).



ACAP Units of Work

- An investigation into the potential of root cuttings as a method of propagating plants.⁴
- Internet or library research for examples of roots as food sources. This should include both traditional and introduced plants and include a discussion of the food values and relative ease of cultivation of the different plants involved. This context can be used to motivate students by increasing their awareness of the need to produce root crops. The research may take them into the uses of root crops in agriculture, including their potential as animal food, as food for humans, or as sources of special chemicals such as starch.
- Use gardening books or other sources of information about growing plants as root crops and the best seasons for growing root crops, relating this information to the local area and identifying what would grow best locally or why other plants would not be successful. This activity could be linked with the visit to the local nursery, National Park, bushlands, local parks etc. Involvement of the National Parks & Wildlife Service or other appropriate organisations may be possible and is encouraged. Students should also be asked to investigate this using their own sources.
- Investigation by interview, web search or assistance from Careers Advisor on careers associated with roots and root crops and the education and/or skill requirements associated with these careers.
- At the end of the unit, students report back to the whole class on:
 - structure and function of roots, with an emphasis on Australian native plants
 - uses of roots as a food source for humans and other animals, mentioning both native and introduced species
 - special issues determined by the direction of library/internet research eg use of root crops. These issues should have local area significance; for example, has the removal of plants and their roots resulted in erosion or increased salinity? What roots are used as ‘bush tucker’?
 - conditions under which root crops will flourish
 - careers associated with root crops, their production and marketing.

TEAM 3 – Work Schedule: Plant Stems

Knowledge development

- multicellular organisms require specialised organs and systems to survive. Part of the specialisation in plants includes stems that hold leaves aloft and contain liquid-transport vessels for the movement of materials around the plant
- stems contain groups of specialised cells which occur in woody pipelines to carry water, and in specialised tubular cells to carry dissolved sugars (*descriptions should remain simple as specific stem structure is not a syllabus requirement*).
- flowering plants are grouped together because there are structural similarities in their organisation, including the organisation of stems and the groups of cells in stems
- stems may become woody (tree trunks) and support very large plants. Other stems may spread along the ground or become swollen underground structures.⁵ These are examples of adaptations.

⁴ <http://farrer.riv.csu.edu.au/ASGAP/division.html> has examples of Australian plants that may be propagated by splitting off pieces. One example involves roots. Students could extend the area of investigation into independent or group research projects as required by the Stages 4 and 5 Science syllabus.

⁵ <http://farrer.riv.csu.edu.au/ASGAP/division.html> has easy-to-read information on splitting plants where runners and rhizomes are involved. Students could extend the area of investigation into independent or group research projects as required by the Stages 4 and 5 Science syllabus.



Skills development

- use of hand lenses and/or binocular microscopes to view stems in transverse and longitudinal sections
- dissection of stems, eg examination of tree trunks and bark as well as cross-sections in examples of smaller, less woody plants
- manipulation and design of equipment combinations for observing stems in action
- measurement skills and recording skills to obtain data on the movement of materials through stems.

Safety issues

- safe use of scalpels and/or razor blades for slicing stems
- safe use of glassware and microscope
- drawing and labelling skills
- cleanliness issues associated with the use, if any, of potting compost.

Presentation format

- to be determined by the team in consultation with the teacher.

Careers aspect

- students research and report back on roles associated with:
 - collection and preparation of timber
 - planting and growing plants from stem sections and rhizomes
 - packaging and marketing of propagated plants and timber.

Teaching strategies

These could be divided into two teams' work, as there are many aspects of plant production and use in this section.

- Conduct an investigation on the movement of materials through stems (*the terms vascular tissue, xylem and phloem are not a syllabus requirement*). The use of dyes can be included to allow students to distinguish between the water-carrying and food-carrying vessels. This project should be carried out over a number of weeks, with students working individually and examining any changes and the order in which they occur. Student observations should include use of hand lenses or microscopes. Each student can keep these observations in a log or journal.
- The propagation of plants from stem cuttings⁶ can be investigated. There is potential for students to experiment with grafting⁷ procedures. Wherever possible, native plants should be included in the investigations.
- Use gardening books or other sources of information about germinating and growing plants to search for information about the best seasons for growing plants and relate this information to the local area, identifying what would grow best locally or why other plants would not be successful. This activity could be linked with the visit to the local nursery, National Park, bush lands, local parks etc. Involvement of the National Parks & Wildlife Service or other appropriate organisations may be possible and is encouraged. Ask students to investigate this using their own sources also.

⁶ <http://farrer.riv.csu.edu.au/ASGAP/cuttings.html> has easy-to-read instructions on taking cuttings using Australian native plants. Students could extend the area of investigation into independent or group research projects as required by the Stages 4 and 5 Science syllabus.

⁷ <http://farrer.riv.csu.edu.au/ASGAP/cuttings.html> has easy-to-read information on grafting, and includes simple diagrams of stem structure. Students could extend the area of investigation into independent or group research projects as required by the Stages 4 and 5 Science syllabus.



ACAP Units of Work

- Library/internet research on the uses of stems for food and other purposes. This section can be used to motivate students by increasing their understanding of the need for plant production. The research may take them into uses of stem tissue in agriculture, for food or for timber, and could also lead more able students into considering grafting⁸ and cloning from stem tissue and the ramifications for genetic diversity made possible by such processes.
- Investigation by interview, web search or assistance from the Careers Advisor on careers associated with timber, forestry and woodworking, with food production and the production of new plants by asexual means, and the education and skills requirements associated with these careers.
- At the end of the unit, students report back to the whole class on:
 - structure and function of stems
 - uses of stems as food and wood
 - special issues determined by the direction of library and internet research. These issues should have local significance (eg what native or introduced timber is grown in the area? Is there a potential for a hardwood industry using local trees? What stems are used as 'bush tucker'?)
 - Australian plants and their potential for use in the above areas
 - specific and unusual adaptations of stems, with an emphasis on Australian native examples
 - careers associated with these areas of plant production and use.

TEAM 4 – Work Schedule: Investigation of Leaves

Knowledge development

- multicellular organisms require specialised organs and systems to survive. Part of the specialisation in plants includes leaves which are the site of water loss and gas exchange
- leaves are groups of specialised cells. These cells include cells for making food using sunlight and simple chemicals, cells for transferring liquids (veins) and cells forming a protective outer layer on the leaf (*descriptions should remain simple as specific leaf structure is not a syllabus requirement*)
- flowering plants are grouped together because there are structural similarities in their organisation, including the organisation of leaves
- leaves differ in their shape, size, colour and texture. The leaves of many Australian native plants reflect the dry and hot nature of the Australian environment in their adaptations.

Skills development

- use of hand lenses and/or binocular microscopes to view external as well as internal structure of leaves
- dissection of appropriate leaves (eg pigface and others that are thick and easy to examine)
- manipulation and design of equipment combinations for observing leaf action such as transpiration
- measurement skills and recording skills to obtain data on the rate of water loss through leaves.

Safety issues

- safe use of scalpels and/or razor blades for slicing seeds
- safe use of glassware and microscope
- drawing and labelling skills.

⁸ <http://www.anbg.gov.au/hort.research/grafting.html> has information on grafting. Text is dense and will need rewriting in simpler format for students with literacy difficulties. It is an ideal resource for teachers and better readers.



Presentation format

- to be determined by the team in consultation with the teacher.

Careers aspect

- students research and report back on roles associated with:
 - collection and preparation of leaf crops
 - planting and growing of leaf crops
 - packaging and marketing of leaf crops.

Teaching strategies

- Conduct an investigation on water loss in plants and the effect of leaves on this process. (*The terms vascular tissue, xylem and phloem are not required by the syllabus.*) This project should be carried out over a number of weeks. Students should be working individually and examine the changes and the order in which they occur. Each student can keep these observations in a log or journal.
- An extension of the above investigation could include a comparison of the transpiration rate in different types of plants, or could include a comparison of the rate of water loss in native and introduced species. Depending on the skills and the abilities of the group involved, this could also include measurement of leaf surface area and relating this to the rate of water loss.
- Use gardening books or other sources of information about germinating and growing plants to search for information about the best growing seasons for plants and relate this information to the local area, identifying what would grow best locally or why other plants would not be successful. This activity could be linked with a visit to the local nursery, National Park, bush lands, local parks etc. Involvement of the National Parks & Wildlife Service or other appropriate organisations may be possible and is encouraged. Ask students to investigate this using their own sources also.
- Library/internet research on the uses of leaves for food⁹ and other reasons. This section can be used to motivate students by increasing their understanding of the need for production of leaf crops. The research may take them into uses of leafy plants in agriculture, for food, or as sources of specialist products such as tea or herbal medicines.
- Investigation by interview, web search or assistance from Careers Advisor on careers associated with leaf crops and the education and skills requirements associated with these careers.
- At the end of the unit, students report back to the whole class on:
 - structure and function of leaves
 - uses of leaves in our societies
 - special issues determined by the direction of library/Internet research. These issues should have local significance (eg what adaptations are obvious in local native plants? What leaves are used as bush tucker or medicine?)
 - Australian plants and their special requirements with an emphasis on leaf production
 - careers associated with leaf structure and function and the production of leaf crops.

TEAM 5 – Work Schedule: Investigation of Flowers and Fruits

Knowledge development

- multicellular organisms require specialised organs and systems to survive. Part of the specialisation in plants includes the production of flowers and fruit for reproduction

⁹ <http://www.uts.edu.au/new/archives/1998/february/09.html> is a page about research at the University of Technology Sydney on hydroponic production of warrigal greens. The use of hydroponics could extend this area of investigation into independent or group research projects as required by the Stages 4 and 5 Science syllabus.



ACAP Units of Work

- flowers are groups of specialised cells. Flowers produce seeds. (*Descriptions of flower parts should remain simple as specific flower structure is not a syllabus requirement.*) Once seeds have begun to form, the part of the flower around the seed may develop into fruit
- flowering plants are grouped together because there are structural similarities in their organisation, including the organisation of flowers
- fruits develop to provide conditions that give the seed and its new plant the best chance of survival. These provide examples of adaptations to the environment.

Skills development

- use of hand lenses and/or binocular microscopes to view flowers and fruits
- dissection of flowers and fruit
- manipulation and design of equipment combinations for observing flowers and fruit
- measurement skills and recording skills to obtain data on the rates of germination.

Safety issues

- safe use of scalpels and/or razor blades for slicing flowers and fruits
- safe use of glassware and microscope
- drawing and labelling skills
- cleanliness issues associated with the use of flowers and fruits and possible allergic responses of peers to pollen.

Presentation format

- to be determined by the team in consultation with the teacher.

Careers aspect

- students research and report back on roles associated with:
 - collection and preparation of flowers and fruit
 - planting and growing flowers and fruit
 - packaging and transport of flowers and fruit
 - packaging and marketing of flowers and fruit.

Teaching strategies

- Conduct an investigation into the growth and development of flowers and/or fruit.¹⁰ *The fruit observations may be best included in visits to orchards if possible.* This project should be carried out over a number of weeks. Students should work individually and examine the changes and the order in which they occur. Student observations should include use of hand lenses or microscopes and should note the various flower and/or fruit features as they develop. Each student can keep these observations in a log or journal.
- An extension of the above investigation could include issues associated with light, temperature and water availability in the formation of flowers and fruit. Alternatively, pollination issues could be investigated — perhaps artificial pollination could be considered.
- Use gardening books or other sources of information about germinating and growing plants to search for information about the best seasons for growing plants for flowers and/or fruit production. Relate this information to the local area identifying what would grow best locally¹¹ or why other plants would not be successful. This activity could be linked with a visit to the local

¹⁰ <http://biology.anu.edu.au/research-groups/Plantsc/fp.htm> has information on fast plants.

¹¹ <http://farrer.riv.csu.edu.au/ASGAP/sgap1a.html> has detailed information on a range of Australian native plants.



nursery, National Park, bush lands, local parks etc. Involvement of the National Parks & Wildlife Service or other appropriate organisations may be possible and is encouraged. Ask students to also investigate this using their own sources.

- Library/internet search on the uses of flowers¹² and fruit.¹³ This section can be used to motivate students by increasing their understanding about the need for flower and fruit production. The research may take them into uses of fruit in agriculture, for food, or as sources of oil. The uses of flowers in the cut flower industry should be investigated and reported on. The research could also lead more able students into examining issues associated with importing and exporting of flowers. The potential for overseas markets is being explored by producers around Australia and some students may be interested in investigating this topic.
- Investigation by interview, web search or assistance from the Careers Advisor on careers associated with seeds and the education or skills requirements associated with these careers.
- At the end of the unit, students report back to the whole class on:
 - structure and function of flowers and fruits
 - uses of flowers and fruits
 - special issues determined by the direction of library/Internet research. These issues should have local significance (eg what flowers or fruit are grown locally? What potential is there for use of locally grown native flowers or fruit? What fruits are used as 'bush tucker'?).
 - Australian flowers and fruits — examples and their special requirements
 - careers associated with flower and fruit production, preparation and use.

Weeks 5 and 6 – Bringing it all Together

These weeks should be set aside for **consolidation and presentation** of their findings by each team. As there has been a considerable amount of data collected, the teacher needs to be prepared to organise the photocopying of material for distribution to each class member.

These weeks would also be needed for the **field or site visit(s)** and possible inclusion of **guest speakers** into the program. Flexibility will be needed in the staggering of reports by each of the teams, the distribution of their findings, site visits and guest speakers.

Part of the preparation by each team would include:

- the drawing up of a list of questions for each guest speaker (who would probably appreciate getting them prior to visiting)
- determination of the information that the team would like to find during the site visit.

Work to be done after guest speakers and site visits would include a summary of the information obtained. At this point, possibly as an **assessment and evaluation** exercise, each class member could be required to prepare an individual report on the unit and its value in identifying career opportunities, as well as developing skills.

¹² <http://farrer.riv.csu.edu.au/ASGAP/gallery.html> has 'thumbnail' photos and information on Australian native plants and could be a useful starting point.

¹³ <http://www.nor.com.au/environment/greenwork/bushfood.htm> has text about potential developments in the bush food industry. Mention of specific plants would give students some ideas on what to investigate further. They could extend this area of investigation into independent or group research projects as required by the Stages 4 and 5 Science syllabus.

7. DESIGN AND TECHNOLOGY – STAGE 4 YEAR 7

Clothing and Accessories

Duration: 10 weeks

Introduction

This unit draws on the two concepts of body adornment and Reconciliation. Body adornment is fundamental to human expression on both a personal and cultural level. It meets a creative need in humans to express their personal and cultural traits. The theme 'Reconciliation' provides an opportunity to demonstrate the importance of valuing cultures and individuals.

The skills, knowledge and attitudes developed in Design and Technology also directly relate to the world of work. Design and Technology provides students with experience in the process of designing, making, evaluating, communicating, marketing and managing. This unit ties the themes of body adornment and reconciliation together through the subject area while also providing a correlation to the world of work and career education outcomes.

Many students experience difficulties in the transition between work and school. For Indigenous students these difficulties can be exacerbated by low school retention rates which reduce their post-school options. During this program, issues relating to cultural diversity, and Reconciliation, are addressed in an attempt to motivate, engage and enthuse students. Through Reconciliation and the world of work this unit develops a number of student outcomes including specific Career Education Outcomes as documented below.

Career Education Outcomes

Critically evaluate personal qualities and physical attributes as they apply to career choice and the requirements of the workplace

- Recognise that different individuals have different skills abilities and talents.
- Identify social and interpersonal skills needed to work cooperatively in a variety of work situations, paid and unpaid.
- Relate their own interests and values to different work tasks and occupations.
- Assess their own physical attributes relative to specific work requirements.

Analyse the key factors influencing the career values, aspirations and achievements of individuals and groups

- Describe how the ways people are stereotyped can damage their chances of finding paid work, their job satisfaction and advancement, and their effectiveness at work.
- Discuss factors that influence an individual's choice of an occupation.



- Investigate the ways in which factors such as gender, disability, race and non-English speaking background influence access to employment or career advancement.
- Describe how gender, race and socioeconomic status may influence an individual's career aspirations.

Analyse the place and meaning of work in the life of individuals and communities

- Show how their work at home and at school affects themselves and others.
- Demonstrate an appreciation of the role of work (paid and unpaid) in an individual's life.

Describe cultural and structural features of the world of work

- Investigate and report on how different cultures organise work.
- Describe the work of organisations concerned with work conditions (union, training and support groups, employers' organisations).
- Explain how wages and working conditions are influenced by the actions of employees, employers, unions, employer groups and governments.
- Identify and analyse a range of workplace issues and how they can influence productivity and work conditions (child care, sex-based harassment, redundancy).
- Investigate and report on laws that promote non-discriminatory practices in school and community workplaces (equal opportunity and anti-racism legislation).
- Describe practices that promote work safety including home and community settings.
- Recognise that there is a place in the world of work for people with different skills abilities and talents.

Describe features of the labour market including emerging trends and the impact of change

- Identify the effect of structural factors on work prospects (business reorganisation, workplace reform, technological change).
- Explain the high participation rates of one gender or of a particular cultural group in some occupational groups.
- Investigate and discuss the impact of technology on the nature of work in a range of occupations.

Identify occupational pathways and their related educational, training and skill requirements

- Identify skills and understanding that may be transferred from one form of work to another.

Recognise the ongoing nature of career-path planning

- Describe key decisions in the career pathways of different people.
- Explain why individuals need to review career plans to respond to changes in work.

Use appropriate strategies for career decision making and career planning

- Describe and assess different methods of making career decisions.

Discuss the lifestyle changes and personal adjustments involved in the transition from school to post-school employment and further education

- Identify use of time management and goal-setting strategies in work and study situations.

Syllabus References

Knowledge

OBJECTIVES	OUTCOMES
<i>Students will develop knowledge and understanding about:</i>	<i>Students should be able to:</i>
1.0 A range of technologies and their uses	1.1 describe a range of technologies 1.2 relate these technologies to practical design projects
2.0 The role of technology in society	2.1 identify technologies used by historical, cultural and contemporary groups in society 2.2 identify uses of specific technologies in the personal commercial/industrial and global domains
3.0 The impact of technology on society	3.3 describe the moral and cultural implications of using technology in society
4.0 The impact of technology on the environment	4.1 relate the use of resources to environmental sustainability
5.0 Designing, making and evaluating products	5.2 relate the concepts of quality to the requirements of the design project 5.3 identify the functional and aesthetic requirements of a design project 5.4 outline the application of computers to specific design projects 5.5 identify appropriate criteria for evaluating goods and services
6.0 Processes used in making and marketing products	6.2 identify the written and oral communication methods appropriate to specific design projects 6.3 identify graphic communication conventions
7.0 Resources used in making products	7.2 identify the range of appropriate tools and equipment available to undertake a design project 7.3 identify the appropriate skills necessary to undertake design projects
8.0 Safe working environments, habits and procedures	8.3 identify appropriate protective clothing and equipment for specific activities



Skills

OBJECTIVES	OUTCOMES
<i>Students will develop skills in:</i>	<i>Students should be able to:</i>
1.0 Designing	1.1 identify the requirements in the design project 1.2 develop ideas and possible solutions in Design Projects 1.3 research information related to design projects 1.4 experiment with possible solutions such as samples, models and prototypes 1.5 respond to results of experimentation
2.0 Making	2.1 experiment with materials, equipment and systems to determine suitability for design projects 2.2 prepare a range of materials ready for assembly 2.3 demonstrate proficiency in using a variety of manual skills and technologies 2.4 demonstrate proficiency in manipulating a variety of tools and equipment 2.5 use tools, machines, materials and processes safely 2.6 assemble materials using appropriate processes 2.7 finish products to a quality appropriate to the requirements of the design projects
3.0 Evaluating	3.1 test possible solutions to design projects 3.2 continually assess the progress of design project 3.3 reflect on the process used and results of the design projects
4.0 Using computers	4.1 incorporate appropriate computer aids when undertaking design process 4.2 demonstrate proficiency and safety in the use of a variety of systems and packages
5.0 Communicating	5.1 record the progress of the design project using written and graphical means 5.2 present ideas using oral, written and graphical communication methods, standards and conventions 5.6 prepare diagrams, sketches and/or drawings for the making of models or products
6.0 Marketing	6.1 collect information about the needs of consumers in relation to each design project 6.2 suggest ideas for the marketing of design projects
7.0 Managing	7.1 plan the steps for undertaking a design project 7.2 make decisions which are appropriate to each design project 7.3 demonstrate safe and cooperative work practices in both individual and group situations 7.4 select appropriate materials, tools and processes for each design project 7.5 manage each design project to completion

ACAP Units of Work

Attitudes

OBJECTIVES	OUTCOMES
<i>Students will develop:</i>	<i>Students should be able to:</i>
1.0 An appreciation of the implications of technology for society	1.2 appreciate the historical and cultural significance of technological developments on society 1.3 appreciate the contribution of different cultures to technology 1.4 appreciate the impact of technology on Indigenous and other cultures
2.0 A sensitivity to the effects of technology on the environment	2.1 develop a commitment to the efficient use of technology
3.0 An awareness of the impact of technology on the quality of life	3.1 appreciate the impact technological development has on satisfying human needs and wants
4.0 A sense of responsibility for the use of technology	4.1 display a willingness to participate in technological activities 4.2 value reward for effort 4.3 develop confidence, purpose and competence in using technologies 4.4 value safe work practices and conditions
5.0 An appreciation of the contribution of self and others in the process of design	5.2 display an appreciation of personal needs and the needs of others through effective design 5.3 value the role of ideas, inspirations and innovations in design 5.4 strive to achieve success and quality in design projects 5.5 recognise the aesthetic qualities of design 5.6 value technique, style and quality

Teaching Strategies

Students will develop a folio while working through mini design briefs leading into a major project while investigating the concepts of reconciliation, body adornment and the world of work.

Using the design process students will engage in a wide range of learning experiences including:

1. Mini design briefs on badge making, hat designing, ring and wristlet designs.
2. Guest practising artist – talk about work, run a mini-workshop; invite back for final evaluation. Students required to complete a report to be published in school newsletter.
3. Wall or floor storming – image placed in centre of large sheet of paper and students brainstorm ideas in a set time – rotate to another image – time controlled.
4. Collages of a variety of culturally diverse body adornments, materials and processes. Collages will utilise scanning and desktop publishing software to enhance skills and provide a realistic view of cultural and workplace practices.
5. Use teamwork, negotiation, leadership and collaborative decision-making.
6. Reading, comprehension and class discussion on the Streetwise Comic *Reconciliation*.
7. Discussion on cultural ownership and sensitivity in design.



8. Cooperative learning – students experience a variety of roles working together in groups where ideas are generated and shared.
9. Negotiation – partnership of students and teachers in the learning environment to share points of view and work together for mutual outcomes.
10. Reflective – evaluation of both the process and the product.
11. Use of critical thinking skills through problem solving, analysing, synthesising and evaluating.
12. Design and create a database to identify suitable material and/or fibre properties.
13. Use of word processing and desktop publishing software for student reports, presentation of design folio etc.
14. Use of spreadsheets to calculate the costs involved in the production of the design product.
15. Use of telecommunications such as email, internet, electronic bulletin boards and online databases to interchange and obtain information with students from different cultures and geographic locations to gain knowledge and understanding of body adornment.

The teaching and learning sequence used for each mini project and major project is as follows:

■ **Analyse the Brief:**

- Investigate the concept of Reconciliation.
- Identify body adornment criteria.

■ **Research:**

- Types and styles of body adornment.
- Cultural and personal use of adornment.
- Materials and processes used in production.
- Cultural and moral implications of body adornment.
- Reconciliation.

■ **Testing and Experimenting:**

- Work with a variety of materials (eg plastics, wood, fibres, metals and processes). Manufacture a ring and wristlet.
- Design own item.

■ **Making Final Idea:**

- Manufacture the item and develop a presentation package.

■ **Final Evaluation:**

- Critically evaluate product using PMI (plus, minus, interesting)

■ **Presentation:**

- Display of finished products.

The unit aims to provide students with experiences and opportunities to develop confidence in their designing abilities and realise solutions to solve body adornment needs and wants. They will learn to competently use a range of technologies, processes and materials while developing an understanding of the role that education and skill development has on career aspirations and choice. Furthermore, the unit will promote in students an appreciation of the impact that Indigenous cultures have had on designers and their industry.



ACAP Units of Work

Assessment

In Design and Technology formal and informal assessment strategies may be employed at ALL stages in the development of the Design Project as well as assessing the end product. This is to recognise the importance of utilising the Design Process.

Formal Assessment

The following tasks are formally assessed and will be contained in the folio:

1. Graphic and verbal presentation.
2. Experimental work.
3. Report of visiting artist and product from workshop.
4. Research Task – written report, word processed.
5. Completion of mini design projects – should be documented in folios.
6. Product.

Informal Assessment

1. Classroom observation of teamwork skills, initiative, organisation of information, cooperative working practices, management of tasks, modification of ideas and problem solving and subject-specific communication skills.

All students will be provided with a unit of study that meets the outcomes as identified by the syllabus and a number of specific Career Education Outcomes. The teaching program below has mapped them both.

This unit combines a number of strategies for delivery and is developed in an effort to maximise the experience and outcomes for students. However, the structure may be altered according to the needs of students, their abilities and the available resources of teachers. Within this context it is important to note that while the use of community support is encouraged, the unit is not dependent on it for delivery. The use of a guest speaker is not pivotal to the whole unit but is encouraged. If it is not possible to achieve, an appropriate alternative should be explored such as the use of interviews with relevant people (written, audio and/or visual), an appropriate site visit or other experience.

Prescribed Dimensions

Domains

Personal: Student selection of accessory and design.

Commercial/Industrial: Designers – careers/occupations/workplace issues.

Global: Indigenous cultures around the world – body adornment, use of these cultures as inspiration for design.

Human Impact

Cultural Issues: Indigenous cultures in Australia and globally – reconciliation/respect and understanding of different cultures and their impact on society, eg design inspiration.

Environmental Sustainability: Use of recycled products and materials – Indigenous peoples' value of nature and land.

Ethics: Stereotyping cultures – fostering a respect for differing values and traditions – copyright issues.

Gender Issues: Students create designs which reflect individual interests and talents.

Historical Issues: Reconciliation/cultural traditions.

Motivation: Expression of individual ideas, recognition and valuing of culture.

Quality: Students evaluate their design projects in relation to set criteria, functional and aesthetic features.

Resources

People: Indigenous artist, Aboriginal parents/community representatives, representative from a marketing/advertising company

Materials: paper, pens, pencils, metals, yarns, fabrics, recycled materials, natural fibres, paints, calico, foam, clay, polystyrene

Tools: computer, printer, scissors, templates, badge making equipment, digital camera, sewing machine, brush

Energy: electricity

Time: 10 weeks

Skills: computer literacy, artistic design, research, written/oral communication, analytical, estimation/budgeting

Finance: Students may be provided with a budget or asked to estimate production costs, marketing/packaging costs.

Information: text, newspapers, magazines, internet, guest speakers, peers, parents.



Week 1 – Self Identity

Resources and Preparation

- Worksheets 1 and 2
- Badge making equipment
- Computers, hardware and software, colour printer
- Collage materials for badge.

Assessment

- Process and production.

Outcomes

Syllabus

A5.2 display an appreciation of personal needs and the needs of others through effective design

S1.2 develop ideas and possible solutions in Design Projects

S4.1 incorporate appropriate computer aids when undertaking design process

S4.2 demonstrate proficiency and safety in the use of a variety of systems and packages

K1.2 relate these technologies to practical Design Projects

Career Education

Recognise that individuals have different skills, abilities and talents.

Relate their own interests and values to different work tasks and occupations.

Assess their own physical attributes relative to specific work requirements.

Describe practices that promote work safety including home and community settings.

Teaching Strategies

Mini Design Brief 1:

Badges provide others with information on who we are, what role we play at work, home etc.

Design and make a badge that represents yourself.

Who am I?

If I was an animal I would be _____

If I was a bird I would be coloured _____

If I was a snake it would have this pattern _____

Facilitate discussion around students' own personal recognition and evaluation of skills, abilities, talents etc and ask them to relate this to their own hobbies, school work, family, culture, careers, etc.

Create ideas for badge.

Ensure appropriate safety procedures are discussed.

Students produce hand-drawn sketches of ideas, then transfer these ideas using a computer graphics program.



Who Am I?

Using your imagination, complete the following sentences.

If I were an animal I would be

If I were a bird I would be coloured

because

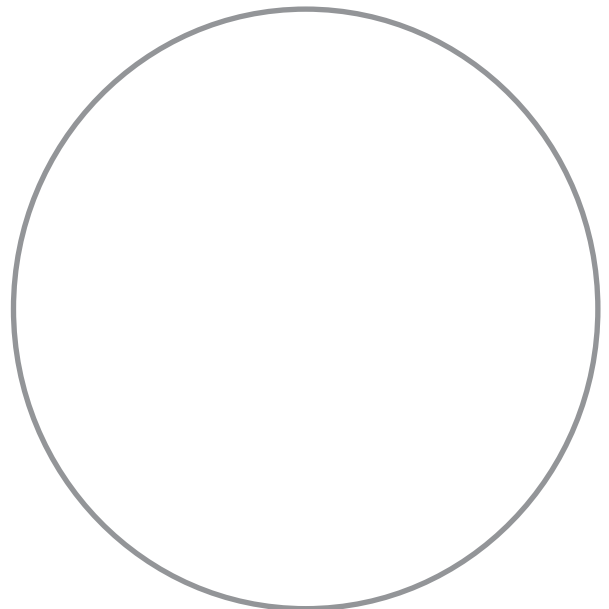
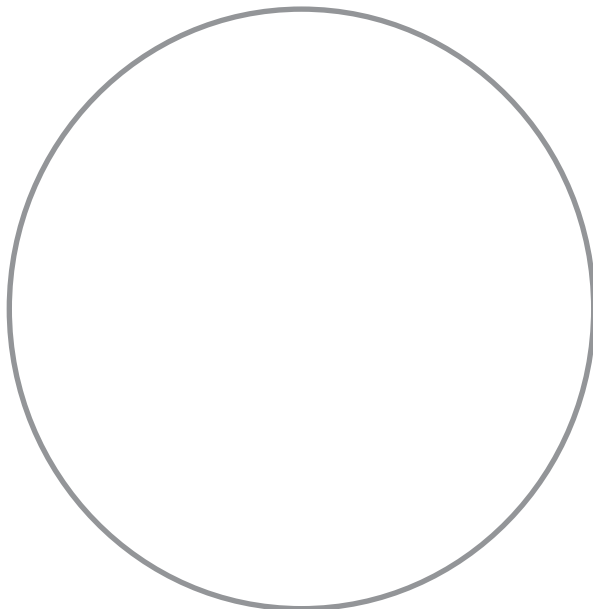
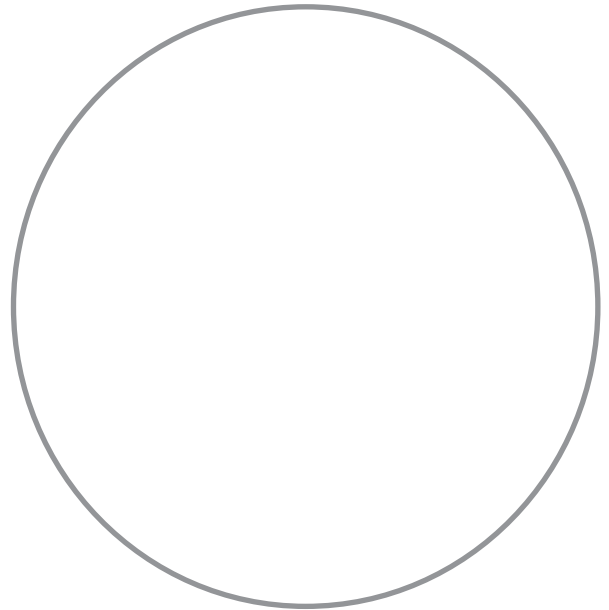
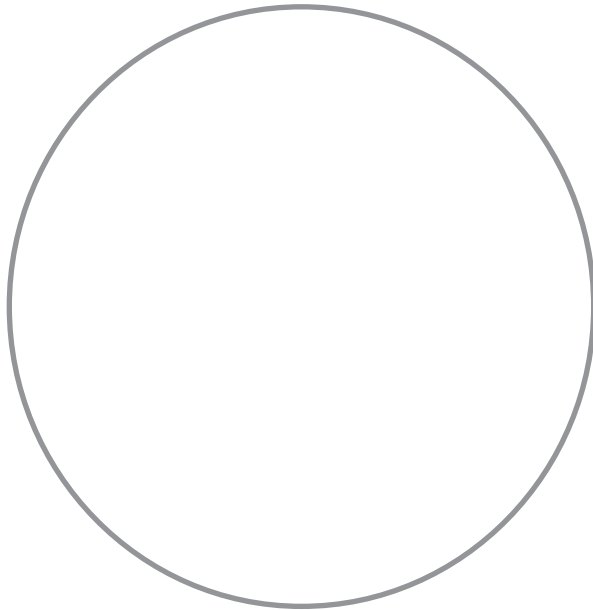
If I were a snake I would have a

pattern on my skin because

Mini Design Brief

Design and make a badge which represents yourself

Use these outlines to try out your ideas.





Week 1 (cont) – Self Identity

Resources and Preparation

- A4 paper
- Butchers paper and markers

Assessment Literacy

- Mind map
- Discussion
- Oral presentation

Outcomes

Syllabus

A3.1 appreciate the impact technological development has on satisfying needs and wants

K1.1 describe a range of technologies

K2.2 identify uses of specific technologies in the personal, commercial, industrial and global domains

Career Education

Identify skills and understanding that may be transferred from one form of work to another.

Identify the effect of structural factors on work prospects (business reorganisation, workplace reform, technological change).

Investigate and discuss the impact of technology on the nature of work in a range of occupations.

Teaching Strategies

Discuss concepts of identity. How do people define themselves, how does this differ between various cultures, how may this change depending on circumstances? What role does 'work' have in defining self? Include discussions relating to paid/unpaid work, school/education, different cultures, etc.

Mind map problems and viable solutions.

Discuss the impacts of technology on the design process. Discuss the impact of technology in other contexts including work, careers, economies, cultures, school etc.

Students make a personal list.

Brainstorm ideas in groups. Share with class – oral presentation using information on butchers paper as a guide.

Discussion from Mini Brief 1

- Did your design work?
- What did you change and why?
- Did this work?
- Ask students to consider if the results provided a good representation of themselves.

Week 2 – Accessories for a Special Occasion

Resources and Preparation

- A3 paper, pens, pencils (lead and coloured) for sketching and rendering
- Hat templates for students to use as a guide only – not to copy

Assessment

- Peer Evaluation
- Observation
- Questioning
- Sketching/Ideas

Outcomes

Syllabus (as above)

S5.6 prepare diagrams, sketches and/or drawings for the making of models or products

Career Education

Recognise that individuals have different skills, abilities and talents.

Relate their own interests and values to different work tasks and occupations.

Recognise that interests, values and skills related to work roles vary with age, experience and changing circumstances.

Identify skills and understanding that may be transferred from one form of work to another.

Teaching Strategies

Mini Design Brief 2:

Design a hat for a special occasion. This accessory must be functional, aesthetic and protect the wearer.

The special occasion may be:

- Sporting event (eg Melbourne Cup).
- Family celebration (eg birthday party, wedding ceremony, Christmas).
- Beach/outdoors.
- Religious or cultural event.

Students use hat templates to sketch freehand, render and label using text to highlight the special features of the design.

Group activity:

- Each group is given a different special occasion to design a hat for.

Each group uses peer evaluation and feedback and is given the opportunity to make modifications to their design based on the feedback.

Discussion from Mini Brief 2

Discuss the importance of ongoing evaluation – relate to the skills used by a professional designer (eg a fashion designer, a car designer). Ask students to consider other contexts where ongoing evaluation is required. Ask students to consider this in relation to their own interests, education, work etc.



Weeks 3–4 – Metal and Textile Technologies

Resources and Preparation

- Jewellery making books, texts and equipment
- Metals, yarns, fabrics
- Protective clothing
- Student safety tests
- Metals and recycled items
- Machinery and tools
- Natural fibres and tools
- Computer – database software
- Digital camera
- Desktop publishing software

Assessment

- Folio
- Products

Outcomes

Syllabus

- A4.1 display a willingness to participate in technological activities
- A4.3 develop confidence, purpose and competence in using technologies
- A4.4 value safe work practices and conditions
- K4.1 relate the use of resources to environmental sustainability
- K6.2 identify the written and oral communication methods appropriate to specific design projects
- K6.3 identify graphic communication conventions
- K8.3 identify appropriate protective clothing and equipment for specific activities
- S2.1 experiment with materials, equipment and systems to determine suitability for design projects
- S2.3 demonstrate proficiency in using a variety of manual skills and technologies
- S2.4 demonstrate proficiency in manipulating a variety of tools and equipment
- S2.5 use tools, machines, materials and processes safely
- S7.3 demonstrate safe and cooperative work practices in both individual and group situations.

Teaching Strategies

Manufacturing skills using metals and textiles.

- Materials
- Tools
- Techniques
- Safety
- Recycling



ACAP Units of Work

Teacher demonstration:

- basic techniques
- materials available from school, home and recycled sources
- completion of safety requirements (eg test)

Mini Design Brief 3:

Rings have been used throughout history by people and societies as a means of identification, religious or social symbols (for example marriage, fashion statement, papal ring etc).

Design and manufacture a ring from metal and recycled materials for yourself.

Discussion/brainstorming of types of limitations in relation to the design brief/project.

Student tasks:

- simple ring (metal)
- wristlet (textile).

Investigate examples of rings and wristlets.

Students could record ideas through sketches with explanatory notes attached or use a computer package.

Basic metal working techniques.

Materials recycled.

Safety – OHS, protective shoes, protective apron, etc.

Manufacture item.

Use digital camera to record work.

Mini Design Brief 4:

Many cultures use natural fibres, feathers and leather to make body adornments.

Design and manufacture a wristlet from natural fibres.

Students design and create a database to record suitable materials and fibres used in their experimentation and manufacture of products (ring and wristlet).



Week 5 – Guest Speaker

Resources and Preparation

- Hand outlines
- Paints and brushes
- Calico and paper
- Computer and word processing or desktop publishing software
- Printer
- Paper

Assessment

- Report with product from workshop

Outcomes

K2.1 identify technologies used by historical, cultural and contemporary groups in society

K2.2 identify uses of specific technologies in the personal commercial/industrial and global domains

K3.3 describe the moral and cultural implications of using technology in society

Career Education

Discuss factors that influence an individual's choice of an occupation.

Demonstrate an appreciation of the role of work (paid and unpaid) in an individual's life.

Recognise that there is a place in the world of work for people with different skills, abilities and talents.

Describe key decisions in the career pathways of different people.

Explain why individuals need to review career plans to respond to changes in work.

Describe and assess different methods of making career decisions.

Teaching Strategies

Invite an Indigenous artist to class to share their working experience and to run a mini workshop. Brief the speaker appropriately about the sorts of topics that ideally would be presented.

Students write an article about the guest's work. Students should be encouraged to look at various aspects within the article including the career path, planning, transitions and motivation of the speaker.

Students use word processing software to present their report in a professional format. They proofread it and, if possible, publish it in a school newsletter.

Week 5 (cont) – Major Design Project Brief

Resources and Preparation

- Keyword matching – Worksheet 3
- Design process steps printed on separate pieces of paper
- Scissors and glue to cut and paste in logically correct sequence

Assessment

- Matching exercise: students match keywords with their meanings.
- Analysis of the design brief.
- Design process cut and paste activity.

Outcomes

Syllabus

S1.1 identify the requirements in the design project

S1.2 develop ideas and possible solutions in design projects

K5.3 identify the functional and aesthetic requirements of a design project

S5.1 record the progress of the design project using written and graphical means

S5.2 present ideas using oral, written and graphical communication methods, standards and conventions

(S5.1 and S5.2 are ongoing)

Teaching Strategies

Students complete the Mix and Match exercise on Worksheet 3.

Class discussion of body decoration as a means of cultural and self expression.

Class discussion of the following design brief:

- Design, manufacture and present an item of body decoration which promotes the spirit of Reconciliation. The item must:
 - be wearable
 - promote the spirit of Reconciliation
 - be of good quality
 - be appropriate for target market.
- Limitations:
 - look, size, colour, purpose
 - safety, uniforms, protocols, resources, cost, time etc (specific workplace considerations).



Analyse the design brief:

- identify the keywords in the design brief
- find the meanings of the keywords and write them down.

What does the design brief ask you to do?

- Think-Pair-Share activity

What are the steps used in the design process? Consider the approaches used in the design and making of the mini projects and how this may link to the development of the Major Design Project.

Why is it important to follow the design process?

Group activity:

Students are given the steps in the design process out of sequence. Students use problem-solving skills and prior knowledge to put them in a logical sequence.

Mix and Match

Draw a line between the keyword and its meaning. You might need to use a dictionary!

Design	The steps used to solve the design brief.
Reconciliation	An appearance, picture or likeness.
Culture	The plan of a solution to meet a need.
Technology	The legal right of ownership of a work or idea.
Decoration	To honour or admire someone or something.
Spirit	Articles that are worn for personal adornment.
To respect	The customs and values of a group of people.
Image	A fundamental intention that inspires and animates.
Jewellery	Appreciating the meaning and significance of something.
The design process	The tools and processes used to solve a problem.
Understanding	A process that beautifies or draws attention.
Copyright	The understanding and respecting, and recognition of, Indigenous history and culture.



Week 6 – Ideas

Resources and Preparation

- Library, internet, other people, paper, pencils
- Materials suitable to make prototype (eg foam, clay, polystyrene, fabric)
- Folio
- Protective clothing

Assessment: N/A

Outcomes

Syllabus

- A5.3 value the role of ideas, inspirations and innovations in design
- S1.2 develop ideas and possible solutions in design projects
- S1.4 experiment with possible solutions such as samples, models and prototypes
- S1.5 respond to results of experimentation
- S3.1 test possible solutions to design projects
- S3.2 continually assess the progress of design project
- S3.3 reflect on the process used and results of the design projects
- S5.6 prepare diagrams, sketches and/or drawings for the making of models or products
- K1.2 relate these technologies to practical design projects
- K5.2 relate the concepts of quality to the requirements of the design project
- K5.5 identify appropriate criteria for evaluating goods and services

Career Education

Identify use of time management and goal-setting strategies in work and study situations.

Teaching Strategies

Discuss:

- Where do ideas come from?
 - written, books, maps
 - oral, talking to people, handing down traditions, experts
 - images – natural and manufactured
- How are you going to address the brief?

Prepare Project Brief that includes identification of outcomes, tasks, construction steps, time frames/deadlines, materials list etc.

Week 7 – Solutions

Resources and Preparation: N/A

Assessment

- Folio
- Labelled sketches
- PMI (plus, minus, interesting)
- Written evaluations

Outcomes

Syllabus:

S1.2 develop ideas and possible solutions in design projects

S3.1 test possible solutions to design projects

S3.2 continually assess the progress of design project

Career Education

Identify social and interpersonal skills needed to work cooperatively in a variety of work situations, paid and unpaid.

Describe how the ways people are stereotyped can damage their chances of finding paid work, their job satisfaction and advancement, and their effectiveness at work.

Describe how gender, race and socioeconomic state may influence an individual's career aspirations.

Teaching Strategies

Review the outcomes, tasks, construction steps, time frames/deadlines and materials list as identified in the Project Brief.

Students

- generate ideas to address the design brief and then shortlist three possible solutions
- do clearly labelled sketches, with appropriate views to communicate the details
- PMI each possible solution
- construct one or more prototypes
- test the prototype(s) and
- write evaluations of them.

Discussion: Compare the procedures used by paid and unpaid 'workers'. How do the processes used by a professional designer differ from those of a hobbyist?



Week 7 (cont) – Reconciliation

Resources and Preparation

- Set of Streetwize Comics: Everyone is talking about it – but what is Reconciliation?
- Worksheet 4

Assessment

- Discussion
- Reading and comprehension

Outcomes

Syllabus

K3.3 describe the moral and cultural implications of using technology in society

Career Education

Describe how the ways people are stereotyped can damage their chances of finding paid work, their job satisfaction and advancement, and their effectiveness at work.

Investigate the ways in which factors such as gender, disability, race and non-English speaking background influence access to employment or career advancement.

Describe how gender, race and socioeconomic status may influence an individual's career aspirations.

Describe the work of organisations concerned with work conditions (unions, training and support groups, employers' organisations).

Explain how wages and working conditions are influenced by the actions of employees, employers, unions, employer groups and governments.

Identify and analyse a range of workplace issues and how they can influence productivity and work conditions (child care, sex-based harassment, redundancy)

Investigate and report on laws that promote non-discriminatory practices in school and community workplaces (equal opportunity and anti-racism legislation).

Teaching Strategies

Discussion points:

- What is (small r) reconciliation? For example, if two friends or family members argue and then make up, how do they make up, and why do they make up?
- What is (capital R) Reconciliation?
- Read the Streetwize comic, *Reconciliation*, or other appropriate resource.
- The Reconciliation Vision put forward by the Council for Aboriginal Reconciliation is:
'A united Australia which respects this land of ours, values the Aboriginal and Torres Strait Islander heritage and provides justice and equity for all.'
What do students think of this?



ACAP Units of Work

- How does the Reconciliation issue relate to the world of work?
 - Reconciliation is about equity in the workplace
 - Reconciliation is about redressing the disadvantages of Indigenous people (including employment disadvantages)
 - more broadly, Reconciliation is about Indigenous and non-Indigenous Australians working together in all ways.
- How does Reconciliation affect
 - job satisfaction
 - career aspirations
 - career motivation
 - workplace legislation
 - relevant organisations?
- How can some of these ideas be incorporated in the design?
- Which of the three possible solutions best represents themes of Reconciliation and work? Why?
- Students may complete this through peer evaluation.

Reconciliation

The outline of a hand has been used to represent the idea of Reconciliation.

In the space below, draw an outline of your hand and design a decoration based on traditional Indigenous patterns and colours to represent what 'Reconciliation' means to you.



Week 7 (cont) – Reconciliation Research

Resources and Preparation

- Magazines, books, internet access

Assessment

- Graphic presentation
- Oral presentation
- Word processed report
- Research techniques/skills
- Group discussion

Outcomes

Syllabus

S1.3 research information related to design projects

S5.2 present ideas using oral, written and graphical means

S6.1 collect information about the needs of consumers in relation to each design project

A5.3 value the role of ideas, inspirations and innovations in design

K5.3 identify the functional and aesthetic requirements of a design project

Career Education

Identify social and interpersonal skills needed to work cooperatively in a variety of work situations, paid and unpaid.

See how their work at home and school affects others.

Teaching Strategies

Students are advised of the research task relating to Reconciliation and the due date (which will most likely be at the completion of the design project).

The research task should be submitted as part of the design folio. Working in small groups, students:

- research body decorations which could represent Reconciliation – types, materials and colours
- select three different methods of research to identify at least three different items that are worn by people for adornment. Research methods could include books, magazines, Internet, shopping centres, surveys and television viewing
- make a presentation in a style of the group's choice but which must include a three-minute oral presentation
- present a research report which must be word processed.

Ensure each group has identified the outcomes they have to achieve and who is responsible for the various tasks.

Students discuss their role in the group. How would this be similar to the allocation of tasks in the workforce? Related issues to be discussed include negotiation skills, leadership types and styles, teamwork and collaborative decision-making.



Week 8/9 – Designing and Making

Resources and Preparation

- Folio
- Computer

Assessment

- Folio documentation and student observation

Outcomes

Syllabus

- A2.1 develop a commitment to the efficient use of technology
- S2.2 prepare a range of material ready for assembly
- S2.7 finish products to a quality appropriate to the requirements of the design projects
- S7.1 plan the steps for undertaking a design project
- S7.2 make decisions which are appropriate to each design project
- S7.4 select appropriate material, tools and processes for each design project
- S7.5 manage each design project to completion
- K7.2 identify the range of appropriate tools and equipment to undertake a design project
- K7.3 identify the appropriate skills necessary to undertake design projects

Teaching Strategies

The design folio should:

- include appropriate views to communicate all design features
- be rendered appropriately
- have measurements included
- be clearly labelled
- have steps in construction
- have materials list
- include equipment list
- show templates/patterns
- describe the manufacture of the item
- discuss safe working practices
- discuss the efficient use of resources and processes

Teacher–student negotiation

- Teacher directs students in each of the listed tasks. This could be done with individual students or as class lesson(s).

Week 8/9 (cont) – Manufacturing and Marketing

Resources and Preparation

- Computer
- Spreadsheet software
- Cardboard, plastics – packaging materials, labels
- Microsoft Powerpoint software
- Video recorder, tape, television
- Internet – marketing/advertising websites

Assessment

- Folio documentation
- Package
- Marketing strategy

Outcomes

Syllabus

A5.4 strive to achieve success and quality in design projects

A5.5 recognise the aesthetic qualities of design

A5.6 value techniques, style and quality

S3.3 reflect on the process used and results of the design projects

K5.4 outline the application of computers to specific design projects.

Career Education

Identify social and interpersonal skills needed to work cooperatively in a variety of work situations, paid and unpaid.

Relate their own interests and values to different work tasks and occupations.

Demonstrate an appreciation of the role of work (paid and unpaid) in an individual's life.

Recognise that there is a place in the world of work for people with different skills abilities and talents.

Teaching Strategies

Teacher-directed lesson on estimating the costs of manufacturing. Students then work out costing using spreadsheet software. They establish individual costing, then establish mass manufacturing costs, then establish the final item individual cost.

A class discussion on marketing considerations (eg compare hobbyist and professional). Visit websites as appropriate. Students then package product for display purposes. Then they develop ONE marketing strategy to sell the item to the target market, either a computer-generated advertisement or a video advertisement.

Presentation by a guest on what to include in an advertisement to sell an item to the target market.

Individual student task: Powerpoint presentation of marketing strategy.



Week 10 – Evaluation

Resources and Preparation

- Design project (folio/product)
- Evaluation sheets for peers, guests and teacher

Assessment

- Student presentation
- Folio/product

Outcomes

Syllabus

S3.3 reflect on the process used and results of the design projects

A5.5 recognise the aesthetic qualities of design

A5.6 value technique, style and quality

K5.5 identify appropriate criteria for evaluating goods and services.

S6.2 suggest ideas for the marketing of design projects

A4.2 value reward for effort.

Career Education

Recognise that individuals have different skills, abilities and talents.

Relate their own interests and values to different work tasks and occupations.

Assess their own physical attributes relative to specific work requirements.

Demonstrate an appreciation of the role of work (paid and unpaid) in an individual's life.

Recognise there is a place in the world of work for people with different skills, abilities and talents.

Identify skills and understanding that may be transferred from one for of work to another.

Teaching Strategies

The students' products and folios are presented and evaluated:

- Does it do what it was intended to do?
- Does it cater for a particular market?
- What might be done differently? Can it be improved?
- Evaluation should be based on the original criteria (is it wearable, does it promote a spirit of Reconciliation, is it a quality product, etc)?
- Students complete an evaluation of two of their peers' projects, based on criteria set by the student who designed and made the project.
- The projects are evaluated by the guest(s) and the teacher.

Extension

Students generate and design invitations to an exhibition of their products and folios.

Additional Resources

Board of Studies NSW, *Affirmations of Identity*, Board of Studies NSW, Sydney, 2000. A resource kit intended to assist teachers with investigating the nature of Aboriginal and Torres Strait Islander art and with incorporating Aboriginal perspectives into their teaching programs.

Streetwize Comics

See the website: <http://www.ozemail.com.au/~stwize> or call 02 9319 0220 for free copies of publications.

<http://www.nativetech.org>

This site has a great deal of information on Indigenous Americans' use of adornment, metalwork, technology, art etc.

<http://www.reconciliation.org.au>

This is the site of the Council for Aboriginal Reconciliation and has very useful information on Reconciliation projects, initiatives etc.

<http://www.loreoftheland.com.au/>

Look in particular for Reconciliation forum/discussion.

<http://www.blackpages.com.au/>

Provides a comprehensive directory of Indigenous organisations and enterprises including Arts/Cultural and Reconciliation. Searches available by state and region.

8. GEOGRAPHY – STAGE 4 YEARS 7/8

Global Citizenship

Duration: 6–8 Weeks

Introduction

This unit provides students with opportunities to investigate the following themes related to ‘global citizenship’:

- What is global citizenship?
- How do geographers study global citizenship?
- How is global citizenship changing?
- How can we all be active citizens?

The unit explores these themes through a range of issues. Each section is structured around worksheets that provide information to be interpreted by the reader. Extension activities are provided for students who wish to investigate these issues in more depth and in more challenging ways. The Career Education Outcomes delivered by this unit are listed below.

Career Education Outcomes

Critically evaluate personal qualities and physical attributes as they apply to career choice and the requirements of the workplace

- Recognise that individuals have different skills, abilities and talents.
- Identify social and interpersonal skills needed to work cooperatively in a variety of work situations, paid and unpaid.
- Relate own interests and values to different work tasks and occupations.
- Identify career choices that suit their interests and personal characteristics.
- Assess their own physical attributes relative to specific work requirements.

Analyse the key factors influencing the career values, aspirations and achievements of individuals and groups

- Discuss factors that influence an individual’s choice of an occupation.
- Investigate the ways in which factors such as gender, disability, race and non-English-speaking background influence access to employment or career advancement.
- Describe how gender, race and socioeconomic status may influence an individual’s career aspirations.

Analyse the place and meaning of work in the life of individuals and communities

- Identify contributions made by people doing different forms of work in the community and say why they are valued.
- Describe some of the benefits that individuals and the community derive from paid and unpaid work.





ACAP Units of Work

- Show how their work at home and at school affects themselves and others.
- Demonstrate an appreciation of the role of work (paid and unpaid) in an individual's life.

Describe cultural and structural features of the world of work

- Investigate and report on how different cultures organise work.
- Identify and analyse a range of workplace issues and how they can influence productivity and work conditions (child care, sex-based harassment, redundancy).
- Identify factors that enhance work outcomes (rewards, satisfaction, security, safety measures).
- Investigate and report on laws that promote non-discriminatory practices in school and community workplaces (equal opportunity and anti-racism legislation).
- Recognise that there is a place in the world of work for people with different skills, abilities and talents.

Describe features of the labour market including emerging trends and the impact of change

- Investigate if values associated with different forms of work have changed over time.
- Identify present and future features of the Australian and global economy that might affect opportunities for paid work.
- Compare past and present trends in the nature and composition of the labour market.
- Investigate and discuss the impact of technology on the nature of work in a range of occupations.
- Describe the role of governments, unions and employer groups in influencing and responding to workplace changes.

Identify occupational pathways and their related educational, training and skill requirements

- Analyse workplace practices in an occupational field and predict changes.
- Identify government and other initiatives to increase participation in education and training for disadvantaged groups.

Use appropriate strategies for career decision making and career planning

- Explain the steps used in decision making.

Syllabus References

Geography Stage 4 Outcomes

- 4.1 identifies and gathers geographical information
- 4.2 organises and interprets geographical information
- 4.3 uses a range of written, oral/graphic forms to communicate geographical information
- 4.4 demonstrates a sense of place about environments outside Australia
- 4.8 describes differences in life opportunities throughout the world in terms of social, cultural, economic and physical environments.

Geography Stage 4 Concepts

- citizenship: definition and characteristics; how these vary for Indigenous peoples
- rights and responsibilities of citizens including fundamental human rights
- individuals and organisations can make a difference (eg Amnesty International)



- human rights and self-determination
- child labour in developing countries
- movement of people
- movement of commodities and international aid
- globalisation
- changing patterns of settlement and work
- global agreements
- mapping different sectors in a community and analysing patterns
- types of workers and sectors
- comparisons of paid and volunteer work
- participating as active citizens: investigating a global organisation and aid workers who have made a positive contribution.

Theme 1 – What is global citizenship?

Citizenship involves people, communities and societies. Every member of a community has rights and responsibilities as a citizen and these basic rights are (in theory) preserved by the constitution of any nation. The United Nations has drawn up a list of rights for all people in the world called the ‘Universal Declaration of Human Rights’. This agreement proclaims that all human beings are born free and equal and that they are entitled to:

- the right to life and freedom
- the right to vote
- freedom of speech and thought
- freedom of worship
- freedom to peaceful assembly
- the right to education, work, rest and leisure
- the right to privacy
- the right to an adequate standard of living
- the protection of private property
- the right to equal and fair treatment by the law.

In Australia most of us take these rights for granted. However, this has not always been the case and many would argue they are still denied to many citizens. Some groups have had to fight for these rights, including women, Indigenous people and people in a range of socioeconomic groups. Mandatory sentencing and the reasons for the Indigenous leaders’ calls for a Bill of Rights indicate that these fundamental rights are denied to some Australians. The calls for a treaty also pervade the current debate between Indigenous and non-Indigenous Australians in relation to basic human rights.

This topic outlines key concepts within the Stage 4 Geography syllabus about Global Citizenship. Students should understand that each person has rights as set out by the United Nations ‘Universal Declaration of Human Rights’. The responsibility for maintaining these rights is shared by all members of the community and is given to the judicial system to uphold. Every community has officials who are elected, appointed and/or employed to ensure the rights of citizens are not taken away. The teaching strategies give a broad approach to the understanding of citizenship. Worksheets are provided which complement these ideas.

Teaching Strategies

Discussion of Citizenship

- Starting with a definition of citizenship, students discuss what is meant by being a citizen and what rights this might give a person.
- They discuss the concepts of Universal Rights and Global Citizenship. They discuss what makes a good citizen.
- A suggested definition from the syllabus: ‘Citizenship: A process that facilitates participation in community activities and public affairs.’

Film study: *Medicine Man*

- This film with Sean Connery and Lorraine Bracco has a PG rating and may be unsuitable for some groups.
- It is the story of a scientist researching a cure for cancer in the Amazon rainforest who interacts with the Indigenous people struggling against developers wanting to shift the people and clear the forest for a highway.
- List the characteristics of citizenship identified in the film *Medicine Man* and research the background to each point of view (*Geography Worksheets 1.1 and 1.2*).

Library research

- Students locate Florida and Louisiana on a map of America. They briefly review the climate conditions necessary for a hurricane to occur.
- Students identify and list the groups and organisations that were involved in citizenship activities to support the communities affected by Hurricane Andrew which struck Florida and Louisiana on 24 August, 1992 (*Geography Worksheets 2.1 and 2.2*).
- *National Geographic* and *Australian Geographic* magazines have a wide variety of citizenship related articles.

Internet research

- Recognise, discuss and record the skills, talents and abilities of individuals involved in organisations dedicated to helping others. A sample of sites relevant to this topic show the many activities, skills, talents and abilities of those who work for them:

<http://www.amnesty.org.au>

<http://www.australiangeographic.com>

<http://www.careinternational.org>

<http://www.builderswithoutborders.org>

<http://www.worldvision.com.au>

<http://www.timoraid.org>

Many sites provide article searches on topics. Students should be encouraged to share other sites.

Is Australia a good citizen?

- Evaluate Australia as a global citizen from evidence of its management of Aboriginal issues. (*Geography Worksheets 3.1 and 3.2*).



Student workbook

- Record ideas, concepts and keywords about citizenship.
- Written report 'What is citizenship? How does the concept of citizenship differ for groups within Australia?'

Individual Extension Activities

ONE

Students select a person or persons who have devoted themselves to assisting humanity in some way. Some suggestions students may wish to consider are:

- Dr Fred Hollows
- Mother Teresa
- Mum Shirl
- Dr Victor Chang
- Nelson Mandela
- Martin Luther King
- Florence Nightingale.

Students write a research paper which outlines their contribution to humanity, their beliefs and any obstacles they had to overcome to achieve success. In their report students should show how their subject(s) acted as global citizens.

TWO

Students research a community organisation in their local area. In their report they should:

- identify the role of the community organisation
- discuss how the organisation assists people in the community
- identify conclusions that can be drawn from the environment in which it works
- describe the qualities that a person working for the organisation would need.

THREE

Students research the extent of Amnesty International in Australia (website: <http://www.amnesty.org.au>).

Students make contact with a local group of Amnesty and devise a questionnaire to find out how it works.

They then write a 200-word report on the group's activities, describe the role of Amnesty International in the Australian community and give an opinion on whether it has achieved its stated goals.

Group Extension Activities

ONE

Group watches the movie *Medicine Man* and conducts research into the Amazon Rainforest followed by a group presentation that includes:

- a map outlining the location of the Amazon Rainforest, including national boundaries, major cities and the Amazon River
- an explanation of the importance of the Amazon Rainforest to the whole world



ACAP Units of Work

- an assessment of what is currently happening to the Amazon Rainforest and why
- recommendations on how global organisations could assist in the management of the Amazon Rainforest and justifications for the recommendations.

TWO

Group conducts an internet search for information on a community organisation of their choice and completes a project outlining the good citizenship of that organisation.

Some suggested organisations to research are:

- The Smith Family: <http://www.smithfamily.org.au>
- Red Cross (Red Crescent in Islamic countries): <http://www.redcross.org.au>
- NSW State Emergency Service: <http://www.ses.nsw.gov.au>
- Surf Life Saving: <http://www.surflifesaving.asn.au>
- St John Ambulance: <http://www.stjohn.org.au>

In their projects students should:

- identify the citizenship role of the organisation
- outline reasons why the organisation exists
- outline the way that people can become involved with the organisation
- describe a particular activity or area of assistance provided by the organisation
- conduct an interview with a member of the organisation. This may be conducted directly or through email if appropriate. Students should discuss how to construct a questionnaire so that they can get information that will allow them to evaluate the effectiveness of the organisation.

THREE

Group holds a debate on the topic: 'Australia is a Good Citizen of the World'. In preparing the debate students should be encouraged to consider some of the following points:

- Define what is meant by being a 'Good Citizen'.
- Can a country be considered a 'Good Citizen'?
- How is the success of being a 'Good Citizen' determined?
- Does the behaviour of the government or that of individual groups make a country a 'good' or 'bad' citizen?
- Does the behaviour of a group within the Australian community mean that we are all good or bad citizens of the world?
- A report by Amnesty International is only an opinion.
- The arguments of the Western Australian Government and the Northern Territory Government are based on the belief that a mandatory sentencing policy is not aimed at any group in the community and that it is what most people want.
- A lot of people have very strong feelings on this topic but will not listen to alternative positions.
- Consider other examples of work Australia does around the world, such as support for the people of East Timor.



Theme 2 – How do geographers study global citizenship?

Geographers study the variety and patterns of people and environments around the world.

In this section students learn about the situations of some children from rural villages in order to gain an understanding about child labour and the value of protecting children's rights. In discussions facilitated by the teacher, students have the opportunity to explore a number of issues. The worksheets are designed to raise awareness of the conditions for child labourers, and some of the reasons behind child labour. Students should also become aware of some of the steps being taken to overcome child labour.

The second major issue considered in this section is the participation of Aboriginal people in the Australian workforce. At the 1996 census, 52.7% of Australia's Indigenous population aged 15 years and over were in the labour force, compared to 61.9% of the total population. Of the Indigenous labour force participants, 22.7% were unemployed: more than double the unemployment rate for the total population (9.2%). In other words, proportionally fewer Indigenous Australians were active in the labour force (that is, working or looking for work) and, of those in the labour force, proportionally fewer had a job. By contrast, in New Zealand there was virtually no difference between the proportions of the Maori population and the total New Zealand population in the labour force (65.3% and 65.4% respectively). However, the unemployment rate for Maori (17.5%), while lower than that for Indigenous Australians, was still more than double the rate for the total New Zealand population.

Teaching Strategies

- As in many geographical studies, emphasis is placed on the differences between standards of living and how they relate to different life opportunities. It is important to provide positive examples of programs that can make a difference. Australia supports UNICEF, the International Labour Organisation and various local Non-Government Organisations throughout the South Asian region. One of these, the MV foundation, believes that efforts to get working children into school must include employers. At community meetings parents and employers are invited to discuss the benefits of children's education. Under this program, 22 employers in Andhra Pradesh in India have released children from work to go to school; several have even paid their fees. Without this type of educational change and with few opportunities for advancement, many other children face a future of drudgery in low-paying, meaningless jobs.
- Students review the rights to which every person in the world is entitled (refer to the 1948 UN *Declaration of Human Rights*)
- What is the American *Bill of Rights*? What rights do they guarantee? How are these rights issues dealt with in Australia?
- Read the United Nations *Declaration on the Rights of the Child*. Examine Principle 9 in detail. Discuss why this and other Declarations by the UN are important. The United Nations *Declaration of the Rights of the Child* is available from the Human Rights and Equal Opportunity Commission (133 Castlereagh Street, Sydney NSW 2000) or on the United Nations website: <http://www.un.org>
- Discuss the major differences between students' lives and the lives of young child labourers in developing nations (*Geography Worksheet 4*).
- Discuss key questions about child labour:
 - Why are so many children in child labour today?
 - Why do some landlords prefer to use children rather than adults on farms?
 - Should we in Australia try to do something to stop child labour?
- Investigate issues related to the rights of Aboriginal children in Australia.
- Investigate the differences between Aboriginal and non-Aboriginal work statistics and analyse why they are different (*Geography Worksheets 5.1 and 5.2*).



ACAP Units of Work

Resources

APHEDA has videos available for loan: *The Carpet, I am a Child, My Life is Mine* and an 8-page booklet *Child Labour in Asia*.

APHEDA
Trades Hall Box 3, 4 Goulburn Street
Sydney NSW 2000
Ph 02 9264 9343
Fax 02 9261 1118
email: apheda@glabor.net.au

Child Labour in Asia: Some Perspectives on Selected Countries (1997) from Bibliotech/AusAID publications
GPO Box 4, Canberra ACT 2601
Ph 02 6249 2479
Fax 02 6257 5088
email: Jenny.Morris@aplemail.anu.edu.au

UNICEF report *State of the World's Children 1997*
UNICEF Australia
3rd Floor, 303 Pitt Street
Sydney NSW 2000

Australian Bureau of Statistics website: <http://www.abs.gov.au>

United Nation website: <http://www.un.org>

Individual Extension Activities

ONE

After reading the extract in Worksheet 4, students compare Manju's lifestyle with their own by considering the following:

- age and gender
- home town/suburb/city/state
- occupation
- occupation(s) of parent(s)
- average hours of work per week (excluding schoolwork and study)
- average earnings per week
- employer
- family situation
- attitude to work
- reasons for work
- conditions of work.

(Be aware that for some Indigenous students this may be a very private and personal activity.)

Discuss structural issues that can impact on employment opportunities for communities in different locations. Discuss how poverty may impact on peoples' rights.



TWO

Ask students to complete the following activities individually using Worksheets 5.1 and 5.2:

Study graph S1.9 and answer the following questions:

- What is the unemployment percentage of Aboriginal and Torres Strait Islander people with post-school qualification?
- What is the unemployment percentage of Aboriginal and Torres Strait Islander people without post-school qualification?
- What is the unemployment percentage of the total population with post-school qualification?
- What is the unemployment percentage of the total population without post-school qualification?
- Compare graphs S1.9 and S1.6 and suggest reasons for the differences between the unemployment percentages of Aboriginal and Torres Strait Islander people and the total population.

Study graph S1.6 and answer the following questions:

- What percentage of Aboriginal and Torres Strait Islander people are in full-time education at 15 years of age?
- What percentage of the total population are in full-time education at 15 years of age?
- What is the difference between the percentage of the total population in full-time education and the percentage of the Aboriginal and Torres Strait Islander population in full-time education at:
 - 15 years of age
 - 17 years of age
 - 19 years of age
 - 21 years of age.

Group Extension Activities

ONE

Students should prepare a brochure on child labour in the world today and include the following points:

- an outline of the reasons for the use of child labourers
- a description of the unacceptable circumstances in which children work
- a list of the types of organisations which are trying to change attitudes to child labour.

When students finish their research they should make an oral presentation to the class explaining the different life opportunities for children in different parts of the world.

TWO

Geographers use a wide variety of information to answer questions such as:

- Why there?
- How did it get there?
- What patterns have developed there?
- How have people affected the natural patterns there?



ACAP Units of Work

Ask students to study the text and statistics and then design and conduct a piece of research. Students should be encouraged to use the following steps in conducting this research:

- Settle on an idea.
- Formulate a question to research.
- Design the research tools and analysis tools.
- Conduct the research.
- Write a report.

Example:

- Step 1: There is a community need for sports facilities for youth in the local community.
 Step 2: Are there enough sports facilities for 12 to 16 year olds in the local area?
 Step 3a: Develop a questionnaire that has 10 questions concerning the provision of sports facilities in the local area.

QUESTIONNAIRE

Entertainment Facilities for 12 to 16 year olds in the local community

General information (circle the appropriate answer)

- What is your gender? Male / Female
- What is your age? Below 10 years old 10 to 12 years 13 to 14 years,
15 to 16 years 17 to 20 years 21 to 25 years
26 to 35 years 35 to 50 years over 50 years of age.

Please answer each question by circling a number from 1 for strongly disagree to 5 for strongly agree.

• There are enough facilities in our local area for 12 to 16 year olds.	1	2	3	4	5
• 12 to 16 year olds only hang around the streets and cause trouble.	1	2	3	4	5
• There should be a public skateboard park in our local area.	1	2	3	4	5
• There should be a hockey field.	1	2	3	4	5
• There should be more soccer fields.	1	2	3	4	5
• There should be tennis courts.	1	2	3	4	5
• There should be more netball courts.	1	2	3	4	5
• There should be more basketball courts.	1	2	3	4	5
• There should be a swimming pool.	1	2	3	4	5
• There should be a bowling alley.	1	2	3	4	5

- Step 3b: Design a column graph that will show the total value that the people in the sample have given to each question in the questionnaire. (This should be done using a spreadsheet on a computer.)
- Step 4: Conduct a survey, of as many people as possible, that is representative of the whole community.
- Step 5: Put your data into the spreadsheet program and write a report that analyses the information you have found. The report should be written so that it answers the question that you developed in Step 2.



Theme 3 – How is global citizenship changing?

One of the new aspects of the Stage 4 Geography syllabus is the emphasis on the study of changing world trends and globalisation. This perspective complements the changes in the study of Geography worldwide. Social justice issues are now also prominent in geographical study. As the growth of multinational companies and global telecommunications makes the world ‘shrink’, cultures and communities are changing.

This section investigates trends on a global scale and enables students to become more aware of the difficulties facing poor people, especially women, as they try to improve their lives. The role of micro-credit has become increasingly important in helping people overcome poverty and even small amounts of assistance can make big improvements in people’s lives.

The Grameen Bank in Bangladesh is changing the lives of the very poor by helping them achieve self-employment and self-reliance and break out of the poverty trap. With around two million borrowers, 95% of whom are women, it has 1,000 branches with 12,000 employees operating in nearly 40,000 villages. 98% of the loans it provides are repaid on time. In terms of loan repayment, this bank outperforms all other banks in Bangladesh and most banks around the world. The Grameen believes that women are better borrowers and managers of money than men as women tend to use it in ways that benefit their families.

This topic requires students to locate Bangladesh and gather further information about the Australian Government’s overseas aid programs and about non-government aid agencies.

Grameen means ‘village’ in Bengali. The idea for the Grameen Bank originated in 1976 when Economics Professor Muhammad Yunus met a local village woman, 22-year-old Sophia Khatoon, who worked seven days a week making finely woven bamboo furniture. As Sophia had no money to buy the raw material, a local trader gave her the bamboo on credit, provided she sold the finished product to him at a price he set. As a result she was making almost no profit despite her skills and hard work. She lived in abject poverty and looked twice her age. Sophia was paying 10% interest a day — that’s 3,000% a year. If she had the money to buy the bamboo, she would be able to sell to whoever would give her a fair price and she could keep the profit herself. Yunus lent Sophia the money and within a few months she had increased her income sevenfold and repaid the loan. Professor Yunus successfully provided loans to others and tried to convince bankers that the poor were credit-worthy and should be given loans. Bankers were still not interested, so Professor Yunus himself founded the Grameen Bank in 1983.

Teaching Strategies

- Discuss issues related to the growth of large corporations. Who were the major sponsors of events like the 2000 Olympic Games and how did they benefit from this sponsorship? How effective was advertising during the games? The Olympic website (www.olympics.com) is a starting place but also consult corporate sites such as AMP, Kodak, Nike and Westpac.
- Brainstorm words that are associated with the word ‘bank’ — categorise the suggestions in ‘positive’ and ‘negative’ columns.
- List services that banks provide to people in Australia. How are these services important to people and to the economy? What groups of people might find it difficult to access some of these services? Why might some people have a negative image of banks? Are banks seen to be good corporate citizens in Australia? Has this opinion changed over the last decade?
- Complete the case study of the Grameen Bank (*Geography Worksheets 6.1 and 6.2*)
- Discuss whether students’ thoughts or feelings about banks that were expressed in the original brainstorm have changed now and why.



ACAP Units of Work

- Listen to representatives from a bank, alternative lending institution and/or aid agency working with the poor in micro-credit.
- Study globalisation trends
- What is global culture?
- How will it affect Indigenous cultures? (*Geography Worksheets 7.1 and 7.2*)

Resources

Some banks and aid agencies have education programs which provide speakers to schools.

The Australian Government's overseas aid program resources on micro-credit are available from:

Canberra Mailing PO Box 650

Fyshwick ACT 2609

Ph: 02 6269 1230

Fax: 02 6269 1229

E-mail: books@ausaid.gov.au

For more on the Grameen Bank:

Grameen Foundation Australia

7 Burke Place

Mount Colah NSW 2079. <http://www.rdc.com.au/grameen>

grameen.oz@mypostbox.com

Ph: 02 9294 3338

Fax: 02 9457 8805

For educational material on Bangladesh:

Lonely Planet website: <http://www.lonelyplanet.com>

AusAID information on Bangladesh: <http://www.ausaid.gov.au/publications/country>

Global Education information on Bangladesh:

<http://globaled.ausaid.gov.au/primary/country/bangladesh.html>

Individual Extension Activities

ONE

Many Australians take out bank loans. Ask students to research the following:

- What kinds of things do banks in Australia give loans for?
- How hard is it to get a loan from a bank?
- What security do banks want?
- Where else can you go to borrow money?
- Is it harder for women than men to get a loan in Australia? (Ask an older female family member or friend about loans to women when she was young.)
- What interest do banks charge for different kinds of loans?
- To start a small business, what skills and resources are necessary? If you needed to borrow money, where would you go and why?
- What happens in small communities when banking facilities are closed down?



TWO

Ask students to research global trends in:

- the movement of people
- the movement of goods
- the growth in information technology
- music and global icons (eg Sting, Yothu Yindi).

Students should choose an Aboriginal community organisation in the local area, identify the cultural background of this group and prepare a short report on its unique history. Students could consider an Aboriginal Land Council, Aboriginal Medical Service, Legal Service or Community Service organisation.

THREE

Ask students to investigate initiatives to assist Indigenous Australians enter the housing market. They should look at 'Aboriginal financial institutions' and ATSIC.

Outline some of the reasons why such schemes have been seen to be necessary?

Group Extension Activities:

ONE

Sixty-two other countries, including the USA, now have banks for the poor modelled on the Grameen Bank.

Ask students to imagine they are starting such a bank in Australia. They should make up a name, slogan and logo for the bank. Make a presentation to the class about your bank and how it will operate, including policies on how lending and borrowing will take place.

Students could write a letter to the World Bank explaining the idea of loans to the poor, both on a local and global scale.

TWO

Students work together to write a report of approximately 500 words titled 'Extinction of culture is the unavoidable cost in the evolution of people.' Students should read Worksheet 7.1 and conduct other research they feel is necessary.

Students should consider the use of pictures, diagrams and maps in their reports. They should:

- identify the Indigenous community or communities which they are using as examples
- draw a world map locating the community or communities
- construct a questionnaire and interview people to determine the attitudes of the local community towards the case study community and canvass ideas about what can be done to support self-determination and partnerships
- outline some of the practical ways in which Indigenous people have attempted to exercise self-determination in their own communities
- write a reasoned evaluation of the state of Indigenous communities in the world today.

Theme 4 – How can we all be active citizens?

As Australian citizens we all have the right to look for information about anything that affects us. To be effective citizens we also need to be able to gather and analyse this information.

The most important part of active citizenship is participation in decision-making processes. To do this well we need to keep ourselves informed about local and global issues through the news media.

Most students will be able to join groups which involve different types of community activity. Whatever the organisation — medical support group, political party, youth group or sporting body — students can give of themselves to assist others.

The Australian Youth Ambassadors for Development Program is an initiative of the Australian Government Overseas Aid Program. Young Australians, aged 18–30 years, are sharing their skills and expertise on projects to do with health, education, community development, forestry, information technology and banking. In addition to gaining personal and professional benefits from their time as Youth Ambassadors, these volunteers are contributing in practical and vital ways to the growth and development of countries within our region, while building goodwill and understanding between Australia and its neighbours.

As volunteers, Youth Ambassadors gain knowledge and understanding of developing countries within the Asia Pacific region and of the development issues affecting their people. This section encourages students to learn more about the positive contributions made by volunteers who act as global citizens.

Teaching Strategies

- Brainstorm countries of the Asia-Pacific region. Record responses then use atlases to add to the list of countries.
- Brainstorm the reasons that people in some countries do not have the same rights as Australians. For example:
 - totalitarian or unstable government
 - poor infrastructure
 - effects of foreign ownership of resources
 - natural disasters
 - lack of skills to earn a living
 - lack of adequate health services
 - lack of knowledge about nutrition.
- Discuss issues about how Australia is working with communities to enable people to achieve basic human rights and overcome barriers to ecologically sustainable development. (*Geography Worksheets 8.1 and 8.2*)

Discuss the issue of local culture versus global culture. What are the issues for countries as they become more integrated in the global economy?

- Read the case study and discuss which human rights are being advanced by the projects on which the Australian Youth Ambassadors for Development are working. (*Geography Worksheet 9*)
- Explore Affirmative Action initiatives in relation to Indigenous Australians (*Geography Worksheets 10.1–10.4*)



Resources

- International headlines: <http://www.oneworld.org>
- Asia-Pacific country profiles: <http://www.usaid.gov.au/>
- Global issues: <http://www.oneworld.org/ni/teaching/teachpage.htm>
- Health issues: World Health Organisation: <http://www.who.int>
- World Development Indicators, and Development Topics by theme: <http://www.worldbank.org>
- Development and relief agency Oxfam: <http://www.oxfam.org.uk>
- The Australian Youth Ambassadors for Development Program: <http://www.usaid.gov.au/youtham>

Individual Extension Activities

ONE

Students imagine they are interviewing prospective applicants for a job with the Australian Youth Ambassadors for Development Program. They list the eight questions they will ask to help select the best applicant.

Students then role-play interviews with three different applicants using the questions they have created.

TWO

Students identify someone who contributes regularly to an organisation such as World Vision, Community Aid Abroad or another similar organisation. After a discussion with them, students write a report of approximately 200 words titled 'Good citizens do whatever they can.'

THREE

Students study the extract from the Australian Job Search Indigenous Employment Service website (*Geography Worksheets 10.3 and 10.4*).

Students write a 500-word report titled 'Affirmative Action and Indigenous Employment Policy.'

In their reports students consider the following:

- a description of the website (<http://www.jobsearch.gov.au/indigenous>) and its role
- an outline of the aim and objectives of the policy
- a discussion of the three main elements of the policy
- an outline of the Indigenous Employment Program
- a discussion of the elements of the Indigenous Employment Program
- a discussion of the program as a form of Affirmative Action.

Group Extension Activities

ONE

Youth Ambassadors develop presentation and speaking skills. Present the following activities to students:

- Write a script for a radio drama on an issue which you think might be important for the people of Vanuatu, for example promoting childhood immunisation, or good nutrition, or informing women about the importance of education for their children.
- Create a television advertisement for the Australian Youth Ambassadors for Development Program, informing young adults about the program and encouraging them to apply. Include a list of the advantages of the program for young people. Act out this advertisement for the class as an oral presentation.



ACAP Units of Work

TWO

Students research the Association of Volunteer Service Organisations (<http://www.avso.org> and email isavso@bigfoot.com).

They visit the AVSO website and review the section on 'What voluntary service is all about' and prepare an oral presentation on the role of voluntary service as an example of good citizenship.

THREE

Geographers research social attitudes because they affect the way people make decisions about how we use the planet.

Students study the extract from the Australian Job Search Indigenous Employment Service website (*Geography Worksheets 10.3 and 10.4*) and research the role of Affirmative Action in addressing social disadvantage.

In preparing their report, students should use the following steps for carrying out their research:

1. Settle on an idea.
2. Formulate a question to research.
3. Design the research tools and analysis tools.
4. Conduct the research.
5. Write the report.



What Makes a Good Citizen?

A review of the Movie *Medicine Man*

Dr Robert Campbell is a biochemist working deep in Brazil's Amazon jungle. He believes he has discovered a natural remedy for cancer but is unable to analyse it properly. Without proper analysis he cannot tell Aston Pharmaceuticals, the pharmaceutical company funding the research, how to reproduce the chemical.

The last time Dr Campbell discovered a remedy the teams of researchers brought the common cold into a community who had no immunity to it. Something that we take for granted as a minor sickness killed the entire tribe. Dr Campbell was not going to make the same mistake again.

With few proper reports from Dr Campbell, other than a request for scientific equipment and a research assistant, Aston sends Dr Rae Crane to assess the situation. Funding will be withdrawn if there is no research to justify the company's huge investment.

As Dr Crane and Dr Campbell are busy looking for the source of the chemical, the Brazilian Government plans to move the Indians and clear the jungle for a new road. The Government has set aside land in another area but the Indians will not be forced to leave the area where they have lived for generations.

Just as the scientists discover the source of the cancer cure they realise the road builders will be moving through the area within a few days. This is not only a problem for the Indians but also for the scientists who do not know of any source of the chemical other than in the immediate area. In an attempt to stop the bulldozers Dr Campbell and Dr Crane become involved in a fight with the road builders. During this fight a fire spreads quickly through the jungle wiping out the whole area, destroying the Indians' home, the source of the cancer cure and all of Dr Campbell's research.

Having come to shut down his operation Dr Crane now offers Dr Campbell more money to continue his research. Dr Crane decides not to return to America, her fiancée and her career until she and Dr Campbell have found the cancer cure. Their task is now to find a new home for the Indians deeper in the jungle, and a new source of the elusive remedy.

Source: Medicine Man starring Sean Connery and Lorraine Bracco.

Questions

- Locate the Amazon Rainforest on a map of the world, then list the names of all the countries covered by the rainforest.

From your reading of the *Medicine Man* review answer the following questions:

- What is Dr Campbell’s profession? _____
- What has Dr Campbell discovered? _____
- Why is Dr Campbell trying to keep the location and nature of his research a secret from Aston Pharmaceuticals?

- What does the Brazilian Government plan to do in the forest?

- What impact will this decision have on the local Indians?

- What is the cause of the destruction of all the research that Dr Campbell has conducted?

- Why do Dr Campbell and Dr Crane get into a fight with the road construction workers?

- At the end of the movie Dr Crane decides not to return to America but continue the research. She cannot be doing this for money so what do you consider are her reasons when she decides to stay and help?

Essay

- Dr Campbell was being paid by Aston Pharmaceuticals to do research in the rainforest. The company will make billions of dollars if Dr Campbell discovers a cure for cancer. Are the company directors being good citizens or just good business people? (Write a one page essay discussing your thoughts on this.)



Citizenship: Coping with a Natural Disaster

Hurricane Andrew

The monster. That's what children called the nightmare that was Hurricane Andrew which struck Florida, USA in the early hours of the morning on August 24th, 1992.

Steve Rodriguez stops me at a shelter. He's just arrived from Waco, Texas. His voice quivers with urgency. 'I want to help! I saw it in the news. I couldn't bear it. I'm a certified forklift driver. I know CPR. Who can I talk to?' Likewise, Joy McKenzie of Jacksonville is washing people's hair at a church relief centre. 'My heart broke,' she says. 'I had to do something. I am a beautician, so this was it.'

Hurricane Andrew is bringing people together who normally don't share a bond. On the hard-hit Miccosukee Indian reservation in the Everglades a convoy of mostly young men pulls up. 'I've got a couple of trucks with food, timber, supplies and able bodies to rebuild roofs,' says contractor Bob Raech. He introduces me to Dwina Gibb, wife of rock star Robin Gibb of the Bee Gees. She has organised and paid for this mission.

The team unloads supplies into the tribe's gym, which is already so loaded with donations that they won't be playing basketball in it for a long time. 'Why are you all doing this?' I ask Raech, who, according to one of his team, has built some of South Florida's trendiest nightclubs. 'Well,' he says, pausing, then smiling. 'We're a bunch of queens who want to help. Every one of us. My lover has AIDS. AIDS is a human problem. So is this. We care.'

A few days later at a Florida City church, I see care being ladled out by Southern Baptists. The Baptists, renowned for feeding disaster victims from mobile kitchens, were perhaps the first helpers on the scene. 'We were here before the Red Cross,' says Jeff Revels, a youth minister from Jacksonville. 'If they are hungry, we feed them.'

At the Everglades Trailer Park volunteers work to restore the homes that have not been totally destroyed. New, donated tents are being erected. This park was largely occupied by 300 migrant workers. These workers arrive seasonally to pick vegetables. They are regarded poorly by the Florida community as drifters and lesser members of society. Now relief flows in.

Based on 'Andrew Aftermath' by Rick Gore from National Geographic magazine, Vol 183, No 4, April 1993.



Questions

- Locate Florida, USA on a map of the world.

From your reading of the preceding extract answer the following questions:

- What did Steve Rodriguez want to do? How did he think he could help?

- Why do you think Steve Rodriguez felt he had to help?

- How did Joy McKenzie help?

- Who paid for the help given to the Miccosukee Indians?

- What was the reason given by Bob Raech to explain why people are willing to help?

- How did the Southern Baptists help?

- Who lived in the Everglades Trailer Park?

- How did Bob Raech's own suffering make him want to help?

- Why do you think some people would be surprised to hear that volunteers helped the migrant workers in the Everglades Trailer Park?



Is Australia a Good Citizen?

Deaths in custody and ill-treatment of inmates

In October 1999 Amnesty International registered concerns regarding the treatment of children in juvenile justice systems in Australia. Under new sentencing laws in the Northern Territory and Western Australia, courts do not take into account a child's circumstances or the severity of the offence. This is in violation of the UN Convention on the Rights of the Child.

Many children were routinely held for brief periods in facilities for adults. In the two states the ratio of detained Aboriginal children to non-Aboriginal children was reported to be 30 to one. In April, a Western Australia Aboriginal Legal Service submission to a state parliament inquiry claimed that 52 percent of children in police custody were physically abused and only one third were informed of their rights.

The findings of a number of coroners' inquests expressed growing concern about the circumstances of prisoner deaths and the care and treatment of inmates. Although estimates of the number of deaths in custody showed a slight decline over the previous year, Aborigines continued to make up a disproportionately large percentage of those who died in prison. The Victoria state government prevented publication of a review of prison procedures. Among the facilities reviewed was a new privately-run prison where 10 people died within the first two years of operation.

In September a Sydney coroner criticised lack of care in the case of Douglas Pitt, a 27-year-old Aboriginal man found dead in a court holding cell which the coroner described as 'unsafe'. Guards apparently ignored forms warning that he was at risk of suicide. An ambulance officer, called after Douglas Pitt's body was found hanging in his cell, gave evidence that prison officers were hostile and discouraged trying resuscitation.

A Northern Territory coroner's report criticised police treatment of 16-year-old Kwementye Ross who hanged himself when in 'protective custody' on suspicion of drunkenness in Alice Springs in March 1998. Police had failed to check his condition or the video monitoring his cell, filled with adult women, for about 40 minutes.

A tribunal acquitted three officers of assault charges and commended them for using violent new restraint techniques. The officers had been accused of involvement in the beating of young Aborigines in Ipswich, Queensland, in March 1997. They had been filmed by a security video camera punching and kicking the victims, who were being held by other officers.

Source: Amnesty International Report 2000 © Amnesty International.



Questions

After reading the preceding extract answer the following questions:

- Find out the meaning of the following words: treaty, mandatory, discrimination, genocide, a UN Convention, coroner, tribunal, privately run prison, acquit. Write what you find below:

- In what ways do new sentencing laws in the Northern Territory and Western Australia violate the UN Convention on the Rights of the Child?

- What is the ratio of Aboriginal to non-Aboriginal children in custody in the states of Western Australia and Northern Territory?

- What did the Sydney Coroner criticise police and prison officers for in September 1999?

- What document was refused publication by the Victorian Government?

- Why were police criticised in the Northern Territory coroner's report?

- Of what charges were Ipswich police officers acquitted by a tribunal? What had they been accused of doing? What was the evidence?



International Rights of the Child?

Child Labourers

A year ago, Manju was illiterate. A full-time agricultural labourer in her home town of Prodattur, she put in 12 hour days, beginning at 5:00 am as a flower picker earning 28 cents a day, and continuing until early evening as a field worker on the estate of her family's landlord. Now, her one hope in life is to get into secondary school.

'I used to feel jealous of the girls next door when I saw them going to school every day,' says Manju, who started classes a year ago when MV Foundation opened night school in her village. Manju liked the drop-in classes and decided she wanted to continue her education at MV's camp.

But it wasn't easy to get there. The task is not easy in a country where many parents depend on income from their children's work. Families are especially reluctant to educate girls, who are often married off at the age of 13 and from then on devote their work and income to the husband's family.

Manju's decision to begin school at an age when many girls get married angered her older brother. After she enrolled in camp, he went there several times to try to discourage her. Manju, however, stood firm. 'I realised school would be my way out,' says Manju, who wants to run her own business some day. 'I want to show my brother and the village adults that they are wrong when they say that, being an elder girl, I should not study.'

Source: Extract from 'Education initiatives for child workers in India' from the Child Workers in Asia website: <http://www.cwa.tnet.co.th>

Questions

- Locate India in an atlas, then draw a map outline in your workbook.
- Mark the state of Andhra Pradesh, in the south-east, just north of Madras, and the city of Hyderabad.
- In boxes around the map, record additional information about India under the following headings:
 - population size
 - climate
 - religious and cultural groups
 - literacy
 - economic statistics
 - type of government.

Read the passage and answer the following questions:

- Describe a typical day for Manju in your workbook.
- How has this changed from 12 months ago?
- Why do some members of her village object to Manju's new ambitions?
- What type of organisation do you think the MV Foundation is?
- What do you think is the role of the MV Foundation?

Aboriginal Australia and the Workforce

Employment and the Indigenous population

Softly and with long pauses, Nora told us about her life. 'I grew up on Turner Station cleaning the manager's house and washing and ironing clothes,' she said, 'When I was a lot older I cooked, milked the cow and made butter. It was too much work.' Many pastoralists kept Aboriginals on their stations as maids or stock workers, so Nora's experiences were common. Paid in meagre rations, they lived in poverty and suffered cruel treatment. Some Gidja people born on stations never lived a traditional life.

Australia has a long history of discriminatory wage rates and poor working conditions for the Indigenous people. The Kimberley was one of the last areas to be colonised because of its wild terrain and remoteness from other white settlements, but by the 1880s pastoralists began to move in with their stock. They met strong Aboriginal resistance, and aided by the rugged country, a protracted guerrilla war went on until the 1940s.

In 1968, when Aboriginal domestic servants in the pastoral industry were being paid as little as \$2–\$5 per month, award wages were granted to Aboriginal station workers. As a consequence, Nora was among many forced off the stations, which they still regarded as their traditional land, to live in humpies on the edge of towns like Wyndham and Halls Creek.

Source: 'Kimberley's Gidja People' by Michael Pelusey from Australian Geographic magazine, Issue 59, July–September 2000.

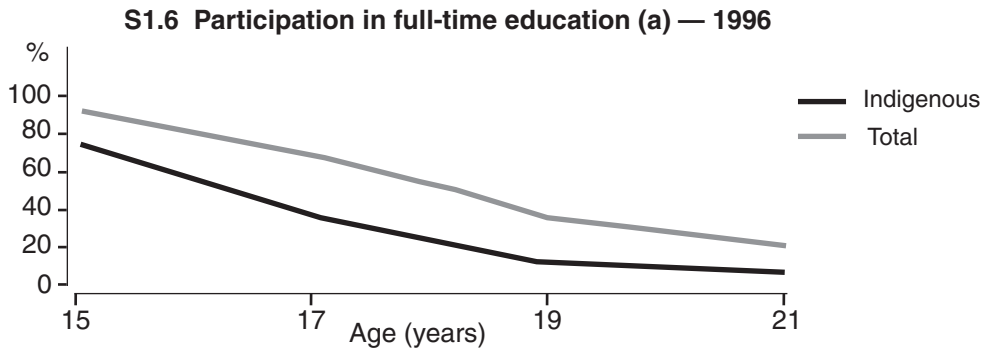
At the 1996 census, Aboriginal Australians did not participate in the workforce to the same extent as the total population. Compared to the total population fewer Aboriginal Australians choose to be part of the workforce, and even then the unemployment rate is more than double. This is not unusual for Indigenous populations in many countries of the world. Maori people of New Zealand have similar problems but not near the extent of Australia's Aboriginal and Torres Strait Islander people.

Both the Maori People and Aboriginal Australians who have completed their full 13 years of schooling have an unemployment rate substantially lower than for those who do not. This unemployment rate is still higher than that for the total population whether they have completed 13 years of schooling or not.

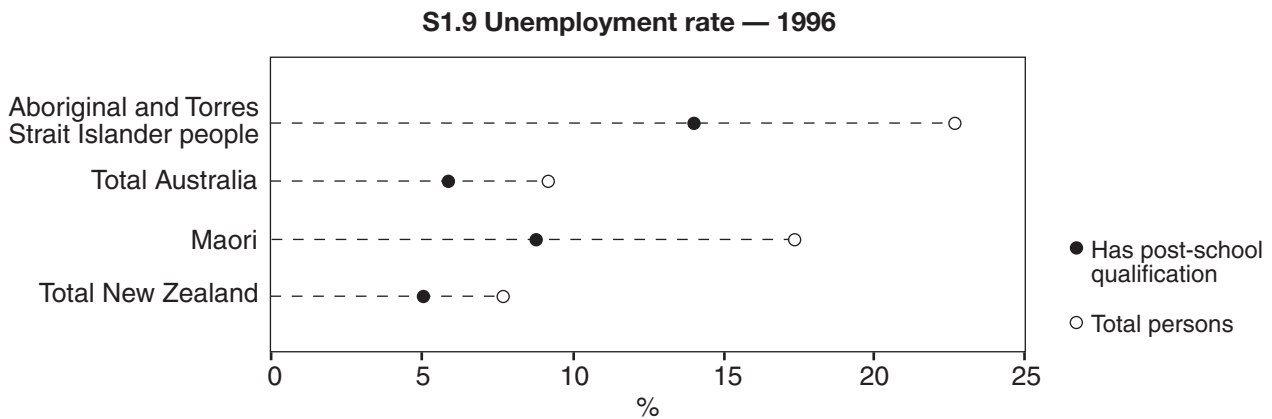
The majority of Aboriginal Australians do not tend to stay at school for 13 years and very few go on to post-school education such as university or TAFE.

The lower employment rate for Aboriginal and Torres Strait Islander peoples along with the lower levels of qualifications means that on average they earn less money per person that does average for the total population. According to New Zealand statistics while Maori people do not earn the same average wage as the total population it is still 82.4% compared to 65.1% for the Aboriginal and Torres Strait Islander Peoples.

Source: ABS data used with permission from the Australian Bureau of Statistics.



(a) Persons attending an educational institution full-time as a percentage of all persons of the appropriate age.



ABS data used with permission from the Australian Bureau of Statistics.

Questions:

After reading Worksheet 5.1 and looking at the graphs above, complete the following:

- On a map of Australia locate the Kimberley area of Western Australia.
- What did Nora do at Turner Station?
- What was Nora’s life like working at Turner Station?
- Was Nora’s life at Turner Station normal for Aboriginal people?
- How much were Aboriginal domestic servants paid in 1968?
- What happened to the Aboriginal domestic servants when the law required them to be paid award wages?
- Compare the participation of Aboriginal and Torres Strait Islander people in the workforce with the rest of the population?
- What is the participation rate in the workforce like for indigenous people all over the world?
- Briefly compare the unemployment rates and education levels for Aboriginal and Torres Strait Islander people with those for the total population.
- Briefly outline why low employment rates and lower than average wages are common for indigenous peoples and identify actions that all societies could take to bring their indigenous peoples to the same living standards as their total population.

Changing Lives through Good Ideas

Bangladesh

All over the world, poor people have trouble borrowing money from banks. Why? Because banks want to make sure you can pay back the loan, so they want to know you already own something before they lend you money. Poor people don't own much, so they don't have this security or 'collateral' to get a loan. Whether you live in a rich country like Australia or a poor country like Bangladesh, it's almost impossible for you to get a loan from a commercial bank if you're poor. Yet a very small loan can make all the difference to a poor person.

In Bangladesh, an innovative system of lending to the poor is changing the lives of millions of people, most of them women. The Grameen Bank provides tiny loans 'micro-credit', so they can start small, create self-employment and improve their lives. The Grameen Bank, founded by Professor Muhammad Yunus, lends to poor people who would not qualify for loans from mainstream banks. It now lends around \$650 million per month in 4 million tiny loans to the very poor, helping them to establish small businesses, break out of poverty and transform their lives.

Before borrowing from Grameen, Fatima had no land and was living with her brother-in-law and his family. She couldn't afford regular meals for her family. She has now been a borrower for 11 years. She now owns land, livestock, a house with a tin roof and she can provide regular meals for the family and send her children to school. 'All the poor anywhere need is a decent chance,' says Professor Yunus.

The Grameen Bank operates very differently from a mainstream bank. A woman cannot get a loan on her own. She joins with four others and the members of the group guarantee each other's loans. Most of the loans are used for self-employment activities that suit women such as milk cow raising, seasonal crop trading, weaving, and sewing.

At regular meetings, the bank workers and the women discuss not only financial ideas but many other issues such as health and hygiene, family planning and child immunisation. It is estimated that a third of Grameen borrowers have crossed the poverty line, and another third are close to crossing it.

Professor Yunus says: 'Poor women recognise that loans from Grameen are a chance to lift themselves out of extreme poverty. They are so proud to be trusted to repay on time. It's amazing how such small sums can change people's lives.' One of the Bank's directors, Manjira Khatum, was destitute when she received her first loan. Now she runs a tailoring shop. 'We may be poor, but we are not poor in mind,' she says.

Source: 'Credit where credit's due – the Grameen Bank in Bangladesh', from the AusAID Globalaid website: <http://globalaid.usaid.gov.au>



Questions

- Locate Bangladesh on a map and make a copy in your workbook.
- Add the major geographical features including river systems and major cities.
- Research information about the life of the people who live in Bangladesh. Make notes in your workbook.

Read the passage and answer the following questions:

- Explain why the Grameen Bank would consider women to be better borrowers than men?

- Imagine you have been sent to interview one of the women borrowers in the success stories. List the questions you would ask her?

Indigenous Communities in the 21st Century

The Future of the World's Indigenous Communities

Around the world it's the same story but with different faces: age-old cultures besieged by modern pressures. The faces may look different and the problems they face may vary but all indigenous communities share the common enemy, the Global Culture.

As we improve our ability to travel around the world and communicate in seconds, social scientists are recording a steady change in the world's cultures. It is seen as unstoppable: goods move; people move; ideas move and culture changes. This process is getting faster and faster. It took television 13 years to acquire 50 million users and the internet did this in 5 years.

Worldwide some 300 million people, about 5% of the world's population, still retain some identity as members of an indigenous culture with its long traditions, myths and memories. These numbers are decreasing at a similar rate to the increase in technology. The loss of isolation by the world's indigenous communities brings with it problems and the responsibility of the rest of the world to support them through the change.

In Brazil a gold rush brings disease to the Yanomami, killing a quarter of the population in a decade, and leaving many of the 8500 survivors hungry and destitute. In Nigeria pollutants from the oil industry saturate the delta of the Niger River, homeland of the Ogoni, destroying the once fertile soils. In Tibet 6000 monuments, monasteries and ancient temples of wisdom are reduced to rubble by the Chinese. And in the forests of the Congo sexually transmitted diseases from the outside are killing the Efe Pygmies.

There is no better measure of this crisis than the loss of language. Throughout history it is estimated that over 10 000 spoken languages have existed. Today only about 6000 are still spoken but many of these are not being taught properly to children — effectively they are already dead. Only 300 languages are spoken as a first language by more than a million people. It is estimated that there will only be 3000 languages spoken around the world in 50 years time and many of those will be dying.

Language is seen as the spirit of a culture. Once a language is lost the culture is largely confined to history. In biology we would call this extinction of a species. Unlike the extinction of species, which the world recognises could destroy our own survival mechanisms, the extinction of culture is not seen as significant by many and is described as a positive thing by some groups.

Aboriginal Australia has suffered and is facing the same fate as other indigenous cultures around the world. Many Aboriginal communities and languages have already become extinct. The Aboriginal people are having the same equity and quality of life problems as the other indigenous communities around the world. The whole Australian community has a responsibility to support its Indigenous communities as they manage the changes of the 21st century.

Extracts adapted from: 'Global Culture' by Joel L Swerdlow and 'Vanishing Cultures' by Wade Davis from National Geographic magazine, Vol 196, No 2, August 1999.



Questions

Read the passage and then answer the following questions:

- On a map of the world locate Brazil, Nigeria and Tibet.

- What percentage of the world’s population still retains some identity as members of an indigenous culture?

- How long did it take the internet to acquire 50 million users worldwide?

- What killed off many of the Yanomami people of Brazil?

- What has impoverished the Ogoni people of Nigeria?

- How many different languages are estimated to be in the world today?

- How many languages are estimated to exist by 2050?

- What is the link between language and culture?

- List five of the modern technologies that would be causing the globalisation of world culture.

- What makes Aboriginal Australian culture similar to all the other indigenous cultures of the world?

Active Citizenship

Australian Youth Workers

AMBASSADOR

Caralene Moloney is training netball coaches, as part of a national campaign to increase the fitness and self-esteem levels of Maldivian women.

No-one in the islands knows how to umpire or coach. Her idea is to train teachers in sporting administration and netball coaching.

Peter Vanderwal is working with the Rotary Club of East Suva to reduce the incidence of diabetes-induced blindness.

He works to assist education programs which increase Fijians' awareness of early warning signs and treatment for the disease.

Emma Stone is expanding the seed production centre in Honiara.

This will help local people gain independence from the big seed companies and will support the traditional subsistence agricultural system which is threatened by cultural and environmental changes.

Dzung Le is using his recent degree in Information Technology, working in Kathmandu on a database project, where small loans such as 2000 rupees (\$A50) can affect the life of a villager and a small rural community.

Several water taps to ensure a constant supply of water have recently been installed nearby, and a small hydro dam is providing some electricity.

COUNTRY PROFILE

The Maldives...

- Over a thousand islands, spreading across the equator in the Indian Ocean. The closest neighbour is Sri Lanka.
- Half of the population is aged under twenty-five.
- Studies show increasing the health and self-esteem of women in developing countries inevitably improves the health of their families.

Fiji



The Solomon Islands



Nepal

- Nepal is one of the poorest countries in the world. The average GDP per capita is \$A63.58 and 80% of the population live in poverty. There is a 75% illiteracy rate — higher among women.



A Global Citizenship Organisation

World Vision's Support for Indigenous Communities

World Vision Australia mainly operates with indigenous communities in the poorest countries of the world, such as Asia, Africa and Latin America. However, we recognise that indigenous people also experience poverty, injustice and social living conditions equal to Third World countries.

Indigenous Australians have been deprived of basic citizenship and human rights for a long period. Until well into the 20th Century, Aboriginal and Torres Strait Islander people were deprived of the right to vote, occupy land and to move freely. Thousands of Indigenous Australians were forcibly removed from their families and communities.

Decades of mistreatment, injustice and disadvantage are not easily overcome. Long-term solutions to the issues facing many Indigenous Australians require compassion and commitment.

At present, Australia is involved in a process of reconciliation: a process that asks all Australians to acknowledge the depth of injustice towards Indigenous Australians that occurred during colonisation, and to acknowledge that the legacy is still with us today.

World Vision recognises this and is committed to addressing the issues. Through 'Linking Hands,' we are developing partnerships that empower Indigenous Australians to address issues such as: education and advocacy, leadership, preventative health care, and community projects. 'Linking Hands' is one way you can show an ongoing commitment in partnering with Indigenous Australians, governments, corporations and other non-Indigenous Australians.

By becoming a 'Linking Hand' you'll become involved in partnerships that are contributing to vital areas of preventative health care, education and advocacy, leadership development, and community development.

Source: 'Indigenous programs' from World Vision website: <http://www.worldvision.com.au/ourwork/linkinghands>

Questions

Read the passage above and answer the following questions in your workbooks.

- Where does World Vision mainly operate?
- On a map of the world shade in these areas.
- What Indigenous Australian experiences are recognised by World Vision?
- Of what were Indigenous Australians deprived for a long period?
- What happened to thousands of Aboriginal people?
- What type of long-term solutions are required to the issues facing many Indigenous Australians?
- Outline what the process of reconciliation asks.
- Outline the issues that World Vision proposes to address as it supports Aboriginal Australia.
- What support does 'Linking Hands' provide?
- Discuss how a program such as 'Linking Hands' can assist Aboriginal Australia.



Affirmative Action

Taking action to provide equal opportunity

Many governments around the world, especially in the second half of the twentieth century, have attempted to create equity among their people. Governments have done this through laws that make it illegal to discriminate against a person on the basis of race, religion, gender, age, disability, sexuality or marital status. Unfortunately, just changing laws will not change the attitudes of some people, so governments have also taken other actions to support groups recognised as disadvantaged.

The most common form of action is to provide financial support to members of disadvantaged groups to overcome attitudes and circumstances that make it difficult for them to reap the benefit of the laws. This behaviour by governments is called Affirmative Action. The problem with a government taking Affirmative Action is that people in those groups who do not receive anything from it feel that they are the disadvantaged ones.

In the 1970s feminists in many parts of the developed world campaigned on the fact that despite laws prohibiting discrimination against them, women were not receiving equity, particularly in the workplace. Many countries adopted the Affirmative Action strategy of requiring preference to be given to female applicants for government jobs. In private industry, employers who bypassed a woman applicant to give a job to a man had to be able to show that this had nothing to do with her being female.

In Australia today governments take Affirmative Action so that people in disadvantaged groups can have equal opportunities. This can include simple action such as providing wheelchair access in public buildings. In schools there are special teachers provided to support students who have learning difficulties or who speak English as a second language. Teacher's Aids may be employed if needed by a student with some form of handicap. These are all examples of Affirmative Action.

Statistics demonstrate that Aboriginal Australians are disadvantaged when it comes to education and employment and therefore in earning an income. The Aboriginal and Torres Strait Islander Commission (ATSIC) has taken Affirmative Action, funded by the Australian Government, to assist Indigenous Australians gain employment. The result is the Australian Job Search Indigenous Employment Service which began on 1 July 1999. It can be found at <http://www.jobsearch.gov.au/indigenous>

Questions

- How did many governments in the last part of the 20th century attempt to create equity for all people?

- What sort of things was it illegal to discriminate against?

- What did governments find difficult to change?

- What is the most common form of action taken by governments to attempt to address social disadvantage?

- What is it called when governments take action to address social disadvantage?

- What problems could be caused when a government takes action to assist one particular group that is socially disadvantaged?

- List some of the socially disadvantaged groups that can benefit from government support.

- In your workbooks, outline the reasons why Australian governments would take Affirmative Action to encourage Indigenous Australians to join the workforce.

- Using your workbooks, write an essay discussing why you think some people complain about groups in society benefiting from Affirmative Action.



Below is an extract from the website <http://www.jobsearch.gov.au/indigenous>

AJS Indigenous Employment Service Website Fires Into Action

The Australian Job Search Indigenous Employment Service website was launched on Friday 19 May 2000 to enable Indigenous job seekers to lodge their work details on the Resumé Builder in the Job Seekers section of the Indigenous site and also access Find A Job, which lists jobs specifically identified for Indigenous Australians in both the public and private sectors.

Employers looking specifically for Indigenous employees can advertise their jobs directly through the Advertise A Job on this site. Additionally, employers can use the Resumé Search to browse resumé lodged by potential employees or let Australian Job Search automatically generate a list of possible employees who have the skills and expertise required for the position advertised.

Aim

The Indigenous Employment Policy aims to improve the employment circumstances and future prospects of Australia's Aboriginal and Torres Strait Islander peoples.

Objectives

The policy objective is to generate more employment opportunities for Indigenous Australians. In particular, the policy focuses on:

- increasing the level of Indigenous people's participation in private sector employment
- assisting Community Development Employment Projects (CDEP) sponsors to place their work-ready participants in open employment
- supporting the development and expansion of Indigenous small business
- improving outcomes for Indigenous job seekers through Job Network, and
- building on the spirit of reconciliation in the Australian community.

Indigenous Employment Program

This is a new program to replace the Training for Aboriginal and Torres Strait Islanders Program (TAP), effectively doubling funding available for Indigenous-specific programs from \$25 million to \$50 million. It includes:

Wage Assistance

A new incentive to help disadvantaged Indigenous job seekers to find long-term jobs either through Job Network or their own efforts using an eligibility card. Their employers will get up to \$4,400 for 26 weeks of full-time work. Eligibility cards have been issued from 1 July 1999 to job seekers registered with Centrelink and assessed as disadvantaged.

CDEP Placement Incentives

Community Development Employment Projects (CDEPs) receive a bonus of \$2,200 for each of their participants placed in work of 20 hours or more per week. Payments are made on the basis of \$1,100 after 13 weeks of work and a further \$1,100 after 26 weeks of work. The placement incentives were introduced on 20 September 1999.

Corporate Leaders for Indigenous Employment Project

The Commonwealth has joined with corporate leaders of major private sector companies to generate more jobs in the private sector for Indigenous Australians.

Structured Training and Employment Projects

This program continues the best features of the Training for Aboriginal and Torres Strait Islanders Program (TAP). Structured training, usually involving new apprenticeships for 5 or more people, will be supported under this program. Projects in the private sector and with Indigenous communities will be funded on the basis of best value for money.

Voluntary Service to Indigenous Communities Foundation

The Foundation aims to utilise skilled volunteers, with the co-operation, expert advice and support of key Australian volunteer organisations, to provide for the short-term needs identified by Indigenous communities for business, financial and technical skills, and mentoring.

National Indigenous cadetship project

This program provides opportunities for Indigenous undergraduates to gain the professional qualifications needed for a range of jobs in both the public and private sectors. With a new emphasis on the private sector, employers will be assisted to recruit Indigenous undergraduates by offering cadetship places. As cadets, they will be released to full-time study, with work experience during the long vacation break, and recruited to a permanent position on successful completion of study. A call for applications will be made early in each financial year. Vacancies for cadets will close early in September each year.

Indigenous Small Business Fund

A new fund provides support for the development and expansion of Indigenous businesses and enterprises. An amount of \$6 million over three years has been set aside from the Regional Assistance Program and the Office of Small Business of the Department of Employment, Workplace Relations and Small Business. The department has called for proposals that enhance business prospects by supporting skills-development programs, mentoring, networking, advisory services and market development (including export opportunities). The Aboriginal and Torres Strait Islander Commission (ATSIC) has contributed \$5 million over three years. The fund commenced operation in the financial year 1999–2000.

Source: 'Indigenous Small Business Fund' from Australian Job Search website: <http://www.jobsearch.gov.au/indigenous>



9. HISTORY – STAGE 4 YEAR 8

Contact History – Australian and American Indigenous Peoples and British Colonisation

Duration: 10 weeks

Introduction

The aim of this unit of work is to develop a variety of skills so that students can understand, appreciate and communicate how Indigenous peoples in Australia and America maintained their own distinct cultural identities and heritages in spite of attempts to subjugate them by overwhelming invading forces.

Students will be engaged in discovering the importance of the cultural traditions of Indigenous societies in Australia and America and the impact that invasion by a colonising force had on the societies.

Indigenous people in America and Australia were subjected to attempts by invading forces to destroy their cultures. The study of how they survived and were able to revive and prosper, often in the face of severe opposition, provides students with the opportunity to gain an understanding of the organisation of different cultural groups. Furthermore, students are provided with the opportunity to discover the organisation of resistance within both countries to invasion, and how these factors continue to have an impact and are of relevance today.

It is expected that students will not only look at the historical context of this topic, but will also apply the knowledge to their own experience.

In this unit students should be motivated to think critically about the topic and historical context. Links to contemporary society should be drawn to provide demonstrations of the importance and relevance of historical perspectives. Teachers should use local resources as much as possible and draw on local community knowledge.

Students will examine these themes through practical activities based on the features which characterised these societies, both pre-contact and post-contact. This will occur through research activities on the nature of each society and the impacts of colonisation on them.

Ideally students will have completed at least one Ancient Society topic and one Medieval and Early Modern Period from the Stage 4 syllabus. It is assumed that through these units students will have been introduced to certain knowledge and understanding as well as the skill areas of interpretation, research and communication.

Generally, this would be the final unit of work in Stage 4 History. It is envisaged the unit will build on skills, knowledge and understanding already undertaken during Year 7 and part of Year 8.

The unit is structured in a way that enables the delivery of a number of Career Education Outcomes while also meeting a number of syllabus requirements. These are listed in the following pages.

Career Education Outcomes

Critically evaluate personal qualities and physical attributes as they apply to career choice and the requirements of the workplace

- Recognise that individuals have different skills, abilities and talents.
- Identify social and interpersonal skills needed to work cooperatively in a variety of work situations, paid and unpaid.
- Recognise that interests, values and skills related to work roles vary with age, experience and changing circumstances.

Analyse the key factors influencing the career values, aspirations and achievements of individuals and groups

- Describe how the ways people are stereotyped can damage their chances of finding paid work, their job satisfaction and advancement, and their effectiveness at work.
- Discuss factors that influence an individual's choice of an occupation.
- Investigate the ways in which factors such as gender, disability, race and non-English speaking background influence access to employment or career advancement.
- Describe how gender, race and socioeconomic status may influence an individual's career aspirations.

Analyse the place and meaning of work in the life of individuals and communities

- Categorise some different forms of work (self-employment, parenting, part-time, full-time, volunteer, and household work).
- Identify contributions made by people doing different forms of work in the community and say why they are valued.
- Describe some of the benefits that individuals and the community derive from paid and unpaid work.
- Demonstrate an appreciation of the role of work (paid and unpaid) in an individual's life.

Describe cultural and structural features of the world of work

- Investigate and report on how different cultures organise work.
- Identify and analyse a range of workplace issues and how they can influence productivity and work conditions (eg child care, sex-based harassment, redundancy).
- Identify factors that enhance work outcomes (eg rewards, satisfaction, security, safety measures).
- Investigate and report on laws that promote non-discriminatory practices in school and community workplaces (eg equal opportunity and anti-racism legislation).
- Recognise that there is a place in the world of work for people with different skills, abilities and talents.
- Identify factors that enhance or impede work outcomes for the individual and organisation.

Describe features of the labour market including emerging trends and the impacts of change

- Investigate whether values associated with different forms of work have changed over time.
- Describe how factors of location, cycle and season affect work opportunities and estimate their possible impact on career plans.
- Explain the high participation rates of one gender or of a particular cultural group in some occupational paths.
- Investigate and discuss the impact of technology on the nature of work in a range of occupations.



Identify occupational pathways and their related educational, training and skill requirements

- Identify skills and understanding that may be transferred from one form of work to another.
- Identify government and other initiatives to increase participation in education and training for disadvantaged groups.

Recognise the ongoing nature of career path planning

- Identify different needs and priorities that emerge throughout the lifespan.
- Explain why individuals need to review career plans to respond to changes in work.

Use appropriate strategies for career decision making and career planning

- Describe the key influences on decisions made in work situations in the home and at school.
- Develop action plans for achieving education, training and work-related goals and evaluate the consequences of such action.

Discuss the lifestyle changes and personal adjustments involved in the transition from school to post-school employment and further education

- Identify use of time management and goal-setting strategies in work and study situations.
- Describe and analyse the emotional stages individuals go through during transitions that are both planned and unplanned.

Syllabus References

Knowledge and Understanding:

OBJECTIVES	OUTCOMES
<i>A student develops knowledge and understanding about:</i>	<i>A student:</i>
Time and chronology	M4.1 identifies major historical periods in chronological order. M4.2 sequences events and persons within specific periods of time.
The contribution of past societies and periods to world cultural heritage	M4.3 describes some of the major features of past societies and periods. M4.4 describes people's differing experiences of citizenship. M4.5 explains the importance of different cultural practices, groups, personalities, events and forces within a specific society or period.
Indigenous peoples, colonisation and contact history	M4.6 explains significant features of Indigenous cultures prior to colonisation. M4.7 explains the ways in which Indigenous and non-Indigenous peoples have responded to contact with each other.

Skills:

OBJECTIVES	OUTCOMES
<i>A student develops skills in:</i>	<i>A student:</i>
Interpretation, analysis and empathy	<p>M4.8 uses historical terms in appropriate contexts.</p> <p>M4.9 identifies the meaning, purpose and context of simple historical sources in order to draw basic conclusions about their usefulness for the purposes of a specific historical inquiry.</p> <p>M4.10 recognises different perspectives about individuals, groups, events and issues, with some guidance.</p>
Research	<p>M4.11 locates, selects and organises simple historical information from a variety of sources utilising technological and other processes to address simple historical problems and issues.</p> <p>M4.12 plans and conducts simple historical research in structured situations for specific purposes.</p>
Communication	<p>M4.13 uses appropriate written, oral and graphic forms to communicate clearly for specific purposes to familiar audiences in structured situations.</p> <p>M4.14 creates texts using evidence to retell, describe, explain and argue, with guidance.</p>

Values and Attitudes:

The following values and attitudes should be incorporated and emphasised in the teaching strategies and assessment tasks.

OBJECTIVES	OUTCOMES
<i>The values and attitudes promoted in this syllabus are:</i>	<i>Students will develop:</i>
Commitment to informed and active citizenship	<p>Commitment to understanding the nature of various democratic institutions.</p> <p>Commitment to individual freedom and to the rights and responsibilities of citizens in democracy.</p> <p>Respect for different viewpoints, ways of living, belief systems and languages.</p> <p>Commitment to peaceful ways of resolving conflict.</p> <p>Commitment to participating in society in an informed way as individuals or as members of a group.</p>
Commitment to a just society	<p>Concern for the welfare, rights and dignity of all people.</p> <p>Commitment to redressing disadvantage and changing discriminatory practices, including racism and sexism.</p> <p>Appreciation of, and respect for, human life.</p> <p>Commitment to acting in a fair and responsible manner.</p>
An appreciation of the study of history	<p>Appreciation of the importance of historical study in understanding the present.</p> <p>Appreciation of cultural identity and the shared heritage of Australians.</p>
Empathetic understanding	<p>Appreciation of the cultural, linguistic and spiritual heritages of themselves and others.</p> <p>Empathy with people of different cultures and societies.</p> <p>Respect for, and acceptance of, cultural diversity.</p>
Commitment to lifelong learning	<p>Appreciation of the importance of lifelong learning in a constantly changing world.</p>



Teaching Strategies

Overview

It is recommended that teachers deliver this unit drawing on as many primary resources as possible. Teachers are also encouraged to incorporate community involvement through:

- class presentations/guest speakers
- exploring local initiatives, historical centres etc
- site visits
- involvement of AEA or Aboriginal parents/community representatives as assistants and facilitators.

Community representation may come from local organisations, parents, other teachers/assistants, and older students. Teachers are encouraged to be as flexible as possible in their delivery methods and to identify activities according to the needs of students. Classes should also be tailored according to the abilities of students and the local environment. All activities can be delivered in small group assignments, as individual projects or as a whole class. A combination of all strategies is recommended.

Project work should be guided to encourage students to think through the process involved. This can help achieve valuable career education outcomes. The dissection of the process should include defining the project, defining the outcomes to be achieved, identifying tasks involved in achieving the outcomes, task allocation and responsibility, and time frames. This process may also be reinforced using mapping exercises in which students document each step of the process and the areas within each step.

The unit has been provided in two parts. Part 1 involves an examination of Aboriginal Australia and includes the following topic areas:

- Colonisation
- Pre-colonial Life
- Invasion of Australia
- Contemporary Consequences of Colonisation.

Part 2 relates to Indigenous Americans and comprises the following:

- Introduction
- Pre-colonial Life
- Invasion of Lakota Lands
- Contemporary Consequences of Colonisation.

The unit ends with a number of comparative activities and also includes suggested resources. Given the volume of work in the unit it is not expected that every aspect will be taught in excessive detail; however they all should be covered. It will be up to teachers delivering the unit to structure content in an appropriate manner for their students and to identify appropriate time frames.

The syllabus outcomes are identified at the beginning of each Part. The Career Education Outcomes are identified as they correspond to each teaching strategy.

Part 1 – Aboriginal Australia

Syllabus Outcomes

A student:

- M4.1 identifies major historical periods in chronological order
- M4.2 sequences events and persons within specific periods of time
- M4.3 describes some of the main features of past societies and periods
- M4.4 describes people's differing experiences of citizenship
- M4.5 explains the importance of different cultural practices, groups, personalities, events and forces within a specific society or period
- M4.6 describes significant features of Indigenous cultures prior to colonisation
- M4.7 explains the ways in which Indigenous and non-Indigenous peoples have responded to contact with each other
- M4.8 uses historical terms in appropriate contexts
- M4.9 identifies the meaning, purpose and context of simple historical sources in order to draw basic conclusions about their usefulness for the purposes of a specific historical inquiry
- M4.10 recognises different perspectives about individuals, groups, events and issues with some guidance
- M4.11 locates, selects and organises simple historical information from a variety of sources, utilising technological and other processes to address simple historical problems and issues
- M4.12 plans and conducts simple historical research in structured situations for specific purposes
- M4.13 uses appropriate written, oral and graphic forms to communicate clearly for specific purposes to familiar audiences in structured situations
- M4.14 creates texts using evidence to retell, describe, explain and argue, with guidance.

Career Education Outcomes

- Recognise that individuals have different skills, abilities and talents.
- Identify social and interpersonal skills needed to work cooperatively in a variety of work situations, paid and unpaid.
- Develop action plans for achieving education, training and work-related goals and evaluate the consequences of such action.
- Identify use of time management and goal-setting strategies in work and study situations.
- Recognise that interests, values and skills related to work roles vary with age, experience and changing circumstances.
- Discuss factors that influence an individual's choice of an occupation.
- Investigate the ways that factors such as gender, disability, race and non-English speaking background influence access to employment or career advancement.
- Describe how gender, race and socioeconomic status may influence an individual's career aspirations.
- Categorise some different forms of work (self-employment, parenting, part-time, full-time, volunteer, and household work).
- Identify contributions made by people doing different forms of work in the community and say why they are valued.
- Describe some of the benefits that individuals and the community derive from paid and unpaid work.
- Demonstrate an appreciation of the role of work (paid and unpaid) in an individual's life.



- Investigate and report on how different cultures organise work.
- Investigate whether values associated with different forms of work have changed over time.
- Describe how factors of location, cycle and season affect work opportunities and estimate their possible impact on career plans.
- Explain the high participation rates of one gender or of a particular cultural group in some occupational paths.
- Investigate and discuss the impact of technology on the nature of work in a range of occupations.
- Identify skills and understanding that may be transferred from one form of work to another.
- Describe how the ways people are stereotyped can damage their chances of finding paid work, their job satisfaction and advancement, and their effectiveness at work.
- Identify and analyse a range of workplace issues and how they can influence productivity and work conditions (child care, sex-based harassment, redundancy).
- Identify factors that enhance work outcomes (rewards, satisfaction, security, safety measures).
- Investigate and report on laws that promote non-discriminatory practices in school and community workplaces (equal opportunity and anti-racism legislation).
- Recognise that there is a place in the world of work for people with different skills, abilities and talents.
- Identify factors that enhance or impede work outcomes for the individual and organisation.
- Identify government and other initiatives to increase participation in education and training for disadvantaged groups.

Teaching and Learning Strategies

1. Colonisation

- Develop a definition of colonisation. This may be through brainstorming with the entire class or in small facilitated groups. Ask students if they know of any groups of people who have been colonised and to name them.
- Mapping activity. Divide the class into three groups. Group 1 will research the major colonial powers and use colour coding on a blank map of the world to show their location. Group 2 will research the places around the world that were colonised and mark them on a blank map of the world, using the same colour codes as group 1. Group 3 will mark on a blank map the Indigenous peoples of the world. Groups may be assisted in this process with a support person identifying the role of each student within the group and their task as well as timelines and expected outcomes. Assistance may also be provided with locating resources.
- Discuss with students the nature of colonisation: the unequal balance of power, the use of violence by the colonisers, resistance by Indigenous people. This discussion should take place in the context of facilitated group discussions with the 'results' being pooled with the whole class.
- Ask students to prepare a list of arguments about colonisation – one on behalf of the colonisers, one on behalf of Indigenous peoples. This process can be included in small group discussions with the assistance of a facilitator. After examining these arguments students are to write an article for a newspaper stating why the process of colonisation should be stopped. Students are to include factual evidence in their arguments.
- Debate the use of terminology for this period of history – why do some people use different terms – (eg invasion, settlement, colonisation)?
- All of these activities may be carried out in small group sessions. A facilitator could be used to encourage discussion of the various themes and ideas. In project work facilitators can also help identify and allocate the tasks required, determine the time frames/deadlines, and write collective

responses. Alternatively, if students are working on independent projects, have them identify the outcomes, the tasks required to achieve the outcomes, the timelines and the resources they will require. The assistance of a facilitator may also be useful in this context.

2. Pre-colonial Life

- Examine a map showing the nations of Aboriginal Australia. Discuss the vast number of nations, the variety of languages and dialects used, how differing climates and geography would impact on lifestyle. The aspects of lifestyle to be discussed should include work issues, ceremonial aspects, etc.
- Identify the Aboriginal nation where your school has been established. Make a list of any Aboriginal features students can think of – nearby suburb names, street names, Aboriginal organisations, sites, etc. Ask students for reasons why the presence of Aboriginal people in your local area may have changed over time and how. Again include in the discussion various aspects of Aboriginal peoples' lives in particular 'work' and 'roles' within societies.
- Invite an Aboriginal speaker to talk to the class about the Dreaming and Aboriginal spirituality. Find out if local Dreaming stories are still known. *Note: Much of this information cannot be shared with non-Aboriginal people. Speakers will be happy to talk in general terms about the Dreaming but will not give you specific details about ceremonies etc. It is not appropriate to ask Aboriginal people about such things.*
- Examine the organisation of labour in Aboriginal societies – for example, the tasks performed by men and women, the work expected of children and teenagers, the types of technology used, the impact and use of seasons. Synthesise this information into a diagrammatical form – eg table, mind map.
- Ask students to consider the importance of each member of a group making a contribution through hunting, finding food, building shelter, cooking, etc. Ask students to think about the skills that were valued in pre-invasion society and how people were acknowledged for their work. Ask students to then think about how people are affected when their roles are changed or disrupted. This may be in the context of forces within or beyond their control. Draw the links between the past and the present in terms of how people are acknowledged for work and their place within cultures. The points in relation to individual contribution to group outcomes can be linked to students themselves forming groups and putting this into practice with each member taking responsibility for a particular outcome or activity.
- Invite a guest speaker from your local Aboriginal Land Council or an Aboriginal worker from National Parks and Wildlife to speak to the class about the use of land by Aboriginal people in your local area. Discuss the importance of land to Aboriginal people in terms of spirituality, survival and work. How are these three things linked together? Ask students to depict their own summary of what they have learnt about these connections from the speaker. This may be presented orally, in written text or as an artistic presentation; however, it must show the links between all three themes and land.

3. Invasion of Australia

- Examine the effects of dispossession and dislocation in the early years of the colony in terms of disease, malnutrition, loss of sacred sites, changes in work patterns and roles and lifestyles, etc.
 - Graph statistics, prepare mind maps or consequence webs.
- Resistance to the invasion
 - Document study – use accounts of the activities of Pemulwuy, Mosquito, Windradyne, etc. Discuss the highly organised nature of resistance. Examine this aspect in terms of how, why and who was involved. Draw parallels with other forms of resistance as appropriate.
 - Critically analyse the nature of the language used in documents – how were Aboriginal people being stereotyped? What is the impact of judging one culture by the standards of another culture? Have things changed today? Explore how stereotyping affects the lives of Indigenous Australians today – in employment, media, etc.



- Ask students to prepare a series of diary entries by a colonist and a convict in Sydney in 1801 (the year a Government Order was issued allowing settlers to shoot hostile Aboriginals and outlawing Pemulwuy). In the diary entries students must demonstrate an awareness of the settlers' opinions of Indigenous people at the time. In the convict entries students should demonstrate empathy with Aboriginal people in the area and show an understanding of the importance of their resistance. Use some primary sources first to provide examples to students and to encourage discussion.

■ Changing Roles and Institutionalisation

- Produce a mind map about the consequences of institutionalisation for Aboriginal people.
- Case study: examine the functions of the Native Institution at Parramatta, the reasons for its establishment, the Black Town.
- Examine the nature of missions and reserves. How were Aboriginal people treated? What were their citizenship rights in comparison to other groups in society?
- Research activity: produce a timeline of the major historical incidents and government policies that affected Aboriginal people from 1788 to 1900.
- Discuss the differences between Aboriginal and non-Aboriginal worldviews. How did Aboriginal people move from a society of collectivisation to one revolving around individual payment and profit? How did segregation on missions and reserves help or hinder Aboriginal people's attempts to work?
- Research the types of work given to Aboriginal people in the nineteenth century. What were their working conditions, what was their level of pay in comparison to non-Aboriginal people doing the same work? Examine whether the skills Aboriginal people used to maintain their lifestyle before the invasion were transferred to the new types of work they were undertaking. Link this discussion to present-day labour force statistics (looking particularly at Indigenous statistics) and government policies and initiatives in the areas of employment, discrimination, affirmative action, etc.
- List how Aboriginal people were used as a source of labour by various industries being established in the colony.
- Hold a class debate about whether this treatment combined with the institutionalisation of Aboriginal people could be considered as slavery.

4. Contemporary consequences of colonisation

- Read quotes from Aboriginal people and discuss the impact that the loss of land has had on Aboriginal people and their culture. Explore the loss of roles and status within their societies, etc.
- Research statistics on health, employment, population, housing and other social indicators. Discuss these statistics as an effect of colonisation.
- Structure an essay question using this information to analyse the impact of colonisation on Aboriginal people and its ongoing effects.

Part 2 – Indigenous Americans

(While we acknowledge that there are over 500 First Nations in North America, this unit focuses on the Lakota people who live in modern day South Dakota.)

Syllabus Outcomes

A student:

- M4.1 identifies major historical periods in chronological order
- M4.2 sequences events and persons within specific periods of time
- M4.3 describes some of the main features of past societies and periods
- M4.4 describes people's differing experiences of citizenship
- M4.5 explains the importance of different cultural practices, groups, personalities, events and forces within a specific society or period
- M4.6 describes significant features of Indigenous cultures prior to colonisation
- M4.7 explains the ways in which Indigenous and non-Indigenous peoples have responded to contact with each other
- M4.8 uses historical terms in appropriate contexts
- M4.9 identifies the meaning, purpose and context of simple historical sources in order to draw basic conclusions about their usefulness for the purposes of a specific historical inquiry
- M4.10 recognises different perspectives about individuals, groups, events and issues with some guidance
- M4.11 locates, selects and organises simple historical information from a variety of sources, utilising technological and other processes to address simple historical problems and issues
- M4.12 plans and conducts simple historical research in structured situations for specific purposes
- M4.13 uses appropriate written, oral and graphic forms to communicate clearly for specific purposes to familiar audiences in structured situations
- M4.14 creates texts using evidence to retell, describe, explain and argue, with guidance.

Career Education Outcomes

- Describe how the ways people are stereotyped can damage their chances of finding paid work, their job satisfaction and advancement, and their effectiveness at work.
- Investigate the ways in which factors such as gender, disability, race and non-English speaking background influence access to employment or career advancement.
- Identify and analyse a range of workplace issues and how they can influence productivity and work conditions (child care, sex-based harassment, redundancy).
- Investigate and report on laws that promote non-discriminatory practices in school and community workplaces (equal opportunity and anti-racism legislation).
- Identify factors that enhance or impede work outcomes for the individual and organisation.
- Investigate and discuss the impact of technology on the nature of work in a range of occupations.
- Recognise that individuals have different skills, abilities and talents.
- Identify social and interpersonal skills needed to work cooperatively in a variety of work situations, paid and unpaid.
- Recognise that interests, values and skills related to work roles vary with age, experience and changing circumstance.
- Categorise some different forms of work (self-employment, parenting, part-time, full-time, volunteer, and household work).



- Identify contributions made by people doing different forms of work in the community and say why they are valued.
- Demonstrate an appreciation of the role of work (paid and unpaid) in an individual's life.
- Investigate and report on how different cultures organise work.
- Recognise that there is a place in the world of work for people with different skills, abilities and talents.
- Identify skills and understanding that may be transferred from one form of work to another.
- Identify different needs and priorities that emerge throughout the lifespan.
- Explain why individuals need to review career plans to respond to changes in work.
- Describe the key influences on decisions made in work situations and at school.
- Describe and analyse the emotional stages individuals go through during transitions that are both planned and unplanned.
- Investigate whether values associated with different forms of work have changed over time.
- Describe how factors of location, cycle and season affect work opportunities and estimate their possible impact on career plans.
- Discuss factors that influence an individual's choice of an occupation.
- Describe how gender, race and socioeconomic status may influence an individual's career aspirations.
- Explain the high participation rates of one gender or of a particular group in some occupational paths.

Teaching Strategies

1. Introduction

- Mark on a blank map of North America the Indigenous American nations. Within the Sioux nation mark the divisions of the Dakota and Lakota territories and major sites such as Pine Ridge Reservation, Rosebud Creek, Wounded Knee.
- Brainstorm with the class a mind map of everything they know about Indigenous Americans. Discuss with students why Columbus called these people 'Los Indios', and how the term Native American is more appropriate than Indian, and that most people prefer to be recognised by their tribal affiliation such as Lakota, Navajo, etc.
- Looking at the mind map, talk to the class about which of the things on the mind map might be stereotypes. Ask students to think about where their knowledge of Indigenous Americans comes from and why such stereotypes have been perpetuated. It may be useful to show a clip from an old movie with such imagery, or a series of clips with various stereotypical representations. Ask students to discuss what their impressions are and introduce the idea of stereotyping, how it permeates and affects lives, etc. Discuss in particular the impact this can have on work, education, family, roles, etc, and discuss positive initiatives that address such issues.
- Give students a brief overview of American history – from the Spanish 'discovery', British colonisation, War of Independence and US Civil War. Explain to students that as with Australia, the size of the country meant that different tribes were impacted upon at different times. For the Lakota people the major invasion of their lands occurred as the frontier moved into their areas as a result of the infrastructure produced by the Gold Rush.

2. Pre-colonial Life

- Examine a map of the land occupied by the Sioux nation. Identify the structure of the Sioux nation and present it diagrammatically.



ACAP Units of Work

- Group work research. Give each group an aspect of Lakota life to research (eg division of labour, division of 'wealth', education, clothing, shelter, food, religion/spirituality and relationship to the land). Each group is to present their findings to the class orally and also produce a poster of facts and pictures or diagrams as applicable. Ensure students place each aspect in the context of the group as a whole. Students should be guided to quotes from Native American peoples for their information.
- Discuss the importance of the buffalo (bison) to the Lakota people. Give students a picture of a buffalo and label each part used by the Lakota people.
- Watch the buffalo hunt scene from *Dances with Wolves*. Students will then write a series of diary entries, beginning with the days leading up to the hunt, the day of the hunt and the following celebrations. Ensure students incorporate different roles performed by various people within their work. It may be appropriate in this case to 'allocate' a profile/s to each student.
- Make a table of all of the work that had to be done for Lakota society to function. Beside each job, write who would have been responsible – men, women, teenagers, children. What kinds of technology were used? Discuss the importance of everyone in the group making a contribution, and how people were rewarded for work and skill in a society that did not use money or put value on possessions. Link these ideas to contemporary and Australian society focusing on similar themes of acknowledgement, status, etc.
- Read primary documents about the life of children in Native American society. Discuss the form that education took and its place in society. How were children's games designed to develop skills and knowledge? Do we have any modern equivalents? This discussion can be linked to concepts around life-long learning and people's progression through life with education.

3. Invasion of Lakota Lands

- Examine the historical reasons for the invasion of Lakota lands. Why did the Americans want land?
- Examine the terms of the Treaty of Fort Laramie (1851). Who would benefit most from the treaty? How did the Americans subsequently break the terms of the treaty?
- How did the invasion of their land change the work patterns of the Lakota people? Explore the changes from pre-invasion life to life on the reservation. How were the roles and positions of the Lakotas' society maintained by them on reserves? How were other traditions maintained while on reserves?
- Resistance to the invasion. Document a study of the war fought by Sitting Bull with a focus on the Battle of the Little Bighorn. Using a variety of written and visual sources, students are to write an account of what happened at the Little Bighorn.
- Other resistance – the Ghost Dancers. Discuss the importance of the Ghost Dance and why the American army felt so threatened by it. Examine the massacre at Wounded Knee as a consequence of the Battle of the Little Bighorn.
- Map the location of Indigenous American reservations established on Sioux land. Where were most of the Lakota people located?
- How were American ideas of work imposed on the Lakota people? Examine attempts to establish farms for Indigenous Americans and how this form of labour was in opposition to their beliefs about how the land should be respected.

4. Contemporary consequences of colonisation

- Read the address by Chief Seattle to the American invaders in 1854. Discuss the impact of the loss of land on Indigenous American peoples. What are the fundamental differences in the world views of Indigenous and non-Indigenous Americans? Be sure to incorporate aspects of spirituality, work, status, collectivism, etc.
- Give a brief overview of social indicators for Indigenous American people today. Discuss access to income for some nations through legalised gambling. Discuss the lasting effects of what occurred in the past on the position of people today.



5. Comparative Activities

- Discuss the idea of a treaty. Why were treaties made with Native Americans and not with Aboriginal peoples? Do the treaties made with Native Americans have any value or legal standing today? This topic could be broadened to include discussion around other legal areas such as Mabo and Wik.
- Make a list of features of colonisation such as violence, dispossession, impacts on health, work patterns, environment, population numbers etc and form them into a table. In groups, students can complete the table for Aboriginal people in NSW and for the Sioux people and use this as a basis for comparison of their experiences.
- Go back to the maps produced at the start of the unit. Discuss the experiences of other nations who have been colonised and whether the experiences of Indigenous peoples around the world have been similar.

Suggested Resources

Attwood, B & Markus, A, *The Struggle for Aboriginal Rights – A Documentary History*, Allen and Unwin, 1999.

Brook, J & Kohen, J, *The Parramatta Native Institution and the Black Town*, NSW University Press, 1991.

Brown, D, *Bury My Heart at Wounded Knee*, Vintage Press, 1990.

Butler, K, Cameron, K, Percival, B, *The Myth of Terra Nullius – Invasion and Resistance – The Early Years*, Board of Studies, 1995.

Conroy, J (ed), *Time quest*, Jacaranda Press, 1993.

Craven, R (ed), *Teaching Aboriginal Studies*, Allen and Unwin, 1999 (ISBN 1864489235).

Edmonds, S, *Native Peoples of North America – Diversity and Development*, Cambridge History Program, Cambridge University Press, 1993.

McGrath, A (ed), *Contested Ground – Australian Aborigines under the British Crown*, Allen and Unwin, 1995.

Miller, J, *Koori: A Will to Win*, Angus and Robertson, 1985.

Poad D, West A, Miller R, *Contact – An Australian History*, Heinemann Education Australia, 1990.

Women of the Sun (video series), SBS, 1982.

Windradyne – Wiradjuri resistance, the beginning, video produced and directed by Wayne Pearson, 1993, NSW DSE.

Dances with Wolves, a film produced and directed by Kevin Costner, 1990. Available on video

<http://www.nativeweb.org/> This site provides information on Indigenous cultures/groups all over the world.

<http://www.abc.net.au/frontier/education/default.htm> This site provides a complementary resource to the Frontier TV program but is also useful as a stand-alone resource.

<http://www.atsic.gov.au/nav/home.asp> This site provides general information on current Indigenous issues in Australia.

<http://www.aiatsis.gov.au/index.htm> Home of the Australian Institute of Aboriginal and Torres Strait Islander Studies providing references, newsletter, current issues, research, etc.

<http://www.loreoftheland.com.au/> General information on current and historical Indigenous issues in Australia.

<http://www.abs.gov.au> Useful site to gain information on health, housing, employment, etc, of both Indigenous and non-Indigenous Australians.

<http://www.hreoc.gov.au> Good site for information relating to discrimination, equal opportunity, etc, and legislation addressing some of these issues.

10. Music – Stage 4 Year 7

I am a Musician

Duration: 8 weeks

Introduction

The purpose of this unit is to develop student awareness of the relevance of music to many areas of people's lives. The unit aims to develop musical knowledge, skills and understanding, as well as self-esteem and self-confidence.

This unit is designed to encourage teamwork, and to facilitate skills in planning, time management and goal setting. These skills are particularly encouraged to enable students to see their importance, not just for music, but in setting life goals and career aspirations. During the course of this unit, students will be guided through a process of recognising criteria, forming a group, setting goals, and working through this process to completion of the project.

While this unit of work may be used as it stands, the choice of repertoire used is intended as a guide only. Some sample worksheets are provided and may be used as templates. Teachers are encouraged to negotiate some of the choice of repertoire with their students. Contemporary popular music performed by musicians of Aboriginal or Torres Strait Islander heritage has been used to provide positive role models in the field of music performance, in particular for Indigenous students. The outcomes of this unit link directly to both the Stage 4 Music Outcomes and the Career Education Outcomes as identified below.

The unit duration is suggested as a guide only, and will depend on the students' backgrounds and their prior learning in music. Teachers are encouraged to make as much use of external resources as possible, for example, inviting Indigenous performing artists to visit the school to perform and give workshops, or by organising excursions to live performances. Other resources such as videotaped performances and the internet also provide valuable insights into this area.

Three important features of this unit are:

- the sharing of information about career opportunities and study paths that careers in music may require;
- the importance of developing musical knowledge, skills and understanding; and
- the critical evaluation of a completed task in relation to the initial goal-setting.

This unit is designed for Year 7 students who have already acquired some basic knowledge, skills and understanding in the Stage 4 (Mandatory) course.

Career Education Outcomes

Critically evaluate personal qualities and physical attributes as they apply to career choice and the requirements of the workplace

- Recognise that individuals have different skills, abilities and talents.
- Identify social and interpersonal skills needed to work cooperatively in a variety of work situations, paid and unpaid.
- Relate their own interests and values to different work tasks and occupations.



- Describe personal strengths and weaknesses as they relate to career choice.
- Identify career choices that suit their interests and personal characteristics.
- Recognise that interests, values and skills related to work roles vary with age, experience and changing circumstances.

Analyse the key factors influencing the career values, aspirations and achievements of individuals and groups

- Describe how the ways people are stereotyped can damage their chances of finding paid work, job satisfaction and advancement, and their effectiveness at work.
- Discuss factors that influence an individual's choice of occupation.
- Investigate the ways that factors such as gender, disability, race and non-English speaking background influence access to employment or career advancement.
- Describe how gender, race and socioeconomic status may influence an individual's career aspirations.

Analyse the place and meaning of work in the life of individuals and communities

- Identify contributions made by people doing different forms of work in the community and say why they are valued.
- Show how their work at home and at school affects themselves and others.
- Demonstrate an appreciation of the role of work (paid and unpaid) in an individual's life.

Describe cultural and structural features of the world of work

- Identify factors that enhance work outcomes (rewards, satisfaction, security, safety measures).
- Recognise that there is a place in the world of work for people with different skills, abilities and talents.

Describe features of the labour market including emerging trends and the impact of change

- Explain the high participation rates of one gender or of a particular cultural group in some occupational paths.
- Investigate and discuss the impact of technology on the nature of work in a range of occupations.

Identify occupational pathways and their related educational, training and skill requirements

- Identify skills and understanding that may be transferred from one form of work to another.
- Describe relationships between education, training, skills and experience and work opportunities.
- Analyse workplace practices in an occupational field, and predict future changes.
- Identify school courses and further study options associated with different occupational pathways.

Recognise the ongoing nature of career path planning

- Describe key decisions in the career pathways of different people.
- Demonstrate flexibility in generating personal career action plans to provide for a range of contingencies.

Use appropriate strategies for career decision making and career planning

- Describe and assess different methods of making career decisions.
- Describe the key influences on decisions made in work situations in the home and at school.
- Explain the steps used in decision-making.
- Describe school and other work options and the rationale for making personal choices.
- Develop action plans for achieving education, training and work-related goals and evaluate the consequences of such action.

Demonstrate the application and interview skills required for entry into employment and post-secondary education and training courses

- Recognise the importance of personal presentation in the workplace.

Discuss the lifestyle changes and personal adjustments involved in the transition from school to post-school employment and further education

- Identify use of time management and goal-setting strategies in work and study situations.

Music Syllabus Mandatory Course — Stage 4 Revised Outcome Statements

OBJECTIVES	SKILLS OUTCOMES	KNOWLEDGE AND UNDERSTANDING OUTCOMES
<p>Students perform as a means of:</p> <ul style="list-style-type: none"> • improving self-expression • communicating • expanding musical skills • improving ensemble techniques • interpreting musical symbols 	<p>The student:</p> <ul style="list-style-type: none"> • demonstrates solo and ensemble skills through performing the music selected for study • performs music that uses different forms of musical notation • performs using different types of technology 	<p>The student:</p> <ul style="list-style-type: none"> • demonstrates an understanding of performance in a range of styles • demonstrates an understanding of musical concepts in music performed
<p>Students create through:</p> <ul style="list-style-type: none"> • improvising • composing • arranging 	<ul style="list-style-type: none"> • experiments with, and organises, the concepts of music when composing • demonstrates composition skills appropriate to the repertoire chosen for study • notates his/her own compositions using traditional or non-traditional notation • experiments with different types of technology 	<ul style="list-style-type: none"> • demonstrates an understanding of the concepts of music through composition • demonstrates an understanding of composition within chosen contexts • understands that different forms of technology can contribute to composition
<p>Students develop an aural awareness through a wide range of musical experiences</p>	<ul style="list-style-type: none"> • aurally identifies and discusses the use of the concepts of music • memorises and notates music • demonstrates aural skills within the repertoire studied 	<ul style="list-style-type: none"> • understands that the concepts of music have different functions in different types of music • demonstrates an understanding of stylistic features in different types of music
<p>Students, through listening, analysing and discussing, develop an understanding of:</p> <ul style="list-style-type: none"> • music as an art form • music in social, cultural and historical contexts • musical literacy 	<ul style="list-style-type: none"> • listens to, analyses and discusses a range of music from various contexts • demonstrates musical literacy and uses musical notation consistent with the repertoire studied • reads and interprets scores within the repertoire studied 	<ul style="list-style-type: none"> • demonstrates an understanding of the characteristics of music studied • understands terminology in music selected for study • demonstrates an understanding of the repertoire, which includes current musical practices and multicultural aspects of music within Australia



Teaching Strategies

While this unit is not dependent on the involvement of external support, teachers are encouraged to incorporate as much community involvement as possible. In particular, teachers are encouraged to involve Indigenous parents/community representatives. Interested parents, local musicians, or others involved in the music industry, can be invited to work with a group, or as an adviser to each group.

It is important when preparing for the group work, to ensure that students have negotiated and identified their role within the group, and that the expectations from each member of the group are clear. With the ongoing use of a Music Journal (or student book), students should be encouraged to:

- identify the challenges they expect to encounter in the group;
- record their thoughts and the processes undertaken in meeting the challenges; and
- plan and evaluate their success.

There is scope for ongoing evaluation and self-assessment through the medium of the Music Journal, and the unit concludes with a self-evaluation that is directly linked to the outcomes identified at the beginning of the work.

Specific Outcomes

The following unit may assist teachers in addressing the following Stage 4 Music outcomes. The students:

- demonstrate solo and ensemble skills through performing music selected for study
- demonstrate an understanding of performance in a range of styles
- demonstrate an understanding of musical concepts in music performed
- experiment with, and organise the concepts of music when composing
- demonstrate composition skills appropriate to the repertoire chosen for study
- notate their own compositions using traditional or non-traditional notation
- experiment with different types of technology
- demonstrate an understanding of the concepts of music through composition
- understand that different types of technology can contribute to composition
- aurally identify and discuss the use of the concepts of music
- understand that the concepts of music have different functions in different types of music
- demonstrate an understanding of stylistic features in different types of music
- listen to, analyse and discuss a range of music from various contexts
- demonstrate an understanding of the characteristics of music studied
- understand terminology in music selected for study
- demonstrate an understanding of repertoire which includes current musical practices and multicultural aspects of music within Australia.

Program Overview

Phase 1 – The Groundwork

The Groundwork aims to introduce the students to performance skills and techniques. Through listening and experimental performance, they will be guided to discover and document social and interpersonal skills needed to work in a group as musicians, and to relate their own interests and values to different tasks. Strategies include:



ACAP Units of Work

- Whole-class performance of selected popular songs
- Guided listening to selected songs
- General discussion of the criteria necessary to have a career as a performing musician
- Analysis of the structure of songs
- Discussion of criteria necessary to present a balanced performance in a group
- Preparation of guidelines and goals for personal and group presentation
- Internet search of performers' websites.

Phase 2 – The Organisation

The Organisation focuses on cooperation and task allocation. It also seeks to assist students to develop a positive recognition of the need to share skills and accept individual differences. Students also have the opportunity to investigate time-management skills through group work, and how technology can impact on different careers and the workplace. Strategies include:

- Allocation of tasks within each group
- Group performance of song from weeks one and two
- Assessment of skills within each group
- Agreement on performance choice.

Phase 3 – Rehearsal Time

Rehearsal Time seeks to demonstrate both the need for and the positive outcomes of self-discipline, organisation and determination. There is a focus on time management and goal-setting in groups through the process of rehearsal and performance of a song. Strategies include:

- Rehearsal of chosen song
- Self-assessment, with teacher guidance
- Comparisons of different versions of the same song
- Use of Indigenous language in song.

Phase 4 – Comparisons and Other Perspectives

In *Comparisons and Other Perspectives*, students are alerted to a wider cultural diversity. Students may look at issues of stereotyping, career choice and the need for positive role models or mentors. They may discuss factors that influence an individual's career and career aspirations. They are encouraged to make personal contacts with young Indigenous musicians, and to develop positive role models. Strategies include:

- Visit by performing artist/s or visit to live performance
- Viewing videotapes of live performance
- Further listening and role-modelling
- Critiques of professional performances
- Review of criteria and change if necessary.



Phase 5 – Evaluation and Self-assessment

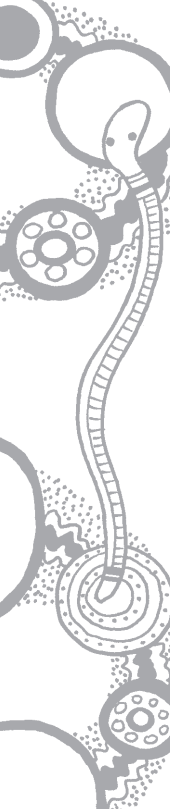
The *Evaluation and Self-assessment* section focuses students’ attention on positive aspects of performance skills and the need for critical self-assessment. Strategies include:

- Videotaping of each group performance
- Critique of each group performance
- Review of career criteria and self-evaluation
- Review of music journal with teacher.

Teaching and Learning Program – “I am a Musician”

WEEKS	PERFORMING	COMPOSING	LISTENING	CAREERS PERSPECTIVES
1 – 2	<ul style="list-style-type: none"> • class sing <i>My Island Home</i> • class performing activity – chord patterns, melody, simplified bass line of <i>My Island Home</i> • revise treble clef, bar lines, repeat sign, time signature • revise basic note values and rests, coda, first and second time endings <p>Possible Extension Activities</p> <ul style="list-style-type: none"> • play melody and chords on keyboard • experiment with accompaniment possibilities of electric keyboard 	<ul style="list-style-type: none"> • using music of <i>My Island Home</i> create own chorus phrase to be sung with <i>My Island Home</i> <p>Possible Extension Activities</p> <ul style="list-style-type: none"> • experiment with chord sequence from chorus of <i>My Island Home</i> 	<ul style="list-style-type: none"> • aurally analyse structure of <i>My Island Home</i> • have class draw a diagram/visual presentation of structure of <i>My Island Home</i> • brainstorm the function of the different layers of sound • recognise instruments used and the functions of each instrument <p>Possible Extension Activities</p> <ul style="list-style-type: none"> • discuss use of traditional/ Indigenous lyrics in <i>Wanem Time</i> from <i>Stylin’ Up</i> by Christine Anu or <i>Djapana</i> from <i>One Blood</i> by Yothu Yindi 	<p><i>Teachers may facilitate discussions based on classwork to:</i></p> <ul style="list-style-type: none"> • recognise that individuals have different skills, abilities and talents • identify social and interpersonal skills needed to work cooperatively in a variety of work situations • relate student’s own interests and values to different work tasks and occupations • discuss factors that influence an individual’s choice of an occupation

ACAP Units of Work

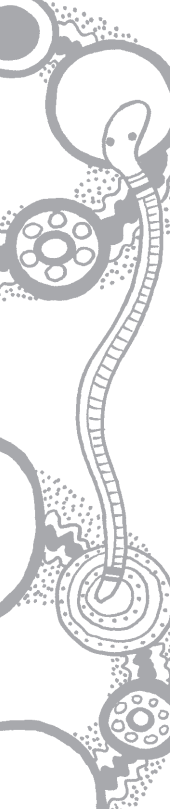


WEEKS	PERFORMING	COMPOSING	LISTENING	CAREERS PERSPECTIVES
3 – 4	<ul style="list-style-type: none"> class sing <i>Taba Naba</i> each group perform song <i>Taba Naba</i> with own accompaniment class sing <i>Blackfella/Whitefella</i> activity with didjeridu* – cyclic breathing using a straw and glass class performing activity – chord patterns, melody, simplified bass line of <i>Blackfella/Whitefella</i> <p><i>*It should be noted that not all Indigenous communities play the didjeridu. It is not appropriate for girls to play this instrument.</i></p> <p>Possible Extension Activities</p> <ul style="list-style-type: none"> record group performance of <i>Blackfella/Whitefella</i> 	<ul style="list-style-type: none"> working in groups, create percussive Islander rhythms to accompany <i>Taba Naba</i> using drone and chords create accompaniment for <i>Taba Naba</i> record own composition in each group create bass riff improvise over this using pentatonic scale music technology: use of synthesiser, electric keyboard, electric guitar, bass guitar, amps. <p>Possible Extension Activities</p> <ul style="list-style-type: none"> experiment with accompaniment possibilities using music technology 	<ul style="list-style-type: none"> guided listening of <i>Taba Naba</i> aurally analyse <i>Waka Nini Yana</i> –Tiddas compare own composition with <i>Taba Naba</i> compare, using the concepts of music, two versions of the same song – <i>Blackfella/Whitefella</i> –Warumpi Band and Jimmy Little draw up a chart of similarities and differences <p>Possible Extension Activities</p> <ul style="list-style-type: none"> record and evaluate own performance 	<p><i>Teachers may facilitate discussions based on classwork to:</i></p> <ul style="list-style-type: none"> describe how gender, race and socio-economic status may influence an individual's career aspirations identify contributions made by people doing different forms of work in the community and say why they are valued describe relationships between education, training, skills and experience, and work opportunities. identify use of time management and goal-setting strategies in work and study situations investigate and discuss the impact of technology on the nature of work in a range of occupations



WEEKS	PERFORMING	COMPOSING	LISTENING	CAREERS PERSPECTIVES
5 – 6	<ul style="list-style-type: none"> class sing <i>Sunshine on a Rainy Day</i> group performing activity – learn chord patterns, melodic ostinato, simplified bass line of <i>Sunshine on a Rainy Day</i> group performances of <i>Sunshine on a Rainy Day</i> 	<ul style="list-style-type: none"> plan a performance of a song – this will include information about melody, accompaniment, equipment etc notate the parts that each person will play (graphic or traditional notation) 	<ul style="list-style-type: none"> aurally analyse recording of <i>Sunshine on a Rainy Day</i> (1st track, radio mix) aurally analyse recording of <i>New Era</i> – NoKTurNL compare, using the concepts of music as a guide, <i>Sunshine on a Rainy Day</i> with <i>New Era</i> draw a diagram or visual presentation of structure of <i>Sunshine on a Rainy Day</i> 	<p><i>Teachers may facilitate discussions based on classwork to:</i></p> <ul style="list-style-type: none"> identify use of time management and goal-setting strategies in work and study situations recognise that individuals have different skills, abilities and talents identify factors that enhance work outcomes (rewards, satisfaction, security, safety measures) recognise that there is a place in the world of work for people with different skills, abilities and talents
	<p>Possible Extension Activities</p> <ul style="list-style-type: none"> own choice performance 	<p>Possible Extension Activities</p> <ul style="list-style-type: none"> composing using computer software 	<p>Possible Extension Activities</p> <ul style="list-style-type: none"> introduction to style differences and terminology 	

ACAP Units of Work



WEEKS	PERFORMING	COMPOSING	LISTENING	CAREERS PERSPECTIVES
7 – 8	<ul style="list-style-type: none"> rehearse and perform group's prepared songs 	<ul style="list-style-type: none"> record rehearsals of group performances make adjustments to arrangements as necessary after listening to recordings 	<ul style="list-style-type: none"> aural analysis of performances by visiting artists, live performances or selected video clips 	<p><i>Teachers may facilitate discussions based on classwork to:</i></p> <ul style="list-style-type: none"> describe how the ways people are stereotyped can damage their chances of finding paid work, their job satisfaction and advancement, and their effectiveness at work discuss factors that influence an individual's choice of occupation investigate the ways in which factors such as gender, disability, race and non-speaking background influence access to employment or career advancement describe how gender, race and socio-economic status may influence an individual's career aspirations
	<p>Possible Extension Activities</p> <ul style="list-style-type: none"> own choice of new song – given guidelines by using above references and internet access 	<p>Possible Extension Activities</p> <ul style="list-style-type: none"> further experimenting with computer composition software create own arrangement of new song create new song 	<p>Possible Extension Activities</p> <ul style="list-style-type: none"> further internet research further personal contact with Indigenous artists 	



Resources/References

Discography

- Anu, Christine, 1995, *Stylin'Up*, Mushroom Records Mush32059.2.
- Anu, Christine, 2000, *Sunshine on a Rainy Day*, Mushroom Records P & C 2000.
- Little, Jimmy, 1999, *Messenger*, Festival D32064.
- NoKTuRNL, 2000, *Neva Mend*, Mushroom Records Mush019432.
- Tiddas, 1998, *Lethal by the Kilo*, Mercury Records 538 277-2.
- Warumpi Band, *Black Fella/White Fella*, Festival D38935.
- Yothu Yindi, 1999, *One Blood*, Mushroom Records Mush33229.2.

Song Book

- Macken, R, Kane, J et al, 1997, *The Sing Book 1997*, Australian Broadcasting Corporation, Sydney.

Texts

- Brandman, M & Lollback, L, 1998, *Accent on Music*, Hodder Education, Rydalmere, NSW (with accompanying CD).
- Dunbar-Hall, P & Hodge, G, 1991, *A Guide to Music Round the World*, Science Press, Sydney.
- Dunbar-Hall, P & Hodge, G, 1993, *A Guide to Rock and Pop*, Science Press, Sydney.
- Smith, G, 1991, *Australian Popular Music*, Sounds Australian, Sydney (includes tapes and CD).

Websites

- www.amcoz.com.au
Australian Music Centre
- www.atsic.org.au
Aboriginal and Torres Strait Islander Commission
- www.christineanu.com.au
Official Christine Anu Website
- www.yothuyindi.com
Official Yothu Yindi Website
- www.nokturnl.com
(also has good links list)

Sunshine on a Rainy Day – lyrics and chords

Introduction

[[: G C D _____ :]]
 G C D D (add bass, drums and ostinato)

Verse 1

G	C	D	D
I see you in the	darkness	I see you in the	light
G	C	D	D
I see your eyes	shining	in through the	night
G	C	D	D
Make me feel, make me feel		like I belong	
G	C	D	D
Don't keep me, don't leave me	all alone.		
G	C	D	D
Cast your eyes		like summer	sky
G	C	D	D
Blue world, and the ocean		clearer than the	sky

Chorus 1

G	C	D	D
[[:Sunshine on a	rainy day	makes my soul, makes my soul	drip, drip, drip, away:]]

Verse 2

You touch me with your spirit
 You touch me with your heart
 You touch me in the darkness I feel it start
 Make me feel, make me feel
 So unreal (so unreal)
 Like the wind in the desert
 Like the moon on the sea

Chorus x 2

Coda

G	C	D	D
[[:Sunshine, sunshine		:]] Repeat and fade	

'Sunshine on a Rainy Day' by Zoe Pollock and Martin Glover. Reproduced with permission of Festival Music Pty Ltd and Music Sales Pty Ltd.



Extension Activities

- i Name another song you know that uses an ostinato.

- ii What instrument/s play it?

- iii Try and write the rhythm (or use some way of showing how it sounds).

- iv Create your own rhythm here – use plenty of space.

- v Play your rhythm.
- vi Share your rhythm with a partner – play for each other.
- vii Play each other’s rhythms – (check that what you are playing is what you have written).
- viii Create a melody for your own rhythm pattern.
- ix Write the letter names below your rhythm.
- x Notate your new ostinato on the staff below (don’t forget to use a clef and a time signature).

- xi With your partner or in a small group, take turns improvising around your ostinato.
- xii Record your improvising, then play it back and evaluate your work.



Goals for this unit – “I am a Musician”

My goals for this unit are to:

- sing a song from memory
- follow the music for a new song
- follow the chord patterns in a song
- understand the following musical symbols – treble clef, stave, bar, bar lines, repeat signs, time signature, key signature, coda, tie
- understand the structure of the songs I perform and listen to
- understand the following notes’ values and their corresponding rests – quaver, crotchet, minim, semibreve
- decide what is necessary in a group to perform a song with accompaniment
- make decisions about performing media in popular music
- form a group and organise rehearsals
- perform a song as part of a group
- use the internet to access musical information
- keep a journal to document my learning.

Other personal goals for this unit include:



My evaluation of my progress – “I am a Musician”

MY GOALS FOR THIS UNIT WERE TO:	HOW WELL DID I DO THIS?			
	Very well	Well	Need more work	Need help with this
<ul style="list-style-type: none"> ■ sing a song from memory ■ follow the music for a new song ■ follow the chord patterns in a song ■ understand the following musical symbols – treble clef, stave, bar, bar lines, repeat signs, time signature, key signature, coda, tie ■ understand the structure of the songs I perform and listen to ■ understand the following notes’ values and their corresponding rests – quaver, crotchet, minim, semibreve ■ decide what is necessary in a group to perform a song with accompaniment ■ make decisions about performing media in popular music ■ form a group and organise rehearsals ■ perform a song as part of a group ■ use the internet to access musical information ■ keep a journal to document my learning 				
My other goals:				

11. Music – Stage 5 Year 9

My Composer's Voice

Duration: 6 – 8 weeks

Introduction

The purpose of this unit is to build on the knowledge, skills and understanding already achieved in the Stage 4 mandatory course, and to develop student awareness of the relevance of music to many areas of people's lives. This unit aims to not only extend musical knowledge, skills and understanding but also to actively promote self-esteem and self-confidence through the creative processes of composition.

My Composer's Voice is designed to encourage team work, and to facilitate skills in planning, time management and goal setting. These skills enable students to see their importance, not just for music, but in setting life goals and career aspirations. During the course of this unit, students will be guided through a process of recognising criteria, forming a group, setting goals, and working through this process to completion of the task. Students are also given the opportunity to compose and work alone if they have the skills and desire to do so.

While this unit of work may be used in total, the choice of repertoire and teaching resources used are intended as a guide only. Teachers may use this unit as a starting point in studying Australian composition. There is specific relevance to the Music Years 7–10 Syllabus Additional Study course as Australian Music is a mandatory topic. The use of Australian Aboriginal art as a creative stimulus is one way of providing positive role models, in particular for Indigenous students, and to create direct links to the Career Education Outcomes documented below.

The unit duration is suggested as a guide only, and will be dependent on the background of students and their prior learning in music. Teachers are encouraged to make as much use of external resources as possible, eg by inviting Indigenous performing artists to visit the school, perform and give workshops, or by organising excursions to live performances whenever possible. Other resources such as videotaped performances and the use of the Internet also provide valuable insights into this area.

Four important features of this unit are:

- the sharing of information about career opportunities and study paths that careers in music may require;
- the importance of developing musical knowledge, skills and understanding;
- the critical evaluation of a completed task in relation to the initial goal setting; and
- developing an understanding of the composition process and compositional techniques.

This unit is designed for Year 9 students who have already acquired musical knowledge, skills and understanding in the Stage 4 (Mandatory) course.



Career Education Outcomes

Critically evaluate personal qualities and physical attributes as they apply to career choice and the requirements of the workplace.

- Recognise that individuals have different skills, abilities and talents.
- Identify social and interpersonal skills needed to work cooperatively in a variety of work situations, paid and unpaid.
- Relate their own interests and values to different work tasks and occupations.
- Describe personal strengths and weaknesses as they relate to career choice.
- Identify career choices that suit their interests and personal characteristics.
- Recognise that interests, values and skills related to work roles vary with age, experience and changing circumstances.

Analyse the key factors influencing the career values, aspirations and achievements of individuals and groups.

- Discuss factors that influence an individual's choice of an occupation.
- Describe how gender, race and socioeconomic status may influence an individual's career aspirations.

Analyse the place and meaning of work in the life of individuals and communities.

- Identify contributions made by people doing different forms of work in the community and say why they are valued.
- Show how their work at home and at school affects themselves and others.
- Demonstrate an appreciation of the role of work (paid and unpaid) in an individual's life.

Describe cultural and structural features of the world of work.

- Identify factors that enhance work outcomes (rewards, satisfaction, security, safety measures).
- Recognise that there is a place in the world of work for people with different, skills, abilities and talents.

Describe features of the labour market including emerging trends and the impact of change.

- Investigate and discuss the impact of technology on the nature of work in a range of occupations.

Identify occupational pathways and their related educational, training and skill requirements

- Identify skills and understanding that may be transferred from one form of work to another.
- Describe relationships between education, training, skills, and experience and work opportunities.
- Analyse workplace practices in an occupational field and predict future changes.
- Identify school courses and further study options associated with different occupational pathways.

Recognise the ongoing nature of career path planning.

- Describe key decisions in the career pathways of different people.
- Demonstrate flexibility in generating personal career action plans to provide for a range of contingencies.

Use appropriate strategies for career decision-making and career-planning.

- Describe and assess different methods of making career decisions.
- Describe the key influences on decisions made in work situations in the home and at school.
- Explain the steps used in decision-making.

- Describe school and other work options and the rationale for making personal choices.
- Develop action plans for achieving education, training and work-related goals and evaluate the consequences of such action.

Demonstrate the application and interview skills required for entry into employment and post-secondary education and training courses.

- Recognise the importance of personal presentation in the workplace.

Discuss the lifestyle changes and personal adjustments involved in the transition from school to post-school employment and further education.

- Identify use of time management and goal-setting strategies in work and study situations.

Music Syllabus Additional Course — Stage 5 Revised Outcome Statements

OBJECTIVES	SKILLS OUTCOMES	KNOWLEDGE AND UNDERSTANDING OUTCOMES
<p>Students perform as a means of:</p> <ul style="list-style-type: none"> • improving self-expression • communicating • expanding musical skills • improving ensemble techniques • interpreting musical symbols 	<p>The student:</p> <ul style="list-style-type: none"> • performs music selected for study demonstrating solo and ensemble skills with appropriate stylistic features • interprets musical notation used in range of styles and genres • performs using different types of technology appropriate to a style 	<p>The student:</p> <ul style="list-style-type: none"> • demonstrates an understanding of his/her role(s) as a soloist and ensemble member • understands stylistic features appropriate for the performance of different styles of music • demonstrates an understanding of musical concepts at increasing levels of complexity within works performed
<p>Students create through:</p> <ul style="list-style-type: none"> • improvising • composing • arranging 	<ul style="list-style-type: none"> • improvises, composes and arranges music in a variety of styles and genres • demonstrates composition skills in appropriate syllabus contexts • notates his/her own compositions using different forms of notation relevant to syllabus contexts • uses different forms of technology in the composition process 	<ul style="list-style-type: none"> • demonstrates an understanding of the concepts of music through composition • demonstrates an understanding of composition within chosen contexts • understands that different forms of technology can contribute to composition
<p>Students develop an aural awareness through a wide range of musical experiences</p>	<ul style="list-style-type: none"> • aurally identifies the use of the concepts of music in a range of contexts • analyses, memorises and notates music • discusses different approaches to the concepts of music in a range of styles, genres and contexts • develops aural skills within chosen syllabus contexts 	<ul style="list-style-type: none"> • understands that the concepts of music have different functions in different types of music • demonstrates an understanding of stylistic features in different types of music



Students develop, through listening, analysing and discussing, an understanding of:

- music as an art form
- music in social, cultural and historical contexts
- musical literacy

- demonstrates skills in comparing and critically evaluating music as an art form and music in social, cultural and historical contexts
- develops musical literacy, more advanced score reading and analytical skills within the syllabus contexts

- demonstrates an understanding of different styles and genres from syllabus contexts
- demonstrates an understanding of the influences and impact of technology on music
- understands stylistic features and musical notation in music studied

Teaching Strategies

While this unit is not dependent upon the involvement of external support, teachers are encouraged to incorporate as much community involvement as possible. Interested parents, local composers, people involved in the music industry or other community members may be able to take on important roles as mentors or advisers in this unit. Care will need to be taken with the choice of artworks, particularly when accessing the Internet, with reference to copyright, cultural sensitivity and intellectual property. Many paintings are now available through art gallery catalogues, and through some commercial outlets as posters.

It is important when preparing for the group work, to ensure students have negotiated and identified their role within the group, and that the expectations from each member of the group are clear. With the ongoing use of a Music Journal (or student book), students should be encouraged to:

- identify the challenges they expect to encounter in the group;
- record their thoughts and processes undertaken in meeting the challenges; and
- plan and evaluate their success.

There is scope for ongoing evaluation and self-assessment through the medium of the Music Journal, and the unit concludes with a self-evaluation that is directly linked to the Outcomes outlined at the beginning of the work.

This unit addresses all of the Stage 5 Music outcomes. These outcomes will be given different emphases depending on school interpretation of the unit.

Program Overview

Phase 1 – Preparation, Experimentation and Discovery

This section aims to develop students' awareness of the capabilities of their own voice, and to be comfortable with their own level of physical and vocal development. It encourages experimentation, increased levels of listening and discrimination, and the need for documentation of discoveries. Strategies include:

- Vocal experimentation
- Discovery of vocal range and registers
- Discussion of voice changes associated with puberty
- Perceptions of character with relation to size and voice type
- Formation of groups using similar voice colours as well as contrasting voice colours
- Discussion on need for balance and contrast of tone colours
- Creation and notation of Soundscape – using names and/or numbers.

Phase 2 – Creation

Creation focuses on team work and the need to cooperate in learning when experimenting. Students are encouraged to identify the need for different skills and creative ideas and to recognise and value them. They will learn to identify the roles people play in groups and the contributions that individual people make. Strategies include:

- Formation of small groups for composition
- Experimentation with melodic fragments formed from using name repetition
- Creating layers of sound by using drone and improvising above it
- Use an Indigenous art work as a creative stimulus
- Brainstorming and experimenting with possible sounds to be used in a composition, eg using a story as the stimulus or using an artwork as a stimulus
- Recording and evaluating compositions.

Phase 3 – Expansion and Development

This section aims to have students achieve a higher level of creativity by extending traditional boundaries. Students learn to recognise how knowledge, skills and understanding in one area may be transferred to other areas. They are also encouraged to recognise the value of shared creative experiences and to document their discoveries. Strategies include:

- Experimentation with notation (graphic and traditional) to record compositions
- Experimentation with technology with particular reference to tone colour
- Experimentation with use of musical instruments in non-traditional ways (eg ‘prepared piano’, Sculthorpe’s cello ‘flies’ and the ‘water gong’)
- Experimentation with use of non-musical instruments as musical sound sources (eg Hopkins’s ‘whirlies’ from vacuum tubing)
- Meeting other young composers or visiting composers
- Attending live performance or viewing videotapes of new compositions
- Website research on Australian composers and their works
- Review of own compositions
- Guided listening of Australian compositions.

Phase 4 – Recording

This section focuses on technical information and the manipulation of musical technology (traditional and computer-based), while pinpointing its use as a tool to aid the composition process. Students are able to investigate the impact of technology on their work and apply this to the composition process. Strategies could include:

- Recording of original compositions by using as many versions and by as many media as practicable (eg simple tape deck with microphone, four track recorder, use of newer technologies such as a CD burner and sampled/synthesised sounds)
- Comparisons of different versions of the same piece
- A visit to a professional recording studio or a school visit from a sound engineer.



Phase 5 – Evaluation and Self-assessment

Students are encouraged to value the processes of self-assessment. The importance of evaluating work in progress is emphasised, as is using positive criticism as a tool for improvement. Strategies include:

- Performance of compositions
- Videotaping of performances and assessment of each performance
- Review of career criteria
- Self-evaluation.

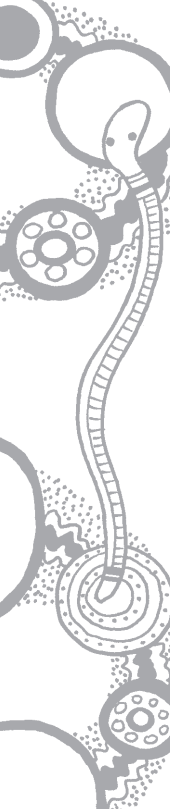
Teaching and Learning Program – “My Composer’s Voice”

WEEKS	PERFORMING	COMPOSING	LISTENING	CAREERS PERSPECTIVES
1 – 2	<ul style="list-style-type: none"> • solo and group vocal experimentation using echo techniques, graphic notation etc • experiment with voices to find vocal range • individually and in groups experiment with voices to find as many unusual ways of using the voice as possible – notate these using graphic or traditional notation <p>Possible Extension Activities</p> <ul style="list-style-type: none"> • perform own choice short song to demonstrate vocal range 	<ul style="list-style-type: none"> • create simple small range melody for voices • record different voices and different instruments playing same melody at same pitch • create ‘Soundscape’ using student names and/or numbers (refer to <i>Voiceworks</i> Stephen Leek) • record compositional work in Music Journal 	<ul style="list-style-type: none"> • compare and contrast recordings of voices and instruments playing the same melody with particular reference to tone colour • brainstorm descriptive words for tone colour vocabulary • maintain a listening log in music journal • aurally analyse <i>Speaking in Tongues</i> – Sheila Chandra <p>Possible Extension Activities</p> <ul style="list-style-type: none"> • “Hidden Voice” game: One student is either blindfolded or goes behind screen. Various students sing the same fragment of melody while Chosen One tries to identify them. Further extension: answers in writing with reasons for choices using tone colour descriptions 	<p><i>Teachers may facilitate discussions based on classwork to:</i></p> <ul style="list-style-type: none"> • recognise that individuals have different skills, abilities and talents. • assess own physical attributes relative to specific work requirements. • recognise that interests, values and skills related to work roles, vary with age, experience and changing circumstances • demonstrate flexibility in generating personal career action plans to provide for a range of contingencies



WEEKS	PERFORMING	COMPOSING	LISTENING	CAREERS PERSPECTIVES
3–4	<ul style="list-style-type: none"> perform own vocal experiments focusing on changing dynamics and tone colour sing themes from <i>Past Life Melodies</i> – Sarah Hopkins 	<ul style="list-style-type: none"> experiment with melodic fragments formed from using name repetition experiment with different dynamics and tone colours in the composition in melodic fragments 	<ul style="list-style-type: none"> aurally analyse <i>Past Life Melodies</i> describe ways in which the composer has varied tone colours and dynamics draw diagram or sketch to represent melodic contour, dynamics and use of tone colours 	<p><i>Teachers may facilitate discussions based on classwork to:</i></p> <ul style="list-style-type: none"> identify contributions made by people doing different forms of work in the community and say why they are valued. recognise that there is a place in the world of work for people with different skills, abilities and talents explain the high participation rates of one gender or of a particular cultural group in some occupational paths demonstrate flexibility in generating personal career action plans to provide for a range of contingencies
	<p>Possible Extension Activities</p> <ul style="list-style-type: none"> group sing section of <i>Past Life Melodies</i> 	<p>Possible Extension Activities</p> <ul style="list-style-type: none"> use small fragments of student’s original poetry or Australian poetry and compose a melody for it 	<p>Possible Extension Activities</p> <ul style="list-style-type: none"> discussion/ brainstorm changing tone colours and interpretation of poetry 	

ACAP Units of Work



WEEKS	PERFORMING	COMPOSING	LISTENING	CAREERS PERSPECTIVES
5 – 6	<ul style="list-style-type: none"> • sing canon themes from first section of <i>Ngana</i> • perform own art stimulus composition • perform graphic score <i>The Desert</i> from <i>Voice Works: Studies in Silence</i> by Stephen Leek 	<ul style="list-style-type: none"> • using an art work as a stimulus, brainstorm ideas for sounds, melodies, fragments and rhythms, use of voices and instruments • compose a short work to interpret an artwork • create graphic score of composition • review art work composition with reference to use of tone colour variations and dynamic ranges 	<ul style="list-style-type: none"> • aurally analyse <i>Ngana</i> • score reading exercise based on <i>Ngana</i> • recording of own art stimulus composition • aurally analyse <i>Green Peace</i> by Synergy. • aurally analyse <i>Kangaroo Hunt</i> by David Lumadaine • score reading exercise based on <i>Sacred Site</i> by Moya Henderson • visits to professional recording studio, and/or visit by professional composer 	<p><i>Teachers may facilitate discussions based on classwork to:</i></p> <ul style="list-style-type: none"> • identify skills and understanding that may be transferred from one form of work to another • describe relationships between education, training, skills and experience and work opportunities • identify school courses and further study options associated with different occupational pathways • investigate and discuss the impact of technology on the nature of work in a range of occupations • analyse work practices in an occupational field and predict future changes
	<p>Possible Extension Activities</p> <ul style="list-style-type: none"> • perform first section of <i>Ngana</i> in groups • sing sections of <i>Murriss</i> 	<p>Possible Extension Activities</p> <ul style="list-style-type: none"> • activity using body rhythm games to establish 7/8 and 5/8 signatures • recreate composition using pre-recorded sounds and other music technology 	<p>Possible Extension Activities</p> <ul style="list-style-type: none"> • recording of <i>Murriss</i> from <i>Daintree</i> by Stephen Leek. Score reading • <i>The Song of Tailitnama</i> by Peter Sculthorpe using full score. 	



WEEKS	PERFORMING	COMPOSING	LISTENING	CAREERS PERSPECTIVES
7 – 8	<ul style="list-style-type: none"> rehearsals of group compositions performances of 'artwork' stimulus compositions in conjunction with visual stimuli 	<ul style="list-style-type: none"> continue to refine group compositions, recording process in music journal 	<ul style="list-style-type: none"> analysis and evaluation of compositions after listening to recordings 	<p><i>Teachers may facilitate discussions based on classwork to:</i></p> <ul style="list-style-type: none"> discuss factors that influence an individual's choice of an occupation investigate the ways in which factors such as gender, disability, race and non-speaking background influence access to employment or career advancement describe how gender, race and socio-economic status may influence an individual's career aspirations investigate and discuss the impact of technology on the nature of work in a range of occupations
	<p>Possible Extension Activities</p> <ul style="list-style-type: none"> internet research into Australian performers of Australian compositions possible visit by Australian performers or composers 	<p>Possible Extension Activities</p> <ul style="list-style-type: none"> further experimenting with computer composition software create free composition using technology and art/graphics 	<p>Possible Extension Activities</p> <ul style="list-style-type: none"> extension of listening with extracts from young Australian composers 	

Resources/References

Discography

- Australian Voices, *Ngana, Daintree*, Voices CD 004.
- Synergy, *Synergy: Percussion*, Vox Australis VAST001-2.
- St Peters Chorale, *Until I Saw: Contemporary Australian Choral Music*, CDSPC1002.
- Australia Sings A New Song*, Australian National Choral Association ANCACD1001.
- Sheila Chandra, *Weaving My Ancestors' Voices*, Real World Carol 2322-2s.

Texts

- Barham, T & Nelson, J, 1991, *The Boy's Changing Voice*, Warner Bros, Miami USA.
- Cooksey, J, 1999, *Working With Adolescent Voices*, Concordia, St. Louis.
- Ford, A, 1991, *Inventing Music*, Sounds Australian, Sydney.
- Leek, S, 1998, *A Millennium of Choral Composition*, Arts Now, Brisbane.
- Leek, S, 1998, *Ngana – Australian Choral Music Kit*, Stephen Leek, Brisbane.
- Leek, S, *Voice Works*, Stephen Leek/Australian Music Centre, Sydney.
- Phillips, K, 1991, *Teaching Kids to Sing*, Schirmer, New York.
- Sounds Australia, 1991, *Australian Classical Music*, Sounds Australian, Sydney.

Websites

- www.aboriginalart.com
Songline Aboriginal Art
- www.amcoz.com.au
Australian Music Centre
- www.atsic.org.au
- www.mortonmusic.com
The Morton Music Global Choral Resource
- www.nokturnl.com
(has good links list)
- www.tobwabba.com.au
Tobwabba Aboriginal Art



Goals for this unit – “My Composer’s Voice”

My goals for this unit are to:

- understand how my voice works
- know what my current vocal range is
- understand vocal registers
- experiment with different ways of using my voice
- experiment with unusual ways of using traditional instruments
- experiment with ways of using non-musical objects to make music
- understand and use different ways of notating music
- understand how to structure a composition
- make decisions about performing media
- form a group and organise rehearsals
- create a group composition
- create my own composition
- use computer software to help me compose
- use different technologies to record my composition
- use the internet to access information about Australian music and Australian composers
- keep a journal to highlight the processes I have gone through in this unit.

Other personal goals for this unit include:

My evaluation of my progress – “My Composer’s Voice”

MY GOALS FOR THIS UNIT WERE TO:	HOW WELL DID I DO THIS?			
	Very well	Well	Need more work	Need help with this
<ul style="list-style-type: none"> ■ understand how my voice works ■ know what my current vocal range is ■ understand vocal registers ■ experiment with different ways of using my voice ■ experiment with unusual ways of using traditional instruments ■ experiment with ways of using non-musical objects to make music ■ understand and use different ways of notating music ■ understand how to structure a composition ■ make decisions about performing media ■ form a group and organise rehearsals ■ create a group composition ■ create my own composition ■ use computer software to help me compose ■ use different technologies to record my composition ■ use the internet to access information about Australian music and Australian composers ■ keep a journal to highlight the processes I have gone through in this unit 				
My other goals:				

12. PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION – STAGE 4 YEARS 7/8

A unit of work focusing on relationships

Duration: 6–8 weeks

Introduction

This unit deals with concepts from the Interpersonal Relationships, Personal Choice and Personal Awareness strands. These three Content Strands are integrated in order to make links across a variety of Key Ideas which are examined in a number of contexts including the world of work. Furthermore, a number of Career Education Outcomes are embedded within the teaching strategies. (These are documented below.) In order to maximise the inclusion of Indigenous perspectives the following should be noted:

- Aboriginal people should be included as guest speakers or external participants.
- While the unit includes examples of texts and other reference materials that are both culturally appropriate and relevant, there is much scope for the inclusion of other appropriate materials.
- Teachers are encouraged to involve Aboriginal parents and community representatives as much as possible in planning and implementing classroom activities.

This unit provides an opportunity to explore the unique nature of Indigenous family relationships, kinship and values. From this basis the unit progresses to a consideration of issues associated with other relationships including those in the workplace. There are seven worksheets dealing with workplace issues. In the consideration of family and workplace scenarios the theme of reconciliation in its various forms emerges. Through the development of positive self-concept and interpersonal skills, students will be well prepared to contribute to the reconciliation process in a number of environments.

Career Education Outcomes

Critically evaluate personal qualities and physical attributes as they apply to career choice and the requirements of the workplace.

- Recognise that individuals have different skills, abilities and talents.
- Identify social and interpersonal skills needed to work cooperatively in a variety of work situations, paid and unpaid.
- Recognise that interests, values and skills related to work roles vary with age, experience and changing circumstances.

Analyse the key factors influencing the career values, aspirations and achievements of individuals and groups.

- Discuss factors that influence an individual's choice of an occupation.
- Investigate the ways in which factors such as gender, disability, race, and non-English speaking background influence access to employment or career advancement.
- Describe how gender, race and socioeconomic status may influence an individual's career aspirations.





ACAP Units of Work

Analyse the place and meaning of work in the life of individuals and communities.

- Identify contributions made by people doing different forms of work in the community and say why they are valued.
- Describe some of the benefits that individuals and the community derive from paid and unpaid work.
- Show how their work at home and at school affects themselves and others.
- Demonstrate an appreciation of the role of work (paid and unpaid) in an individual's life.

Describe cultural and structural features of the world of work.

- Describe the work of organisations concerned with work conditions (union, training/support groups, employer organisations).
- Explain how wages and working conditions are influenced by the actions of employees, employers, unions, employer groups and governments.
- Identify and analyse a range of workplace issues and how they can influence productivity and work conditions (child care, sex-based harassment, redundancy).
- Identify factors that enhance work outcomes (rewards, satisfaction, security, and safety measures).
- Investigate and report on laws that promote non-discriminatory practices in school and community workplaces (equal opportunity and anti-racism legislation).
- Describe practices that promote work safety including home and community settings.
- Explain the roles and responsibilities of employers and employees.
- Recognise that there is a place in the world for people with different skills, abilities and talents.
- Identify factors that enhance or impede work outcomes for the individual and organisation.

Describe features of the labour market including emerging trends and the impact of change.

- Investigate whether values associated with different forms of work have changed over time.
- Describe the roles of governments, unions and employer groups in influencing and responding to workplace changes.

Identify occupational pathways and their related educational, training and skill requirements.

- Identify skills and understanding that may be transferred from one form of work to another.
- Describe relationships between education, training, skills and experience and work opportunities.

Recognise the ongoing nature of career path planning.

- Describe key decisions in the career pathways of different people.
- Identify different needs and priorities that emerge throughout the lifespan.
- Explain why individuals need to review career plans to respond to changes in work.

Use appropriate strategies for career decision making and career planning.

- Describe the key influences on decisions made in work situations in the home and at school.
- Describe school and other work options and the rationale for making personal choices.

Discuss the lifestyle changes and personal adjustments involved in the transition from school to post-school employment and further education.

- Describe and analyse the emotional stages individuals go through during transitions that are planned and unplanned.
- Apply strategies to ensure that personal work opportunities are not limited by the effects of stereotyping.
- Identify and use coping skills to manage transitions including unemployment.

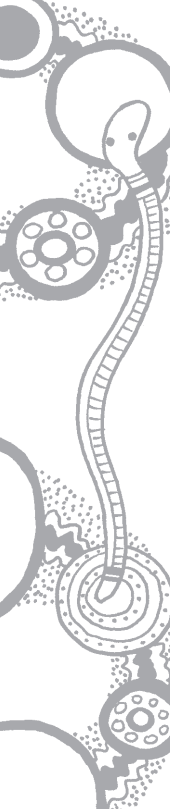


Syllabus References

CONTENT STRAND	KEY IDEAS
<ul style="list-style-type: none"> • Interpersonal Relationships 	<ul style="list-style-type: none"> • types of relationships • family • peer groups • developing and maintaining relationships • rights and responsibilities • interpersonal skills and physical activity • the quality of relationships
<ul style="list-style-type: none"> • Personal Choice 	<ul style="list-style-type: none"> • responsibility for decisions
<ul style="list-style-type: none"> • Personal Awareness 	<ul style="list-style-type: none"> • self-esteem • effective communication • individual differences • managing stress

Values and attitudes:

OBJECTIVES	OUTCOMES
<p><i>Students will develop:</i></p> <ul style="list-style-type: none"> • a sense of their own worth and dignity as individuals 	<p><i>Students will achieve this objective when they:</i></p> <ul style="list-style-type: none"> • accept themselves as they grow and change • value themselves as an important member of various groups • accept the importance of developing a personal value system
<ul style="list-style-type: none"> • respect for the values and attitudes of others 	<ul style="list-style-type: none"> • value the similarities and differences between themselves and others • respect the rights, feelings and efforts of others • show concern for the welfare of others • question forms of discrimination against people on the grounds of their sex, race, marital status, sexuality or disability
<ul style="list-style-type: none"> • a sense of belonging 	<ul style="list-style-type: none"> • recognise the contribution they and others make to social living • recognise the importance of family life • display a commitment to developing and maintaining positive relationships • value positive relationships



Skills:

OBJECTIVES	OUTCOMES
<i>Students will develop skills in:</i>	<i>Students will achieve this objective when they:</i>
<ul style="list-style-type: none"> communicating effectively with others 	<ul style="list-style-type: none"> share ideas, feelings and information with others demonstrate the skills associated with assertiveness
<ul style="list-style-type: none"> thinking critically about personal and community lifestyle issues 	<ul style="list-style-type: none"> explain key facts and opinions related to lifestyle issues describe cause and effect relationships
<ul style="list-style-type: none"> decision making in the context of maintaining healthy lifestyles 	<ul style="list-style-type: none"> assess the impact that key influences have on decision-making identify lifestyle decisions important to them
<ul style="list-style-type: none"> interacting effectively with others and the environment 	<ul style="list-style-type: none"> make positive contributions to group activity both competitive and cooperative situations
<ul style="list-style-type: none"> individual and shared problem-solving 	<ul style="list-style-type: none"> generate alternatives to particular problem situations select from a variety of alternatives after considering the consequences
<ul style="list-style-type: none"> clarifying their own value system 	<ul style="list-style-type: none"> share those beliefs and principles they hold to be important for well-being evaluate different points of view

Knowledge and understanding:

OBJECTIVES	OUTCOMES
<i>Students will develop skills in:</i>	<i>Students will achieve this objective when they:</i>
<ul style="list-style-type: none"> the physical, social and emotional changes that occur throughout life 	<ul style="list-style-type: none"> identify the physical, social and emotional needs of children and adolescents
<ul style="list-style-type: none"> principles underlying the development and maintenance of positive relationships 	<ul style="list-style-type: none"> identify the groups to which they can belong and the influences of those groups on them explain the importance of communication for positive relationships describe the types of responsibilities involved in different relationships
<ul style="list-style-type: none"> factors that contribute to personal awareness and their effect on behaviour 	<ul style="list-style-type: none"> compare the needs, feelings and beliefs of themselves with those of others describe ways they can support the self-esteem of themselves and others explain ways in which feelings of empathy and respect influence behaviour toward others



Teaching Strategies

Overview

This unit provides a sequence of learning for exploring the various types of relationships and how and why relationships change. Learning experiences may be enhanced by involving Aboriginal parent/community representatives as group facilitators or resource people. The topics are:

1. Relationships Take on Many Forms
2. Relationships, Power and the Workplace
3. Relationships and Families
4. Friends
5. Maintaining Relationships
6. Changing Relationships.

1. Relationships Take on Many Forms

Brainstorm with students all the types of relationships they can think of. Use questions to facilitate the discussion – for example:

- What are all of the relationships you have at school – teachers, principal, friends, older/younger students, etc?
- What sports do you play? Who do you play with? Who else is involved?
- How would you describe your different family relationships?
- Do you work part-time? Who for? Who with?
- Who are the most important people in the world to you?

Write the list on the board.

Using an appropriate text or video ask students to identify the types of relationships that are presented. Good examples include:

- Streetwise Comics, *Taking a Stand* (deals with harrasment and discrimination)
- Streetwise Comics, *Wize Up* (deals with employment and training among other issues).

Hint: Make sure that the materials used are culturally appropriate and interesting in their presentation of various types of relationships. The materials should also demonstrate a change in the relationships presented.

Ask students to work in small groups to explore the following:

- the ways in which the relationships changed (or didn't) during the story
- the factors that affected or influenced the relationships
- what would be different if the factors were removed or changed (for example peer pressure, life circumstances, death, discrimination, etc).

Ask students to re-construct or re-write the story changing as many of the relationships as possible and the factors that impacted on each character.

Finish the session with students presenting their new story – either as a storyboard, role-play or a narration to the whole class. Students should identify the key factors that led to positive changes in relationships.

2. Relationships, Power and the Workplace

Who has the Power?

Discuss with students the concept of power. You might use the school as an example and ask students who they think has the most power within the school. Ask students to think about what makes that person/people the most powerful. Present a scenario to students whereby the school is damaged or destroyed. Ask them to consider if the same person/people are still powerful. Ask students to consider what makes someone powerful. In the case of the school – if it is destroyed is the person's power located within the school building? Work through this discussion to build a class definition of 'power'. Write this on the board.

Hint: There are a number of examples you could use including fictional characters and sporting personalities. You might ask a student to name their 'hero' and then explore whether or not students think the person is 'powerful'.

Present to students an example of an organisational chart. Ask students what they think it represents with particular reference to the organisation's positions and relationships. Allocate to each student a position in the organisation and ask them to pair off. (The organisational chart may be fictional but there are many actual sources available. See the Central Australian Aboriginal Media Association website for a good example on line, or most government departments have their organisational structures available.)

Ensure that there are enough levels within the chart for students to explore. You may need to include a position description and/or role statement for each position.

Hint: Include aspects such as salary, role, responsibilities, reporting lines, education/training, skills, personal traits required, etc. See the DETYA Job Guide for assistance if you are developing them yourself; however, it would be useful to use factual examples if possible.

Ask students to work in pairs to explore the nature of 'power' and its potential impact on working relationships by holding a 'conversation' in the roles of their allocated 'positions'. Ensure that positions mix and match at least three times. Have students report back on their experiences, including their thoughts on whether or not they felt powerful and why or why not. Ask students if there were differences between each of the conversations they had and if so, why.

Hint: You may need to provide a 'scenario' to get them talking at first. For example, one person must ask the other to complete a work task, or one person must ask the other about a customer complaint. Make the scenarios as realistic as possible.

Power in the Workplace

Have students form small groups. Provide each student with a worksheet representing a possible workplace issue. (See PDHPE Worksheets 1–7 for examples.)

Issues may include:

- Sexual harassment
- Racial discrimination
- Unfair dismissal
- Equal Employment Opportunity



- Occupational Health and Safety
- Reconciliation
- Industrial action.

Ask students to undertake research into each of these issues and to explore the positive and negative aspects of each. Research should include legislation, protection, rights, responsibilities, etc. Have students construct a poster for a workplace of their choice to provide information to the community and/or employees about the issue.

Provide students with appropriate resources to assist with this including:

- Pamphlets from appropriate government and non-government agencies
- Internet site addresses
- Newspaper articles (including the *Koori Mail*).

Ask each group to present their posters with a brief explanation. Conduct a whole class discussion about the impact these posters may have in a workplace context. Include in the discussion:

- How does knowledge impact on relationships?
- How does knowledge impact on the nature of power in relationships?
- How can power shift in relationships (in and beyond the workplace)?

3. Relationships and Families

Understanding My Family

Invite a local Aboriginal person to discuss with students their thoughts and experiences relating to family and how these differ from a range of 'Western' views and definitions of family. You might ask a small group of people to share their experiences. Be aware that there will be a number of different experiences which may or may not include members of the Stolen Generation. You should be sure to brief guests prior to the session on the topics to be discussed and the objectives for the lesson. Ensure that the guest(s) feel welcome to stay and work with students after the presentation if they would like.

Continue the discussion by asking students to think of different definitions and issues relating to family. Brainstorm and write up on the board. Be sure to include nuclear, single parent, extended, single sex, and other cultural perspectives.

Ask students individually to construct a mind map or diagrammatical representation of their family. They must include aspects such as:

- Who is 'in' my family?
- What are the roles within the family and who fulfills them?
- What influences my family? (negatively or positively)
- What are the responsibilities for me within my family?
- What are my 'rights' as a family member?
- What's good about being part of my family?
- What don't I like about being part of my family?
- What are my obligations?
- How does my family influence me? (in relation to aspirations, school, friends, sport, etc)

Ask students to imagine they are introducing a new family member and to write a short script that they could use for the introduction. They should consider incorporating each of the aspects from their mind maps. Students may wish to present their work to the class or guests.

'Family' Video

Show students the video *Urban Clan: A Portrait of the Page Brothers and the Bangarra Dance Theatre*. Discuss with students their thoughts about the video. Brainstorm with the class as a whole several aspects of the video including:

- What sort of relationships were presented in the video?
- How do these relationships impact on the brothers' lives today?
- How did these relationships influence their decisions? (include personal decisions, work or career related decisions, education, etc)
- Are the relationships positive or negative? What makes them so?

4. Friends

'Advertising' for a Friend

Ask students to create an advertisement for a 'friend' to be placed in the local newspaper. Tell them they have a 20-word limit to capture all the things that are important to them about friends. They must therefore be very careful about how they phrase the advertisement and it also must make sense. Have them reflect on their own advertisement and consider the degree to which they have the qualities of a good friend.

Provide students with an example first and read it to the class. Discuss the advertisement asking students to consider:

- What the ad says about the person who wrote it.
- What the ad says about the sort of friend that the person is looking for.
- Do they fit the ad? Why/why not?
- Does the ad make sense?
- Do they think it would achieve its objectives?
- Would their real friends answer it?

Ask students to independently construct their own advertisements. Students should be encouraged to compile a list of important characteristics first and then consider their priorities. Students may wish to 'brainstorm' in small groups to build a bigger list from which to choose. Allow enough time for students to read their ads to the class.

Positives and Negatives

Ask students to consider the possible negative or difficult aspects of friendships. For example discuss with students:

- Peer pressure.
- Being let down by a friend.
- Being lied to by a friend.
- What happens when a friend becomes girlfriend or boyfriend.
- What happens when a friend moves away.
- What happens when a friend no longer wants to be your friend.
- What happens when a friend has a girlfriend or boyfriend and no longer spends time with you.
- Having a big argument with a friend in which you believe you are right.

Ask students to re-form groups from previous sessions and to consider each of the scenarios presented. Ask students to think of five possible responses to each scenario as presented in the discussion and to write them down. Ask them to highlight which is the best response to deal with each scenario.

Hint: As an extension activity you may wish to follow a similar process to the scenarios presented in topic 2 dealing with power and the workplace.

When students are finished, collect all answers and ask one student to read out each group's answers to the first scenario. Ask one student which they think is the best response and why. Ask another student if they agree and debate until a consensus is reached, which may be recorded on the board. Continue until all scenarios are discussed and agreement is reached on which responses are the best. Ask students to now consider their own answers that they highlighted in their groups and see if they have changed.

5. Maintaining Relationships

Reconciliation

Start the session with the following quote from the Council for Aboriginal Reconciliation written on the board:

The National Strategy to Advance Reconciliation, *Roadmap for Reconciliation*, aims to ensure:

- *that all Australians enjoy, in daily life, the fundamental equality of rights, opportunities and acceptance of responsibilities; and*
- *the status and unique identities of Aboriginal and Torres Strait Islander peoples, as the first peoples of Australia, achieve recognition, respect and understanding in the wider community.*

Choose one student and ask them to identify the three most important words for them in the statement. Continue with a number of students and discuss their reasons for choosing particular words.

Ask students to consider how the concept and principles of reconciliation can assist in a broader context. Provide students with a definition of Reconciliation or build a group definition from the discussion. As the Council's *Roadmap* suggests, a number of key actions and principles should be included in the discussion such as:

- Leadership
- Education
- A 'People's Movement'
- Protocol and ceremony
- Symbols
- Formal recognition
- Partnership
- Community
- Access to employment and resources
- Effective business practices
- Skills development
- Legislation
- The Australian Constitution

Hint: It would be useful to provide all students with a copy of the Roadmap which is available online at the Council's website (<http://www.reconciliation.org.au>).

Ask students to break into their groups from previous sessions. Provide each group with a 'character' demonstrating a variety of contexts. For example:

- Oldest sibling of a family
- Part-time employee
- Volunteer youth worker
- Mother
- School student
- Manager of a large shop
- New immigrant of non-English-speaking background.

Ask students to brainstorm within their groups how the concept of Reconciliation can assist their 'character' in the positive development and maintenance of the various relationships in their life. Students should be encouraged to be as creative as possible and think about the various aspects of people's lives and the context of different relationships. Groups should present their findings to the class as a whole discussing the roles of the person and how they can put Reconciliation into practice on a daily basis.

Personal Reconciliation Roadmap

Ask students to work independently and develop their own 'roadmap' or action plan for Reconciliation and how they can incorporate these concepts in their own relationships. It may be useful to work through a planning process by asking students to consider the following:

- Defining the task
- Defining the outcomes
- What they need to achieve the outcomes and complete the task
- What is the deadline?

6. Changing Relationships

Life Story Case Studies

Invite guest speakers to provide an overview of their own life experiences and how they have changed over a period of time. Ideally you should ensure that the guest speakers represent:

- Indigenous people from a number of organisations
- Volunteer workers
- Part-time and full-time employees
- Employers.

Ask the guests to provide brief autobiographies and to include topics such as:

- Various careers they have had
- Places they have lived
- What they currently do (paid and unpaid work)
- Their interests



- What their aspirations were when they were younger
- Who influenced them
- What their aspirations and influences are now
- Important people in their lives.

Encourage students to ask questions. This may be assisted by brainstorming before the guests arrive and recording a list of questions.

Hint: If time or other constraints make the organisation of a panel of guests difficult, you might use appropriate text or videos to facilitate discussion. For example, Film Australia has a very good selection of materials that may be useful. See their website: <http://www.filmaust.com.au>

Managing Change

Ask students how they think people manage with changes in their lives. Discuss the various sorts of changes that people undergo. Write a number of headings on the board such as:

- Physical changes (negative or positive, disability, etc)
- Changes in aspirations
- Changing where one lives (interstate, city, country, overseas, etc)
- Changes in educational status (ie finishing school, starting a new course, etc)
- Changes in employment
- Changes in the important people in ones' life (ie cause of a negative change in the relationship, death, divorce, etc).

Ask students to re-form their groups and brainstorm all the changes they have been through in their lives. Have them write down how they have managed these changes. This could be represented by students using two columns listing the change and the strategies to manage the change. Ask students to share their ideas with the class as a whole.

Hint: Provide students with examples such as moving from primary to secondary school. Use questions such as:

- How did they manage the change?
- Who helped them?
- Who wasn't helpful?
- How has it affected them?
- What would they do differently?

Planning for Change

Ask students to now consider the changes they perceive they will go through in the future. Again, ask students to consider the same factors as previously. Students should work independently and be encouraged to develop an action plan listing the changes they will go through, the people and relationships involved, the means they will use to manage the change, etc. Remind students of concepts discussed in previous sessions such as:

- Power and its influence on relationships
- The power of knowledge



ACAP Units of Work

- Legal considerations, protections, etc
- Friends (positive and negative aspects)
- Family (positive and negative aspects)
- Concepts of Reconciliation
- Rights and responsibilities
- Obligations.

References

Action For Aboriginal Rights website: <http://home.vicnet.net.au/~aar>

ACTU website: <http://www.worksite.actu.asn.au>

Australians for Native Title and Reconciliation website: <http://www.antar.org.au>

Central Australian Aboriginal Media Association, website: <http://www.caama.com.au>

Council for Aboriginal Reconciliation, see the website: <http://www.reconciliation.org.au>

DETYA *Job Guide*, see the website: <http://www.thesource.gov.au>. Also has other useful information relating to young people, services and their rights.

Employment Advocate website: <http://www.oea.gov.au>

Equal Opportunity for Women in the Workplace Agency website: <http://www.eeo.nsw.gov.au>

Film Australia has a wide selection of materials, see the website: <http://www.filmaust.com.au>

Human Rights and Equal Opportunity Commission website: <http://www.hreoc.gov.au>

Industrial Relations Commission website: <http://www.airc.gov.au>

Koori Mail is now online as well as available in print, see the website: <http://www.koorimail.com>

Lawlink website: <http://www.lawlink.nsw.gov.au>

National Occupational Health and Safety Commission website: <http://www.nohsc.gov.au>

Streetwise Comics have a number of publications that could be used in this unit. See the website for more information: <http://www.ozemail.com.au/~stwize>

Urban Clan: A Portrait of the Page Brothers and the Bangarra Dance Theatre, a film by Michelle Mahrer (55 minutes), Ronin Films.

Youth NSW website: <http://www.youth.nsw.gov.au>



Sexual Harassment

Definition:

'In general, sexual harassment is any form of sexually related behaviour that:

- you do not want
- offends, humiliates or intimidates you
- in the circumstances, a reasonable person should have expected would offend, humiliate or intimidate you.'

Quote from the Anti-Discrimination Board website:

<http://www.lawlink.nsw.gov.au/adb.nsf/pages/harassment>

Setting the scene:

Some guys at school are always whistling and calling out at the girls when they're practising or training for sport. The girls usually ignore it and just keep on practising but none of them like it. One girl suggests they should get back at the boys somehow but they're unsure how. Another girl thinks they should just continue to ignore them; that's what their coach says too.

Food for thought:

- How should this situation be resolved?
- Is this sexual harassment? Why or why not?
- Give examples of sexual harassment.
- Give examples of the contexts in which sexual harassment can be found.
- What are other forms of 'harassment'?
- How is sexual harassment similar to or different from other forms of harassment?

Find out more:

Anti-Discrimination Board website: <http://www.lawlink.nsw.gov.au/adb.nsf/pages/index>

ACTU website: <http://www.worksite.actu.asn.au>

Human Rights and Equal Opportunity Commission website: <http://www.hreoc.gov.au>

NSW Department of Education and Training website (child protection information):
<http://www.det.nsw.edu.au/policy/chilprot/welcome.htm>

Racial Discrimination

Definition:

‘When you are treated unfairly or harassed because of your race, colour, ethnic background, ethno-religious background, descent or nationality.’

Quote from the Anti-Discrimination Board website:
<http://www.lawlink.nsw.gov.au/adb.nsf/pages/whatis>

Setting the scene:

Every year around Christmas the local supermarket takes on extra part-time workers to cope with the Christmas rush. For two years Joe’s been applying for a part-time position with the store. Both years he’s been knocked back even though other kids with less work experience than him have been given jobs. Joe thinks he’d make a perfect employee as he’s done some work in his uncle’s milk bar and he knows he’s a hard worker. Joe’s beginning to think there’s another reason the owner won’t employ him. The more he thinks about it the angrier he gets. After all there are no other Kooris working in this supermarket. Joe thinks he might take his own action.

Food for thought:

- What should Joe do? Why?
- What would you do if you were in Joe’s position?
- Do you think this is a case of racial discrimination? Why?
- What are some examples of racial discrimination?
- What are other forms of discrimination? Think of examples.
- Write your own definition of racial discrimination.

Find out more:

Anti-Discrimination Board website: <http://www.lawlink.nsw.gov.au/adb.nsf/pages/whatis>

Youth NSW website: <http://www.youth.nsw.gov.au>

Human Rights and Equal Opportunity Commission website: <http://www.hreoc.gov.au>



Unfair Dismissal

Definition:

'The term 'unfair dismissal' basically means that an employee has been dismissed in violation of their contract, award or the law and that their treatment has been harsh, unjust or unreasonable.'

Quote from the ACTU website: <http://www.worksite.actu.asn.au>

Setting the scene:

Kelly's Mum works at the local community centre as a cleaner. The work is hard going but with six kids to look after, it helps pay the bills. Kelly worries about her Mum as she thinks she works too hard and has too much to do. Kelly's even considering leaving school' cause she thinks she'd be better off helping her Mum with her youngest brother Mick. Mick's only 3 and he's got really bad asthma. Just when Kelly thought things were looking up, Mick took a really bad turn and had to be taken to the hospital in town. He was okay, but Kelly's Mum missed her morning cleaning shift. Her boss hit the roof and sacked her on the spot.

Food for thought:

- Is this a case of unfair dismissal? Why?
- What would you do if you were Kelly?
- Who would you contact for help?
- Can you think of other examples of unfair dismissal?

Find out more:

ACTU website: <http://www.worksite.actu.asn.au>

Industrial Relations Commission website: <http://www.airc.gov.au>

NSW Lawlink website: <http://www.lawlink.nsw.gov.au>

Equal Employment Opportunity (EEO)

Definition:

'EEO is about:

- making sure that workplaces are free from all forms of unlawful discrimination and harassment
- providing programs to assist members of EEO groups to overcome past or present disadvantage.

This means having workplace rules, policies, practices and behaviours that are fair and do not disadvantage people because they belong to particular groups.'

Quote from the website of the NSW Office of the Director of Equal Opportunity in Public Employment:
<http://www.eeo.nsw.gov.au>

Setting the scene:

Sarah has just started golf and wants to join the local club. She fills in her application and sends her fee to the club hoping to receive her membership after a couple of days. Two weeks later when she hasn't heard back from the club, she calls to see if there is a problem. She's told by the assistant that there's just been a delay and she should receive her membership in a couple of days. Two more weeks go by and still nothing. Sarah goes to the club house this time and speaks to the manager. After a long discussion Sarah discovers that they are not going to allow her to join. Apparently, the club does not have 'facilities' for women and there are no other female members.

Food for thought:

- How does this example relate or compare to the principles of EEO?
- What are some ideas for introducing EEO practices in the workplace?
- Can you think of other groups besides women EEO practices can assist?
- What is Affirmative Action?
- Is this case an example of discrimination?

Find out more:

Equal Employment Opportunity website: <http://www.eeo.nsw.gov.au>

ACTU website: <http://www.worksite.actu.asn.au>

Youth NSW website: <http://www.youth.nsw.gov.au>



Occupational Health and Safety (OH&S)

Definition:

‘Duty of care requires everything ‘reasonably practicable’ to be done to protect the health and safety of others at the workplace. This duty is placed on:

- all employers;
- their employees; and
- any others who have an influence on the hazards in a workplace.’

Quote from the National Occupational Health and Safety Commission’s website:
<http://www.nohsc.gov.au>

Setting the scene:

You have just started a new part-time job working in a pizza-and-pasta restaurant in town. Your shifts are Friday and Saturday nights but you’re on trial for the first month. You got the job through friends of the family. On your first night you notice that the wiring for the oven is exposed and is very close to the sink. During your second week, you mention it to one of the other young guys who works there as well. He just brushes you off saying it’s best not to cause trouble.

Food for thought:

- What would you do in this situation?
- What are your rights as an employee?
- What are your responsibilities as an employee?
- Why is OH&S important?

Find out more:

National Occupational Health and Safety Commission’s website: <http://www.nohsc.gov.au>

ACTU website: <http://www.worksite.actu.asn.au>

Reconciliation

Definition:

'If reconciliation is to mean repairing the past, then we (white Australia) aren't taking it very seriously. We should:

- Give back the giveable — such as available land
- Restore the restorable — such as culture and language centres.

And then, when we have given back the giveable and restored the restorable, we can give money as reparation and restitution. This will not revive the dead or relieve past pain, but it will do some real good in the present and future.'

Extract from Reconciliation Week speech by Professor Colin Tatz, Macquarie University.

Setting the scene:

Your local council has received a proposal from the area's Aboriginal Land Council to change the name of a park to an Indigenous name. The area is of significance to local Aboriginal people. The park is named after a founder of the European settlement in the area. There is much public debate about the proposed name change with the Aboriginal Land Council arguing that the change would be a good step in the Reconciliation process and for the area generally. Opponents to the name change say it would be disrespectful to the legacy of the settler and his family who still live in the area.

Food for thought:

- Should the name of the park be changed? Why or why not?
- Explore further the arguments of both 'sides'.
- How does this scenario relate to the broader issue of Reconciliation in Australia?
- Is this an important example of how Reconciliation can be progressed? Why or why not?

Find out more:

Action For Aboriginal Rights website: <http://home.vicnet.net.au/~aar/>

Australians for Native Title and Reconciliation website: <http://www.antar.org.au/>

Council for Aboriginal Reconciliation website: <http://www.reconciliation.org.au/>



Industrial Action

Definition:

‘An organised disruptive act taken by a group of workers — such as a strike or stop-work meeting. “Protected industrial action” is the term used for a legal strike in Australia. Under the law employees cannot be disadvantaged for being part of a protected action.’

Quote from ACTU website: <http://www.worksite.actu.asn.au>

Setting the scene:

Your older brother has just started a new job at the local car manufacturing company. He has been out of work for nearly a year and is really short on cash. The first week goes really well and he is enjoying the job. On Tuesday of his second week the union calls a meeting and all the workers agree to strike. Apparently some of the workers are unhappy about longer working hours they’ve been asked to do and want compensation. Your brother’s just happy to be earning some money and is worried he may jeopardise his job with the company if he goes on strike.

Food for thought:

- Should he strike too?
- Who can he talk to?
- Can he really lose his job?
- Who does his decision affect?
- What other forms of industrial action are there besides strikes?

Find out more:

ACTU website: <http://www.worksite.actu.asn.au>

Employment Advocate website: <http://www.oea.gov.au/>

13. VISUAL ARTS – STAGE 5 YEAR 9

Art in the Real World

Duration: 10 weeks

Introduction

This teaching and learning program has been written in accordance with the *Visual Arts Years 7–10 Syllabus* (updated and reprinted 1997) and comprises three units of work, each focusing on different visual arts career options. Each unit requires students to engage in and develop understanding of the visual arts practices of making, critical study and historical study through their study of subject matter, forms and frames. While the cultural frame is primarily used to select content in each unit, the subjective, structural and postmodern frames are also used in particular learning opportunities that provide alternative ways to explain ideas about the roles of critics, historians, artists and designers and their work.

The three units of work focus on different career options and choices available in the visual arts. Topic 1 investigates artists and designers working in the fashion and textiles industry. Topic 2 examines the work and training of painters making a living as fine artists who make works for sale at exhibition or for commissions. Topic 3 looks at the ways artists, designers and craftspeople can work as individuals, as members of cooperatives and as employees of commercial companies.

This program is designed for approximately 10 weeks duration but it could be developed over a 15-week period. Alternatively, aspects of the topics could be offered as short investigations, or could be reworked to suit the needs and abilities of students studying the Mandatory Course in Visual Arts in Stage 4.

As part of the careers education program this Visual Arts program provides students with opportunities to investigate the range of career choices available in the visual arts in contemporary society. It looks at ways in which the artistic practices of a range of contemporary artists, designers and craftspeople are shaped by their education, training, employment, cultural background, economic circumstances and role in the artworld.

The development of Career Education Outcomes is facilitated in a number of ways throughout the program. These are documented below as are the Syllabus References. Through consideration and investigation of the roles and practices of fine artists, graphic designers, fashion designers and artists working in cooperatives, students gain an awareness of possible career choices, pathways and employment in the visual arts. Consideration is also given to the contribution and work of art critics and art historians in the visual arts, how they are employed and how their work can be understood in relation to artists and designers.

Indigenous perspectives are incorporated in this program through the inclusion of the investigation of works by Aboriginal artists, designers and craftspeople. Where possible, local Indigenous knowledge and expertise should be used.



Career Education Outcomes

Critically evaluate personal qualities and physical attributes as they apply to career choice and the requirements of the workplace.

- Recognise that individuals have different skills, abilities and talents.
- Identify social and interpersonal skills needed to work cooperatively in a variety of work situations, paid and unpaid.
- Relate their own interests and values to different work tasks and occupations.
- Identify career choices that suit their interests and personal characteristics.
- Recognise that interests, values and skills related to work roles vary with age, experience and changing circumstances.

Analyse the key factors in influencing the career values, aspirations and achievements of individuals and groups.

- Discuss factors that influence an individual's choice of an occupation.
- Describe how gender, race and socioeconomic status may influence an individual's career aspirations.

Analyse the place and meaning of work in the life of individuals and communities.

- Categorise some different forms of work (self employment, parenting and part-time, full-time, volunteer, and household work).
- Identify contributions made by people doing different forms of work in the community and say why they are valued.
- Demonstrate an appreciation of the role of work (paid and unpaid) in an individual's life.

Describe cultural and structural features of the world of work.

- Identify factors that enhance work outcomes (rewards, satisfaction, security, safety measures).
- Recognise that there is a place in the world for people with different skills, abilities and talents.
- Identify factors that enhance or impede work outcomes for the individual and organisation.

Describe features of the labour market including emerging trends and the impact of change.

- Investigate if values associated with different forms of work have changed over time.
- Explain the high participation rates of one gender or of a particular cultural group in some occupational paths.
- Investigate and discuss the impact of technology on the nature of work in a range of occupations.

Identify occupational pathways and their related educational, training and skill requirements.

- Identify skills and understanding that may be transferred from one form of work to another.
- Describe relationships between education, training, skills and experience and work opportunities.
- Analyse workplace practices in an occupational field and predict future changes.
- Identify school courses and further study options associated with different occupational pathways.
- Investigate and report on different occupational pathways and their educational and training requirements.
- Describe selected occupations in terms of the tasks performed, entry and training requirements and appropriate personal characteristics.



ACAP Units of Work

Recognise the ongoing nature of career path planning.

- Describe key decisions in the career pathways of different people.
- Identify different needs and priorities that emerge throughout the lifespan.
- Explain why individuals need to review career plans to respond to changes in work.
- Demonstrate flexibility in generating personal career action plans to provide for a range of contingencies.

Use appropriate strategies for career decision making and career planning.

- Describe and assess different methods of making career decisions.
- Describe the key influences on decisions made in work situations in the home and at school.
- Describe school and other work options and the rationale for making personal choices.
- Use a range of appropriate resources in clarifying work and career goals.
- Use their knowledge of occupational pathways and their education and training requirements to develop possible career plans.

Locate and use a range of career planning support materials and services.

- Use a range of occupational and course information resources to investigate future career, post-secondary education and training options.

Demonstrate the application and interview skills required for entry into employment and post-secondary education and training courses.

- Explain personal strengths or suitability for a particular job in a simulated interview situation.

Discuss the lifestyle changes and personal adjustments involved in the transition from school to post-school employment and further education.

- Identify use of time management and goal setting strategies in work and study situations.
- Describe and analyse the emotional stages individuals go through during transitions that are both planned and unplanned.

Syllabus References

This unit contributes to student achievement of Stage 5 outcomes. Through this unit students should be able to:

Making	<ul style="list-style-type: none">• Understand how symbolic images and objects can be used to communicate ideas about society in artworks• Investigate how the properties of printmaking and assemblage can be used to make wearable artworks• Understand how portraits can reflect ideas about the personality, history and interests of the subject represented• Explore and understand how the properties of paint may convey particular attitudes to art to viewers• Understand how ideas can be communicated to viewers using signs and symbols• Investigate how computer technology can be used to develop and produce designed images and artworks
--------	--



Critical Study	<ul style="list-style-type: none">• Justify and sustain evaluative accounts about the symbolic meanings communicated in fabric designs• Understand how the meaning and value of fabric designs involves an understanding of the cultural history and traditions of artists• Acknowledge the role of critics and judges in relation to art awards and competitions in the visual arts• Justify personal evaluations of portraits that are supported by evidence• Understand how postmodern interpretations of artworks involve uncovering the motivations of artists and designers• Sustain, in oral and written forms, speculative arguments about how contemporary designers use humour and satire in artworks to critique traditions in society
Historical Study	<ul style="list-style-type: none">• Explain the influence of significant events, traditions and contexts on the work of an artist• Explain in oral and written form how an artist's heritage and history contributes to the development of their artistic practice• Understand how art historians investigate the significance of artists and their works in contemporary society• Explain, in oral and written form, the fortunes and features of an artist's practice over time• Investigate the history and traditions of different types of design companies• Explain the significance and contribution of particular design companies to defining the Australian cultural identity

Topic 1: Artists and Designers in the World of Textiles and Fashion

Content

Subject Matter

This program focuses on people. Students explore and investigate the activities, education and occupations of artists and designers making artworks related to garment and fabric design.

Forms

The forms used in this program are printmaking, painting and assemblage. Students design and construct a wearable artwork using a combination of hand-painted and printed fabric and an assemblage of found and recycled objects.

Frames

The cultural frame is used to consider the role of artists in making artworks that contribute to defining social identity.

The structural frame is used to interpret the communicative function of artworks involving the use of found objects, symbols and iconic imagery.

Assessment

Student work will be assessed throughout the unit and will be assessed both formally and informally.

Teaching and Learning Strategies

1. Historical study: Peter Tully's career as an artist

The work and career of Peter Tully is investigated. The teacher presents an overview of his life and describes his education, how and why he became an artist, the exhibitions and other events which have featured his work, and why he is regarded as a significant artist today. Consideration is also given to how Tully's works have been influenced by his interest in the ceremonial costumes and tribal art of Melanesian, African and Indian cultures. Special attention is paid to how he became an artist by studying as a jeweller, becoming a prop designer, and directing the Sydney Gay and Lesbian Mardi Gras for several years.

Students consider how Tully's different roles and career choices have influenced the nature of his artworks. Attention is given to the concepts Tully represents in these works, how these reflect the social context of his world at the time they were made, why these works were considered challenging at the time he made them, and the relationship of the materials to his concepts.

Students explore other examples of Tully's jewellery and costume works by locating them in gallery collections (eg NGA and National Gallery of Victoria, Powerhouse Museum) and using the internet or journals. By downloading or photocopying images of his work, the class collaboratively curates an exhibition of a range of his artworks to characterise his artistic practice over time. This could be situated as a retrospective exhibition of his work. They could also develop a chronology outlining his life history, travels, training, employment, education, achievements and work as an artist. Obituaries and other tributes contain accessible accounts of his main interests and directions as an artist.

2. Making: Exploring the concept of Australian identity

Students make designs for a wearable artwork. They draw images of possible designs for a formal outfit, hat or range of 'jewellery' representing contemporary Australian culture and iconography and identity. For example, they could explore the ways that products and images such as Vegemite, Sao biscuits, beer, barbecues and surfboards can be used as iconic images of Australian society. They could also consider people or cultural groups as subject matter symbolising aspects of Australian history and tradition. These could include contemporary and historical politicians, television celebrities, Aboriginal and non-Aboriginal activists, parents and family members.

In terms of the material form of the artwork, the wearable is made of an assemblage of hand-painted and or printed fabric and recycled, disposable or found objects such as plastic plates and cutlery, drink containers, garbage bags and other inexpensive household items. Students begin collecting various materials required for the construction of the work. They are encouraged to consider how ready-made garments could be used to form a structure to support the assemblage of objects.

Consideration is given to ways the designed fabric complements and supports the wearable objects used to make the work. Students consider the appropriate selection of colour, texture, repetition and imagery to create an integrated design for the wearable artwork. They add coloured versions of the back and front views of the design to the documentation and planning for the artwork in their diaries.

3. Critical study: Interpreting the meaning of works

The teacher gives an outline of the careers of Bronwyn Bancroft and Ken Done. Students participate in a critical evaluation of artworks such as Bronwyn Bancroft's silk paintings and Ken Done's fabric designs as examples of designed garments. The following critical questions could be used by the teacher to focus a class discussion of the communicative and social value of the works.



Using the cultural frame students consider:

- How do the different styles of clothing and/or imagery by each artist represent or challenge social issues, traditions and attitudes?
- How do Bronwyn Bancroft's images and designs reflect ideas about her indigenous cultural heritage?
- Ken Done's works are often said to reflect the Australian cultural identity. Why might this be the case?
- Describe the materials and conventions used to make wearable artworks. Suggest ways these materials communicate ideas about contemporary society.
- How has Ken Done used images and symbol systems to communicate ideas about Australia? What would audiences need to know about the symbols he uses?

Using the structural frame students could consider:

- Clothing is often regarded as a functional item. What is the function of each artist's wearable art?
- How might an audience 'read' Bancroft's visual imagery? What ideas or messages might they think about when viewing her work?

In reference to the main points covered in the discussion, students write an interpretation of one example by each of the artists. Their responses are read aloud, and commented on in terms of how the accounts reflect the character of the class discussion or offer new interpretations of the works.

4. Making: Developing hand-painted and printed fabric designs

Students make a series of pencil drawings of objects or people that could be used to represent or symbolise aspects of contemporary society. Their preliminary ideas are documented in their diaries.

The teacher demonstrates a range of printmaking and fabric painting techniques and materials. The symbolic drawings are then simplified and traced onto the surface of a lino block which is then cut. Alternatively images are lightly traced onto fabric or readymade garments creating a decorative repeat pattern which is then hand-coloured.

Construction of the work commences and students consider ways to use readymade garments as the basis for parts of the wearable work. For example, objects and fabric could be attached to an old dinner suit, dress, hat or pair of jeans which provide the structural foundations of the garment. Alternatively, students could consider using found objects such as plastic containers that are cut into bangle shapes or necklace pieces and covered with fabric to create wearable jewellery pieces.

5. Making: Resolving and exhibiting artworks

A critical discussion of work nearing completion is undertaken by students in small groups. Students are reminded of their knowledge of Peter Tully's artworks and how he communicated ideas in his works. They consider such things as ways to strengthen the concept represented in the work through additional materials and objects and how they could unify their designs so as to represent a set of related pieces or a coherent whole garment.

Students make adjustments to their artworks, and exhibit them in the form of a fashion parade. Appropriate music, reflecting Australian culture, is selected for the event, and each student prepares a short statement about their intention as an artist in making the work, what the work is about and what it is made of. Other classes, members of the school community and the principal are invited to be the audience for the parade and a compere hosts the occasion. Members of the class could also take on the role of photographers and critics writing an article for the school bulletin.

Topic 2: A Career as a Fine Artist

Content

Subject Matter

This program focuses on people. Students explore and investigate the activities, education and occupations of fine artists making a living as painters.

Forms

The forms used in this program are drawing and painting. Students are asked to make a portrait painting based on their research of an artist, their work and their educational background and success as a fine artist.

Frames

The cultural frame is used to provide a focus on the social, economic and political forces shaping the careers of artists in contemporary Australian society. Consideration is also given to traditions, attitudes and beliefs about people who become successful artists, and how issues such as class, race and gender can affect career opportunities and choices.

The subjective frame is used as a way to develop students' writing of personal judgements about artworks made by other students. This assists students to consider how critics may take a particular view in developing a response to a work. This provides an introduction to the work of art critics.

Assessment

Student work will be assessed throughout the unit and will be assessed both formally and informally.

Teaching and Learning Strategies

1. Historical study: People who tell stories about artists' careers

Students discuss the concept of 'art historian'. The teacher leads a discussion about what they understand of the role and tradition of writing art history. They speculate about the purpose of art history and the relationship of art historians to artists and their works. Students recall examples of art historians they have heard of and explain what art historians do as an occupation, how art historians research and record ideas through document searches, interviews and archival and library investigations, and the types of university courses that art historians may have studied. Consideration is also given to examples of art historical narratives published in books or journals or in the form of television documentaries such as *The History of British Art*, *Shock of the New*, and *Civilisation*.

Students write a short story of an artist's life, work and career. The artists nominated for investigation are Trevor Nickolls, Vicki Varvaressos and Davida Allen. The teacher explains that the task is to write an art historical explanation of the significant events, achievements and background of one of the artists. Students take on the role of art historian by writing an article for an art journal or catalogue entry for a retrospective exhibition of the artist's work. The task also involves identifying at least three key artworks (which are nominated by the teacher in advance) that reflect the practice of the artist. Students carry out this art historical investigation of documentary evidence working in small groups. Information, in the form of catalogue extracts, chronological biographies, newspaper and journal articles from publications such as *Art and Australia* and *Art Monthly*, is made available to students so they can model their writing on other critics.



As a group students compile a list of key events and achievements that have influenced the career and fortunes of the artist selected for research. This investigation could be structured using a series of questions such as:

- When did the artist begin to paint? Where?
- When and where did the artist go to school, art school, university?
- Did the artist have other jobs? Why or why not? If so, what were they?
- What were the main influences on this artist's ideas? (These might include other artists, teachers, parents, events at the time the artist was painting, attitudes to art at the time, cultural issues or education). Which of these may have been significant?
- What kinds of works did the artist make?
- What were the works about? Describe three examples of their work from the early, middle and late periods of the artist's career.
- List any awards, grants or scholarships the artist has won.
- List the exhibitions the artist participated in, the title of the exhibition, where and when they were held.
- What have other art historians or critics said about this artist, their works and their success? Quote the statements.

Each member of the group then takes the information gathered and writes an individual explanation of the career of the artist. Images of artworks and any other images of relevance are included. These are then published for the other groups in the class.

2. Making: Exploring ideas for a portrait of an artist

Students consider the story of the artist they have developed in the previous series of lessons. They are asked to make a drawing for a painting suggesting something about the artist they have studied. The students are asked to pretend they are entering their painting in an exhibition, similar in kind to the Archibald Prize, in which the works are judged by a panel of experts and the artist wins an award for the best portrait. The students' exhibition is strictly limited to portraits of artists and the winning works are those which provide the audience with insights into the defining features of an artist's practice.

Students make drawings in their diaries of possible ways they can represent their artist in a painting. They consider at least three possible alternatives and discuss their ideas with other students and the teacher. Students could consider beginning with a photograph of the artist as the basis for the image. They could also compile a series of studies of drawings of the objects and images they might find in the artist's studio or home. They might choose to work in a style similar to that of the artist or to appropriate images from the artist's works.

Students use their drawings to develop a composition for a painting. They consider such things as: where the artist works (studio, outdoors, what sort of space it might be), and the kinds of subjects or ideas the artist represents in their work. They consider images they could use to convey information to the viewer about other artists who may have influenced this artist's work, and where and when the artist lived and worked. Such things as awards, achievements and stylistic trends could also be symbolised through the use of images or text. They could also look at and discuss artworks by artists of other artists or themselves. Examples could include *Self Portrait* (1930) by Margaret Preston, *Self-Portrait in the Studio* (1976) by Brett Whiteley, and Tom Roberts' *The Artists' Camp* (c.1886).

3. Making: Developing and resolving the painting

Students make two photocopies of their preferred composition and, using coloured pencils, consider two different plans for the colour of the work. They consider the ways different colour choices can

reflect ideas about the artist's practice and decide on a suitable range of colours and tones. The impact of the work upon the viewer is also carefully thought about in relation to how colour can be used to draw attention to significant ideas and images in the work. Students refer to other artworks studied in Section 2 for ideas about how the use of colour can be a subtle, startling or dynamic aspect of the painting. Explorations and plans for the work are documented in the diary.

Students transfer their completed design for the painting onto canvas.

Students apply an underpaint layer of colours that are the complementary colours to the ones they have selected for the finished work. They ensure they cover the entire canvas and begin applying layers of colour to the surface of the work. Following their plan for the painting they work toward resolving the work; however, critical discussions between students and the teacher may result in changes of direction. These changes and the reasons for them should also be recorded in the diary as part of the process of making the work.

The teacher leads a critical discussion of the paintings by the class. In this discussion students consider:

- What they as audience members learn about the artist and their practice from the painting
- The success of the choice of colour and compositions and techniques
- Ways the artist could improve their work.

Recommendations for adjustment and change are noted and considered by students. Action is taken where necessary and the resolved works are exhibited for assessment.

4. Critical study: The role and tradition of being an art critic

Once the class has exhibited their paintings of artists the teacher leads a discussion focusing on the role of art critics in the artworld. The class views short video extracts featuring critics such as Robert Hughes talking to Jeff Koons in *American Visions*, Sister Wendy admiring a painting, Betty Churcher (who taught Davida Allen and went on to become the Director of the NGA), John Berger and others from programmes such *Arts Review*. Students speculate about such things as:

- The relationship between the critic and the artist – is it always happy?
- How do critics make a living?
- Who does the critic write for and why?
- How critics participate in debates
- How the views of critics shape or reflect the tastes in, and attitudes and beliefs about, art in society
- How critical points of view are supported.

5. Critical study: A Personal Judgement

Students write a subjective critical review. They select three artworks they personally believe are the most successful works in the class exhibition. They consider their judgements in terms of the criteria set out upon entering the 'exhibition' and give consideration to their beliefs about the features of good portraits. They reflect on their personal responses to the qualities in the work, how the work compares to what they know of the artist, and the kinds of associations, ideas and feelings they experience when viewing the artwork. A one-page account is developed and students focus on supporting their judgements with evidence. They should refer to what they learnt about the nature and structure of critical arguments from the video extracts, especially in relation to ways in which judgements of quality are made and explained.



Topic 3: Life as a Designer

Content

Subject Matter

This program focuses on people. Students explore and research artists and designers who are self-employed or working commercially or cooperatively in groups.

Forms

The forms in this program are drawing and graphic design. Students develop a corporate identity design for a company using computer-generated images.

Frames

The cultural frame is used in this program to focus on the role and contribution of artists and designers working in design companies or cooperative groups. Consideration is also given to artworks as commercial products, the role of the consumer, and how commercial agencies represent ideas and beliefs about design which shape social identity and marketability.

The postmodern frame is also used to critically evaluate the motivations of particular practitioners and to explore how artworks represent ideas about society in irreverent, satirical and witty ways.

Assessment

Student work will be assessed throughout the unit and will be assessed both formally and informally.

Teaching and Learning Strategies

1. Historical study: Comparing two Australian art and design organisations

Mambo Graphics and Boomalli are two examples of art and design organisations that have contributed significantly to the Australian culture and its identity. These organisations employ a range of artists, craftspeople and designers and administrators.

Mambo, a popular and successful commercial corporation specialising in surfwear, graphic design, surfboard design, furniture, casual clothing and related accessories such as watches and bags and uniform design, has grown to encompass international markets with stores in places such as London and Tokyo as well as Australia.

Boomalli, a cooperative organisation operated for and by Aboriginal and Torres Strait Islander artists, designers and craftspeople, is located in inner western Sydney. This organisation was originally formed by a group of ten Sydney-based artists representing three Aboriginal nations from the region known as New South Wales. The function of Boomalli is to support and seek funding for projects, exhibitions and consultancies involving Aboriginal urban and traditional artists.

Students research how these two organisations have become successful art and design businesses and the differences between them. They are asked to investigate how they variously contribute to defining aspects of Australian social and cultural identity.



ACAP Units of Work

Students consider the following points to guide their research of internet sites, books, and journal and newspaper articles:

- The organisation of the company, who owns it and how it operates.
- Company policies and visions, ideology and traditions.
- The different types of positions that are held within the company.
- Artists and designers employed by the company and their role within the company.
- The types of consumer markets (national and international) and audiences each company attracts and caters to.
- How products, artworks and designs are marketed and sold and how profits are used.
- The history of the growth and development of the organisation.
- Other art-related organisations that have supported their development such as the Australia Council, galleries, government funding agencies.
- Significant contributions they have made to cultural events in Australia (eg Mambos' Olympic Closing Ceremony contribution and Olympic uniform design, events related to Reconciliation).

2. Making: Exploring ideas for a design

A Design Brief is issued to students. They assume the role of a designer employed in a cutting edge advertising company which has been contracted by a growing cooperative promoting the work of young contemporary Indigenous artists (similar in kind to Boomalli). The brief is to design and present a corporate identity campaign for this client. Depending on the needs and interests of students this could include the design of a logo, slogans, image for a poster, T-shirt, and/or other associated items such as complimentary pens, stationery, fridge magnets and stickers.

A collection of corporate advertisements from magazines and examples of items featuring the name and logo of companies for purposes of advertising is investigated by students. They consider who might use or see such images and objects, how the audience for the works read and relate the pictures associated with particular organisations, what makes the image humorous, how puns and jokes are used in advertising, the characteristics of catchy or easily identifiable logos, and the types and range of items and locations companies use to advertise their products or interests.

Students begin documenting ideas for the name of the imaginary company in their diaries. Reference is made to the historical investigation of Boomalli and its charter, purpose and function in relation to working with Indigenous artists, craftspeople and designers. They could speculate about and list the artists the imagined company represents and document examples of their work.

Students make drawings of preliminary ideas for the objects and/or logos they consider for the corporate identity of the company. Ideas and directions are presented to the teacher and students confirm their intentions as designers following advice and guidance provided during a discussion of their work.

3. Critical study: Uncovering new meanings in artworks: a postmodern investigation

This investigation introduces students to the conventions of debating and critiquing issues related to the value of appropriation and humour in the visual arts. The discussion focuses on selected examples of Mambo designs and graphics representing irreverent, witty and satirical comments about aspects of Australian society which involve appropriated images or text from other artworks or texts. Examples of the artworks that have been appropriated are shown to demonstrate the relationship of the original images with their original social contexts.



Pairs of images could include:

ORIGINAL	MAMBO APPROPRIATION
<i>She Wolf of the Capitol</i> , c. 500 BC, Rome	Mark Falls's <i>Drive Thru</i> , T-shirt design, 1996
<i>Madonna Enthroned</i> , 13th century, wooden panel, Byzantine	David McKay's <i>Madonna and Child</i> , Surfboard, 1997
Andy Warhol's screenprinted images, eg <i>Marilyn Monroe</i> , <i>Mao</i> , and others	Paul Worstead's <i>Mental as Anything</i> posters
<i>Nude</i> , 1917, oil on canvas, Amedeo Modigliani	Bruce Gould's <i>Modiglianesque – Grand nude on a bed of roses</i> , rayon shirt
<i>Christ Entering Jerusalem</i> , 1305–6, fresco, Arena Chapel Padua by Giotto	Reg Mombassa's <i>Aussie Jesus at the football</i> , T-shirt, poster, postcard, calendar 1998
<i>The Mocking of Christ</i> , Hieronymus Bosch	Reg Mombassa's <i>The Road to Clovelly</i> , T-shirt, poster, postcard, 1997

In order to establish the relationship between the original and appropriated versions of artworks, the teacher shows the class images of the original artworks that have been re-contextualised in Mambo designs. These works are discussed and students read interpretations of the meaning of these works from general art historical texts. They write a paragraph about what the artwork meant at the time it was made, what it is about, and how the artist may have represented social, political or religious attitudes and beliefs of his time in the work.

The teacher then shows the class images by Mambo artists that involve appropriations of the first group of artworks. The students are asked to consider and discuss what the Mambo works are about. They then compare the first set of images with the Mambo designs and describe the relationship between the pairs of images in terms of the different meanings they each represent. The teacher questions students about how the contemporary artist/designer has changed the meaning of the original work by putting it into a new context. During this discussion, the teacher introduces and explains the concepts of appropriation, parody and satire and provides students with definitions of these terms. Students consider how humour is used to convey ideas and what makes the images funny. Throughout the discussion the teacher poses questions which prompt students to speculate about the artists' motivations for the selection of contradictory imagery and text. Is it to draw attention to attitudes in society or is it to make money? How have artists used ridicule to draw the viewers' attention to ideas, attitudes and traditions that are characteristic of the Australian identity? What kinds of values and attitudes are being critiqued in these artworks? Why might the artist have selected these ideas to critically comment on? Students are encouraged to give reasons for their answers and to support their views with evidence from the works.

Students then select one pair of works. Using their notes about the original works and observations noted during the discussion of the re-contextualised works, they write a critical interpretation focusing on the following questions: How has the artist used humour and appropriation to question ideas and attitudes in society? Why might the artist have done so?

4. Making: Developing ideas for a corporate design

Students develop drawings of their logo and items for their corporate identity campaign. They make small diagrams as plans for their images and/or products and use coloured pencils to consider the use



ACAP Units of Work

of colour in the designed images and objects. They then develop these rough sketches as finished drawings that involve detail such as text and image combinations, shading, textural qualities, and front, side and back views of garments or objects.

The teacher demonstrates how to scan images into a computer and ways to use applications to colour, refine and enhance their designs for images and objects. Using a graphic computer application students develop their designs and make hard copies of the different works in the suite of designs when nearing completion. These are displayed for the class and discussed. Evaluations of the quality of works in progress are discussed and students note recommendations and suggestions from their peers and teacher for possible improvement or development of plans.

5. Making: Resolution and presentation of the design

Students continue working on their images and designs taking into account the constructive suggestions noted in the previous stage of the making investigation. Once the designs are complete, students then consider how best to present their work to the client. Designs could be exhibited on walls in the classroom, or mounted or presented as part of a small book or brochure.

Each student writes a brief explanation detailing the nature of the company and who they represent, why they chose particular ideas, colours, images, slogans or items, what their intentions as designers were in relation to the client, and how the designs of images and/or objects have addressed the interests of the company. This is then presented to the class as if they were presenting the finished brief to the client.

Alternatively, as an assessment task, students could consider this work as an example of their understanding, knowledge and skill in design. They could assemble a portfolio of their work and use this in a simulated job interview as if they were seeking employment in a design company or cooperative. A series of interview questions could guide their preparation and review of what they have learnt about the practice of design. These could address the following:

- What do these designs say about the company they represent?
- What were three things you learnt about the practice of designing a corporate identity campaign?
- Explain the advantages of using computer technology to make artworks and designs.
- Why do you want a job in the design industry?

Resources

<http://www.blackpages.com.au>

Provides a comprehensive directory of Indigenous organisations and enterprises including Arts/Cultural and Reconciliation. Searches available by state and region.

Board of Studies NSW, *Affirmations of Identity*, Board of Studies NSW, Sydney, 2000. A resource kit intended to assist teachers with investigating the nature of Aboriginal and Torres Strait Islander art and with incorporating Aboriginal perspectives into their teaching programs.

Davida Allen

Death of My Father: a sketchbook, Ray Hughes Gallery, Sydney, 1983.

Davida Allen: Survey Exhibition, Museum of Contemporary Arts, Brisbane, 1987.

McGregor, A, 'The Allen Key', *The Australian Magazine*, February 26-27, 2000.



Bronwyn Bancroft

<http://www.golvanarts.com.au/bancroft.html>

Abouchar, B & McFarland, R, *A Matter of Identity: Four Aboriginal Artists: Bronwyn Bancroft, Kev Carmody, Matthew Doyle, Tracey Moffatt*, Media Production Unit, Open Training and Education Network, Redfern, NSW, 1994. Also available in video form.

Ken Done

Powerhouse Museum, *Ken Done: The Art of Design*, Powerhouse Publishing, Australia, 1994.

Done, K, *Ken Done Paintings, 1990–1994*, Done Art and Design, Australia, 1994.

Trevor Nickolls

Art Gallery of Western Australia, *Venice Biennale, Australia: artists Rover Thomas, Trevor Nickolls*, 1990.

‘Venice Biennale 1990: Trevor Nickolls’ in *Art Monthly Australia Supplement: The land, the city – the emergence of urban Aboriginal art*.

Art Gallery of Western Australia, *On the edge, five contemporary Aboriginal artists : Bede Tungutalum, Rover Thomas, Mandjuwi, Milpurrurru, Trevor Nickolls*, exhibition curated by Michael O’Farrell, Perth, WA, 1989.

Ulli Beier, *Dream Time – Machine Time: The Art of Trevor Nickolls*, Robert Brown Associates, Sydney, 1985.

Peter Tully

Ward, Anna, ‘Peter Tully 1947–1992’, *Art Monthly Australia*, September 1992, no 53, p 20.

Alexander, George, ‘Peter Tully 1948–1992’, *Art + Text*, September 1992, no 43, pp 110-111.

Vicki Varvaressos

Burke, Janine, ‘Vicki Varvaressos’, *Art and Australia*, vol 19, No 4, 1982.

Burke, Janine, ‘Art for the End of the World’, *Meanjin*, no 3, 1981.

Fifth Biennale of Sydney, *Private Symbol, Social Metaphor*, 1984.

Vicki Varvaressos: paintings: figurative and non-figurative, Niagara, Richmond, Vic, 1992.

Mambo

Mambo Graphics, *Mambo: art irritates life*, Mambo Graphics Pty Ltd, Sydney, 1994.

Jennings, Dare, *Mambo: still life with franchise*, Mambo Graphics Pty Ltd, Sydney, 1998.

Mombassa, Reg, *The Mambo Picture Book of Wisdom*, Mambo Graphics Pty Ltd, Sydney, 1994.

Boomalli

191 Parramatta Road, Annandale, NSW, 2018.

boomalli @mpx.com.au

<http://www.culture.com.au/boomalli>

