
Aboriginal Studies Curriculum Support

Stage 5

Aboriginal organisations and enterprises



Teacher planning starts here

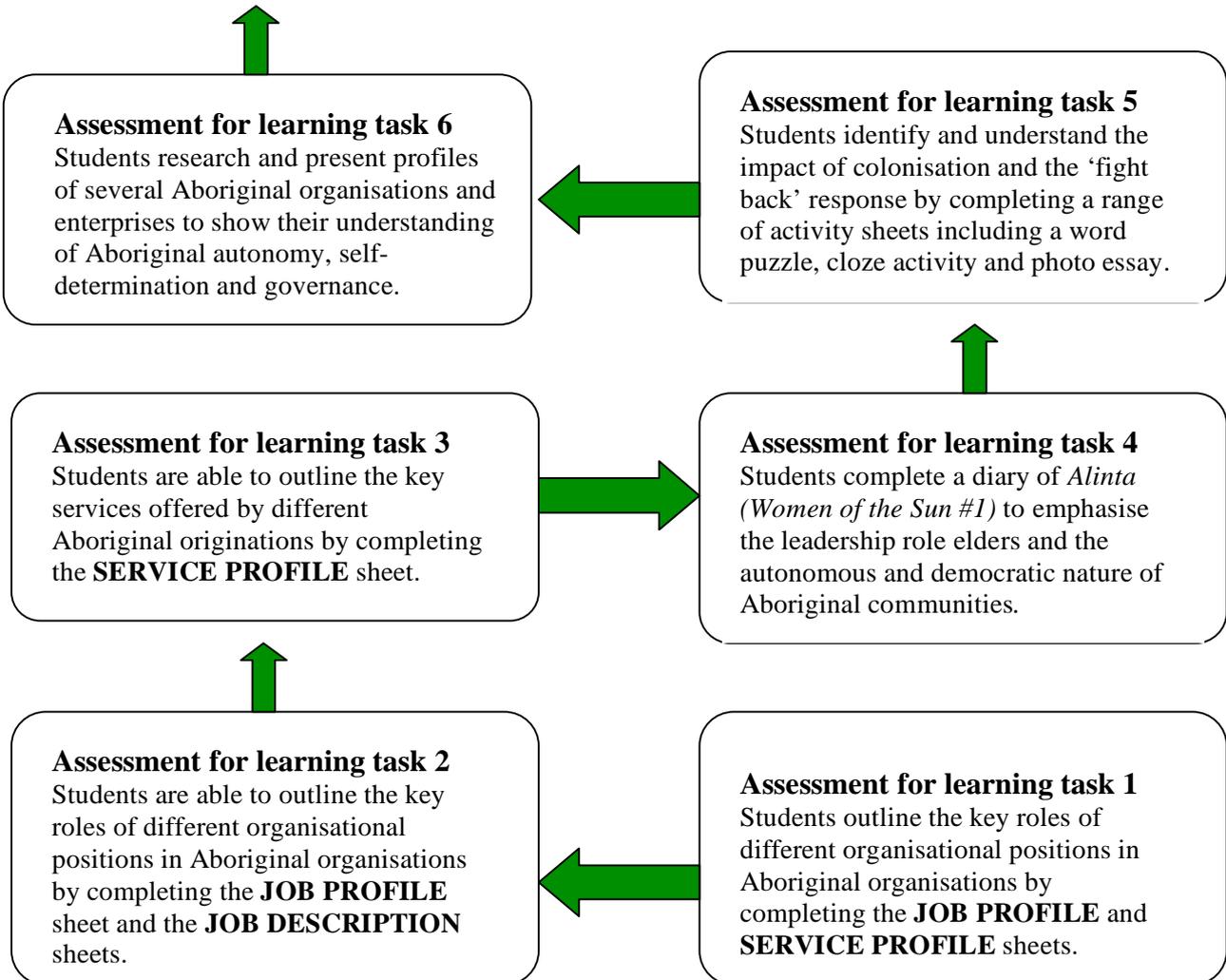


Why does the learning matter?
To recognise and celebrate the resilience, resolve, adaptability and power of Aboriginal peoples

Target syllabus outcomes
Outcomes 5.5, 5.6, 5.7, 5.8 and 5.10, focusing on self-determination and autonomy and the impact of Aboriginal organisations and enterprises on Aboriginal people and the wider community

Major assessment task

- (a) Prepare a PowerPoint display to trace the development of one major Aboriginal organisation (10 marks)
- (b) Undertake a research case study about an Aboriginal organisation or enterprise of your own choice and evaluate its importance to the local Aboriginal community (20 marks)



Assessment Task

Marking Guidelines

Marks	Description
16–20	<ul style="list-style-type: none"> • Critically assesses the importance of Aboriginal enterprises and organisations to Aboriginal people • Analyses the importance of self-determination and autonomy to Aboriginal people today • Independently identifies and applies appropriate community consultation protocols and ethical research practices to gather and interpret data • Independently uses a range of research techniques and technologies to locate, select, organise and communicate information and findings
11–15	<ul style="list-style-type: none"> • Clearly and logically outlines aspects of Aboriginal enterprises and organizations in Australia today • Clearly explains the importance of self-determination and autonomy to Aboriginal people today • Identifies and/or applies appropriate community consultation protocols and ethical research practices to gather and interpret data • Uses a range of research techniques and technologies to locate, select, organise and communicate information and findings
6–10	<ul style="list-style-type: none"> • Outlines the origin, development, progress and role of Aboriginal enterprises and organisations in Australia today • Explains the importance of self-determination or autonomy to Aboriginal people today • Seeks community consultation protocols and ethical research practices to gather and/or interpret data • Uses a range of research techniques and technologies to acquire and/or communicate information
1–5	<ul style="list-style-type: none"> • Outlines some features of Aboriginal enterprises and organisations in Australia today • Shows some knowledge of self-determination and autonomy to Aboriginal people today • Attempts to observe community consultation protocols and ethical research practices to gather and interpret data • Researches and communicates information

Option 1: Aboriginal organisations and enterprises

Description

This option focuses on the processes of establishing Aboriginal organisations and enterprises and their impact on Aboriginal people's self-esteem and sense of personal and cultural autonomy.

Rationale

The identity of Aboriginal peoples has a deep foundation of enterprise as evidenced by their ability to adapt to and prosper in an often adverse and changing environment. Furthermore, their sense of social organisation and disciplined social order give them an inherent resilience. This unit offers an important opportunity for students to respect these qualities of Aboriginal people, specifically within their own community.

Aim

The key aim of this unit is for students to appreciate that Aboriginal people from pre-invasion to contemporary times are a resourceful, enterprising people who have worked with a sometimes harsh environment through a distressing period of colonisation to persevere and prosper. They are a truly resilient people who have managed the land and the trials of the invasion period to be a strong, successful race. In the process they have kept a connection with their past, their culture and land. Their strength of identity and autonomy, from pre-invasion, throughout colonisation and to contemporary times is amazing.

Resources *(also see Worksheet Section)*

Koori Mail

Indigenous News

Year 9 work on Identity and Autonomy

Major Assessment Task

(Teachers will need to introduce this assessment task early in the unit and make students aware that they will be able to draw from work completed throughout the unit to complete this task. At various points throughout the unit teachers should remind students of how particular class work can fit in with this assignment.)

- (a) Present an eight-frame PowerPoint display that traces the **origins, development, progress and role** of one of the following Aboriginal organisations:
- the Aboriginal Legal Service
 - the Aboriginal Medical Service
 - the Aboriginal Children’s Service
 - the Aboriginal Housing Service
 - the NSW Aboriginal Educational Consultative Group Inc.

You might wish to focus on the local area, or on a state or national level. At least one of your PowerPoint frames must focus on each one of the sections listed above (ie origins, development, progress and role). Your presentation must demonstrate your knowledge and understanding of how the organisation has evolved over time and how it is been organised at the local, regional and state levels. (Teachers may request students to present their slide show to the class to check the student’s level of knowledge and understanding.)

Value: 10 marks

- (b) Undertake a case study on an Aboriginal organisation or enterprise of your own choice. It may be a local Aboriginal enterprise or organisation. Be sure to include information on the following areas:
- History
 - Manager
 - Workers
 - Purpose
 - Role
 - Achievements – long-term and current
 - Evaluation of its achievements.

You might like to set the initial planning of this study in a display folder or on a cardboard sheet which helps you to specifically identify and outline those individual areas you have chosen. Be sure to focus on the concept of ‘Indigenous governance’ (the level of Indigenous control) evident in your focus Aboriginal organisation or enterprise (teachers will need to explain this to their students), and your evaluation of its success in addressing its activities.

The case study report should be approximately 750 words long. Include diagrams, photos and organisational charts.

This assessment task must involve effective consultation with Aboriginal peoples and communities to conduct a case study on an Aboriginal organisation or an Aboriginal enterprise. Students will need to apply ethical research skills, including protocols for consultation, to conduct a case study using local examples where possible.

Value: 20 marks

Outcomes

A student:

- 5.5 explains the importance of families and communities to Aboriginal people
- 5.6 explains the importance of self-determination and autonomy to all aspects of Aboriginal people's participation nationally and internationally
- 5.7 assesses the significance of contributions of Aboriginal people to Australian society
- 5.8 analyses the interaction of the wider Australian community with Aboriginal people and cultures
- 5.10 independently identifies and applies appropriate community consultation protocols and ethical research practices to gather and interpret data
- 5.11 independently uses a range of research techniques and technologies to locate, select, organise and communicate information and findings.

Unit outline

(1) Aboriginal organisations and me

Focus:

- Students can review and analyse the practical impact (to the community and to them personally) of the development of these organisations
- Comparing and contrasting Aboriginal organisations and enterprises, including non-profit organisations
- Evaluate the advantages of Aboriginal control, eg providing culturally appropriate services, understanding the needs of the community they service, Aboriginal control over Aboriginal affairs, employment and training in a culturally appropriate setting. These need to be emphasised in the **JOB PROFILE** and **SERVICE PROFILE** which students complete.

(2) Why have targeted Aboriginal organisations been established? (eg Aboriginal Legal Service; Aboriginal Health Service; Aboriginal Housing Service).

Focus:

- Identify and give reasons for the establishment of the first Aboriginal community organisations
- Identify and give reasons for the establishment of Aboriginal enterprises
- Use a variety of sources, including the internet, to research and describe a variety of Aboriginal organisations, including their roles in the struggle for the return of autonomy
- A definition of 'autonomy' is needed
- Use computer-based graphics to analyse trends towards independence.

Aboriginal enterprises

Focus:

- Students can review and analyse the practical impact (to the community and to them personally) of the development of these enterprises
- Evaluate the advantages of Aboriginal control, eg providing culturally appropriate services, understanding the needs of the community they service, Aboriginal control over Aboriginal affairs, employment and training in a culturally appropriate setting.

Students learn about/ Students learn to:	Teaching and learning activities	Assessment for learning
<ul style="list-style-type: none"> the types and diversity of Aboriginal organisations and enterprises in areas such as social services, land development, tourism, and visual and performing arts <i>identify and gives reasons for the opportunities within and establishment of Aboriginal organisations and Aboriginal enterprises</i> 	<p>1 ABORIGINAL ORGANISATIONS AND ME</p> <p>Teacher: The Unit starts with a focus on the range of career opportunities available to Aboriginal people by using the <i>Koori Mail</i> or <i>Indigenous News</i> to draw up a collage of employment advertisements. Laminated employment pages from the <i>Koori Mail/Indigenous News</i> are to be posted around the room and student work is to be focused on these. It is suggested that a variety of ads should be chosen that reflect Aboriginal/non-Aboriginal organisations</p> <p>Students: Using these advertisements, students complete a JOB PROFILE and SERVICE PROFILE (see <i>Activities</i>) to identify and describe the types and diversity of Aboriginal organisations and enterprises and the differences and similarities.</p> <p>Teacher: The involvement of personnel who currently work within these organisations can be very helpful. Therefore visits to the classroom by these people (and from your Careers Advisor or other local employment organisations especially where they specialise in finding employment for Aboriginal people) and/or class visits to the organisations are encouraged. It is important to outline appropriate and effective interview and communication skills with students prior to their work with members of the public.</p> <p>The JOB PROFILE focuses on students’ understanding what Aboriginal people do when they work within Aboriginal organisations, what employment conditions they work with, how they secure these positions and what these positions can lead to. This could be inherently interesting to those students who may aspire to working in these or similar positions.</p> <p>The SERVICE PROFILE focuses on students understanding what Aboriginal organisations have to offer the local Aboriginal community, who works within these organisations, the special appropriateness of the organisation being run ‘by Aboriginal people – for Aboriginal people’, and how students can access the services offered by these organisations. This can lead to better student engagement with the organisation, possible employment with the organisation and greater engagement with the Aboriginal Studies course.</p>	<p>Students engage with <i>Koori Mail</i> or <i>Indigenous News</i> employment pages.</p> <p>Students are able to outline the key roles of different organisational positions in the Aboriginal origination by completing the JOB PROFILE and SERVICE PROFILE activities in WORKSHEET 1 and WORKSHEET 2.</p> <p>Students are able to outline the key roles of different organisational positions in the Aboriginal organisations by completing the JOB PROFILE sheet and the JOB DESCRIPTION activities in WORKSHEET 1 and WORKSHEET 3.</p>

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Students learn about/ Students learn to:	Teaching and learning activities	Assessment for learning
	<p>JOB PROFILE: Real identities should be considered. This will obviously need their permission. Cut-outs from magazines/papers etc will do.</p> <ul style="list-style-type: none"> • who does it • salary package • how you get this position • where it will take you • where you can do it. <p>See WORKSHEET 1: JOB PROFILE</p> <p>SERVICE PROFILE: In addition to the table, a number of scenarios can be used for students to test or reinforce their knowledge and understanding of the various services each of these Aboriginal organisations offers to the Aboriginal community. Such scenarios could involve questions such as ‘where would you go if you need ...?’</p> <ul style="list-style-type: none"> • what is the organisation called? • where is it? • who works there? • who is in charge? • what does it do – community-based, cultural, employment, medical, legal services, etc? <p>Central to this is an understanding of the concept of ‘Indigenous governance’. Teachers must revisit this concept which was discussed at the beginning of the unit and reinforce it with their students, especially through questions such as, ‘What levels of control exist in this Aboriginal organisation?’ and ‘Who has overall control?’, etc.</p> <p>See WORKSHEET 2: SERVICE PROFILE</p> <p>Students: Students are to undertake research on the following activities from a variety of local/regional Aboriginal organisations. The overall assessment of the organisation will involve the following:</p> <ul style="list-style-type: none"> • organisational maps • profiles of Aboriginal workers/role models • job description (see WORKSHEET 3) 	<p>Students are able to outline the key services offered by different Aboriginal organisations by completing the SERVICE PROFILE activity in WORKSHEET 2.</p> <p>Students develop an understanding of an Aboriginal organisation, its functions, governance and impact on Aboriginal communities.</p>

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Students learn about/ Students learn to:	Teaching and learning activities	Assessment for learning
	<ul style="list-style-type: none"> • biographies of key personnel involved in each program • class survey of key tasks of chosen organisations • visiting speakers reports • excursions (This could include organised visits to local Aboriginal organisations or enterprises. Students could take their worksheets and complete them on-site.) • job projections for individual students • visits from the school Careers Advisor • written/email correspondence with prospective employees • interview involving Aboriginal employers or Aboriginal people in the workplace. <p>Teacher: Teachers need to ensure a student-based, ‘hands-on’ experience, where possible. A solid mix of different activities will be needed. Perhaps an individual or group assignment-based approach to some areas could be worthwhile (see the ‘Assignments and Assessments’ section).</p> <p>Students: Identify issues of Community consultation and protocols required to work with Aboriginal people (see WORKSHEET 4: FOLLOWING PROTOCOLS).</p>	<p>Students complete the PROTOCOLS activity in WORKSHEET 4.</p>
	<p>2 WHY DO WE HAVE TARGETED ABORIGINAL ORGANISATIONS (eg Aboriginal Legal Service; Aboriginal Health Service; Aboriginal Housing Service)?</p> <p>Teacher: It could be useful here to survey/question the older people in the Aboriginal community, the elders, and the managers of Aboriginal organisations to find out the history of the organisations and the background of racism and paternalism which may have led to their development. Research about these organisations could be useful.</p> <p>In addition to this, revision of Year 9 materials and the internet can be used for students to read about the development of paternalistic and assimilationist policies that have recently impacted on Aboriginal organisations and enterprises.</p> <p>Emphasis should be placed on the traditional autonomy in Aboriginal communities. Stress how</p>	

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Students learn about/ Students learn to:	Teaching and learning activities	Assessment for learning
<ul style="list-style-type: none"> • Aboriginal autonomy before invasion • identify key aspects of Aboriginal autonomy before invasion through: <ul style="list-style-type: none"> – conservation/preservation of the environment – sharing – trade • roles determined by knowledge and gender (such as leadership roles) • loss of autonomy through the process of colonisation • evaluate the effects of colonisation on Aboriginal people’s autonomy through: <ul style="list-style-type: none"> – the lack of acknowledgement and acceptance by colonists of the autonomous nature of traditional Aboriginal society – loss of land and 	<p>Aboriginal organisations in our community aim to achieve autonomy and equity for Aboriginal people.</p> <p>This may involve an examination of how Aboriginal life wasn’t always like this – traditional Aboriginal artworks/designs demonstrate the democratic role of individuals and the role of the elder (the purpose of initiation – knowledge is power). The key aspects of Aboriginal autonomy before invasion need to be reinforced:</p> <ul style="list-style-type: none"> • sharing • trade • conservation/preservation of the environment • roles determined by knowledge and gender (eg leadership roles) • reciprocity • lore (law). <p>Students: Discussion and note-making following the viewing of the video <i>Women of the Sun 1 – Alinta the Flame</i> would be very useful here. Students need to take note of the key elements of community and how its structure (kinship relationships) worked.</p> <p>Teacher: A review of the impact of colonisation and the development of a cycle of paternalism/dependency – note-making re:</p> <ul style="list-style-type: none"> • invasion • loss of land • destruction of law and elders • dispersal • destruction of social structure • institutionalisation • dispossession and paternalism. <p>A mind map could be useful here.</p> <p>Student: To complete these notes and mind map, students under the direction of their teachers will need to review Year 9 course work and complete the activities in WORKSHEET 5: LIFE CYCLE</p>	<p>Students complete an empathic diary of <i>Alinta</i> based on the video. The diary must emphasise the leadership role of the elders and the autonomous nature of Aboriginal communities.</p> <p>Students independently identify and apply key understandings by</p>

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Students learn about/ Students learn to:	Teaching and learning activities	Assessment for learning
<p><i>dispersal of people</i></p> <ul style="list-style-type: none"> – <i>inability to perform roles critical to an autonomous society</i> – <i>introduction of, and forced reliance on, welfare</i> <ul style="list-style-type: none"> • the establishment of early Aboriginal organisations and the types of Aboriginal organisations which now exist (eg community-based, cultural, employment, medical and legal services) • <i>identify and give reasons for the establishment of the first Aboriginal community organisations</i> • <i>use a variety of sources, including the internet, to research and describe a variety of Aboriginal organisations, including their roles in the struggle for the return of autonomy</i> 	<p>OF PRE-CONTACT ABORIGINAL SOCIETY (word square puzzle); WORKSHEET 6: INTRODUCTION TO THE INVASION PERIOD; WORKSHEET 7: REASONS FOR THE BREAKDOWN OF ABORIGINAL SOCIETIES (cloze passage).</p> <p>Teacher:</p> <p>Early protests/steps to counter this culture. Teachers with their students will need to review Year 9 work to make brief notes about and discuss:</p> <ul style="list-style-type: none"> • Day of Mourning petition • Land Rights movement <p>Students:</p> <p>Completion of WORKSHEET 8: INDIGENOUS FLAGS will help with this. Student understanding of the importance of imagery (by looking at key Aboriginal poetry and focusing on the Aboriginal flag and its colours) will also be useful.</p> <p>The video <i>Women of the Sun Parts 3 & 4</i> would be very useful here. Teachers should discuss these two individual parts of the <i>Women of the Sun</i> series and make very brief notes for students for them to focus on the key concepts of paternalism, protest and autonomy. Using this as a background, students can show their understanding by completing WORKSHEET 9: ‘WOMEN OF THE SUN’ PHOTOGRAPHIC ESSAY and WORKSHEET 10: RELATIONSHIPS BEHIND ABORIGINAL SOCIAL AND POLITICAL ORGANISATIONS CROSSWORD.</p> <p>Growth of Aboriginal organisations and steps towards autonomy. Teachers should first work with students to research the NSW Aboriginal Medical Service to find out the following information:</p> <ul style="list-style-type: none"> • where and when the service began • why there was a need to develop the service • key personnel involved • successes of the service • role of the service (especially in local area). 	<p>completing activities in WORKSHEETS 5, 6 and 7.</p> <p>Students complete WORKSHEET 8 to reinforce their knowledge and understanding of the Aboriginal Protest movement.</p> <p>Students complete WORKSHEET 9 and WORKSHEET 10.</p> <p>Students are to research and present a brief profile of the following:</p> <ul style="list-style-type: none"> • Aboriginal Medical Service • Aboriginal Housing Service <p>These profiles must outline information about each of the organisations under the listed areas.</p>

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Students learn about/ Students learn to:	Teaching and learning activities	Assessment for learning
	<p>Using this, the teacher can work with the class to create a profile of the Aboriginal Medical Service using the above areas as the focus.</p> <p>Students can then complete their own research to present a brief profile of two other key Aboriginal organisations – the Aboriginal Legal Service and Aboriginal Housing Service.</p>	
<ul style="list-style-type: none"> • Aboriginal organisations and enterprises including non-profit organisations • <i>compare and contrast Aboriginal organisations and enterprises including non-profit organisations</i> • the importance of Aboriginal peoples operating their own organisations and enterprises • <i>evaluate the advantages of Aboriginal control over Aboriginal organisations and enterprises such as:</i> <ul style="list-style-type: none"> – <i>provision of culturally appropriate services</i> 	<p>3 ABORIGINAL ENTERPRISES</p> <p>Teacher: At this point the unit needs to draw a distinction between Aboriginal organisations and Aboriginal enterprises (independent businesses with an Aboriginal workforce or perspective). Local examples should be examined.</p> <p>Aboriginal people involved in non-government sectors need to be involved, either directly or indirectly, eg guest speakers, case studies etc. It may be worthwhile contacting the local Chamber of Commerce, Council or similar institutions to find information about the type, scale and scope of this enterprise, and what assistance is available for Aboriginal people to establish small businesses in the school’s area. Access via the internet may prove to be useful in this area. There are many Aboriginal art, dance and drama companies for example, and assistance packages are available to Aboriginal people. If local examples are unavailable, the internet will provide many examples of these enterprises eg The Bangarra Dance Theatre www.bangarra.com.au</p> <p>Students: Complete a personal assignment on one or more of the following (similar activities to the first topic on ‘Aboriginal Organisations and Me’ could be used with Aboriginal Enterprises):</p> <ul style="list-style-type: none"> • profiles/interviews of Aboriginal role models • job description • biographies • visiting speakers • research services/support offered to assist Aboriginal small businesses etc; a search and description of Aboriginal enterprises across NSW or Australia. 	<p>Students evaluate the impact of Aboriginal-controlled organisations through completion of activities in WORKSHEET 11: ABORIGINAL ENTERPRISE PROFILE.</p>

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Students learn about/ Students learn to:	Teaching and learning activities	Assessment for learning
<ul style="list-style-type: none"> – <i>understanding of the needs of the communities they service</i> – <i>Aboriginal control over Aboriginal affairs</i> – <i>employment and training in culturally appropriate settings</i> 	<p>Teacher: Review with students what they have already done in the ‘Aboriginal organisations and me’ section and reorganise the approach to involve ‘independent’ Aboriginal enterprises and ‘not-for-profit’ organisations. Similarities and differences between these and government-based organisations should be observed throughout this study. Teachers need to involve a student-based, ‘hands-on’ experience, where possible. A solid mix of different activities (as listed above) will be needed.</p> <p>Students: Using these activities, students could demonstrate their knowledge and understanding by completing an individual assignment/profile about one Aboriginal enterprise of their choice. The profile should include information which addresses these key questions:</p> <ul style="list-style-type: none"> • where and when the enterprise began • why there was a need to develop the enterprise • key personnel involved • successes of the enterprise • role of the enterprise • levels of autonomy from government (including funding agencies). <p>Teacher: Scaffold this work by adopting a similar approach to the ‘profiles assessment’ task at the end of Section 2 (regarding the Aboriginal Legal Services and Aboriginal Housing Services). This entails the teacher completing a profile of an Aboriginal enterprise with the class, then asking each student to complete a profile of an Aboriginal enterprise of their own choice, using WORKSHEET 11: ABORIGINAL ENTERPRISE PROFILE as a guide.</p>	<p>Students are to research and present a brief profile of an Aboriginal enterprise of their own choice.</p>

Worksheet 1 – Job Profile

CAREER	WHO DOES IT (manager etc)?	SALARY PACKAGE (wage, car, benefits)	GETTING THERE (education/experience)	WHERE TO NEXT?	WORKING WHERE?	CULTURAL ADVANTAGE

Worksheet 2 – Service profile

NAME	WHERE IS IT?	WHO WORKS THERE?	WHAT SERVICES DOES IT OFFER?	WHERE WILL IT TAKE YOU?	CULTURAL ADVANTAGES
ABORIGINAL LEGAL SERVICE					
COMMUNITY DEVELOPMENT AND EDUCATION PROGRAM (CDEP)					
ABORIGINAL LAND COUNCIL					
CENTRELINK					
OTHER					

Worksheet 3 – Job description

Name:

Career/occupation.....

Job description:.....

.....

.....

.....

Strengths and advantages:.....

.....

.....

.....

Requirements/background and career history:

.....

.....

.....

Worksheet 4 – Following protocols

Look at the letter below. It deals with working with people and organisations in the local Aboriginal community.

What basic protocols are being followed? Why do you think we need to follow such practices?

Can you think of other practices we need to follow when working with the Aboriginal community?

[Insert a typical letter to a local Aboriginal organisation requesting an excursion/visit by students. Ensure that it is on school letterhead.]

Worksheet 5 – Life cycle of pre-contact Aboriginal society

Complete the following word square by finding all the words in the list below. Use the leftover letters to complete the secret message.

F	A	M	I	L	Y	S	T	R	U	C	T	U	R	E	S
B	B	O	N	O	I	T	A	C	U	D	E	G	L	T	Y
P	O	S	L	A	N	G	U	A	G	E	R	R	A	C	T
I	R	E	G	N	I	M	A	E	R	D	R	O	N	O	I
H	I	I	E	H	H	T	L	A	E	H	I	U	D	M	L
S	G	R	F	E	N	E	M	O	W	F	T	P	H	M	A
N	I	O	I	L	C	Y	C	L	I	C	O	A	D	O	U
I	N	T	L	P	S	R	E	D	L	E	R	O	I	N	T
K	A	S	M	E	T	O	T	V	E	R	I	S	D	A	I
E	L	A	A	B	O	R	I	G	I	N	A	L	N	L	R
M	N	O	I	T	A	I	T	I	N	I	L	D	S	I	I
E	T	I	M	C	E	R	E	M	O	N	I	E	S	T	P
N	R	I	L	D	I	V	E	R	S	I	T	Y	A	Y	S
D	A	N	C	E	L	I	F	E	S	T	Y	L	E	R

- | | | | |
|-------------------|------------|------------|--------------|
| family structures | art | dance | commonality |
| territoriality | elders | women | spirituality |
| education | kinship | Dreaming | land |
| stories | Aboriginal | initiation | health |
| cyclic | men | group | life |
| ceremonies | Aboriginal | diversity | help |
| lifestyle | food | language | totems |

Secret message:

Traditional Aboriginal communities were: - - - - -

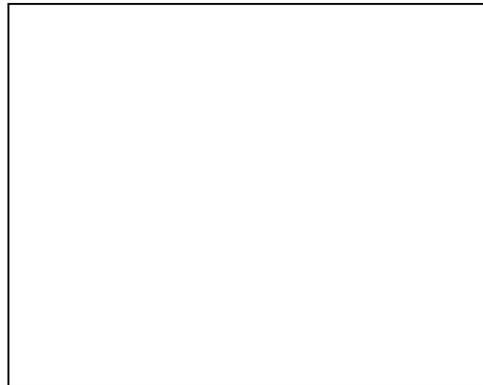
Worksheet 6 – Introduction to the invasion period

Use your knowledge gained in Year 9 to complete the following questions and activities:

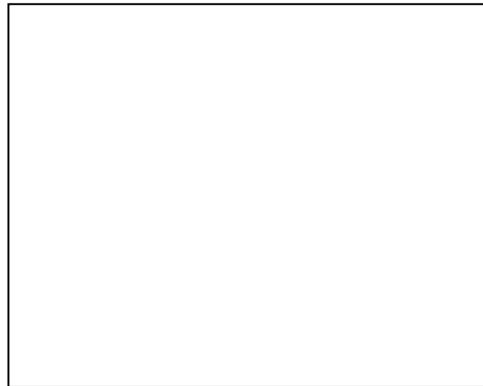
1. Under the heading ‘How Invasion Affected Traditional Laws and Organisation’, write down the ways Aboriginal communities lost their traditional laws and organisation.
2. Complete the following table by drawing a matching cartoon figure in each box:

THE 3 ‘P’s OF WHITE AUTHORITY

PROTECTOR



POLICE



POLITICIAN



Worksheet 7 – Cloze passage – reasons for the breakdown of Aboriginal societies

Read the following passage and insert the 15 words listed below into their correct place:

alien	autonomy	foster	two	removal
one-tenth	citizenship	private	stolen	patronising
genocide	self-determination	identity	Aborigines	civilised

- **The removal of people from their land:** Over _____ centuries, our continent was progressively _____ from Aboriginal people. Settlers moved in and appropriated the overwhelming majority of Australia – either for _____ use or in the name of the British Crown. Even after Australia was declared independent in 1901, _____ continued to be marginal to the new nation and were barred from becoming citizens by the 1902 Australian Constitution. _____ was not granted to Aborigines until the Constitution was changed by national referendum in 1967.
- **The legacy of racism:** Racist attitudes evolved through different phases. In some places and on some occasions, settlers behaved in a quite _____ way. In others, they practised outright _____. In between were a range of assimilationist and _____ policies. Many of these helped deepen the plight of Aboriginal people and culture.
- **Separation and removal of children:** As recently as the 1950s, as many as _____ of Aboriginal children were removed from their natural parents and taken into _____ care by white families, in the belief this was to everyone’s benefit. This tore apart family and social connections, which had previously kept Aboriginal society and social organisations together.

Changes imposed upon Aboriginal and Torres Strait Islander peoples broke down Aboriginal social and political organisation: Aboriginal communities and individuals had lost their sense of _____, _____ and _____. They were now almost completely dependent on white society in Australia. Some of these changes included:

- _____ from homes, areas and families
- being thrust into a society that was totally _____
- being asked to accept rules and laws different from their own
- coping with the loss of language, culture, and _____, including their own Aboriginal names and having to take white names.

Worksheet 8 – Indigenous flags

A THE ABORIGINAL FLAG

1. Draw the Aboriginal flag.



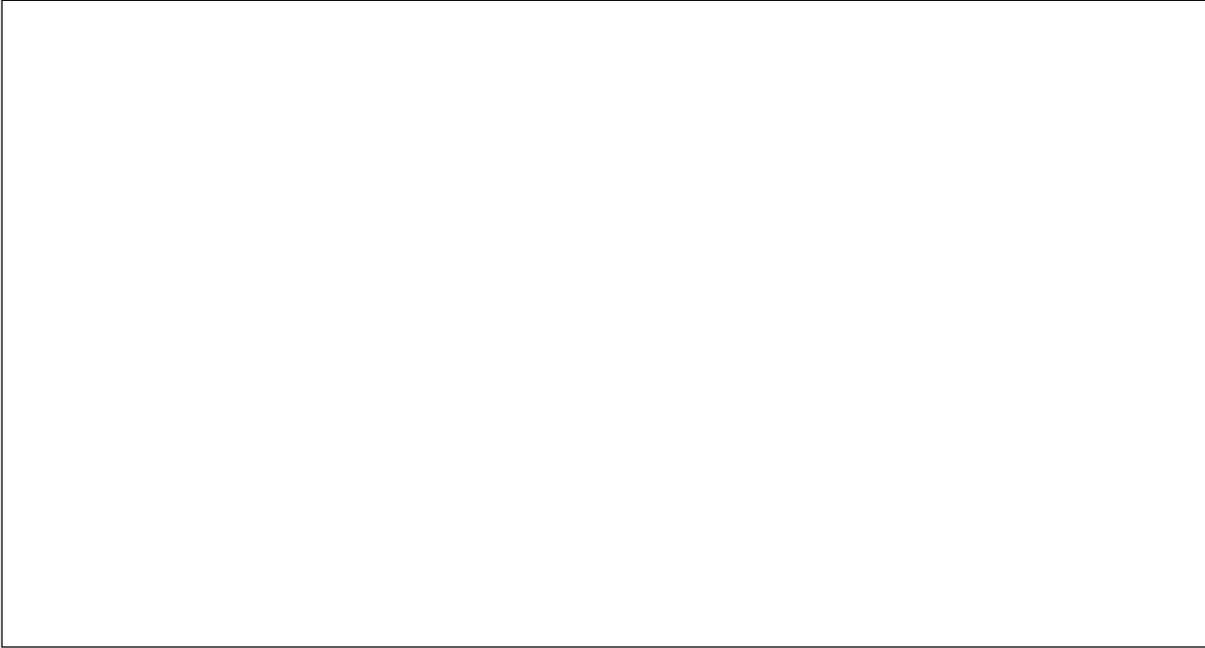
2. When and where was the flag first flown?
3. Who designed the flag? Which Aboriginal community did they come from?
4. What do these three parts represent?
 - a. Red
 - b. Black
 - c. Yellow
5. What does the flag symbolise?

continued ...

Worksheet 8 (cont)

B THE TORRES STRAIT ISLANDER FLAG

1. Draw the flag.



2. What do the following parts represent?

- a. Green
- b. Blue
- c. Dhari
- d. Black
- e. Five-pointed star

3. Who designed the flag and which island do they come from?

4. What does the flag represent?

Worksheet 9 – *Women of the sun* photographic essay

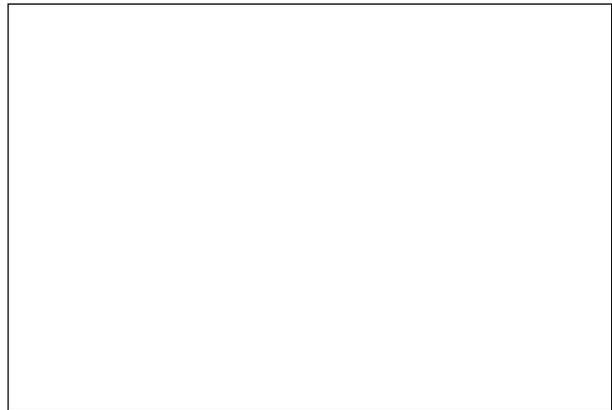
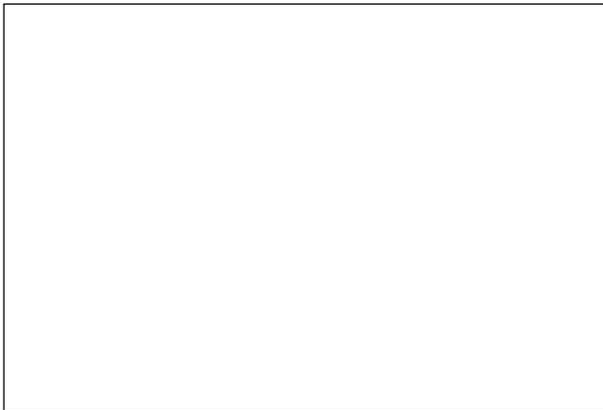
Women of the Sun Part 4 covers a very important time in the history of Australian Aboriginal people. This was the time of protest and the fight for self-determination.

Using the ‘photographic essay’ technique (where pictures and captions retell the story), reveal the key features of this period in our history.

It’s simple:

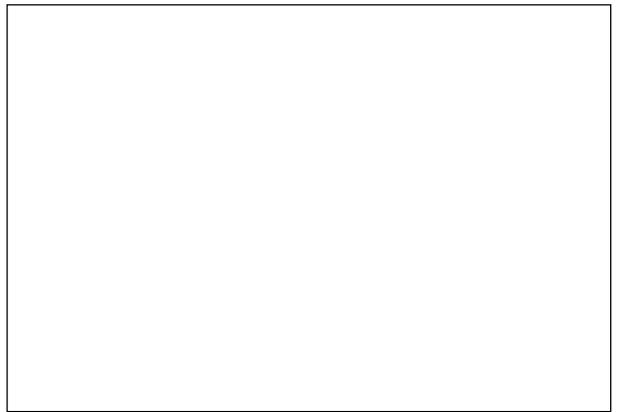
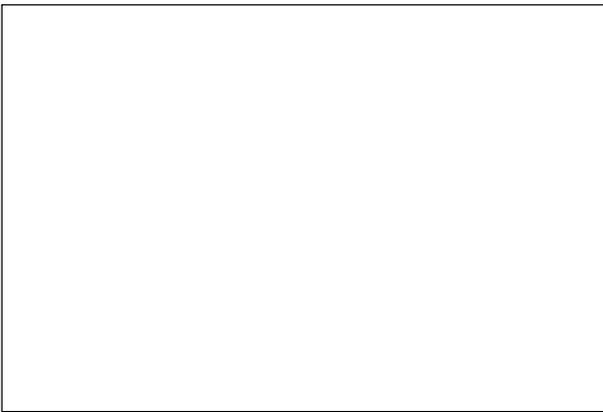
- Think about the video.
- Jot down 12 of its highlights.
- Arrange them in order of when they happened.
- Design a picture/sketch and label to represent each event.
- Copy each of these into the ‘Photo frames’ on this and the following page.

Together, they will give a photographic essay about *Women of the Sun Part 4* and this period in the Aboriginal people’s fight for self-determination.



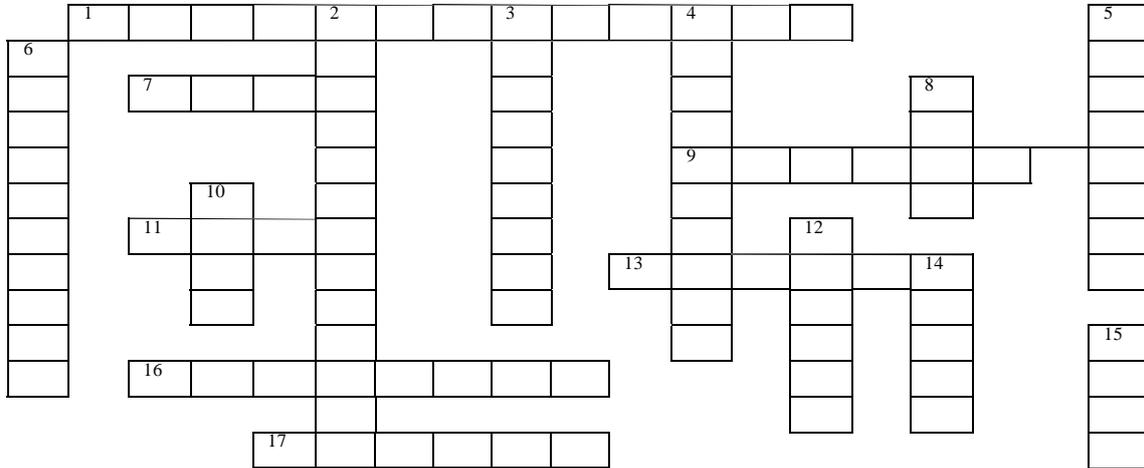
continued ...

Worksheet 9 (cont)



Worksheet 10 – Relationships behind Aboriginal social and political organisations

Research the internet to complete the following crossword.



Clues

Across

- 1 Aboriginal peoples had a deep knowledge and _____ of the land.
- 7 The Gurindji strike of 1966 took place at ‘Wave _____’.
- 9 The Aboriginal people who participated in this strike were the _____ people.
- 11 The High Court decision of 1992.
- 13 First name of the Aboriginal author of *The Cake Man*.
- 16 Ceremonies were held to _____ Aboriginal men into adulthood.
- 17 Ceremonial sites are seen as _____ to Aboriginal people.

Down

- 2 Aboriginal social organisations are based upon their _____ with the land and with each other.
- 3 Aboriginal people believed that _____ beings are embedded into the landscape.
- 4 A word meaning the ‘first peoples’ of the land.
- 5 The leader of the Gurindji strike – Vincent _____.
- 6 Ceremonies formed the basis of the very important _____ cycle of Aboriginal peoples and linked them with the land.
- 8 One way in which Aboriginal people passed on their knowledge.
- 10 These were the basis of social behaviour and interaction.
- 12 Some knowledge was kept _____ to special groups, according to their gender and status.
- 14 Different Aboriginal groups or communities would sometimes come together to _____ items and food with each other.
- 15 This has been most important to Aboriginal peoples, often seen as their ‘mother’.

Solution next page.

Worksheet 11 – Aboriginal enterprise profile

Name of enterprise

Manager

No. of employees Years of operation

Description of main activities

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Advantages of Aboriginal control

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Impact/success

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The role of tribal elders today

Outline the role of Aboriginal Elders in traditional society. Discuss their role in present times and their significance in Aboriginal communities.

Aboriginal society is indeed at a crossroads. The role of Aboriginal community leadership, which has been traditionally in the hands of Elders, is perhaps more important today than ever before.

Often this leadership is found within different Aboriginal organisations.

Discuss with your class the issues facing Aboriginal people and communities today and the role that leadership and Aboriginal organisations have in addressing these issues. Focus on the positives that have already been achieved and suggest what things or methods operating today will be significant to the future development of Aboriginal communities.

It would be most beneficial if you have people within the Aboriginal community speak to your class group about these questions with you. See if you can frame some questions you would like to ask them. Don't forget to acknowledge and have students follow the protocols you have already used.

ISSUES	POSSIBLE SOLUTIONS
Loss of language	Introducing local Aboriginal language lessons through the local Land Council and into schools.
Youth unemployment	Employment within Aboriginal organisations or Aboriginal enterprises group.