



# ABORIGINAL STUDIES

Support Material  
Stage 5 Syllabus

Aboriginal identity  
in Moree

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**Warning: Aboriginal and Torres Strait Islander people are advised that this resource contains images and names of deceased persons.**

# ABORIGINAL STUDIES

Support Material ● Stage 5 Syllabus

Teacher planning starts here

## The 'big idea'

Kinship, significant events, significant places and expression are important concepts in relation to Aboriginal identity in Moree.

## Why does the learning matter?

For students to appreciate the importance of community wellbeing within the local Aboriginal community and the way that expression of identity leads to Aboriginal autonomy.

## Target syllabus outcomes

5.1, 5.5, 5.10, 5.11

## Major assessment task

Students produce a digital photo-story that represents and captures events, issues and people that have shaped Aboriginal identity in relation to an Aboriginal family member or Aboriginal community member who is significant to them, with inclusions of photos, images, oral narrative and written captions. The presentation will also include an embedded song or piece of music that represents Aboriginal identity to them and plays for the duration of the presentation.

## Assessment for learning task 3

Students create a mini photo-story based on an excursion to significant places around Moree.

## Assessment for learning task 4

Students write a poem or dedication about the places, events and people that have shaped their family or community member's identity, presenting it in a creative manner.

## Assessment for learning task 2

Students create a presentation on how Aboriginal identity in the past was influenced by factors that are different from those that influence Aboriginal identity today.

## Assessment for learning task 1

Students produce a pictorial mind map on their laptops exploring who they believe they are today, scaffolded by the classroom teacher.

Student learning starts here

## Major assessment task Aboriginal identity in Moree

Date due:

Marks:

Weighting:

### Task

#### Outcomes

A student:

5.1 describes the factors that contribute to an Aboriginal person's identity

5.5 explains the importance of families and communities to Aboriginal Peoples

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

Create a digital photo-story about an Aboriginal family member or Aboriginal community member who is significant to you and the factors that shape his or her Aboriginal identity. This photo-story must include:

- at least 10 photos or images of your family or community member and the significant places, people and events in his or her life
- oral narrative of your family or community member talking about the factors that have influenced his or her identity
- written captions that explain each page of your digital photo-story
- an embedded song or piece of music, which should play for the duration of the presentation, that represents Aboriginal identity to you.

Separately, you will provide evidence of permission (written or recorded) from the family or community member to share their story in an assessment task.

### Checklist

Please refer to the following checklist to achieve the best marks possible



You have obtained permission (written or recorded) from the family or community member to share their story in an assessment task.	<input type="checkbox"/>
You have collected at least 10 photos or images of your family or community member and the significant places, people and events in his or her life.	<input type="checkbox"/>
You have interviewed your family or community member and recorded the interview digitally.	<input type="checkbox"/>
You have collated your photos into a photo-story format in PowerPoint or another ICT program.	<input type="checkbox"/>
You have included captions on each page of your photo-story that represent the image being presented.	<input type="checkbox"/>
You have embedded your digital recording of your family member or community member into a page of your photo-story.	<input type="checkbox"/>
You have embedded a song or piece of music that represents Aboriginal identity to you and plays for the duration of the presentation.	<input type="checkbox"/>

## Marking guidelines

Criteria	Marks
<p>The student:</p> <ul style="list-style-type: none"> <li>demonstrates a detailed understanding of significant places, people and events and their impact on Aboriginal identity, through the use of photos relevant to a family or community member</li> <li>shows highly developed ethical research practices used to gather information from a significant family or community member</li> <li>applies a highly developed ability to locate, select, organise and communicate photos, oral narrative, music/song and written explanations in a dynamic and sequential manner</li> </ul>	<b>21–25</b>
<p>The student:</p> <ul style="list-style-type: none"> <li>demonstrates a substantial understanding of significant places, people and events and their impact on Aboriginal identity, through the use of photos relevant to a family or community member</li> <li>shows well-developed ethical research practices used to gather information from a significant family or community member</li> <li>applies a well-developed ability to locate, select, organise and communicate photos, oral narrative, music/song and written explanations in a sequential manner</li> </ul>	<b>16–20</b>
<p>The student:</p> <ul style="list-style-type: none"> <li>demonstrates some understanding of significant places, people and events and their impact on Aboriginal identity, through the use of photos that show some relevance to a family or community member</li> <li>shows some ethical research practices used to gather information from a significant family or community member</li> <li>applies a sound ability to locate, select, organise and communicate photos, oral narrative, music/song and written explanations in a sequential manner</li> </ul>	<b>11–15</b>
<p>The student:</p> <ul style="list-style-type: none"> <li>demonstrates a basic knowledge of significant places, people and events, through the use of photos</li> <li>shows basic ethical research practices used to gather information from a significant family or community member</li> <li>applies a basic ability to locate, select, organise and communicate some photos and written explanations, with or without the use of oral narrative and music/song in an ICT program</li> </ul>	<b>6–10</b>
<p>The student:</p> <ul style="list-style-type: none"> <li>demonstrates an elementary knowledge of significant places, people and events, through the use of photos or images</li> <li>shows elementary ethical research practices used to gather information from a significant family or community member</li> <li>applies an elementary ability to locate and select some photos, with little or no written explanations to support the photo-story</li> </ul>	<b>1–5</b>
<b>Comments:</b>	<b>Marks Awarded:</b>

**Length of unit:**

10 weeks (20 lessons)

**Area of study:**

school-based optional study

## Unit description

Students will learn about the importance of identity to the local Aboriginal community. They will explore the notions of kinship, significant events, significant places and expression, and their relationship to the identity of Aboriginal Peoples. Students will create a series of written and visual presentations that represent the identity of a significant Aboriginal family member or Aboriginal community member, which will be showcased to the community in an end-of-project celebration.

### Focus outcomes

A student:

- 5.1 describes the factors that contribute to an Aboriginal person's identity
- 5.5 explains the importance of families and communities to Aboriginal Peoples
- 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

### Contributing outcomes

A student:

- 5.2 explains ways in which Aboriginal Peoples maintain their identity
- 5.3 describes the dynamic nature of Aboriginal cultures
- 5.4 explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location

### Resources

- Cherbourg Ration Shed Museum – teachers can visit <<http://rationshed.com.au>> to learn more about the Cherbourg Mission prior to the excursion
- Dhiiyaan Aboriginal Centre
- *Digital Elder Project* of the New England Region – <<http://dei.eduone.net.au>>
- *Growing Up Koori* <[www.marcom.com.au/product\\_details.php?prod=6MAGK](http://www.marcom.com.au/product_details.php?prod=6MAGK)> (Teacher's Guide available)
- *Mervyn Bishop: Mission Life* – <<http://streaming.lawley.wa.edu.au/students/TLF/DVD/los/L4111/index.html>>
- Moran, C 2004, *Talk Softly, Listen Well: Profile of a Bundjalung Elder, Charles Moran*, Southern Cross University Press, Lismore
- various guest speakers from the local Aboriginal community
- Yaama Ganu Centre – Balo Street, Moree



## ICT

Students will use the following ICTs throughout this unit:

- **Microsoft Word/PowerPoint** (or similar) – Students will create documents using this software on their laptops in assessment for learning and major assessment tasks.
- **Prezi** – Students will create a mind map-style document using this software in an assessment for learning activity.
- **Smart Notebook** – Students will create documents using appropriate software on their laptops in assessment for learning and major assessment tasks.
- **Webcam** – Students will use the webcam on their laptops to capture images and will use these images to create digital photo-stories.
- **Internet** – Students will use various search engines to source and download images and information to use in various assessment for learning activities.

## Students learn about Students learn to

- the factors that contribute to and influence an individual's personal, cultural and national identity
- *identify and explain key aspects of the area of study*

## Teaching and learning activities

## Evidence of learning

### PHASE 1: EXPLORING THE NOTION OF ABORIGINAL IDENTITY

*Class discussion:* Do you think we are (a) born the way we are; or (b) shaped by our life experiences?

*Definitions:* Students are to be given definitions for ascribed and acquired identity. They are to discuss these new concepts with the class.

*Brainstorm:* What factors influence identity today? As a class, students are to list a range of factors that influence our identity, including family, location, television, technology, information access (eg the internet), music, games, spirituality or religion, friends, school, etc.

### Assessment for learning activity 1

*Activity – Who Am I?* On a blank page in Word or Notebook, students are to create a pictorial mind map outlining who they believe they are today. They are to ask another student to take their photograph using a laptop and then use this as the central image, adding written captions that explain who they are.

Questions to guide students in the completion of this activity include:

- Are you a daughter/son/brother/sister/aunty/uncle/cousin?
- Are you an Aboriginal and/or Torres Strait Islander person? (Where is your Country/Place? Who are your family? What is your totem? Explore these questions in depth for Aboriginal and/or Torres Strait Islander students.)
- What nationality are you?
- What is your age?
- What is your gender?

Students identify the factors that contribute to their own identity and present these factors using graphics and multimedia applications.

Students learn about  
Students learn to

Teaching and learning activities

Evidence of learning

- Where do you live?
- Do you play any sports?
- Do you belong to any communities?
- Are you a student? At what school?
- Do you have a job? Where?

*Teacher-led discussion:* What aspects of our identity may change over time? Students are to brainstorm those aspects.

*Activity: Who Will I Be in 10 Years?* Students are to complete the activity, looking forward 10 years. They are to compare and contrast the results as a group or in pairs.

*Teacher-led discussion:* What aspects of our identity stay the same? The teacher is to discuss with students the complexities of Aboriginal identity in terms of belonging to a nation: parents belonging, belonging in both Aboriginal and non-Indigenous societies, etc.

*Literacy activity:* The class is to read segments of Charles Moran's *Talk Softly, Listen Well: Profile of a Bundjalung Elder*, Charles Moran to gain further understanding of the complexities of Aboriginal identity, and then complete a scaffolded literacy task.

**Background knowledge: Aboriginal identity**

*Teacher-led discussion:* The factors that influenced identity in the past are not the same as those that influence identity today. The teacher is to outline some of the factors that may have impacted on identity in the past, making notes for student reference.

*Brainstorm:* What are some of the factors that have influenced Aboriginal identity in Moree in the past? The class is to make a mind map (eg using bubbl.us) where key ideas are identified and linked to particular examples (evidence of local activity – <https://bubbl.us/>).

*Student excursion (2–3 lessons):* Students are to visit the Dhiiyaan Aboriginal Centre to complete the following activities:

- *Guest speaker* – An Elder will speak to students about some of the places and events of significance that have influenced Aboriginal identity in Moree in the past. Students are encouraged to ask questions of the Elder to enhance their knowledge in this area.
- *Research activity* – Students are to use the resources of the Dhiiyaan Aboriginal Centre to prepare a research task response in Word, PowerPoint or Prezi on the places and events of significance that have shaped Aboriginal identity in Moree. They are to use the following as a guide for their research:
  - Describe a place of significance to Aboriginal people in Moree.

Students identify the factors that contribute to their own identity and those that may change over time.

- the factors that contribute to and influence an individual's personal, cultural and national identity
- present research on Aboriginal identity using appropriate communication skills, including computer-based technologies
- explain why not all Aboriginal Peoples share the same identity and culture and recognise the factors that determine diversity of cultural expressions and interpretations, such as geographical location, history, environment, technology and generational differences

## Students learn about Students learn to

## Teaching and learning activities

## Evidence of learning

- Describe how the place has shaped Aboriginal identity.
- Describe an event of significance for Aboriginal people in Moree.
- Describe how this event has shaped Aboriginal identity.
- Explain why certain events and places that have shaped Aboriginal identity in Moree may be different from those that have shaped Aboriginal identity in other locations around Australia.

- *compare and contrast their own and others' sense of identity*
- *reflect on the learning journey*

### Assessment for learning activity 2

*Student reflection:* Using the research and presentation on places and events of significance, students are to make a class presentation on how Aboriginal identity in the past was influenced by factors that are different from those that influence identity today.

Students describe the factors that contribute to a person's identity, such as the places and events of significance that have shaped Aboriginal identity in Moree. They will be able to present their research on this topic using appropriate communication skills, including computer-based technologies.

Students compare and contrast their own and others' sense of identity and reflect on their own learning journey.



## Students learn about Students learn to

## Teaching and learning activities

## Evidence of learning

### PHASE 2: EXPLORING DIFFERENT LIFE EXPERIENCES OF ABORIGINAL PEOPLE

- conduct research on Aboriginal identity using a wide range of methods incorporating available computer technologies
- the importance of identity to the Aboriginal community and Australian society

*Visual text:* Students are to watch *Growing Up Koori* for an understanding of the different life experiences of Aboriginal people and how those experiences shape their identity.

Before the film:

- Students are to share their Who Am I? activity with the class, providing a brief description of their experience. The class is to compare the differences in identity among students.
- *Teacher reflection* – The teacher is to present a narrative of their own life, talking about experiences that have shaped their identity today, including factors such as family, school, work, location, etc.
- *Student reflection* – Each student is to write a 200-word reflection on their life and identity, as modelled by the teacher.

After the film:

- The class is to discuss how life experiences can shape Aboriginal identity. The teacher is to use questions such as the following to guide the discussion:
  - What are the factors that can shape Aboriginal identity?
  - Are these factors specific to Aboriginal people?
  - What is the value of having strong adult role models?

*Teacher-led discussion:* The class is to discuss some of the historical events in Australia that have had an impact on Aboriginal identity. The teacher is to provide notes on some of these events, such as the various government policies, stolen wages, stolen generations, loss of language, etc, for student reference.

*Student excursion:* Students are to visit Cherbourg in south-east Queensland on a three-day excursion to the Ration Shed Museum. Local conservators tell the story of the community's history to the youth of Cherbourg and to the world at large. The museum also creates local employment and provides economic benefits to the community. Students are to participate in historical talks, interactive demonstrations, and art and craft sessions.

*Written activity:* The teacher and students are to work together to create a scaffold to respond to the following statements: 'Describe the ways in which the Aborigines Protection Act has impacted on Aboriginal identity in Australia. Make reference to examples from Cherbourg and Moree, as well as your own knowledge on the topic area.' Students are then to provide a 200-word written response using the class scaffold.

Students show, through participation in class discussion, understanding of how life experiences can shape Aboriginal identity.

Students describe the way the Aborigines Protection Act has impacted on Aboriginal identity in Australia

## Students learn about Students learn to

## Teaching and learning activities

## Evidence of learning

- the influence of social factors and experiences on Aboriginal identity
- responses of Aboriginal and non-Aboriginal peoples to Aboriginal identity in Moree
- the ways in which Aboriginal Peoples celebrate their cultures

*Brainstorm:* Students are to work together to create a list of quality questions to ask a guest speaker about the way in which government policies have impacted on the person's identity.

*Guest speaker:* Lloyd Munro is to talk to students about the different people, places and events that have shaped his identity. Selected students are to ask questions from a list created in the previous lesson. The class is then to discuss these factors.

*Mind map:* The class is to work together to map out the significant events, places and people that have shaped Mr Munro's identity. Once the mind map is completed, students are to map the significant places onto a large map of Moree for reference in the next assessment for learning activity.

*Visual text:* Students are to watch the 'Mervyn Bishop: Mission Life' photo-story as a scaffold of a quality photo-story. The teacher is to lead a discussion on the aspects that made the presentation a significant visual text, with the class identifying factors that have influenced Mr Bishop's identity as an Aboriginal person.

*Visual text:* Students are to watch the Digital Elder Project of the New England Region to view stories that have been captured by the various schools in the region, including Moree Secondary College. The class is to discuss the importance of collecting and collating Aboriginal stories for the younger generations <[www.mscalberts-h.schools.nsw.edu.au/news/digital-elders-2011](http://www.mscalberts-h.schools.nsw.edu.au/news/digital-elders-2011)>.

- present findings of research using computer-based technologies such as databases, spreadsheets, graphics and multimedia

### Assessment for learning activity 3

*Student excursion:* Students are to visit the places of significance from Mr Munro's talk. They are to take digital photographs and create a photo-story about these places, including written captions that explain how the places have influenced Mr Munro's identity.

Students identify the importance of Aboriginal identity to the local Aboriginal community by presenting the survey responses of an Aboriginal person.

Students learn about  
Students learn to

Teaching and learning activities

Evidence of learning

### PHASE 3: LEARN ABOUT THE IMPORTANCE OF ETHICAL RESEARCH

- *plan and outline the procedures to be followed, including ethical research practices and the use of protocols for community consultation*

*Guest speaker:* An Aboriginal worker from the Dhiyaan Aboriginal Centre is to speak to students about the importance of conducting culturally appropriate research in Aboriginal communities.

*Group work:* Students are to be given a group of 15 questions and to work together in a group to determine if particular questions would be considered ethical for use with Aboriginal communities. The teacher is to provide Stage 6 ethical research content as a guide.

*Family or community member interview* (1–2 sessions): Students are to create 5–10 questions for use in interviewing a significant Aboriginal family member or Aboriginal community member. One period should be set aside for recording these interviews. Family or community members are to come to the school or another location to meet with Aboriginal Education Officers, etc. Students are to be given the opportunity to record the interviews either digitally or in written form. They are to ensure that they have a photo of their family or community member for future reference.

Students demonstrate their understanding of what makes questions ethical or unethical.

Students produce a list of ethical interview questions that reflect their learning on Aboriginal identity in Moree.



## Students learn about Students learn to

- the responses of Aboriginal Peoples to Aboriginal identity in Moree
- positive outcomes resulting from the expression of Aboriginal identity in Moree
- the ways in which Aboriginal Peoples celebrate their cultures
- describe factors that contribute to a person's identity, such as family and community, life experiences, language, traditions, cultural mores and practices, national icons, customs, age and gender
- conduct research on Aboriginal identity in Moree using a range of methods incorporating available computer technologies such as the internet and email
- present findings of research using computer-based technologies such as databases, spreadsheets, graphics and multimedia applications where appropriate
- the importance of Aboriginal identity to the Aboriginal community and to Australian society
- responses of Aboriginal and non-Aboriginal Peoples to Aboriginal identity in Moree
- positive outcomes resulting from Aboriginal identity in Moree
- reflect on the learning journey

## Teaching and learning activities

### PHASE 4: LOCAL ABORIGINAL CULTURE AND IDENTITY

*Student excursion:* The class is to visit the Yaama Ganu Centre to learn about contemporary cultural experiences through the various visual and other art forms. During the visit, students will also learn the importance of self-determination and autonomy for the Aboriginal community.

*Guest speaker/Student demonstration:* A local Aboriginal artist is to speak about the way that art can express one's identity. Students are to participate in some simple Aboriginal art techniques and create a small artwork that focuses on how they would want to represent their own sense of identity.

#### Assessment for learning activity 4

*Literacy activity:* Students are to write a poem or dedication about the places, events and people that have shaped their family or community member's identity. They are to present this in a creative way of their own choosing. Presentation choices are to be negotiated with the classroom teacher.

*Collection of images:* Students are to collect or take photos of the significant places, events and people of their family or community member to collate into a photo-story. This activity could be completed at the Dhiyaan Aboriginal Centre so that students can access old photos, or as a half-day excursion where the class writes a list of the places they must visit in the Moree district and then travels to those sites by bus, taking photos on laptops or digital cameras.

#### Major assessment

Students are to produce a digital photo-story of the factors that shape Aboriginal identity in relation to an Aboriginal family member or Aboriginal community member who is significant to them. The presentation should include photos, images, oral narrative and written captions, as well as embedded songs/music that express their sense of being Aboriginal.

#### Celebration day

Students, family members and the community are to be invited to share the digital stories produced by the Year 10 Aboriginal Studies class. A morning tea or lunch is to be provided. Students are to take turns in presenting their photo-story to the group, with a copy presented to the family or community member whose life is being documented. The teacher is to ensure that, with consent, photos of the event are taken for publication at school events and in the school magazine.

## Evidence of learning

Students identify the different ways in which identity can be expressed and produce an artwork that reflects this learning.

Students produce a creative writing piece that identifies the major factors shaping Aboriginal identity.

Students produce a digital photo-story that presents their understanding of the factors that influence the identity of a significant family or community member.

Students are able to participate in a celebration of Aboriginal identity in Moree and understand the importance of the various forms of cultural expression that Aboriginal Peoples present.

**Students learn about**  
*Students learn to*

## Teaching and learning activities

**Assessment for  
learning**

### **Student evaluations/Peer marking**

Students are to watch the digital stories in class at the conclusion of the unit of work to peer evaluate each other's presentations. A marking proforma is to be given to students, who are to mark each presentation confidentially. The marks are then to be collated and averaged to give each student a peer mark.

*Students critically evaluate their peer presentations and reflect on their learning journey as a whole.*