

INDIGENOUS EXPERIENCES OF THE AUSTRALIAN DEMOCRATIC PROCESS

Unit 1: Who Rules - AT A GLANCE (Primary)

Content	Suggested Teaching and Learning Activities	Special Resources
Focus Question 1: Who Am I?		
Understanding our community needs, with a special focus on Indigenous needs	Identity People and Places 'Triptych' Protecting my place People and stories	Photos, pictures, art work, 3D models of places, including some Aboriginal arts work. Handout 1 Who Lives Here? Words and music to ' <i>My Island Home</i> ' by Christine Anu. Words and music to ' <i>Home Among The Gum Trees</i> ' Art paper and paint, crayon, pencils Discovering Democracy -Middle Primary <i>We Remember</i> and Upper Primary <i>The People Make Nation</i> ' <i>My Place</i> ' by Sally Morgan <i>I Can jump Puddles</i> ' by Allan Marshall <i>A Fortunate Life</i> by Albert Facey Song - <i>From Little Things, Big Things Grow</i> by P Kelly & K Carmody
Focus Question 2: What is Community?		
Understanding our community needs, with a special focus on Indigenous needs	What is Community? My Community Community services Communication Location Case Study	Handout 2
Focus Question 3: What is Cultural Identity?		
Understanding our community needs, with a special focus on Indigenous needs	Indigenous Circles	Handout 3

The Unit:

Allows students to find out who they are through an examination of the community where they live. It asks students to consider the extent to which the community that they live on determines the sort of person they are and the type of community they live in.

AUDIENCE

Primary Students

The aim of these units is for students to develop and demonstrate their own understandings about personal and community identity. If teachers were to establish links within their own community, it should be made clear that students are able to express their own opinions and it is important to ensure a safe, secure and trusting environment, free of racism.

Teachers may need to explore their own cultural understandings and be able to encourage students to support a society that accepts all peoples and recognises the significance of Indigenous people and history in the development of the nation.

Please consult with your local Indigenous community, family groups and peoples to assist in the further development and implementation the unit. This could provide the opportunity for Educators to build meaningful relationships between themselves, the school, their Indigenous communities, family groups and other peoples. At all times, Indigenous cultural protocols will need to be respected. It is vitally important to create the space for students to hear the voices of experience.

PURPOSE

To enable students to explore the concept of identity on both a personal and wider community level.

Links to Local Curriculum and Discovering Democracy

Please see grids included in the Introduction/Overview

LINKS & RESOURCES

Handout 1: Who lives here?

Handout 2: Communicating in communities

Handout 3: Peer Assessment

Discovering Democracy -Middle Primary '*We Remember*' and Upper Primary '*The People Make Nation*'
'*My Place*' by Sally Morgan

I Can jump Puddles' by Allan Marshall

A Fortunate Life by Albert Facey

Song - ***From Little Things, Big Things Grow*** by P Kelly & K Carmody

Focus Question 1: Who Am I?

Learning Activities

Instructions for students

1. Identity

- Think about the term **'identity'**. Share your ideas with the person next to you.
- Take a piece of paper and fold it horizontally and vertically into quarters. On your own, in one-quarter of your paper, write down what you consider to be the meaning of the word **'identity'**.
- Beneath your writing, make an illustration to show what you mean.
- Display your work with others from your group.
- Look at what others have done. Now add to your meaning of 'identity' in another quarter of your sheet, and ask someone from your group to make an illustration of what you have written.

2. People and Places

- Look at the images on display. What do they represent?
- **Handout 1** Choose one and think about whom might live there. Conduct a survey.
 - When did they live there?
 - What is their job?
 - Who is in their family?
 - What are their interests?
 - What do they do in their spare time?
 - Where do they go on holidays?
 - What do they wear?
 - What do they eat?
 - Who are their friends?
 - Who do they worship?
 - language/s do they speak?
 - What level of education have they had?
- Imagine you are one of the people living in that place and write a letter to one of your friends describing your place to them and inviting them to come and visit you.

3. 'Triptych'

- Close your eyes and listen to the song *'My Island Home'*, by Christine Anu.
*In the evening, the dry wind blows
From the hills and across the plain
I close my eyes and I'm standing
In a boat on the sea again.
And I'm holding that long turtle spear
And I feel that I'm close to where I must be
My island home is waiting for me.*
- Listen to the song again and this time write down some of the pictures you see in your mind as the song is sung. Keep writing after the song is finished. You may make some small sketches if you wish.
- Who is Christine Anu? Where do you think is her place? Using some of the ideas you have recorded, make a drawing, of 'her place'.

- Now listen to '*Home Among the Gum Trees*' and as you listen, think about this different place. You can sing along and do the actions to the song if you wish.
- Listen to the song again and this time write down some of the pictures you see in your mind as the song is sung. Keep writing after the song is finished. You may make some small sketches if you wish.
- Where do you think is this place? Using some of the ideas you have recorded, make a drawing, of 'this home among the gum trees' using the same sized piece of paper as for you last picture.
- Now think of your place. How is it the same, or different to the previous two? Discuss this with your group.
- Using the same sized piece of paper as before, make a drawing of 'your place' and display it alongside the other two art works to make a triptych.
- Fold a piece of paper into three columns and in each column record who you think might live in each of these places.
- Share your ideas with others in your group and add to your list. Display your list beneath your artwork.

4. Protecting My Place

- In your group discuss what your place means to you and how you can care for your place. What could you do to keep it safe?
- Do other people feel the same about 'their place'? Why?
- Do you think all other people, no matter where in the world, would think that their place is worth saving?
- Would you like to see your place changed in any way? If so how, and by whom?
- What would you do if someone threatened your place in some way?
- The local council has decided that every house in your street is to be demolished to make way for a car park. Get together with the other 'residents' in your street and make a plan of action to get the council to change their minds. Other members of your class may act as the local council. Invite the 'mayor' (a teacher from another class, or your principal), to listen to your reasons as to why the council should not build a car park in your street. Draw up a petition, write letters to the paper, go on 'TV', make posters, write to members of parliament, make banners.... Etc.
- Finally have a vote to decide the future of your street. You will need to have a list of the 'rate payers', ballot papers, how to vote cards, polling booths, etc. Run your polling day, count the votes, and announce the winners of the vote and how this will affect 'your' street.
- How could you stop this from happening to you or anyone else in Australia again?

5. People Stories

- All over the world, people and groups of people have strived to protect 'their place'. Make two lists – one of people who have worked or fought to save their place and the other of groups of people and events which have strived to save our place or some-else' place. (People might include Eddie Mabo, Charles Perkins, Yagan, Weary Dunlop, Ho Chi Minh... Events might include World Wars 1 and 2, the Vietnam War, East Timor, the Battle of Pinjarra ...)
- Add your list to your neighbour's and edit.
- Put this list with those of other groups and edit.
- Conduct research into one of the people or events on your list and present your findings as a wall display using some writing and pictures / drawings.
- Tell how this person or event worked to protect a particular place or places, or group of people and their rights.

Focus Question 2: What is Community

Learning Activities

1. What is Community?

- Write what you know about the word community and its meaning. Share with a friend and add to your meaning. Now share with another pair, Choose one person to report to the class. Make a class meaning of the term community.
- What makes a school community? Work with your group of four and list 10 things that make up a school community.
- Make a list of four communities that you are part of.
- What is the name of your Local Government? In your group of four, make a mind map or explosion chart of everything you know about your local community (Local government area, suburb etc). Put a tick next to the things you use most and put a star next to your favourite place.

2. My Community - a wall display

- Make a large sign giving the name of your community and including any other names it might have - for example are there any Aboriginal words that are also given to your local area?
- Make a wall display of your local community giving information such as;
 - how your community got its name
 - why it was first settled and by whom
 - the name of the indigenous people who may have lived there and who may still live in your area
 - the names of different groups in your community.
- Make a list of the three main features of your community that make it a great place to live.
- What are three things that are unique to your community?
- What makes your community different to others? Make a big banner for your answer and put in beneath the name of your community.
- Find pictures or photos of your community as well as collecting brochures and pamphlets from organisations such as the tourist and historical societies in your area.

Some local governments might be interested in running a banner competition for the town or community or get the students to put together their ideas into a class banner which could be presented to the local government and displayed.

3. Community Services

- There are many services in your local community. In your group of four, make a list of 10 of these services.
- Put the lists of all the groups together and make one list of services for your community. Take a BEANE Count of the top ten services used by the class and make a tally of the services used by members of your class over the next week. Use the data collected to graph the information. Which services are used most by the class members and which are used the least? What are the reasons for this?
- Survey people at home and make a tally of the services used by them. Use the data collected to graph the information. Which services are used most by the people at home and which are used least? What are the reasons for this?
- Compare the two graphs. Does the information on the two graphs show some common uses and some different uses? What are they and why does this occur?
- What services do the citizens of a community need? Complete the table.
- Why are the needs of each different? How can we show that we value the needs of others?

Assessment: Survey and graph analysis

4. Communication

- Make a list of the different ways that people at the time of Federation communicated.
- Make another list of the ways people today communicate.
- Put a tick next to any way of communication which appears on both lists.
- Complete **Handout 2** Communicating in Communities
- Complete another copy of this handout as if you were living at the time of Federation.

5. Location

- On a map of Australia, locate the position of your local community.
- On a map of your community, find your street. Put a dot where your house is located.
- Mark in the route you take from your home to school, to the shopping centre, to the place where you play sport, to your club, to your group, to three of your friends.
- Do any of these paths intersect?
- Ask the other members of your group to do the same.
- Do any of the paths of you and your friends intersect?
- Why is your town located where it is?
- Is it a good location? Why?
- If your community could be located somewhere else, where would you choose and why?
- If you could live somewhere else in your community, where would it be and why?

6. Community Case Study

- Choose an Indigenous community and write its name using Aboriginal colours and symbols.
- Are there any other names for this community?
- How do people of this community:
 - Access services?
 - Travel to visit friends?
 - Travel to play sport?
 - Travel to shop?
 - Travel to clubs?
 - Travel to medical services?
 - Travel to entertainment?
- What are the needs of these community members?
- How are their needs different to the needs of other community members? How are they the same?
- How is the community ruled? What are the rules of the community? Who are the community leaders or decision makers?
- What are the rights of the community members? What are their responsibilities?
- What are your rights and responsibilities.

Assessment: Create a poster or a brochure for your community. Select one service to inform your community

- Health or medical
- Transport
- Leisure and recreation
- Decision making or government
- Tourism
- Shopping facilities
- Entertainment

Focus Question 3: What is Cultural Identity?

Learning Activities

INDIGENOUS CIRCLES

1. Divide the class into groups with four students in each group.
2. Each group undertakes research on one of the following aspects of traditional and contemporary Indigenous community life.
 - Food
 - Clothing
 - Language
 - Celebrations
 - Festivals
 - Religion
 - Law
 - Transport
 - Housing
3. Guest speakers from as well as traditional sources of information such as non-fiction, encyclopedia, magazines, and the Internet. Art works, posters, brochures may also give information.
4. Students take notes and use these to construct a written report into their findings.
5. The class is then 'jig-sawed' so that one person from each group gets together and forms another group. Each person in that group will then report orally to the rest about their research. The rest of the group completes the assessment sheet for each member of the group.
6. Draw a large circle and divide it into the same number of segments, as there are groups. Each group records their findings in a segment of the circle.
7. Draw another circle and again divide it into the same number of segments. This time cut out each segment, one per group. Each group then makes a montage representing the written text of the previous circle.
8. When complete the montage circle is reassembled.
9. Put both circles on a large sheet of paper and connect them with Aboriginal art symbols. (eg dots, lines, other circles etc) Link the two circles in this way.

Jigsaw Peer Assessment (Sheet Handout 3): Allocate one topic to each student in the jigsaw group. Make enough copies for one per student in the group.

Who Lives Here?

Description of the image	
	Description of the inhabitant:
Who might live here?	
When did they live here?	
What is their job?	
Who is in their family?	
What are their interests?	
What do they do in their spare time?	
Who do they worship, when, how and where?	
What are their interests?	
What do they do in their spare time?	
Where do they go on holidays?	
What do they wear?	
What do they eat?	
What languages do they speak?	
What level of education do they have?	
Who are their friends?	

Communicating in Communities

Talking to a friend in another state.	Checking the Lotto results.
Finding out the weather forecast.	Finding out the date of the community fair.
Paying the electricity account.	Finding out the bus timetable.
Getting the footy scores.	Sending invitations
Finding the television programs for tonight.	Finding local news
Finding state news	Finding world news

PEER ASSESSMENT SHEET

Name: _____

Topic: _____

My Comments	SCORE G = Good OK = Okay P = Poor
The most interesting fact mentioned was: _____ _____	
One new thing I have learnt about this is: _____ _____	
A question I have is: _____ _____	
Other things that I thought were important: _____ _____ _____ _____	