

## INDIGENOUS EXPERIENCES OF THE AUSTRALIAN DEMOCRATIC PROCESS

### UNIT 2: WHO RULES? (Secondary) at a glance

Content	Teaching and Learning Activities	Special Resources
<b>Focus Question 1: Who Am I?</b>		
What is Identity?	Brainstorming activity Story/Song analysis Picture Building - Life stories <b>Creating a Picture (mind map, collage, poem, song, multimedia)</b>	Songs: Island Home Christine Anu, Give me a life among the Gum trees The Bushwackers Poster Series or assorted images of Australians
<b>Focus Question 2: What is Community?</b>		
Defining Community Comparing Cultures	Defining Community Exploring our community Investigating our indigenous community <b>Collage/Visual Display</b>	Community Guest Speaker
<b>Focus Question 3: What is Cultural Identity?</b>		
	What is Culture? Images from film. Simulation Activity: Bafa Bafa Learning Circles: a community based activity <b>Reflection</b>	Film: Baraka Bafa Bafa Simulation Game

**THE UNIT:** Is an introductory unit which allows students to investigate the concept of identity, community and culture.

**AUDIENCE:** Secondary Students

The main aim of this unit is for students to develop and demonstrate their own understandings in terms of identity and community. They should be encouraged to express their own opinions and it is important to ensure a safe, secure and trusting environment, free of racism. Therefore, teachers will 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:** Students to demonstrate an understanding of the concept of identity. The activities examine the concept of identity in three aspects, the individual, the community and the nation. Once established, it is hoped that teachers and students will utilise existing resources and establish links within their local communities to develop a further understanding of the concept of cultural diversity.

The information will be for public viewing and therefore all work is to be treated sensitively. The idea is to allow students the opportunity to develop an understanding of the 'forces' that have impacted on their lives and which may still impact on their lives.

## Links & Resources

Handout 1: Glossary

Handout 2: Who am I?

Handout 3: Creating a picture

Handout 4: Building a picture of my community

*"Indigenous Australia"*, (poster series) Produced by the Aboriginal & Torres Strait Islander Commission (ATSIC)

*"The People of Australia"*, Poster series

Songs: *"My Island Home"* Christine Anu

*"Give Me A Home Among The Gumtrees"* Bushwackers

*"Yolngu Mathu Language Program"*, Produced by the Yirrakala Literacy Centre. A good starting point for looking at differences between cultures. You may like to contact ATSIC and the local Aboriginal Language Centre to find out about the Indigenous culture(s) from within your region or school area. It is hoped that by establishing links within the local area, the teacher could work with AIEO & Elders to develop knowledge and understanding of the Indigenous culture(s) in that immediate area.

*"DD Kit, Who Rules"*, Middle & Upper Primary Units

Council For Aboriginal Reconciliation

<http://www.reconciliation.org.au> (Aboriginal Studies WWW Library)

<http://www.wn.com/WWWVL-Aboriginal.html> (National Aboriginal and Torres Strait Islander Education Web Site)

<http://www.natsiew.nexus.edu.au/index.html>

**Note: All of these sites have links to further sites that provide detailed information on topics relevant to this area.**

## Links to local curriculum and Discovering Democracy:

Please see tables included in the Introduction/Overview

## NOTES

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### What is Identity?

Football, Holden cars and meat pies  
Don't forget those friendly flies  
Sand in my toes, sun in my face  
I am Australian, this is my place

My hair is blonde, but also brown  
I am tall but also short  
My skin is brown but really just tanned  
I am Australian

What does it mean to be Australian? Does the short verse above describe what it means to be Australian? How would you describe an Australian?

When we talk about identity, we can talk about our own **PERSONAL** identity (the way we see ourselves as an individual), a **NATIONAL** identity (the way we see ourselves collectively as a nation) or a **GLOBAL** identity (the way we see ourselves as part of the whole world population). When trying to define our **IDENTITY**? We have to ask ourselves what types of things define or describe ourselves. When we consider the idea of a national identity, we have to consider what types of things we share as a nation.

Some important definitions that you may come across while exploring this unit:

Groups of people who have similar cultural backgrounds and live in a specific location are referred to as a *society*.

*Culture* is defined as the way of life of a society. It can be simple or complex. It can refer to such things as art, beliefs, customs, inventions, government, laws, language, music, customs, family, shelter, transport, technology, work, social behaviour and education. It includes all the ideas, objects and ways of doing things in that society.

## Focus Question 1: What is Identity?

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### Construct a picture of your life story

**Handout 1 (Glossary Sheet)** Students can use this handout throughout the unit to record their own definitions as they complete the activities.

1. Listen to the songs *My Island Home* by Christine Anu/Warumpi Band and *Give me a Home Among the Gumtrees* (the Bushwackers).

The lyrics for the songs can be found on the web at:

[http://gel.com.au/koala/seachange/music\\_anu.html](http://gel.com.au/koala/seachange/music_anu.html)

<http://home.hiwaay.net/~1kseit/Australia/song.html> (this actually has the actions that go with the words)

#### **Handout Sheet 2 (What is Identity?)**

Describe, define and analyse meanings in the songs. Brainstorm using these questions as a guide:

- What is IDENTITY? What do you think could be meant by the term PLACE?
- What do these songs say about the people who live in Australia?
- What words could we use to describe what it means to be Australian?
- How do the songs represent feelings of “Place”?
- How important is a feeling of place or identity?
- Ask students to consider the idea of personal identity, national identity and global identity.
- Can students find any links or differences between the songs and their own identity or feelings of place?

2. **Optional Extension Activity:** Students research the performers and the songwriters. What can they learn about the people who created the songs and the ways they made sense of the place in that they live or have lived?

3. **Picture Building / Who am I - My Identity?**

- Discuss with students the ways people have recorded stories from the past. (written/oral) . A number of resources could be utilised here, read or show an excerpt from a variety of sources:
  - A novel (Sally Morgan's *My Place*, Alan Marshall's *I can jump puddles*, Albert Facey's *A Fortunate Life*)
  - A song (*From Little Things, Big Things Grow*, P.Kelly/K.Carmody)
  - A history book
  - A diary entry
- **Handout 2** Individually students write down or brainstorm the types of things that they would include in their own life story - they may use the Handout as a guide. Allow students to share this information with others in their class.

As a group students could produce headings to guide the gathering of information. For example: Some headings could include; family (immediate/extended), birth place,

language(s) I speak, places I have lived, religion/spirituality, likes/dislikes, education, favourite food, activities I do with my family, sport, celebrations, music and so on)

**Handout 3** Students choose a method to represent their life story (they may choose to use a mind map, time line, song/poem, story or collage) depending on what they consider to be their own identity. *The teacher might like to use an example (possibly their own story or a guest speaker) to demonstrate the main idea to students.*

- As students develop their pictures/life story, discuss with them about the ways in which we have defined “Australians”. If possible, display in your classroom both of the *People of Australia* and *Indigenous Australians* poster series. This may enable students to see the range of individuals who call Australia home.
- Ask students to bring in photos of their families (immediate/extended) and put on display. Encourage the group to write a statement that defines, “Australian”, according to their sense(s) of identity. Provide opportunities for students to develop questions to ask each other so that they can share information about themselves.

**A SUGGESTION for the classroom:** It is a good idea to utilise an area in the classroom where all materials produced could be displayed. It is will be helpful to both teachers and students to be able to access the material for reflection and to add material as the need arises.

## Focus Question 2: What is Community?

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### Building a Picture of Our Community

- Handout 4** Brainstorm the meaning of the term COMMUNITY. Blackboard the words students use to describe what is meant by Community. Individually or in partners, ask students to use the words from the brainstorm to formulate a definition for the term. Blackboard the definitions, ask the class to select the one which best describes a community. In small groups, students to discuss and record the responses to the following: **Our school is located in this "place"**

  - What is this area called?
  - How did the area get its name?
  - Does this area have more than one name?
  - Did Indigenous people live in this area and what name(s) did they use for this area?
  - What was the relationship between Indigenous and Non-Indigenous people?

**Handout 5** Students are to create a bird's eye view of a defined area in their community. This could be adapted to a whole class project, where a larger scale map is produced. Students could be assigned to plot specific aspects of their community, the area could be defined by the teacher who provides the initial mudmap showing the school and the major roads.
- Organise excursions in the area that help students to identify with the space. Have a number of different voices provide information about the same place.

### **Focus Question 3: What is Cultural Identity?**

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1. Simulation Game BAFA BAFA

There are a number of simulation games available but BAFA BAFA is a useful learning tool which This exercise is designed to help students to understand the differences that exist between cultures and how people within cultures can make decisions about others based on their own observations and interpretations of the behaviour of the others.

A brief synopsis:

*Basically, the class is divided into two groups, Two classrooms or separate closed spaces where students can learn about their culture and not be seen by the others. The rooms must be large enough to allow both cultures to interact.*

*Each group is given some*

*There is a handbook with the game and it provides clear directions on the way it is to be played. If the game was played through in one go it would require 3-4 hours. However, it can be played over two days but it is important that students do not discuss any of the game to others playing unless they are in the same cultural group. The learning outcomes of the game will only be achieved if students are actively involved in their culture and continue to role play until the game is completed.*

*There is also debrief session to give students the opportunity to describe and analyse their observations, feelings and thoughts about their own culture, the culture of the others, the way they played and links to their own society. BAFA BAFA will help them to experience many feelings about themselves and the society in which we live.*

2. BRAINSTORM the meaning of the term culture. On the blackboard/whiteboard, write the definition of culture. Ask students to give some ideas about what sorts of things are considered when we discuss the term.
3. View the film BARAKA (as it is quite a long film, you may like to select a section of the film for viewing), ask students to note down some of the images that they believe are examples of culture.

Ideally, it would be great to introduce a member from your local community who could give a talk on indigenous culture in that area. There are a number of ways to approach this, depending upon the sorts of resources available in your local area.

#### **Teachers could:**

1. After listening to a speaker from the community, ask students to note down some main points under defined headings, for example, clothing, language, family relationships, customs, food etc. In small groups, students identify ONE aspect that they would like to investigate further.
2. In small groups, ask students to identify the different cultural groups that might exist in their community. Students are to identify four aspects of culture that they would like to investigate eg. Food, language, customs, laws and so on

Once students have selected their aspect of culture and a cultural group to investigate. Introduce the concept of the LEARNING CIRCLE.



It would be necessary for teachers to be familiar with the *Learning Circle kit* put out by the Council for Aboriginal Reconciliation. A learning circle is basically a discussion group which is set up to share, identify and provide discussion on particular topics. It encourages groups to formulate a plan or action to deal with the identified issue/s.

Tell students that their aim is to try and raise awareness of a particular cultural group in their community (an appreciation of cultural differences). They will need to work together to identify the types of things that they might like to bring across.

**For students to set up a learning circle or discussion group they may need to:**

CONDUCT and investigation into their selected cultural group

FIND OUT about community perceptions about their particular cultural group and be aware of sensitive issues.

THINK ABOUT the types of questions and aims of their learning circle or discussion group.

BE PREPARED to formulate a plan of action to help create understandings between cultural groups.

IMPLEMENT a form of action or plan to achieve their outcome (to create an appreciation of cultural differences in their community)

This activity may allow the opportunity for the school to link in with community based activities, open days or for the school to initiate a day which allows groups to come into the school, a type of cultural expo.

# Handout 1

# Unit 2: Who Rules?

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Use the table below to record YOUR meaning of the terms:

Term	Our Group Definition OR My Definition
Identity	
Place	
Diversity	
Culture	
Indigenous	
Extended Family	
Immediate Family	
Religion	
Belief	
Law	
Australian	
Dreamtime	
Elder	

## Handout 2

## Unit 2: Who Rules?

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### Who am I? My Life Story (Gathering Ideas)

Use the spaces in the table to organise your ideas:

My name is...  I like to be known as ...	I was born in ...	My family consists of...	My favourite foods are...
Things that I like to do with my family...	Languages I speak...	Other people who are important in my family group...	Sports I play...
I have learnt ...	I like to spend my spare time...	Places that I have lived ...	Music that I like...
My friends include...	Other things that are important to me...	I have strong beliefs in...	I like to celebrate...



## Handout 3      Unit 2:      Creating a Picture: My Life Story

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### BRAINSTORM

**How would you describe yourself, what is your identity?**

- Write, draw, build, or paint everything as it comes to your head.
- Do not stop
- There is no right or wrong way to do this, you decide
- Put down whatever comes into your head
- Aim for lots of ideas - quantity is important

Note: You can use the sheet provided to help you record your ideas.

### WHAT DO I DO NOW?

Decide how you would like to present your life story. Remember to keep in mind that you will share your story with others.

Here are some ideas to help you:

<b>MIND MAP</b> (like an explosion diagram)	<b>TIME LINE</b> (showing the key events of your life so far)	<b>STORY</b>
<b>MULTI MEDIA</b> (use a program like Power Point, or perhaps design a web page)	<b>COLLAGE</b> (complete with pictures, photos, headings)	<b>SONG/POEM</b>

**Handout 4      Unit 2:      Building a Picture of Our Community**

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<p><b>Write your meaning of the word 'community' in the space provided</b></p>	<p><b>What is a Community?</b></p>
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<p>The name of our COMMUNITY....</p>
<p>Our Community is also known as ...</p>
<p>How did our Community get its name?</p>
<p>How did we get here?</p>
<p>What groups of people live in our community?</p>
<p>People in our community refer to themselves as...</p>

## Handout 5      Unit 2:      Building a Picture of Our Community

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Use the box below to produce a map that shows the main features of your local community.  
You may like to include:

- Important Land Marks (including both natural and cultural features)
- Main Roads and Transport Networks
- Agricultural Areas
- Residential Areas
- Industrial Areas
- Recreational and Leisure Areas

Use a **LEGEND** or a **KEY** to distinguish the important features on your map.

Legend/Key	
<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	

Note: If your community is too big, select a smaller area to concentrate on. You might choose a suburb, a landform or land use area instead. Aim to give an impression of what your community looks like from the air.

## Handout 5      Unit 2:      Building a Picture of Our Community

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After completing your map of your community, share it with others in your class or group.

**Discuss** and **note** down your responses to the following questions:

1.      Imagine what your community looked like before it was developed.

a.      What sorts of things would you expect to see?

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b.      Make a list of 5 statements or assumptions that you could make about your community before it was settled.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

c.      On the table below, consider the positive changes and the negative changes that may have taken place.

POSITIVE CHANGES	NEGATIVE CHANGES



2. Identify 3 MAIN features of your local area that made it a favourable place to make a settlement.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3. Identify 3 ELEMENTS of your community that you consider UNIQUE only to your community.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

4. List the REASONS or the FACTORS which make communities different.

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