

USING THESE TEACHERS' NOTES

Important note to teachers

- The following points are important considerations to remember when teaching Aboriginal and Torres Strait Islander studies. These cautions should be consulted throughout the course and shared with students
- Aboriginal studies and Torres Strait Islander studies are not only about historical events and contemporary happenings. They are about people and their lives. Consequently, consideration of, and sensitivity towards, Aboriginal and Torres Strait Islander people are essential, as is collaboration with relevant communities.
- Where possible, consult Indigenous people and Indigenous sources for information. Try to work with your local Indigenous community people and elders and respect the intellectual and cultural property rights of Indigenous people.
- Consult reliable sources. Be discerning and look for credible information. Indigenous Australians are careful to speak only about the country or culture they're entitled to speak about. Be sensitive to requests not to talk about or include some material. Ensure that what you're reading derives from a community or elders' knowledge, or from reputable research. Remember too that less-than-polished publications can still be valuable.
- Use only the information and images you know have been cleared for reproduction or use in the public domain. Think carefully about the context in which you use information and images. Don't use images in a way that may cause concern or distress to Indigenous people and communities and don't use images of people from one culture to represent another.
- Be aware that you may have students in your class who identify as Aboriginal or Torres Strait Islander, or both. Encourage them to participate and share their knowledge, or that of their families or communities. Some may be members or descendants of people who were removed from their families, the Stolen Generations. Because of the purposeful separation of these children from their Indigenous identity, these people may not be able to find their families and may not know what language group or community they belong to. Be sensitive when addressing this subject, which is still painful to many people.
- Be objective when teaching material relating to Aboriginal and Torres Strait Islander studies. It is important that your preconceived ideas or prejudices don't influence students.
- Inform students of the procedures for carrying out ethical research and use of information. This can be found at Working with Aboriginal Communities: A Guide to Community Consultation and Protocols <

ed.boardofstudies.nsw.edu.au/files/working-with-aboriginal-communities.

- In addition, for teacher use and for senior students, the Guidelines for Ethical Research in Indigenous Studies < <http://www.aiatsis.gov.au/research/docs/ethics.pdf> may be of interest.

Curriculum links

These notes have been developed for use within the NSW Aboriginal Studies syllabus. However, they can also be used with *The Little Red Yellow Black Book* to teach the following courses:

- Victoria: VELS History, VCE Koorie history
- Northern Territory: NTCF SOSE, SACE (Stage 1 & Stage 2)
- NSW: Mandatory History, HSC Aboriginal studies
- South Australia: SOSE (5 & 6), SACE (Stage 1 and Stage 2)
- Queensland: SOSE, Aboriginal and Torres Strait Islander studies year 11 and 12
- WA: SOSE (years 9 & 10) Time, Continuity and Change, Investigation, Communication and Participation, Culture. WACE Aboriginal and Intercultural Studies, Aboriginal languages of Western Australia

They can be used to teach an Aboriginal and Torres Strait Islander studies course, or the activities can be used as stand-alone exercises in other courses in the curriculum. For example, an activity from 'Sport and Culture' may be suitable for use in a visual arts or media studies course.

About the book

The book is divided into four broad chapters. The overarching themes that emerge are of identity and the importance of the continuity and adaptation of culture. Each chapter covers a broad range of material, but operates at an introductory level. Additional resources and support material should be explored in a teaching context.

Who Are We?

The chapter 'Who Are We?' includes information about Aboriginal and Torres Strait Islander history, societies and languages, as well as population and distribution: Our Past; Our Societies; Languages; People, Health and Homes. This chapter addresses the concepts of identity and culture. It illustrates the fact that culture is dynamic and that Torres Strait Islander and Aboriginal cultures are diverse, complex and distinctive.

Culture and Sport

The 'Culture and Sport' chapter provides an overview of Indigenous culture as expressed through traditional forms such as visual arts, music, theatre and dance, as well contemporary mediums like films, television and literature. Indigenous Australians have a strong history of engagement and success in sport, and this is demonstrated. Additionally, this chapter makes note of the influence that Aboriginal and Torres Strait Islander peoples and their cultures and languages have on contemporary Australian society.

Participation and Governance>

Education, employment and community leadership are explored in 'Participation and Governance'. This chapter illustrates the ways that Indigenous Australians are working towards independence and autonomy through education and employment strategies, as well as the contribution they make to the wider Australian community. Examples of important figures and organisations that reflect Indigenous leadership and achievement are provided.

Resistance and Reconciliation>

The fourth chapter is 'Resistance and Reconciliation'. This includes Early Resistance; Missions, Reserves and Stations; Activism and Representation; Reconciliation and Celebration. This chapter highlights the significant and varied effects that invasion, occupation, resistance and colonisation have had on Aboriginal and Torres Strait Islander societies. It also illustrates the ways in which Indigenous people have fought for human rights, and the importance of reconciliation in Australia.

Organisation

Teachers' notes are provided for each chapter of the book and feature:

- the relevance of the chapter to the NSW syllabus.

INTERPRETATION OF THE BROADER THEMES IN THE BOOK.

- links to the NSW Aboriginal Studies Syllabus.

PRE-READING ACTIVITIES (ACTIVITIES OR DISCUSSION THAT ENCOURAGES STUDENTS TO ADDRESS PRE-CONCEIVED IDEAS THAT THEY MAY HAVE ABOUT INDIGENOUS PEOPLES' LIVES).

Activities (learning tasks that support the outcomes in the NSW Syllabus for Aboriginal Studies. They provide students with an opportunity to display the knowledge, skills, understanding and attitudes they have developed. The tasks encourage ICT integration, discussion, group work, research, critical gathering, interpreting and use of information).

Curriculum outcomes

When used as a teaching resource, *The Little Red Yellow Black Book* and the accompanying teachers' notes meet all the outcomes from the NSW Aboriginal Studies Syllabus. These outcomes correspond to many of those of other Aboriginal Studies, SOSE and History courses in Australia and are provided below for reference.

knowledge and understanding of similarities and diversity in Aboriginal identities, communities and cultural expression	4.1	identifies the factors that contribute to an Aboriginal person's identity	5.1	describes the factors that contribute to an Aboriginal person's identity
	4.2	outlines ways in which Aboriginal people maintain their identity	5.2	explains ways in which Aboriginal people maintain their identity
	4.3	recognises the changing nature of Aboriginal cultures	5.3	describes the dynamic nature of Aboriginal cultures

Educational Resources: Teachers' notes

The Little Red Yellow Black website, <http://www.aiatsis.gov.au/lryb/>

	4.4	outlines changes in Aboriginal cultural expression across time and location	5.4	explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location
understanding of the importance of Aboriginal autonomy to Australia's future	4.5	identifies the importance of families and communities to Aboriginal people	5.5	explains the importance of families and communities to Aboriginal people
	4.6	defines the concepts of self-determination and autonomy in relation to Aboriginal people	5.6	explains the importance of self-determination and autonomy to all aspects of Aboriginal peoples' participation, nationally and internationally
understanding of Aboriginal peoples' ongoing contribution to, and interaction with, the wider Australian society	4.7	describes the contributions and significance of Aboriginal people to Australian society	5.7	assesses the significance of contributions of Aboriginal people to Australian society
	4.8	describes the interaction of the wider Australian community with Aboriginal people and culture	5.8	analyses the interaction of the wider Australian community with Aboriginal people and culture
understanding of the factors influencing attitudes towards Aboriginal peoples and culture and the effects of these attitudes	4.9	recognises that personal beliefs and political, economic, media and social factors influence attitudes towards Aboriginal people and their culture.	5.9	analyses how personal beliefs and political, economic, media and social factors influence attitudes towards Aboriginal people and their culture.
research and communication skills that use appropriate protocols and ethical practices when working with Aboriginal communities	4.10	with guidance, uses community consultation protocols and ethical research practices to gather data	5.10	independently identifies and applies appropriate community consultation protocols and ethical
	4.11	with guidance, uses research techniques and technology to locate, select, organise and communicate information and findings	5.11	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