

TEACHER GUIDE
YEAR 7 ENGLISH – LITERATURE AND CONTEXT & EXAMINING LITERATURE

Whose experience? Whose perspective?

Warning – Aboriginal and Torres Strait Islander teachers and students are advised that this curriculum resource may contain images, voices or names of deceased people.

Whose experience? Whose perspective?

Australian Curriculum Link

English/Year 7/Literature/Literature and context/ACELT1619

English/Year7/Literature/Examining literature/ACELT1622

Australian Curriculum Content Description

ACELT1619: Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts.

ACELT1622: Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches.

Australian Curriculum Elaboration

ACELT1619: Building knowledge, understanding and skills in relation to the histories, cultures, and literary heritage of Aboriginal and Torres Strait Islander peoples.

ACELT1622: Analysing writers' depictions of challenges in texts, for example those faced by Aboriginal and Torres Strait Islander people.

Essential question

Why is it important for people to be able to share their stories of challenge from their own perspective?

Australians Together Learning Framework

Tells Australia's narrative through the lens of 5 Key Ideas that inform teachers and students about Aboriginal and Torres Strait Islander perspectives.



The Wound

Injustice from the impact of colonisation

Students will recognise the pain and disadvantage many First Nations people experience, that started at colonisation and continues today.



Our History

A past that shapes our story as a nation

Students will critically engage with Australia's stories and understand the impact our history continues to have on Aboriginal and Torres Strait Islander people and all who call Australia home.



Why Me?

What's it got to do with me?

Students will explore why Aboriginal and Torres Strait Islander histories and cultures are relevant to them today.



Our Cultures

Everyone has culture. Know about your culture and value the cultures of others

Students will learn more about their own culture and identity, and gain a better understanding of, and respect for, Aboriginal and Torres Strait Islander cultures.



My Response

Steps we can take to build a brighter future

Students will gain an understanding that a brighter future is possible for all Australians, but to get there we each need to play our part.

Glossary

Terms that may need to be introduced to students prior to teaching the resource:

ancestry: the cultural group a person most closely identifies with; where a person's family originates.

Anglo-Celtic: *Anglo-*, meaning English (comes from the Angles, a Germanic people that invaded Britain in the 5th century CE); *Celtic*, meaning Ireland, Scotland, Wales, Cornwall, the Isle of Man, and Brittany.

bias: (noun: a bias) an unfair way of thinking negatively or positively about a person or group. Example, *the author's bias was obvious*.

biased: (verb: to be biased) to show an unfair way of thinking about a person or group, or to make others share your thinking. Example, *the author was biased*.

census: an official government survey that collects population and housing data about every citizen. The Australian Bureau of Statistics (ABS), a government agency, collects data for the Australian Census every four years.

colonise: one country invades and takes over another; the invaded country is called a 'colony'. The British began the colonisation of Australia in 1788.

custodian: a person who has the responsibility for caring and looking after someone or something.

depict: to represent or describe.

diversity: the state of having many differences.

Elder: a respected Aboriginal or Torres Strait Islander person who's recognised as a custodian of knowledge and lore.

Eualeyai and Kamillaroi: two Aboriginal cultural groups from what's now called New South Wales.

European: a person or people originating from continental Europe.

kinship: family or blood relationship; in Aboriginal and Torres Strait Islander cultures, a person's position in the kinship system determines their relationship to others and the universe, and their responsibilities towards other people, the land and natural resources.

mainstream: the most dominant version of something; normal or conventional (what's expected).

Songline: songs which are part of the landscape, telling of the law, histories and cultures of diverse groups across the country – created, maintained and practised for thousands of years by First Nations Peoples.

stereotypes: overly simple and very fixed ideas about particular types of people or things.

text: something that conveys a set of meanings to the person who examines it. For example, a shopping list, a photograph, a poem, a novel, a film, an audio broadcast etc.

uncivilised: not having social standards or a culture; not advanced.

uncultivated: (of land) has not been improved by attention and labour.

arning: Indigenous way of learning by sharing within a collective group to build relationships and preserve and pass on cultural knowledge in respectful ways over centuries.

	Teacher guidance	Ideas for student activities
Introduction	<p><i>Before beginning the study, it's important to ask students to access their prior knowledge about the topic with an introductory question or activity.</i></p> <p>In this unit students investigate some of the ways that characterisation, events and settings are depicted from the point of view of the author. Students look at how they're influenced by their own perspective and culture, whether Indigenous or non-Indigenous.</p> <p>Students discuss the way Aboriginal and Torres Strait Islander people are represented in texts, including the representation of the challenges faced by Aboriginal and Torres Strait Islander people.</p>	<p>Introductory discussion</p> <p>What is perspective? How is it different from point of view?</p> <p>Class brainstorm</p> <p>What are the different ways that a person's perspective might be impacted?</p>

	Teacher guidance	Ideas for student activities
	<p>Students look at a variety of examples, from Dreaming stories to recent narratives, told by First Nations people, and consider why it's important for Aboriginal and Torres Strait Islander people to have the opportunity to tell their own stories of struggle and challenge.</p> <p>Students learn that when they read, view or listen to something, they make sense of it from their own perspective, through their own cultural lens. The view through this lens is coloured by their cultural norms, beliefs, values and customs, and it's through it that they interact with texts and with their world. The cultural lens that we all apply to our environment provides meaning. There are multiple cultural lenses that can be applied, but usually the non-Indigenous cultural lens is the dominant one in education contexts.</p> <p>"When we read, we tend to make connections between what we are reading, our own lives and what we know about the world." (ETA NSW, n.d.)</p> <p>Making meaning We're all influenced by our own background – what we know already, our family, society and our understanding of history. All this helps us make meaning of what we read and see in books, movies, television, newspapers and other forms of media communications. Because of this, the meaning or experience of something for one person can be very different from another.</p> <p>These same influences that we all use when interacting with a text are also used when someone creates a text, whether that's a song, a book, a podcast, a dance or a film. Texts contain representations of fictional events and characters or actual events and real people, usually from the perspective of the writer or creator. Sometimes these representations are made carefully, and sometimes they are made with no thought for the perspectives of the characters or people being represented.</p> <p>Definitions These definitions can be shared with students following the introductory discussion.</p> <p>Point of view: an author, songwriter, or filmmaker creates a text that's written from a particular point of view, such as first person (I) or third person (he, she, they, it), third-person omniscient and third-person limited.</p> <p>Point of view is the viewpoint of an author, audience or characters in a text. Narrative point of view refers to the ways a narrator may be related to a story. A narrator, for example, might take a role of first or third person, omniscient or restricted in knowledge of events, reliable or unreliable in interpretation of what happens. (AC definition https://www.australiancurriculum.edu.au/f-10-curriculum/english/glossary/?letter=P)</p> <p>Perspective: a narrator's beliefs or attitudes about a person, place, topic or event based on their own background knowledge and personal experiences. Depending on the point of view, the perspective of the narrator or character on the same topic can be quite different. For example, a male Year 6 student in Australia will have different beliefs about and experiences of birthday parties than a 41-year-old woman in Mexico or a 78-year-old man in Iceland. Consider the impacts of the differing life experiences for each of these perspectives.</p>	<p><i>(Consider personal experiences of health, wealth and education; ethnicity, cultural heritage and place of birth; age, gender and sexual orientation; religion and profession.)</i></p> <p>Class questions</p> <ul style="list-style-type: none"> • Why is it useful to know something about the background of a writer? • How might the perspectives included in a text be affected by the writer's perspective? • Have you read any stories about Aboriginal or Torres Strait Islander people? Do you have a favourite story? Can you remember who wrote it? • How and why might stories about First Nations characters written by First Nations authors be different from those written by non-Indigenous authors? How and why might they be the same? <p>Writing perspectives task Explore perspectives other than your own by writing from them. Choose two different perspectives to write from in response to the same event, a birthday party for example. Or retell a known story, such as The Three Little Pigs, from a different perspective, such as the wolf's.</p> <p>Role-play perspectives task In small groups, take on a role from a known story, such as Cinderella or a more contemporary tale. After three minutes of thinking time, each student must tell the story from their character's perspective.</p>

	Teacher guidance	Ideas for student activities
 <p>Our History</p>	<p><i>There are many stories that make up Australia's history. It's important to use resources that include perspectives and voices of First Nations people, such as those contained in this resource.</i></p> <p>Colonial perspectives of Australia When the British colonised Australia, this land was home to over 500 Indigenous groups who had cared for it for thousands of years.</p> <p>The British came with their own cultural perspectives and ways of living. What they found was so unfamiliar to them that they couldn't understand the sophisticated cultures, systems of kinship and ways of caring for the land that First Nations people had. They labelled Aboriginal and Torres Strait Islander people 'uncivilised' and the land 'uncultivated'. We see these kinds of descriptions in records of Australia's early colonial years, which were written by the colonisers, such as coloniser diaries, newspaper articles, government policies and fictional stories. Descriptions such as these helped colonists justify the horrifying treatment of First Nations Peoples and the use of the land for monetary gain.</p> <p>Thousands of years of stories Aboriginal and Torres Strait Islander people have stories that have been passed from generations to generation for many thousands of years. Historically these haven't been written down because Indigenous cultures are oral cultures, which means that information is shared verbally rather than in writing. The oral stories of First Nations Peoples include tales of the first encounters with Europeans and first sightings of Captain Cook's ship from the shore. Looking at examples of these stories and comparing them to colonial stories about places and events helps us understand the vastly different viewpoints in and of Australia's history.</p> <p>Useful resources The video 'Mount Gulaga and Gurung-gubba' shows Djiringandj-Yuin man, Warren Foster, sharing the story of Mount Gulaga and of Captain Cook, which has been handed down orally for generations: https://iview.abc.net.au/show/this-place-view-from-the-shore</p> <p>The National Museum Australia page on Gulaga includes Cook's brief mention of the place he arrogantly decided to name and an image of Cheryl Davison's painting <i>Gulaga</i>: https://www.nma.gov.au/exhibitions/endeavour-voyage/gulaga-mount-dromedary</p>	<p>Perspectives reflections – the colonised As a class, take a look at <i>The Rabbits</i>, written by John Marsden and illustrated by Shaun Tan.</p> <ul style="list-style-type: none"> • How is the story of Australia's colonisation usually told? • How is the perspective in this story different? • In small groups or independently with teacher support, write a paragraph or two to explain. <p>Perspectives reflections – the Yuin Find Gulaga on a map.</p> <p>Watch 'Mount Gulaga and Gurung-gubba'.</p> <ul style="list-style-type: none"> • What challenge did Cook's arrival create for Aboriginal and Torres Strait Islander Peoples? • What impact did the renaming of the mountain have on generations of Yuin people? • Why are Indigenous stories about this country important for all Australians? <p>Research and display – local place names In small groups, find a place near to where you live with an Indigenous name. Find out about the history of the place and the meaning of the name. Create a poster to display your information in the classroom, school hallways, library or online.</p> <p>Be sure to include referencing for sources.</p>
 <p>The Wound</p>	<p><i>The story of our nation's past is hard to face but it's important; it's left a wound that can be seen in the inequality between Aboriginal and Torres Strait Islander people and non-Indigenous Australians. Help students understand how this wound continues to have an impact today.</i></p> <p>One loud voice Australia is and always has been a multicultural country. In fact, the 2016 Australian Census identified more than 300 different ancestries, which means that there are many different perspectives to be shared. However, because of our nation's past, the majority of Australians identify as English (36%), Irish (11%) and Scottish (9.3%) (ABS 2017). Add it up! More than half of Australia's current population comes from a white Anglo-Celtic ancestry.</p> <p>All mainstream media outlets are owned by people with Anglo-Celtic ancestry (Evershed 2018). Because of</p>	<p>Music video discussion task Watch this clip as a class - The Schoolly Crew – 'Children of the Sun'.</p> <ul style="list-style-type: none"> • What are The Schoolly Crew singing about? What's their message? • Why is it important for these kids to share their own stories (rather than have them told by someone else)? • What approach do they take to representing themselves?

	Teacher guidance	Ideas for student activities
	<p>this, most advertising, television and film in Australia is presented from an Anglo-Celtic perspective and assumes a white audience, even though people from many different cultures consume this same media.</p> <p>This is a historical issue that goes back to colonisation. Since colonisation, there's been a lack of Aboriginal and Torres Strait Islander voices in mainstream media. This means that often stories have been written <i>about</i> Aboriginal and Torres Strait Islander people, rather than <i>by</i> Aboriginal and Torres Strait Islander people. When this happens, key information may be missed that the author or producer is unaware of. The piece may include the author's own bias, and it may add to negative stereotypes. The ways Aboriginal and Torres Strait Islander people are depicted in the media today are usually more positive than historical representations. However, there are still many examples that are incorrect, biased and racist, which helps to keep negative stereotypes strong (Cannon 2018, p.29). The lack of diversity in Australian media and literature is unfair for those whose faces aren't shown and whose voices aren't heard.</p> <p>Change is coming</p> <p>While the majority of poems, stories and artworks in mainstream media and education are still from a white Anglo-Celtic perspective, things are changing. We now see much more Indigenous content on TV, and in 2007 NITV (National Indigenous Television) was launched. Social media has also meant voices that are often left out of the mainstream are being heard. In these ways Aboriginal and Torres Strait Islander people are able to tell their own stories and represent themselves.</p> <p>It's particularly important to have diverse stories and images in the classroom. For First Nations students, seeing themselves in what they're reading or watching has a very positive impact on learning, improving interest and literacy levels (Shipp 2013). It's good for non-Indigenous students to explore First Nations people's perspectives – it encourages understanding and relationships. First Nations people have been working hard to share their perspectives and many non-Indigenous Australians are trying to help.</p> <p>Useful resources</p> <p>Documentary Film <i>In My Blood it Runs</i> is a 2019 Closer Productions film that can be used as a case study to explore perspectives, how characters are represented and how filmmakers depict the challenges faced by the main character, Djujan. The student activities have been written to help students engage with these themes, and some can be completed without students viewing the full film (1h24m): https://inmyblooditruns.com/screenings/#seethefilm</p> <p>Trailer <i>In My Blood It Runs - Official Trailer</i> (1:59): https://vimeo.com/358942768</p> <p>The video 'The power of Djujan's story – Students react to <i>In My Blood it Runs</i>' (2:22) explains how mainstream society are often oblivious to the challenges faced by young Aboriginal students like Djujan: https://inmyblooditruns.com/the-power-of-dujuans-story/. Depending on the level of maturity of your class, you may opt to utilise the clip as a viewing or focussed listening activity for students. It includes a valuable reflection that in the media it's often white people telling Australia what it's like to be Aboriginal.</p> <p>Podcast Listen to <i>ABC RN Awaye!</i> broadcast by Daniel Browning interviewing the Director of <i>In My Blood it Runs</i>, Maya Newell, about some the subjects of the documentary (10m 41s): https://www.abc.net.au/radionational/programs/awaye/in-my-blood-it-runs/11043084</p>	<ul style="list-style-type: none"> • What would your class sing about given the chance? What would your teachers sing about? How are those perspective different? • What would you have to do to be able to write from your teacher's perspective? <p>Movie exploration task</p> <p>View the In My Blood it Runs movie trailer.</p> <ul style="list-style-type: none"> • How do the producers depict Djujan's life? • What challenges do they show? • Do you think this is how Djujan sees his own life? Why/Why not? <p>Venn diagram exercise</p> <p>Challenges – same or different?</p> <p>Work as a class to produce a Venn diagram highlighting similarities and differences between their dreams and aspirations and those of the young people featured in the <i>Schoolly Crew</i> and <i>In My Blood it Runs</i> clips. What's important to students and their families, and why?</p> <p>Shared listening – Podcast</p> <p>Listen to the ten-minute <i>ABC RN Awaye!</i> broadcast about <i>In My Blood it Runs</i>.</p> <p>Listen for the specific information, make notes, and compare and discuss answers to the questions in small groups.</p> <p>Film review</p> <p>Arrange a class viewing of <i>In My Blood it Runs</i>.</p> <p>Create a film review for the school newsletter based on the viewing and your research of the media stories associated with the film. Consider the challenges the film depicts. To what extent is this documentary Djujan's perspective?</p>

	Teacher guidance	Ideas for student activities
	<p>Create a handout of questions, such as the ones below, for students. Or discuss the questions as a class.</p> <p>For example:</p> <ul style="list-style-type: none"> • How many languages does Djujan speak? • How old is Djujan? • What's Djujan training to become? • What are some risks and challenges Djujan faces? • Djujan says "I felt something." What did he feel? What do you think he means? <p>Read the focus questions with students prior to listening to the <i>Away</i> broadcast.</p> <p>Media https://inmyblooditruns.com/media/#mediastories</p>	
 <p>Why Me?</p>	<p><i>Help students understand that because they call Australia home this relates to them. Explore what's happening, or has happened, around your local area that's relevant to this topic.</i></p> <p>Fair representation</p> <p>Australia's first television broadcast was enjoyed by viewers on the 16th of September 1956 (Tully 2016). By 1992, there were still no characters of Aboriginal or Torres Strait Islander descent on Australian television. In 1999, there were two, across all television shows. By 2016, five per cent of all characters on television were Indigenous (Screen Australia 2016, p.6). However, what these statistics don't allow for is that the percentage was reached by including shows with a cast that's predominantly First Nations people – shows that aren't necessarily viewed by the majority of the population. So, the representation isn't even and doesn't reach all Australians, which is what needs to happen to be fair.</p> <p>Everyone's responsibility</p> <p>Everyone experiences Australia in different ways. It's important for all students, but especially Aboriginal and Torres Strait Islander students, to have the opportunity to tell their own stories. It's also important for us all to watch and listen to stories that show perspectives and experiences that are different from our own.</p> <p>When we listen to Aboriginal and Torres Strait Islander people's own stories, it helps us understand perspectives that aren't often found in mainstream media and helps undo stereotypes. Digital media makes this easier than ever. Stories and videos from many perspectives and cultures are just a simple click away!</p> <p>Useful resources</p> <p>VampTV: http://web.ntschoools.net/w/NTMS/SitePages/season10.aspx?pbs=126&pid=10</p> <p>Students can view some authentic multi-modal texts created by students of public schools in the Northern Territory with the support of teachers and community. Vamp TV clips are listed by community origin and have clip jump markers for ease of use.</p>	<p>Representation discussion questions</p> <p>Do you see people that look or sound like you in advertising, TV, online shows, films, music videos and books?</p> <p>If you do, imagine if you didn't see people like you in the media:</p> <ul style="list-style-type: none"> • How would that make you feel about yourself? • How would that make you feel about the types of people that you don't see represented? • How would that make you feel about the types of people that you do see represented? <p>If you don't see yourself:</p> <ul style="list-style-type: none"> • How does that make you feel? • How does that make you feel about the types of people that you don't see represented? • How does that make you feel about the types of people you do see represented? <p>Viewing and written argument</p> <p>Take a look at a clip from Vamp TV. Discuss as a class the difference between seeing yourself as the majority culture and seeing yourself as a minority and the possible challenges that would create.</p> <p>Work in pairs to write a brief argument to convince a production company or television station to include more minority cultures in <i>all</i> their programmes.</p>



Our Cultures

Teacher guidance

Help students connect with and acknowledge the importance of culture and examine the living cultures of First Nations Peoples, which have adapted and survived since colonisation.

New technologies, such as social media, and the accessibility of recording devices, mean that we are now able to read, view and engage with stories that have gone unheard by many non-Indigenous Australians for much of Australia's history.

It's worth noting that the very idea of *story* isn't thought about in the same way by all people. When non-Indigenous students at Broome Secondary School Western Australia were asked what the word *story* meant to them, answers included 'fiction', 'for entertainment', 'written in books', and 'anybody can create'.

When Aboriginal students were asked, answers included 'family', 'law', 'truth', 'Country', 'painting', 'sculpture', 'Elders', 'links to other stories', 'told orally' (Bevan & Shillinglaw in Shipp 2013 p.26). Recognising these differing experiences can be valuable for all students.

What do we mean when we talk about culture?

Culture begins with what we learn from our family – we learn our language, how to behave, rules, what's okay and what's not okay, our celebrations and the places that are important to our family. As we grow older, go to school, make new friends and mix with new classmates, we become aware of cultures other than our own.

Oral culture

For thousands and thousands of years Aboriginal and Torres Strait Islander Peoples have been successfully recording whole 'libraries' of information by following special rules and using clever techniques (Hamacher 2016). One of those techniques is the use of stories. It's quite an amazing feat – imagine trying to repeat the same story again and again, generation after generation, without losing or messing up any part of it. Details are kept safe across thousands of years by only allowing a certain number of people to be the **custodian** of any particular story. Some stories are only for women, some only for men; and knowledge is passed down only when the person receiving that knowledge is ready. Custodians of the most important knowledge are **Elders**. While there are other oral cultures around the world, Aboriginal and Torres Strait Islander cultures have the world's longest held oral traditions (Nguyen-Robertson & Reddix 2018).

Sharing culture through storytelling

As oral cultures, First Nations cultures thrive through the sharing of Dreaming stories, **Songlines**, **yarning**, dance, song, and imagery.

Dreaming stories are much more complex than the English name they were given sounds. In fact, Dreaming teaches not just about the past, as many non-Indigenous people think, but also about the present and future. It offers rules for living (a moral code) as well as an understanding of how people and all other things exist in relation to each other. All Aboriginal and Torres Strait Islander groups have a Dreaming of their own. Dreaming isn't just told through stories; it's also communicated through art, songs, dance, poetry and drama. Dreaming can include information that acts as a map for finding food and water; it might tell of important events or sacred places, and it's used to inform people about Creation stories and ancestral beings (Edwards in DHA 2013).

Ideas for student activities

Cultural story discussion

Watch 'The Mimis' from ABC's *Dust Echoes*.

- Whose perspective is this story from and what challenges does the son face?
- What type of story is this?
- What other stories can you think of that compare?

Shared culture presentation

Think of a story from your own culture and share it with the class. Online research can be undertaken if cultural stories aren't known.

Yarning: What does it mean to "yarn" a story?

View 'Stories Under Tagai: Traditional Stories from the Torres Strait' (11:46).

Discuss how opportunities for "yarning" may have changed and developed over time with the emergence of apps and software (multi-media) for creating video to share on the internet.

Perspectives in song presentation

In small groups, take a look at one of the songs that Indigenous students from around Australia have put together in collaboration with Desert Pea Media.

Research and present a particular song's geographical context – where the singers are from – and analyse the lyrics to consider the challenges that are explored and the potential solutions that the singers raise for themselves and their communities.

Presentations can conclude with a statement from the group arguing the importance of being able to share one's perspective and tell one's own story.

	Teacher guidance	Ideas for student activities
	<p>Larissa Behrendt, a writer and Eualeyai and Kamillaroi woman, explains the significance of Dreaming stories:</p> <p>“What can sometimes be characterised as Dreamtime stories and are often told as children’s stories are actually stories that have deep Indigenous knowledge and laws in them. They’re much more like parables in a Bible than they are like children’s stories” (The Garret 2020).</p> <p>Aboriginal and Torres Strait Islander Peoples have generously shared and continue to share many of these cultural stories with non-Indigenous Australians, in both old and new ways. This is happening through verbal recordings, written texts and multi-media storytelling.</p> <p>Useful resources</p> <p>This story of The Mimis from ABC’s <i>Dust Echoes</i> and the Djilpin Aboriginal Arts Corporation is an ancient story of an Aboriginal boy facing similar challenges to many adolescents – the desire to succeed at a task and win approval and the need to feel valued in family and society. The story teaches about the love between a father and son (4:50): https://education.abc.net.au/home#!/media/2570456/mimis. A more detailed written version of the story can be found here: http://splash.abc.net.au/res/pdf/DustEchoes-TheMimis-StudyGuide.pdf.</p> <p>Watch ‘Stories Under Tagai: Traditional Stories from the Torres Strait’ from the Queensland State Library’s 2012 MyLanguage Conference. Students can consider how the digital age has altered the idea of ‘yarning’ (11:46): https://www.youtube.com/watch?v=5kU4EvV9yI8&feature=youtu.be</p> <p>These Aboriginal and Torres Strait Islander student music video clips from Desert Pea Media explore the challenges and solutions the students see for themselves and their communities: https://www.desertpeamedia.com/latest-music-video-releases. It’s recommended that the suitability of each video is checked for your particular cohort.</p> <p>The following songs might be particularly useful for exploring the perspectives and challenges presented in the music videos. Lyrics are included – select ‘SHOW MORE’ in the description of each to view:</p> <ul style="list-style-type: none"> • Tagai Buway – ‘Two Worlds’: https://www.youtube.com/watch?v=q0yWYvCj-ic • Irwarpaup ft. Tamyok – ‘Small Island Big Fight’: https://www.youtube.com/watch?v=5Zflxj_fhrE • B-Town Warriors – ‘People of the Red Sunset’: https://www.youtube.com/watch?v=Widykor9c5Y • Tagai Buway – ‘Culture Remainz’ (I am the Future): https://www.youtube.com/watch?v=75Vx3TpW3zc • The Gowrie Boys – ‘Take Me Home’: https://www.youtube.com/watch?v=zGKtfctK-IQ • The Colli Crew – ‘Change The Game’: https://www.youtube.com/watch?v=f0rJajbls-o • The Big M Crew - ‘Moree Madness’: https://www.youtube.com/watch?v=dv7D0khoRDw • Cairns Murri Crew - ‘Built to Last’: https://www.youtube.com/watch?v=XdPvK80IUPo <p>© 2020 Desert Pea Media. All rights reserved.</p>	



My Response

Teacher guidance

Help students critically and creatively process and demonstrate their learning on this topic by exploring meaningful ways to respond. Ask students to come up with their own ideas about what they can do.

Challenging perspectives

There are many ways you can broaden your knowledge of the histories, cultures and literary heritage of Aboriginal and Torres Strait Islander Peoples. For example, you could:

- Look for, read and share books by First Nations authors.
- Consider whose point of view a text is written from, and whose voices have been included in the text.
- Share what you've learnt with friends and family.
- Take a virtual tour of the Australian Museum's online First Peoples exhibition.

Useful resources

Use the Reading Australia website to locate books for the **Book review activity** – especially if your library is lacking in titles: <https://readingaustralia.com.au/books/>. Type Aboriginal and Torres Strait Islander Peoples into the search bar and you'll be given the option in an 'advanced search' to select the Cross-curriculum Priority to further narrow the search.

The Queensland Curriculum and Assessment Authority's guide to yarning circles explains how to implement a yarning circle in your classroom: <https://www.qcaa.qld.edu.au/about/k-12-policies/aboriginal-torres-strait-islander-perspectives/resources/yarning-circles>.

Possible questions to share in a yarning circle:

- How can I raise awareness among my peers and in my school community, or in the wider community, about the challenges Aboriginal and Torres Strait Islander youth must overcome in their daily existence?
- How can I increase awareness of the importance of including Aboriginal and Torres Strait Islander literature and culture in mainstream classrooms?

Take a virtual tour of the Australian Museum's online First Peoples exhibition: <https://australianmuseum.net.au/about/history/exhibitions/indigenous-australians/>. Click on "Reproducing the stereotypes" (found under 'Social Justice') or scroll to the very bottom of this website to view some of "Australia's untold stories", some of heroism, some of atrocities. These stories convey the challenges First Nations people faced in the resistance to stop the colonial invaders.

Ideas for student activities

Library audit and display

As a class, help the library staff create a display that celebrates Aboriginal and Torres Strait Islander authors and texts. Search the library for texts by Indigenous authors or that include Indigenous characters. Create posters for the display and a 'recommendation wall' for reviews.

Book review

In pairs or small groups, select an Indigenous-authored book or one that includes First Nations characters.

Read the blurb, look at the cover and research the author and what they have to say about their book and its characters.

Look for reviews online that discuss the depictions of Indigenous characters, and whether these are positive or negative, and the challenges that are explored in the text.

Consider:

- In what ways do the author and characters deal with facing and overcoming challenge?
- Whose perspective is the story told from?
- How does that affect how the story is told?

1. Create a multi-modal presentation featuring the book cover, blurb, reviews and author information and present to the class.

2. Create a poster for the library that would encourage another reader to select the book.

3. Make contact with the author if possible and set up a Zoom session or invite the author for a talk with the class about challenges and perspectives.

Creative response

Write a hip hop song or poem, or develop a piece of art, based on personal experience of challenge from your perspective. Or use your creative response to

	Teacher guidance	Ideas for student activities
		<p>explore perspectives other than your own. Perform it for your class or at a school assembly.</p> <p>Yarning circle activity Conduct a “yarning circle” activity with a focus on meaningful ways to respond and act upon the learning covered in this topic; a yarning circle is gender specific according to Indigenous law and custom, so boys in one circle, and girls in another.</p> <p>Reflection</p> <ul style="list-style-type: none"> • What have I learnt in this unit? • In what ways has my perspective altered?
<p>Other resources</p>	<p>In relation to teaching the Cross-curriculum Priority, this short article ‘Kooriculum: Beyond Terra Nullius’ by Dr Chris Matthews, a Quandamooka man with a PhD in applied mathematics, might be of interest: https://australianmuseum.net.au/learn/first-nations/kooriculum-beyond-terra-nullius/</p> <p>This article ‘Australian literatures legacies of cultural appropriation’ outlines problems of “Cultural Appropriation” that non-Indigenous authors encounter in their endeavours to write about Aboriginal and Torres Strait Islander characters and culture: https://theconversation.com/australian-literatures-legacies-of-cultural-appropriation-103672</p> <p>For a deeper study on the influence of perspective on non-Indigenous author’s depiction of Indigenous characters in children’s literature, read Chapter 4 of JA Thistleton-Martin’s 2002 thesis <i>Black face white story: the construction of Aboriginal childhood by non-Aboriginal writers in Australian children’s fiction 1841-1998</i> (p. 127).</p> <p>The Aboriginal and Torres Strait Islander Studies: Handbook 2010 (p.48 – 62) provides detailed guidelines for teachers to ascertain the authenticity of texts and includes guidelines for making appropriate choices, and avoiding inappropriate choices of materials to teach in mainstream educational contexts.</p> <p>Cara Shipp’s ‘Bringing Aboriginal and Torres Strait Islander perspectives into the Classroom: Why and how’ https://www.alea.edu.au/documents/item/775 is the text to go to for strategies and an explanation of the importance of including Aboriginal and Torres Strait Islander perspectives in mainstream learning.</p> <p><i>Suggested Texts for English K–10 Syllabus</i> from the Board of Studies (NSW) contains age appropriate texts for use in English Literature studies, which are mapped to the NSW K-10 English Syllabus but useful for all states: https://syllabus.nesa.nsw.edu.au/assets/global/files/english-k10-suggested-texts.pdf</p> <p>A comprehensive selection of Australian authored and illustrated books is available through the State Library of Victoria called <i>Aboriginality – Children’s Literature: A Selection of 21st Century Australian authored and/or illustrated children’s books</i>: https://guides.slv.vic.gov.au/ld.php?content_id=47779354</p>	

	Teacher guidance	Ideas for student activities
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