

Unit: Families and Way of Life

Year Level(s): Foundation, Level 1, Level 2

Duration: 6 Lessons

Relevant Victorian Curriculum Content Descriptions

History

Content Descriptions	Relevant Elaborations
Identify the content features of primary sources when describing the significance of people, places or events (VCHHC054)	<ul style="list-style-type: none"> engaging with the oral traditions, painting and music of Aboriginal and Torres Strait Islander peoples and recognising that the past is communicated through stories passed down from generation to generation
Identify perspectives about changes to daily life from people in the past or present (VCHHC055)	<ul style="list-style-type: none"> inviting parents, grandparents and elders into the classroom to communicate about their childhoods and comparing their favourite toys with those of children today
Identify examples of continuity and change in family life and in the local area by comparing past and present (VCHHC056)	<ul style="list-style-type: none"> locating historical evidence of the local community including signs of the past in the present, for example, place and street names, monuments, built and non-built historical landmarks identifying features of a site, such as dates, decorations and plaques on buildings, that reveal its past
Differences in family structures of families and the role of family groups today, and what they have in common and how these have changed or remained the same over time (VCHHK059)	<ul style="list-style-type: none"> exploring family structures of Aboriginal and Torres Strait Islander peoples, for example, where children belong to extended families in which there are specific roles and responsibilities to ensure safety and wellbeing discussing kinship as a significant part of relationships and family structures in Aboriginal and Torres Strait Islander societies, for example, the extent of a kinship system and the way in which it influences people's relationships, obligations and behaviour towards each other
How the present, past and future are signified by terms indicating and describing time (VCHHK060)	<ul style="list-style-type: none"> examining Aboriginal and Torres Strait Islander seasonal calendars, for example, the Gagadju (Kakadu) and the D'harawal (Sydney) calendars, each with six seasons, the Arrernte (central Australia) with five, the Woiwurrung (Upper Yarra Valley) with seven, and north-east Tasmania with three
Differences and similarities between students' daily lives and perspectives of life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications (VCHHK061)	<ul style="list-style-type: none"> examining and commenting on photographs and oral histories, for example talking to parents, grandparents and other elders, to find out how daily lives have changed
How they, their family, friends and communities commemorate past events that are important to them (VCHHK062)	<ul style="list-style-type: none"> discussing 'Welcome to Country' and recognising that the country, place and traditional custodians of the land or sea are acknowledged at ceremonies and events as a mark of respect
The significance today of an historical site of cultural or spiritual importance (VCHHK064)	<ul style="list-style-type: none"> identifying, in consultation with Aboriginal and Torres Strait Islander people, and visiting (where appropriate) local sites, places and landscapes of significance to Aboriginal and Torres Strait Islander people, for example, engraving sites, rock paintings, natural sites or features such as the Birragai rock shelter, creeks or mountains
The effect of changing technology on people's lives and their perspectives on the significance of that change (VCHHK065)	<ul style="list-style-type: none"> examining the traditional toys used by Aboriginal and Torres Strait Islander children to play and learn, for example, Arrernte children learn to play string games so they can remember stories they have been told

Intercultural Capability

-Identify what is familiar and what is different in the ways culturally diverse individuals and families live ([VICCCB001](#))

Key Questions	Key Objectives (knowledge and skills)	Suggested Assessment
<p>How are local Aboriginal Peoples' family structures the same or different from mine?</p> <p>How has childhood changed in local Aboriginal culture – past to present?</p> <p>How are the seasons the same or different in Aboriginal culture?</p> <p>What is the meaning and significance behind 'Welcome to Country'.</p> <p>How are traditional toys and games the same or different from toys and games used today?</p>	<p>Students will be able to explore Indigenous community members views on family, and consider them in light of their own.</p> <p>Students will be able to consider the role of Elders, both in our Indigenous communities, but the community generally.</p>	

Kaiela Dhungala First Peoples Curriculum – Unit Plan

Lessons

#	Focus	Objectives	Resources	Activities
1	Connections of local Aboriginal Peoples' families – past and present.	Understand local Aboriginal Peoples' family connections.	<p>Schematic of Aboriginal Family Circle (Page 43) http://www.dhs.vic.gov.au/__data/assets/pdf_file/0005/647150/asess_kc_aboriginal_chn_cpguide.pdf</p> <p>Aunty Ella video clip talking about family. https://www.youtube.com/watch?v=FnHp4SrCO9k</p>	<p>View schematic and explanation of kinship structures – (Human Services document page 43).</p> <p>Students record their personal family structures in a similar schematic. Compare and contrast schemas.</p>
2	Connections of local Aboriginal Peoples' families – past and present.	Understand the importance of family members – past and present and how we represent them – oral stories, written stories, pictures, film footage.	<p>On Country Learning Site – (Pictures of ancestors) https://waynera.wordpress.com/family-history/</p>	<p>Consider On Country website's family pictures of ancestors (living and deceased).</p> <p>Consider own pictures of ancestors (including possibly having students bring some in)</p> <p>Create a pictorial family tree.</p>
3	How the roles of family members have changed from grandparents' generation to today.	Understand how family roles change over time.	<p>Interview with Aunty Ella: https://www.youtube.com/watch?v=e9pLGaDb1Bl</p> <p>Interview with Aunty Faye: https://www.youtube.com/watch?v=NalP6bOjxyU</p> <p>Invite guest speaker – Koorie parents/grandparents to talk about their childhood, the role of family members.</p>	<p>Venn diagram – what was the role of their grandparents as a child? What is the role of self and parents? What is the same?</p>
4	Seasons	Understand how seasonal calendars are	<p>CSIRO About the Indigenous Seasons Calendar http://www.csiro.au/en/Research/Environment/Land-management/Indigenous/Indigenous-calendars/About-the-calenda</p>	<p>Download the different seasonal calendars. View as a pdf and enlarge to compare.</p>

		the same and different compared to season and time generally used.	rs Seasons of the Year handout	Students transpose onto 'mainstream' seasonal calendar.
5	Welcome to Country	Understand the meaning and purpose of Welcome to Country and Acknowledgement of Country.	Teacher resource: http://www.australianstogether.org.au/stories/detail/welcome-to-country Share an example of a Welcome to Country in an Aboriginal language: https://www.youtube.com/watch?v=CV-7VD-Dp9o (click fourth icon from the right at the bottom of the page for translation) <i>Be sure to explain to students that this Welcome is in Kurna language, from SA.</i> Welcome to Country Student Reflection Handout	Teacher led explanation of 'Welcome to Country' Student reflection - see handout.
6	Technology	Experience toys and games that Aboriginal children play/ed and compare to toys and games today.	<i>With these resources, be sure to explain to students they are not specific to our local Aboriginal people:</i> Teacher resource – Aboriginal games: (this may link with PE unit) https://www.creativespirits.info/aboriginalculture/sport/traditional-aboriginal-games-activities Teacher resource – Aboriginal toys: https://australianmuseum.net.au/toys-for-infants https://australianmuseum.net.au/australian-aboriginal-toys	View film clip explaining traditional Aboriginal games, their purpose and adaptations. Discuss and compare the purpose of some traditional games (listing of games on the same site) with other games children play today E.g. Hop Scotch, skipping rope, Duck, Duck, Goose. Do they share a similar purpose? View images and explanations of Aboriginal dolls and other

Kaiela Dhungala First Peoples Curriculum – Unit Plan

				<p>toys. Create like toys from locally available materials e.g. sticks with twine skirts, nuts on a string clanging together to make a rattle.</p> <p>Children reflect on their toy or games they play at home comparing to toys and games they have experienced in this unit.</p>
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