



A **STUDY GUIDE** BY CASEY LANGSFORD





Synopsis

Meet six young Indigenous Australians who welcome you into their personal and professional lives. This new generation of high achievers explore what culture means to them today – in fast-paced urban environments and out on ‘country’ – as they reflect with pride on where they came from, the courage they needed to get where they are, and with optimism on where they are going. This brave new clan will inspire audiences to face our history with strength and share in our collective future.



Curriculum Links

The documentary *Brave New Clan* can be linked with the AUSVELS curriculum in multiple ways across multiple year levels.

It engages directly with the cross-curriculum priority ‘Aboriginal and Torres Strait Islander histories and cultures’ which are to be imbedded across learning areas and year levels. *Brave New Clan* connects with notion that

the Aboriginal and Torres Strait Islander priority provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world’s oldest continuous living cultures. This knowledge and understanding will enrich their ability to participate positively in the ongoing development of Australia.



In conjunction with the cross-curricula priority, this documentary can also be connected to the learning domains of Humanities (History and Geography) and English for the middle school classroom. It would also be a useful text to support VCE English Context studies, especially the Context: Identity and Belonging.

Students are required during Year 10 History to be able to 'identify the major movements for rights and freedom in the world including the Aboriginal and Torres Strait Islander movements'. Students, as part of their depth study 'Rights and Freedoms' will explore

how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context. Students must also research the continuing nature of efforts to secure civil rights and freedoms in Australia.

Brave New Clan could be used as a supplementary text for this area of study as it highlights to students the ongoing nature of civil rights in Australia and modern Indigenous issues throughout Australia. The focus on different Indigenous people of different age groups and from different communities will reinforce the challenges faced by Indigenous Australians in the pursuit of civil rights and freedoms.

Links could also be made with Geography curriculum as students learn from *Brave New Clan* about different Indigenous cultures and locations. Students are required to understand 'the characteristics of Australian regions and to understand how human interaction with the land has caused change over time' as part of the AUSVELS Geography descriptors.

The documentary will also be useful as an English text for the middle school curriculum. The three English stands, Reading and Viewing, Writing and Speaking and Listening, can all be addressed throughout the documentary.

At Year 9 and 10 texts that support and extend students as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts represent a synthesis of technical and abstract information (from credible/verifiable sources) about a wide range of specialised topics.

Brave New Clan could be used as both a text to support student's understanding of other texts or as a primary text for study.

Students in VCE English could also use this text as a supplementary text in their undertaking of a study of 'Context'. The ideas explored in 'Identity and Belonging' in particular connect with the ideas raised by *Brave New Clan*. Students can use this documentary to highlight how identity is shaped and what impacts on people's sense of belonging, both in positive and negative ways.



Previewing Activities

The documentary *Brave New Clan* explores modern Indigenous culture by interviewing young Aboriginal and Torres Strait Islanders across Australia. It might be important for students to explore some aspects of Indigenous history and culture before watching this documentary. This may give students a better understanding of the context of the documentary and the history and culture surrounding Indigenous Australians.

Students can complete the following activities prior to viewing *Brave New Clan* or as part of their ongoing study of this text.

- Create a timeline of Aboriginal and Torres Strait Islander history. Use <<http://www.creativespirits.info/aboriginalculture/history/australian-aboriginal-history-timeline>> to get started. Outline significant moments in Australian Indigenous history and explain why these events might be significant for both Indigenous and non-Indigenous Australians.
- 'Just as we have learned about your history, please

learn about ours' is a quote from the Ngambri petition claiming the area of Canberra, January 2007. Explain what you think it means. How do Australian Indigenous people learn about their culture and history? How do non-Indigenous Australians learn about Aboriginal and Torres Strait Islander people, culture and history?

- What are the Stolen Generations? Work in pairs to research this topic and create a short presentation on this issue and the lasting impact it has had. It might be useful to explore first-hand accounts as part of your research. <<http://www.stolengenerationstestimonies.com>> might be a useful place to start.
- Consider how stories have been told throughout history. Brainstorm ways traditions, Dreaming stories, myths and personal histories have been recorded throughout history. Explain how story telling is central to creating notions of identity and feelings of belonging for communities. Write down any stories that you think helped shape your identity and sense of belonging in your community.
- Visit <<http://www.abc.net.au/indigenous/map/>>. Have you seen this map before? How does this map look different to other maps of Australia? What information can we learn about Indigenous language and culture from this map?



Viewing Activities

As students watch *Brave New Clan*, they can complete the following activities:

- Create a table of the people interviewed in the documentary. Try to take notes as they explore different elements of their history and culture. You may need a second viewing to accurately record all this information. You can use the table on page 6.
- As *Brave New Clan* progresses, consider what you think the major 'themes' of this documentary are. Compare them with the rest of the class. What is the main message the director would like you to think about after having watched this documentary?
- On a blank map of Australia, like the one on this page, try to locate as many of the locations mentioned in *Brave New Clan*. What does it suggest about these young Indigenous Australians that they live in so many varied locations?

IDENTITY AND BELONGING

Brave New Clan explores how identity is shaped by a multitude of factors. However all the individuals in the documentary have some similarities in the forces that have shaped them. It also highlights how individuals and groups within communities can struggle with notions of identity which in turn can impact on feelings of belonging.

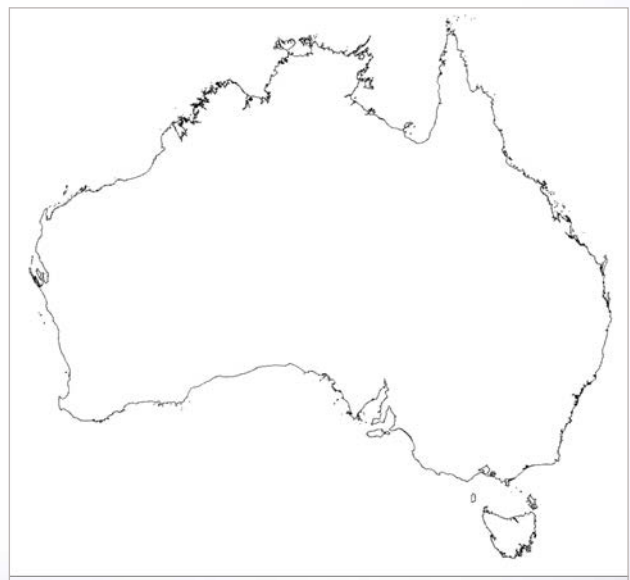
- How do the different people in the documentary define who they are? Do you think that their identities have changed over time? If so, how and why?
- What impact has being Indigenous had on the way their identity has been shaped?
- In what ways do you see the different people belonging? Can you explain any ways in which they might have struggled with a sense of belonging during their lives?
- How does the process of growing up challenge our ideas of who we are and where we belong? Can you connect this idea with the ideas raised in the title of the documentary *Brave New Clan*?

- Do any of the individuals in the documentary have similar dreams and aspirations to your own dreams and aspirations? How do we see these people achieving their aims and preparing for their futures?
- In what ways has education, further study or work played a significant role in the lives of the people in *Brave New Clan*?
- For each of the interviewees write a paragraph that details 'who they are'. You might want to write this from their perspective, as an interview style piece or from a third person perspective.

FAMILY

Throughout the documentary *Brave New Clan*, the importance of family is highlighted as playing a significant role. Each person shares how their family has shaped who they are and the lasting impact of being Aboriginal and/or Torres Strait Islander.

- Re-watch the documentary and describe how family has been portrayed throughout. What role does family play for the individuals in *Brave New Clan*?
- What is meant by the word 'clan' in the title? Do you have a clan? Does clan have to mean family?
- What has been the impact of the Stolen Generation on some of the individuals interviewed?
- How do these young people hope to make 'a difference in their communities'?





NAME	KEY INFORMATION
Eg. James Saunders	Eg. Lives in Sydney. Dream 'to own my own life'.



- Create a family tree in which you record as many members of your clan as you can remember.
- Write a letter to someone in your clan thanking them for helping you to become the person you are today. Discuss your own sense of identity and how this person has helped you, even if it has only been in a small way.

CONNECTION TO THE LAND

Aboriginal and Torres Strait Islander identity and culture is often centred on a connection to the land and for each of the characters in *Brave New Clan* the viewer is shown the ongoing spiritual and physical connection that each has with the landscape.

- How do we see elements of Indigenous culture and heritage being passed down through generations?
- What were the spiritual places each person was connected to? How did they describe their connection to the landscape?
- Think about the following Aboriginal proverb 'We are all visitors to this time, this place. We are just passing through. Our purpose here is to observe, to learn, to grow, to love ... and then we return home'. What do you think this means? Do you agree? Look up some quotes or famous sayings that you think reflect your own personal views.
- Consider your own connection to the land. Do you have a place that you consider to be very meaningful? Do you view the land in a similar way to the people on *Brave New Clan*?
- Explain why the Indigenous connection to the land and the European settlers' connection to the land would have created conflict after European arrival?
- Can you think of any historical or culturally significant locations for Indigenous people in the area that you live? Research this location and explain in your own words why it is significant. If you cannot think of one, consider a well known location that you can look into.

DREAMS FOR THE FUTURE

Part of the focus of the documentary is on the dreams of the young people interviewed. It highlights the jobs, education and families they hope to have.

- What does the phrase 'stepping out of stereotypes' mean in relation to this documentary?
- How do stereotypes negatively affect people? Why is it important to challenge stereotypes? In what ways can you personally challenge stereotypes when you see them?
- Define bravery. What does the word 'brave' mean in the context of the title '*Brave New Clan*'?
- How do each of the characters show bravery?
- What challenges might young Indigenous Australians face that non-Indigenous Australians don't have to worry about?
- Think of a time you have seen bravery, either in yourself or someone close to you. Describe this event in a creative story in which you outline the brave act, why you consider it brave and whether it had a positive or negative legacy.

EXTENSION ACTIVITIES

Students can complete these activities as extension tasks or as tasks to be complete before their assessment tasks.

- Write an expository essay, using *Brave New Clan* as your text, on the prompt 'identity is never static'.
- Choose one of the people interviewed in the documentary and write an article that could be published in a weekend magazine. Detail who this person is, what they are doing with their lives and how they are part of a 'Brave New Clan'.
- Research and present an informative presentation on a key moment in the civil rights movement for Indigenous Australians. Outline how this moment came to happen,

the people involved, the rights demanded and achieved (if possible) and any lasting impacts of this moment. Present this to the class in the form of an oral presentation.

- Young people are often undervalued in their communities but demonstrably have a lot to offer. Write a persuasive speech to be delivered to a local council meeting or your next school assembly that highlights the important role young people play in the lives of those around them.
- Each character highlighted how important it is to follow your dreams and to attempt to make a difference with your life. Create a 'dream board' in which you outline the dreams and goals you would like to achieve in your life. Outline how you will achieve these dreams. Remember that an important aspect of the aspirations and goals in *Brave New Clan* was how important it is to try to improve the communities and lives of those around them. Make sure this is something you consider in your own dream board.
- Storytelling is integral to Indigenous culture and *Brave New Clan* is now part of this tradition of storytelling. Research how story telling is important in Aboriginal and Torres Strait Islander culture. How do the texts and traditions in Aboriginal and Torres Strait Islander history compare to the texts and traditions of today?

- Consider a current issue that is impacting Indigenous Australians. Investigate this issue using the internet and newspaper articles. Explain the issue in your own words and write a conclusion that highlights the impact (either positive or negative) on the community that it affects.
- Using the film techniques displayed in *Brave New Clan* create your own short film on an inspiring young person. Interview them and the people close to them. What story do they have to tell? If you cannot think of a young person, consider interviewing an elder in your community.

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