



# Preconceived notions of Aboriginal people 2



Lesson two in a series of two:

- Preconceived notions of Aboriginal people 1
- **Preconceived notions of Aboriginal people 2**

## CURRICULUM INFORMATION

### PHASE OF DEVELOPMENT

Early Childhood	Middle Childhood	Early Adolescence	Late Adolescence
		✓	✓

### MAJOR LEARNING AREAS

The Arts	English	H & PE	LOTE	Mathematics	Science	S & E	T & E
	✓					✓ ✓	

### VALUES

Pursuit of knowledge & commitment to achievement of potential	Self acceptance & respect of self	Respect & concern for others & their rights	Social & civic responsibility	Environmental responsibility
✓		✓		

### DISTRICT

This lesson has been developed by teachers in the following district:
<b>Pilbara</b>

## TOPIC INFORMATION

### PURPOSE

- To provide students with an opportunity to analyse their ideas and views of Aboriginal people and to investigate how/why these were formed.
- To provide students with an insight into the complex nature of Aboriginal culture.
- To provide students with an opportunity to challenge what they know about Aboriginal people.

### STUDENT OUTCOMES

Students:

- identify their own beliefs about Aboriginal people, before and after watching the film *Exile and the Kingdom*;
- compare their pre and post beliefs; and
- discuss differences and similarities in their pre and post beliefs, and reasons for these.





## KEY BACKGROUND POINTS

Since first contact with Aboriginal people, non-Aboriginal people have made assumptions about and formed prejudices towards Aboriginal people. When others view a group of people from afar, prejudices are formed, passed on, and maintained. In order to challenge what many non-Aboriginal people think we know about Aboriginal people we must first engage with them and learn about their rich, diverse culture.

These two lessons are an introduction to a revealing documentary film, *Exile and the Kingdom*, produced and directed by Frank Rijavec about Aboriginal people of the Roebourne area. Here's how the Australian Film Commission's searchable database describes it:

*In the beginning Creation beings lifted the sky and soft world out of the sea. Then the earth became hard ... British colonisation in 1863, slavery during the subsequent pearling boom, the devastating mining booms of the 1960s ... The story of the indomitable spirit of the Aboriginal people of Roebourne, North Western Australia ... their Law, their tribal voice, their continuing struggle against the new colonial forces of the 20th century.*

Teachers will find many ways to further explore the film to suit their students' level of development. Some may include:

- Watch the film again, pausing after sections which relate to a particular aspect, to discuss what they have seen, and how they interpret it.
- Students each choose an aspect raised by the film to research further and make an oral presentation about their findings.
- Students use the internet to research people introduced in the film.
- Students produce written texts (scripts, descriptions, reports, explanations, graphic stories ...) exploring selected parts of the film.
- Teachers prepare lessons on the themes of the film ...

## CULTURAL & PROTOCOL CONSIDERATIONS

It is vital that teachers consult the Aboriginal experts in their school, community or Education District office to learn correct protocols in viewing films of Indigenous people. For example, in some communities it is disrespectful to hear the name of a person who is deceased. In some cases community members may not want a particular film shown.

## RESOURCES

Medium	Author, producer, developer, etc	Title	Source
Video	Frank Rijavec (Producer/Director)	<i>Exile and the Kingdom</i>	ABC shop, may be found in local schools and libraries.
DVD/CD	Frank Rijavec (Producer/Director)	<i>Exile and the Kingdom</i>	Julawarlu Aboriginal Corporation





# TEACHING AND LEARNING STRATEGIES

## TEACHING RESOURCES

- copy of video or DVD of *Exile and the Kingdom*
- whiteboard (or card for chart) and markers
- student copies of **Learning Guide 1: Preconceptions about Aboriginal people** commenced in previous lesson.

## LESSON STEPS

### Preparation:

- **Complete** lesson 1: **Preconceived notions of Aboriginal people 1.**
- **Prepare** list of discussion points about the second part of the film, relevant to your students.
- **Have** to hand your list of discussion points from first part of film, relevant to your students.
- **Ensure** students have their Venn diagrams begun in lesson 1, **Learning Guide 1: Preconceptions about Aboriginal people.**
- **Have** to hand your chart categorizing points into 'Fact' and 'Opinion'.

### Implementation

#### Whole class

- **Discuss** last lesson using prepared discussion points.
- **Ask** students to ensure they have with them **Learning Guide 1: Preconceptions about Aboriginal people.**
- **Watch** the remainder of *Exile and the Kingdom*.
- **Discuss** what students learned about Aboriginal people from the film.
- **Add to** 'Fact' and 'Opinion' lists and change any points students now feel are in the wrong column.

#### Working individually

- **Ask** students to complete their Venn diagrams on **Learning Guide 1: Preconceptions about Aboriginal people**, begun in lesson 1. Follow steps on learning guide from: 'After viewing, *Exile and the Kingdom*'.

#### Whole class

- **Discuss** reasons for your entries with group members.

Some suggestions for further lessons based on *Exile and the Kingdom* are in **Key Background Points** above, explore issues raised in whatever way is most appropriate for your students.

## ASSESSMENT

- Venn diagrams are useful for evaluating students attitudes and knowledge, if appropriate, use them as work samples.
- Use anecdotal notes and/or checklists to record observations during discussion sessions

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