

ABORIGINAL AND TORRES STRAIT ISLANDER
HISTORIES AND CULTURES

DEPARTMENT OF
EDUCATION
learners first

LIVING CULTURES – DANCE

FOUNDATION

The
Orb
DANCE

FAMILY STORIES

Learners identify who is in their family, ways in which their family share stories and describe the family events that are important to them. They observe similarities and differences between families and create a presentation about the different families in their class.

CROSS CURRICULUM PRIORITY

Aboriginal and Torres Strait Islander Histories and Cultures

Organising idea 8

Aboriginal and Torres Strait Islander Peoples' family and kinship structures are strong and sophisticated.

ACHIEVEMENT STANDARDS

Humanities and Social Sciences (HASS)

Students identify important events in their own lives. They identify how they, their families and friends know about their past and commemorate events that are important to them.

Students sequence familiar events in order. They respond to questions about their own past.

English

Students recall one or two events from texts with familiar topics. They identify connections between texts and their personal experience.

They retell events and experiences with peers and known adults.

CONTENT DESCRIPTORS

Humanities and Social Sciences (HASS)

Who the people in their family are, where they were born and raised and how they are related to each other (ACHASSK011).

How they, their family and friends commemorate past events that are important to them (ACHASSK012).

How the stories of families and the past can be communicated, for example, through photographs, artefacts, books, oral histories, digital media and museums (ACHASSK013).

English

Explore how language is used differently at home and school depending on the relationships between people (ACELA1428).

GENERAL CAPABILITIES

Intercultural Understanding

Recognising culture and developing respect

Explore and compare cultural knowledge beliefs and practices

Level 1 – identify, explore and compare culturally diverse activities and objects

Learning Goals

Learners will:

- » Identify some similarities and differences between families.
- » Describe the things that are important to their family.
- » Present information about their family story.

Learning Sequence

Activating and Engaging

Story Sharing

Share with learners some children's books about family. For example:

- » *Whoever You Are* (Mem Fox)
- » *Wilfred Gordon McDonald Partridge* (Mem Fox)
- » *Me, Oliver Bright* (Megan de Kantzow)
- » *The Shack That Dad Built* (Elaine Russell)
- » *Old Pig* (Margaret Wild and Ron Brooks)

Discuss with learners the similarities and differences between families. Ask learners:

- » Who is in your family?

Draw attention to different family structures.

Deconstruct-Reconstruct

Ask learners to name or identify different members of a family (for example, mother, father, step-parent, caregiver, sister, brother, grandparent, aunty, uncle, cousin).

Have learners draw their family and discuss the

youngest and oldest members.

Have learners create concept maps of their family with pictures or photographs to show the relationship between family members

Assist learners to find out where they were born and raised and place their photographs, drawings and names on a classroom world map.

Exploring and Discovering

Non-verbal

View *Motion Transfer* from the 'Living Cultures – Dance' section of The Orb. Discuss with learners the things that Craig's family find really important.

- » What is Craig's family story?
- » What is important to Craig's family?
- » How does Craig's family celebrate their culture?

Discuss with the class:

- » How do we know about our family? (e.g. photographs, letters, artefacts, stories)

Non-linear

Discuss with students the concept that stories of the past may differ depending on who is telling them (e.g. listening to stories about the same event related by two different people such as a mother and a grandmother).

Ask each learner to share the story of an object from their family's past (for example, a photograph, old toy, statue, medal, artwork, jewellery, and stories), describing its importance to the family and creating a class museum.

Ask learners:

- » How did you come to know this family story?
- » Who told you this story?

Discuss with learners the different events that their family celebrates.

Make a class calendar of commemorative events that students, their family and friends celebrate (for example, birthdays, religious festivals such as Easter, Ramadan, Buddha's Birthday, Feast of Passover; family reunions and community commemorations such as NAIDOC week and Anzac Day) and discuss why they are important.

Symbols and Images

Use images, students' stories and stories from other places to explore what families have in common (for example, people who provide for their needs and wants, love, safety, rituals, celebrations, rules, change such as new babies and dying).

Synthesising and Applying

Community Links

As a class, have learners brainstorm a list of questions

and stick these into a book ready to ask a parent/ grandparent. Have learners bring answered questions to class.

Ask learners:

- » Which family member did you talk to?
- » What did you find out from your family members?

Sitting in a circle on the mat, ask learners to share their responses to the interview questions. Have learners make a display of their work. Organise a class presentation or exhibition called 'Our Families'.

Ask learners to invite family members to come and share their work for the unit at school.

Success Criteria

Learners:

- » Describe similarities and differences between families.
- » Identify the things that are important to families, including their family.
- » Explain where information about their family comes from.

Resources

- » [The Orb](#)
- » [Australian Curriculum](#)
- » [Aboriginal Sharers of Knowledge \(ASK Program\) Guidelines](#)
- » [Aboriginal Sharers of Knowledge \(ASK Program\) Application Form](#)
- » The Aboriginal Education Library: email Aboriginal.education.library@education.tas.gov.au or telephone 03 6165 5480 for more resources, including the ones listed below.
- » The Eight-Way Framework of Aboriginal Pedagogy
- » Collection of children's books

Glossary

Kinship structures

Kinship is a culture's system of recognised family roles and relationships that define the obligations, rights, and boundaries of interaction among the members of a self-recognising group. G

Commemorate

To remember officially and give respect to a great person or event, especially by a public ceremony or by making a statue or special building. C

Concept Map

A type of graphic organiser used to organise and represent knowledge of a subject; a diagram that depicts suggested relationships between concepts. I

C Cambridge Dictionary

G General understanding

I Inspiration.com



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