

ABORIGINAL AND TORRES STRAIT ISLANDER
HISTORIES AND CULTURES

GENERAL

DEPARTMENT OF
EDUCATION
learners first

YEAR 4

The
Orb

GENERAL**LISTENING AND TELLING**

We learn not about, but with and from people by asking them to tell their stories. This task allows students to learn from an Aboriginal community member (via the ASK Program) and record what they have learnt, interpret and re-tell the Aboriginal person's story before publishing and sharing their work.

CROSS CURRICULUM PRIORITY**Aboriginal and Torres Strait Islander Histories and Cultures***Organising idea 7*

The broader Aboriginal and Torres Strait Islander societies encompass a diversity of nations across Australia.

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 explain how and why life changed in the past, and identify aspects of the past that remained the same. They describe the experiences of an individual or group over time and post a range of questions about the past.

English

Students listen for key points in discussions, use language features to create coherence and add detail to their text. They understand how to express an opinion based on information in a text. Students make presentations and contribute actively to the class and group discussions, varying language according to context.

CONTENT DESCRIPTORS**Humanities and Social Sciences (HASS)**

The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies) (ACHASSK083).

English

Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELAI489).

Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692).

Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694).

GENERAL CAPABILITIES**Intercultural Understanding**

Recognising culture and developing respect

Develop respect for cultural diversity

Level 3 – identify and discuss the significance of a range of cultural events, artefacts or stories recognised in the school, community or nation

Literacy

Composing texts through speaking, writing and creating

Use language to interact with others

Level 3 – use pair, group and class discussions about learning area topics as learning tools to explore and represent ideas and relationships, test possibilities and to prepare for creating texts

Text knowledge

Use of knowledge of text structures

Level 3 – use growing knowledge of the structure and features of learning area texts to comprehend and compose an increasing number and range of texts

Critical and Creative Thinking

Inquiring – identifying, exploring and organising information and ideas

Pose questions

Level 3 – pose questions to expand their knowledge about the world

Learning Goals

Learners will:

- » know how to conduct an interview
- » understand what an open question is
- » interview an Aboriginal community member
- » record their responses, interpret their story and re-tell it.

Learning Sequence

Activating and Engaging

Learning Maps

Begin a class discussion to guide learners into what type of questions they might ask to learn more about a person.

- » What are we interested in finding out about this person?
- » What kind of questions will help us find out what we want to know?
- » Is there a particular area of expertise that this person may have that we can learn from? For example, life on Cape Barren, Repatriation, Stolen generations, 'birdin', and family life?

Begin to develop learners' interview skills with the following questions:

- » What is the difference between open and closed questions?
- » What are examples of a closed question?
- » Do we get good information about someone's life by asking closed questions?
- » What are examples of open questions?
- » What kind of questions will we need to successfully interview this person?
- » How does the asking of open questions invite the person being interviewed tell their story?
- » What is skilful questioning?
- » How does skilful questioning encourage the person being interviewed tell their story?

Give students a few examples of ways to start an open interview question, ie:

- » Tell me about...?
- » Describe to me what it was like...?
- » How did you feel when...?

Exploring and Discovering

Story Sharing

Community Links

Invite a local elder, community member or member of the Aboriginal Sharers of Knowledge (ASK) program into the classroom to be interviewed.

Begin by listening to the guest for a few minutes as they talk briefly about their life or their area of expertise.

Have learners work in small groups to brainstorm: I see, I think, I wonder, about what they have just heard.

Ask each group to write three questions that they want to ask to the guest. Use butchers paper and white board markers and keep everyone involved.

Have students from each group ask questions in turn while a scribe in each group records what they hear.

Each group should now prepare their account of the interview and the interviewee's responses to each group's questions. Once this is complete have each group read their account back to the interviewee.

Ask the interviewee to comment on what the process was like for them and how they felt about hearing their own story.

Synthesising and Applying

Deconstruct–Reconstruct

Have learners complete a personal reflection:

- » What is the most significant/interesting thing you have learned?
- » What would you like to learn more about?
- » Why/how could you do this?
- » What challenged you the most?
- » What do you want to do as a result of your learning?

Success Criteria

Learners:

- » ask open ended questions
- » record information given to them from the interview
- » interpret and re-tell the Aboriginal person's story
- » receive feedback from the person interviewed
- » hear each other's stories
- » publish and share their work.

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

Glossary

Interview

An interview is a conversation where questions are asked and answers are given. 

 Wikipedia



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