Indigenous Models of Achievement

SUGGESTED CLASSROOM ACTIVITIES / RESOURCES

DESIGN - (ALISON PAGE)

Aboriginal Studies

Stage 5
Core Part 1: Aboriginal Identities
5.7 assesses the significance of contributions of Aboriginal Peoples to Australian society
5.8 analyses the interaction of the wider Australian community with Aboriginal Peoples and cultures

Student Activity:
Have students research the diversity of Aboriginal and Torres Strait Islander art. Have them log onto the National Gallery and any other state galleries to investigate the breadth of indigenous art.

Resources:
Gallery links:

Design and Technology

Stage 5
5.1.2 applies and justifies an appropriate process of design when developing design ideas and solutions
5.3.1 analyses the work and responsibilities of designers and the factors affecting their work

Student Activity:
Have students create a design that could be used to decorate a product to support local indigenous groups. It should be basic and use symbols that are not restricted culturally.
(Contact local indigenous artists to see if they can work with your students.)

Resources:
The first link is to an art site for children. All the symbols can be used in art or design lessons
The ANKAAA website is about artists in northern Australia - a good source:
http://www.ankaaa.org.au

Mapped to Australian Curriculum and NSW BOSTEC standards as at March 2014
### English

Stage 6  
*Module 6.1 Prelim Mandatory Module*

- P1.2 explores the ideas and values of the texts  
- P2.1 comprehends written, spoken and multi-modal texts at an appropriate level to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship

**Student Activity:**

Alison had many experiences on her path to university. She lived in La Perouse and then Coffs Harbour. She is one of six sisters and her single mother was a singer in a rock and roll band. If Alison was giving a speech about her life before she started working for Design Alliance, what would she tell people?

### History

Stage 5  
*Topic: Rights and Freedoms*

- HT5-4 – explains the assesses the causes and effects of events and developments in the modern world and Australia

**Student Activity:**

Research how the Saltwater Freshwater Arts Alliance is helping sustain and promote Indigenous culture. Create a PowerPoint presentation outlining your findings.

**Resources:**

- Saltwater Freshwater Arts Alliance  

- PowerPoint presentations for beginners  
  [http://video.about.com/presentationsoft/Start-PowerPoint.htm#vdTrn](http://video.about.com/presentationsoft/Start-PowerPoint.htm#vdTrn)
### Society and Culture

**Stage 6**  
**Topic: Personal and Social Identity**

P3 identifies and describes relationships and interactions within and between social and cultural groups

**Student Activity:**  
Write an extended response on Alison's childhood looking at Maslow's hierarchy of needs and integrating the five fundamental concepts of Society and Culture

**Resources:**
- There is a dynamic interaction between the five fundamental concepts that is illustrated by the fundamental concepts diagram. [http://hsieatursulas.wikispaces.com/11+Society+and+Culture+-+The+Social+and+Cultural+World](http://hsieatursulas.wikispaces.com/11+Society+and+Culture+-+The+Social+and+Cultural+World)
- Persons - The individual human; their relationships with other persons and with society, culture and the environment through time
- Society - Human relationships from small groups to large systems
- Culture - Knowledge shared by members of these groups and systems and reflected in their customs, values, laws, arts, technology and artefacts; their way of life
- Environment - Settings where people live and work, the interaction between people and their environment, their perceptions of the environment and their actions to improve their environment
- Time - The continuous passage of existence; perceptions of the past, present and future

### Geography

**Stage 5**  
**Topic: 5A1 investigating Australia's Physical Environments**

5.8 accounts for differences within and between Australian communities

**Student Activity:**  
Students study the Saltwater Freshwater Arts Alliance logo and compare it to a map of the Coffs Harbour area. They are then to create their own drawing representing the area that they live in from an Indigenous perspective.

**Resources:**