Indigenous Models of Achievement

SUGGESTED CLASSROOM ACTIVITIES / RESOURCES

EDUCATION - (TAMARA AMATTO)

### 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:**
What do students know of the Tiwi Islands as an Indigenous community? Provide them maps of the islands and students in groups to research and profile individual island communities.

**Resources:**
The official site of the Tiwi Land Council is a good place to start and it has links to other useful sites.
http://www.tiwilandcouncil.com

### 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:**
Tamara lives in a small community. Ask students to compare Tamara's life in Sydney with her life in the Tiwi Islands. Use a Venn diagram to make the comparisons and commonalities easy to see.

**Resources:**
How to make a Venn diagram
http://whatis.techtarget.com/definition/Venn-diagram
### Geography

**Stage 5**

*Topic: 5A3 Issues in Australian Environments*

5.8 accounts for differences within and between Australian communities

**Student Activity:**

Students create a 5 minute video documentary on the Tiwi Islands. Identify who lives there, how they interact with their environment, what issues they face and how the community has changed over time.

### Studies of Religion

**Stage 6**

*Module: Christianity*

P2. identifies the influence of religion and beliefs systems on individuals and society

H7 conducts effective research about religion and evaluates the findings from research

**Student Activity:**

Tamara teaches Religious Education to her students - nearly 90% of the Islanders are Catholic but traditional ceremonies still form part of their belief systems. Research the Pukumani ceremony and its integration into Tiwi Catholic burials.

**Resources:**

Useful links on movements in Indigenous Christianity.

http://www.creativespirits.info/aboriginalculture/spirituality/aboriginal-christians-christianity#toc0


### Community and Family Studies

**Stage 6**

*Topic: Families and Communities*

P1.1 describes the contribution an individual’s experiences, values, attitudes and beliefs make to the development of goals

**Student Activity:**

Hypothesise why the Tamara has such a strong connection to the Tiwi Island community. Have a class discussion on the differences between the La Perouse community and the Tiwi Island Community.

**Resources:**

La Perouse Community information

http://www.lapa-access.org.au/

Tiwi Island Land Council information

http://www.tiwilandcouncil.com/
### Society and Culture

Stage 6  
**Topic: Personal and Social Identity**  
P2 describes personal, social and cultural identity

#### Student Activity

Students need to analyse the film and write an extended response identifying parts that they recognise make up Tamara’s identity and reflect on how she interacts with the five fundamental concepts of the Society and Culture syllabus content areas.

#### Resources:

There is a dynamic interaction between the five fundamental concepts that is illustrated by the fundamental concepts diagram.

![Fundamental Concepts Diagram](image)

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

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