**Strategies and Suggestions for teaching Aboriginal Studies**

**1. See your role as facilitator, rather than keeper of knowledge**

A core principle of the subject is to learn from Aboriginal people, communities, and a range of sources of Aboriginal voice. Students should be directed to sources of Aboriginal voice that have been developed by Aboriginal people, these can be used to provide the narrative and commentary for the contexts covered in class. The following resource list provides some suggestions.

**2. Locate and orient the information**

Rather than viewing Aboriginal experiences and issues as generic, identify the location they come from. This may mean looking at the language group (e.g. Kaurna, Ngarrindjeri, Yolngu, etc.) or looking at the region (urban Sydney, a remote community in Western Australia etc.). If the issue is related to Australia as a whole (e.g. discussions surrounding January 26), identify this as well.

Locating and orienting the information will re-inforce the sovereignty and diversity of different Aboriginal communities.

**3. Encourage students to see strengths**

The subject encourages students to investigate past and present experiences of significance to Aboriginal people and communities. Some of these experiences may relate to issues that are currently impacting in a negative way on communities, for example domestic violence.

If these issues are being explored, look for commentary that has been produced by Aboriginal people who are actively working for change, whether they are Aboriginal politicians, workers, or community members.

Recognising the powerful work of Aboriginal people to tackle the issues facing their community will turn a potentially deficit-model view into a strengths-based one.

**4**. **Recognise diversity**

Care should be taken to acknowledge diversity in Aboriginal viewpoints. There are many different Aboriginal viewpoints that should be considered rather than the binary concept of ‘the Aboriginal perspective’ vs. ‘the white perspective’.

Encourage students to investigate some of these different viewpoints, for example responses to January 26. Is it Australia Day? Invasion Day? Survival Day? Listen to different Aboriginal views for each.

**5. Utilise what is already around you**

Investigate and make connections with Aboriginal people in the school and local community. If Aboriginal perspectives or programs are being taught in other subjects, partner with the people delivering them, and plan to build together. Build strong relationships with Aboriginal teachers and support staff in schools, who may be able to help you locate and orient resources and information.

Find out if there are local celebration days, events or Aboriginal organisations that students could engage with and/or attend. Find out if there is a local Aboriginal radio station. Encourage students to look for the evidence of the local language group in the names of places and streets.

The internet will yield a wealth of information when it comes to resources – but don’t forget to look around you first!

**Suggested resources for Aboriginal Studies**

**Online**

<http://healingfoundation.org.au/>

<http://www.indigenousliteracyfoundation.org.au/>

<http://www.reconciliationsa.org.au/>

<http://itstopswithme.humanrights.gov.au/>

<http://www.healthinfonet.ecu.edu.au/>

<http://www.abc.net.au/indigenous/>

<http://www.nit.com.au/>

<http://www.koorimail.com/>

<http://www.nitv.org.au/>

<http://blackfellafilms.com.au/>

<http://www.recognise.org.au/>

<http://generationone.org.au/>

<https://barungafestival.com.au/about/>

<https://www.bangarra.com.au/>

<http://www.garmafestival.com.au/> <http://www.yyf.com.au/pages/?ParentPageID=2&PageID=102>

<http://teabba.com.au/about/>

<http://www.papak.com.au/>

<http://www.kurruru.org.au/>

<http://tribalwarrior.org/clean-slate-without-prejudice/>

<http://nunku.org.au/our-services/social-emotional/link-up/>

<http://www.kurayerloinc.org.au/index1.html>

<http://www.alsnswact.org.au/>

http://www.alpa.asn.au/

http://indigenousrights.net.au/land\_rights/wave\_hill\_walk\_off,\_1966-75

http://www.abc.net.au/tv/programs/you-cant-ask-that/ indigenous

**Articles**

<http://theconversation.com/aboriginal-people-how-to-misunderstand-their-science-23835>

<http://sensesofcinema.com/2013/issue-69-december-2013/rachel-perkins-creating-change-through-blackfella-films/>

<http://www.watoday.com.au/wa-news/perth-youth-groups-rethink-australia-day-video-goes-viral-20170125-gtyk40.html>

<http://www.dailymail.co.uk/tvshowbiz/article-4764936/Dan-Sultan-discusses-changing-date-Australia-Day.html>

<http://www.abc.net.au/news/2017-06-26/kylie-sambo-growing-up-under-the-nt-intervention/8642204>

<http://theconversation.com/culture-not-colour-is-the-heart-of-aboriginal-identity-30102>

<http://theconversation.com/why-green-black-alliances-are-less-simple-than-they-seem-73203>

**Website**

The following website has useful resources:

Teacher and Student Resources:

<https://www.creativespirits.info/resources/#axzz4qwfD1QbR>

Starter Kit for teachers:

<https://www.creativespirits.info/aboriginalculture/starter-kit-key-resources-that-give-you-insight-and-save-time/#axzz4qwfD1QbR>

**List of Apps**

<https://www.creativespirits.info/resources/apps/#axzz4qwfD1QbR>

**List of radio stations:**

<https://www.creativespirits.info/resources/media/aboriginal-radio-stations#toc6>

**DVD/television**

First Australians

Servant or Slave

Kanyini

Zach’s ceremony

Murundak – Songs of Freedom

Wadu Matyidi

Bran Nue Dae

The Sapphires

King’s Seal

Why me?

Spear (Bangarra Dance)

Putuparri and the Rainmakers

Brave New Clan

Our Generation

Liyarn Ngarn (Journey)

Ten Canoes

Charlie’s Country

Satellite Boy

The Tracker

You are here: We don’t need a map (SBS)

You are here: In my own words (SBS)

You are here: Connection to Country (SBS)

You are here: Occupation Native (SBS)