# Aboriginal Studies Years 7-10: Option 4

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## Option 4: Aboriginal peoples and the media

The focus of this option is the key role that the media plays in today’s society, in particular its impact on a range of non-Aboriginal peoples’ perceptions of Aboriginal Peoples, cultures and contemporary issues. The presentation of Aboriginal Peoples and cultural images from pre-invasion to today are investigated and compared. Students also explore the role Aboriginal communities and individuals play in the media as advocates for themselves and the community, and the importance of Aboriginal-controlled media outlets as vehicles for self-determination. A case study on the local Aboriginal community and the media can form the basis through which Option 4 is studied, or it can be undertaken separately at any point throughout the option.

## Outcomes

A student:

* **AST5-2** explains ways in which Aboriginal Peoples maintain identity
* **AST5-6** explains the importance of self-determination and autonomy to all aspects of Aboriginal Peoples’ participation nationally and internationally
* **AST5-8** analyses the range of relationships between Aboriginal Peoples and non-Aboriginal peoples
* **AST5-9** analyse the factors that influence non-Aboriginal peoples’ range of perceptions of Aboriginal Peoples and cultures
* **AST5-10** identifies and applies appropriate community consultation protocols and ethical research practices to gather, protect and interpret data
* **AST5-11** selects and uses a range of research techniques and technologies to locate, select, organise and communicate information and findings

**Related Stage 4 outcomes:** AST4-2, AST4-6, AST4-8, AST4-9, AST4-10, AST4-11

Outcomes referred to in this document are from [Aboriginal Studies Years 7-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/aboriginal-studies-7-10-2020) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2020

## Learning sequence 1: Media and society

Students:

* describe what the media is and explain how it works
* identify a range of media and the target audience of each, including print, broadcast and online
* discuss the roles and responsibilities of the media in influencing social attitudes, values and public policy

### Media and how it works

* Create a collaborative [post-it note brainstorm](https://minds-in-bloom.com/creative-brainstorming-with-post-its/) as a class to identify prior knowledge. Once completed, discuss the completed brainstorm, identifying any repetitions or missing elements.
* Read the article [‘What is media? Definition and meaning’](https://marketbusinessnews.com/financial-glossary/media-definition-meaning/) and complete the following tasks:
	+ define the term media
	+ identify the different types of media
	+ describe the role of social media in society in general
	+ using your own knowledge, discuss the importance of social media in connecting people and place.

### Range of media

Complete a [jigsaw](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/546#.X2FaoQpgem4.link) research task in groups, assigning broadcast media, print media or social media. Within the research task, address the following:

* + identify when this form of media was invented or first established
	+ describe how this form of media broadcasts information
	+ identify the reach of this form of media both nationally and internationally
	+ identify and explain reasons for, the target audience for this form of media
	+ construct a timeline identifying the progression of this form of media from origination to modern day.

### Roles and responsibilities of media

* View the [How Social Media Influences People – Infographic](https://www.socialmagnets.net/how-social-media-influences-people/) and complete the following tasks:
	+ Identify which social media platform is the most influential.
	+ Why can social media be considered ‘time consuming’? How might this relate to its influence?
	+ How does social media influence life offline? List 5 ways it may influence life offline.
	+ Explain how social media benefits businesses.
* Research the following, exploring the role of social media within each category:
	+ politics
	+ social movements
	+ business
	+ education

Present your research through [Padlet](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/592#.X2FcIg9E8WQ.link) or a non-digital presentation.

* Read the article [‘Slacktivism’: Legitimate Action or Just Lazy Liking?](https://www.citizenlab.co/blog/civic-engagement/slacktivism/) and discuss the term ‘Slacktivism’ as an example of the changing influence of social media on social attitudes and activism. Prepare a debate on the topic ‘online activism is as powerful as other types of activism’. You should choose one side of the debate and write a plan for how you would argue your points if you were carrying out a real debate. Your teacher may choose to hold the debate in class.
* Using the [Australian Communications and Media Authority](https://www.acma.gov.au/tv-and-radio-broadcasters) website, identify the rules, regulations, standards and codes for Television and Radio Broadcasters. Use this information to complete the following tasks:
	+ identify who is responsible for ensuring compliance with the standards set out
	+ discuss how these standards impact the reach of the media and its influence

## Learning sequence 2: Representations of Aboriginal Peoples and cultures

Students:

* explain how the media can construct representations of Aboriginal Peoples, for example:
	+ men, women, children and young people
	+ communities
	+ stereotyping, bias and assumptions
* analyse a range of media representations of Aboriginal cultural images, for example:
	+ cultures and beliefs, for example Dreamings, sites
	+ cultural expression, such as visual arts, performance
* compare and contrast changes over time in media representations of Aboriginal Peoples and cultural images, including the impact of media protocols on the representation of Aboriginal Peoples
* discuss the impact of print, broadcast and digital media on a range of non-Aboriginal peoples’ perceptions of Aboriginal Peoples, cultures and contemporary issues, including experiences of racism and discrimination
* investigate examples of media which present positive images, and Aboriginal Peoples as advocates for themselves and their communities

### Representations of Aboriginal Peoples

**Teacher note** – the article [‘Media dreaming: Representation of Aboriginality in modern Australian media’](https://ro.uow.edu.au/apme/vol1/iss6/) can be found under the heading ‘Journal Articles’ at the end of the page. This may be downloaded in advance if computers and internet access are not available.

* Read the article [‘Media dreaming: Representation of Aboriginality in modern Australian media’](https://ro.uow.edu.au/apme/vol1/iss6/) and discuss the following:
	+ What is the role of the media in constructing representations of Aboriginal Peoples?
	+ Why do you think majority of media outlets have promoted a ‘racial stereotype’ of Aboriginal Peoples?
	+ Outline the scope of Aboriginal and non-Aboriginal voices in mainstream media. How might this impact representations of Aboriginal Peoples?
	+ Identify the date of publication - do you believe circumstances have changed or remained the same?
* Access the Reconciliation Australia resource [Reconciliation Insights – Media](https://www.reconciliation.org.au/resources/page/5/) and complete the following activities:
	+ Identify how many Australians believe Aboriginal Peoples are positively represented in the media.
	+ Discuss reasons why the percentage of Aboriginal Peoples who believe the media portrays them negatively has increased between 2014 and 2016.
	+ Explain the relationship between Australian attitudes towards Aboriginal disadvantage. How might the media influence this?
	+ How can the mainstream media be a barrier to reconciliation?
	+ Identify some ways that people can contribute to reconciliation through the consumption of the media.

### Media representation of Aboriginal cultural images

**Teachers note -** The [Guide to using Trove](https://trove.nla.gov.au/help/using-trove) may be helpful for this section.

* Create a shared [whiteboard](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/636#.X2Fjgl3CBXQ.link) on a range of images accessed from [Trove](https://trove.nla.gov.au/) that portray Aboriginal cultural practices in both mainstream and Aboriginal owned media outlets. Focus on answering the following questions on each graffiti board:
	+ Does the image portray racial stereotyping?
	+ Does the image represent Aboriginal Peoples in a positive or a negative way?
	+ What would the overall impact be on non-Aboriginal people's perceptions of Aboriginal Peoples looking at this image?
* Using the completed graffiti boards, discuss each image, as well as individual responses, as a class. Discuss how each visual representation may have impacted Aboriginal Peoples and their connection to culture at the time of publishing.
* Explore a range of caricatures depicting Aboriginal Peoples and assumptions on culture – for example Bill Leak’s [Tent Embassy](https://newmatilda.com/2016/10/23/the-silver-lining-if-bill-leak-wins-his-racial-discrimination-case/bill-leak-tent-embassy/). Annotate the images identifying use of stereotypes, racism and misunderstanding of culture. Students recreate a cartoon strip from one of the images celebrating Aboriginal culture.

### Changes over time in media representations

**Teacher note - t**he handbook [Reporting on Aboriginal and Torres Strait Islander Peoples and Issues](http://diversityarts.org.au/tools-resources/useful-links/) and the article [Indigenous cultural protocols: what the media needs to do when depicting deceased persons](https://www.sbs.com.au/nitv/article/2017/07/27/indigenous-cultural-protocols-what-media-needs-do-when-depicting-deceased-persons) may be downloaded in advance if computers and internet access are not available. A teachers’ choice article can be used for the last learning activity depending on the skills of the students.

* Use [Trove](https://trove.nla.gov.au/) to explore a range of articles and images of Aboriginal Peoples and culture throughout time in Australia. Collect a set of 10 images from the website and create a timeline of Aboriginal representations in the media throughout the 20th century.
* Once the timeline has been completed, compare and contrast the oldest and latest media representation using a [Venn Diagram](http://www.readwritethink.org/classroom-resources/printouts/venn-diagram-circles-c-30196.html) and using the following questions as prompts:
	+ Identify key words used in both media representations, are there any similar or contrasting words? Why do you think use of words have changed?
	+ What type of visuals/images are used within the media representation? Do they pertain to stereotypes?
	+ What tone is used throughout the media representation?
	+ Are there any Aboriginal voices? If so, are these voices demonstrating Aboriginal autonomy or selected to fit the mould of what non-Aboriginal people believe Aboriginal Peoples should be?
* Read the handbook [Reporting on Aboriginal and Torres Strait Islander Peoples and Issues](http://diversityarts.org.au/tools-resources/useful-links/) and the article [Indigenous cultural protocols: what the media needs to do when depicting deceased persons](https://www.sbs.com.au/nitv/article/2017/07/27/indigenous-cultural-protocols-what-media-needs-do-when-depicting-deceased-persons) identifying the cultural protocols that dictate the representation of Aboriginal Peoples in the media and the appropriate ways to report on, or interview, Aboriginal and Torres Strait Islander Peoples in mainstream media. Using the resources, create a summarised short list of 10 key protocols for someone wanting to create a media piece about Aboriginal and Torres Strait Islander Peoples.
* Conduct research and find a media article that **does not** adhere to the students list of protocols. Acting as an editor, annotate the piece of media, identify how it could impact Aboriginal Peoples reading the article and then provide feedback for the author on how they can change their content to better represent and respect Aboriginal Peoples.

### Impacts of print, broadcast and digital media

* Complete a group [research report](http://www.readwritethink.org/classroom-resources/lesson-plans/scaffolding-methods-research-paper-1155.html) on the impacts of positive and negative media representations on the perceptions of Aboriginal Peoples, cultures and contemporary issues. Examples of media outlets, reporters or journalists that you may refer to include:
	+ Stan Grant and his work with the ABC and NITV – you may explore his work on racism and public responses to his speeches and articles.
	+ Andrew Bolt and the Bolt Report for Sky News – you may explore a range of media created by Andrew Bolt and the responses of the Australian public through social media and the hashtag #theboltreport.
* Watch the interactive documentary film [K’gari](http://www.sbs.com.au/kgari/) (Duration 10:00) and access the lesson on available on SBS exploring [Australia’s first fake news story](https://www.sbs.com.au/learn/resources/discover-australia-s-first-fake-news-story) and the impacts it had on Aboriginal Australians and non-Aboriginal perceptions of Aboriginal Peoples. Complete the interview activity and discussion questions, emphasising the discussion on the impact that ‘fake news’ and colonial mythmaking had and continues to have, on the perceptions of Aboriginal Peoples and communities.

### Media presenting positive images

**Teacher note –** utilise the program guide on the Koori radio website in order to choose the program best suited for your class.

* Explore the website for SBS’s [NITV](https://www.sbs.com.au/nitv/) and read the article [I helped launch NITV. I know how much it means to the Indigenous community](https://www.theguardian.com/tv-and-radio/2020/jan/22/i-helped-launch-nitv-i-know-how-much-it-means-to-the-indigenous-community). Discuss the different forms of media accessible through the website and compare to mainstream media.
* Complete a written response answering the question “assess the value of NITV in Aboriginal self-determination within the media”.
* Access the NITV website. Watch an episode of ‘The Point’, ‘Living Black’ or ‘NITV News’ and consider the following:
	+ What are the issues, events or topics discussed in the episode? From what angle are these addressed and how does this differ from mainstream media?
	+ How does the episode utilise Aboriginal voices in order to promote a positive image?
* Explore the [Koori Radio](https://www.kooriradio.com/) website and listen to a program live via the website. Complete a [[PEEL writing activity](https://www.allassignmenthelp.com/blog/peel-paragraph/#:~:text=PEEL%20Paragraph%20Definition,paragraph%20is%20going%20to%20discuss.)](https://colo-h.schools.nsw.gov.au/learning-at-our-school/alarm.html) identifying how Koori Radio allows Aboriginal and Torres Strait Islander Peoples to advocate for themselves and create positive images within the community.

## Learning sequence 3: Advertising

Students:

* explore a variety of advertisements in different forms, which depict a range of representations of Aboriginal Peoples and cultures
* analyse Aboriginal Peoples and images in advertising, for example:
	+ inclusion and exclusion
	+ Indigenous Cultural and Intellectual Property (ICIP) and misappropriation
	+ commissioned works and benefit sharing
* explain changes in advertising practices over time

### Advertisements in different forms

* The Victorian government launched the [Deadly questions](https://deadlyquestions.vic.gov.au/) campaign in 2018 to bring awareness of cultural competency and to push for the establishment of a treaty. The campaign utilised a variety of advertising methods to bring awareness to the campaign. The advertising campaign was controversial in the way it depicted questions posed by the public; however, was an overall successful campaign and was a contributing factor in passing the Treaty Bill in both Upper and Lower houses of Victorian Parliament and as a result becoming law. Explore the Deadly Questions website and read the article [Behind Aboriginal Victoria’s Deadly Questions campaign controversy](https://www.adnews.com.au/news/behind-aboriginal-victoria-s-deadly-questions-campaign-controversy).
* Complete the following tasks:
	+ Identify the motivating factors behind the Deadly questions campaign.
	+ How was this campaign different to other advertising campaigns surround Aboriginal Peoples and treaty?
	+ Why is this advertising campaign considered controversial? What occurred as a result of the controversy?
	+ Study images of outdoor advertising billboards for Deadly Questions. What format/design does it utilise?
	+ How does the advertising campaign depict Aboriginal Peoples and issues? Does it centre around Aboriginal or non-Aboriginal voices?
* The Aboriginal run clothing brand [Clothing the Gap](https://clothingthegap.com.au/) launched the campaign [Free The Flag](https://clothingthegap.com.au/pages/free-the-flag-journey) in order to bring to light the copyright issues surrounding the Aboriginal Flag. The Aboriginal flag has a longstanding cultural significance to Aboriginal Peoples, and the campaign has used a variety of advertising methods in order to raise awareness to copyright issues. Explore the Clothing the Gap website and the Free the Flag journey, and complete the following table:

Copyright issues surrounding the Aboriginal Flag

|  |  |  |
| --- | --- | --- |
| Advertising Method | How has Clothing the Gap utilised this method? | Impact of this method in creating awareness |
| Clothing |  |  |
| Social media |  |  |
| Events |  |  |
| Infographics and posters |  |  |
| Sponsorship or support |  |  |

### Aboriginal Peoples and images in advertising

**Teacher note** - teacher to choose format for advertisement depending on resources and skill levels of the students.

* Aboriginal and Torres Strait Islander audiences comprise a wide range of people with different communication needs in order to understand advertisements. The advertising campaign ‘Rethink Sugary Drinks’ is an example of an inclusive campaign, incorporating Aboriginal Australian terms and language, family and kinship as well as visual and storytelling to demonstrate the impacts of sugary drinks. View the [Rethink Sugary Drink](https://www.youtube.com/watch?v=YtdEuhPxaFE) video (duration 0:30) and access the [Rethink Sugary Drink](http://www.rethinksugarydrink.org.au/) website. Complete a table identifying the ways the advertisement addresses the following:

Aboriginal Peoples and images in advertising

|  |  |
| --- | --- |
| Barrier for Aboriginal Peoples | How the advertisement caters for Aboriginal Peoples |
| Language |  |
| Kinship/family |  |
| Health |  |
| Story telling |  |
| Symbols and visuals |  |

* Create and present an inclusive advertisement campaign addressing one of the following topics:
	+ education
	+ exercise
	+ food
	+ clothing
* Create the campaign using inclusive strategies in order to meet the needs of Aboriginal audiences. This may include:
	+ use of language and design
	+ story telling
	+ symbols and visual prompts
	+ community connections
	+ protocols and procedures on displaying Aboriginal Peoples in the media.

### Changes in advertising practices over time

* Complete a research task on advertisements for the same product or event over time. Examples of advertisements you might examine include:
	+ Australia Day lamb advertisements
	+ [Tourism Australia](https://www.australia.com/en) campaigns
* Create a presentation to share your research findings, answering the following:
	+ explain how your advertisement has changed over time
	+ examine the inclusion of Aboriginal and Torres Strait Islander Peoples in your chosen advertisement

## Learning sequence 4: Aboriginal Peoples in the media

Students:

* describe examples of media that are owned and/or controlled by Aboriginal Peoples and Torres Strait Islander Peoples, for example:
	+ newspapers and printed publications
	+ radio stations
	+ television channels
* assess the impact of Aboriginal Peoples’ involvement in mainstream media on Aboriginal Peoples’ and non-Aboriginal peoples’ perceptions
* analyse contemporary use of media by Aboriginal Peoples in presenting a balanced view of Aboriginal Peoples, histories and cultures, for example:
	+ advocating for the inclusion of Aboriginal voices
	+ social media to counter misrepresentations
	+ online content as a form of self-publishing
* assess the importance of media to self-determination and autonomy for Aboriginal Peoples

### Media owned by Aboriginal Peoples

* Explore a variety of Instagram accounts owned and or controlled by Aboriginal and Torres Strait Islander Peoples – for example [Tiddas 4 Tiddas](https://podcasts.apple.com/au/podcast/tiddas-4-tiddas/id1471481625).
* Read the article showcasing Tiddas 4 Tiddas ‘[Meet the sisters empowering Indigenous women through Instagram’](https://www.sbs.com.au/nitv/article/2019/03/07/meet-sisters-empowering-indigenous-women-through-instagram#:~:text=Meet%20the%20sisters%20empowering%20Indigenous%20women%20through%20Instagram,-(L%2DR)%20Keely%20and&text=Social%20media%20savvy%20Kamilaroi%20women,and%20Torres%20Strait%20Islander%20women.&text=Social%20media%20is%20a%20platform,not%20being%20used%20for%20good.) and brainstorm how Aboriginal Peoples, like Marlee and Keely Silva, are using Instagram to empower Aboriginal and Torres Strait Islander communities.
* Explore the [IndigenousX](https://indigenousx.com.au/) website and read the [‘Our Story’](https://indigenousx.com.au/about/) page. Choose an article from the website and identify how it provides an Aboriginal perspective. Find an article on the same topic from a mainstream media outlet and using a [Venn diagram](http://www.readwritethink.org/classroom-resources/printouts/venn-diagram-circles-c-30196.html), compare and contrast the language, perspectives and knowledge conveyed in each.
* Brainstorm the impact and growth of podcasts in 2020. Explore a range of podcasts owned, run and controlled by Aboriginal and Torres Strait Islander Peoples across a range of topics – some examples include [Tiddas 4 Tiddas](https://podcasts.apple.com/au/podcast/tiddas-4-tiddas/id1471481625), [Blacademia](https://blacademia.com/), [Take it Blak](https://www.sbs.com.au/nitv/podcastcollection/take-it-blak), [Pretty for an Aboriginal](https://podcasts.apple.com/au/podcast/pretty-for-an-aboriginal/id1282132573), [Speaking out](https://www.abc.net.au/radio/programs/speakingout/), [Always was, always will be our stories](https://anchor.fm/marlee-silva), [Frontier War stories](https://boespearim.podbean.com/).
* Complete a [jigsaw](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/546#.X2LACFfSP4M.link) activity in groups of 5-6, selecting 1 podcast and listening to an episode. Using the internet to research the podcast, complete the following questions:
	+ What is the purpose of the podcast?
	+ Who are the creators or authors of the podcast? What is their role within community?
	+ Describe the content of the podcast.
	+ Explain how the podcast provides an Aboriginal perspective.
	+ Did the podcast provide you with an alternative view to mainstream understanding?
	+ Discuss the importance of listening to Aboriginal voices in an audio format rather than reading in written format.
* Research and create a profile of an Aboriginal podcast or content creator. The profile must include:
	+ the background of the individual
	+ their role within the Aboriginal community
	+ their motivation for creating a podcast.

### Involvement in mainstream media

**Teacher note** - [Reconciliation in the Media – Indigenous Voices](https://www.narragunnawali.org.au/about/news/45/reconciliation-in-the-media-indigenous-voices) and [We must build upon the foundations of Black media](https://indigenousx.com.au/we-must-build-upon-the-foundations-of-black-media/) may be downloaded in advance if computers and internet access are not available.

* Using the article [Reconciliation in the Media – Indigenous Voices](https://www.narragunnawali.org.au/about/news/45/reconciliation-in-the-media-indigenous-voices), discuss the following questions:
	+ How has the media played a role in shaping your understanding and knowledge of Aboriginal Peoples?
	+ What are the risks of excluding Aboriginal voices and perspectives when discussing topics pertaining the lives of Aboriginal Peoples?
	+ How might an understanding of historical context of Aboriginal Peoples help us to better understand current events and issues in the media that are relevant to Aboriginal Peoples?
* Read the article [We must build upon the foundations of Black media](https://indigenousx.com.au/we-must-build-upon-the-foundations-of-black-media/) and discuss the inclusion of Aboriginal Peoples in mainstream media, using the following prompts:
	+ What is the role of power in media?
	+ What impact does selective inclusion of Aboriginal voices have on perceptions of Aboriginal Peoples? Give examples.
	+ Discuss the meaning of the statement ‘neglected media space”?
* Write a letter to the editor of a mainstream media outlet outlining ways they can represent and involve Aboriginal Peoples in mainstream media.
* In 2019, The Guardian released a series and interactive map called [The Killing Times](https://www.theguardian.com/australia-news/ng-interactive/2019/mar/04/massacre-map-australia-the-killing-times-frontier-wars) in collaboration with their Aboriginal writers such as Lorena Allam. The series deals with truth-telling, aligning with the 2019 NAIDOC week theme [‘Voice.Treaty.Truth.’](https://www.naidoc.org.au/get-involved/2019-theme). View the interactive series and discuss the following:
	+ How does this series show strength and resilience of Aboriginal Peoples?
	+ Why is it important to learn history from multiple perspectives?
	+ How might taking part in this type of truth telling process assist in creating a balanced view of Aboriginal Peoples?
* Using the Killing Times interactive map and your own research, identify what occurred in your local area and consider the following:
	+ Does it challenge your perceptions of Aboriginal Peoples in your area and their history?
* Read the articles [Bringing an Indigenous Voice into mainstream media](https://www.uts.edu.au/partners-and-community/leading-positive-change/bringing-indigenous-voice-mainstream-media) and [TV journalist Brooke Boney receives backlash over January 26 stance](https://www.sbs.com.au/news/tv-journalist-brooke-boney-receives-backlash-over-january-26-stance) and discuss the difficulties of Aboriginal and Torres Strait Islander involvement in mainstream media.

### Contemporary use of media

**Teacher note** - the article [Musician Ziggy Ramo accuses ABC of censorship over Anzac song on Q+A](https://www.abc.net.au/news/2020-08-18/ziggy-ramo-accuses-censorship-abc-q%2Ba/12567522) contains censored swear words. Pre-screening by teachers before using this article is recommended to ensure it is suitable for your students.

* Brainstorm what you know about the public holiday Australia Day.
* Research different media outlets (print media, broadcast media, social media), both mainstream and Aboriginal owned, offering alternative views and histories of the Australia Day.
* Create a presentation showcasing the different views and attitudes within the Australian community towards the day. Examples of non-Aboriginal views in the media include [Don’t tell us when or what to celebrate. It’s our day, Australia Day, January 26](https://www.spectator.com.au/2020/01/dont-tell-us-when-or-what-to-celebrate-its-our-day-australia-day-january-26/). Examples of Aboriginal views in the media include [Stan Grant interview with ABC News Radio](https://www.youtube.com/watch?v=cwA3QKZwU10) (duration 9:15) or [Struggle and survival: Three Aboriginal perspectives on Australia Day](https://www.smh.com.au/national/nsw/struggle-and-survival-three-aboriginal-perspectives-on-australia-day-20200117-p53sgk.html).
* Access the video and article [Musician Ziggy Ramo accuses ABC of censorship over Anzac song on Q+A](https://www.abc.net.au/news/2020-08-18/ziggy-ramo-accuses-censorship-abc-q%2Ba/12567522) (duration 3:41) Discuss the issue of censorship of Aboriginal content and the impacts on self-determination, autonomy and creating a balance view and understanding of Aboriginal histories and culture.

### Media, self-determination and autonomy

**Teacher note** – for classes that need an extra challenge, have students access the research document [Does the media fail Aboriginal political aspirations? 45 years of news media reporting of key political moments](https://www.aboriginalaffairs.nsw.gov.au/new-knowledge/completed-research-and-evaluation).

When completing the research task about the Mabo and others v Queensland No 2 (1992) and Wotjobaluk, Jaadwa, Jadawadjali, Wergaia and Jupagulk Peoples v Victoria (2005), students will find a clear difference in the volume of results returned from the searches. Students will need to dig deeper and look at the differing language used in individual media articles.

* Access the article [Condescending and disempowering, Australia's media have systematically thwarted Aboriginal aspirations](https://www.theguardian.com/commentisfree/2020/mar/16/how-the-media-fails-aboriginal-aspirations), detailing 45 years of research on mainstream media’s coverage on 11 landmark events for the Aboriginal and Torres Strait Islander community, and complete the following comprehension questions:
	+ What does the research reveal about Aboriginal self-determination in print media?
	+ Outline the three main narratives that were revealed.
	+ Describe the ‘white mastery’, ‘subordination’ and ‘irreconciliation’ narrative. What impact would these narratives have on Aboriginal self-determination and autonomy in the media?
* Compare the media responses to both the Mabo and others v Queensland No 2 (1992) and Wotjobaluk, Jaadwa, Jadawadjali, Wergaia and Jupagulk Peoples v Victoria (2005) court cases and decisions. Both of these cases were about land rights and Native Title, however:
	+ Mabo established the legal doctrine of native title into Australian law.
	+ Wotjobaluk, Jaadwa, Jadawadjali, Wergaia and Jupagulk Peoples native title determinations marked a turning point in Victoria because they were the first to be made by agreement or consent.

The Mabo case has a Mabo day, a movie and countless media articles written about it, while the Wotjobaluk, Jaadwa, Jadawadjali, Wergaia and Jupagulk Peoples case had limited media coverage at the time and still does.

* Complete the following tasks based on these cases:
	+ Conduct research to compare the media coverage of the two cases, use the table below to compile your findings.

|  |  |
| --- | --- |
| Mabo (1992) | Wotjobaluk, Jaadwa, Jadawadjali, Wergaia and Jupagulk Peoples (2005) |
|  |  |

* + Discuss the notable difference when you search for these cases on the internet.
	+ Did both of these cases fight for self-determination and autonomy? Were they both important for Aboriginal and Torres Strait Islander People? If so, then why has the media covered them differently?

## Case study

Conduct a case study into **one** of the following:

* the interaction between the media and the local Aboriginal community including news, events, biographies and sporting achievements
* local Aboriginal and non-Aboriginal community perspectives on the media

In the planning, delivery and evaluation of case studies, schools should work in partnership with their local Aboriginal community, or appropriate knowledge holders to identify suitable resources, including additional contacts and appropriate publications.

Students:

* apply ethical research skills, including protocols for consultation to work effectively with Aboriginal Peoples and communities
* demonstrate understanding of ethical responsibilities surrounding Indigenous Cultural and Intellectual Property (ICIP)
* investigate the interaction between the media and the local Aboriginal community or local Aboriginal and non-Aboriginal community perspectives on the media
* communicate findings and conclusions of the case study effectively and appropriately

### Activities

**Teachers note** - surveys can be completed online through Google Forms or Microsoft Forms which are available through the department’s student portal.

[Writing good survey questions](https://www.surveymonkey.com/mp/writing-survey-questions/) may help your students prepare their questions.

Define community members before completing this task.

* Invite a selection of community and family members belonging to the local Aboriginal or Torres Strait Islander community and conduct a panel interview with your class, similar to a show like [Q&A](https://www.abc.net.au/qanda/) or [Insight](https://www.sbs.com.au/news/insight/).
* Before the interview, discuss and collaborate with the class a set of questions that will be asked during the panel.
* Questions could include, but are not limited to:
	+ Do you watch the news? If so, what is your perspective on it?
	+ Have you ever had any interaction with the media? If so, was it a positive or negative experience?
	+ What is your perspective on the ways Aboriginal and Torres Strait Islander Peoples are represented in the media?
* Upon the completion of the panel interview, analyse the qualitative data collected. Write a report using secondary research and this evidence on the perspectives of Aboriginal or Torres Strait Islanders Peoples of the media.
* Write and conduct a survey within your community, identifying their perspectives on the media. Students should use a range of open and closed ended questions.
* Questions could include, but are not limited to:
	+ Do you identify as Aboriginal or Torres Strait Islander?
	+ Do you watch the news?
	+ What is your favourite media outlet?
	+ Do you interact with social media? If so, what type of platforms?
	+ Have you heard of NITV, IndigenousX or Koori Mail?
	+ One a scale of 1 to 5, how often do you believe are Aboriginal perspectives included in mainstream media
	+ Do you believe the mainstream media is selective about the inclusion of Aboriginal Peoples and perspectives? Why/why not?
* Once the survey is completed, distribute it within the local community. Collect the completed surveys and collate the information.
* Using the survey responses, create an infographic poster using [Canva](https://www.canva.com/), comparing Aboriginal and non-Aboriginal perspectives of the media.

## Assessment task

### Outcomes:

* **AST5-8** critically analyses the range of relationships between Aboriginal Peoples and non-Aboriginal peoples
* **AST5-9** analyses the factors that influence non-Aboriginal peoples’ range of perceptions of Aboriginal Peoples and cultures
* **AST5-11** uses a range of research techniques and technologies to locate, select, organise and communicate information and findings

### Part 1

* Choose a prominent Aboriginal and or Torres Strait Islander person from one of the following categories:
	+ political (for example, Cynthia Lui, Warren Mundine)
	+ sport (for example, Anthony Mundine, Adam Goodes, Kathy Freeman)
	+ film and television (for example, Meyne Wyatt, Miranda Tapsell)
	+ social media (for example, Marlee Silva, Brooke Blurton)
	+ music (for example, Archie Roach, Yothu Yindi)
	+ writers (for example, Anita Heiss, Oodgeroo Noonuccal)
	+ journalism (for example, Stan Grant, John Newfong)
* Find media sources (article, video or interview) on your chosen individual from both an Aboriginal and non-Aboriginal source. You will need to have a minimum of two sources. Deconstruct the media sources, identifying how your individual has been portrayed in the media.

### Part 2

* Create a poster showing how your individual has been portrayed in the media. Your poster can include images, headlines, sections of text and information that show a rounded representation of your individual in the media. This will be presented to the class.

### Marking Criteria

|  |  |
| --- | --- |
| Criteria | Grade |
| * Demonstrates extensive knowledge of the content by using appropriate media sources to critically analyse the range of relationships between Aboriginal and non-Aboriginal Peoples.
* Demonstrates extensive knowledge of the content by deconstructing media sources to identify and analyse the factors that influence a range of perception of Aboriginal Peoples and cultures.
* Effectively communicates complex ideas and information by selecting and using a range of research techniques and technologies to locate, select, organise and communicate information and findings through the use of a poster.
 | A |
| * Demonstrates thorough knowledge of the content by using appropriate media sources to analyse the range of relationships between Aboriginal and non-Aboriginal Peoples.
* Demonstrates thorough knowledge of the content by deconstructing media sources to identify and explains the factors that influence a range of perception of Aboriginal Peoples and cultures.
* Clearly communicates complex ideas and information by selecting and using a range of research techniques and technologies to locate, select, organise and communicate information and findings through the use of a poster.
 | B |
| * Demonstrates sound knowledge of the content by using appropriate media sources to explain the range of relationships between Aboriginal and non-Aboriginal Peoples.
* Demonstrates sound knowledge of the content by deconstructing media sources to describe the factors that influence a range of perception of Aboriginal Peoples and cultures.
* Communicates ideas in an appropriate manner by selecting and using a range of research techniques and technologies to locate, select, organise and communicate information and findings by attempting to create a poster.
 | C |
| * Demonstrates basic knowledge of the content by using appropriate media sources to describe the range of relationships between Aboriginal and non-Aboriginal Peoples.
* Demonstrates basic knowledge of the content by deconstructing media sources to define the factors that influence a range of perception of Aboriginal Peoples and cultures.
* Communicates ideas in a descriptive manner by attempting to select and use a range of research techniques and technologies to locate, select, organise and communicate information and findings by attempting to create a poster.
 | D |
| * Demonstrates elementary knowledge of the content by using appropriate media sources to name and define the range of relationships between Aboriginal and non-Aboriginal Peoples.
* Demonstrates elementary knowledge of the content by deconstructing media sources to list the factors that influence a range of perception of Aboriginal Peoples and cultures.
* Demonstrates elementary skills in communicating ideas and selecting information by attempting to create a poster.
 | E |