For early childhood students, ensure there are plenty of picture books available with Aboriginal families portrayed in both urban and community settings. Include:
- The *Indij Readers*
- The *Nidja Noongar Boodjar Noonook Nyininy* (NNBNN) small books
- A range of picture books

The *Lower Primary Teachers Resource Book* from the *Scholastic Reconciliation Kit* has a series of useful lessons and activities, relating to the book *Families*.

The following picture books and novels feature families in the stories. Each member of a family has specific roles and responsibilities to ensure that the family continues to grow and prosper. Consider the roles of various family members in:
- *Catching Kooyar the Frog*
- *Tucker’s Mob*
- *Pigs and Honey*
- *Going for Oysters*
- *Betty and Bala and the Proper Big Pumpkin*
- *My Girragundji*
- *The Binna Binna Man*
- *The Fat and Juicy Place*
- *The Barrumbi Kids*
- *Two Hands Together*
- *The Girl with No Name*
- *Red Sand, Blue Sky*
- *Yinti, Desert Child*
- *A is for Aunty*

Many stories about Aboriginal families feature a significant grandparent(s). Read *Dan’s Grandpa* by Sally Morgan or *Wandilhu and the Old Dugong* by Elizabeth and Wandilhu Wymarra or *Lilli and her Shadow* by Pat & Laura Dudgeon

Screen Australia has a film clip in which a young girl shows photos and tells of her nanas living in the bush in the 1960s before white people found them and made them move into town: [http://aso.gov.au/titles/documentaries/lore-love/clip2](http://aso.gov.au/titles/documentaries/lore-love/clip2)

Watch the video *Yongka Hunt*.
- List the specific roles of each of the family members in the video.
- Discuss the relationship between Marli and his grandfather.
- Identify the values such as respect and sharing that are evident in the video.

Episode 1 of *Many Nations, One People* is about Family and Kinship. There are activities in the *Teachers Guide* to accompany the program. [www.abc.net.au/schoolstv/nations/ep1.htm](http://www.abc.net.au/schoolstv/nations/ep1.htm)
• Part two of the video *Aboriginal Australians*, is about Culture and Family. Presenter, Ernie Dingo explains the importance of family in learning about culture for Aboriginal families wherever they may be – community town or city.

• Read about family relationships and obligations in the Geraldton area in *Yamaji Kinship and Family*.

• Read some of the stories from *Stories of the Kimberley Past and Present*. Identify the changes in family living situations as evident in the stories and the effects that this had on lifestyle and relationships.

• Invite a GECKOS guest presenter into the classroom to share information about family and kinship in your area including:
  ○ aspects of Aboriginal family structures which have remained the same over time
  ○ aspects of Aboriginal family structures which have changed over time
  ○ the reasons why Aboriginal people stay together in extended families
  ○ The events which have caused Aboriginal families to break down into smaller groups eg Stolen Generations; other government policies; changing demographics; and Aboriginal young people’s changed understandings of a family unit.

  ○ In the clip, the term ‘wrong skin’ is used. Discuss with students what this means
  ○ Find a Dreaming story which explores this theme

• Through viewing and discussion, lead students to understand that Aboriginal people living in communities have always shared what they have with others.

• Discuss the similarities in relation to the importance of family in both traditional and contemporary Aboriginal lifestyles. Discuss the importance of family to Aboriginal and non-Aboriginal people.

• Ask students to discuss the concept of family. Who are the people who make up their families? What is their family background? Are all their family members born in Australia? If not, where were they born and how did they come to be in Australia? Encourage students to share their responses and discuss similarities and differences. Teachers will need to highlight that people have different types of families, however, everyone comes from somewhere and all have a story to share about their families.

• Create a family history sheet for students to take home to complete with their parents/caregivers. This is the beginning of a family tree. Encourage students to bring in photographs to create their own family tree. If photographs are unavailable then students could draw people who belong to their family tree.

• Open up the discussion to include students’ extended families, eg grandparents, aunts, uncles, cousins. Extended family and kinship is extremely important in Aboriginal communities as it is in many others and the role of the grandparents is viewed with respect.
• Ask students if there any other family stories that have been told to them. Have they been passed down from generation to generation? Who tells the stories in their families?

• Read, watch & listen to a variety of Dreaming stories. Dreaming stories from all over Australia can be found at: www.dreamtime.net.au and in The Dreaming DVDs.

• Discuss the custodianship of these stories. The Dreaming DVDs feature information about the custodian or the storyteller for each of the stories in the series.

• Create a family tree using a variety of media such as natural materials or utilise a commercial online product.

• Students brainstorm what they know about history. Introduce the concept of family histories. http://www.iearn.org/projects/kindred.html

• Ask students to recount a past family occasion - birth, death, birthday, moving house. Explain to students that their recount is in the form of an oral history and oral history techniques are used frequently in researching information about people.

• Read the stories as told by Thelma Coyne in NNBNN Elders Set.

• Research: students investigate the history of the Aboriginal families of their area. Document with stories, pictures and historical accounts. Make a visual display.

• Study policies, documents and events that undermined the rights of Aboriginal families, such as the 1905 Act, Citizenship Rights and the Native Welfare Act. Discuss how these may have impacted upon the make up of the Aboriginal families in your area.

• Investigate whether the 1967 Referendum, Racial Discrimination Act, Royal Commission into Aboriginal Deaths in Custody or National Apology have impacted upon the make-up of the Aboriginal families in your area.

Resources

• Lower Primary Teachers Book. Reconciliation Kit. Scholastic, Lindfield, NSW. 2002

• Galleguilos,S. & Kelly, P. Families. Scholastic, Lindfield, NSW. 2002

• Nidja Noongar Boodjar Noonook Nyininy (This is Noongar country you are sitting in) (kit). Catholic Education Office WA, Leederville & Murdoch University. 2000

• Indij readers for little fullas, for big fullas. Series 2. (9 books, 6 in big book format, teachers’ guide, audio CD, 10 min film). Killara, NSW. 2004
• Indij readers for little fullas, for big fullas. Series 3. (9 books, teachers’ guide) Killara, NSW. 2007
• Yamaji kinship and family. Catholic Education Office WA, Geraldton.
• Stories of the Kimberley past and present. Catholic Education Office, Kimberley region, 1994
• Many nations, one people. ABC TV. 2005.
• The Dreaming : a six series collection on DVD (kit). Aboriginal Nations Australia, Sydney. 2004

Picture Books

• Adams, J. Pigs and Honey. Omnibus, Norwood, SA. 1990
• Adams, J. Going for Oysters. Omnibus, Norwood, SA. 1993
• Morgan, S. Dan’s Grandpa. Fremantle Arts Centre Press, WA. 1996
• Mattingley, C. Tucker’s Mob. Omnibus, Norwood, SA. 1992
• Berolah, L. & Collins, L. & Cristaudo, N. Betty and Bala and the proper big pumpkin. UQP, St Lucia, QLD. 1996
• Russell, E. A is for Aunty. ABC Books, Sydney. 2000
• Saffioti, T. The old frangipani tree at Flying Fish Point. Magabala Books, Broome, 2008

Story Books & Novels

• McDonald, M. & Pryor, B. My Girragundji. Allen & Unwin, St Leonards, NSW. 1998
• McDonald, M. & Pryor, B. The Binna Binna Man. Allen & Unwin, St Leonards, NSW. 1999
• Kidd, D. The Fat and Juicy Place. Harper Collins. 1992
• Kidd, D. Two hands together. Penguin, 2000
• Lowe, P. The girl with no name. Penguin, 1994
• Lowe, P. Yinti : Desert Child. Based on true stories told by Jimmy Pike.
Magabala Books, Broome. 1992

- Norrington, L. *The Barrumbi Kids.* Scholastic. 2002
- Dudgeon, P & L. *Lilli and her shadow.* Fremantle Press, WA. 2010
- Dobbie, F. *Paper bags and dreams.* Hodder, Sydney, 2004