Main Topic: Arts
Sub Topic: Media

Outcome 1
*Media Ideas*

Students use creative processes and cultural understandings to explore and develop ideas.

Outcome 2
*Media Production*

Students use skills, techniques, processes, conventions and technologies to create media works appropriate to audience, purpose and context.

Outcome 3
*Responses to Media*

Students use their critical, social, cultural and aesthetic understandings to respond to, reflect on, and evaluate media works.

Outcome 4
*Media in Society*

Students understand the role of media in society.

Before viewing films with students, it is useful to consider certain issues prior to viewing. The following link outlines these:


*Aboriginal People in Australian Feature Film* traces the depiction and representation of Aboriginal people and culture in Australian film.


Students watch the feature film *Rabbit Proof Fence*. According to the film’s study guide (see below), *Rabbit-Proof Fence* “is a powerful film based on the true story and experiences of three young Aboriginal girls, Molly, Gracie and Daisy, who were forcibly taken from their families in Jigalong, Western Australia in 1931… This was
consistent with official government assimilationist policy of the time decreeing that ‘half caste’ children should be taken from their kin and their land, in order to be ‘made white’… the film highlights the despair experienced by mothers whose children were taken, and the terror and confusion of those children, snatched from familiar surroundings and forced to adapt to European ways. Led by fourteen year old Molly, the girls defy all odds to travel 1500 miles through unfamiliar territory to return to their land, their homes and families in North-Western Australia, with the authorities chasing them all the way”

The film’s study guide contains helpful background and historical information, as well as questions and activities to encourage students to engage with the film.

• Investigate the importance of environment and land and people’s relationship to it in Aboriginal culture.
  ○ Students visually represent the environment of *Rabbit Proof Fence* eg draw, create a diorama or paint the environment in which the story takes place.
  ○ Discuss the obstacles, challenges and help, the environment offered the girls on their journey.

• Students design a promotional campaign. Include poster, trailer, magazine article, DVD cover, and package to accompany *Rabbit Proof Fence*, focusing on the importance of the story to all Australians, and outlining why Australians should see the film.


  *Yolngu Boy* is about three boys “Caught in a collision between the modern world of rap, football, street cred and the oldest living culture on earth… Leaving behind their community, they journey through the unforgiving wilderness of north–east Arnhem Land to Darwin. To survive, [the three boys] must draw on the ancient bush knowledge they were taught as boys and, most importantly, the bonds of their friendship. *Yolngu Boy* is about the search for identity, making the journey from
adolescence to adulthood and the implications of belonging to a larger social group, whether a culture, a family or a group of friends."

- The study guide has some effective ideas for activities and discussions that focus on exploring the film’s themes, such as friendship, destiny, choice and identity.

- Students to script an alternative ending for Yolngu Boy, discussing the impact their changes may have on the overall meanings of the film.

- Students to design and film a television interview with a cast member from either Rabbit Proof Fence or Yolngu Boy.

- If students have read Phillip Gwynne’s Deadly Unna, it may be effective to view its feature film adaptation, Australian Rules.

- Students to research the symbols traditionally used and understood by their local Aboriginal community. Students to produce a chart demonstrating the symbols and their meaning. Students to be given several pieces of Aboriginal artwork, which they explain the meaning of using their charts.

- Students to choose a Creation Story from a selection they have read in class, or from their own research. Students to storyboard a short film version of the story, paying particular attention to how film language might be used to effectively tell the story. If time and equipment are available, students to film their stories and screen them for their classmates.

- Students to design a website for primary school students which houses a collection of Creation Stories, displaying the stories in an attractive and appealing way and explaining the significance of each story.

- Watch Babakiueria, a satirical film which explores what might have happened if the roles were reversed, and Aboriginal people invaded Europeans. An effective film for inspiring discussion on colonisation.
• Students to design and produce the DVD cover for a film they have watched in class, paying careful attention to how they can creatively, through the use of symbols, colour, etc., express the important themes and ideas explored throughout the film.

• Students to produce a short film using a series of collected images celebrating the Aboriginal cultures in their local area. Students to set their montage to music, in an attempt to portray the powerful uniqueness of the cultures.

• Students view Aboriginal art works, featuring a variety of styles. Observe and discuss defining features, origins and meanings, as well as their use of natural materials and symbolism.

• Some online resources which are useful for students in viewing Aboriginal art:
  http://www.aboriginal-art.com

• Invite an Aboriginal artist into the classroom to discuss art with the students and to help them create meaningful pieces for themselves. Students may use the visit to make a short biographical film on the artist.

• Students to collect newspaper articles about Aboriginal people. Initiate ongoing discussions about how the articles reflect the Aboriginal culture and how Aboriginal people are represented in Australia’s mass media. Students to write two newspaper reports about the same incident or person. In one, they must aim to convey a positive message, in the other a negative message without being overt in their goal. Students to discuss the impact of biased news reporting on both Aboriginal and non-Aboriginal readers.
• Using their research on Reconciliation in Australia, students to discuss the best use of the mass media for broadcasting their message of peace and reconciliation. Students to design and produce a campaign designed to spread a message of Reconciliation to a designated target audience.

• Students to storyboard and film a television advertisement promoting ‘National Sorry Day’ activities in their local area, or in their school.

• Media students can become actively involved in the design and promotion of NAIDOC week celebrations. Introduce students to the concepts of Marketing and Public Relations and discuss ways they might use particular promotional techniques to stimulate the interest of the school in the reason behind NAIDOC celebrations and the events that will be taking place during this special period.

• Students to script and film a television news bulletin which focuses entirely on researched Aboriginal events. Students to consider language, images, sound, target audience, etc.

• Students to investigate the Mabo decision and make a short film teaching others, perhaps their Society and Environment class, about this historic event in the Native Title movement.

• Students to design an advertising campaign for their state. Model on campaigns like Elle Macpherson’s Western Australian campaign, the ‘Real Australia’ campaign, the ‘Where the Bloody Hell Are You?’ campaign. Students should include information about the local Aboriginal population as the Custodians of the land.

Visit the WAITOC (Western Australian Indigenous Tourism Operators) website for some great ideas of places in Western Australia where people can visit to experience Aboriginal culture: http://www.waitoc.com/en/Attractions/default.htm
• Students can turn their experiences at places like the Aboriginal Art Gallery or Yanchep National Park into short films, promotional videos, photographic essays, etc.

• Students visit a local Aboriginal school and design a pamphlet promoting the school, focusing on the ways the school celebrates Aboriginal Australian cultures.

• Students to think of a concept for an Aboriginal restaurant. They are to design and produce the promotional package for the new restaurant – logo, press release, menu, advertisements, etc.

• Students to produce a music video clip for an Aboriginal song.

• Students to produce a marketing campaign for an Aboriginal band. Include reviews for music publications, CD cover, poster, MySpace page, etc.

• Students to script, perform, film and edit an episode of This is Your Life for a famous Aboriginal Australian they have researched.

Aboriginal Media Associations

• Central Australian Aboriginal Media Association (CAAMA) providing communications and media services to Aboriginal people in Central Australia.

   http://www.caama.com.au

• Imparja Television promoting Aboriginal culture and values.


• Gadigal Information Service (GIS)
• Goolarri Media Enterprises (GME) / Broome Aboriginal Media Association (BAMA)

• Top End Aboriginal Bush Broadcasting Association (TEABBA)

• Warlpiri Media Association
  http://www.warlpiri.com.au

• PY Media, Ngaanyatjarra Media and APY communities
  http://waru.org

• ABC (Australian Broadcasting Commission) Indigenous
  http://www.abc.net.au/indigenous

• National Indigenous Times an Aboriginal affairs news provider.