



CHCECE054

Encourage understanding of
Aboriginal and/or Torres
Strait Islander peoples'
cultures

LEARNING ACTIVITY BOOKLET



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Overview

CHCECE054 - Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures (Release 1)

This unit describes the performance outcomes, skills and knowledge required to identify different perspectives on Aboriginal and/or Torres Strait Islander peoples' cultures, develop an understanding of the local and broader cultural contexts, and use the identified information to embed culturally appropriate experiences, interactions, behaviours and physical environments into daily practice with children.

This unit applies to educators who work in regulated children's education and care services or schools in Australia, including those who identify as Aboriginal and/or Torres Strait Islander and educators from other cultural backgrounds.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

A complete copy of the above unit of competency can be downloaded from the TGA website:

<https://training.gov.au/Training/Details/CHCECE054>

Learner Instructions

This Learning Activity Booklet contains formative activities that learners will complete in the classroom or a similar environment.

These formative activities include knowledge questions to test your underpinning generic knowledge and practical activities to test your skills relevant to the unit/s of competency.

These formative assessments are used by your trainer to complement both the learning and training processes, and to evaluate how you are progressing throughout these processes.

You may reference your Learner Guide and other learning materials to complete the activities included in this workbook.

IMPORTANT:

The completion of the formative assessments and learning activities included in this workbook DOES NOT lead to a Qualification or a Statement of Attainment (SOA).

Learner Information

Learner name	
Phone	
Email	

Trainer Information

Trainer name	
RTO name	
RTO phone	
RTO email	

Resources Required

Resources needed to complete activities included in this workbook include:

- Computer with Internet, email access, and a working web browser
- Installed software: MS Word, Adobe Acrobat Reader
- Learner guide

Work Health and Safety

Both the trainers and learners have duty of care in ensuring that the learning environment is free from hazards that may pose risks to their health and safety.

According to WHS legislation, trainers and learners must take reasonable care while undertaking the activities included in this workbook in the learning environment.

Reasonable Adjustment

‘Reasonable adjustment’ in VET is the term applied to modifying the learning environment or making changes to the training delivered to assist a learner with a disability. A reasonable adjustment can be as simple as changing classrooms to be closer to amenities or installing a particular type of software on a computer for a person with vision impairment.

Why make a reasonable adjustment?

We make reasonable adjustments in VET to make sure that learners with disabilities have:

- The same learning opportunities as learners without disabilities, and
- The same opportunity to perform and complete assessments as those without disabilities.

Reasonable adjustment applied to participation in teaching, learning, and assessment activities can include:

- Customising resources and assessment activities within the training package or accredited course
- Modifying the presentation medium
- Learner support
- Use of assistive/adaptive technologies
- Making information accessible both before enrolment and during the course
- Monitoring the adjustments to ensure learner needs continue to be met

Assistive/Adaptive Technologies

Assistive/adaptive technology means ‘software or hardware that has been specifically designed to assist people with disabilities in carrying out daily activities’ (World Wide Web Consortium - W3C). It includes screen readers, magnifiers, voice recognition software, alternative keyboards, devices for grasping, visual alert systems, and digital note-takers.

(Adapted Reasonable Adjustment in teaching, learning and assessment for learners with a disability - November 2010 - Prepared by - Queensland VET Development Centre)

IMPORTANT:

Reasonable adjustment made for collecting learner assessment evidence must not impact the standard expected by the workplace, as expressed by the relevant unit/s of competency. For example, if the assessment were gathering evidence of the learner’s competency in writing, allowing the learner to complete the assessment verbally would not be a valid assessment method. The method of assessment used by any reasonable adjustment must still meet the competency requirements.

Formative Activities

I. Identify Perspectives on Aboriginal and/or Torres Strait Islander Peoples' Cultures

Activity 1.1

True or False

Review the statements below about perspectives on Aboriginal and Torres Strait Islander people. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. Your 'Perspective' is how you see the world around you. Perspectives shape how you interact with the world, as well as how you see yourself and others.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. 'Indigenous', 'Aboriginal' or 'Torres Strait Islander' are names that are the legacy of British colonisation.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	ii. An Aboriginal person is someone with dark skin and has lived in the jungles of Australia for centuries.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iii. Terms such as Koori, Kurri, Moori are terms reserved for any person who wants to identify as indigenous.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iv. 'Indigenous', 'Aboriginal' or 'Torres Strait Islander' are colonial labels imposed on a range of people with extremely diverse cultures and languages.

Activity 1.2

Briefly explain what meaningful reflection means.

--

Activity 1.3

List three common misconceptions people have about Aboriginal and/or Torres Strait Islander peoples.

i.
ii.
iii.

II. Investigate the Local Context for Aboriginal and/or Torres Strait Islander Peoples' Cultures

Activity 2.1

Fill in the blanks

The following are statements about local Aboriginal and/or Torres Strait Islander peoples' cultures and history. Review each and complete the statement by filling in the missing words/phrases.

i.	A ' _____ source' of information is unbiased and true and can be backed up by evidence.
ii.	The term ' _____ ' refers to Aboriginal and Torres Strait Islander Australians who were forcibly removed from their families and communities by government, welfare or church authorities as children and placed into institutional care or with non-Indigenous foster families.
iii.	In the broader Australian context, the impact of the _____ Government's policy of self-determination was that Aboriginal and/or Torres Strait Islander Peoples were given the opportunity to participate in making policy decisions that would affect them.
iv.	_____ serve as representative bodies for Aboriginal and Torres Strait Islander peoples in state or territory level
v.	It is essential to check _____ to make sure that the information you are disseminating are accurate and factual.

Activity 2.2

List three impacts of forced separation on different generations of Aboriginal and/or Torres Strait Islander Australians.

i.
ii.
iii.

Activity 2.3

True or False

Review the statements below about considerations for researching about Aboriginal and/or Torres Strait Islander people. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. Cultural Appropriation is when someone not belonging to specific cultural groups tries to reproduce parts of their culture such as art, clothing, or other items.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	ii. Aboriginal and Torres Strait Islander People are the main custodians and presenters of their heritage.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iii. Permission is unnecessary if the information you are gathering is for personal research.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iv. There is no existing code of ethics that cover researching information about Aboriginal and Torres Strait Islander People
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	v. There are historical issues that may be sensitive to discuss with the people in the community.

III. Contribute Ideas for Embedding Aboriginal and/or Torres Strait Islander Peoples' Culture in Daily Practice

Activity 3.1

Briefly explain what cultural protocols are.

Activity 3.2

Matching Type

Identify the considerations for promoting children's understanding being described in each statement below.

Considerations for Promoting Children's Understanding
Cultural safety
Cultural sensitivity
Learning experiences
Acknowledgement of Country
Collaboration

Learning Outcomes	Description
	i. This is the ability to understand that others have different backgrounds and cultures other than yours, and your actions are reflected by understanding and respect.
	ii. This means ensuring that a child is provided with an environment that is safe, nurturing and positive where children can be comfortable with being themselves, expressing their culture, spiritual and beliefs system, and are supported by their family and carers.
	iii. This happens is when a group of people equally contribute and work together to finish a task or reach a common goal.
	iv. A way to show respect to the First Peoples and Traditional Custodians of the land
	v. Refers to any program, activity or interactions in which opportunities for learning are present.

IV. Support Children's Understanding and Respect

Activity 4.1

True or False

Review the statements below about facilitating children's learning. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. Facilitation of children's experiences related to Aboriginal and Torres Strait Islander peoples should always reflect the cultural inclusivity of your program and must be geared towards portraying their culture in a positive light.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	ii. Observational learning is when individuals learn by what they see and hear from other people and their behaviours are influenced by it.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iii. Aboriginal and Torres Strait Islander cultures should only be taught if you have children who identify with them.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iv. Culturally appropriate ways refer to practices that consider other people's culture by respecting their preferences, understanding and accepting the historical context of their ways.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	v. Aboriginal and Torres Strait Islander people value their languages as those are strongly connected with their cultures, land, values, histories, and communities.

Activity 4.2

List three Aboriginal and/or Torres Strait Islander peoples' ways of learning.

i.
ii.
iii.

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