



How did science influence the colonisation of Indigenous Australian & Torres Strait Islander Peoples?

SHE TASK PREPARATION ASSESSMENT

**THIS TASK WILL HELP PREPARE YOU FOR THE
SUMMATIVE SHE TASK ASSESSMENT**

LEARNING OBJECTIVE

To critically evaluate artefacts that describe the biological justification for the colonisation and its effect on the IA&TSI peoples.

An understanding and recognition of the history of IA&TSI peoples is an important step in the reconciliation between non-Indigenous and IA&TSI peoples, therefore, the evaluation of the influence of science in this history is a clear example of science as a human endeavour (SHE).

HOW TO ACHIVE THE LEARNING OBJECTIVE

In groups, you will access information from different sources, select relevant information (artefacts), evaluate the findings, and explain the connection between IA&TSI colonisation history and the science as a human endeavour key concepts; **Communication and Collaboration, Development, Influence and Application and Limitation.**

Groups will be determined by topic: Choose what topic you are interested in and organise yourself into groups.

SHE CONCEPTS EXPLAINED

Communication & Collaboration

01

Science is a global enterprise that relies on clear communication, international conventions, and review and verification of results.

02

International collaboration is often required in scientific investigation.

EVALUATION QUESTIONS

- What evidence is there in the article that suggests there has been collaboration at a local and/or global level?
- What evidence is in the article that scientific findings have been communicated to the scientific and broader communities?
- What evidence is there in the article that the science discussed has been or will be open to review and verification.

SHE CONCEPTS EXPLAINED

Development

01

Development of complex scientific models and/or theories often requires a wide range of evidence from many sources and across disciplines.

02

New technologies improve the efficiency of scientific procedures and data collection and analysis. This can reveal new evidence that may modify or replace models, theories, and processes.

EVALUATION QUESTIONS

- How has the science presented in the article built on previous ideas?
- What opportunities are presented in the article for further research that could

SHE CONCEPTS EXPLAINED

Influence

01

Advances in scientific understanding in one field can influence and be influenced by other areas of science, technology, engineering, and mathematics.

02

The acceptance and use of scientific knowledge can be influenced by social, economic, cultural, and ethical considerations.

EVALUATION QUESTIONS

- How could the adoption or use of the science presented in the article be influenced by social, economic, cultural or ethical considerations?

SHE CONCEPTS EXPLAINED

Application & Limitation

01

Scientific knowledge, understanding, and inquiry can enable scientists to develop solutions, make discoveries, design action for sustainability, evaluate economic, social, cultural, and environmental impacts, offer valid explanations, and make reliable predictions.

02

The use of scientific knowledge may have beneficial or unexpected consequences; this requires monitoring, assessment, and evaluation of risk and provides opportunities for innovation.

03

Science informs public debate and is in turn influenced by public debate; at times, there may be complex, unanticipated variables or insufficient data that may limit possible conclusions.

EVALUATION QUESTIONS

- In what ways is the science a solution or potential solution to a problem(s)?
- What has been or could be the social and/or economic impact (or benefit) of the science?
- What challenges (if any) to do with the science are presented in the article?

GROUP TOPICS: Biological Concepts

- Topic 1- Speciation
- Topic 2 - Theory of evolution: Disease
- Topic 3 – Classification: Dehumanisation

SHE TASK PREPARATION ASSESSMENT GROUPS

TOPIC	STUDENTS	
1) Topic 1- Speciation		
1) Topic 2 - Theory of evolution: Disease		
1) Topic 3 – Classification: Dehumanisation		
2) Topic 1- Speciation		
2) Topic 2 - Theory of evolution: Disease		
2) Topic 3 – Classification: Dehumanisation		

SHE TASK PREPARATION ASSESSMENT CRITERIA

In your groups complete a SHE task research investigation about how science influenced the colonisation IA&TSI peoples. The task is to be presented in digital format i.e. PowerPoint, Prezi. For your SHE Task Research Investigation Presentation you need to:

- 1) Briefly summarise the IA&TSI colonisation history
- 2) Link and briefly discuss a biological concept associated with IA&TSI colonisation history
- 3) Discuss 1 ethical issue (Influence) and any other SHE concepts.
- 4) The presentation should be a maximum of 6 minutes, and will be presented to the class (each group member must contribute to every aspect of the task).
- 5) Use Harvard Style referencing.

STARTER ACTIVITY INSTRUCTIONS

To help you get started we will watch 2 short videos that focuses on the colonisation of the IA&TSI peoples.

VIDEO 1 - A short history of Indigenous Australians

Reference: SILVA, L. 2017. *A Short History of Indigenous Australians* [Online]. Youtube: Laura Silver Youtube Channel. Available: <https://www.youtube.com/watch?v=U-pYhyzxAaQ> [Accessed 7 September 2020].

VIDEO 1 - 07: The Stolen Generations

Reference: NMA. 2018. *07: The Stolen Generations* [Online]. Youtube: National Museum of Australia Youtube Channel. Available: <https://www.youtube.com/watch?v=aDuxRddyZQY> [Accessed 7 September 2020].

STARTER ACTIVITY INSTRUCTIONS

- 1) Individually fill out a SHE Task Table Worksheet for each video.
- 2) Discuss the SHE concepts you identified as a group, and pick a concept to share.
- 3) Share the groups SHE concept with the class.

STARTER ACTIVITY INSTRUCTIONS

NOTE:

- Think about how the methods relate to your groups biological concept.
- You can use the information from your SHE Task Table Worksheet for your presentation.
- You can reference these videos in your own presentation.
- Make sure you collect proper information for your own references (Harvard Style)

PLANNING TIME

**SPEND THE LAST 40 MINUTES OF THE LESSON PLANNING
YOUR SHE TASK PRESENTATION**

**HOMEWORK: CONTINUE WITH THE TASK (FOCUS ON
FINDING ADDITIONAL REFERENCES AND EVALUATING THEM**

WORK TIME

**SPEND THE ENTIRE LESSON PLANNING YOUR SHE TASK
PRESENTATION**

**HOMEWORK: CONTINUE WITH THE TASK (FOCUS ON
FINALISING YOUR PRESENTATION)**

COMPLETE THE TASK

YOU HAVE 30 MINUTES TO FINALISE YOUR SHE TASK
RESEARCH INVESTIGATION PRESENTATIONS.

PRESENTING: EACH GROUP WILL PRESENT THEIR WORK
WHICH WILL BE FOLLOWED BY UP TO 1 MINUTE OF
QUESTION TIME BY THE TEACHER AND YOUR PEERS

PRESENTATION TIME

**EACH GROUP WILL PRESENT THEIR WORK ,WHICH WILL
BE FOLLOWED BY UP TO 1 MINUTE OF QUESTION TIME BY
THE TEACHER AND YOUR PEERS**