

Inquiry for Indigenous Science Students

Name:

School name:

Your role:

Classroom questions:

How many classes will you be implementing the I²S² program in?

Please select the year level/s:

Prep/Reception	Year 5	Year 10
Year 1	Year 6	Year 11
Year 2	Year 7	Year 12
Year 3	Year 8	
Year 4	Year 9	

Total number of Aboriginal and/or Torres Strait Islander students in these classes:

Total number of students in these classes:



Learning activity 1: Personal reflection

Personal perceptions, values, and beliefs

Using the following questions as a guide, complete a personal reflection entry (approximately 100 to 200 words).

- What has school taught me about who I am?
- What has society taught me about who I am?
- Who or what has influenced my perceptions, values, and beliefs?
- Who or what has influenced my perceptions, values, and beliefs about Aboriginal and or Torres Strait Islander knowledge and culture?

Using the following questions as a guide, complete a reflection entry of your students (approximately 100 to 200 words).

- Where do my students get their values and belief systems from?
- Who or what influences their perception?
- What messages do my students get about Aboriginal and or Torres Strait Islander knowledge and culture if it is not included in the school curriculum?



Learning activity 2: Defining community engagement – part 1

To complete this activity please refer to the *Let's stick it together* inquiry you downloaded in the *Introduction* module and answer the following question.

Recommended response of approximately 200 words to be submitted on completion of the foundational knowledge modules.

1. Identify and describe an opportunity in the inquiry where you could engage community and family.

2. Describe how the school, students, families, and the community can benefit from the collaboration.

