

**HASS SA**

***Humanities and Social Sciences South Australia***

**Songs for Aboriginal Studies and Reconciliation Resource**

Buck McKenzie

**Songs about Aboriginal Studies Teaching Unit**

Primary Learning Program

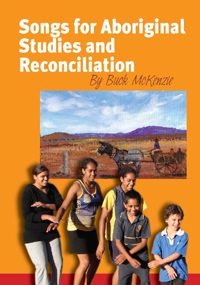
***Developed by*** *Deana Cuconits and Kirsty Karapas*

*We are all visitors to this time, this place. We are just passing through. Our purpose here is to observe, to learn, to grow, to love and then we return home.*

Australian Aboriginal Proverb

|  |
| --- |
| **Unit Outline** |
| This Unit has been developed by classroom teachers from the Northern Adelaide region in collaboration with the Aboriginal Studies representatives from HASS SA and DECD Learning Services. The aim of this project is to engage students with local Aboriginal Culture in the learning area of Humanities and Social Sciences, in connection with the Arts, and to provide authentic learning experiences within our community. The learning program has underpinning it the Australian curriculum, Tfel design and the Australian Professional Standards for Teachers.  This unit is one section of a three-part series focusing on the topics of Dreaming, Reconciliation and Aboriginal Studies. Each Unit is composed of a series of lesson sequences, each connected to one of the songs within the resource ‘*Songs for Aboriginal Studies and Reconciliation’* by South Australian Buck McKenzie. These lessons can be used as a sequence or stand-alone session. The lessons and resources are easily adaptable for Foundation – Year 7 learners which is clearly articulated in each lesson plan. During this learning program students undertake a range of activities utilising critical thinking strategies to develop transferable understandings of South Australian Aboriginal culture in an authentic context, making connection to our place and our people.  An important aspect of HASS SA philosophy is that South Australian teachers are supported with professional learning and resources for the Australian Curriculum in the following areas:   * Humanities and Social Sciences subjects of History, Geography, Civics and Citizenship, Economics and Business * Cross-curriculum priorities of Aboriginal and Torres Strait Islander histories and cultures and Sustainability * General capabilities, in particular, critical and creative thinking, personal and social capability, ethical behaviour, and, intercultural understanding   These priorities are endeavoured to be addressed in this series. Our aim is for students to be given real world opportunities to explore learning through their community. |

*Through studying Humanities and Social Sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change.*

**

*The Songs for Aboriginal Studies and Reconciliation is an essential resource accompanying the lessons outlined within this unit of work. These resources can be purchased from the HASS SA website* [*http://www.hass-sa.asn.au/resources/songbook-and-cd/*](http://www.hass-sa.asn.au/resources/songbook-and-cd/)

**The songs utilised in this sequence include:**

Home – *Page 11*

Awi Nganda *(Heavy Shower of Rain)* – *Page 38*

The Flag – *Page 74*

Ikara *(Wilpena Pound)* – *Page 79*

Our Patch – *Page 86*

Oh My Warla – *Page 90*

*In the F–6/7 Humanities and Social Sciences curriculum - History, Geography, Civics and Citizenship and Economics and Business are presented as sub-strands of the knowledge and understanding strand. In these years, students are introduced to History and Geography from Foundation Year, Civics and Citizenship in Year 3 and Economics and Business in Year 5.*

*A framework for developing students’* ***Humanities and Social Sciences*** *knowledge, understanding and skills is provided by the Australian Curriculum through inquiry questions. Some possible key inquiry questions that you may choose to explore, for this unit of work, at each year level, are:*

|  |  |
| --- | --- |
| **Key Inquiry Questions** | |
| **FOUNDATION**  What is my history and how do I know?  What stories do other people tell about the past?  How can stories of the past be told and shared?  What are places like?  What makes a place special?  How can we look after the places we live in?  **YEAR 2**   * What aspects of the past can you see today? What do they tell us? * What remains of the past are important to the local community? Why? * How have changes in technology shaped our daily life?   What is a place?   * How are people connected to their place and other places? * What factors affect my connection to places?   **YEAR 4**  Why did the great journeys of exploration occur?  What was life like for Aboriginal and Torres Strait Islander Peoples before the arrival of the Europeans?  Why did the Europeans settle in Australia?  What was the nature and consequence of contact between Aboriginal and Torres Strait Islander Peoples and early traders, explorers and settlers?  How does the environment support the lives of people and other living things?   * How do different views about the environment influence approaches to sustainability? * How can people use environments more sustainably?   **YEAR 6**  Why and how did Australia become a nation?  How did Australian society change throughout the twentieth century?  Who were the people who came to Australia? Why did they come?  What contribution have significant individuals and groups made to the development of Australian society?  How do places, people and cultures differ across the world?   * What are Australia’s global connections between people and places? * How do people’s connections to places affect their perception of them? | **YEAR 1**   * How has family life changed or remained the same over time? * How can we show that the present is different from or similar to the past? * How do we describe the sequence of time?   What are the different features of places?   * How can we care for places?   **YEAR 3**  Who lived here first and how do we know?  How has our community changed? What features have been lost and what features have been retained?  What is the nature of the contribution made by different groups and individuals in the community?  How and why do people choose to remember significant events of the past?  What are the main natural and human features of Australia?   * How and why are places similar and different? * What would it be like to live in a neighbouring country?   **YEAR 5**  What do we know about the lives of people in Australia’s colonial past and how do we know?  How did an Australian colony develop over time and why?  How did colonial settlement change the environment?  What were the significant events and who were the significant people that shaped Australian colonies?   * How do people and environments influence one another? * How do people influence the human characteristics of places and the management of spaces within them? * How can the impact of bushfires or floods on people and places be reduced   **YEAR 7**  How do we know about the ancient past?  Why and where did the earliest societies develop?  What emerged as the defining characteristics of ancient societies?  What have been the legacies of ancient societies?  How does people’s reliance on places and environments influence their perception of them?  What effect does the uneven distribution of resources and services have on the lives of people?  What approaches can be used to improve the availability of resources and access to services? |

**Australian Curriculum Links**

|  |  |
| --- | --- |
| **Humanities and Social Sciences Knowledge and Understanding** | |
| *The following* ***Humanities and Social Sciences concepts*** *are integrated in the lesson sequences:*  **FOUNDATION**  How the stories of families and the past can be communicated, for example, through photographs, artefacts, books, [oral histories](http://www.australiancurriculum.edu.au/glossary/popup?a=hass&t=oral+histories), [digital media](http://www.australiancurriculum.edu.au/glossary/popup?a=hass&t=digital+media) and museums [(ACHASSK013)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSK013)  How they, their family and friends commemorate past events that are important to them [(ACHASSK012)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSK012)  The places people live in and belong to, their familiar features and why they are important to people [(ACHASSK015)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSK015)  The Aboriginal or Torres Strait Islander [Country/Place](http://www.australiancurriculum.edu.au/glossary/popup?a=hass&t=Country%2fPlace) on which the school is located and why [Country/Place](http://www.australiancurriculum.edu.au/glossary/popup?a=hass&t=Country%2fPlace) is important to Aboriginal and Torres Strait Islander Peoples [(ACHASSK016)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSK016)  The reasons why some places are special to people, and how they can be looked after [(ACHASSK017)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSK017)  **YEAR 2**  The history of a significant person, building, site and/or part of the natural [environment](http://www.australiancurriculum.edu.au/glossary/popup?a=hass&t=environment) in the local community and what it reveals about the past [(ACHASSK044)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSK044)  The importance today of a historical site of cultural or spiritual [significance](http://www.australiancurriculum.edu.au/glossary/popup?a=hass&t=significance) in the [local area](http://www.australiancurriculum.edu.au/glossary/popup?a=hass&t=local+area), and why it should be preserved [(ACHASSK045)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSK045)  How changing technology affected people’s lives (at home and in the ways they worked, travelled, communicated and played in the past) [(ACHASSK046)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSK046)  The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular [Country/Place](http://www.australiancurriculum.edu.au/glossary/popup?a=hass&t=Country%2fPlace) [(ACHASSK049)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSK049)  The connections of people in Australia to people in other places in Australia and across the world [(ACHASSK050)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSK050)  **YEAR 4**  The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to [Country/Place](http://www.australiancurriculum.edu.au/glossary/popup?a=hass&t=Country%2fPlace) (land, sea, waterways and skies) [(ACHASSK083)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSK083)  The journey(s) of AT LEAST ONE world navigator, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts [(ACHASSK084)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSK084)  Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival [(ACHASSK085)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSK085)  The nature of contact between Aboriginal and Torres Strait Islander Peoples and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example, people and environments [(ACHASSK086)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSK086)  The importance of environments, including [natural vegetation](http://www.australiancurriculum.edu.au/glossary/popup?a=hass&t=natural+vegetation), to animals and people [(ACHASSK088)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSK088)  The [custodial responsibility](http://www.australiancurriculum.edu.au/glossary/popup?a=hass&t=custodial+responsibility) Aboriginal and Torres Strait Islander Peoples have for [Country/Place](http://www.australiancurriculum.edu.au/glossary/popup?a=hass&t=Country%2fPlace), and how this influences views about [sustainability](http://www.australiancurriculum.edu.au/glossary/popup?a=hass&t=sustainability) [(ACHASSK089)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSK089)  **YEAR 6**  Key figures, events and ideas that led to Australia’s Federation and [Constitution](http://www.australiancurriculum.edu.au/glossary/popup?a=hass&t=constitution)[(ACHASSK134)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSK134)  Experiences of [Australian democracy](http://www.australiancurriculum.edu.au/glossary/popup?a=hass&t=Australian+democracy) and [citizenship](http://www.australiancurriculum.edu.au/glossary/popup?a=hass&t=citizenship), including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children [(ACHASSK135)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSK135)  Stories of groups of people who migrated to Australia since Federation (including from ONE country of the [Asia](http://www.australiancurriculum.edu.au/glossary/popup?a=hass&t=Asia) [region](http://www.australiancurriculum.edu.au/glossary/popup?a=hass&t=region)) and reasons they migrated [(ACHASSK136)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSK136)  The contribution of individuals and groups to the [development](http://www.australiancurriculum.edu.au/glossary/popup?a=hass&t=development) of Australian society since Federation [(ACHASSK137)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSK137)  Differences in the economic, demographic and social characteristics of countries across the world [(ACHASSK139)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSK139)  The world’s cultural diversity, including that of its indigenous peoples [(ACHASSK140)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSK140)  Australia’s connections with other countries and how these change people and places [(ACHASSK141)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSK141) | **YEAR 1**  Differences in family structures and roles today, and how these have changed or remained the same over time [(ACHASSK028)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSK028)  The weather and seasons of places and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples, describe them [(ACHASSK032)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSK032)  **YEAR 3**  The importance of [Country/Place](http://www.australiancurriculum.edu.au/glossary/popup?a=hass&t=Country%2fPlace) to Aboriginal and/or Torres Strait Islander Peoples who belong to a [local area](http://www.australiancurriculum.edu.au/glossary/popup?a=hass&t=local+area) [(ACHASSK062)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSK062)  How the community has changed and remained the same over time and the role that people of diverse backgrounds have played in the [development](http://www.australiancurriculum.edu.au/glossary/popup?a=hass&t=development) and character of the local community [(ACHASSK063)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSK063)  Days and weeks celebrated or commemorated in Australia (including Australia Day, [Anzac Day](http://www.australiancurriculum.edu.au/glossary/popup?a=hass&t=Anzac+Day), and National Sorry Day) and the importance of symbols and emblems [(ACHASSK064)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSK064)  The [representation](http://www.australiancurriculum.edu.au/glossary/popup?a=hass&t=representation) of Australia as states and territories and as Countries/Places of Aboriginal and Torres Strait Islander Peoples; and major places in Australia, both natural and human [(ACHASSK066)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSK066)  The location of Australia’s neighbouring countries and the diverse characteristics of their places [(ACHASSK067)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSK067)  The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there, and people’s perceptions of these places [(ACHASSK069)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSK069)  **YEAR 5**  The nature of convict or colonial presence, including the factors that influenced patterns of [development](http://www.australiancurriculum.edu.au/glossary/popup?a=hass&t=development), aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the [environment](http://www.australiancurriculum.edu.au/glossary/popup?a=hass&t=environment) changed [(ACHASSK107)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSK107)  The impact of a significant [development](http://www.australiancurriculum.edu.au/glossary/popup?a=hass&t=development) or event on an Australian colony [(ACHASSK108)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSK108)  The role that a significant individual or group played in shaping a colony [(ACHASSK110)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSK110)  The influence of people on the environmental [characteristics of places](http://www.australiancurriculum.edu.au/glossary/popup?a=hass&t=characteristics+of+places) in Europe and North America and the location of their major countries in relation to Australia [(ACHASSK111)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSK111)  The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places [(ACHASSK112)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSK112)  **YEAR 7**  The importance of conserving the remains of the [ancient](http://www.australiancurriculum.edu.au/glossary/popup?a=hass&t=ancient) past, including the heritage of Aboriginal and Torres Strait Islander Peoples [(ACHASSK171)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSK171)  Economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the [Asia](http://www.australiancurriculum.edu.au/glossary/popup?a=hass&t=Asia) [region](http://www.australiancurriculum.edu.au/glossary/popup?a=hass&t=region) [(ACHASSK186)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSK186)  **Unit 2: Place and liveability**  Strategies used to enhance the [liveability](http://www.australiancurriculum.edu.au/glossary/popup?a=hass&t=liveability) of places, especially for young people, including examples from Australia and Europe [(ACHASSK192)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSK192) |

|  |  |
| --- | --- |
| **General Capabilities** | **Cross-Curriculum Priorities** |
| Description: gc_literacy Literacy  Description: gc_numeracy Numeracy  Description: gc_ict **ICT capability**  Description: gc_critical Critical and creative thinking  Description: gc_personal_social **Personal and social capability**  Description: gc_ethical Ethical behaviour  Description: gc_intercultural Intercultural understanding | Aboriginal and Torres Strait Islander histories and cultures  Description: cc_sust Sustainability |

|  |  |
| --- | --- |
| **Links to the *Teaching for Effective Learning* framework** | |
| **1.1** Understand how self and others learn  **1.2** Develop deep pedagogical and content knowledge  **1.4** Engage with the community  **2.1** Develop democratic relationships  **2.2** Build a community of learners  **2.3** Negotiate learning  **2.4** Support and challenge students to achieve high standards | **3.2** Foster deep understanding and skilful action  **3.4** Promote dialogue as a means of learning  **4.1** Build on learners’ understandings  **4.2** Connect learning to students’ lives and aspirations  **4.3** Apply and assess learning in authentic contexts  **4.4** Communicate learning in multiple modes |

|  |
| --- |
| **Links to the *Australian Professional Standards for Teachers*** |
| **1.2** Understand how students learn  **2.1** Content and teaching strategies of the teaching area  **2.4** Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians  **2.5** Literacy and numeracy strategies  **3.1** Establish challenging learning goals  **3.3** Use teaching strategies  **3.4** Select and use resources  **4.1** Support student participation  **5.1** Assess student learning  **5.2** Provide feedback to students on their learning  **6.2** Engage in professional learning and improve practice  **6.4** Apply professional learning and improve student learning  **7.1** Meet professional ethics and responsibilities  **7.2** Comply with legislative, administrative and organisational requirements  **7.4** Engage with professional teaching networks and broader communities |

*As educators we embrace and understand the importance of providing our students with the opportunity to guide their own learning experiences and investigate specific areas of interest. We are committed to using inquiry based pedagogy within all learning areas. The following Inquiry Pathway illustrates how our learning program incorporates the inquiry process.*

|  |
| --- |
| **Lesson Suggestions** |
| **Foundation, Year 1 and Year 2**  **Home**  Share the following interactive which explores Indigenous innovation using materials for a range of purposes <http://www.scootle.edu.au/ec/viewing/R11737/index.html>. Discuss with students which other examples of innovation have they observed in Aboriginal culture or the cultures of other indigenous peoples.  ***Year 1 Science connection!***  *People use science in their daily lives, including when caring for their environment and living things (ACSHE022)*  Show visual models of a range of homes. Provide as many different contexts and cultures as possible. As a class, students brainstorm words associated with 'home' and share their understandings  Students mark their home on a large street map of the local area.  Students explain what 'home' means to them in a class discussion.  Ask any students who were born outside Australia to show on a world map where they were born.  Find out if any students have more than one home. Get them to mark their other home on a large map of Australia or the world to show the rest of the class.  Ask students who have a home connection with another place to talk about their other home and what it means for them.  Share with students Horton’s indigenous languages map and explain how the Ancient Aboriginal people viewed home as much more than shelter.  Ask an Aboriginal member of your school community, Aboriginal Community Education Officer or cultural specialist to talk about Aboriginal home life, past and present.  Any resources you use as a class, find the location of the language group on Horton's map.  Ask students who speak a language other than English to teach some of their words and songs to the class. Write, display, practise and use the words in class.  As a class, read the picture book Nyunta Ninti, which is Anangu man Bob Randall's view of home and life, based on the documentary film Kanyini. Discuss as a group:  o the similarities and differences of the Anangu worldview to that of students and their families  o how Anangu words help to explain their world view  o the advantages of learning about and embracing the range of world views and languages.  Students work in small groups or as a class to make a picture book that shows readers the home cultures of every student in their class, *Our Homes.*  Holding our tongues, [www.abc.net.au/rn/legacy/features/holdingourtongues/](http://www.abc.net.au/rn/legacy/features/holdingourtongues/) – an ABC Hindsight project about reviving Aboriginal languages  Indigenous language map of Australia by David Horton, [www.abc.net.au/indigenous/map/](http://www.abc.net.au/indigenous/map/)  Kanyini 2006, director Melanie Hogan, Reverb Film DVD (53 mins) – available on Youtube: youtu.be/TwuJbJaCLtc  Kanyini study guide by Marguerite O'Hara, [www.artssmart.sa.edu.au/files/links/SGKanyini.pdf](http://www.artssmart.sa.edu.au/files/links/SGKanyini.pdf)  **Year 2 English Connection**  Understand that spoken, visual and written forms of language are different modes of communication with  different features and their use varies according to the audience, purpose, context and cultural background  (ACELA1460)  **Ikara (Wilpena Pound)**  Share with students a range of images of Wilpena Pound (there is a supporting resource available on the website).  Invite local Aboriginal Elders to talk about the changes in the local area during their lifetime. Ask them to point out to students local sites of Aboriginal significance on Google Earth or even go for a local walk.  Visit the local library to view historical pictures of the area, including sites of Aboriginal significance and investigate the book collections related to Aboriginal culture.  Ask students if they can suggest any possible reasons for changes in the local area and environment. Build on this with your local Aboriginal Elder. Are there any known events and/or milestones in your community that have contributed?  As a class, investigate Aboriginal place names in your local area. Work with a local Aboriginal community member to find out about any other names that were once used for places and are still known. What meaning do the place names have?  **Our Patch**  Discuss with students the impact of European settlement on the native environment of your local community. Ask students/as a class record a list of all the changes that have occurred to the street your school is located on.  Students fold paper in half, on one side they draw how they imagine your street looked prior to settlement and on the other they draw it as it looks now.  Consult the following ABC interactive videos to explore how students can make their gardens or your school gardens more friendly for native species.  Making your garden native fauna friendly – Frogs, <https://open.abc.net.au/projects/whadyaknow-73lr8in/contributions/whadyaknow-making-your-garden-native-fauna-friendly-frogs-23Aa0Ui>  Making your garden native fauna friendly – Lizards, <https://open.abc.net.au/projects/whadyaknow-73lr8in/contributions/whadyaknow-making-your-garden-native-fauna-friendly-lizards-55oV4GW>  Making your garden native fauna friendly – Possums, <https://open.abc.net.au/projects/whadyaknow-73lr8in/contributions/whadyaknow-making-your-garden-native-fauna-friendly-possums-52Jt9as>  **Awi Nganda**  View the Dreaming Story *Euro and the Kangaroo* (accessible on The Dreaming DVD series – available at [*http://www.thedreamingstories.com.au/*](http://www.thedreamingstories.com.au/)*)* an Adnyamathanha story about how the Flinders Ranges were formed.  Locate on a map the main freshwater sources in your area. Are these sources still used by people today for drinking or could they be? If not, why not?  Use the ABS to explore current rainfall maps of Australia. Explore which parts experience their largest rainfall during winter and those that receive it during their tropical wet season. Discuss with students why this may be. Explore what this may have meant for the indigenous people in different parts of Australia.  Research with students and compare rainfall of where you live to where Buck’s home is, Hawker in the Flinders Ranges.  **Oh My Warla**  Ask students whether they grow any edible plants in their garden. List what they grow and in what way they use it, ie raw, cooked etc. Brainstorm as a class where the food they buy is sourced from, for example, are there local suppliers, such as apple growers? See if any students know anything about bush foods.  Using the resources listed for indigenous animals and plants, students draw local plants and animals and label them according to their use. They create a three-column table of how plants and animals were used: food, medicine and other purposes.  [www.milliontrees.com.au/uploads/SpeciesCards-TitlePage%201%281%29.pdf](http://www.milliontrees.com.au/uploads/SpeciesCards-TitlePage%201%281%29.pdf) – information and photos of indigenous Australian animals  Australian indigenous plants, [www.nativegrowth.com.au/](http://www.nativegrowth.com.au/) – this site has cultivation and waterwise tips, a free species list and lots more information  Traditional bush medicine, [www.aboriginalartonline.com/culture/medicine.php](http://www.aboriginalartonline.com/culture/medicine.php) |
| **Year 3, Year 4 and Year 5**  **Awi Nganda**  Ask students – what is the significance of water to indigenous people?  Ask students if they have visited the River Murray, how they would imagine it would be to live beside a large river. Brainstorm how this might be different to your own local region.  > As a class, look closely at the paintings of Ngarrindjeri artist Ian Abdulla and discuss Aboriginal life on the River Murray in Ngarrindjeri country. Ian Abdulla not only paints scenes of daily life, but also provides a commentary. Discuss his work in relation to:  o Aboriginal people's relationship to the land (they feel the land owns them) and the European concept of land ownership (they own the land)  o changes to Aboriginal lifestyles before and since invasion and how invasion has affected Ian Abdulla and all Ngarrindjeri people  o changes to their own and their families' lives as a result of something that happened to them about which they had little choice.  You could explore other interviews with Ian Abdulla expressing his relationship with the River Murray through the following links:  *Interviews: ABC transcripts of Ian Abdulla*  [www.abc.net.au/dimensions/dimensions\_in\_time/Transcripts/s865357.htm](http://www.abc.net.au/dimensions/dimensions_in_time/Transcripts/s865357.htm)  [www.abc.net.au/rn/perspective/stories/2003/895015.htm](http://www.abc.net.au/rn/perspective/stories/2003/895015.htm)  [www.abc.net.au/stateline/sa/content/2003/s949878.htm](http://www.abc.net.au/stateline/sa/content/2003/s949878.htm)  Students can access the following link to an information page about the weather culture of Aboriginal peoples in central and northern Australia, and investigate the direct and indirect observations they have made over thousands of years to identify indicators that predict the weather and the changing of the seasons.  <http://www.bom.gov.au/iwk/climate_culture/Clim_Cult.shtml>  **The Flag**  Ask students to draw a flag that represents their country of birth or ancestral history.  Collect student’s flags and share them with the class. Ask students if they understand the meaning for their flag’s design.  Ask students to research the meanings and be prepared to share their findings with the class.  Sit in a circle and ask each student to share their research.  Explore the song The Flag and discuss the meaning behind the design of the aboriginal flag.  **Oh My Warla**  Using the resources listed for indigenous animals and plants, students draw local plants and animals and label them according to their use. They create a three-column table of how plants and animals were used: food, medicine and other purposes. |
| **Year 6 and Year 7**  **Home**  Before introducing *Kanyini* (refer to documentary link on the website), discuss what it is that makes a community. Brainstorm what we mean by community. View 'I think … All together now' and add to any notes you have made as a class. Discuss what would happen if that community were broken. What effect would it have on individual lives?  > To introduce Kanyini to students, set the scene and describe the location of the documentary. Find out what students know):  o Who has been to Central Australia or Uluru?  o Does anyone know any Aboriginal or Torres Strait Islander Australians?  o Does anyone know what the term 'Stolen Generations' means?  o Has anyone seen any Aboriginal and Torres Strait Islander people in the media recently? If so,  what were they doing?  **Year 6 Science Connection**  Important contributions to the advancement of science have been made by people from a range of cultures (ACSHE099)  **Oh My Warla**  Discuss how foods available to us commercially differ from bush tucker foods. Students can work in groups to choose five different foods and find out from their local supermarket, grocery store or farmers' market where these foods come from, how far they have to travel, how long it takes from when they are harvested to getting them home, and what is used (if anything) to preserve them. Try to cover the different food groups across the class.  **Year 7 Maths Connection**  Identify and investigate issues involving continuous or large count data collected from primary and secondary sources (ACMSP169)  how to interpret simple linear representations and model authentic information  students analyse how the many representations of the world on maps had advantages and disadvantages, depending on personal viewpoint.  Get students to find out which maps are used at the school. Do they feel this is an accurate representation of the world? Students could create a presentation in one or many media forms about the bias in maps (or other representational devices) to show at assembly, present to a community group, display in the local library etc. to further inform the school and community about representational bias.  **The Flag**  Discuss with students – ‘What is a symbol?’ *There are symbols all around us. A symbol is something that, when you see it, gives us a message, even though that message is not in writing.* Ask students to provide some examples of symbols in the classroom/home/community.  Students make a list of all the symbols they can think of that make people think of Australia.  Facilitate a discussion with students – ‘What are the symbols on the Australian flag?’ and have students investigate their meaning.  Students research one or both of the Aboriginal and Torres Strait Island flags – questions to investigate may include:   * What are the three colours in the flag? What is the meaning or symbolism of the three colours? * What are two different shapes in it? What is the meaning or symbolism of the round shape? * Can you fly this flag without special permission?   Analyse your school flag. If your school does not have a flag design one, using symbols to represent the values of your school OR if it does have a flag, design one for your own family.  Design a flag of your own which you believe represents all Australians in 2018.  **Ikara**  Listen to the song Ikara and then share with students the Scootle Resource - *Flinders Ranges: desert fortress (TLF ID M018540) –* discuss with students the observations they made whilst watching of the environment, did students visualise similar landscapes while listening to the song?  Share the Scootle clip *Peach's Australia, Flinders Ranges, 1976: An ancient land* (*TLF ID R7212)* and explore the concept of endorheic basins in connection to Geography. Lake Frome, shown in the clip, is an example of an endorheic, or closed basin, a watershed that has no outflow. All water collected in the basin leaves it through evaporation. Endorheic basins are commonly found in desert locations. Minerals leached from surrounding rocks by rainwater are deposited in the basin and left behind as crystals when the water evaporates, creating salt pans. The Flinders Ranges are of great geological interest. In 2004 they were the location for the installation of a 'golden spike’ marking the 'boundary stereotype’ for the newly designated Ediacaran period of geological time.  Read the picture book My Place by Nadia Wheatley which shows that one house can be home to many families over time. |

|  |
| --- |
| **Reflection on the Learning Program** |
| **Identify what worked well during and at the end of the unit, including:**   * activities that worked well and why * activities that could be improved and how * assessment that worked well and why * assessment that could be improved and how * common student misconceptions that need, or needed, to be clarified. |

|  |
| --- |
| **Web Links / Resources** |
| ***Maps of Australia***  The Indigenous language map created by David Horton in part expresses a Western viewpoint because it is simplistic. It shows language group borders as precise lines when the reality of Aboriginal 'nations' was that boundaries were sometimes blurred, as areas of land and particular land features were sometimes shared by more than one group. The interactive map at ABC Indigenous links to and provides more information about different language groups, including those in South Australia.  **Information about the Aboriginal Flag**  <https://www.ipaustralia.gov.au/sites/g/files/net856/f/education/worksheet_5-_some_information_about_the_aboriginal_flag.pdf>  **ABC Splash - Flinders Ranges: Desert Fortress**  <http://education.abc.net.au/home#!/media/1423407/>  **Peach’s Australia – Flinders Ranges (1976)**  <https://aso.gov.au/titles/tv/peachs-australia-flinders-rang/clip1/> |

|  |
| --- |
| **References** |
| Cameron, S.and Dempsey, L. 2012, The Writing Book, A practical guide for teachers, S & L Publishing, China. |