

Aboriginal content in Connected Outcomes Groups (COGs) units

String A	ES1 Our Place	S1 Local Places	S2 Local Environments	S3 Living Land
<p>Concept/theme: natural and built environments, sustainability of resources</p>	<p>Our special place</p> <p>Caring for the natural environment</p>	<p>Aboriginal land management practices</p> <p>Aboriginal relationship to the land and ways of caring for the land</p> <p>Aboriginal features of the local area</p>	<p>Aboriginal people's special relationship with the land i.e. emotional, spiritual, and cultural connections to the land.</p> <p>Resource: <i>The fat and juicy place</i> - Diana Kidd, in the teaching kit <i>Talking identity</i>. This text provides an example of Aboriginal people's connection to the land.</p> <p>Resource: Talking Identity. Using the text Rak Niwilli, identify the diversity of Aboriginal families and cultural groups and their different environments.</p>	<p>Students identify and evaluate how people interact with and change natural, built and heritage environments through Australian case studies of world environments, including knowledge of Aboriginal land use and customary beliefs.</p>

Sample lesson from Stage 3 Living Land:

Use the following web sites to select sections of information about the Aboriginal people of the area. Students read and develop a snapshot of the Aboriginal groups who lived with the land in the Kosciuszko area:

<http://www.cooma.nsw.gov.au/culturalmap/aboriginal/aboriginal.htm>

<http://www.powerhousemuseum.com/hsc/snowy/impact.htm>

<http://www.nationalparks.nsw.gov.au/npws.nsf/Content/South+Eastern+Highlands+-+regional+history>

<http://www.nationalcapital.gov.au> search for ngunnawal then select the fact sheet.

- Use the web site information to develop a class discussion on:
 - places of significance to Aboriginal people e.g. the Ginini area, Mt Gingera, waterholes, caves
 - reasons for visiting the high country e.g. Bogong moth harvesting
 - social and spiritual aspects of life that were part of these gatherings e.g. ceremonies, initiations, marriages
 - the cultural background of the author i.e. Aboriginal or non-Aboriginal
 - eurocentric points of view and the reasons for this i.e. the dispersion of Aboriginal people, lack of accurate records.

<p>String B Concept/theme: self concept and our Australian identity</p>	<p>ES1 Me</p> <p>Dreaming stories</p> <p>Discussion on families and family roles</p> <p>Resource: Big Mob Books – story told in English and Gumbaynggir</p>	<p>S1 Our Families</p> <p>Intercultural understandings and beliefs</p> <p>John Simon’s story from <i>Big Mob books for little fullas</i></p> <p>Cultural museum (link to <i>Big Mob books for little fullas</i> literacy kit)</p> <p>Family identity</p>	<p>S2 Being Australian</p> <p>Languages spoken within communities, including the original Aboriginal languages spoken in the local community area</p> <ul style="list-style-type: none"> • Contribution of people and associated places and events to community heritage, including knowledge of original Aboriginal nations and boundaries <p>Resources: Working with Aboriginal communities – A guide to community consultation and protocols (BOS), available at http://www.boardofstudies.nsw.edu.au/aboriginal_research/pdf_doc/work_aborig_comm.pdf</p> <ul style="list-style-type: none"> • It didn’t always look like this (DET) and Talking identity (DET) teachers’ books pdf are available at:http://www.curriculumsuppport.education.nsw.gov.au/primary/hsie/resources/stage2resources.htm <p>Smart notebook: Aboriginal cultural practices and customary lore </p>	<p>S3 Identities</p> <p>Students understand that people identify as a member of the local and wider Australia community in a variety of ways.</p> <p>Images and symbols of Australia</p> <p>NAIDOC Week: http://www.naidoc.org.au/</p> <p>Smart notebook: Significant Australians </p>
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<p>String C Concept/theme: change over time (history) and growth in living things</p>	<p>ES1 Changes</p> <p>Aboriginal Dreaming stories as a reflection of the creation of Australia. Oral histories. Students learn about the significance of personal and family stories in developing an understanding of the heritage of self and others.</p>	<p>S1- Growing and Changing</p> <p>Students use an inquiry process to examine natural, built and heritage sites in their immediate area associated with historical events, and how these environments have changed over time, including sites related to Aboriginal heritage and events.</p>	<p>S2 – Effects of Growth and Change</p> <p>Groups associated with places and features, including Aboriginal people.</p>	<p>S3 Interconnecting Growth and Change</p> <p>Aboriginal connection and commitment to the environment investigating some Aboriginal land management practices and the use of Dreaming stories.</p> <p>Aboriginal peoples connection to the Murray-Darling </p> <p>The Creation of the Murray-Darling in Aboriginal Dreaming  </p>
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Sample lesson from Stage 2: Effects of Growth and Change

Resources: Organise a text that describes some of the traditional lifestyle practices of the Aboriginal people of the local area. The texts on pp. 44–45 of [It didn't always look like this \(DET\)](#) can be used to describe the lifestyle of the Darug people. Use [Aboriginal people of Coastal Sydney](#) to develop text about the Eora people, particularly the section on Food from the sea.

[Aboriginal people and cultural life](#) provides some information on other places and peoples in NSW.

Use an Aboriginal language map to identify the Aboriginal people or peoples of the local area if this is not already known.

- Use texts (written, video or oral) that describe the traditional Aboriginal lifestyle of the people of the local area, or read a more difficult text to the students. The purpose is to engage students with the expertise of Aboriginal environmental technology that enabled them to live in harmony with the land.
- Explain and discuss the traditional lifestyle of the local Aboriginal people. Consider:
 - what did the traditional Aboriginal lifestyle involve?
 - how might they have used the places in the environment e.g. waterways, forested hills?
 - why would they have made camps that followed Dreaming trails at different times of the year? (Consider flooding of lowlands during heavy rains, mosquitoes from mudflats or mangroves, wood for fires from wooded areas to keep warm during colder months, seasonal availability of different types of food, etc.)
- In groups or as a class discuss the following statement pertaining to Aboriginal land management practices: They only take what they need. Ask:
 - what does this mean?
 - what were the reasons for doing this?
 - how do their actions reflect the way they value their environment?
 - can you think of another example where people would benefit if this idea were applied? Examples could be personal, community, national or global.

Sample lesson from Stage 3: Interconnecting growth and change

Read and discuss texts about the different Aboriginal people of the Murray-Darling Rivers and unpack these understandings when engaging with texts about the Aboriginal people of the Murray-Darling.

[Background information on people of the Murray Darling](#)

[Aboriginal people of the Murray Darling link](#)

[A description of the heritage of the Murray Darling](#)

- Identify how the Aboriginal communities used the river system to meet their needs whilst maintaining the sustainability of the river.
 - [Aboriginal history of the basin](#)
 - [Aboriginal people today in the basin](#)

<p>String D Concept/theme: decision making, government</p> <p>Making choices/Rules and laws</p>	<p>ES1 Healthy Choices</p> <p>No HSIE content</p>	<p>S1 – Getting Along</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • types of family structures e.g. extended, blended, single parent families, families with adopted children • function of families and family activities • roles, rights and responsibilities in the family and at school • roles and responsibilities of people who work in services in the community, both paid and unpaid • family, school and community rules and their purposes. <p>Child protection – recognising abuse, power in relationships</p>	<p>S2- Working Together</p> <p>Students learn how the local council identifies and manages sites of Aboriginal significance and other places of environmental, social and heritage significance.</p>	<p>S3 - Making Informed Choices</p> <p>Students learn about the levels of government and their different responsibilities of state and federal government.</p> <p>This unit also contains Child Protection and Drug Education for stage 3.</p>
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Sample lesson from S2: Working together.

Local council and community organisations are interested in preserving the history and heritage of the community. Sites can be natural or built and are significant for historical, cultural, religious, recreational reasons.

- Refer to <http://www.heritage.nsw.gov.au/> use the Sites and significance tour as an example of significant sites in a local community. Identify and list significant sites in own local community.
- Include Aboriginal sites and their significance. Resources for information about Aboriginal sites include
 - Local Council
 - <http://www.dlga.gov.au>
 - Aboriginal Education consultants
 - DET Aboriginal community liaison officers
 - Talking identity (DET) booklet Stage 2 Human Society and Its Environment, available as a pdf at: <http://www.curriculumsupport.nsw.edu.au/primary/index.cfm?i=4&kla=hsie>
 - the local Aboriginal community for information on sites of significance.
- Who is responsible for caring for these sites and making decisions about future use of these sites? What are the consequences of caring or not caring for these sites? What can people in the community do if they are not happy with what is happening to significant sites?

Sample lesson from Stage 3: Making informed choices

Who can vote – being an Australian citizen

Only people who are Australian citizens can vote (and some very long term British residents).

Go to <http://www.citizenship.gov.au/> Read and discuss the information on the rights and responsibilities of being an Australian citizen.

- [View some of the citizenship stories](#) about what it means to be an Australian citizen. Examine what it [means to be an Australian citizen](#) and what the [roles and responsibilities of a citizen are](#). [Australian citizenship day is 17 September](#), review the information and resources for teachers to use with students about citizenship, including how to conduct a citizenship affirmation ceremony.

String E Concept/theme: needs and wants, products and services Needs and wants	ES1 Our Needs School needs and wants. Getting along with others. School and community helpers	S1 – Products and Services Students develop an understanding of personal needs and wants, and how these are met through goods, services and systems.	S2 Products, Services and Systems Personal and community needs and wants. Financial services. Healthy eating.	S3 Global and Social Issues Students understand a range of issues around meeting the needs of communities here in Australia and in other parts of the world. Students research aid organisations. This unit has a focus on financial literacy using the resource MakingCents Upper primary unit: Calculating the cost www.makingcents.com.au Discussion on developing values and discussing different forms of discrimination.
String F Concept/theme: energy and movement, science in our everyday lives Movement	ES1 Moving No HSIE content	S1 Powering On Movement through energy No HSIE content	S2 Movement and Energy Renewable and non-renewable sources of energy No HSIE content	S3 Physical Phenomena Forms of energy – transformation of energy. Building electrical circuits. No HSIE content
String G Concept/theme: Australian traditions and culture Our Culture	No Strings G and H for ES1	S1- Our Stories Students develop an understanding of heritage as a sense of change through time and place, by sharing stories, oral histories, photos and artefacts related to their own and other families and their community.	S2 Our Fleeting Past Students research events in Australia’s history and explore consequences for Aboriginal people. They will acquire information about some of the people who contributed to the success of the	S3 Traditions and Heritage Students develop knowledge and understandings of the history of Australian democracy and significant events and people, before the 20 th century, that have shaped the identity of Australia and are represented in national symbols. Research will focus on the impact of particular events and decisions on Aboriginal people, inclusive of a

		<p>Students develop language to denote change over time and values related to social justice and intercultural understanding through participation in a variety of learning activities.</p> <p> Smart notebook on Family Heritage.</p> <p>Resource_ Caring for Place, Caring for Country (includes <i>The River is Big</i> by Connie Ah See)</p>	<p>colony, the problems for both the early settlers and Aboriginal people, inclusive of Aboriginal resistance e.g. the actions of Pemulwuy and Tedbury.</p> <p>Students use an inquiry process to identify changes that have occurred as a result of British colonisation. Students develop values and attitudes associated with social justice, ecological sustainability and democratic processes.</p>	<p>shared history with Aboriginal nations.</p> <p>The impact of particular events and decisions on Aboriginal people and their struggle for civil and political rights.</p> <p>Exploring our heritage through artworks Display a range of Aboriginal art, including images of ‘permanent’ works such as rock carvings as well as examples of temporary works including body decoration, bark painting and the decoration of tools and implements (e.g. didgeridus). Ensure there are a range of works from pre-white settlement and contemporary Aboriginal artists.</p>
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Sample lesson Stage 3: Global and social issues

There is a clear link between teaching about Aboriginal history and culture and Reconciliation. Europeans enacted policies such as the State Protection Acts that resulted in the Stolen Generations. Teachers should be sensitive to the possibility that some students’ parents and grandparents may belong to the Stolen Generations. Other students may have an adopted or foster family and do not wish to indicate this. All material should be reviewed carefully for use with students.

Reconciliation

Refer to [Reconciliation Australia](#) and [and the New South Wales Reconciliation Council](#) to address the following questions:

- what is Reconciliation, what does it mean, what can it do, why is it important?
- what can we do today to support Reconciliation?
- what does our school do to support Reconciliation?
- what do I do personally to support Reconciliation? What does Reconciliation mean to me?
- what should we (as an individual, class, school) be doing about Reconciliation?

Sample lesson from Stage 2: Our fleeting past

Australia before British colonisation

Note: some episodes from the ABC schools programs Our History provides background information for students.

- Draw a chalk line on the board or floor that is two or four metres long. Explain to students that this is a timeline representing 80 000 years of Aboriginal peoples living in Australia. Ask students to indicate by putting marks on the line showing how long Australia has been settled by white people. Explain that the last centimetre (for a 4m line or only ½cm for a 2m line) represents the 200 years since British colonisation. Discuss this representation of the colonisation of Australia compared to students' perception of the length of time.
- Display an [Aboriginal language map of Australia](#).
- Explain that before 1788 there were several hundred, (estimated between 250 and 500), Aboriginal language groups or nations. Use the [NSW interactive map](#) on the web site to locate the Aboriginal language group or nation of your local area.
- Jointly refer to List of Aboriginal nations on the web site, selecting the Nation in which the school is located. Share and explain the information with students. Identify and record local Aboriginal words and their meanings. Undertake additional searches of the Aboriginal people of the local area as required.
- Use a local area map (obtained from local council or street directory) to identify places in the area named in the Aboriginal language.

Sample lesson from Stage 3: Global and social issues

Aboriginal cultural practices and customary Lore

Background information

The concept of Aboriginal democracy before British colonisation is commonly described as cultural practices and customary laws in traditional Aboriginal society. A very good explanation of Customary Law and Law is available in The Encyclopaedia of Aboriginal Australia. In some texts, Aboriginal Law is referred to as 'Lore'. Refer also the explanation on Aboriginal lore in the pdf text ['Telling our Indigenous Stories'](#). Refer to the teachers notes for the film clip ['Creation'](#) and ['The first inhabitants'](#).

- View the film clips 'Creation' and 'The first inhabitants' use the information from the teachers notes to develop strategic questions to enhance students understanding of: cultural practice and customary lore related to:
 - how Aboriginal people relate to 'land'.
 - the spiritual relationship considered 'Dreaming'
 - specific features of the land have spiritual significance.
 - ancestral Beings live in these land features or are responsible for them.
 - pride in land and community.
 - being 'custodians' of the land.

Organise a visit to the class by local Aboriginal community members who have a direct link to the school. If your school does not have direct community links, use your Aboriginal community liaison officer(s) who can be contacted through your regional office.

The resource [Talking identity](#) (DET) outlines information for teachers on the consultation and protocol of working with Aboriginal communities.

(Literacy link: views a film clip and listen to a guest speaker to gain understanding of a complex topic)

- Use the [CD-ROM Moorditj](#) to find the text Kuti Kina by Jim Everett. Go to Main menu > Explore by type > Literature > find Jim Everett > Kuti Kina. This story can also be found in Australian legends and landscapes by Oodgeroo Noonuccal ISBN:0091698200
- Read and listen to the story. This story shows how the Aboriginal community shares tasks and that everyone has a special role for the common good.
- Ask:
 - what role did Aunty Rya fulfil?
 - what was important about the stories she was telling the children?
 - how does this story describe Aboriginal cultural practices and customary lore?
- Have students prepare an oral presentation, highlighting the oral traditions of Aboriginal peoples, reflecting their understanding of Aboriginal cultural practices and customary lore. If possible, they should include a specific example from their study. At the completion of the presentation, students will respond to questions from the audience.

<p>String H Concept/theme: other cultures, our multicultural society</p> <p>Other cultures</p>	<p>No Strings G and H for ES1</p>	<p>S1 Understanding Ourselves</p> <p>Students recognise the importance of a range of cultural and religious events in the community including those representative of Aboriginal cultures.</p>	<p>S2 Understanding Each Other</p> <p>Students research origins and backgrounds of people in the local community:</p> <ul style="list-style-type: none"> • languages spoken within communities, including the original Aboriginal languages spoken in the local community area • places of religious and spiritual significance in the local community, including the special relationship of Aboriginal people to the land. 	<p>S3 Symbol Systems</p> <p>Students develop knowledge and understanding of the cultural diversity of Australia, including Aboriginal Australia, compared to other nations in the Asia Pacific region. The influence that cultural diversity, including Aboriginal culture and diversity, has on Australian identities.</p> <p>Visual Arts: Students develop a personal logo representing their identity. The shape or design could be based on their individual signature, some aspect of their personality or appearance, or a particular sport or hobby.</p>
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Sample lesson from Stage 1: Understanding ourselves

Aboriginal culture and beliefs

Use *Dan's Grandpa* by Sally Morgan, illustrated by Bronwyn Bancroft, 1996, Sandcastle Books, Fremantle Arts Centre Press. This story has been selected because it illustrates aspects of Aboriginal beliefs.

- Present the book cover and predict what the story could be about.
- Read the text on the back cover.
- Read the text.
- Reread each page, discuss the text and the images on each page:
 - why was Grandpa very important to Dan?
 - what was Grandpa teaching Dan?
 - what language was Grandpa teaching Dan? Why is this important?
 - what did Grandpa and Dan talk about? Why was this important for Dan?
 - how did Dan feel when Grandpa died?
 - how did Dan know that Grandpa was still looking after him?
- Discuss what the book tells us about Aboriginal culture. Consider how Elders teach young people and pass on their knowledge about the bush, living with the land and their beliefs through stories and dance.
- The story suggests that Grandpa's spirit had come back to look after Dan through Cocky his special bird. Discuss how you think Dan felt about this.

Sample lesson from Stage 3: Symbol systems

Signs and symbols in artworks

- Look at the contemporary Aboriginal artwork *Koori floor* by Judy Watson (*Beyond the frame* image kit, image 33, DET). This is a site specific work on the floor of the Casula Powerhouse Arts Centre. Discuss with students the idea of the artwork being beneath their feet. They should imagine that they are treading respectfully on the images and symbols devised by the artist. Ask the students:
 - how is this different to the way artworks are usually viewed or experienced?
- Identify and discuss the symbols used in the artwork:
 - how does Watson represent distinguishing landforms, time and space?
 - look at the long snake shape in the work. What local feature does it signify?
- Look at the seven light pools which are inserted into the floor and read the accompanying information on the back of the image:
 - what natural objects and man made artefacts do they contain?
 - why do you think these items are important?
 - what do you think the 'pools' represent?
 - how do the objects and artefacts tell a story about the local environment or the history of the site?

S2 Sample lesson: Aboriginal beliefs

Dreaming does not convey the fullness of the concept for Aboriginal people but is the most acceptable English word to Aboriginal people. The word is acceptable because very often revelations or insights are received in dreams or recurring visions. The Dreaming refers to all that is known and all that is understood. It is the way Aboriginal people explain life and how their world came into being. It is central to the existence of traditional Aboriginal people, their lifestyle and their culture, for it determines their values and beliefs and their relationship with every living creature and every feature of the landscape. This quote from www.aboriginalaustralia.com (Alice Springs, Northern Territory) is printed with copyright permission.

- Additional information on the spiritual nature of Aboriginal Dreaming can be found at <http://www.dreamtime.net.au/indigenous/spirituality.cfm>
 - Explore the information on the Australian Museum web site to develop an understanding of the diversity of Aboriginal beliefs. Much of this material is suitable for use with students.
 - Print the [web page for an explanation of the Dreaming for student reference.](#)
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- Refer to Topic 1 The land, the lore and the Dreaming from the [DET resource Talking identity](#), Refer to [Australian Museum Stories of the Dreaming](#), use a local Dreaming where possible. Use an Aboriginal languages map of NSW to locate the area(s) in which the Dreaming originated. Discuss with students the setting of the Dreaming that is being told and use it as a basis for a future visit by an Elder or Aboriginal community member.
 - Invite an Aboriginal Elder or member of AECG or Aboriginal performer or DET Aboriginal Community Liaison Officer (ACLO) to talk with students. As a class prepare questions for the guest speaker (see below). Liaise closely with the guest on the questions they feel comfortable addressing, and explain the content and context of students learning to the guest. Organise a suitable place for the guest to talk with the class; this may be outside in a shady spot or at a nearby significant location.
 - As the guest is talking to the class, students record responses, this could include aspects of the following:
 - the language group or nation of the guest
 - Aboriginal languages spoken
 - values that are important
 - rules and how they are taught
 - symbols used and what they represent
 - the importance of place, family and community, ancestral beings, family kinship, oral traditions, caring for country.
 - Identify the guest speaker's country on a map of NSW (or Australia). Ask the guest to tell a story and explain its significance.
 - Assessment: Students develop a mind map showing their understanding of Aboriginal Dreaming and its significance to Aboriginal communities.

Resource : <http://www.schools.nsw.edu.au/raps/bigmob/bigmob.htm>

(This website contains activities to accompany the Big Mob Book "The Bunyip'- a dreaming story)