



Curriculum

Module 9

Indigenous Australians

Module Overview

Secondary (Years 8-10)

Developed by: Mayrah Driese



Queensland Government
Education Queensland



Independent Schools
Queensland



Earth Charter
Australia



Brisbane Catholic
Education



Queensland Catholic
Education Commission

A few words from the Patrons of Brink Adventures...

“The Brink Innovative Education Project will foster greater understanding between countries and cultures while broadening school students’ understanding of the world around them. I applaud Brink Adventures for promoting the value of education and fostering closer ties between young people across the world.”

“By integrating technology and adventure into a real-life context, Brink Adventures delivers a progressive form of education that excites and inspires young imaginations, acting as a springboard for further investigation and learning.”

The Hon Anna Bligh MP
Queensland Premier

“The amazing Brink Adventures give students a fantastic chance to follow environmental adventure stories in diverse locations where immense challenges are a fact of life. Our knowledge of what is going on around us is essential for better understanding and participation in our world and Brink Adventures provides a terrific opportunity for students to jump into that journey.”

The Hon Peter Garrett AM MP
Minister for the Environment, Heritage and the Arts

“I am very pleased to lend my support to the Brink Adventures Innovative Education Project. The intrepid journeys undertaken by the Brink Adventures team members offer teachers and students a fresh and valuable way to learn about our increasingly globalised world. These extraordinary expeditions across time, space and cultures are mirrored in many classrooms, providing a vivid real-life framework for the curriculum in Studies of Society and Environment.”

Dr Brian Hoeppe
School of Cultural & Language Studies in Education
Queensland University of Technology

A few words from the media...

“This project is a fantastic example of education for global awareness and environmental sustainability. By following Brink Adventures, students learn far more about the world in which we live than they would from text books. Young people are encouraged to respect the natural environment and they develop an understanding of the importance of their active global citizenship, as they explore the values and programs of Oxfam Australia and learn by Kendon's example.”

Sabrina Sideris
University for Peace, Peace and Conflict Monitor

International recognition...

During an Earth Charter Award Ceremony in Amsterdam, Netherlands, Brink Adventures were granted the International Earth Charter Maximo T. Kalaw, Jr. Award for an outstanding educational initiative displaying:

- Creativity and innovation
- Long-term benefits
- A significant impact on the awareness of people and their engagement in sustainable development.

INDIGENOUS AUSTRALIANS - MODULE OVERVIEW

Rationale

Brink Adventures brings attention to Australia and the indigenous peoples who have lived there for more than 40,000 years. This module encourages students to actively investigate the relationships between people and the natural environment, as told through Aboriginal stories. Students will develop a deeper understanding of aspects of Australian indigenous culture and will use this knowledge to create stories about their relationships with the environment. Their stories will promote the values of the Earth Charter and highlight the interconnectedness of human beings and the environment. Brink Adventures provides an authentic context for student learning as the expedition team travels through some of the indigenous communities in central Australia.

Brink Adventures

The Brink Adventures Innovative Education Project provides an opportunity for students to learn from other cultures, promoting an understanding of, and a fascination for the complex world around them. It encourages an awareness of, and a respect for the natural environment, while emphasizing the students' role as active global citizens. With the aid of modern technology LIVE expeditions happening around the globe are experienced by Australian schools through satellite link ups and regular on-line journals, complementing a professionally developed web-based curriculum that is tailored specially to the adventure. By integrating technology and adventure into a real-life context, the Brink Innovative Education Project delivers a progressive form of education that excites and inspires young imaginations, providing an invaluable platform for further investigation and learning.

The Earth Charter

The Earth Charter provides the background and the decision making filter for Brink Adventures. The values and principles of the Earth Charter constitute a relevant and multi-layered opportunity for students to challenge and form their own ideas of democratic process, social justice, ecological and economic sustainability and peace. In particular, this module contributes to the understanding that every human being is part of the interconnected fabric of life and therefore is entrusted with the responsibility of caring for the Earth for present and future generations. The traditions of Indigenous Australians reflect the importance of stewardship and the Earth Charter encourages all people to learn from the wisdom of indigenous cultures as a way of maintaining a sustainable way of life, in harmony with the Earth.

Keeping in touch with Brink Adventures

Schools can keep in touch with the latest Brink Adventure at www.brinkadventures.org. Using the website, teachers and students can read updates of the expedition journal or join the Brink Adventures Schoolroom and register for “epals” or pen pals along the expedition route. The website also contains information about the places visited during the Brink Adventures expeditions.

Module outline

Indigenous Australians is a multi-level module that caters for students in the Secondary phase of learning (Years 8-10). The activities span a range of levels so teachers may choose to vary the activities to accommodate different conceptual levels and literacy levels, addressing individual differences in learning groups. The main focus of the module is to provide students with an opportunity to acquire knowledge about the relationship Aboriginal people have with the land and the way in which that relationship has helped to protect Australia's natural environment for thousands of years. As the students engage with the various learning experiences in the module and explore the natural features of the land along the Brink Adventures route, they will become more aware of the diversity of the Australian environment and will develop ways to advocate for the protection of the Earth for present and future generations.

NOTE: Unlike previous modules, the Indigenous Australians curriculum will require access to a map of Australia that shows an interpretation of the hundreds of Aboriginal language groups that exist across Australia¹ and a selection of Aboriginal art books from a variety of language areas. These books should have a cross section of visual, performing and cultural arts practices.

http://www.samuseum.sa.gov.au/page/default.asp?site=2&page=TIN_Tribal

As an orientation to this module it is suggested that students could be engaged in a range of learning experiences to introduce them to Brink Adventures. Depending on the learning context, teachers may need to make minor modifications.

There are three components to this section:

1. An introduction to the Brink Adventures website <http://www.brinkadventures.org/default.asp>
2. A look at the logistics of planning the expedition
3. Using mapping skills to follow the progress of the adventurers

All components can be addressed with students from a range of year levels, with the complexity adjusted accordingly. If teachers choose to assess work in this section it is suggested that parts one and two draw on aspects of English, especially text types – websites, email, journals and interviews. In section three, mapping activities can be designed and assessed using aspects of Studies of Society and Environment.

Component	Suggested teaching and learning activities	Resource sheets
Introduction to the Brink Adventures website	<ul style="list-style-type: none">• Taking a tour of the website• Sending the team an email• Reading their journals	<ul style="list-style-type: none">• A website quiz• How to send an email• Journal reflections
Planning an expedition	<ul style="list-style-type: none">• Planning for adventure• Reading an interview with the team	
Mapping the journey	<ul style="list-style-type: none">• Following the expedition in the classroom	<ul style="list-style-type: none">• A map of the route

¹ It is important to note that most of these maps have been developed by non-Indigenous researchers and therefore can only be used as a "representation" of these language areas.

Indigenous Australians – Focus Questions

1. What is Brink Adventures?
2. To date, what kind of human relationships to the land and the environment have been encountered along the Brink Adventures route?
3. What is the focus for Brink Adventures within Australia? What is the travel route? What communities have been visited? What landforms and environments have been encountered?
4. What Aboriginal language groups have been travelled through by Brink Adventures?
5. How do we describe the complexity of Aboriginal cultural groups that exist across Australia? What languages are spoken on the route travelled by Brink Adventures?
6. What are the relationships that Aboriginal people have with the land, seas and waterways? How is this different from non-Indigenous Australians?
7. What relationship do the seasons have with the environment?
8. How are Aboriginal lands / reserves managed? How does this affect Brink Adventures?
9. What are some key issues that affect the sustainability of the Australian environment? What is sustainable energy? What can we do to assist with this?
10. What is the Earth Charter? How can the Earth Charter assist us in focusing on environmental sustainability and relationships for the future? How can I promote the Earth Charter and Brink Adventures?

Essential Learnings

SOSE

YEAR 9 - TIME, CONTINUITY AND CHANGE

Social, political, economic and cultural changes and continuities are connected to particular events, ideas and contributions, and can be interpreted from different perspectives.

- Australian narratives and identities have been shaped by 20th century events including major conflicts, waves of immigration, social divisions and changes, and government relations with other nations
- Evidence of events in Australian, Asian, Pacific and global settings can be interpreted from different perspectives and values positions

YEAR 9 JUNCTURE – PLACE AND SPACE

Environments are defined by spatial patterns, human and physical interactions, and sustainable practices can balance human activity and environmental processes.

- Interrelationships between human activity and environments result in particular patterns of land and resource use, and can cause environmental problems.
- Governments and communities need to balance economic, social, political and environmental factors through sustainable development, consumption and production.

YEAR 9 – CULTURE AND IDENTITY

Cultures and identities are shaped by a range of factors, and societies promote cohesion and diversity in different ways.

- Group identities are influenced by different factors, including family, communities, nationality, socioeconomic factors and religious beliefs.
- Cultural diversity in Australia is influenced by public opinion, media portrayals, government policies and the impacts of globalisation
- Community perceptions of Aboriginal cultures and Torres Strait Islander cultures have resulted in positive and negative responses to Indigenous people
- Contact between cultures has produced movements to improve democratic participation and citizenship rights for specific groups
- Cultural research involves following protocols and acting sensitively

SCIENCE

YEAR 9 - SCIENCE AS A HUMAN ENDEAVOUR

Responsible and informed decisions about real-world issues are influenced by the application of scientific knowledge.

- People from different cultures contribute to and shape the development of science

Assessment opportunities

Throughout the module, students will have a range of opportunities to demonstrate their knowledge, skills, values and understandings across aspects of SOSE and Science, with targeted demonstrations from the following tasks:

1. Research journal: Students record the results of their investigations including mapping exercises and information that has been gathered through a range of research tasks.
2. Oral presentation: Students collect, organise and present information about the effect on environments and land management as a result of one of the following elements: sustainable energy, introduced species, mining or tourism.
3. Multimodal presentation: Students investigate the values and principles of the Earth Charter and make connections with the purpose of Brink Adventures. Students incorporate images and text in a multimodal presentation to promote the Earth Charter and Brink Adventures to their school community.