



# Curriculum

**Module 9**

**Indigenous Australians**

**Teaching and Learning Sequence**

**Lower-Middle Primary (Years 3 – 7)**

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Queensland Government  
Education Queensland



Independent Schools  
Queensland



Earth Charter  
Australia



Brisbane Catholic  
Education



Queensland Catholic  
Education Commission

## **INDIGENOUS AUSTRALIANS – TEACHING & LEARNING SEQUENCE**

This section is designed to be used as an introduction to Brink Adventures. It can be used effectively in two different ways. Firstly, it can be used at the beginning of this unit to motivate adolescents who may not be interested in studying about endangered species. Young men embarking on an extreme adventure is likely to engage even the usually disinterested student. Secondly this section could be introduced during the main phase of the module as students uncover the significance of relationships between people and their environments. Then the expedition can be presented as an example of people working for positive change and students can discover, along with the team, the issues and ways to address them. If students have been following the team on earlier legs of their expedition teachers may want to skip all or some of this section.

**NOTE: Unlike previous modules, Indigenous Australians will require access to a map of Australia that shows an interpretation of the hundreds of Aboriginal language groups that exist across Australia<sup>1</sup> 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.**

**The writer recommends the Tindale Map of Australia or an associated map of Australia that shows an interpretation of hundreds of Aboriginal language groups that exist across Australia. 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. An online version of the Tindale Aboriginal language map can be accessed through the following link:**

[http://www.samuseum.sa.gov.au/page/default.asp?site=2&page=TIN\\_Tribal](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"> <li>• Taking a tour of the website</li> <li>• Sending the team an email</li> <li>• Reading their journals</li> </ul>	<ul style="list-style-type: none"> <li>• A website quiz</li> <li>• How to send an email</li> <li>• Journal reflections</li> </ul>
Planning an expedition	<ul style="list-style-type: none"> <li>• Planning for adventure</li> <li>• Reading an interview with the team</li> </ul>	
Mapping the journey	<ul style="list-style-type: none"> <li>• Following the expedition in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• A map of the route</li> </ul>

## A TOUR OF THE WEBSITE

Students take a tour of the Brink Adventures website.

- Teachers should prepare for this activity by taking a tour of the website [www.brinkadventures.org](http://www.brinkadventures.org) Put the website address in the favourites folder of the classroom and/or library resource centre computers. If uninterrupted Internet access is not possible, download the site.
- Provide students, perhaps working in pairs, with a copy of *Resource sheet: A website guide* and give them the time to complete it. This could be given as a homework task if students have Internet access at home.
- When students have completed the task, facilitate a class discussion about the things that students have discovered, items of interest regarding the site design, site content and purpose of the expedition. This site exploration may have raised some questions that can be recorded either individually or on a class list to follow up later.

## SENDING THE TEAM AN EMAIL

Students send an email to the Brink team.

- Many students are experienced at sending email. In this activity students send an email using a form on a website rather than an email program such as Outlook Express.
- Provide students, perhaps working in pairs, with a copy of the *Resource sheet: How to send an email*. Direct students to the Brink Adventures website <http://www.brinkadventures.org> and invite them to send the team an email.

## READING THEIR JOURNALS

Students access journals from Brink Adventures.

- The *Resource sheet: Journal reflections* are divided into two parts. Part A uses a journal entry from the schoolroom. Schoolroom journal entries are shorter and use simpler language than regular journal entries making them suitable for primary school students or secondary students with lower literacy levels. Part B uses regular journal entries. Teachers should choose the section/s appropriate to the needs of their students. Provide them with a copy of the resource sheet and invite them to complete the task.

## PLANNING FOR ADVENTURE

Students consider how to prepare for an epic voyage around the world.

- Facilitate a class discussion about what students think they would need to do to prepare for an epic voyage around the world.
- Invite students, working in pairs, to list the things they'd need to consider, including a list of things they'd need to take. With younger students, draw on their experience of going camping or out for the day/overnight where there are no shops to buy things.
- Another source of information are the Factfiles – visit <http://www.brinkadventures.org/FactFile>

## AN INTERVIEW WITH THE TEAM

Students develop interview questions for the Brink adventurers.

- Facilitate a think, pair, share process by asking students to think about a question/s they would like to ask the expedition team. Then ask students to discuss their question/s with a partner and write down two of those questions. Invite pairs to share one of their questions with the whole group and record these questions on a group list that everyone can see.
- When each pair has submitted a question, ask pairs if they would like to add another question that isn't already listed or organise/revise the list in some way. Depending on the number of questions in the list, students may need to be selective to arrive at a final group list that can be emailed to the team.

## FOLLOWING THE VOYAGE IN THE CLASSROOM

Students plot the Brink Adventures expedition route on a map.

- Information on the expedition route can be found at <http://www.brinkadventures.org/TheExpedition/TheExpedition.asp>
- Using the National Geographic map received by schools after signing up to Brink Adventures SchoolRoom, plot the journey using references from the team's journals. As each journal entry is read, teachers might ask students to locate places on the map and track the journey using coloured pins and wool or dot stickers. (for information on signing up to the Brink Adventures SchoolRoom, visit <http://www.brinkadventures.org/SchoolRoom>)
- Another source of information are the Factfiles – search for an entry entitled “Planning the ocean voyage” <http://www.brinkadventures.org/FactFile>
- For individual maps for student plotting use *Resource sheet: A map of the route*.
- Find out about the places along the route. There are many travel websites including:
  - <http://www.timeanddate.com> shows the time, date, sunrise and sunset, latitude and longitude and telephone dialling codes of places all around the world. It even includes a small world map to indicate location.

## Indigenous Australians – Focus Questions

1. How is the purpose of Brink Adventures linked with the Earth Charter?
2. What stories have been shared by the members of Brink Adventures?
3. Where will be the focus of Brink Adventures within Australia? What is the travel route? What communities will be visited?
4. How can we make a story about Brink Adventures?
5. Who are Aboriginal people?
6. How do Aboriginal people tell stories?
7. What is the purpose of these stories?
8. How is art used to tell stories? How do Aboriginal people use art to tell stories?
9. How can I tell stories about the environment through my artwork?
10. How can I promote the Earth Charter and Brink Adventures?

## Essential Learnings

### SOSE

#### YEAR 3 JUNCTURE – TIME, CONTINUITY AND CHANGE

Changes and continuities are identified through events, people's contributions and the stories of local communities.

- Aboriginal people's and Torres Strait Islander people's continuous association with the land and the sea can be seen in stories and events that pre-date European colonisation
- Contributions of individuals and groups to communities can be identified by symbols and stories

#### YEAR 3 JUNCTURE – CULTURE AND IDENTITY

Local communities have different groups with shared values and common interests.

- Groups and communities are identified by practices, symbols and celebrations that reflect their values, beliefs and sense of belonging
- Aboriginal peoples and Torres Strait Islander peoples are Australia's Indigenous peoples and their influences are evident and valued in Australian communities
- Stories about significant events and individuals reflect cultural diversity in local and other Australian communities
- Citizenship involves belonging to groups and communities and valuing different contributions and behaviours such as caring for other members

## **SCIENCE**

### YEAR 3 JUNCTURE – SCIENCE AS A HUMAN ENDEAVOUR

Science is a part of everyday activities and experiences.

- Australian Indigenous knowledge of natural phenomena has developed over time as a result of people observing, investigating and testing in everyday life

## **SOSE**

### YEAR 5 JUNCTURE – TIME, CONTINUITY AND CHANGE

Changes and continuities are represented by events and people's contributions, and are viewed differently by different people.

- British colonisation of Australia is connected with particular events and changes, including European exploration, the landing of the First Fleet, proclamation of terra nullius, establishment of penal and free settlements, contact with the Indigenous population and the development of industries.
- Individuals and groups have made significant contributions to change and maintain Australian communities, heritages and identities
- Events can be viewed differently according to a range of cultural, gender and socioeconomic viewpoints

### YEAR 5 JUNCTURE - CULTURE AND IDENTITY

Communities contain cultures and groups that contribute to diversity and influence cohesion.

- Groups in Australian communities contribute to cultural diversity by celebrating differences and commonalities
- Australian society has responded to different cultures in positive and negative ways
- Aboriginal people and Torres Strait Islander people have distinctive social organisation, languages and lifestyles

## **SCIENCE**

### YEAR 5 JUNCTURE - SCIENCE AS A HUMAN ENDEAVOUR

Science relates to students' own experiences and activities in the community.

- Cultures from around the world, including those of Aboriginal people and Torres Strait Islander people, have contributed to scientific understanding

## **SOSE**

### YEAR 7 JUNCTURE - TIME, CONTINUITY AND CHANGE

Changes and continuities are linked to particular events and the achievements of individuals and groups that attract different interpretations.

- Events from pre-colonisation to Federation, including Indigenous heritages, European colonisation, frontier conflicts, the development of the economy, and the Federation movement, have established the Australian nation and contributed to Australian identities.
- Australia's relationship with its Asian and Pacific neighbours is linked to events over a range of time periods, including events associated with the "White Australia" policy, refugees and immigration, free-trade agreements and military alliances.
- National traditions, celebrations and commemorations have evolved to reflect public sentiment and the perspectives, values and interpretations of different groups

### YEAR 7 JUNCTURE - CULTURE AND IDENTITY

Cultures and identities consist of material and non-material elements and are affected by cross-cultural contacts.

- Material and non-material elements influence personal identity and sense of belonging of groups
- Perceptions of different cultures and groups are influenced by local, national and world events and by representations in the media
- Aboriginal people's and Torres Strait Islander people's diverse social organisation, languages and lifestyles reflect the importance of "country" — land, sea and places
- Contact between Indigenous and non-Indigenous cultures in Australia and in other places have had significant effects on language, culture, land ownership, health and education of Indigenous people
- Accessing Indigenous knowledge involves the protocols of consultation with the local Aboriginal community and/or the Torres Strait Islander community.

## **SCIENCE**

### YEAR 7 JUNCTURE - SCIENCE AS A HUMAN ENDEAVOUR

Science impacts on people, their environment and their communities.

- Different cultures, including those of Aboriginal people and Torres Strait Islander people, have contributed to science and scientific practice

#### **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. The construction of a small picture book describing the story of Brink Adventures – a map of both the journey and the experiences of the Brink Adventures Team
2. The creation of various artworks depicting student interpretations of the relationship between indigenous Australians and the environment, as told through Aboriginal stories
3. The development of a story reflecting students' personal relationships with the environment and their role in protecting the Earth for present and future generations.

#### **Teaching and Learning outline**

<b>INQUIRY FOCUS</b>	<b>LEARNING EXPERIENCES</b>
<b>1. How is the purpose of Brink Adventures linked with the Earth Charter?</b>	<ul style="list-style-type: none"><li>• Discuss with students the role and purpose of Brink Adventures.</li><li>• Students spend some time on the Brink website to become familiar with the expedition. This investigation will need to be teacher directed.</li></ul>
<b>2. What stories have been shared by the members of Brink Adventures?</b>	<ul style="list-style-type: none"><li>• Spend time with students mapping Brink Adventures' journey so far. Consider questions:<ul style="list-style-type: none"><li>○ Who are the people that have been encountered on the journey?</li><li>○ What stories would these people have?</li><li>○ When the expedition comes to Australia who will they meet?</li></ul></li></ul>

<p><b>3. Where will be the focus of Brink Adventures within Australia? What is the travel route? What communities will be visited?</b></p>	<ul style="list-style-type: none"> <li>• Map the Australian route of the journey. Students can do this on their map of Australia. <ul style="list-style-type: none"> <li>○ Who are the people they will encounter on this part of the journey?</li> <li>○ What stories will these people have?</li> </ul> </li> <li>• Together locate some known landforms and people on a map relevant to the Brink Adventures' journey.</li> </ul>
<p><b>4. How can we make a story about Brink Adventures?</b></p>	<ul style="list-style-type: none"> <li>• Consider what a story is and how stories are different including; <ul style="list-style-type: none"> <li>○ Real</li> <li>○ Imaginary</li> </ul> </li> <li>• Share with students how some stories might be seen as real in one culture whilst another may view the same story as imaginary.</li> <li>• Students look at the journey of Brink Adventures again and map out the events that have taken place for the expedition to get to Australia.</li> <li>• Students develop a small picture book on this story.</li> </ul>
<p><b>5. Who are Aboriginal people?</b></p>	<ul style="list-style-type: none"> <li>• Ask students this question...Explain to students that Aboriginal people are the first people of Australia.</li> <li>• Show students an Aboriginal languages map. Discuss with students how Australia is divided into over 700 language groups or "countries" with over 260 language recorded. Resource sheets provide some background information on languages.</li> <li>• Show the Aboriginal flag to students. Explain the significance of the colours within the flag. This might be a good art activity to reconfirm what they know about the flag. They could draw, paint or collage a flag and label the parts of the flag.</li> </ul>
<p><b>6. How do Aboriginal people tell stories?</b></p>	<ul style="list-style-type: none"> <li>• Read Resource 1, 2 and 3. This will provide some background information on <i>The Dreaming</i> and <i>Aboriginal stories</i>. Although</li> </ul>

	<p>many Aboriginal stories are defined as Dreaming or Dreamtime<sup>2</sup> stories it is important to recognise the differences between these stories and label them appropriately. Key to this is the defining of Aboriginal stories as:</p> <ol style="list-style-type: none"> <li>1. <b>Collective histories</b> - group stories which usually relate to the history of early contact with colonists</li> <li>2. <b>Spiritual narratives</b> - which tell about law, family relationships, relationships to the land and sea, food gathering etc</li> <li>3. <b>Cultural practices</b> - which have been handed down</li> <li>4. <b>Life histories</b> - biographical stories of individuals.</li> </ol> <ul style="list-style-type: none"> <li>• With spiritual narratives being separated into two categories. <ol style="list-style-type: none"> <li>1. <b>Creation Stories; and</b></li> <li>2. <b>Dreaming Stories</b></li> </ol> </li> <li>• Most Dreaming stories tell how Creation Beings and Spiritual Ancestors have moved around Australia and created the landforms we see in our countryside. These Ancestors are living as land, waters; rocks star formations and features of the Australian environment.</li> <li>• Read and discuss a variety of Aboriginal stories. Students could consider the type of story that it is and the purpose of the story.</li> </ul>
<p><b>7. What is the purpose of these stories?</b></p>	<ul style="list-style-type: none"> <li>• Read Resources 4 and 5. Show the purposes of Dreaming stories through locally available books or oral traditions from community members. Analyse the purpose of Aboriginal Dreaming stories.</li> </ul>
<p><b>8. How is art used to tell stories? How do Aboriginal people use art to tell stories?</b></p>	<ul style="list-style-type: none"> <li>• Show examples of Aboriginal art (visual art) and consider the way that these artworks tell stories. Show a range of artworks with various styles, contemporary and traditional, central desert and south west Queensland for example.</li> <li>• Consider an artwork from the area that Brink Adventures is travelling through. For example consider the artwork of Papunya Tula artists and how the dots and concentric symbols represent stories about the landforms and spiritual relationships to these areas. <i>The Dreamings</i> by Peter Sutton is a useful resource for this.</li> </ul>

<sup>2</sup> Dreaming is preferred to Dreamtime

	<ul style="list-style-type: none"> <li>• Invite an Aboriginal guest speaker into the class to demonstrate how they tell stories in their artworks. Some Aboriginal artists may allow students to make artworks using their symbols other may not.</li> <li>• Students create their own story for walking to school. They create symbols for specific landmarks and buildings they pass with ones to represent people and animals they might see. Using ochres (or ochred coloured paint) they paint this artwork using their own symbols. Resource 6 provides some background to this.</li> <li>• Show various ways Aboriginal people tell stories through the Arts; dance, drama and oral recount. Drawing on your own resources show how stories can be retold in various forms.</li> <li>• Show images from Resource 7 – as stimulus for discussion on how body art and artworks tell stories about the environment and pass down significant stories from the past.</li> </ul>
<p><b>9. How can I tell stories about the environment through my artwork?</b></p>	<ul style="list-style-type: none"> <li>• Consider artworks that show the environment. Some may be realistic eg landscapes, others may be of mining or other environmental issues. Discuss the “story” that the artist is trying to portray through the artwork.</li> <li>• Students consider a story that they might want to tell to do with the environment. It might be about where the rubbish goes when you drop it on the ground, or what we do to use less water at home.</li> <li>• They create a colour mixed media drawing about this.</li> </ul>
<p><b>10. How can I promote the Earth Charter and Brink Adventures?</b></p>	<ul style="list-style-type: none"> <li>• Revisit the Earth Charter using Resource 8. Discuss the role of communities and individuals in caring for the environment. What can we do? Brainstorm some topics to make posters for around the school on strategies for environmental sustainability.</li> <li>• Develop a rap from the Earth Charter. Perform the rap to the whole school community.</li> </ul>