



# Brink

*A Call to Adventure* ©

# Curriculum

**Module 9**

**Indigenous Australians**

**Teaching and Learning Sequence**

**Secondary (Years 8-10)**

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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**

*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, 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 ADVENTURE 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 – <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 – Inquiry 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. Where will be the focus for Brink Adventures within Australia? What is the travel route? What communities will be visited? What landforms and environments will be encountered?
4. What Aboriginal language groups will be 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 to be 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.

## Teaching and Learning outline

INQUIRY FOCUS	LEARNING EXPERIENCES
<p>1. What is Brink Adventures?</p>	<ul style="list-style-type: none"> <li>• Brink Adventures is coming to Australia. Students discuss the role and purpose of Brink Adventures</li> <li>• Students work collaboratively to track the journey and means of transport that will be used by the Brink Adventurers to come to Australia and travel through the country.</li> <li>• Students create a map with the proposed route for the journey.</li> <li>• Students select two places that will be visited and make predictions about what will be encountered at these places.</li> <li>• Students consider the types of landforms; environments and people that might be seen at their selected places.</li> <li>• Students discuss the way that people might relate to the environment of their selected places.</li> </ul>
<p>2. To date, what kind of human relationships to the land and the environment have been encountered along the Brink Adventures route?</p>	<ul style="list-style-type: none"> <li>• Students share their opinions in relation to the following questions:               <ul style="list-style-type: none"> <li>○ Who are the people that have been encountered on the journey?</li> <li>○ What are their values, beliefs and relationships to the land and the environment?</li> </ul> </li> <li>• Students work in groups to consider the relationships that people have had with the environment and their relationships to the land and how this relationship has differed from place to place. The Brink Adventures website and journal will form the starting point for this however some further investigation into specific cultural groups will be needed.</li> </ul>
<p>3. Where will be the focus for Brink Adventures within Australia? What is the travel route? What communities will be visited? What landforms and environments will be encountered?</p>	<ul style="list-style-type: none"> <li>• Students view <b>Resource 1: Land Features NT and SA</b> to identify the way that Aboriginal people of the Northern Territory and South Australia are spiritually and culturally connected to the land.</li> <li>• Students locate land features in an atlas and where relevant mark these on the Brink Adventures map already hanging in the classroom. Students mark on the Brink Adventures map other key environmental features.</li> <li>• Students work in small groups to read and discuss:               <ul style="list-style-type: none"> <li>○ Resource 2: My Country</li> <li>○ Resource 3: Country</li> </ul> </li> <li>• Students record their findings about Aboriginal relationships to the land and in a PMI chart: Positives, Negatives and Interesting points.</li> </ul>

<p>4. What Aboriginal language groups will be travelled through by Brink Adventures?</p>	<ul style="list-style-type: none"> <li>• Students investigate Aboriginal languages by identifying the similarities and differences between the following resources: <ul style="list-style-type: none"> <li>○ Resource 4: Language, Country and Spirituality</li> <li>○ Resource 5: Language in Aboriginal communities</li> </ul> </li> </ul>
<p>5. How do we describe the complexity of Aboriginal cultural groups that exist across Australia? What languages are spoken on the route to be travelled by Brink Adventures?</p>	<ul style="list-style-type: none"> <li>• Students compare Aboriginal languages maps: <ul style="list-style-type: none"> <li>○ <a href="http://www.aiatsis.gov.au/aboriginal_studies_press/aboriginal_wall_map/map_page">http://www.aiatsis.gov.au/aboriginal_studies_press/aboriginal_wall_map/map_page</a></li> <li>○ Tindale Map – see introductory note for ways to obtain the Tindale map</li> </ul> </li> <li>• Students discuss how prior to European invasion of Australia the continent was divided into over 700 language groups or “countries” with 260 language recorded by researchers including Norman Barnett Tindale.</li> <li>• Students use <b>Resource 5: Norman Barnett Tindale</b> to explore the background and experiences of Norman Tindale and familiarise themselves with Tindales’s representation of Aboriginal Language Group Boundaries in Australia. Students discuss the reasons why Tindale’s findings have been disputed.</li> <li>• Students use <b>Resource 6: Tindale’s Map</b> to describe the expeditions undertaken throughout Tindale’s life. Students discuss the similarities and differences between Tindale’s expeditions and Brink Adventures.</li> <li>• Students may wish to research more into Tindale’s work. This could lead to further research. For example students could develop arguments <b>for</b> or <b>against</b> the use of Tindale’s maps and works. Some or all of these could be presented to the class.</li> <li>• Students use <b>Resource 7: Locating Aboriginal Language Groups</b> to identify and locate Aboriginal language groups around Australia. Using an atlas in conjunction with the Tindale map, students locate areas that have been identified through class discussions and their readings.</li> <li>• Students discuss the possible reasons for the representations of language groups on Tindale’s maps in comparison to what is shared by Aboriginal people – for example: St George Aboriginal people say they are Kamilaroi. Tindale has indicated St George as Koami.</li> </ul>
<p>6. What are the relationships that Aboriginal people have with the land, seas and waterways? How is this different from non-Indigenous Australians?</p>	<ul style="list-style-type: none"> <li>• Students use an atlas to identify and discuss natural features of the land, following discussions about the relationships between Aboriginal stories and natural features of the land. For example, most Dreaming stories tell how language and language boundaries are linked with the Creation Beings and Spiritual Ancestors. These Ancestors are living as land, waters, rocks star formations and features. Different language groups often relate boundaries to these formations. Therefore it can be assumed that a map of the language boundaries of Aboriginal people in Australia would show boundary lines aligning with some natural features in the land. Tindale’s representations rarely do this.</li> <li>• Students receive a section of the Tindale map of Australia – Language Boundaries to compare the regions with those that will be travelled through by the Brink Adventurers.</li> </ul>

	<ul style="list-style-type: none"> <li>• Students work in small groups to recreate the Brink Adventurers' journey on the section of map that they have received and use an atlas to draw in the natural features of the land for each section of the route. Students use blue for waterways, brown/orange for mountains or ranges and mark in main towns to give a better perspective of the areas along the route.</li> <li>• Students return to a whole class group and join the individual map sections together. Students compare and contrast the different environments along the Brink Adventures' route and discuss how their representation of the map (including natural features of the land) differs from the representations provided in Tindale's map.</li> <li>• Using the recreated map, students locate the Aboriginal language groups along the Brink Adventures' route. Students make flags to identify the Aboriginal countries that will be travelled through and use the internet to research some of the areas. Students compare language names identified by Tindale and make changes to their maps/labels where necessary.</li> <li>• <b><i>It is important for students to consider the relationships that Aboriginal people have to the environment and the land. In the first instance considering the cultural significance of "country" for Aboriginal people is important.</i></b></li> <li>• Students read the poems found in <b>Resource 3: Country</b> to identify the relationship to the land that these poets are portraying. Students discuss how the relations is different for Aboriginal people in comparison to non-Indigenous people – for example: farming the land, using the land for mining or commercialising natural resources.</li> <li>• To discuss this relationship further, students will need to investigate different perspectives of Aboriginal people on the land, seas and waterways. Internet sources can provide limited information but students will benefit from an opportunity to discuss these viewpoints with local Aboriginal community members.</li> </ul>
<p>7. What relationship do the seasons have with the environment?</p>	<ul style="list-style-type: none"> <li>• Students read <b>Resource 7: Aboriginal resource management</b> to explore the way that Aboriginal resource management practices have been linked to seasonal calendars and therefore reflect a highly developed understanding of the environment and seasons. Students use the seasonal calendar in <b>Resource 7</b> to prepare an email which will provide advice to Brink Adventures about how they can use Aboriginal wisdom about seasons and climate to make their journey safe and comfortable.</li> </ul>
<p>8. How are Aboriginal lands / reserves managed? How does this affect Brink Adventures?</p>	<ul style="list-style-type: none"> <li>• Students consider the relationships that Aboriginal people have to these areas and how they protect these areas. On maps that show the Brink Adventures route for Australia, students locate any Aboriginal reserves or lands managed by Aboriginal communities.</li> <li>• Students read <b>Resource 8: Visiting important Aboriginal sites</b> and discuss the role of Aboriginal communities in caring for the environment and protecting local features of the land including sacred sites. For example to visit these communities and land within these communities permission must be granted and many cases a visitor is required to have a permit.</li> </ul>

	<ul style="list-style-type: none"> <li>○ How does this protect the site and the Indigenous people of the local areas?</li> <li>○ What communities might the Brink Adventurers visit that will require a permit?</li> <li>○ How would the Brink Adventurers seek permission to visit these communities?</li> <li>○ How can students help with this process?</li> </ul>
<p>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?</p>	<ul style="list-style-type: none"> <li>● Students read <b>Resource 11: Wave Hill</b> and locate Wave Hill on the map.</li> <li>● Students listen to a song by Kevin Carmody and Paul Kelly and follow the lyrics in <b>Resource 12: Lyrics – From little things, big things grow</b>. Students discuss the issues and the impact on Aboriginal people of the strike at Wave Hill and the ceremonial returns of traditional lands of the Gurindji people from Wattie Creek.</li> <li>● Students investigate an area of interest from a range of topics relating to the different relationships that people have to the land and environment. Students use the results of their investigations to make a persuasive oral presentation to an audience of their peers. Possible topics include: <ul style="list-style-type: none"> <li>○ Uluru or Ayres rock is a significant feature of the land of central Northern Territory. Students research the role and relationship of Aboriginal custodians to managing the tourist industry within this area.</li> <li>○ Students consider the role of uranium mining on Aboriginal lands and spiritual connections to the country. Various sites within the Northern Territory have uranium mines. Students research alternative energies to identify other forms of sustainable energy that would not impact so harshly on the environment and cultural context of Australian Indigenous people.</li> <li>○ The introduction of the new species within Australia has had dramatic effects on the fragile ecosystems found within a variety of areas across the country. Students consider Rabbit proof fences within the territory, the introduction of the cane toad and its migration to North West Australia and into the Northern Territory. Students research the effect these issues have had on native species and in turn on Aboriginal communities living off the land.</li> </ul> </li> </ul>
<p>10. What is the Earth Charter? How can the Earth Charter assist us in focusing on environmental sustainability &amp; relationships for the future? How can I promote the Earth Charter and Brink Adventures?</p>	<ul style="list-style-type: none"> <li>● Students view <b>Resources 13, 14 and 15 – The Earth Charter</b> and discuss the key issues raised in the values and principles of the Earth Charter.</li> <li>● Students use the results of their research and investigations to develop arguments describing what they can do to protect our country and create sustainable environments for the future.</li> <li>● Students use <b>Resources 13, 14 and 15 – The Earth Charter</b> as a guide to help them develop an Earth Charter for Australia that considers Indigenous rights and responsibilities to the land.</li> <li>● Students work in small groups to create a multimodal display for a public audience. Their display must promote their own version of the Earth Charter, its underlying purpose and its relationship to Brink Adventures.</li> </ul>