

**HASS SA**

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

**Songs for Aboriginal Studies and Reconciliation Resource**

Buck McKenzie

**Songs about Reconciliation Teaching Unit**

Primary Learning Program

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

“Here in Australia we are fortunate enough to have one of the richest and oldest continuing cultures in the world. This is something we should all be proud of and celebrate.”

Dr Tom Calma AO

|  |
| --- |
| **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:**

Time to Burst the Bubble *– Page 6*

Feelings *– Page 15*

Old Grey Buggy *– Page 44*

*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. The key inquiry questions, for this unit of work, at each of these year levels 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 LiteracyDescription: gc_numeracy NumeracyDescription: gc_ict **ICT capability**Description: gc_critical Critical and creative thinkingDescription: gc_personal_social **Personal and social capability**Description: gc_ethical Ethical behaviourDescription: gc_intercultural Intercultural understanding |  Aboriginal and Torres Strait Islander histories and culturesDescription: 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.*

|  |
| --- |
| **Lesson Suggestions** |
| **Foundation, Year 1 and 2**Analysis of visuals is a great way to provoke thinking and engage students in meaningful conversation. You could use a visual stimulus or article related to reconciliation in any format and have students write a response or reflection connecting it to the content within any of the three reconciliation songs.**Time to Burst the Bubble***Aboriginal children were taught about their environment, spirituality and rules for living through stories of the Dreaming told to them by parents and elders.* Share with students a Dreaming Story from the ABC Dust Echoes website. Discuss in groups: What did children learn from the stories of the Dreaming? Create a picture to show the moral of the story.Morals/values/messages in Aboriginal and Torres Strait Islander stories of the Dreaming may be important for all Australians today. Discuss with students: What messages are relevant for future generations of Australians?Read one or more stories by Aboriginal and Torres Strait Island authors and discuss what it teaches us about respect and living together. If possible, look at some traditional stories from other cultures and compare the themes and styles of the stories. *Stories to grow by with Whootie Owl, www.storiestogrowby.com/choose.php – provides links to traditional stories from many cultures, accessed by using the search tool to select by age, country, type of story and theme.***Feelings**Discuss with students what they understand ‘feelings’ to mean. And have a group discussion connected to these questions?* Is what you see, think and feel always the same as what other people see, think and feel? Why is it important to understand what different people see, think and feel?
* Is there only ever one ‘right way’ or ‘truth’? Can there be more than one ‘right way’ or ‘truth’? Why is it important for us to understand this?
* What does perspective mean? Are all of our perspectives the same? Why is it important to listen to, and understand, different perspectives?

Students can create a collage about the song ‘Feelings’ and share their understanding of it.**Old Grey Buggy**Students are provided with texts that reflect different cultures including Aboriginal and Torres Strait Islander culture.Share thoughts on 'respect', 'friends', 'friendship' and 'cooperation' and why these are important for the better functioning of our families, school and communities. Discuss, for example, what makes a good friend, how do we feel when we are with a good friend, how do we treat our friends. Students' thoughts can be displayed on a chart.Students create a picture, play or puppet play depicting a message from one of the stories they have heard, watched or read (some ideas are listed below). Alternatively, they can write (or use other media forms) an original story.* Lofts, Pamela 1983, Dunbi the owl, Ashton Scholastic
* Meeks, Arone Raymond 2003, Sisi and the Cassowary, Scholastic Press
* Morgan, Sally & Bancroft, Bronwyn 2003, Just a little brown dog, Fremantle Arts Centre Press
 |
| **Year 3, 4 and 5**Analysis of visuals is a great way to provoke thinking and engage students in meaningful conversation. You could use a visual stimulus or article related to reconciliation in any format and have students write a response or reflection connecting it to the content within any of the three reconciliation songs.**Feelings/ Time to Burst the Bubble**Listen to Archie Roach's 'Took the children away' and/or Bob Randall's 'Brown skin baby' and read the lyrics.In a think/pair/share exercise, students note the effects at the time on individuals and community groups when the children were taken away. Debrief.Find out what students know about the Apology. Discuss what 'sorry' means – are actions more important than words? How do people know when we are really sorry for something we have done wrong?View the Apology or read the transcript (see the 'Reconciliation Australia' website). Explore the 'Sorry song' website.**Old Grey Buggy**Discuss as a class what makes a good game. Discuss things like fairness, turn taking, inclusion. Do all games need to feature these same concepts? Are board games different to sports games? Focus on sports games and discuss the sorts of features sports games would need to include. How could you get people who are not particularly 'sporty' involved in sports games? Brainstorm a list of features.Introduce the 'Yulunga: traditional Indigenous games' resource.Students work in groups to determine games to trial using the 'Yulunga: traditional Indigenous games' resource. They will need to consider suitability for a school event, catering for different year levels, the number of players who will be involved and the equipment required.Students work in groups and select a year level to focus on. They will need to consider the capabilities of the age group in making their choices. (Alternatively, you could get groups to focus on a particular piece of equipment, eg ball games, hitting games, finding games). Drawing on the 'Yulunga: traditional Indigenous games' resource, they find games that are appropriate for the selected age group and trial them. They narrow down their choices to one or two for each year level (or whatever might be manageable for a sports day in your school) and make a justification for why this game would be the most appropriate/fun/suitable. Introduce tools such as Venn diagrams and comparison charts to aid in the selection. Each group writes their justification and presents it to the class. They survey their peers to find the most popular games, and demonstrate the results graphically using a number line.[www.ausport.gov.au/participating/indigenous/resources/games\_and\_activities/full\_resource](http://www.ausport.gov.au/participating/indigenous/resources/games_and_activities/full_resource)  |
| **Year 6 and 7**Analysis of visuals is a great way to provoke thinking and engage students in meaningful conversation. You could use a visual stimulus or article related to reconciliation in any format and have students write a response or reflection connecting it to the content within any of the three reconciliation songs.**Time to Burst the Bubble**Discuss with students the background information regarding the arrival of Captain Cook to Australia. Read the article ‘Should we change the date of Australia Day?’ <https://www.reconciliation.org.au/wp-content/uploads/2017/11/Rec-News-Should-We-Change-Australia-Day.pdf> Students can respond to the text by writing an expository review outlining their position based on the content of the article.*Cartoons can make an opinion visual. The cartoonist will use symbols and caricatures in order to express a concern, or draw attention to issues in society. It is important that you develop skills in interpreting cartoons.* Answer the questions on the context, content and comment of the cartoon on the apology (image is below). •What was happening at the time the cartoon was published?•What is happening in the cartoon?•What is the meaning of the cartoon?http://inkcinct.com.au/web-pages/cartoons/past/2008/2008-052P--200-years-late.jpg**Feelings**Watch the *Family and Kinship* video on the *Share our Pride* website with students <http://shareourpride.reconciliation.org.au/sections/our-culture/> ask students to create a graphic representation of how they experience family and kinship in their world. What are the similarities and differences with our indigenous culture.***Resolve Maths – Reconciliation Data****Mathematics extends beyond the physical and temporal restrictions of the maths classroom. The intention of this lesson is to use mathematics as a stepping-off point for a sensitive and personal reflection on attitudes towards indigenous people and culture within Australia.*The Reconciliation Barometer presents data collected from a bi-annual attitudinal survey conducted by Reconciliation Australia. The statistics provide a confronting and provocative profile of general community sentiment.The intention of this lesson is to provoke young Australians to think broadly and carefully about what values they wish to see encouraged in the society in which they live.View lesson at <https://www.resolve.edu.au/sites/default/files/downloads/reSolve%20Yr6%20SP%20Reconciliation%20Data%20Sequence%20complete.pdf>  |

|  |
| --- |
| **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**  |
| Resolve Maths – Reconciliation Data<https://www.resolve.edu.au/sites/default/files/downloads/reSolve%20Yr6%20SP%20Reconciliation%20Data%20Sequence%20complete.pdf>Share Our Pride<http://shareourpride.reconciliation.org.au/sections/our-culture/>‘Should we change the date of Australia Day?’ <https://www.reconciliation.org.au/wp-content/uploads/2017/11/Rec-News-Should-We-Change-Australia-Day.pdf>Yulunga: traditional Indigenous games resource, including age specific games, [www.ausport.gov.au/participating/indigenous/resources/games\_and\_activities/full\_resource](http://www.ausport.gov.au/participating/indigenous/resources/games_and_activities/full_resource)  |

|  |
| --- |
| **References**  |
| Cameron, S.and Dempsey, L. 2012, The Writing Book, A practical guide for teachers, S & L Publishing, China.Government of South Australia (2013), Aboriginal Cultural Studies, Reconciliation Resource, Education Services Australia. |