

TEACHING IDEAS FOR THE AUSTRALIAN CURRICULUM

NB Always view the websites to determine their suitability for your students

Acknowledgement of country

Acknowledgement of country is the privilege of all Australians. It is given by any Australian or presenter who is not an Aboriginal or Torres Strait Islander person from that area.

An 'Acknowledgment of Country' is a way that all people can show respect for Indigenous Australian culture.

It recognises the unique position of Indigenous people in Australian culture and history. Indigenous people are the original Custodians of the Land. It is important this unique position is recognised and incorporated as part of official protocols and events to enable the wider community to share in Indigenous Australian culture and heritage, facilitating better relationships between Indigenous people and other Australians.

Traditionally

For thousands of years, different groups of Aboriginal people have travelled across Country for the purposes of trade and ceremonies. When approaching another group's Country certain protocols were followed, e.g. permission was sought and respectful body language was portrayed with open palms of hands (possibly a sign of goodwill and respect to the people and ancestral spirits).

Contemporary

RECOGNITION OF:

- The Aboriginal heritage of this country; the term Terra nullius being incorrectly used when Australia was colonised by the British
- Colonisation and claiming sovereignty of Australia dispossessing our First Nations Peoples
- The powerful presence and importance of Aboriginal Cultures today
- Goodwill and intentions for a future where people's lives are enhanced through reciprocal cultural sharing
- As a means of demonstrating respect for Aboriginal peoples as the original custodians of the land, and in recognising Culture.

Welcome to Country

Is a welcome given by a local Elder or person from the community?

Acknowledgement of country or Welcome to country can be said at:

- At significant events i.e. conferences
- Opening of school buildings
- At the beginning of specific sessions that include Australian Indigenous Studies
- Launches
- Special school assemblies
- Celebrations around Indigenous issues.

An easy way to understand the difference between 'Acknowledgment of country' and 'Welcome to country'

Welcome to country can be likened to a home owner welcoming you to their home, Acknowledgement of country can be likened to you saying how great another person's home is.

ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES

CONCEPTUAL FRAMEWORK

A conceptual framework based on Aboriginal and Torres Strait Islander Peoples' unique sense of Identity has been developed as a structural tool for the embedding of Aboriginal and Torres Strait Islander histories and cultures within the Australian curriculum. This sense of Identity is approached through the interconnected aspects of Country/Place, People and Culture, within the knowledge that Aboriginal and Torres Strait Islander communities still embrace their histories and culture today. Including these elements enhances all areas of the curriculum.

ORGANISING IDEAS

For each cross-curriculum priority, a set of organising ideas reflects the essential knowledge, understandings and skills for the priority. The organising ideas are embedded in the content descriptions and elaborations of each learning area as appropriate.

EXPLORING IDENTITY THROUGH COUNTRY AND PLACE

OI 1 Australia has two distinct Indigenous groups; Aboriginal peoples and Torres Strait Islander peoples.

OI 2 Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place throughout all of Australia.

The Torres Strait Islander people are related to the New Guinean people. They come from a series of islands between Papua New Guinea and Australia. Fishing was the main occupation. The ceremonial head dress has become their emblem and is shown as the centrepiece of their flag. Tagai is the mythological creature shown in the slides. Torres Strait Islander people do not have Dreaming stories, instead they have mythology and legends. The story of Tagai can be found at this web site;

<http://aboriginalastronomy.blogspot.com.au/2012/01/tagai-warrior-from-torres-strait.html>.

OI.3 Aboriginal and Torres Strait Islander Peoples have unique belief systems and are spiritually connected to the land, sea, sky and waterways.

The Dreaming encapsulates all aspects of life. The stories explain the spiritual, the physical and the relationships between people. The Dreaming stories can be investigated through telling, dancing, looking at themes, comparing similar stories from different language groups, acting, writing, painting, singing, investigating.

The Dreaming is an English name but each Aboriginal nation has its own name, for example it is the Tjukurrpa for Pitjantjatjara people and the Altyerrenge for Arrernte people. The Dreaming is the time when the Ancestral Beings moved across the land and created life and significant geographic features. The Dreaming also means to see and understand the law.

Dreaming stories pass on important knowledge, cultural values and belief systems to later generations, this is done through song, dance, painting and storytelling which express the Dreaming stories,

When the ancestor spirits had finished creating the world they changed into the trees, rocks, rivers, stars and other physical objects. These are now the sacred places for the Aboriginal people. The Dreaming is never-ending, it links the past and the present to the people and the land.

*W H Edwards, Introduction to Aboriginal Societies, Social Science Press, Wentworth Falls, NSW 1988, the second edition was published by Thomson in 2007.

EXPLORE IDENTITY THROUGH CULTURE

OI 4 Aboriginal and Torres Strait Islander societies have many language groups.

Explore identity through looking at the culture of different language groups. Place the language group that you want to learn about in the centre e.g. Pitjantjatjara or Kurna, then research both the past and the present using the headings. An example of this could be looking at the technology of the past – boomerangs, then technology of the present, modern Aboriginal inventors.

OI 5 Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking, and doing.

8 ways of learning - a pedagogy framework that allows teachers to include Aboriginal perspectives by using Aboriginal learning techniques. Tell a story. Make a plan. Think and do. Draw it. Take it outside. Try a new way. Watch first, then do. Share it with others. Teaching through Aboriginal processes and protocols, not just Aboriginal content validates and teaches through Aboriginal culture and may enhance the learning for all students.

Common ground between mainstream and Aboriginal pedagogues:

- Learning through narrative.
- Planning and visualising explicit processes.
- Working non-verbally with self-reflective, hands-on methods.
- Learning through images, symbols and metaphors.
- Learning through place-responsive, environmental practice.
- Using indirect, innovative and interdisciplinary approaches.
- Modelling and scaffolding by working from wholes to parts.
- Connecting learning to local values, needs and knowledge

Additional information can be found at

http://intranet.ecu.edu.au/_data/assets/pdf_file/0008/364877/Indigenous-CC-Factsheet-8-Ways-120518.pdf

Examples of teaching ideas are available at

*<http://8ways.wikispaces.com/+Best+Aboriginal+Pedagogy+Practice>

*8 Aboriginal ways of learning, , viewed 05 March 2015, <<http://apo.org.au/node/21702>>.

OI 6 Aboriginal and Torres Strait Islander Peoples have lived in Australia for tens of thousands of years and experiences can be viewed through historical, social and political lenses.

There are two perspectives on history, the Indigenous Australian and the Colonising people. Inquiry questions can be developed based on Was it Colonisation or Invasion? Is it Australia Day or Survival Day? What is the Indigenous perspective on history?

Racism no way provides many teaching ideas and resources, available at <http://www.racismnoway.com.au/>

'How many stolen generations' photograph and 'White Australia has a black history' photographs available through <http://www.shutterstock.com/> . Photographs can be found on this site to stimulate ideas.

Additional information and teaching ideas can be found at these web sites:

- Governor Bourke's 1835 Proclamation of Terra Nullius: <http://www.migrationheritage.nsw.gov.au/exhibition/objectsthroughtime/bourketerra/>
- Terra Nullius fact sheet: <http://www.racismnoway.com.au/teaching-resources/factsheets/10.html>
- Mabo and Wik fact sheet: <http://www.racismnoway.com.au/teaching-resources/factsheets/19.html>
- Information and links about Sorry Day: www.australia.gov.au/about-australia/australian-story/sorry-day-stolen-generations
- Resistance, Retaliation and Massacres: http://www.nma.gov.au/exhibitions/first_australians/resistance
- National Reconciliation Week: <https://www.reconciliation.org.au/>
- Sorry Day: <http://www.nsdcc.org.au/>

- NAIDOC: <http://www.naidoc.org.au/>
- Closing the gap: <http://www.healthinfonet.ecu.edu.au/closing-the-gap/key-facts/what-is-closing-the-gap>
- Stolen Generation: <http://www.aboriginaleducation.sa.edu.au/pages/Educators/>

EXPLORE IDENTITY THROUGH PEOPLE

OI 7 The broader Aboriginal and Torres Strait Islander societies encompass a diversity of nations across Australia.

Explore the diversity of Aboriginal Australians, for example look at the food, art, technology, stories, clothing and shelter from different Aboriginal language groups. Choose people from different environments, the desert, the ocean, the rainforests, the mountains. What affects their needs? The resources available, the weather, the animals and birds available, the landscape, access to water?

These sites give a very good overview of Aboriginal and Torres Strait Islander communities today:

- Burarra Gathering, <http://www.questacon.edu.au/burarra-gathering/home>
This extensive website gives a sense of the people, land, language and traditional technologies and knowledge of the Burarra people of the Northern Territory. It is completely downloadable for free. This online experience is the result of a collaboration between Questacon – (The National Science and Technology Centre in Canberra,) and the Wurdeja, Ji-malawa and Yilan Aboriginal Communities of central north Arnhem Land, Australia. It is a very interactive site for students with a wealth of background information and ideas for how to use the website in the classroom.
- Arrente language group, <http://www.alicespringsdesertpark.com.au/kids/culture/groups.shtml>
Provides information about the Arrente people including some Arrente language.
- The Art work of the Tiwi Islands - <http://www.tiwiart.com/>
Students can learn much about the traditional and modern culture of the Tiwi people from viewing this site. There is also a great gallery of the artists and their work.
- Garma Festival, <http://www.yyf.com.au/>
- UsMob, <http://www.creativespirits.info/resources/movies/us-mob>
Us Mob is an extensive and well produced 7-part 'choose your own adventure' series set in the central desert of Australia in Hidden Valley, one of the Town Camps of Alice Springs. With Us Mob, you can follow central Australian Aboriginal teenagers Charlie, Della, Harry and Jacquita as they head off on journeys full of fun, excitement and crisis. There are short films, online scrapbooks by two of the students, Fact sheets covering all of the topics and issues raised. Check the Teacher's information page which outlines the program and the Fact Sheets which go with each film. There are Virtual Tours of Alice Springs and Hidden Valley, discussion topics for students to participate in and other ways for students to communicate with the film makers. There is also a chronological history of the area and survival games for students. The technology and sound is awesome and it lends itself to critique. It is also very honest and deals with some of the hard issues that the community is dealing with e.g. School absenteeism, peer pressure, the clash of cultures. There is a very helpful Media Kit on the Contact Us page
- Walpiri --Bush Mechanics, <http://www.bushmechanics.com/home.htm>
This is an entertaining website by the Walpiri people of the Western Desert, in line with the series of the same name. It has short film, a game about getting from A to B in the desert, stories of today and yesterday, a car gallery, cultural information and issues affecting the Walpiri people. The quality of the sound and visuals and animation is excellent. You do need QuickTime and Flash to access the site. It is great to hear the Walpiri speaking.
- Tjapukai Cultural Centre, <http://www.tjapukai.com.au/>
Tjapukai showcases the culture of the rainforest people of Tropical North Queensland. It is a really good insight into how difficult it was to set this up in 1987 as discussed in their philosophy. There are some fantastic photographs of the Dance Group. It is a very comprehensive site about the centre and could be compared with other cultural centre websites around Australia.
- Stories Under Tagai: Traditional Stories from the Torres Strait, <https://www.youtube.com/watch?v=5kU4EvV9yI8>
- An interesting insight into Kurna culture, <http://www.cyclingforculture.com.au/culture/kurna-culture/>

OI 8 Aboriginal and Torres Strait Islander Peoples have sophisticated family and kinship structures.

Explore

Kinship Systems: <http://www.clc.org.au/articles/info/aboriginal-kinship>, and
<http://www.indigenoustralia.info/social-structure/kinship.html> and
http://en.wikipedia.org/wiki/Australian_Aboriginal_kinship

Clans: <http://www.aboriginalculture.com.au/socialorganisation.shtml>

Moities: <http://www.clc.org.au/articles/info/aboriginal-kinship> and
<http://www.aboriginalculture.com.au/socialorganisation.shtml>

Totems: <http://www.aboriginalculture.com.au/socialorganisation.shtml>

Extended families and responsibilities: <http://australianmuseum.net.au/indigenous-australia-family>

Tom Tom by Rosemary Sullivan and illustrated by Dee Huxley is a delightful book for younger primary aged readers. It provides an excellent example of extended families and responsibilities. The author has a web site with activities connected to the book, this is available at <http://www.lemonadesprings.com.au/>.

OI 9 Australia acknowledges the significant contributions of Aboriginal and Torres Strait Islander people locally and globally.

Students could research in the areas of politics, art, music, dance, literature, sport, inventions.

SIGNIFICANT INDIGENOUS PEOPLE

Activities:

- Select a number of Indigenous people from the time of the First Fleet's arrival to the present day - activists, athletes, academics, artists, leaders. Investigate their life stories and document their experiences and struggles, see below under resources for a list of names.
- Research the story of Vincent Lingiari (Northern Territory) and the Wave Hill walk-off which is the subject of Paul Kelly's song, 'From Little Things Big Things Grow' – see <http://indigenousrights.net.au/> Eddie Mabo (TSI) – great website at <http://www.mabonativetitle.com/>
- A study around a famous artist, Albert Namatjira would be an interesting topic.
- Present a 'Hall of Fame' or 'This is Your Life' unit: Select an Indigenous person who has overcome hurdles to achieve success and made an outstanding contribution to Australian society - can be presented in a variety of ways (oral presentation, using ICT...as a newspaper article / report)

Resources

Famous Indigenous Australians:

- There are a number of fact sheets on the Racism No Way website at <http://www.racismnoway.com.au/teaching-resources/factsheets/index.html>
- <http://www.australianbiography.gov.au/>; This site has episodes on Faith Bandler, Neville Bonner, Lowitja O'Donoghue, and Charlie Perkins. Each biography comes complete with a study guide and is made available as a downloadable module.
- Lore of the Land, <http://www.loreoftheland.com.au/>; In the Indigenous Cultures section there are life stories of a number of Indigenous musicians including Archie Roach and Neil Murray.
- Deadly Vibe, This website has information on Indigenous sportspeople, musicians, dancers, actors, artists and other important people in the community. <http://www.deadlyvibe.com.au/>

Artists Biographies:

- <http://www.aboriginalartnetwork.com.au/>
- Moorditj, Provides teaching resources for primary and secondary on Indigenous artists, <http://www.clt.uwa.edu.au/moorditj/resources>
- ABC Indigenous, <http://www.abc.net.au/indigenous/>
- National Archives of Australia, <http://www.naa.gov.au/collection/>

Historical figures:

- Pemulwuy, <http://adb.anu.edu.au/biography/pemulwuy-13147>
- Yagan, <http://adb.anu.edu.au/biography/yagan-2826>
- Truganinni, <http://adb.anu.edu.au/biography/trugernanner-truganini-4752>

Sportspeople:

- Alphabetical index of all athletes at <http://www.athletics.com.au>
- Cathy Freeman Athlete/Runner, <http://cathyfreemanfoundation.org.au/>
- Patrick Johnson Athlete/ Runner
- Michael O'Loughlin Football AFL, <http://australianfootball.com/players/player/michael%20%2527loughlin/13548>
- Kyle Vander -Kuyp, Alphabetical index of all athletes at <http://www.athletics.com.au>

The Arts**Dancers/Musicians**

- Christine Anu Singer/Actor/Dancer, <http://christineanu.com.au/>
- Troy Cassar-Daley Singer/Songwriter, <http://www.troycassardaley.com.au/>
- Archie Roach, <http://www.archieroach.com.au/>
- Yothu Yindi: The Yothu Yindi Website contains information about the band and their music including biographical notes about Mandaway Yunupingu, downloads of their music that students could explore and use in presentations and video they can download and deconstruct. <http://www.yothuyindi.com/themusic.html>
- Yothu Yindi Foundation, <http://www.yyf.com.au/>

Artists:

- Artists Biographies - <http://www.aboriginalartnetwork.com.au/>
- Moorditj, Provides teaching resources for primary and secondary on Indigenous artists, <http://www.clt.uwa.edu.au/moorditj/resources>
- http://www.abc.net.au/indigenous/arts_events/default.htm
- Bronwyn Bancroft Artist/ Illustrator, <http://bronwynbancroft.com/>
- Yvonne Koolmatrie Ngarrindjeri basket weaver. http://www.artgallery.sa.gov.au/agsa/home/Exhibitions/Adelaide_Biennial_2012/Yvonne_Koolmatrie.html
- Banduk Marika, http://www.aboriginalartnetwork.com.au/indigenous_artists_details.php?artist_id=66
- Albert Namatjira Artist, <http://adb.anu.edu.au/biography/namatjira-albert-elea-11217> <http://www.naa.gov.au/collection/fact-sheets/fs145.aspx>
- Lin Onus Artist, <https://www.artlink.com.au/articles/1394/lin-onus/>

Actors

- Ernie Dingo Actor/TV Presenter, <http://www.abc.net.au/tv/familyconfidential/pages/s3384060.htm>
- David Gulpilil Actor/Dancer, <http://www.gulpilil.com/>

Writers

- Sally Morgan Writer /Artist, <http://www.aboriginalartonline.com/art/sally-morgan.php>

- Oodgeroo Noonuccal(formally Kath Walker) Writer/Poet/Activist,
http://www.australianworkersheritagecentre.com.au/10_pdf/oodgeroo.pdf
- David Unaipon Writer/Speaker/Inventor, <http://adb.anu.edu.au/biography/unaipon-david-8898>

Activists/Community Leaders:

- Faith Bandler Activist, <http://www.australianbiography.gov.au/subjects/bandler/>
- Eddie Mabo, <http://hiddenheroesofaustralianhistory.wikifoundry.com/page/Eddie+Mabo>
- Professor Lowitja O'Donoghue Activist/Leader, <http://www.racismnoway.com.au/teaching-resources/factsheets/49.html>
- Australian Women's Archives Project, <http://www.womenaustralia.info/biogs/IMP0079b.htm>
Select biographical information and note the significance of her work.
- Dr. Pat O'Shane Magistrate, <http://www.womenaustralia.info/biogs/AWE1068b.htm>
- Charlie Perkins Activist,
http://www.nma.gov.au/indigenous/people/pagination/charles_perkins
<http://www.australianbiography.gov.au/subjects/perkins/>
- Aden Ridgeway Politician, http://en.wikipedia.org/wiki/Aden_Ridgeway

Other Resources

'Deadly Australians' by Rhonda Craven and James Wilson-Miller

'Dhirrabuu Mari - Outstanding Indigenous Australians' edited by Di Brown, Beverley O'Keefe, Stan Bailey and Bruce Allen Knight

'Indigenous Australia – Standing Strong' by Penny Tweedie

Livewire Real Lives: 'Pemulwuy', 'Yothu Yindi', 'Mum Shirl', 'Oodgeroo Noonuccal' and 'Albert Namatjira'

'Aussie Stars' series by Grant McCallum

'Indigenous Sporting Greats' and 'Fighting for Rights' by Trish Albert – First Australians: Plenty Stories series (Rigby)

See Civics Issues series – 'Indigenous Australians' by Terry Hastings (Macmillan)

'Mandawuy Yunupingu'

Aboriginal Studies – upper (RIC)

Young Achievers series 'Cathy Freeman' by Beth Dolan

Dhirrabuu Mari Outstanding Indigenous Australians D. Brown, B O'Keefe, S Bailey, B Knight. This is a publication by Catholic Schools in NSW using higher order thinking skills, i.e. Gardner's Multiple Intelligences and Blooms, to explore some outstanding Indigenous Australians from many fields.

Aboriginal Voices : activities and resources for English DECS. This book which was sent to all schools has a section on Lifestories. There are useful excerpts from some books with background information, teachers notes and units of work with student activities.

Koori Mail - fortnightly national newspaper available at all newsagents or by subscription

Deadly Vibe -monthly magazine available by subscription. Until last year all schools with Indigenous students were sent free copies so there should be copies in your library.

Aussie Stars Series by Grant McCallum

The life stories of Christine Anu, Ernie Dingo, Cathy Freeman, Mandaway Yunupingu, Troy Cassar- Daley, Anthony Mundene, Michael O'Loughlin and Nova Perris with a teacher's guide.

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Lowitja Lowitja O'Donoghue -the story of one of Australia's most prominent members of the Stolen Generation and provides a snapshot of the vibrant woman behind the public persona and her work as an ambassador and advocate for her people.

Pilawuk Janeen Brian, an oral history record of the life of Pilawuk, born in Luttagia country Darwin in 1955, but growing up in Kaurna country in Adelaide and tracing her birth family when she was 16. Comes in a big book.

As I grew older & Tucker Ian Abdullah, these autobiographical works are about Ian's life experiences growing up in the Riverland. He wanted to record what life was like in his community. His paintings give reality to the book.

Livewire Australia Series Cambridge University Press

- Livewire Australian History- Albert Namatjera, Mum Shirl, Pemulwuy
- Livewire Real Lives Sport- Cathy Freeman
- Livewire Australian Celebrities- Christine Anu, Yothu Yindi,

Indigenous Australia Standing Strong Penny Tweedie - This book celebrates the lives, enterprise, achievements and culture of sixty contemporary Indigenous Australians. They represent all states and territories, and include sports people, artists, academics and many conventional occupations.

Ngarrindjeri People and the Environment DETE SA -life stories of Ngarrindjeri people living and working in South Australian communities today

Aboriginal Artists of South Australia DETE SA - This is a collection of interviews and artwork from areas all over South Australia. It is an excellent resource for art and also for developing the understanding of the diversity of Aboriginal communities and their art. Some of the stories are in Aboriginal English and some are in Pitjantjatjara and Yankunytjatjara.

- **Video/Film**
- Screen Australia, <http://www.screenaustralia.gov.au/>
- Enhance TV, <http://www.enhancetv.com.au/>
 - Some examples:
 - Saltwater Soul Christine Anu
 - Yothu Yindi
 - Mabo- Life of an Island Man
 - One Red Blood the story of David Gulpilil

Aboriginal and Torres Strait Islander histories and cultures included across the Learning Areas in the Australian Curriculum?

AUSTRALIAN CURRICULUM HISTORY

Foundation Year - content

Stories of the past - Dreaming stories - Kinship groups - Structures and roles - Celebrations - Communication

Foundation Year teaching resources

Indijreaders.com.au

- Indij Readers – Little Fullas, Series 1 – Me and my mum by Anita Heiss
- Indij Readers – Little Fullas, Series 2 – All about Jada by Anthony Mundine
- Indij Readers – Little Fullas, Series 3 – Our Aunty Shirley by Chasity Prior, Kelli McIntosh, Phillip Murray and Sharon Hughes

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- Indij Readers – Little Fullas, Series 2 – All about Jada by Anthony Mundine
- Indij Readers – Little Fullas, Series 1 – In Redfern by Anjelica Gordon, Lyall Munro and Jessica Robinson
- Indij Readers – Little Fullas, Series 2 – Nan and Dad and Me at the Zoo by Dylan Russell

My mob going to the beach by Sylvia Emmerton

Waterlillies by Diane Lucas

Aboriginal perspectives in the WA curriculum,

<http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/portal/> (Lesson Plans)

- Families 1: my family
- Families 2: differences between Aboriginal and non-Aboriginal families
- Families 3: making a book about my family

This unit of four lessons explores Aboriginal peoples' meaning of Country and the responsibility to care for it.

- Lesson 1: connectedness to Country
- Lesson 2: maintaining links with Country
- Lesson 3: Welcome to Country ceremony
- Lesson 4: involvement in Welcome to Country and Acknowledgement of Country ceremonies

Nyuntu Ninti Children's book by Bob Randall.

My Place by Nadia Wheatley, illustrated by Donna Rawlins. Moving backwards in decades from 1989, the book shows how a particular neighbourhood in Sydney has changed from a modern urban street to the first white settlement and earlier to the time when the Aborigines lived there. The story is told through the eyes of the various children who lived there.

Pilawuk –When I was young, written by Pilawuk

You and Me: Our Place by Leonie Norrington

Nana's gift written by Margaret Brusnahan ; illustrated by Robert Roennfeldt. Adam and Ben live with their large family on an Aboriginal reserve on the shores of Lake Alexandrina, and their dream of owning a dog comes true when their Nana gives each of them a very small dog. When the dogs fail to grow, their joy is mingled with disappointment

My Home in Kakadu by Jane Christophersen. Through the eyes of her granddaughter, Tarrah, respected Elder, Jane Christophersen reveals the beauty of life in Kakadu and the significance of the changing seasons to those who live there.

Growing up in Kakadu, Australia written by Stan Breeden

Growing up in Uluru, Australia, written by Stan Breeden

Tracker Tjuringji by Bob Randall

The Dreaming, Six Series Collection, Teacher's Guide and 6 DVD set produced by Aboriginal Nations Pty Limited. The following Dreaming Stories are suitable for Early Childhood:

- Thukeri
- Mar the Cockatoo
- The Black Snake
- The Butterfly
- How Brolga became a bird
- The Rainbow Serpent

Aboriginal Dreaming stories, compiled by Pamela Lofts, Scholastic:

- The Bat and the Crocodile
- Dunbi the Owl

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- The Echidna and the Shade tree
- How the Kangaroos got their tails
- How the birds got their colour
- The Kangaroo and the Purpoise
- Warnayarra the Rainbow Snake
- When the snake bites the sun.

Teaching ideas.

- Compare similarities and differences among the families in the class.
- Discuss importance of extended family to Indigenous people – the challenge of keeping in contact with family living in the city and the country
- Gather images of Aboriginal and Torres Strait Islander people of varying ages from all areas of Australia.
- The pictures should show Aboriginal people involved in many different occupations and with a range of interests so that the children can begin to develop an awareness of the diversity of Aboriginal people
- Compare pictures of a range of different family groups – Indigenous and non-Indigenous
- The Importance of 'family' common across cultures
- Respect for Elders, especially in Asian and Indigenous cultures
- Uncles and aunties performed the same role as parents, they are the teachers and disciplinarians.
- Bush games and Knucklebones by Doris Katinyeri
- Discuss why community commemorations such as National Reconciliation Week and NAIDOC week are important. How are these events celebrated?

Year 1 - content

Kinship system - Seasonal calendars - Oral Histories - Family life – past and present

Year 1, Teaching Resources

My Place by Nadia Wheatley, illustrated by Donna Rawlins. Moving backwards in decades from 1989, the book shows how a particular neighbourhood in Sydney has changed from a modern urban street to the first white settlement and earlier to the time when the Aborigines lived there. The story is told through the eyes of the various children who lived there.

Families by Sharon Galleguillos and Perri-Ann Kelly

Ourselves and Others, years R – 3 Aboriginal Studies R – 12, Education Department of South Australia.

The Pitjantjatjara People – Lifestyle and Family Relationships, years 5 - 7 Aboriginal Studies R – 12, Education Department of South Australia.

Tom Tom, Author: Sullivan Rosemary

As I grew older & Tucker by Ian Abdullah, These autobiographical works are about Ian's life experiences growing up in the Riverland. He wanted to record what life was like in his community. His paintings give reality to the book.

Aboriginal perspectives in the WA curriculum,

<http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/portal/> (Lesson Plans)

- Families 1: my family
- Families 2: differences between Aboriginal and non-Aboriginal families
- Families 3: making a book about my family

Walking with Seasons in Kakadu, by Diane Lucas

Waterlillies by Diane Lucas

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From ochres to eel traps: Aboriginal science and technology resource guide for teachers. By Helen Halling, Canberra : Science Educators Association*ACT., page 38

Indigenous Weather Knowledge, Australian Bureau of Meteorology. (2002), <http://www.bom.gov.au/iwk/>

The Lost Seasons, <http://www.abc.net.au/science/features/indigenous/>

Celebrating NAIDOC, [http://www.naidoc.org.au/Celebrating Reconciliation Week](http://www.naidoc.org.au/Celebrating%20Reconciliation%20Week) –
<https://www.reconciliation.org.au/> and <http://www.reconciliationsa.org.au/>

Tracker Tjugingji by Bob Randall

Big Rain Coming, by Katrina Germein

Any Indigenous student or student with an Indigenous Australian heritage would bring an Indigenous perspective to this topic.

Bush Toys – Aboriginal children at Play by Claudia Haagen

Fibrecraft by Alex Barlow

Play some traditional Aboriginal games, <http://www.creativespirits.info/aboriginalculture/sport/traditional-aboriginal-games-activities>

Year 2, content

Local language group, Cultures, then and now

Year 2, Teaching resources

Profile significant Indigenous leaders in the community

Are there any natural landmarks or man-made sties which have cultural significance to Aboriginal and Torres Strain Islander peoples?

Aboriginal Artists in South Australia, Department of Education, Training and Employment, Adelaide, 1998. Includes interviews and photographs with South Australian artists.

History in portraits: biographies of nineteenth century South Australian Aboriginal people. Jane Simpson and Luise Hercus (eds) Included is a chapter by historian Tom Gara 'The life and times of Mulla wirraburka ('King John') and a chapter 'Harry and Sally' by Rob Amery on the earliest Kurna word list 1826. (teacher reference)

Warraparinga Information Kit: Kurna ceremonial meeting place, European early settlement site: A conciliation project, City of Marion. Telephone 8357 5900 for more information or bookings.

Livewire Real Lives: includes Yothu Yindi, Christine Anu, Mum Shirl, Albert Namatjira, Oodgeroo Noonuccal, Pemulwuy.

Lowitja by Lowitja O'Donoghue

Standing Strong by Penny Tweedie

Dhirrabuu Mari – Outstanding Indigenous Australians, edited by Di Brown, Beverley O'Keefe, Stan Bailey and Bruce Allen Knight

Aussie Stars Series 1 and 2, Available from Five Senses Education Seven Hills at <http://www.fivesenseseducation.com.au/our-stores> or phone 02 9838 9265

Indigenous Artists, Indigenous Entertainers, Indigenous Leaders, Indigenous Sportspeople, series of books published by MacMillan

Aboriginal Voices compiled by Liz Thompson (teacher reference)

Black Diamonds, The Aboriginal and Islander Sports Hall of Fame, Colin and Paul Tatz (teacher reference)

www.racismnoway.com.au fact sheets on individual Indigenous people.

Australian Biography includes Faith Bandler, Neville Bonner, Lowitja O'Donoghue and Charlie Perkins. Each biography comes complete with a study guide, www.australianbiography.gov.au

Lore of the Land, in the Indigenous Cultures section there are life stories of a number of Indigenous musicians including Archie Roach and Neil Murray, lorefortheland.com.au

List of Indigenous sports people includes athletes from basketball, boxing, cricket, Football, rugby league, motorsport, soccer, weightlifting and tennis,
http://en.wikipedia.org/wiki/List_of_Indigenous_Australian_sportspeople

Moorditj: there is an extensive list of artists on the CD

National Archives of Australia, fact sheets about Indigenous people and events, naa.gov.au

David Uniapon, adb.anu.edu.au/biography/unaipon-david-8898

Wetlands or significant parks in your local area, for example, Warriparinga Wet Lands,
<http://www.marion.sa.gov.au/warriparinga-wetlands>

Aboriginal cultural centres in your local district, for example Living Kurna Cultural Centre, European and Indigenous heritage, looking at words used for creek, river, water, and River Red Gums,
<http://www.marion.sa.gov.au/page.aspx?u=513>

Dreaming trails in your local district, for example Kurna Trail around Torrens Lake and Adelaide City and The Kai Kai Nature Trail, Riverland, details can be found in the Aboriginal Studies R – 12 'The Kai Kai Nature Trail' a resource guide for Aboriginal Studies.

Tourist guides often include a section on Indigenous people of the region

Most Botanical Gardens now have an Indigenous area for example Adelaide Botanic Gardens Indigenous trail

There are a large variety of resource books that focus on a particular group of Aboriginal people, for example:

- Ngadjuri, Aboriginal People of the Mid North Region of South Australia, SASOE Council Inc, 2005.
- Ngarrindjeri People and Environment, Past, present and future, Department of Education Training and Employment, 2001
- The Ngarrindjeri People, Aboriginal People of the River Murray, Lakes and Coorong, Aboriginal Studies R – 12, Education Department of SA, 1990
- The Adnyamathanha People, Aboriginal Peoples of the Flinders Ranges, Aboriginal Studies R – 12, Education Department of SA, 1992

Bushgames and Knucklebones by Doris Katinyeri

Bush Toys – Aboriginal children at play, Claudia Haagen (teachers resource)

Play some traditional Aboriginal games, <http://www.creativespirits.info/aboriginalculture/sport/traditional-aboriginal-games-activities>

Year 3, content

Local language group - Cultures, then and now - Significant sites - Celebrations - Signs/symbols of commemoration

Year 3 Teaching resources.

Where possible focus on the local indigenous people of the area

55,000 years and counting, celebrating our shared history, South Australian Education Pack

Aboriginal perspectives in the WA curriculum,

<http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/portal/> (lesson Plans)

- Living with country 1 – Ways of viewing Country
- Living with country 2 – Origins of Country
- Living with country 3 – Belonging to Country
- Living with country 4 – surviving in Country – the hunting strategy
- Living with country 5 – Surviving in Country – hunting skills and rituals
- Living with country 6 – Surviving in Country – physical and spiritual aspects
- Living with country 7 – Healing secrets of Country
- Living with country 8 – Individual research project

Look at local council web sites and pamphlets

- There are a large variety of resource books that focus on a particular group of Aboriginal people, for example:
- Ngadjuri, Aboriginal People of the Mid North Region of South Australia, SASOSE Council Inc, 2005.
- Ngarrindjeri People and Environment, Past, present and future, Department of Education Training and Employment, 2001
- The Ngarrindjeri People, Aboriginal People of the River Murray, Lakes and Coorong, Aboriginal Studies R – 12, Education Department of SA, 1990
- The Adnyamathanha People, Aboriginal Peoples of the Flinders Ranges, Aboriginal Studies R – 12, Education Department of SA, 1992
- Survival in our own land, compiled by Christobel Mattingley (South Australian teacher's resource)

Map of Aboriginal Australia, refer to Slide 2 for details

Indigenous Australian Contact History Timelines:

- <http://www.creativespirits.info/aboriginalculture/history/australian-aboriginal-history-timeline>
- <http://www.teachingheritage.nsw.edu.au/section03/timeindig.php>
- <http://australianmuseum.net.au/indigenous-australia-timeline-1901-to-1969>
- <http://aushistorytimeline.com/>

Missions and Reserves:

- NSW - <http://aiatsis.gov.au/research/finding-your-family/research-resources-family-history/mission-and-reserve-records>
- Queensland - <http://www.slq.qld.gov.au/resources/atsi/community-history/missions>
- Victoria - <http://yarrahealing.catholic.edu.au/teaching-learning/index.cfm?loadref=119>
- <http://lryb.aiatsis.gov.au/resistance/missions.html>
- South Australia - <http://www.southaustralianhistory.com.au/hermannsburg.htm>
- Koonibba, The Mission and the Nunga People, CV Eckermann Published March 2010, can be purchased from Elizabeth Buck, 08 72202634, email eabuck@adam.com.au
- I'd rather dig potatoes : Clamor Schurmann and the Aborigines of South Australia, 1838-1853 by Edwin A. Schurmann, the story of the early days of Adelaide, including the first school for Kurna children as well as developing the Indigenous school at Port Lincoln.

Macquarie Atlas of Indigenous Australia

Aboriginal perspectives in the WA curriculum,

<http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/portal/> (lesson Plans) (teacher's reference):

- Exploring the topic ANZACS 1: Introduction
- Exploring the topic ANZACS 2: In Flanders Field
- Exploring the topic ANZACS 3: Black Anzac
- Exploring the topic ANZACS 4: The Coloured Digger
- Exploring the topic ANZACS 5: Black Anzac and The Coloured Digger
- Exploring the topic ANZACS 6: researching Aboriginal servicemen

Education Pack, Forgotten heroes: Honouring the Service and Sacrifice of Aboriginal and Torres Strait Islander Peoples available at <http://www.reconciliationsa.org.au/assets/media/Forgotten%20Heroes.pdf>

Ngarrindjeri Anzacs, Doreen Kartinyeri, Aboriginal Family History Project

Teachers Reference books

Fighters from the Fringe: Aborigines and Torres Strait Islanders recall the Second World War by Robert A Hall. (teacher's reference)

Aboriginal ex-servicemen of Central Australia, G Bray, Kenny Laughton, P Forster (teacher's reference)

Aboriginal people and Torres Strait Islanders in the armed forces, C Hambour, self-published (teacher's reference)

Aborigines in the defence of Australia, Australian National University Press (teacher's reference)

Forgotten heroes: Aborigines at war from the Somme to Vietnam, A Jackamos and D Fowell, Victoria Press, Melbourne 1993 (teacher's reference)

Spirit of Anzac: a Torres Strait Perspective, Vanessa Crowdey, Ed Dept. Queensland (teacher's reference)

Torres Strait at War, available from Thursday Island High School Resource Centre, Thursday Island. (teacher's reference)

Torres Strait Force - Reg A Ball, Australian Military History Publications (teacher's reference)

Torres Strait Islander women and the Pacific War, Elizabeth Osborne, available from Thursday Island High School Resource Centre, Thursday Island (teacher's reference)

Touched by fire: The Australian experience in Vietnam, Kenny Laughton, Veterans of the Vietnam War Inc. Walking together no 27, December 1999, Council for Aboriginal Reconciliation (information about 2nd world war Indigenous war veterans) (teacher's reference)

Too dark for the light horse: Aboriginal and Torres Strait Islander people in the defence forces, available from the History Teachers Association of South Australia and the Australian War Memorial. A "Memorial Box" from the Australian War Memorial exploring the contribution made by Indigenous Australians during the First and Second World Wars. It traces the evolving attitudes towards Aboriginal and Torres Strait Islander servicemen and women, from official discouragement at first to gradual acceptance in more recent times. It also looks at the equal, and at times specialised, role played by indigenous people in today's armed services. Too dark for the Light Horse also considers the impact of Australia's conflicts on the wider Aboriginal and Torres Strait Islander communities. As part of this theme, it explores the issue of people making sacrifices on behalf of a country in which they felt marginalised.

Sorry Day, (Journey of Healing Day in South Australia), find education resources, Australian Schools National Sorry Day at <http://www.nsd.org.au/> (teacher's reference)

The Stolen Generation, South Australian Education Pack

The Apology, 12th February, 2008, <http://www.australia.gov.au/about-australia/our-country/our-people/apology-to-australias-indigenous-peoples>

Down the Hole, by Edna Tantjingu Williams and Eileen Wani Wingfield, the illustrator is Kunyi June-Anne McInerney.

Bushgames and Knucklebones by Doris Kartinyeri

Celebrating Survival Day - The First Australians: Plenty Stories Middle Primary, is a collaboration between the National Museum of Australia and Pearson Australia to provide primary classrooms with a comprehensive resource to successfully implement Australian Indigenous studies. This resource has been developed to enable teachers to approach the teaching of Indigenous culture and issues with confidence

Aboriginal and Torres Strait Islander flag websites:

- <http://australianmuseum.net.au/indigenous-australia-flags>
- <http://www.creativespirits.info/aboriginalculture/politics/aboriginal-torres-strait-islander-flags>

Examine the symbolism of flags, e.g. the Australian, Aboriginal and Torres Strait Islander flags and recognise special occasions when they are flown. For example, all three flags are flown during NAIDOC week, National Reconciliation Week, Sorry Day and Mabo Day.

Why are these days/weeks celebrated? It's all about remembrance

How are these special times celebrated? Marches, festivals, stalls, BBQs, picnics, concerts, posters, church services, competitions.

Celebrating NAIDOC, <http://www.naidoc.org.au/>

Celebrating Reconciliation Week – <https://www.reconciliation.org.au/> and <http://www.reconciliationsa.org.au/>

The 1967 Referendum, South Australian Education Pack

Look for signs and symbols of commemoration of Aboriginal and Torres Strait Islander presence in the local community, check plaques, street signs, monuments, renaming of significant parks, sites, roads, rivers

Refer to City Council websites, e.g. Adelaide, Onkaparinga

Outline of Kangaroo, a significant traditional Kurna symbol

Kurna shield, a significant traditional Kurna symbol

\$50 note, with images of Ngarrindjeri man, David Unaipon, and the Raukkan Church

Reconciliation SA's hand symbol

Journey of Healing's 'Walking Together', strong Reconciliation symbol.

Celebrating by Sue Briggs and Bev Harvey

Contemporary Indigenous celebrations – pairs of children could select from: NAIDOC Week; Stompin' Ground; Yeperenye Dreaming; Barunga Festival; Laura Festival; NARLA Knock Out; Survival, Sydney Dreaming Festival and CROC Eisteddfod – and share findings with the class.

Year 4, content

Diversity and longevity of First Peoples - Traditional life - Ancient Australia and what it reveals - Early contact history - Frontier conflict events - Relationship with the land

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Year 4 Teaching Resources

Aboriginal and Torres Strait Islander flag websites:

<http://australianmuseum.net.au/indigenous-australia-flags>

<http://www.creativespirits.info/aboriginalculture/politics/aboriginal-torres-strait-islander-flags>

Access Aboriginal Australia and Indigenous Language maps

The Aboriginal Language map is available online through <http://www.abc.net.au/indigenous/map/>. It can be purchased through Aboriginal Studies Press at <http://aiatsis.gov.au/aboriginal-studies-press/aboriginal-australia-map>.

Compare and contrast two or more different Aboriginal nations, for example the Ngarrindjeri and the Pitjantjatjara nations.

Investigate pre-contact ways of life of the Aboriginal people and/or Torres Strait Islanders; their knowledge of their environment including land management practices; their sense of the interconnectedness of Country/Place, People, Culture and Identity; and some of their principles (such as caring for country, caring for each other and respecting all things).

Select three different locations, e.g. tropical (Yolgnu/Torres Strait Islander), desert (Arrente/Anangu) and river (Narrindjeri) and highlight the diversity of resources, technology, art/craft, clothing, story

Research the trade routes which were all the way from South Australia to Arnhem Land.

Seeking permission to enter the Country of another group was a sign of respect NOT shown by European arrivals. Investigate 'Welcome to country'.

Compare and contrast an Aboriginal nation with a Torres Strait Islander community.

Aboriginal perspectives in the WA curriculum,

<http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/portal/> (Lesson Plans)

- Living with country 1 – Ways of viewing Country
- Living with country 2 – Origins of Country
- Living with country 3 – Belonging to Country
- Living with country 4 – surviving in Country – the hunting strategy
- Living with country 5 – Surviving in Country – hunting skills and rituals
- Living with country 6 – Surviving in Country – physical and spiritual aspects
- Living with country 7 – Healing secrets of Country
- Living with country 8 – Individual research project

Use books specific to an Aboriginal nation, for example:

- Ngadjuri, Aboriginal People of the Mid North Region of South Australia, SASOSE Council Inc, 2005.
- Ngarrindjeri People and Environment, Past, present and future, Department of Education Training and Employment, 2001
- The Ngarrindjeri People, Aboriginal People of the River Murray, Lakes and Coorong, Aboriginal Studies R – 12, Education Department of SA, 1990
- The Adnyamathanha People, Aboriginal Peoples of the Flinders Ranges, Aboriginal Studies R – 12, Education Department of SA, 1992
- Survival in our own land, compiled by Christobel Mattingley

Kanyini, film by Melanie Hogan | Australia 2006 | 53 min. Kanyini is a captivating story told by Bob Randall, an Aboriginal man from Uluru (Ayers Rock) in Central Australia. Kanyini follows the typical story-telling pattern of Aboriginal people. We see Bob sitting in an armchair telling us about his life. These images are blended with contemporary and historical material showing Aboriginal life around the Aboriginal settlement at Mutitjula (from the name of the permanent water source at Uluru). Bob takes us on a journey to not only discover Aboriginal culture, but also to discover the shocking pain white culture has imposed on his life and the life of

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all other Aboriginal people. Bob's soft voice and his matter-of-fact story-telling style are a stark contrast to what he is telling us. How he has suffered the loss of his "Kanyini", his belief-system, spirituality, his land and his family. You want to see this movie again. And you'll walk away with a confused feeling of pain, guilt, admiration and inspiration for action. I recommend you to get the DVD and show it to as many people as you can.

The Dreaming Wheel adapted from 'An Introduction to Aboriginal Societies' by W H Edwards (1988, p13).

Teaching the Dreaming

Moorditj; Provides teaching resources for primary and secondary on Indigenous artists,
<http://www.clt.uwa.edu.au/moorditj/resources>

http://www.abc.net.au/indigenous/arts_events/default.htm. Moorditj explores 300 artworks from 110 Aboriginal and Torres Strait Islander artists, including Sally Morgan, Yothu Yindi, Neville T Bonner and the Bangarra Dance Theatre.

Lake Mungo. Our story, authors are Johnno Mitchell, Leanne Taylor, Naomi Carr, Raeleen Berriman, Ron Jackson, Roslyn Thorpe and Vanessa Dyke. Indij readers, 3rd series.

The Dreaming, a six series collection on DVD and the Teachers guide for The Dreaming, available through <http://www.thedreamingstories.com.au/> phone 02 83588610.

Dust Echoes, <http://www.abc.net.au/dustechoes/>

Aboriginal Dreaming stories, birds and the local environment; A strategy for early and primary years R-5 by Trefor Barnes, <http://www.readbag.com/aboriginaleducation-sa-au-files-links-dreaming-stories-and-bird>

ABORIGINAL DREAMING STORIES: some websites

Stories of the Dreaming:

- <http://www.australia.gov.au/about-australia/australian-story/dreaming>
- Ngurunderi - <http://www.samuseum.sa.gov.au/gallery/ngurunderi/ngintro.htm>
- <http://www.aboriginalstories.org.au/>
- Arrernte - <http://www.aboriginalart.com.au/culture/>
- Bunyips - <http://www.gadimirrabooka.com/story-5.php>
- Emu Dreaming - <http://www.emudreaming.com/>
- Dreaming Stories, Astronomy - http://csem.flinders.edu.au/thegoodstuff/IndigiSTEM/docs/astronomy/The_Sun_and_Moon_Aborigin_1.pdf
- Twelve Canoes - <http://www.12canoes.com.au/>

Aboriginal Voices, activities and resources for English; Perspectives of Aboriginal peoples and Torres Strait Islander peoples. Department of Education training and Employment.

Investigate contact with Aboriginal and Torres Strait Islander peoples before 1788 (for example the repulsion of the Dutch at Cape Keerweer in 1606 and the trade between the Macassans and the Yolngu people)

Macassan contacts - <https://suite.io/woorama/94277>;
<http://www.abc.net.au/local/stories/2009/07/21/2632428.htm>;
http://www.nma.gov.au/online_features/cook_forster/resources/for_teachers

In South Australia, the Migration Museum has an Indigenous programme, including, the Aboriginal history in South Australia since 1800 role play.

The Rabbits, written by John Marsden, is partly allegorical fable about colonisation, told from the viewpoint of the colonised. An unseen narrator describes the coming of 'rabbits' in the most minimal detail, an encounter that is at first friendly and curious, but later darkens as it becomes apparent that the visitors are actually

invaders. The style of the book is deliberately sparse and strange, with both text and image conveying an overall sense of bewilderment and anxiety as native numbat-like creature's witness environmental devastation under the wheels of a strange new culture.

Saltwater People, Larrakia Stories from around Darwin, published by the Larrakia Nation Aboriginal Corporation

Aboriginal Darwin, A guide to exploring important sites of the past and present, Toni Bauman

Making Connections, A journey along Central Australian Aboriginal trading routes, general editors, Val Donovan and Colleen Wall

Macquarie Atlas of Indigenous Australia

First contact varied in terms of aggression, understanding and cooperation, depending on approaches used and the nature of the Indigenous peoples.

Compare the European concept of land ownership with the Aboriginal and Torres Strait Islander peoples' relationship with the land and sea, and how this affected relations between them

Seeking permission to enter the Country of another group was a sign of respect NOT shown by European arrivals.

Great Warriors – Indigenous resistance fighters:

- Pemulwuy; <http://adb.anu.edu.au/biography/pemulwuy-13147>
- Pemulwuy, Australian History, Livewire, real lives.
- Yagan; <http://adb.anu.edu.au/biography/yagan-2826>
- Truganini; <http://adb.anu.edu.au/biography/trugernanner-truganini-4752>

Aboriginal people who cooperated with Europeans, including Bennelong.

The Impact of Colonisation on Indigenous groups by Ian Rohr (Mac Australia reader)

Papunya School Book of Country and History produced by staff and students of Papunya School, 2001 (24 page study unit can be downloaded from

When I was Little Like you by Mary Malbunka

Maralinga, the Anangu Story by the Yalata and Oak Valley Communities with Christobel Mattingley

The Shack that Dad Built by Elaine Russell

My Girragundji by Meme McDonald and Boori Monty Pryor

'My Community is La Perouse', 'How I go to School' and 'Families' by Sharon Galleguillos and Perri-Ann Kelly (published by Scholastic)

My Place by Nadia Wheatley and Donna Rawlins

Side by Side by Alan Tucker

Survival in our own land, edited by Christabel Mattingley

The coming of the light, Video Known as the 'Coming of the Light', it was the arrival of British missionaries spreading Christianity which profoundly changed island life. These days the occasion is celebrated each year by religious festivities throughout the islands and among Torres Strait Islander communities on mainland Australia.

A research topic could be the impact of Diseases on Aboriginal people in Australia. For example, disease reached Kurna peoples in 1789 and it is guesstimated that about 50% of the population had died before the

arrival of the Buffalo in 1836. By 1857, the Kurna people had virtually disappeared as an Aboriginal nation on the Adelaide Plains due to disease, dispossession and displacement to Poonindie, Point McLeay and Point Pearce etc.

Songlines also became a pathway for the spread of disease.

Trade routes also became a pathway for the spread of disease.

Positive or negative effects of the interaction between Europeans and Aboriginal and Torres Strait Islander people

- Loss of life
- Loss of Lands
- Clearing of land, destruction of habitat, loss of food sources
- Loss of culture, language, spirituality
- Desecration of sacred sites
- Loss of family, connectedness
- Forced onto a foreign diet
- Forced in lowly paid jobs – labourers, station hands, servants

Examine landscape paintings and accounts of flora and fauna (by observers such as Watkin Tench and David Collins) to determine the impact of early British colonization on the environment.

Year 5, content

Contributions to the development of a colony - Impact of colonisation, including massacres

Year 5 Teaching Resources

Research primary and secondary sources to locate stories, diaries, photographs, artefacts, written documents, online information, and extracts from journals that give insights into early interaction between Indigenous and non-Indigenous people.

View the paintings in the visions of Adelaide kit and describe what these paintings tell you about Adelaide at around the time of settlement, accessed through

http://www.artgallery.sa.gov.au/agsa/home/Learning/docs/Online_Resources/ED05VisionsOfAdelaide.pdf

Visit the Aboriginal cultural galleries at your local museum.

Find images on data bases, for example the South Australiana data base, <http://www.slsa.sa.gov.au/site/page.cfm?u=377>

Discuss what happened when European settlements were established at various sites around Australia e.g. Sydney. Investigate the Indigenous perspective on the events that occurred at those places. How would you have felt if you were an Indigenous person?

What impact did European settlement have on the local people from your area? How would you have felt if you were an Indigenous person?

Indigenous Australian Contact History Timelines:

- <http://www.creativespirits.info/aboriginalculture/history/australian-aboriginal-history-timeline>
- <http://www.teachingheritage.nsw.edu.au/section03/timeindig.php>
- <http://australianmuseum.net.au/indigenous-australia-timeline-1901-to-1969>
- <http://aushistorytimeline.com/>

South Australian Letters Patent: 'Provided Always that nothing in those our Letters Patent contained shall affect or be construed to affect the rights of any Aboriginal Natives of the said Province to the actual occupation or enjoyment in their own Persons or in the Persons of their Descendants of any Lands therein now actually occupied or enjoyed by such Natives', <http://foundingdocs.gov.au/item-did-2.html>

European Discovery and Colonisation of Australia:

Australian History; <http://www.australia.gov.au/about-australia/australian-story/european-discovery-and-colonisation>

Founding documents; <http://www.foundingdocs.gov.au/area-aid-6.html>

Use resources from your local area, examples include:

- The Kurna People, Aboriginal People of the Adelaide Plains (Aboriginal Studies 8 – 12), Published by DETE.
- The Kurna People – Aboriginal People of the Adelaide Plains, a video/DVD narrated by Kevin O'Loughlin
- The Ngarrindjeri People (Aboriginal Studies 8 – 12), Published by DETE
- Ngarrindjeri People and Environment – Past, Present and Future, published by DETE
- The Adnyamathanha People (Aboriginal Studies 8 – 12), Published by DETE
- Ngadjuri - Aboriginal People of the Mid North Region of South Australia, published by the SASOSE Council

The First Australians by Wendy Graham (We are Australian series)

Aboriginal Australia by Robyn Hodge (Australia Focus series)

Too many Captain Cooks by Alan Tucker

Side by Side by Alan Tucker

Homelands and Frontiers by Alan Tucker

Saltwater People, Larrakia Stories from around Darwin, published by the Larrakia Nation Aboriginal Corporation

Aboriginal Darwin, A guide to exploring important sites of the past and present, Toni Bauman

Making Connections, A journey along Central Australian Aboriginal trading routes, general editors, Val Donovan and Colleen Wall

Research the relationship between Indigenous Australians and convicts.

Art Galleries, look at art work depicting the relationship between Aboriginal Australians and the settlement of Australia or in particular your area.

Missions and Reserves:

- NSW - <http://aiatsis.gov.au/research/finding-your-family/research-resources-family-history/mission-and-reserve-records>
- Queensland - <http://www.slq.qld.gov.au/resources/atsi/community-history/missions>
- Victoria - <http://yarrahealing.catholic.edu.au/teaching-learning/index.cfm?loadref=119>
- <http://lryb.aiatsis.gov.au/resistance/missions.html>
- South Australia - <http://www.southaustralianhistory.com.au/hermannsburg.htm>
- Koonibba, The Mission and the Nunga People, CV Eckermann Published March 2010, can be purchased from Elizabeth Buck, 08 72202634, email eabuck@adam.com.au
- I'd rather dig potatoes: Clamor Schurmann and the Aborigines of South Australia, 1838-1853 by Edwin A. Schurmann, the story of the early days of Adelaide, including the first school for Kurna children as well as developing the Indigenous school at Port Lincoln.

Kanyini movie by Melanie Hogan | Australia 2006 | 53 min. Kanyini is a captivating story told by Bob Randall, an Aboriginal man from Uluru (Ayers Rock) in Central Australia. Kanyini follows the typical story-telling pattern of Aboriginal people. We see Bob sitting in an armchair telling us about his life. These images are blended with contemporary and historical material showing Aboriginal life around the Aboriginal settlement at Mutitjulu (from the name of the permanent water source at Uluru). Bob takes us on a journey to not only discover

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Aboriginal culture, but also to discover the shocking pain white culture has imposed on his life and the life of all other Aboriginal people. Bob's soft voice and his matter-of-fact story-telling style are a stark contrast to what he is telling us. How he has suffered the loss of his "Kanyini", his belief-system, spirituality, his land and his family. You want to see this movie again. And you'll walk away with a confused feeling of pain, guilt, admiration and inspiration for action. I recommend you to get the DVD and show it to as many people as you can.

Rabbit Proof Fence: <http://www.creativespirits.info/resources/books/rabbitproofence.html> Doris Pilkington (Nugi Garimara) University of Queensland Press 136 pages, ISBN 0-7022-3281-5

This book is about one of the dark chapters of Aboriginal Australian history: The "Stolen Generations". The "Aboriginal Protection Act" of 1897 allowed the authorities "to cause every Aboriginal within any district [...] to be removed to, and kept within the limits of, any reserve". In addition, article 31 allowed them to provide "for the care, custody, and education of the children of Aboriginals" and prescribed "the conditions on which any Aboriginal or half-caste children may be apprenticed to, or placed in service with, suitable persons".

This is the political background, the setting which must be comprehended before the story's full tragedy can be understood. Three girls, Molly, Gracie and Daisy, are "half-caste" Aboriginal youngsters living together with their family of the Mardu people at Jigalong, Western Australia.

One day a constable, a "Protector" in the sense of the Act, comes to take the three girls with him. They are placed in the Moore River Native Settlement north of Perth, some 1,600 kilometres away. Most children this was done to never saw their parents again. Thousands are still trying to find them.

This story is different. The three girls manage to escape from the torturing and authoritarian rule of the settlement's head. Guided by the rabbit-proof fence, which, at that time ran from north to south through Western Australia, they walk the long distance back to their family.

Doris Pilkington (whose traditional name is Nugi Garimara) is not a professional writer which you'll notice while you read. But despite occasional stylistic flaws, the book has one advantage over novels: it's authentic. And this makes the story even more remarkable and the reader more and more concerned and shocked about the circumstances of that time. In the end you'll be as happy as the Mardu people when the girls come home, and your understanding of Australian history may have changed.

Massacres:

- Kimberley Warrior – JandamurraMyall Creek Massacre, 10th June, 1838; http://www.myallcreekmassacre.com/Myall_Creek_Massacre/Home.html
- Pinjarra Massacre; <http://www.pinjarramassacresite.com/>
- Frontier contact as opposed to First Contact – see Homelands and Frontiers by Alan Tucker
- Battara resistance (poisoned flour, Eyre Peninsula)

Create 'what if' scenarios by constructing different outcomes for a key event, for example 'What if Peter Lalor had encouraged gold miners to pay rather than resist license fees?'

Saltwater People, Larrakia Stories from around Darwin, published by the Larrakia Nation Aboriginal Corporation

Aboriginal Darwin, A guide to exploring important sites of the past and present, Toni Bauman

Making Connections, A journey along Central Australian Aboriginal trading routes, general editors, Val Donovan and Colleen Wall

David Unaipon, inventor, speaker; <http://adb.anu.edu.au/biography/unaipon-david-8898>

James Unaipon, (father of David): <http://adb.anu.edu.au/biography/unaipon-james-13227>

Role of Aboriginal stock men on stations

Role of Aboriginal trackers in the Outback e.g. Jacky Jacky or Jimmy James

Copyright Christine Reid

Role of Aboriginal domestic servants

Year 6, content

Impact of Government legislation - Fight for recognition and rights - Contribution to development of Australian society

YEAR 6 teaching resources

Analyse the impact of particular legislation on Australian Indigenous people

Select some key dates and explain what happened at time in South Australia's history to the Australian Indigenous people.

Human Rights Education Resource for teachers; <https://www.humanrights.gov.au/human-rights-education-and-training>

Citizenship: Let's talk Recognition, South Australian Education Pack, 2011;
http://www.reconciliationsa.org.au/assets/media/files/Education%20Packs/Citizenship_Lets_Talk_Recognition.pdf

The Little Red Yellow and Black Book: An Introduction to Indigenous Australia, Bruce Pascoe, AIATSIS, Aboriginal Studies Press, October 2008

AIATSIS; <http://aiatsis.gov.au/>

Murrundi Voices, Barbara Salgado and Nellie Rankine (available from Murray Bridge City Council)

Timeline of Legislation affecting Aboriginal Australians: <http://australianmuseum.net.au/indigenous-australia-timeline-1901-to-1969> and
http://api.ning.com/files/ARWw4Em1WfPTDyZysqSnK1Tbv43h85vz2Tc2a80xWdOaAzm2goSOUjbWhrfT5ID0JMHgsi4Aq9iXJxcNGqa*EPi3smmF9uoH/Timeline_of_legislation_af.pdf

Article 12: European Convention on Human Rights

Research the History of Indigenous Education

Research Piltawodli - German Missionary School: <http://adelaide.sa.gov.au/places/piltawodli>

Piltawodli - "place of possums" - sits in the middle of the Adelaide Parklands. Between 1839 and 1845 this area was one of the first in South Australia to see the forced settlement of Indigenous Australians. Two German missionaries took the plunge and decided to settle there as well, intending to school the Indigenous inhabitants in mathematics, geography and religion. The language of the Kurna also fascinated these highly educated missionaries and, thanks to their records, the language has been saved from extinction.

Research Federation and the Australian Aboriginal people

Look at the first Australian perspective on contact with other cultures as depicted through art and film:

Last of the Nomads, Ronan Films 1997

The Last of the Nomads, Bill Peasley

Assimilation; http://www.skwirk.com/p-c_s-56_u-120_t-328_c-1126/what-was-assimilation-/nsw/what-was-assimilation-/changing-rights-and-freedoms-aboriginal-people/stealing-a-generation-assimilation-

Racism:

- Racism; <http://www.racismnoway.com.au/>
- Countering Racism – Using a critical approach in teaching and learning contexts to explore portrayals of Aboriginality, Department of Education, Training and Employment

- Babakiueria (Barbeque area), Don Featherstone, Australia, 1986, 30 minutes - The film Babakiueria shows how Aboriginals are represented in society through taking a sarcastic look at racial stereotypes. It starts with a boat approaching a barbeque area and a group of Aboriginal people taking possession of this area and all "Babakiuerians". It continues to present many Aboriginal issues with the roles swapped: White people are a minority; white kids are taken from their families or white people being moved to another place because the black government needs their home for "something".

The Apology to the Stolen Generations, Reconciliation Australia, May 2008 (Film - 30 minutes)

Us Taken-Away Kids 'Commemorating the 10th anniversary of the Bringing them Home report', Human Rights and Equal Opportunity Commission. Stories told by those taken away.

Voices of Australia, 30 years of the Racial Discrimination Act: 1975 – 2005. A collection of real-life stories about Australians living together. Human Rights and Equal Opportunity Commission.

Why me? 5 stories of removal from family and country. Nunkuwarrin Yunti of South Australia Inc. Why Me? Features five Aboriginal people in four stories, selected at random, showing the human costs of a policy which removed children from their families and country. The film shows the careful work of restoring meaning and connection to dislocated lives. (International Award Winner, Creative Excellence Award 2006)

How did recognition and rights of Aboriginal and Torres Strait Islander peoples improve during the 20th Century?

Charles Perkins and the Freedom Ride of 1965; http://indigenousrights.net.au/civil_rights/freedom_ride,_1965

Referendum of 1967; <http://www.naa.gov.au/collection/fact-sheets/fs150.aspx>

Land Rights e.g. Vincent Lingiari, Eddie Mabo

Tent Embassy

Investigate the history of events that led up to the Reconciliation movement.

Research significant dates, e.g. removal, assimilation, Native Title

Discuss Prime Minister Kevin Rudd's 2008 'Apology' and responsible political decisions which aim to address contemporary Indigenous issues in society.

See Civics Issues series – Indigenous Australians by Terry Hastings (Macmillan)

Famous Indigenous Australians, Use the list below as a research list:

- Bandler, Dr Faith, Campaigner for Indigenous rights, writer;
- Blair, Harold; Singer and Aboriginal activist
- Bennelong, Mediator
- Bonner, Neville; First Indigenous Senator
- Burnum Burnum[Harry Penrith] Advocate, activist
- Dobson, Mick; Advocate, activist, representative, Australian of the Year
- Patrick Dobson; Activist, consultant, representative
- Freeman, Cathy; Olympic athlete
- Mabo, Eddie; Land Rights campaigner
- Mokare; Indigenous guide
- Monks, Rosie Kunoth; Film star, nun, social worker, book illustrator
- Morgan, Sally, Writer
- Namatjira, Albert; Artist
- Nicholls, Sir Doug; First Indigenous State Governor, Footballer
- Noonuccal, Oodgeroo; [Kath Walker] Poet, artist, educator, activist
- O'Shane, Pat; Magistrate, University Chancellor

- Page, Stephen; Dancer, choreographer
- Pearson, Noel; Lawyer, activist
- Pemulwuy; Indigenous resistance fighter
- Perkins, Charles; Activist, sportsman
- Ridgeway, Aden; Senator, television presenter
- Saunders, Captain Reginald; First Indigenous commissioned army officer
- Smith, Shirley; Activist, helper ['Mum Shirl']
- Truganini; Tasmanian Aboriginal spokesperson and leader
- Unaipon, David; Inventor, spokesman
- Yagan; Indigenous resistance fighter
- Yindi, Yothu; Musicians
- Yunupingu, Mandaway; Musician, teacher, activist

Deadly Australians by Rhonda Craven

Livewire Real Lives: 'Yothu Yindi', 'Christine Anu', 'Mum Shirl', Albert Namatjira', 'Oodgeroo Noonuccal', 'Pemulwuy'

From Little Things Big Things Grow, story by Paul Kelly and Kev Carmody.

'Indigenous Artists', 'Indigenous Entertainers', 'Indigenous Leaders', 'Indigenous Sportspeople', published by MacMillan

Investigate the role of specific cultural groups in Australia's economic and social development, e.g. the cattle industry, the Snowy Mountains Scheme, the pearling industry.

Investigate the roles of Indigenous men and women whose work involves providing goods and services for a community, e.g. health care workers, Aboriginal/Indigenous Education Workers, community guides, park rangers ...Consider those working in very remote as well as urban areas.

Why is it important to have people working in these areas?

Indigenous people involved in the Entertainment industry including professional singers, dancers, actors, sportspeople.

Indigenous ANZACS:

- Investigate treatment of Indigenous servicemen after the wars – social justice issues
- South Australian Servicemen; <http://www.samemory.sa.gov.au/site/page.cfm?u=1027>;
- <http://www.australiangeographic.com.au/topics/history-culture/2011/05/indigenous-servicemen-their-contribution/>;
- <http://www.shrine.org.au/Exhibitions/Travelling-Exhibitions/Indigenous-Australians-at-war>

Year 7, content

Ancient Australia and what it reveals, e.g. Lake Mungo, Kimberley art and shell middens

YEAR 7, teaching resources

Lake Mungo. Our story, authors are Johnno Mitchell, Leanne Taylor, Naomi Carr, Raeleen Berriman, Ron Jackson, Roslyn Thorpe and Vanessa Dyke. Indij readers, 3rd series.

Lake Mungo: <http://nma.gov.au/blogs/education/2012/06/01/new-lake-mungo-education-resource/> and <http://www.mungoexplorer.com.au/>

Shell Middens; <http://www.environment.nsw.gov.au/nswcultureheritage/ShellMiddens.htm> and <http://www.aboriginalheritage.tas.gov.au/middens>

Kimberley Bradshaw paintings;
<http://www.bing.com/images/search?q=Kimberley+Bradshaw+paintings&qpv=Kimberley+Bradshaw+paintings&FORM=IGRE> and <http://bradshawfoundation.com/bradshaws/>

YEAR 8 teaching resources

There are no Depth Studies that relate to Indigenous Australians

Year 9, content

Impact of Government legislation - Fight for recognition and rights - History of Reconciliation movement - Impact of free settlers on Aboriginal and Torres Strait Islander people - Effects of contact - Involvement in World War 1

Year 9 teaching resources

Timeline of Legislation affecting Aboriginal Australians: <http://australianmuseum.net.au/indigenous-australia-timeline-1901-to-1969> and http://api.ning.com/files/ARWw4Em1WfPTDYzYsqSnK1Tbv43h85vz2Tc2a80xWdOaAzm2goSOUjbWhrfT5IDOMhgsi4Aq9iXJxcNGqa*EPi3smmF9uoH/Timeline_of_legislation_af.pdf

Article 12: European Convention on Human Rights

Research the History of Indigenous Education

Human Rights Education Resource for teachers; <https://www.humanrights.gov.au/human-rights-education-and-training>

Citizenship: Let's talk Recognition, South Australian Education Pack, 2011;
http://www.reconciliationsa.org.au/assets/media/files/Education%20Packs/Citizenship_Lets_Talk_Recognition.pdf

The Little Red Yellow and Black Book: An Introduction to Indigenous Australia, Bruce Pascoe, AIATSIS, Aboriginal Studies Press, October 2008

AIATSIS; <http://aiatsis.gov.au/>

Research Federation and the Australian Aboriginal people

Look at the first Australian perspective on contact with other cultures as depicted through art and film:

- Last of the Nomads, Ronan Films 1997
- The Last of the Nomads, Bill Peasley

Assimilation; http://www.skwirk.com/p-c_s-56_u-120_t-328_c-1126/what-was-assimilation-/nsw/what-was-assimilation-/changing-rights-and-freedoms-aboriginal-people/stealing-a-generation-assimilation-

Racism:

- Racism; <http://www.racismnoway.com.au/>
- Countering Racism – Using a critical approach in teaching and learning contexts to explore portrayals of Aboriginality, Department of Education, Training and Employment

Use resources specific to your local area or the area you will be studying, for example:

- The Kurna People, Aboriginal People of the Adelaide Plains (Aboriginal Studies 8 – 12), Published by DETE.
- The Kurna People – Aboriginal People of the Adelaide Plains, a video/DVD narrated by Kevin O'Loughlin
- The Ngarrindjeri People (Aboriginal Studies 8 – 12), Published by DETE
- Ngarrindjeri People and Environment – Past, Present and Future, published by DETE
- The Adnyamathanha People (Aboriginal Studies 8 – 12), Published by DETE
- Ngadjuri - Aboriginal People of the Mid North Region of South Australia, published by the SASOSE Council

- First Australians, edited by Rachel Perkins and Marcia Langton (Film and Book)
- The First Australians by Wendy Graham (We are Australian series)
- Macquarie Atlas of Indigenous Australia
- Aboriginal Australia by Robyn Hodge (Australia Focus series)
- Saltwater People, Larrakia Stories from around Darwin, published by the Larrakia Nation Aboriginal Corporation

Aboriginal Darwin, A guide to exploring important sites of the past and present, Toni Bauman

Making Connections, A journey along Central Australian Aboriginal trading routes, general editors, Val Donovan and Colleen Wall

Massacres:

- Myall Creek Massacre, 10th June, 1838;
http://www.myallcreekmassacre.com/Myall_Creek_Massacre/Home.html
- Pinjarra Massacre; <http://www.pinjarramassacresite.com/>
- Frontier contact as opposed to First Contact – see Homelands and Frontiers by Alan Tucker
- Kimberley Warrior – Jandamurra
- Battara resistance (poisoned flour, Eyre Peninsula)
- Blood on the Wattle, Massacres and maltreatment of Aboriginal Australians since 1788, Bruce Elder

Exploring the topic ANZACS; Aboriginal perspectives in the WA curriculum,
<http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/portal/> (Lesson Plans)

- Exploring the topic ANZACS 1: Introduction
- Exploring the topic ANZACS 2: In Flanders Field
- Exploring the topic ANZACS 3: Black Anzac
- Exploring the topic ANZACS 4: The Coloured Digger
- Exploring the topic ANZACS 5: Black Anzac and The Coloured Digger
- Exploring the topic ANZACS 6: researching Aboriginal servicemen

Forgotten heroes: Honouring the Service and Sacrifice of Aboriginal and Torres Strait Islander Peoples;
<http://www.reconciliationsa.org.au/assets/media/Forgotten%20Heroes.pdf>

Ngarrindjeri ANZACS (teacher's reference); <http://samemory.sa.gov.au/site/page.cfm?u=834&c=5308>

Aboriginal ex-servicemen of Central Australia, G Bray, Kenny Laughton, P Forster

Aboriginal people and Torres Strait Islanders in the armed forces, C Hambour, self-published

Aborigines in the defence of Australia, Australian National University Press

Forgotten heroes: Aborigines at war from the Somme to Vietnam, A Jackamos and D Fowell, Victoria Press, Melbourne 1993

Ngarrindjeri Anzacs, Doreen Kartinyeri, Aboriginal Family History Project

Spirit of Anzac: a Torres Strait Perspective, Vanessa Crowdey, Ed Dept. Queensland

Torres Strait at War, available from Thursday Island High School Resource Centre, Thursday Island.

Torres Strait Force - Reg A Ball, Australian Military History Publications

Torres Strait Islander women and the Pacific War, Elizabeth Osborne, available from Thursday Island High School Resource Centre, Thursday Island

Copyright Christine Reid

Too dark for the light horse: Aboriginal and Torres Strait Islander people in the defence forces, available from the History Teachers Association of South Australia and the Australian War Memorial. A "Memorial Box" from the Australian War Memorial exploring the contribution made by Indigenous Australians during the First and Second World Wars. It traces the evolving attitudes towards Aboriginal and Torres Strait Islander servicemen and women, from official discouragement at first to gradual acceptance in more recent times. It also looks at the equal, and at times specialised, role played by indigenous people in today's armed services.

Year 10, content

Racism and prejudice - Fight for rights and freedom (Stolen Generation, Mabo, Reconciliation, The Apology, Charles Perkins and the Freedom Riders) - 1967 Referendum - Declaration on the Rights of Indigenous Peoples (2007) - Aboriginal musicians, performing artists and sports people

Year 10 teaching resources

Many Voices, Reflections on experiences of Indigenous child separation, edited by Doreen Mellor and Anna Haebich, Book with audio CD.

Survival in our own land 'Aboriginal' Experiences in 'South Australia' since 1836, told by Nungas and others, edited and researched by Christobel Mattingley, co-edited by Ken Hampton

Sorry Day, (Journey of Healing Day in South Australia), find education resources, Australian Schools National Sorry Day at <http://www.nsdsc.org.au/> (teacher's reference)

The Stolen Generation, South Australian Education Pack

The Apology, 12th February, 2008, <http://www.australia.gov.au/about-australia/our-country/our-people/apology-to-australias-indigenous-peoples>

The Apology to the Stolen Generations, Reconciliation Australia, May 2008 (Film - 30 minutes)

Down the Hole, by Edna Tantjingu Williams and Eileen Wani Wingfield, the illustrator is Kunyi June-Anne McInerney.

Celebrating Survival Day - The First Australians: Plenty Stories Middle Primary, is a collaboration between the National Museum of Australia and Pearson Australia to provide primary classrooms with a comprehensive resource to successfully implement Australian Indigenous studies. This resource has been developed to enable teachers to approach the teaching of Indigenous culture and issues with confidence

Electoral Milestone/timetable for Indigenous Australians; <http://www.aec.gov.au/indigenous/milestones.htm>

History of the Indigenous vote; <http://www.aec.gov.au/indigenous/history.htm>

Celebrating NAIDOC, <http://www.naidoc.org.au/>

Celebrating Reconciliation Week – <https://www.reconciliation.org.au/> and <http://www.reconciliationsa.org.au/>

Us Taken-Away Kids 'Commemorating the 10th anniversary of the Bringing them Home report', Human Rights and Equal Opportunity Commission. Stories told by those taken away.

Voices of Australia, 30 years of the Racial Discrimination Act: 1975 – 2005. A collection of real-life stories about Australians living together. Human Rights and Equal Opportunity Commission.

Why me? 5 stories of removal from family and country. Nunkuwarrin Yunti of South Australia Inc. Why Me? Features five Aboriginal people in four stories, selected at random, showing the human costs of a policy which removed children from their families and country. The film shows the careful work of restoring meaning and connection to dislocated lives. (International Award Winner, Creative Excellence Award 2006)

Kanyini: movie by Melanie Hogan | Australia 2006 | 53 min. Kanyini is a captivating story told by Bob Randall, an Aboriginal man from Uluru (Ayers Rock) in Central Australia. Kanyini follows the typical story-telling pattern of Aboriginal people. We see Bob sitting in an armchair telling us about his life. These images are blended with contemporary and historical material showing Aboriginal life around the Aboriginal settlement at Mutitjulu (from the name of the permanent water source at Uluru). Bob takes us on a journey to not only discover Aboriginal culture, but also to discover the shocking pain white culture has imposed on his life and the life of all other Aboriginal people. Bob's soft voice and his matter-of-fact story-telling style are a stark contrast to what he is telling us. How he has suffered the loss of his "Kanyini", his belief-system, spirituality, his land and his family. You want to see this movie again. And you'll walk away with a confused feeling of pain, guilt, admiration and inspiration for action. I recommend you to get the DVD and show it to as many people as you can.

The Rabbits, written by John Marsden, is partly allegorical fable about colonisation, told from the viewpoint of the colonised. An unseen narrator describes the coming of 'rabbits' in the most minimal detail, an encounter that is at first friendly and curious, but later darkens as it becomes apparent that the visitors are actually invaders. The style of the book is deliberately sparse and strange, with both text and image conveying an overall sense of bewilderment and anxiety as native numbat-like creature's witness environmental devastation under the wheels of a strange new culture.

Rabbit Proof Fence: Doris Pilkington (Nugi Garimara) University of Queensland Press 136 pages, ISBN 0-7022-3281-5

This book is about one of the dark chapters of Aboriginal Australian history: The "Stolen Generations". The "Aboriginal Protection Act" of 1897 allowed the authorities "to cause every Aboriginal within any district [...] to be removed to, and kept within the limits of, any reserve". In addition, article 31 allowed them to provide "for the care, custody, and education of the children of Aboriginals" and prescribed "the conditions on which any Aboriginal or half-caste children may be apprenticed to, or placed in service with, suitable persons".

This is the political background, the setting which must be comprehended before the story's full tragedy can be understood. Three girls, Molly, Gracie and Daisy, are "half-caste" Aboriginal youngsters living together with their family of the Mardu people at Jigalong, Western Australia.

One day a constable, a "Protector" in the sense of the Act, comes to take the three girls with him. They are placed in the Moore River Native Settlement north of Perth, some 1,600 kilometres away. Most children this was done to never saw their parents again. Thousands are still trying to find them.

This story is different. The three girls manage to escape from the torturing and authoritarian rule of the settlement's head. Guided by the rabbit-proof fence, which, at that time ran from north to south through Western Australia, they walk the long distance back to their family.

Doris Pilkington (whose traditional name is Nugi Garimara) is not a professional writer which you'll notice while you read. But despite occasional stylistic flaws, the book has one advantage over novels: it's authentic. And this makes the story even more remarkable and the reader more and more concerned and shocked about the circumstances of that time. In the end you'll be as happy as the Mardu people when the girls come home, and your understanding of Australian history may have changed.

Charles Perkins, Freedom Rides: http://indigenousrights.net.au/civil_rights/freedom_ride,_1965 and <http://dl.nfsa.gov.au/module/1033/>

Mabo; <http://www.mabonativetitle.com/>

Declaration on the Rights of Indigenous Peoples (2007); <https://www.humanrights.gov.au/publications/un-declaration-rights-indigenous-peoples-1>

Indigenous Australian health data: Summary of Indigenous health; <http://www.healthinfonet.ecu.edu.au/health-facts/summary>

Statistical overview of Indigenous health; <https://www.humanrights.gov.au/publications/statistical-overview-aboriginal-and-torres-strait-islander-peoples-australia-social>

National Archives of Australia, fact sheets about Indigenous people and events;
<http://www.naa.gov.au/collection/fact-sheets/on-indigenous-australia/index.aspx>

Aboriginal Australian musicians:

- Aboriginal music; <http://www.creativespirits.info/resources/music/>
- Aboriginal musicians; http://en.wikipedia.org/wiki/List_of_Indigenous_Australian_musicians

Aboriginal Australian actors:

- Performing artists; http://en.wikipedia.org/wiki/List_of_Indigenous_Australian_performing_artists

Aboriginal Australian sports people:

- Indigenous Australian sportspeople;
http://en.wikipedia.org/wiki/List_of_Indigenous_Australian_sportspeople
- Aboriginal sport; <http://www.creativespirits.info/aboriginalculture/sport/>

Moorditj, Australian Indigenous Cultural Expressions, Dare to Lead project. Interactive computer CD features 300 artworks from 111 Indigenous Australian artists. Indigenous craft, dance, literature, media, music, oral history, theatre and visual arts.

AUSTRALIAN CURRICULUM - GEOGRAPHY

Foundation Year, content

- Discussion the location and connection between places and features are represented e.g. stone, stories, paintings, song, dance.
- Identifying and using the name of the local Aboriginal or Torres Strait Islander Peoples.
- Using the words 'country', 'place' and 'nation', investigate how they are used for the places they belong to.
- Identify places considered to be special.

Foundation Year teaching resources

GECKOS, WA – explains meaning of Country;

<http://geckos.ceo.wa.edu.au/primary/country/Pages/country.aspx>. Discuss the protocols around welcoming family, friends and/or special guests who visit their homes. Introduce the concept of 'Welcome to Country' and 'Acknowledgement of Country'.

Discuss ways in which we represent where we live, e.g. via street directories, google maps, photographs, addresses ... Explain that traditional Aboriginal people draw their Country in unique ways

Aerial Landscape Art – What might the features be of the Country Jane Frank has painted?

http://en.wikipedia.org/wiki/Aerial_landscape_art. Compare to Aboriginal Art work, a large selection is available at

<http://www.bing.com/images/search?q=Aboriginal+artwork+of+country&qpv=Aboriginal+artwork+of+country&FORM=IGRE>

Painting Country, available at <http://aso.gov.au/titles/documentaries/painting-country/clip2/>, 3 short clips that explain how Aboriginal paintings feature maps of a specific area, mythology, personal history and storytelling

Select some Aboriginal paintings of Country and discuss the characteristics and style: Google 'Australian Aboriginal – painting Country' where you will locate paintings such as Sarah Williams' Ngayuku Naura, available at <http://gallery.aboriginalartdirectory.com/aboriginal-art/sarah-williamson/ngayuku-ngura-my-country.php>

Painting and Maps - Aboriginal perspectives in the WA curriculum,
<http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/portal/> (Lesson Plans)

Desert Dreamings by Deidre Stokes

Art History Place and Art Land Story by Dr Christine Nicholls

As a class, students create a 'map-painting' of their local community, representing significant physical features with symbols in the traditional Aboriginal way - using the aerial landscape technique

Organise an incursion whereby a local Aboriginal dance group performs a selection of dances for students. Invite a member of the dance group to talk to the students about the stories behind the dances – their meaning and significance – and to answer student questions about the dances after the performance.

Focus on the 'who, what, when, where' of the story, with students offering their interpretations:

- Students contribute to an oral retelling of the story/stories
- Dancers share the 'why' of the dance (passing on the culture visually)
- Dancers share what local Aboriginal people made dances about
- Students enact part of the dance of their choice.

Find the location of your school and/or home on a map then compare the names on the Aboriginal Australia map, learn whose land your school or home is built on.

You and Me: Our Place by Leonie Norrington and Dee Huxley

Nyuntu Ninti (what you should know) - Aboriginal perspectives in the WA curriculum,
<http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/portal/> (Lesson Plans)

Make a collage about local places that are special to the Indigenous people in your community. Our Community collage can be found at Aboriginal perspectives in the WA curriculum,

<http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/portal/> (Lesson Plans)

Year 1, content

- Recount Dreaming stories and Legends of the Torres Strait that identify the natural features of a place.
- Compare Seasonal Calendars.

Year 1 Teaching Resources

Select Dreaming stories from The Dreaming DVD series, e.g. 'How the Desert came to be' (Disc 4, p.122); 'How the Water got to the Plains' (Disc 3, p.88); 'Manala the Monster Cod' (Disc 3, p.98); 'The Making of the Fitzroy y (or twoRiver' (Disc 4, p.130); 'The Rainbow Serpent' (Disc 5, p.146); 'The Spirit Fingers' (Disc 5, p.162); 'Goonda-Dali-Booloo' (Disc 6, p.190); 'How the Yarra River was formed' (Disc 6, p.192)

Identify the natural landforms that are featured in the stories. Illustrate in a table or by using Kid Pix or a similar program

Discuss the way in which Aboriginal people explain the creation of these landforms. How effective are these 'creation stories'?

List what could happen if these significant natural landforms are not cared for or protected

Who looks after these significant natural landforms today? What can we do to help?

Recount the stories using simple illustrations as reminders of the main features of the story.

Dreaming Stories are available on Youtube -

https://www.youtube.com/results?search_query=australian+dreaming+stories&aq=australian+dreaming+stories&gs_l=youtube.3...76208.81645.0.82785.27.21.0.1.1.0.547.3968.2-3j5j1j2.11.0...0.0...1ac.1.11.youtube.2ajJtUgisVM

The Seasons:

- Talk about the weather, the seasons, what happens each seasons, how do we know it is winter? etc
- Talk about the current weather, what season is it now, what are the characteristics of this season.
- Identify the current season of the year and its general characteristics
- How do we know that the seasons have changed?
- What are the features of the European based seasons used in your community?
- Read and talk about Walking with the Seasons in Kakadu by Diane Lucas and My Home in Kakadu by Jane Christophersen and discuss the importance of the environmental signs in the natural world around us that indicate the changing seasons, e.g. leaves changing colour and/or dropping, flowers blooming, eggs being laid, baby animals being born, particular winds blowing, rain falling, the heat, the cold
- Additional Aboriginal Seasons information can be found at
- Indigenous Weather Knowledge, Australian Bureau of Meteorology. (2002), <http://www.bom.gov.au/iwk/>
- The Lost Seasons, <http://www.abc.net.au/science/features/indigenous/>
- Discuss and brainstorm why and how the different seasonal calendars differ.
- Make a chart comparing non-Indigenous seasons with Kurna (or another group) seasons, looking at: the number of seasons, names of seasons, weather experienced in each season, and activities in which people were/are involved in each season
- Seasons a unit of work found at GECKOS WA, <http://geckos.ceo.wa.edu.au/primary/ecology/Pages/seasons.aspx>
- Read Big Rain Coming by Katrina Germein.
- Yolgnu Sea Country, Observing the seasons; http://livingknowledge.anu.edu.au/learningsites/seacountry/10_observing.htm

Year 2, content

- Investigate names and meanings for local features
- Identify and discuss connections to countries through marriage, birth, residence, movement
- Describe connections to land, sea and animals

Year 2 Teaching Resources

Find the Aboriginal names of any significant sites in your local area, a web search will usually find information, for example Kurna place names can be found at <http://www.kurnaplacenames.com/index.php>; Wikipedia has a list that could be used as a starting point -

http://en.wikipedia.org/wiki/List_of_Australian_place_names_of_Aboriginal_origin; additional information found at this web site - <http://www.ourlanguages.net.au/languages/aboriginal-place-names.html>

Ask students to think about their favourite place:

- How did it become their special place?
- What is their connection and how do they nurture their connection to this place?
- How do they feel when they have spent time at their place?
- Describe what this place does for their spirit, eg feeling happy, alive, rested, at peace, refreshed ...
- Illustrate their place using an art form of their choice - collage, painting, sculpture
- Select a piece of music that reminds them of their special place.

Nyuntu Ninti (what you should know) - Aboriginal perspectives in the WA curriculum, <http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/portal/> (Lesson Plans)

Select a song (or two) that speaks about the importance of home, the special connection that Indigenous people have to Country. There are songs from Wendy Notley's Happy to be me CD that would be suitable, e.g. Happy to be me; 1,2,3,4,5; Kami's country and Hey hey hey. The Happy to be me Teacher Resource Book contains many engaging activities to accompany these songs. Some of these songs have been produced as picture books.

Students could also listen to and view a song that demonstrates Aboriginal relationship with the land such as My Island Home by Neil Murray (by Christine Anu) at <https://www.youtube.com/watch?v=OSFGK9HIEto>, Lyrics to this song are available at http://www.lyricsfreak.com/c/christine+anu/island+home_20240451.html

Yolgnu Sea Country: Painting on Bark;

http://livingknowledge.anu.edu.au/learningsites/seacountry/13_barkpainting.htm

Ceremonies related to importance of country unit of work can be found at - Aboriginal perspectives in the WA curriculum, <http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/portal/> (Lesson Plans)

Coast - <http://geckos.ceo.wa.edu.au/primary/country/Pages/coast.aspx>

Connection - <http://geckos.ceo.wa.edu.au/primary/country/Pages/connection.aspx>

Year 3, content

- Use Language maps
- Feelings about places through poems, songs, paintings and stories
- Protection of significant sites
- Diversity of Aboriginal and Torres Strait Islander people

Year 3 Teaching resource

Display the Aboriginal Australia map and compare it to the political map of Australia showing the state and territorial borders. Copy a political outline map of Australia's states and territories onto a clear transparency sheet and lay it over the Aboriginal Australia map. Discuss findings

Highlight the location of the Torres Strait Island and emphasise that the Indigenous peoples of these islands have a different cultural heritage to Australian Aboriginal peoples

On a map of South Australia showing the Aboriginal groups, draw attention to the name and territory of the local Aboriginal group

Access Aboriginal Australia and Indigenous Language maps

- The Aboriginal Language map is available online through <http://www.abc.net.au/indigenous/map/>.
- It can be purchased through Aboriginal Studies Press at <http://aiatsis.gov.au/aboriginal-studies-press/aboriginal-australia-map>.

Painting Country, available at <http://aso.gov.au/titles/documentaries/painting-country/clip2/>, 3 short clips that explain how Aboriginal paintings feature maps of a specific area, mythology, personal history and storytelling

Select some Aboriginal paintings of Country and discuss the characteristics and style: Google 'Australian Aboriginal – painting Country' where you will locate paintings such as Sarah Williams' Ngayuku Naura, available at <http://gallery.aboriginalartdirectory.com/aboriginal-art/sarah-williamson/ngayuku-ngura-my-country.php>

Painting and Maps - Aboriginal perspectives in the WA curriculum, <http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/portal/> (Lesson Plans)

Macquarie Atlas of Indigenous Australia

Select Dreaming stories from The Dreaming DVD series

List of Aboriginal musicians, many sing about their love of country, <http://www.creativespirits.info/resources/music#>

Explain that Aboriginal people were the first people to live in Australia

Copyright Christine Reid

Brainstorm what students know about traditional Aboriginal people

Use resources/websites to show pictures and information about traditional and contemporary Aboriginal people

Discuss how traditional Aboriginal people lived in harmony with their environment

Talk about and identify some significant wetlands, sacred sites, national parks or World Heritage sites that are significant to Australian Indigenous peoples. These may include Warriparinga, Kakadu National Park, Uluru, Lake Mungo etc

Use information provided in the previous slides about the diversity of Aboriginal people.

Wetlands Resources: <http://www.environment.gov.au/water/wetlands/publications/discovering-wetlands-Australia>

<http://www.gbrmpa.gov.au/resources-and-publications/student-and-teacher-resources>

<http://south-australia.startsignaal.nl/wetlands.html>

Read:

- My Home in Kakadu by Jane Christophersen
- Walking with the Seasons in Kakadu by Diane Lucas
- Why I Love Australia by Bronwyn Bancroft
- Nana's Land by Delphine Sarago-Kendrick

Aboriginal perspectives in the WA curriculum,

<http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/portal/> (Lesson Plans)

- Dryandra Woodland
- Ceremonies related to importance of country

Connections, GECKOS Unit, WA; <http://geckos.ceo.wa.edu.au/primary/country/Pages/connection.aspx>

Indigenous Statistics for schools;

<http://www.abs.gov.au/websitedbs/cashome.nsf/home/ISS%20Indigenous%20statistics%20for%20schools>

Indigenous population distribution;

<http://www.abs.gov.au/websitedbs/cashome.nsf/89a5f3d8684682b6ca256de4002c809b/0ea5f1e8a061c575ca25758b00020a98!OpenDocument>

Industry and occupation:

<http://www.abs.gov.au/websitedbs/cashome.nsf/89a5f3d8684682b6ca256de4002c809b/ae2abb1950921fbfc a25758b00123537!OpenDocument>

Year 4, content

- Distribution of Aboriginal people before colonisation
- Adaptation to the environment
- Rotational use of resources and sustainable harvesting.

Year 4 teacher resources

GECKOS Unit, WA; <http://geckos.ceo.wa.edu.au/primary>

- Country
- Land Management
- Coast

Aboriginal perspectives in the WA curriculum,
<http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/portal/> (Lesson Plans)

- Seasons
- Relationships with the land

Year 5, content

- Environmental characteristics that have been shaped through knowledge and practices.

Year 5, teacher resources

Aboriginal perspectives in the WA curriculum,
<http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/portal/> (Lesson Plans)

- Dryandra Woodland
- Noongar cultural and natural resource practices

GECKOS Unit, WA; <http://geckos.ceo.wa.edu.au/primary>

- Fire (technology)
- Land Management (technology)

Year 6, content

- Ethical Research

Year 6 teacher resources

Ethical Research

These are academic documents but it does provide guidelines for ethical research with Aboriginal and Torres Strait Islander people. <https://www.nhmrc.gov.au/guidelines-publications/e52> and <http://aiatsis.gov.au/research/ethical-research/guidelines-ethical-research-australian-indigenous-studies>

Year 7, content

- Multilayered meanings associated with rivers, waterholes, seas, lakes, soaks and springs
- Investigate liveability in a variety of settings, including connections to cultural groups
- Living on Country/Place
- Ethical Research

Year 7, teaching resources

Dreaming stories can be sourced for your region, these sites provides very good information;
<http://www.australia.gov.au/about-australia/australian-story/dreaming>;
<http://www.tourism.australia.com/aboriginal/aboriginal-culture/dreamtime-stories-and-songlines.aspx>;
<http://www.eurobodalla.com.au/indigenous>

Select Dreaming stories from The Dreaming DVD series

See Scootle resources at: <http://www.scootle.edu.au/ec/p/home>

Aboriginal perspectives in the WA curriculum,
<http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/portal/> (Lesson Plans)

- Living with Country

GECKOS Unit, WA; <http://geckos.ceo.wa.edu.au/primary>

- Country
- Land Management
- Coast

- Relationship to country

http://www.qcaa.qld.edu.au/downloads/approach/indigenous_res005_0803.pdf

<http://www.environment.nsw.gov.au/chresearch/ResearchThemeAboriginalPeopleCountry.htm>

http://www.globalwords.edu.au/units/Indigenous_JSY8_html/pop04.html

My Girragundji and The Binna Binna Man by Meme McDonald and Boori Monty Prior

You Call it Desert - We Used to Live There by Pat Lowe and Jimmy Pike

Jimmy and Pat Meet the Queen by Pat Lowe

Ethical Research

These are academic documents but it does provide guidelines for ethical research with Aboriginal and Torres Strait Islander people. <https://www.nhmrc.gov.au/guidelines-publications/e52> and <http://aiatsis.gov.au/research/ethical-research/guidelines-ethical-research-australian-indigenous-studies>

Year 8, content

Unit 1 – Landforms and landscapes

- Aboriginal tourism associated with geomorphic landforms and landscapes
- Multilayered meanings of landscapes and landforms
- Dreaming stories and legends associated with the formation, meaning and interconnection of landforms.
- Identifying the contribution of Aboriginal and Torres Strait Islander knowledge to the use and management of landforms and landscape.
- Ethical Research

Year 8 teaching resources

Unit 1

Aboriginal tourism

- <http://www.tourism.australia.com/aboriginal/destinations/new-south-wales.aspx>
- http://www.crctourism.com.au/wms/upload/Resources/bookshop/AboriginalTourism_pp1-136.PDF
- <http://www.southaustralia.com/things-to-do/aboriginal-attractions.aspx>
- <http://www.tourism.australia.com//aboriginal/>

Dreaming stories, for example

South Australia –

- Adnyamathanha (Flinders Ranges) – Akurra Stories and The Mudi Awi Hunters
- Boandik (Mt Gambier) – the story of Craitbul
- Kurna (Adelaide) - Tjilbruke Story

Northern Territory - <http://www.nt.gov.au/westmacs/stories/culture/all/142>

Western Australia – Bobtails, <http://members.iinet.net.au/~althomp/bob/>

GECKOS Unit, WA; <http://geckos.ceo.wa.edu.au/primary>
Land Management

Lake Mungo - <http://www.visitmungo.com.au/aboriginal-country>

Unit 2 - Changing Nations, content

- Explaining the Indigenous population's mobility reflects attachment to a number of places through family, Country/Place, dispossession, relocation and employment.
- Ethical Research

Unit 2

Use notes from Unit 1.

Timeline of Legislation affecting Aboriginal Australians: <http://australianmuseum.net.au/indigenous-australia-timeline-1901-to-1969> and http://api.ning.com/files/ARWw4Em1WfPTDYzYsqSnK1Tbv43h85vz2Tc2a80xWdOaAzm2goSOUjbWhrfT5ID0JMHgsi4Aq9iXJxcNGqa*EPi3smmF9uoH/Timeline_of_legislation_af.pdf

Human Rights Education Resource for teachers; <https://www.humanrights.gov.au/human-rights-education-and-training>

Citizenship: Let's talk Recognition, South Australian Education Pack, 2011; http://www.reconciliationsa.org.au/assets/media/files/Education%20Packs/Citizenship_Lets_Talk_Recognition.pdf

The Little Red Yellow and Black Book: An Introduction to Indigenous Australia, Bruce Pascoe, AIATSIS, Aboriginal Studies Press, October 2008

AIATSIS; <http://aiatsis.gov.au/>

Ethical Research:

- These are academic documents but it does provide guidelines for ethical research with Aboriginal and Torres Strait Islander people.
- <https://www.nhmrc.gov.au/guidelines-publications/e52> and <http://aiatsis.gov.au/research/ethical-research/guidelines-ethical-research-australian-indigenous-studies>

Year 9, content

- Comparing students' perceptions and use of places and spaces in their local area, particularly at different times of day, including Indigenous and non-Indigenous peoples, and reflecting on the differences.
- Collecting quantitative and qualitative data using ethical research methods, including the use of protocols for consultation with Aboriginal and Torres Strait Islander communities

Year 9, teacher resources

Ethical Research

- These are academic documents but it does provide guidelines for ethical research with Aboriginal and Torres Strait Islander people.
- <https://www.nhmrc.gov.au/guidelines-publications/e52> and <http://aiatsis.gov.au/research/ethical-research/guidelines-ethical-research-australian-indigenous-studies>

Year 10, content

Unit 1 – Environmental Change and Management

- Role in environmental management
- Models of sustainability that contribute to broader conservation practices
- Environmental changes

Year 10, teacher resources

Unit 1 – Environmental change and management

Indigenous Australians, caring for country, access to many different types of programmes through this web site - <http://www.environment.gov.au/indigenous/index.html>

Environment and heritage management - <http://www.environment.gov.au/node/22630>

Environmental management - <http://www.environment.nsw.gov.au/resources/whoweare/APECPrinciples.pdf>

Research Aboriginal life-styles traditional and contemporary.

Unit 2 – Geographies of Human Well-being

- The concept of human well being
- Variations in human well being
- Improving the well being of remote Aboriginal and Torres Strait Islander communities

Unit 2 – Geographies of Human Well-being

Macquarie Atlas of Indigenous Australia

Australian Bureau of Statistics, Aboriginal and Torres Strait Islander people's data - <http://www.abs.gov.au/websitedbs/c311215.nsf/web/Aboriginal+and+Torres+Strait+Islander+Peoples>

Measuring the Social and emotional well being of Aboriginal people - <http://www.aihw.gov.au/publication-detail/?id=6442468208>

Aboriginal well being - <http://www.environment.nsw.gov.au/nswcultureheritage/AboriginalHeritageWellbeing.htm>

Research the effects of remoteness.

AUSTRALIAN CURRICULUM - ENGLISH

Foundation, content

- Different languages exist in the community
- Some texts include Aboriginal and Torres Strait Islander languages
- Story tellers are in all cultures
- View online stories by Aboriginal and Torres Strait Islander story tellers
- Engage with texts from Aboriginal and Torres Strait Islander culture
- Recognise cultural patterns in stories
- Recount narrative texts

Foundation, Teaching resources

Search on line for alphabet or language books for your area, for example:

- Kurna Alphabet book by C. Watkins & M. Gale with the Kurna Plains School; <http://www.angusrobertson.com.au/books/kurna-alphabet-book-cherie-watkins-kurna-plains-school-mary-anne-gale/p/9780975183427>
- Kurna Waraarra Wonbawonbandi – counting in Kurna, published by Kalaya Children's Centre; <http://www.angusrobertson.com.au/books/kurna-warraarra-wonbawonbandi-kalaya-childrens-centre-management-committee/p/9780646479286>

Access Aboriginal Australia and Indigenous Language maps

The Aboriginal Language map is available online through <http://www.abc.net.au/indigenous/map/>. It can be purchased through Aboriginal Studies Press at <http://aiatsis.gov.au/aboriginal-studies-press/aboriginal-australia-map>.

Story books with an Aboriginal focus:

- Possum and Wattle by Bronwyn Bancroft
- Indij Readers e.g. 'Having Fun at School', 'Me and My Mum'
- You and Me: Our Place, by Leonie Norrington and illustrated by Dee Huxley
- Big Rain Coming and Leaving by Katrina Germein
- Tiddalick, the Greedy Frog, rewritten by a variety of authors.
- Kooteer the Echnida and Wargan the Crow, by Cindy Laws
- Pamela Lofts Series of Titles:
- How the Kangaroo got their tails
- When the Snakes bites the Sun
- The Echidna and the Shade Tree
- The Kangaroo and the Porpoise
- The Bat and the Crocodile
- Storytelling by Pauline McLeod; <http://www.australianstorytelling.org.au/> (interview tab)
- The Dreaming, a six series collection on DVD

Year 1, content

- Compare texts from different cultures
- Identify character features
- Explore performance poetry, chants and songs
- Create visual and multimodal representations of texts
- Use digital technologies
- Explore meanings and teachings of Dreaming stories.

Year 1, teaching resources

Storytelling by Pauline McLeod; <http://www.australianstorytelling.org.au/> (interview tab)

Story books with an Aboriginal focus:

- Dabu the Baby Dugong, Dabu Grows up and The Dugong Meadow, (Torres Strait Islander)
- The Lizard Gang by Doris Kartinyeri
- Ernie Dances to the Didgeridoo by Alison Lester
- How Crows became Black, by May O'Brien
- Indij Readers, In the Bush, What I Wanna Be, Bush Tucka, Good Tucka
- Cocky, the Crow and the Hawk by Mudgedell Matingali Napanangka
- The Dreaming, a six series collection on DVD
- Kurna Paltinna: a Kurna Song Book, edited by Chester Schultz, Nelson Varco and Rob Amery
- Anna the Goanna, by Jill McDougall and Jenny Taylor, Poems and chants

Year 2

- Identify different kinds of communication
- Explore iconography
- Dreaming stories
- Moral features
- Physical features of landscape
- Online
- Compare stores from different Aboriginal cultures.

Year 2 Teaching resources

Story books with an Aboriginal focus:

- Molly the Grey Kangaroo and the Bush Clean-Up Crew, by John L. Clark
- Just a Little Brown Dog, by Sally Morgan and Bronwyn Bancroft
- Tom Tom, by Rosemary Sullivan
- My Mob going to the Beach, by Sylvia Emmerton
- Malu Kangaroo, by Judith Morecroft
- Croc Bait by Leonie Norrington
- The Shy Mala by Liliana Stafford
- Indij Readers, Having Fun at School, Pet Crabs, The Min Min
- Silver Skin, by Guundie Kuchling
- Earnie Dances to the Didgeridoo by Alison Lester
- Dan's Grandpa by Sally Morgan and Bronwyn Bancroft
- Going to Kalta with Yvonne, Brenda and Tjiti Tjuta (all the kids)
- Pigs and Honey, Jeanie Adams

Storytelling by Pauline McLeod; <http://www.australianstorytelling.org.au/> (interview tab)

Iconography:

- <http://jintaart.com.au/iconography/iconhmpg.htm>
- <http://www.aboriginalart.com.au/gallery/iconography.html>

The Dreaming, a six series collection on DVD

Online Dreaming stories:

- <http://www.abc.net.au/dustechoes/>
- <https://www.youtube.com/watch?v=Sle62XV0BO0>

Art and Communication:

- <http://www.didjshop.com/stories/>
- <http://www.kateowengallery.com/page/10-Facts-About-Aboriginal-Art.aspx>
- <http://www.aboriginalartonline.com/art/society.php>

Year 3, content

- Tests with Aboriginal or Torres Strait Islander children as central characters
- Same stories different cultures
- Create visual and multimodal texts based on Aboriginal and Torres Strait Islander literature.

Year 3 Teaching resources

Story books with an Aboriginal focus:

- In Your Dreams, by Sally Morgan
- Anna The goanna by Jill McDougall and Jenny Taylor
- Aussie Stars Series 1 and 11
- Tell me Why, by Robyn Templeton and Sarah Jackson
- Biddy's Fishing Line by Bridget Priman
- Sisi and the Cassowary by Arone Raymond Meeks
- When I was Little like you by Mary Maibunka
- Shack that Dad built by Elaine Russell
- Tom Tom, by Rosemary Sullivan
- Croc Bait by Leonie Norrington

Seven Sisters is a group of stars call Pleiades. The Seven Sisters Dreaming story has many variations across Aboriginal cultures and other cultures of the world. This site has twelve Aboriginal versions, <http://www.kitezh.com/sevensisters/7sisters.htm>. The story is often used as the topic for art work.

Year 4, content

- Identifying words used in Standard Australian English that are derived from other languages, including Aboriginal and Torres Strait Islander languages.

Year 4 Teaching resources

Story books with an Aboriginal focus:

- You and Me, Murrawee by Kerri Hashmi
- Pilawuk – When I was Young by Janeen Brian
- Lowitja by Lowitja O’Donoghue
- Molly the Grey Kangaroo and the Bush Clean-up Crew by John L Clark
- Home to Mother by Doris Pilkington Garimara
- Tangara by Nan Chauncy
- My Home in Kakadu by Jane Christopherson
- Tales of my Grandmother Series (3 volumes) by Naiura
- Old Tucker Man by Debbie Austin
- Sams Bush Journey by Sally Morgan
- Kupa Kupa and the Girl by Daphne Puntjina Burton
- Turtle Egg Day by Ruth Thompson
- Jalyqurr by Pat Torres
- Djomi Dream Child by Christopher Fry

Aboriginal words in Australian English:

- <http://www.creativespirits.info/aboriginalculture/language/aboriginal-words-in-australian-english>
- <http://www.dingosbreakfastclub.org/DingosBreakfastClub/Australia/Upfield/AboEnglish.pdf>

Year 5, content

- Visuals, symbolic elements, dialogue and character descriptions convey information about culture
- Identify the variability within cultural contexts in literary texts e.g. urban and remote
- Examine the narrative voice in texts.

Year 5 teaching resources

Story books with an Aboriginal focus:

- Idjihil by Helen Bell
- Kimberley Warrior: the story of Jandamarra by John Nicholson
- Yelloweye by David Spillman
- Father Sky and Mother Earth by Oodgeroo
- The Travelling Yamani by Trish Albert – First Australians: Plenty Stories Series (Rigby)
- My Place by Nadia Wheatley
- Tell my Why by Robyn Templeton and Sarah Jackson
- The Other Side by Sally Morgan
- Kuiyku Mabaigal Waii and Sobai by Aidan Laza

Year 6, content

- Recognising the diversity of Aboriginal and Torres Strait Islander languages.
- Recognising that languages and dialects are of equal value although used in different context.

Year 6 Teaching resources

Story books with an Aboriginal focus:

- The Fat and Juicy Place by Diana Kid
- They Took the Children by David Hollinsworth
- Two Hands Together by Diana Kidd
- Side by Side by Alan Tucker

- Papunya School Book of Country and History, produced by staff and students of Papunya School, 2001
- The Story of Rosy Dock by Jeannie Baker
- Cathy Freeman's Family History – 'Who do you think you are?' series on Channel 2 (available ABC Shop)
- Fair Skin Black Fella by Renee Fogarty

The Aboriginal Language map is available online through <http://www.abc.net.au/indigenous/map/>. It can be purchased through Aboriginal Studies Press at <http://aiatsis.gov.au/aboriginal-studies-press/aboriginal-australia-map>.

Walpiri --Bush Mechanics <http://www.bushmechanics.com/home.htm>

This is an entertaining website by the Walpiri people of the Western Desert, in line with the series of the same name. It has short film, a game about getting from A to B in the desert, stories of today and yesterday, a car gallery, cultural information and issues affecting the Walpiri people. The quality of the sound and visuals and animation is excellent. You do need QuickTime and Flash to access the site. It is great to hear the Walpiri speaking.

12 Canoes - www.12canoes.com.au

Year 7, content

- Features of text related to culture
- building knowledge, understanding and skills in relation to the
- history, culture, and literary heritage of Aboriginal and Torres Strait Islander peoples
- Identifying and explaining differences between points of view in texts
- Analysing writers' depictions of challenges in texts, for example those faced by Aboriginal and Torres Strait Islander people
- discussing a text's intended audience

Year 7 Teaching Resources

Story books with an Aboriginal focus:

- The Rabbits by John Marsden
- Livewire Real Lives: Christine Anu
- Tom Tom by Rosemary Sullivan
- Unna You Fellas by Glenyse Ward
- On Country: The Stories of Nyrlotte by Fiona Doyle
- Home to Mother by Doris Pilkington
- My Girraqundji by Meme McDonald & Boon Pryor
- The Binna-binna Man by Meme McDonald & Boon Pryor

Year 8, content

- investigating texts about Aboriginal and Torres Strait Islander history from different sources and explaining differing viewpoints
- Explore the interconnectedness of Country and Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors

Year 9, content

- Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts
- Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts

● **Year 10, content**

Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts

Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices

Year 8, 9 and 10 Teaching Resources

Story books with an Aboriginal focus:

- The Rabbits by John Marsden
- Livewire Real Lives: Christine Anu
- Tom Tom by Rosemary Sullivan
- Unna You Fellas by Glenyse Ward
- On Country: The Stories of Nyrlotte by Fiona Doyle
- Home to Mother by Doris Pilkington
- Nana's Land by Delphine Sarago-Kendrick
- Spirit of Burrumbi by Leonie Norrington
- Follow the Rabbit Proof Fence by Doris Pilkington
- Poison Under their Lips by Mark Svendsen
- Deadly, Unna by Phillip Gwynne
- The Hidden by Ron Bunney
- A New Kind of Dreaming by Anthony Eaton
- Yumba Days by Herb Wharton
- Who Am I? Diary of Mary Talence, Sydney 1937 by Anita Heiss
- Nanberry, Black Brother White, Jackie French
- Yolongu Boy DVD

Yarning Strong Oxford Literacy

An Indigenous education series for ALL young Australians and their teachers.

- Twelve 64-page novels
- Four 48-page graphic novels
- Four anthologies (comprising many text types: poems, artworks, descriptions, plays and so on)
- Behind the Stories DVD
- Professional Support CD-ROM
- 160-page Professional Support manual

Additional useful resources for English

Web sites:

- <http://www.abc.net.au/indigenous/>
- <http://www.abc.net.au/dustechoes/>
- <http://www.aussieeducator.org.au/education/specificareas/indigenous.html>
- <https://www.reconciliation.org.au/>
- <http://www.daretolead.edu.au/>
- <https://www.magabala.com/>
- <http://www.kullillaart.com.au/default.asp?PageID=210>
- <http://www.redkangaroobooks.com/>

Nonfiction texts:

- Ian Abdulla, As I Grew Older
- Robert Adamson, Wards of the State
- Anangu staff and students at Papunya School, Papunya School Book of Country and History
- Janeen Brian, Pilawuk When I was Young

- Jack Davis, A Boy's Life
- Ruby Langford Ginibi, Real Deadly

Visual texts:

- cartoons
- billboards
- posters e.g. NAIDOC week posters
- photographs
- artworks
- web pages
- illustrations

References:

- Teaching Aboriginal Studies, Allen & Unwin, 1999
- Aboriginal English, NSW Board of Studies, 1995
- As a Matter of Fact: Answering the myths and misconceptions about Indigenous Australians (2nd edition, ATSIC, 1999)
- Board of Studies -Aboriginal Studies elective course Years 7-10 syllabus
- The Koori Mail newspaper

Films:

- Lousy Little Sixpence – a wonderful documentary of the stolen generation containing original footage
- Rabbit Proof Fence – based on a novel about three Aboriginal girls who find their way home despite the authorities

AUSTRALIAN CURRICULUM - SCIENCE

Foundation Year, content

- Living things have basic needs, including food and water
- Objects are made of materials that have observable properties
- Compare the traditional materials used for clothing from around the world
- Learning how Aboriginal and Torres Strait Islander concepts of time and weather patterns explain how things happen in the world around them.
- The way objects move depends on a variety of factors, including their size and shape

Foundation, Teaching resources

Are the basic needs of Indigenous and non-Indigenous people the same or different? Discuss and illustrate humanity's basic needs – food, shelter, love

Primary Connections has Indigenous curriculum links, can be purchased at <https://primaryconnections.org.au/shop/staying-alive>

Clothing; http://www.skwirk.com/p-c_s-17_u-455_t-1227_c-4695/SA/6/Daily-life/Traditional-Life/Aboriginal-People-and-Torres-Strait-Islanders/SOSE/

Ernie dances to the didgeridoo, A Lester, Hodder Children's Book

When I was little, like you, M Malbunka, Allen and Unwin

Going for oysters, J Adams, Omnibus Books

Pigs and honey, J Adams, Omnibus books

Shelter is a series of lessons for early childhood, found at
<http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/aboriginal-education/apac/lesson-plans> (early childhood)

Melbourne Water has resources available for teachers, including an Early Childhood picture book;
<http://www.melbournewater.com.au/getinvolved/education/educationalresources/Pages/Educational-resources.aspx>

Watch the videoclip; <http://aso.gov.au/titles/documentaries/crook-hat-and-camphoo/clip1/>, Crook Hat and Camphoo are searching for the right tree to make spears.

Our Indigenous Garden, An Internet WebQuest on Aboriginal Use of Native Plants;
<http://science.uniserve.edu.au/school/quests/nativeplants.html>

Walking with Seasons in Kakadu, by Diane Lucas, teaching notes available at
http://www.allenandunwin.com/_uploads/BookPdf/TeachersNotes/9781741144710.pdf

Waterlillies by Diane Lucas

From ochres to eel traps: Aboriginal science and technology resource guide for teachers. By Helen Halling, Canberra : Science Educators Association*ACT., page 38

Indigenous Weather Knowledge, Australian Bureau of Meteorology. (2002); <http://www.bom.gov.au/iwk/>

Six seasons of Kakadu; <http://www.parksaustralia.gov.au/kakadu/people/seasons.html>

The Lost Seasons; <http://www.abc.net.au/science/features/indigenous/>

Big Rain Coming by Katrina Germein and Bronwyn Bancroft, lesson ideas at
http://www.education.nt.gov.au/__data/assets/pdf_file/0014/5261/big_rain.pdf

My home in Kakadu, J Christophersen, Magabala Books

Australian National Botanic Gardens; <http://www.anbg.gov.au/site-map.html#Aboriginals>

Seasons clip from 12 canoes; <http://www.12canoes.com.au/>

Torres Strait Islander, Hoop Dance and Star Dance; <http://aso.gov.au/titles/documentaries/mimi-evening-aboriginal-dance/clip3/>

Ceremony clip from 12 canoes; <http://www.12canoes.com.au/>

Year 1, content

- Light and sound are produced by a range of sources and can be sensed
- People use science in their daily lives, including when caring for their environment and living things.
- Technologies used by Aboriginal and Torres Strait Islander people require an understanding of how materials can be used to make tools and weapons, musical instruments, clothing, cosmetics and artworks.

Year 1 Teaching resources

Primary Connections has Indigenous curriculum links, can be purchased at
<https://primaryconnections.org.au/shop/>

Indigenous music at <http://www.creativespirits.info/resources/music> and <http://www.australia.gov.au/about-australia/australian-story/austn-indigenous-ceremony>

Description of how to play a didgeridoo on this site;
http://members.ozemail.com.au/~mmichie/engag_ideas.htm#didge

Researching traditional bush tucker and natural remedies used by Aboriginal and Torres Strait Islander peoples, and where they are found.

From Ochres to Eel Traps, Aboriginal Science and Technology resource guide for teachers, includes bush foods, medicines, plants

Bush food books

Waterlillies by Diane Lucas

Aboriginal plant trails:

- Canberra - Australian National Botanic Gardens;
<https://www.anbg.gov.au/gardens/visiting/exploring/aboriginal-trail/index.html>
- Adelaide - <http://www.botanic.sa.edu.au/index.php/discovery-trails/32-teacher-trail-primary/333-aboriginal-plant-use>
- Aboriginal plant use in SE Australia - <http://www.anbg.gov.au/aborig.s.e.aust/s.e.a.mapkey.html>
- Brisbane - <http://www.brisbane.qld.gov.au/facilities-recreation/parks-venues/parks/brisbane-botanic-gardens-mt-coot-tha/brisbane-botanic-gardens-mt-coot-tha-self-guided-walks>
- Cairns - <http://www.cairns.qld.gov.au/cbg/visit/discover/aboriginal-garden>
- Sydney - https://www.rbgsyd.nsw.gov.au/plant_info/aboriginal_bush_foods

Woomeras

- Indigenous technology; <http://www.australia.gov.au/about-australia/australian-story/austn-indigenous-tools-and-technology/>
- From Ochres to Eel Traps, Aboriginal Science and Technology resource guide for teachers, Page 9

Boomerangs

- Boomerangs, Echoes of Australia, DVD
- Boomerangs, Behind an Australian Icon, Philip Jones
- The Boomerang Information Book, Ian King
- Boomerang, Christopher Anderson and Philip Jones
- From Ochres to Eel Traps, Aboriginal Science and Technology resource guide for teachers, Page 5
- Boomerangs; <http://www.howstuffworks.com/search.php?terms=boomerang>

Spears

- Indigenous tools and weapons; http://members.ozemail.com.au/~mmichie/engag_t&w.htm
- Spear throwing lesson unit, <http://www.det.wa.edu.au/aboriginaleducation/apac> (lesson plans)

Year 2, content

- A push or a pull affects how an object moves or changes shape
- Science is used in daily lives, including when caring for the environment and living things

Year 2 Teaching resources

Primary Connections has Indigenous curriculum links, can be purchased at <https://primaryconnections.org.au/shop/>

This museum hand out has examples of Aboriginal push and pull toys;
<http://www.samuseum.sa.gov.au/Upload/files-education/text/aacg-yr1-3-artandplay-toys.pdf>

Water

- Water tunnels; <http://www.abc.net.au/science/news/stories/s1590192.htm>
- Soakage; [http://en.wikipedia.org/wiki/Soakage_\(source_of_water\)](http://en.wikipedia.org/wiki/Soakage_(source_of_water))
- Painting country; <http://aso.gov.au/titles/documentaries/painting-country/clip2/>
- Waterlillies by Diane Lucas

Aboriginal plant trails:

- Canberra - Australian National Botanic Gardens;
<https://www.anbg.gov.au/gardens/visiting/exploring/aboriginal-trail/index.html>
- Adelaide - <http://www.botanic.sa.edu.au/index.php/discovery-trails/32-teacher-trail-primary/333-aboriginal-plant-use>
- Aboriginal plant use in SE Australia - <http://www.anbg.gov.au/aborig.s.e.aust/s.e.a.mapkey.html>
- Brisbane - <http://www.brisbane.qld.gov.au/facilities-recreation/parks-venues/parks/brisbane-botanic-gardens-mt-coot-tha/brisbane-botanic-gardens-mt-coot-tha-self-guided-walks>
- Cairns - <http://www.cairns.qld.gov.au/cbg/visit/discover/aboriginal-garden>
- Sydney - https://www.rbgsyd.nsw.gov.au/plant_info/aboriginal_bush_foods

From Ochres to Eel Traps, Aboriginal Science and Technology resource guide for teachers, includes bush foods, medicines, plants

Bush food books

Rock painting; <http://www.aboriginalartonline.com/art/rock.php>

Facts about Aboriginal Art; <http://www.japingka.com.au/articles/facts-about-aboriginal-art/>

Year 3, content

- Living things can be grouped on the basis of observable features and can be distinguished from non-living things
- Earth's rotation on its axis causes regular changes, including night and day
- Researching how knowledge of astronomy has been used by some Aboriginal and Torres Strait Islander people
- Researching Aboriginal and Torres Strait Islander people's knowledge of the local natural environment, such as the characteristics of plants and animals.

Year 3 Teaching resources

Plants and animals clip from 12 canoes; <http://www.12canoes.com.au/>

Primary Connections has Indigenous curriculum links, can be purchased at <https://primaryconnections.org.au/shop/>

Navigation:

- Burarra Gathering - <http://www.questacon.edu.au/burarra-gathering/visit-danaja>
- <http://www.questacon.edu.au/burarra-gathering/extra-information/navigation>

Astronomy

- Astronomy and Australian Indigenous People;
https://view.officeapps.live.com/op/view.aspx?src=http%3A%2F%2Fhass-sa.asn.au%2Ffiles%2F4414%2F1196%2F3333%2FAstronomy_and_Australian_Indigenous_peoples.doc
- Excellent site with many examples of Indigenous astronomy; <http://www.emudreaming.com/>
- Dark Sparklers, Hugh Cairns and Bill Yidumduma Harney (teacher's resource)
- Pleiades: Compare the different stories of the Seven Sisters;
- The Legend of the Seven Sisters: A Traditional Aboriginal Story from Western Australia, May O'Brien and Sue Wyatt.
- The Seven Sisters Dreaming story has many variations across Aboriginal cultures and other cultures of the world. This site has twelve Aboriginal versions, <http://www.kitezh.com/sevensisters/7sisters.htm>. The story is often used as the topic for art work.
- Tchingal – the emu in the sky is a story originating from south-eastern Australia, the emu is easiest seen from May to July.
- Discuss differences between the ways Indigenous peoples and western astronomers view the skies. It would be useful to include that many of the constellation names are based on Greek legends.

Seasons –

- investigate how diverse Indigenous groups managed their lives with respect to the effects of the daily and seasonal positions of the sun
- Indigenous Weather Knowledge, Australian Bureau of Meteorology. (2002); <http://www.bom.gov.au/iwk/>
- Six seasons of Kakadu; <http://www.parksaustralia.gov.au/kakadu/people/seasons.html>
- The Lost Seasons; <http://www.abc.net.au/science/features/indigenous/>
- Waterlillies by Diane Lucas

Aboriginal plant trails:

- Canberra - Australian National Botanic Gardens; <https://www.anbg.gov.au/gardens/visiting/exploring/aboriginal-trail/index.html>
- Adelaide - <http://www.botanic.sa.edu.au/index.php/discovery-trails/32-teacher-trail-primary/333-aboriginal-plant-use>
- Aboriginal plant use in SE Australia - <http://www.anbg.gov.au/aborig.s.e.aust/s.e.a.mapkey.html>
- Brisbane - <http://www.brisbane.qld.gov.au/facilities-recreation/parks-venues/parks/brisbane-botanic-gardens-mt-coot-tha/brisbane-botanic-gardens-mt-coot-tha-self-guided-walks>
- Cairns - <http://www.cairns.qld.gov.au/cbg/visit/discover/aboriginal-garden>
- Sydney - https://www.rbg Syd.nsw.gov.au/plant_info/aboriginal_bush_foods

From Ochres to Eel Traps, Aboriginal Science and Technology resource guide for teachers, includes bush foods, medicines, plants

Bush food books

Select an endangered native species to study – one of importance to Indigenous people.

Look at the destruction of habitat.

Indigenous weather knowledge; <http://www.abc.net.au/science/features/indigenous/>

The Aboriginal people of Kakadu, who have always relied on the environment for their survival, have a completely different set of seasons from any other part of the world. Their year and the way they live is divided into six seasons. Walking with Seasons in Kakadu, by Diane Lucas, teaching notes available at http://www.allenandunwin.com/_uploads/BookPdf/TeachersNotes/9781741144710.pdf

Year 4, content

- Natural and processed materials have a range of physical properties; these properties can influence their use.
- Considering how scientific practices such as sorting, classification and estimation are used by Aboriginal and Torres Strait Islander people in everyday life.

Year 4 Teaching resources

Primary Connections has Indigenous curriculum links, can be purchased at <https://primaryconnections.org.au/shop/>

Investigate 'bush medicine' which is the term used in Australia by Aboriginal people to describe their traditional medicinal knowledge and practices; http://en.wikipedia.org/wiki/Bush_medicine

From Ochres to Eel Traps, Aboriginal Science and Technology resource guide for teachers (bush medicine, pages 29 – 32)

Make a brochure documenting some traditional 'bush medicine' remedies for common ailments.

Woomeras

- Indigenous technology; <http://www.australia.gov.au/about-australia/australian-story/austn-indigenous-tools-and-technology/>
- From Ochres to Eel Traps, Aboriginal Science and Technology resource guide for teachers, Page 9

Boomerangs

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- The Boomerang Information Book, Ian King
- Boomerang, Christopher Anderson and Philip Jones
- From Ochres to Eel Traps, Aboriginal Science and Technology resource guide for teachers, Page 5
- Boomerangs; <http://www.howstuffworks.com/search.php?terms=boomerang>

Spears

- Indigenous tools and weapons; http://members.ozemail.com.au/~mmichie/engag_t&w.htm
- Spear throwing lesson unit, <http://www.det.wa.edu.au/aboriginaleducation/apac> (lesson plans)

String making

- String-making activity from the Aboriginal perspectives across the curriculum folder, a DECS publication.
- The Aboriginal art of string making video by Rick Roser, Keeaira Press, PO Box 539, Southport, Q.

Museums often have an Education Officer who can be booked to provide information on Indigenous technology.

MacQuarie Atlas of Indigenous Australians, MacQuarie

Weaving and other technologies; http://en.wikipedia.org/wiki/Australian_Aboriginal_fibrecraft and <http://www.powerhousemuseum.com/hsc/paperbark/history.htm>

Resin "glue":

- One of the favoured sources of resin "glue" has been the Xanthorrhoea, better known as grass tree. There are 28 species of grass tree spread from the tip of Queensland to South Western Australia. Gums were also used as adhesives. However, its use is limited by the fact that gum swells and shrinks depending on humidity. Gums are obtained from a number of trees including wattles and eucalypts.
(http://www.cpbr.gov.au/gardens/education/programs/pdfs/aboriginal_plant_use_and_technology.pdf)
- 'Aboriginal People and Their Plants' by Philip Clarke (Rosenberg Publishing):
- Spinifex resin was used in many areas for cementing stone blades onto axes and spearthrowers. In other areas, people used the gum from beefwood, gidgee, grasstree and ironwood as an adhesive. They would heat the gum over a fire, spread the heated gum onto the surface of the tool where it cooled and hardened. Toolmakers sometimes used beeswax as glue.

This 3 minute video clip shows a group of women from the Merrepen Arts Centre at Nauiya on the Daly River in the Northern Territory collecting merrepen and pandanus leaves for weaving as well as merrepen seeds for dyeing. The clip is narrated by Marrfurra from the Daly River area in her own language with English subtitles. The women tell that a good time to collect Merrepen is during the wet season when the spear grass is very dense and long. (<http://aso.gov.au/titles/documentaries/merrepen/clip2/>)

Cultural concepts; <http://www.det.wa.edu.au/aboriginaleducation/apac> (lesson plans)

Kinship; http://en.wikipedia.org/wiki/Australian_Aboriginal_kinship

Moieties; <http://www.aboriginalartonline.com/culture/moieties.php>

Totems: <http://www.aboriginalculture.com.au/socialorganisation.shtml>

Year 5, content

- Learning how Aboriginal and Torres Strait Islander people used observation of the night sky to assist with navigation.

Year 5 Teaching resources

Australia's Indigenous peoples have a rich heritage of astronomical observation and story telling. Retell one of these stories and attach it to an image of the star constellation.

Astronomy and Australian Indigenous People;

https://view.officeapps.live.com/op/view.aspx?src=http%3A%2F%2Fhass-sa.asn.au%2Ffiles%2F4414%2F1196%2F3333%2FAstronomy_and_Australian_Indigenous_peoples.doc

<http://www.questacon.edu.au/burarra-gathering/extra-information/navigation>, interactive activity for students.

Excellent site with many examples of Indigenous astronomy; <http://www.emudreaming.com/>

Year 6, content

- Investigating major geological events such as earthquakes, volcanic eruptions and tsunamis in Australia, the Asia region and throughout the world
- Learning how Aboriginal and Torres Strait Islander knowledge, such as the medicinal and nutritional properties of Australian plants, is being used as part of the evidence base for scientific advances.

Year 6 Teaching resources

Primary Connections has Indigenous curriculum links, can be purchased at <https://primaryconnections.org.au/shop/>

Volcanoes – South East Dreaming Story of the giant named Graitbul;

http://www.wattlerange.sa.gov.au/webdata/resources/files/Kanawinka_Geopark_info.pdf

From Ochres to Eel Traps, Aboriginal Science and Technology resource guide for teachers, Aboriginal Bush Medicine, Page 29

From Ochres to Eel Traps, Aboriginal Science and Technology resource guide for teachers, Separation of Poisons from Edible Plants, Page 14

From Ochres to Eel Traps, Aboriginal Science and Technology resource guide for teachers, Aboriginal Bush Foods, Page 17

Year 7, content

- Researching specific examples of human activity, such as the use of fire by traditional Aboriginal people.
- Investigating how land management practices of Aboriginal and Torres Strait Islander peoples can help inform sustainable management of the environment
- Investigating how Aboriginal and Torres Strait Islander knowledge is being used to inform scientific decisions, for example care of waterways.

Year 7 Teaching resources

Primary Connections has Indigenous curriculum links, can be purchased at <https://primaryconnections.org.au/shop/>

Fire:

- From Ochres to Eel Traps, Aboriginal Science and Technology resource guide for teachers, page 52, Fire to Fire Stick Farming.
- Download the Kakadu visitors guide and there is information about fire management, page 24; <http://www.environment.gov.au/resource/visitor-guide-kakadu-national-park>
- The Art of Fire by Jimmy Pike (available at the SA museum gift shop)
- Northern lands council web site has interesting information about management of the area; <http://www.nlc.org.au/>

Water management

- Aboriginal water knowledge and connections; <http://www.clw.csiro.au/publications/general2010/Aboriginal-Water-Knowledge-and-Connections.pdf>
- Indigenous natural resources management; <http://lwa.gov.au/taxonomy/term/3396>
- Indigenous involvement in environmental and heritage management; <http://www.environment.gov.au/node/22628>

From Ochres to Eel Traps, Aboriginal Science and Technology resource guide for teachers, Seasonal Calendars, Page 38

The Kaurna People, Aboriginal People of the Adelaide Plains, Aboriginal Studies 8 – 12, Education Department of South Australia.

The Adnyamathanha People, Aboriginal people of the Flinders Ranges, , Aboriginal Studies 8 – 12, Education Department of South Australia.

The Ngarrindjeri People, Aboriginal people of the River Murray, Lakes and Coorong, , Aboriginal Studies 8 – 12, Education Department of South Australia.

Ngarrindjeri People and Environment Past, Present and Future, Department of Education, Training and Employment.

Ngadjuri, Aboriginal People of the Mid North Region of South Australia, SASOSE Council Inc

A 'long-time' visit to Kakadu is a series of lessons found at <http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/aboriginal-education/apac/lesson-plans>

Walking with the Seasons in Kakadu, Diane Lucas and Ken Searle

Indigenous Weather Knowledge, Australian Bureau of Meteorology. (2002); <http://www.bom.gov.au/iwk/>

Six seasons of Kakadu; <http://www.parksaustralia.gov.au/kakadu/people/seasons.html>

The Lost Seasons; <http://www.abc.net.au/science/features/indigenous/>

MacQuarie Atlas of Indigenous Australians, MacQuarie

Year 8, content

- Investigating how Aboriginal people recognise relationships in ecosystems by burning to promote new growth, attract animals and afford easier hunting and food gathering.

Year 8 Teaching resources

Primary Connections has Indigenous curriculum links, can be purchased at <https://primaryconnections.org.au/shop/>

Fire

- From Ochres to Eel Traps, Aboriginal Science and Technology resource guide for teachers, page 52, Fire to Fire Stick Farming.

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- Download the Kakadu visitors guide and there is information about fire management, page 24;
<http://www.environment.gov.au/resource/visitor-guide-kakadu-national-park>
- The Art of Fire by Jimmy Pike (available at the SA museum gift shop)

A 'long-time' visit to Kakadu is a series of lessons found at
<http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/aboriginal-education/apac/lesson-plans>

MacQuarie Atlas of Indigenous Australians, MacQuarie

There are no Indigenous perspectives in the Year 9 and Year 10 Australian curriculum, Science.

AUSTRALIAN CURRICULUM - MATHEMATICS

Notes to gain an understanding of the differences in Mathematical concepts between Indigenous and Western.

Aboriginal perspectives and the learning area, Mathematics

(Notes taken from the Aboriginal Perspectives across the Curriculum folder, DECS)

Few non-Aboriginal Australians today understand, or appreciate, the extent to which traditional Aboriginal cultures incorporated mathematical concepts and much, in fact, is not known. Traditional Aboriginal mathematical thinking is both similar to and different from, western concepts with more value generally on 'place in space' than 'abstract space' and quality rather than quantity. Generally, there is a closer link between the development of a mathematical construct and its social significance than in much Western thought.

Much of what is now known about Aboriginal mathematical concepts is based on the desert and northern Aboriginal groups, who have retained their language and aspects of their culture to a greater degree than urban Aboriginal groups. Few records appear to have been kept of mathematical concepts and abilities in the past.

Interesting Observations...

'... all Western notions of quantity – of more and less, of numbers, mathematics, and positivistic thinking – are not only irrelevant to the Aboriginal world, but contrary to it. When Aboriginal people see the world, they focus on the qualities and relations that are apparent, and quantities are irrelevant.

...the Aboriginal world-view provides for the unity and coherence of people, nature, land and time. In a world which has not been broken down by science and mathematics, the spiritual unities which transcend Western analysis remain primary.' (Christie, 1985 - APAC)

'Aboriginal world-views are characterised by a very personal view of the universe, in which humans are seen as united with nature rather than separated from it, and in which humans therefore have responsibility for maintaining the natural order of things, rather than trying to dominate or change their environment.

By contrast, the world-view that is dominant among non-Aboriginal Australians is marked by the impersonal social relationships characteristic of large-scale technological societies and also by the separation of humans from nature...allowing for the conquest and exploitation of nature so that it serves the perceived needs and desires of humanity. This is the world-view that gives rise to the mathematics which is taught in school' (Harris, 1991 - APAC)

Learning about Aboriginal mathematical concepts will allow students an alternative view of the world, reflecting their own country's unique cultural heritage and enabling them to see Western mathematical concepts in a more global context. Student activities in mathematics should encourage the valuing of difference in world views, rather than see one as better or lesser, simpler or more sophisticated. They can include activities based on Aboriginal cultural concepts relevant to mathematics, as well as examples of Western mathematical activities based on Aboriginal cultural content.

The aims of including Aboriginal perspectives in maths can be summarised as being:

To value similarities and differences between western and Aboriginal mathematical concepts

To recognise the various ways in which contemporary Aboriginal people continue to use traditional cultural concepts related to mathematics

While those in the cities and towns use mostly western maths concepts, they might maintain degrees of values and skills more related to traditional culture. Many people move along the continuum, changing their focus as the circumstances permit.

Foundation Year, content

- using scenarios to help students recognise that other cultures count in a variety of ways, such as the Wotjoballum number systems
- using Aboriginal and Torres Strait Islander methods of adding, including spatial patterns and reasoning
- An Aboriginal or Torres Strait Islander component can be included by using Indigenous resources to interpret the everyday language of location and direction, such as 'between', 'near', 'next to', 'forwards', 'towards'

Foundation and Year 1 Teaching resources

Spoken words used for specific numbers appear to be limited in many Aboriginal languages to one, two and three, but this should not be seen in any way as being deficient. The absence of the word probably signalled the social insignificance of the concept

Pitjantjatjara: An Oral Counting System

Ask the students: What languages can you count to ten in? How are these numbers represented?

Have the students share their counting to ten and try writing these. Display these recordings or keep a record of the students' written attempts. Students could also complete the task by seeking help from friends/family and using language dictionaries. This would acknowledge the range of languages/cultures represented within the class and provide an opportunity to 'celebrate' these.

Following the students' sharing, introduce Pitjantjatjara, the language of the Aboriginal people who live mostly in the north west of South Australia and the adjoining lands in Northern Territory and Western Australia.

Explain the basic pronunciation of the Pitjantjatjara language – u sounds a bit like the u in put; a sounds like the u in but and tj sounds a bit like the English j. In Pitjantjatjara numbers immediately higher than three are formed as composite numbers, using combinations of one, two and three. For example: four is kutjara-kutjara, two and two. This is similar to the way we say the number 14 (fourteen), a shortened version of four and ten, and the French say 21 (vingt et un), twenty and one.

Provide the students with the numbers 1 – 3 and then challenge them to suggest ways of saying 5, 6, 7 and 8 in Pitjantjatjara. Encourage discussion of different ways of forming these numbers as composites of 1, 2 and 3.

Compare their efforts with the actual Pitjantjatjara terms shown here.

The Pitjantjatjara numbers 1- 8 are

- 1 kutju
- 2 kutjara
- 3 mankurpa
- 4 kutjara - kutjara
- 5 kutjara - mankurpa
- 6 mankurpa - mankurpa
- 7 mankurpa – mankurpa – kutju
- 8 mankurpa – mankurpa – kutjara

Although forming composite numbers becomes unwieldy for very large numbers this number system fulfilled the needs of traditional Pitjantjatjara speaking people. In their traditional lifestyle, they rarely needed to use large numbers with precision. When the men went hunting they only killed enough for the immediate needs of their small community, perhaps kutjara or mankurpa malu (kangaroo).

The women collected smaller items of food which were often plentiful and therefore, better described as tjara (a few) or tjuta (lots). There would be no benefit in knowing that they had collected exactly 37 or 253 honey ants. Today Pitjantjatjara speaking people generally use traditional Pitjantjatjara numbers when they are referring to concepts within their traditional culture and use European numbers, spoken in English, to refer to European concepts such as amounts of money. Ref.

<http://www.ethnomath.org/resources/DETE/Mathematics-Number.pdf>.

Kurna Warraarra Wonbawonnandi, Counting in Kurna, includes a book and CD and contains the language of the Kurna people, the traditional owners of the Adelaide plains in South Australia. It outlines Kurna language for numbers from 1 to 6 and vocabulary for some Australian animals. The CD helps both educators and children to become familiar with Kurna language pronunciation. Suits ages 1 years and up. This resource was developed and written by Kalaya Children's Centre Staff and Management Committee. Kalaya Children's Centre is an integrated preschool and childcare centre in Adelaide, South Australia.

Ten Scared Fish by Ros Moriarty and illustrated by Balarinji. Starting with 'One Turtle by the waterhole' you can follow the river to the sea counting animals along the way - until ten little fish meet a big scary shark? Ten Scared Fish celebrates animals, numbers and the joy of art from Balarinji design studio.

Model, practise and reinforce positional language

Using a picture book such as A is for Aunty, written & illustrated by Elaine Russell (The book depicts daily routines and incidents on the mission (Murrin Bridge near Lake Cargelligo NSW) including billycart racing, fishing for yabbies, having a possum as a pet and making sure the house was spick and span when the Manager's wife came to check it on Inspection Day. As Elaine says "These are things I can never forget. " positional language can be modelled, practised and reinforced.

On an interactive whiteboard, display, e.g., the illustration for the letter E from Elaine Russell's A is for Aunty.

- Teacher models positional instructions and students highlight (or place markers) as follows:
- Highlight the boy in front of a bush
- Highlight an emu near a tree
- Highlight a boy between two other boys near some flowers
- Students practise making positional instructions . . .

Year 2, content

- Demonstrate and use models such as linking blocks, sticks in bundles, place-value blocks and Aboriginal bead strings and explain reasoning
- Investigate the seasons used by Aboriginal people and compare them to those used in Western society, and recognise the connection to weather patterns

Year 2 Teaching resources

Seasons – investigate how diverse Indigenous groups managed their lives with respect to the effects of the daily and seasonal positions of the sun

- Indigenous Weather Knowledge, Australian Bureau of Meteorology. (2002); <http://www.bom.gov.au/iwk/>
- Six seasons of Kakadu; <http://www.parksaustralia.gov.au/kakadu/people/seasons.html>
- The Lost Seasons; <http://www.abc.net.au/science/features/indigenous/>
- *Activity*
 - Find out, if possible, the seasonal calendar of your local Aboriginal people. How does it differ from the four seasons we follow in mainstream South Australia? If possible, label a 12 month calendar with the:

- four seasons we follow in mainstream South Australia
- seasonal calendar of your local Aboriginal people
- five seasons of Aboriginal people in Arnhem Land
- two mainstream Australian Top End seasons, wet and dry
- Student activities could focus on measuring aspects of changing seasons in their own and other parts of Australia and observing the night sky.

Estimate the time of day, using natural or artificial phenomena (position of the sun, lots of cars in the school car park). Make connections to traditional Aboriginal culture and bring it up to contemporary times.

Background Information

Intricate knowledge of seasonal times of the natural world was commonplace in most societies around the world a century or two ago, but has been lost to some extent by urbanisation, artificial heating and cooling and trans-global marketing of produce so that foods seem never to be out of season.

Aboriginal time and calendars vary and are measured by factors including location, seasons, moon cycles, daylight hours and climate.

- Some examples of Foods available, linked to Climatic Conditions
- Turtle eggs - Flat water and clouds
- Magpie geese – Cool nights with heavy dews and fogs
- Salmon - Ground hot to walk on and no water
- Barramundi - Humid with thunder and lightning
- Small sharks and stingrays - Strong winds with high tides and heavy rain

While tropical climates are often divided between wet and dry seasons, the Milngimbi community in Arnhem Land has an elaborate calendar which includes seasonal cycles, hence availability of food, and the best places to be in Arnhem Land. Seasons might be differentiated according to rainfall and temperature (freezing cold nights or warm nights), and food cycles include time to hunt carpet snake, dig for honey ants and gather quandong or certain seed grasses.

Aboriginal people had the ability to link events in the natural world to a cycle that permitted the prediction of seasonal events. These natural barometers were not uniform across the land but instead used the reaction of plants and animals to gauge what was happening in the environment.

Seasons in cooler southern parts of Australia might include times of more or less rain, prevailing winds from a certain direction, collection of swan eggs and seasonal fruits, living by the sea during summer and in the hills during winter.

The presences of march flies, for example, was an indication to the Gadgerong people that crocodile eggs could be found, to look for native honey, and it was approaching the late dry season.

As a result of all this, seasonal cycles as described by the various Aboriginal peoples, differ substantially according to location.

This produces a far more intricate and subtle overview of Australia's climate than the 4-season European climate description of summer, autumn, winter and spring, applied as it is across most areas of the continent.

Traditional stories about the changing night sky link with seasons and available foods. The appearance of particular insects is a reminder of the ripening of certain plants

When I Was Little Like You, written & illustrated by Mary Malbunka

Mary shares her stories of playing with friends, building cubby houses, climbing trees, collecting sugarbag, digging for honey ants, hunting for lizards and learning about the seasons, animals and plants, creating a vivid picture of a truly Australian childhood in which country -ngurra - is life itself. Names & characters and other elements of this story are written in Luritja, an Aboriginal language of Western Desert area of NT

Big Rain Coming, written by Katrina Germein and illustrated by Bronwyn Bancroft

Everyone and everything is waiting for the rain. Rosie's kids, the panting dog, the fat green frogs and Old Stephen for he predicts it arrival. But when will the big rain come?

Walking with the Seasons in Kakadu, by Diane Lucas and Ken Searle

"This is a story that has got to be told to children so they know country - no good just sitting in classroom all day. You've got to get outside and discover bush, feel the changes, see what's there. Using Gundjeihmi language in this story shows people our language is part of our culture, our lives.." from a group of Gundjeihmi people of the Murrumburr clan in Kakadu

My Home in Kakadu, written & illustrated by Jane Christophersen

Through the eyes of her granddaughter, Tarrah, respected Elder Jane Christophersen, reveals the beauty of life in Kakadu National Park and the significance of the changing seasons to those who live there. Join Tarrah as she goes out with her family gathering bush tucker, fishing and hunting

Year 3, content

- Identify symmetry in Aboriginal rock carvings or art
- Exploring meaningful and increasingly efficient ways to record data, and representing and reporting the results of investigations (this can include an Indigenous component)

Year 3 Teaching resources

Use Aboriginal art work that shows symmetry. Can be accessed through the internet, google 'Aboriginal Australian Art', and find works similar to the illustration on the slide. Art work can also be accessed through calendars, drink coasters, cards, at stores that sell Aboriginal merchandise. For example Tandanya in Adelaide sells a variety of cheap art work that could be put together to form a set. As the work is hand made it will not be 100% symmetrical. The students need to discover this and work out how to make a drawing symmetrical. Students should make symmetrical art work.

A way to show efficient ways of recording data is to look at Aboriginal birth order names

Birth order names in many Aboriginal languages listed separate names for the first ten born, depending on whether they were male or female, so clearly the mathematical concept of these numbers existed even though the ordinal numbers may not exist. The importance of birth order in defining roles and responsibilities to the group presumably was the factor which led to their development.

An example of this is the Kurna Birth Order Names for males and females

| Kurna males | Kurna Females |
|-------------------------|-------------------------|
| 1st born - Kartamaru | 1st born - Kartanya |
| 2nd born - Waritya | 2nd born - Warooyoo |
| 3rd born - Kudnitya | 3rd born - Kudnato |
| 4th born - Munaitya | 4th born - Munato |
| 5th born - Midlaitya | 5th born - Midlato |
| 6th born - Marrutya | 6th born - Marruato |
| 7th born - Wangutya | 7th born - Wanguato |
| 8th born - Not recorded | 8th born - Not recorded |
| 9th born - Ngadlaitya | 9th born - Ngadlaato |

Students could be given the data in a text passage, and asked to present it in a meaningful and efficient way.

Year 4, content

- Investigate the use of fractions and sharing as a way of managing Country: for example, taking no more than half the eggs from a nest to protect future bird populations

- Use stimulus materials such as the motifs in Central Asian textiles, Tibetan artefacts, Indian lotus designs and symmetry in Yolngu or Central and Western Desert art

Year 4 Teaching resources

Explore the patterns of weaving produced by the Ngarrindjeri or other Aboriginal groups

Explore the patterns and symmetries of various art works

Make patterns using traditional Aboriginal symbols

Transfer number, shape, colour patterns to clap sticks and vice versa

Weave patterns using traditional Aboriginal colours and patterns

See:

Aboriginal art sites on the www. This slide show has some very good ideas about patterning using Aboriginal art; <http://www.slideshare.net/elealber/aboriginal-art-presentation>

Year 5, content

- Recognising that some units of measurement are better suited for some tasks than others, e.g. kilometres rather than metres to measure the distance between two towns (this can include an Indigenous component)
- Identifying the best methods of presenting data to illustrate the results of investigations and justifying the choice of representations (this can include an Indigenous component)
- Investigate the ways time was and is measured in different Aboriginal Country, such as using tidal change
- Compare aerial views of Country, desert paintings and maps with grid references

Year 5 Teaching resources

Students activities:

Traditional Aboriginal concepts of distance are often embedded in practical real terms such as a place being a half day's travel by foot (past) or two hours by car, rather than saying a certain number of kilometres. This is no different to the usage of most other Australians.

Students could investigate and measure distance travelled by spiritual ancestors e.g. in the Dreaming story Tjilbruke or the Ngurunderi story which goes from the junction of the Darling and Murray Rivers to mouth, Coorong and Encounter Bay.

Estimate the distance in kilometres as well as how many days it might take to walk, taking into consideration hills, heat, cold, bush, rest times and extra weight to be carried.

Calculate the distance to be travelled by vehicle taking into consideration, in addition to the number of kilometres, the dangers of night travel (colliding with cattle, kangaroos), washed away roads, bull-dust, flat tyres and rest stops.

Work out the distance travelled on the Dreaming Trail using standard / non-standard measurements

Estimate and then calculate how long it would take if this route were travelled at different speeds. Choose 3 different speeds and compare. Brainstorm ways to do this.

Estimate the quantity of water that might be needed for the journey (purposes?)

Present data in interesting and visually effective ways. Make use of graphs and digital technologies

Paul Memmott in his paper, Tangkic Orders of Time: an anthropological approach to time study, considers the traditional time constructs and orders of Aboriginal coastal hunter - fisher - gatherers who occupy the Wellesley Islands and adjacent coastline of the southern Gulf of Carpentaria in northern Australia. They are

divided into four groups, the Lardil, Yangkaal, Ganggalida and Kaiadilt. Because the languages of the four tribal groups are closely related, anthropologists categorize them as the “Tangkic” language group based on the shared word, tangka, meaning “person”.

‘...The importance of natural time orders in traditional Aboriginal life is stressed throughout the ethnographic evidence for the whole continent. These orders consist of solar rhythms and associated diurnal/nocturnal cycles, seasonal cycles, changes in climate, flora, fauna and other environmental conditions (e.g. quantities of surface water); also lunar rhythms and associated tidal movement and animal behaviour. Many units of Tangkic time which are embedded in language are, predictably, natural units of time.

For example the Kaiadilt have terms for “early (pre-dawn) morning”, “daybreak”, “morning”, “midday”, “late afternoon”, “just before sunset”, “sunset” and “middle of night”, and lexicon for the lunar cycle includes “new moon”, “half moon”, “full moon” and “old moon”. Temporal reference can also be made using tidal conditions since all coastal-dwelling Tangkic people are conscious of tidal movement. Thus the Kaiadilt have words for “high tide”, “rising tide”, “half-tide”, “low tide”, “very low tide” and “ebbing tide”. In organizing and sequencing marine hunting which traditionally involved nets, raft travel, and the use of bark torches, the solar time units (divisions of day and night) are correlated with lunar units (tidal conditions) . . .’

(For more information, read Memmott’s paper at
http://scan.net.au/scan/journal/display.php?journal_id=59

Aboriginal children (urban and rural) generally excel at spatial aspects of Maths such as drawing aerial views or plans of their homes. Their ability may reflect differences in child raising methods where Aboriginal children are generally given more freedom to explore space and to take risks than non-Aboriginal children; they are allowed to observe their environment closely and many travel more than average, e.g. visiting relatives in distant communities.

Artwork which shows the landscape is usually very accurate. (view <http://dl.nfsa.gov.au/module/726/>)

Knowing directions

When a non-Aboriginal teacher asked what certain Aboriginal people did when they got lost, he was told, ‘We go home!’ Seemingly, there is no concept of being lost, and enquirers were told that the desert people just know, inside their head.

Face north and raise your east arm. An Aboriginal baby born in the middle of Australia until recently (and maybe even now) would learn these directions possibly before learning to talk and walk as a survival skill necessary in adulthood.

An Aboriginal toddler may be expected to know directions, space and place. These are built into the language and reinforced continually through normal daily life, e.g. cardinal points are constantly used instead of left and right or other directions

David Lewis who researched direction finding with groups in Central Australia says ‘All my preconceived ideas about ‘land navigation’ turned out to be wrong. In place of the stars, sun, winds and waves that guide Pacific Island canoe-men, the references of the Aborigines proved to be the meandering tracks of the ancestral Dreaming beings that form a network over the whole Western Desert’.

In pointing out the direction of far-away sacred sites, the error was never more than 10% and, in fact, averaged 2.8 degrees.

The place was ‘featureless and flat, with moderately open mulga and spear grass, devoid of sandhills, creek beds, escarpments, tall trees or other references. Visibility through the evenly-spaced mulga was a hundred metres at most.’

A kangaroo, wounded by a bullet, was hunted on foot for half an hour. After it was killed, Jeffrey and Yapa headed without hesitation directly back towards the Land rover that had been invisible since the first minutes of the chase.

Q. How do you know we are heading straight towards the Land-rover?

A. Jeffrey taps his forehead. 'Malu (kangaroo) swing round this way, then this', indicating with sweeps of his arm. 'We take short cut.'

Q. Are you using the sun?

A No.

The Land-rover duly appeared ahead through the mulga in about a quarter of an hour. Jeffrey then repeated his explanation, illustrating by gestures and by drawing in the sand the malu's track and our own 'short cut' home.

Had Jeffrey any points of reference? The only external one was the starting point, and the sun was not consulted.

He was not using the 'points of the compass' (which could have been located from the sun) nor, in this case, did sacred sites come into the picture...

It would appear that Jeffrey was orienting on some kind of dynamic 'mental map', which was continually being up-dated in terms of time, distance and bearing, and more radically realigned at each major change of direction, so that the hunters remained at all times aware of the precise direction of their starting point. (David Lewis (1976). Route Finding by Desert Aborigines in Australia. *Journal of Navigation*, 29, pp 21-38. doi:10.1017/S0373463300043307.)

Student activities could include

- Practice in naming cardinal points in the classroom, school grounds and the local community, and in enacting or learning other ways of referring to direction such as using the path of the sun or moon or the Southern Cross as a reference point, and mapping activities on paper or in sand.
- Show on a map where Loveday Bay is located (site of Thukeri story) and add to a class map of Ngarrindjeri lands.
- Use mathematical skills to estimate how high the birds in the local environment are flying - incorporate a Dreaming story about birds (English and science links)
- Use Dreaming stories to create landscape maps using Aboriginal symbols.
- Investigate and describe routes using language which excludes left and right.
- Explore what words we use to describe position and direction of movement and compare Aboriginal use of language.

Songlines and Navigation in Wardaman and other Aboriginal Cultures, Ray P. Norris^{1,2} & Bill Yidumduma Harney available at <http://www.atnf.csiro.au/people/Ray.Norris/papers/n315.pdf>, provides additional information about cardinal points, navigation etc.

Year 6, content

- Investigate the use of rotation and symmetry in the diagrammatic representations of kinship relationships of Central and Western Desert people

Year 6 Teaching resources

'Kinship Algebra'

Aboriginal children traditionally have had to learn incredibly complex kinship systems so that they know their rights and responsibilities in regard to other members of their extended community. This has been referred to by mathematicians as 'kinship algebra' (where the level of abstraction is the equivalent even if the process is not).

Some groups like the Adnyamathanha of the Flinders Ranges are divided into two halves or moieties, Ararru (north wind) and Mathari (south wind) with children becoming the same moiety as their mother. Other

groups including the Warlpiri and Arrrente are divided into six, eight or sixteen skin groups with strict rules about marriage only being able to occur between two particular groups and the children becoming a particular other group.

The cross hatching designs associated with Arnhem Land bark paintings reflect the several different skin groups. Knowledgeable people know the group of the painter by knowing the patterns. Body painting designs can also reflect different groups.

Adnyamathanha People - Kinship

Children had names for each adult in the extended family, according to their relationship. As well as a birth-order name which gave them a place in the family, children were also given a totem name and what might now be called a nickname. For example, a person might be named according to their appearance, a personal characteristic or an experience they'd had. If tragedy struck the direct parents, this extended family system meant that each person always had parents and a family. Sharing was an important part of kinship law.

Ref: The Adnyamathanha People of the Flinders Ranges – Ed Dept of SA

Year 7, content

There is no Aboriginal or Torres Strait Islander histories and cultures cross curriculum priority in the Australian Curriculum but an Indigenous component could be included by using Indigenous statistics when understanding that some data representations are more appropriate than others for particular data sets, and answering questions about those data sets

Year 8 & 9, content

There is no Aboriginal or Torres Strait Islander histories and cultures cross curriculum priority in the Australian Curriculum but an Indigenous component could be included by using statistics and data that relate to Indigenous Australians

Year 7, 8 & 9 Teaching resources

An easy way to include Aboriginal perspectives is to incorporate analysis of statistics about Aboriginal people together with their explanations about reasons why the statistics may be as they are.

Analysis of statistics without input from Aboriginal people, or other knowledgeable people, can lead to stereotyping and misunderstanding, but, alternatively, statistics can also help to challenge negative stereotypes.

A range of Aboriginal and Torres Strait Islander maps are all relevant resources to compare whilst considering which language groups have had land returned, where Aboriginal people live now and lived in the past, and why this is so. Factors affecting land rights might include urbanisation, farming, whether land is desert or wetlands, and historical and political differences between states. Factors affecting the shift of Aboriginal people to urban centres include access to jobs, medical facilities, education, extended family and housing.

For a range of Indigenous statistics for schools, visit the Australian Bureau of Statistics website at <http://www.abs.gov.au/websitedbs/cashome.nsf/home/ISS%20Indigenous%20statistics%20for%20schools>

Year 10, content

- Using parallel box plots to compare data about the age distribution of Aboriginal and Torres Strait Islander people with that of the Australian population as a whole

Year 10 Teaching resources

For a range of Indigenous statistics for schools, visit the Australian Bureau of Statistics website at <http://www.abs.gov.au/websitedbs/cashome.nsf/home/ISS%20Indigenous%20statistics%20for%20schools>

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