

ABORIGINAL AND TORRES STRAIT ISLANDER
HISTORIES AND CULTURES

LIVING CULTURES – SHELTERS

YEAR 6

The
Orb

SHELTERS**CARING FOR PLACES**

Learners explore sustainability and caring for the environment in the context of building traditional Tasmanian Aboriginal huts. Learners will create their own hut out of natural and/or recycled materials.

CROSS CURRICULUM PRIORITY**Aboriginal and Torres Strait Islander Histories and Cultures***Organising idea 5*

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

Sustainability*Organising idea 4*

World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice, are essential for achieving sustainability.

ACHIEVEMENT STANDARDS**Humanities and Social Sciences (HASS)**

Students identify and describe continuities and changes for different groups in the past and present. They describe the causes and effects of change on society. They compare the experiences of different people in the past. Students describe, compare and explain the diverse characteristics of different places in different locations. They describe how people, places, communities and environments are diverse and globally interconnected.

Design and Technologies

Learners describe competing considerations in the design of products, services and environments, taking into account sustainability. They describe how design and technologies contribute to meeting present and future needs. Learners create designed solutions for each of the prescribed technologies contexts suitable for identified needs or opportunities. They suggest criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions.

CONTENT DESCRIPTORS**Humanities and Social Sciences (HASS)**

The world's cultural diversity, including that of its indigenous peoples (ACHASSK140).

Design and Technologies

Examine how people in design and technologies occupations address competing considerations, including sustainability in the design of products, services, and environments for current and future use (ACTDEK019).

Investigate characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate the impact of their use (ACTDEK023).

GENERAL CAPABILITIES**Intercultural Understanding***Recognising culture and developing respect*

Explore and compare cultural knowledge, beliefs and practices

Level 4 – describe and compare the knowledge, beliefs and practices of various cultural groups in relation to a specific time, event or custom

Personal and Social Capability*Social awareness*

Contribute to civil society

Level 4 – identify a community need or problem and consider ways to take action to address it

Learning Goals*Learners will:*

- » Deepen their understanding of Tasmanian Aboriginal connection to Country.
- » Discuss ways they use the environment and expand their knowledge on sustainability.
- » Create a plan for a hut in a Tasmanian location that they are connected to.

Learning Sequence**Activating and Engaging***Story Sharing*

Ask learners to think about and write down their answers to the following three questions:

- » How do you use the environment?
- » What do you take from the environment?
- » How does the environment help people?

Ask learners to share their ideas, and add to their ideas with further answers as you generate a class discussion.

Ask learners:

- » What do you do to *care* for the environment?
- » Do you recycle?
- » How much waste do you produce?
- » Do you take more from the environment than you give back to environment?

After learners share their responses ask:

- » Have you seen or heard a 'Welcome to Country' or an 'Acknowledgement of Country'?
- » Why might this be important to Aboriginal people?

Discuss the deep connection to Country/Place that Aboriginal people have and maintain.

- » How did the Tasmanian Aboriginal people look after the land?
- » Why is it important for us to look after the land?

Exploring and Discovering

Community Links

Land Links

View *Light and Shade* from the 'Living Cultures – Shelters' section of the Orb.

Pause on the first quote from Danny Gardner and ask learners:

- » Why does Danny acknowledge Country?
- » What does Danny mean by 'we walk on their Country'?

Discuss with learners why Danny has chosen a tree that has already died and why he only takes bark already on the ground rather cutting down or removing bark from a living tree.

'I'm like a custodian of the knowledge. I don't own it, I'm just a caretaker.'

Discuss this quote with learners reflecting on their relationship with the environment.

- » What does this mean?
- » Are we caring for the land when we are taking from it or littering?

As a class, discuss continuing culture:

- » What cultural knowledge is Danny wanting to share with the boys and why is it important to continue these cultural practices?

- » What knowledge and/or customs have been passed down in your family?

After viewing the clips, highlight the key points with learners and ask:

- » What was Danny building?
- » What cultural knowledge was Danny passing on?
- » Who was *palawa* man?

Community Links

Invite an Aboriginal Sharer of Knowledge via the ASK program into the school to assist in building a hut on the school grounds. Have students prepare questions to ask before the visit, for example:

- » What materials are the best to use when building a hut?
- » When is the most appropriate time to collect these materials?
- » Why do you not cut down living trees?
- » Where is a place that you have a deep connection with?

Ask learners:

- » Do you have a special place that you have a connection with?
- » Why do you have a deep connection with that particular place?
- » What can you do to care for that place?

Synthesising and Applying

Non-verbal

Ask learners to consider a location in Tasmania that they have a connection with and that they would like to build their own hut on.

Have learners create a detailed plan on what they want their hut to look like. Ask them to write a detailed paragraph about their choice of site and materials, and how they plan to care for their site.

Success Criteria

Learners:

- » Define sustainability and the reasons why it is important to care for earth.
- » Understand the connection to Country/place for Tasmanian Aboriginal people.
- » Create a detailed plan to build a hut and explain their own connection to Country/Place in a short piece of writing.

Resources

- » [The Orb](#)
- » [Australian Curriculum](#)
- » [Aboriginal Sharers of Knowledge \(ASK Program\) Guidelines](#)
- » [Aboriginal Sharers of Knowledge \(ASK Program\) Application Form](#)
- » The Aboriginal Education Library: email Aboriginal.education.library@education.tas.gov.au or telephone 03 6165 5480 for more resources, including the ones listed below.
- » The Eight-Way Framework of Aboriginal Pedagogy

Glossary

Custodian

A person with responsibility for protecting or taking care of something or keeping something in good condition. **C**

Welcome to Country

A 'Welcome to Country' is a ceremony performed by Aboriginal people, to welcome visitors to their traditional land. **G**

Acknowledgement of Country

An 'Acknowledgement of Country' involves visitors – both Aboriginal and non-Aboriginal – acknowledging the original custodians of the land and their long and continuing relationship with their Country. **G**

C Cambridge Dictionary

G General understanding



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