

ABORIGINAL AND TORRES STRAIT ISLANDER  
HISTORIES AND CULTURES

# LIVING CULTURES – FIBRES

DEPARTMENT OF  
EDUCATION  
*learners first*

YEAR 3

# AUSTRALIA DAY

Learners explore Australia Day from a First Nations perspective. They seek to symbolise what Aboriginal and Torres Strait Islander peoples may view as a significant turning point in their cultural expression and identity. Learners then explore how art and symbolism can help to tell a story.

## CROSS CURRICULUM PRIORITY

### Aboriginal and Torres Strait Islander Histories and Cultures

#### *Organising idea 2*

Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place.

## ACHIEVEMENT STANDARDS

### Humanities and Social Sciences (HASS)

Students reflect on the diversity of people and places in their local community and beyond, and how people participate in their communities.

Students study how places are represented geographically and how communities express themselves culturally and through civic participation.

Opportunities are provided to learn about diversity within their community, including the Country/Place of Aboriginal and Torres Strait Islander Peoples, and about other communities in Australia and neighbouring countries.

## CONTENT DESCRIPTORS

### Humanities and Social Sciences (HASS)

Days and weeks celebrated or commemorated in Australia (including Australia Day, Anzac Day, and National Sorry Day) and the importance of symbols and emblems (ACHASSK064).

Why people participate within communities and how students can actively participate and contribute (ACHASSK072).

## GENERAL CAPABILITIES

### Personal and Social Capabilities

#### *Social Awareness*

Appreciate diverse perspectives

Level 3 – discuss the value of diverse perspectives and describe a point of view that is different from their own

Contribute to civil society

Level 3 – identify the various communities to which they belong and what they can do to make a difference

## Learning Goals

### *Learners will:*

- » Discuss how symbols, events and places make communities unique.
- » Explore the symbology of Australia's colonial history.
- » Investigate symbols of importance to Aboriginal and Torres Strait Islander peoples.
- » Create symbols to represent the richness of cultural expression that pre-contact.

## Learning Sequence

### Activating and Engaging

#### *Deconstruct-Reconstruct*

Investigate with the learners what it means to them to identify as Australian.

Create a list of key words or phrases that express the sentiment of the learners.

Ask learners:

- » How do people celebrate their nationality?
- » Why do you think people choose to celebrate their nationality?

Have learners complete a calendar in small groups to identify significant community celebrations. This may include school-based celebrations.

Ask learners:

- » How is our school like a community?
- » How do we express our belonging to our school?
- » Do you feel you belong to any other groups of people?
- » How do we express our belonging to our country of nationality?

Ask learners to complete a 'Think, Pair, Share' about ways that we express our belonging to a country.

Ask learners:

- » What does Australia Day mean to you?

Create a whole class brainstorm of imagery to show the variety of responses to Australia Day.

### Exploring and Discovering

#### *Community Links*

View the clips from the 'Living Cultures - Fibres' section of The Orb. Highlight the content in which David, Aunty Verna and Craig talk about identity. Investigate cultural identity and what connection to Country means for Aboriginal and Torres Strait Islander peoples. Invite a member of the Aboriginal Sharers of Knowledge (ASK) program into the classroom or watch stories online of First Peoples' connection to Country.

Ask learners:

How do you think Aboriginal and Torres Strait Islander peoples see Australia Day?

Research what happened on the 26th January, 1788.

Read *The Rabbits* by John Marsden and explore the symbols used in the text.

Ask learners:

- » How does the text portray the European people?

What point of view does this text take of Australian colonisation?

Allow learners to draw their own account of Australia Day choosing animals to represent the Europeans and the First Nations peoples.

Have learners explain why they chose the animals they did based upon characteristics.

### Synthesising and Applying

#### *Symbols and Images*

Discuss with learners the importance of symbols. Explore common symbols as a game and demonstrate how our brains are great at using and recognising symbols.

Ask learners to design a symbol or symbols to express what Australia Day might mean to Aboriginal and Torres Strait Islander peoples. For example, it may wish to celebrate or commemorate the First Peoples' point of view. Suggest that the learners may wish to explore the richness of First Peoples' lives before contact.

Explore with learners:

- » What objects or materials might have been symbolic to life in Australia pre-contact?
- » How would you want to be identified as a people if you were choosing a symbol to show your culture and connection to country?

Allow learners to develop posters to explain and showcase their symbols.

Have learners explain:

- » What does your symbol represent?
- » How do you want people to feel when they see your symbol?
- » What do you want people to understand or remember when they see your symbol?

Have learners share their investigation and symbols with the school community.

Ask learners:

- » How does a symbol communicate differently to words?
- » How can you identify differently with symbols than to other modes of expression?
- » Do symbols do anything that words do not do?

### Success Criteria

*Learners:*

- » Create a symbol to express what Australia Day may mean to an Aboriginal or Torres Strait Islander Australian.
- » Describe what it means to belong or identify with a community.
- » Identify symbols, events and places that make our community unique.

GOING FURTHER:

Explore with learners the 'Change the Date' Campaign.

Have learners write a persuasive text based upon their point of view. Invite a member of the Aboriginal community or the ASK Program to share their own point of view to make relevant links to the community.

## 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](mailto: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
- » NITV: [Why a connection to Country is so important to Aboriginal communities](#)

## Glossary

### Beliefs

The feeling of being certain that something exists or is true. **C**

### Brainstorm

Is a group creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its members. **WP**

### Commemorate

To remember officially and give respect to a great person or event, especially by a public ceremony or by making a statue or special building. **C**

### Community

A social group of any size whose members reside in a specific locality, share government, and often have a common cultural and historical heritage. **D**

### Connection

A relationship in which a person or thing is linked or associated with something else. **O**

### Country

In Aboriginal English, a person's land, sea, sky, rivers, sites, seasons, plants and animals; place of heritage, belonging and spirituality; is called 'Country'. **AM**

### Cultural heritage

The legacy of physical artefacts and intangible attributes of a group or society that are inherited from past generations, maintained in the present and bestowed for the benefit of future generations. **U**

### Cultural practice

Objects, events, activities, social groupings and language that participants use, produce and reproduce in the context of making meaning in everyday life. **IGI**

### Culture

The way of life, especially the general customs and beliefs, of a particular group of people at a particular time. **D**

### First Nations

'First Nations' or 'First Peoples' can refer to the peoples or nations of people who were there from the beginning, prior to the settlement of other peoples or nations. **G**

### Identity

The characteristics determining who or what a person or thing is. **O**

### Imagery

In Art, visual images or pictures. **W**

### Indigenous

Originating or occurring naturally in a particular place; native. **O**

### Symbol

A symbol is a mark, sign or word that indicates, signifies, or is understood as representing an idea, object, or relationship. Symbols allow people to go beyond what is known or seen by creating linkages between otherwise very different concepts. **WP**

<b>AM</b>	Australian Museum
<b>C</b>	Cambridge Dictionary
<b>D</b>	<a href="#">Dictionary.com</a>
<b>G</b>	General understanding
<b>IGI</b>	IGI Global
<b>O</b>	<a href="#">Oxford Online Dictionary</a>
<b>U</b>	UNESCO
<b>W</b>	Webster
<b>WP</b>	<a href="#">Wikipedia</a>



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