

ABORIGINAL AND TORRES STRAIT ISLANDER  
HISTORIES AND CULTURES

# LIVING CULTURES – OCHRE

YEAR 3

# BALLAWINNE

Learners will view 'The Dreaming Series' story *Ballawinne* and map all the mentioned places before undertaking a cooperative learning activity to check their knowledge and understanding of ochre and its uses.

## 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.

#### *Organising idea 5*

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

## ACHIEVEMENT STANDARDS

### English

Students contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations.

### Humanities and Social Sciences (HASS)

Students identify connections between people and the characteristics of places. They record and represent data in different formats, including labelled maps.

## CONTENT DESCRIPTORS

### English

Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676).

Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1792).

### Humanities and Social Sciences (HASS)

Record, sort and represent data and the location of places and their characteristics in different formats, including simple graphs, tables and maps, using discipline-appropriate conventions (ACHASS1054).

The importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples who belong to a local area (ACHASSK062).

## GENERAL CAPABILITIES

### Intercultural understanding

*Recognising culture and developing respect*

Develop respect for cultural diversity

Level – identify and discuss the significance of a range of cultural events, artefacts or stories recognised in the school, community or nation

### Critical and creative thinking

*Inquiring – identifying, exploring and organising information and ideas*

Identify and clarify information and ideas

Level 3 – identify main ideas and select and clarify information from a range of sources

*Reflecting on thinking and processes*

Transfer knowledge into new contexts

Level 3 – transfer and apply information in one setting to enrich another

## Learning Goals

*Learners will:*

- » Know what ochre is and its uses.
- » Understand that ochre is an important cultural resource for Tasmanian Aboriginal people.
- » Undertake a mapping activity of various places in Tasmania.
- » Participate in a cooperative learning activity to demonstrate their knowledge and understanding of ochre and the Dreaming story Ballawinne.

## Learning Sequence

### Activating and Engaging

#### *Story Sharing*

View all or parts of the 'Living Cultures – Ochre' section of The Orb.

Ask students to identify on the map where the places shown in the clips are located.

Brainstorm with students to discover what they know about ochre and its uses. Prompt them with questions:

- » What are some of the practical uses of ochre?
- » What are some of the ceremonial uses of ochre?
- » Were there any rules around the use or collection of ochre?
- » Where can you find ochre?
- » Who is allowed to gather and use ochre?

### Exploring and Discovering

#### Story Sharing

#### Land Links

Advise students that they are going to watch a Dreaming story about ochre. Ask them to note down the names of any places mentioned in Tasmania as well as the names of the tribes.

Watch 'The Dreaming Series 2' story of ochre – *Ballawinne*.

Hand out A4 maps of Tasmania to each student and ask them to locate and mark the places mentioned in the story on the map.

Remind students of the places that they heard about:

- » Bass Strait
- » Cradle Mountain
- » Ben Lomond
- » St Peter's Pass
- » Lake St Clair
- » Penguin

Once students have completed their maps show them a digital map on the board so that they can check their positioning.

Explain to students that there were thought to be 9-12 nations of Tasmanian Aboriginal people at the time of European contact. Each nation was made up of a number of clans or family groups and each clan owned a particular territory that they managed and maintained. In 1803 at the time of British invasion, there may have been up to 100 clans.

Show the class a digital map of Tasmania showing the nine nations and ask them to mark on their own map the tribes mentioned in the story.

- » Big River Tribe
- » Oyster Bay Tribe
- » Ben Lomond Tribe

### Synthesising and Applying

#### Deconstruct-Reconstruct

#### Non-linear

Conduct a 'graffiti model' activity. Prepare five large coloured posters and write one question at the top of each poster.

- » What are the meanings of the *Ballawinne* story?
- » What did we learn from this story?
- » Why is this story important to Tasmanian Aboriginal people?
- » Why is ochre important to Tasmanian Aboriginal people?
- » What are you still wondering about?

Group students into five equal groups and hand each group a poster.

Advise students that they will have 5 minutes to write down everything they can in answer to the question on the poster.

When the bell goes, rotate groups to the right to a new poster. Ask students to read their peer's responses and if they agree place a tick, circle, underline or star and then add their own thoughts and any additional answers they can think of.

Bring the class back together once all groups have had an opportunity to address each question and ask for each group to present the answers on the last poster that they worked on.

### Success Criteria

#### Learners:


- » Identify the various uses of ochre via participation in a brainstorm session.
- » Watch The Dreaming story *Ballawinne* and complete a mapping activity.
- » Participate in the graffiti model activity and present their answers to the class.

## 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
- » The Dreaming Series 2 DVD – *Ballawinne*
- » Map: [Tasmania and the Nine Aboriginal Nations](#)



## Glossary

### *Ochre*

An earthy pigment containing ferric oxide, typically with clay, varying from light yellow to brown or red. 

### *Graffiti Model*

A cooperative learning strategy where students are asked to give written responses to questions posed by the teacher. 

-  General understanding
-  [Oxford Online Dictionary](#)



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