

ABORIGINAL AND TORRES STRAIT ISLANDER  
HISTORIES AND CULTURES

**GENERAL**

DEPARTMENT OF  
EDUCATION  
*learners first*

**YEAR 6**

# UNDERSTANDING SELF/OTHER

Learners debate a political issue where people in the community have conflicting needs, and different points of view – for example, the building of the Brighton bypass over *kutalayna*, which began in 2009.

## CROSS CURRICULUM PRIORITY

### Aboriginal and Torres Strait Islander Histories and Cultures

#### *Organising idea 3*

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

#### *Organising idea 6*

Aboriginal and Torres Strait Islander Peoples live in Australia as first peoples of Country or Place and demonstrate resilience in responding to historic and contemporary impacts of colonisation.

## ACHIEVEMENT STANDARDS

### English

Students listen to discussion, clarifying content and challenging other's ideas. They create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect.

### 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 collaboratively generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others. They reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal.

## CONTENT DESCRIPTORS

### English

Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613).

Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709).

Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714).

### Humanities and Social Sciences (HASS)

Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI127).

Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children (ACHASSK135).

Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI133).

## 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

### Ethical Understanding

#### *Understanding ethical concepts and issues*

Reason and make ethical decisions

Level 4 – explore the reasons behind there being a variety of ethical positions on a social issue

## Literacy

*Comprehending texts through listening, reading and viewing*

Interpret and analyse learning area texts

Level 4 – interpret and analyse information and ideas, comparing texts on similar topics or themes using comprehension strategies.

## Learning Goals

*Learners will:*

- » develop knowledge of the issue of the Brighton bypass being built over *kutalayna*
- » understand the different perspectives and motivations of the various stakeholders
- » understand more deeply the importance of living sites, such as *kutalayna*, to Aboriginal people
- » participate in a debate.

## Learning Sequence

### Activating and Engaging

#### *Story Sharing*

View Living Site from the 'Living Cultures – Shelters' section of The Orb.

Discuss with learners what David might mean when he talks about living sites. Ask learners:

- » What information can a living site tell us about people in the past?
- » What does this mean for today's Aboriginal community?

Advise learners that they are going to undertake an inquiry into the Brighton bypass, before participating in a debate – 'for' and 'against'.

View the following YouTube news clip about the Brighton bypass: [Federal Government Reviews Bypass Plans](#).

#### *Non-linear*

Ask students some general questions about what they may already know and think about the bypass.

For example:

- » What is the Brighton bypass?
- » Where is it?
- » Who are the stakeholders?
- » Why are some people angry about the bypass?

## Exploring and Discovering

Have students form groups of three and conduct an inquiry into the Brighton bypass using the following links:

- » YouTube: [Community Open Day at Brighton Bypass](#)
- » ABC News Report: [Brighton Bypass Significance Confirmed](#)
- » Brighton Community News: [Opening of bypass an historic day for Tasmania](#)
- » Tasmanian Conservation Trust: [Brighton Bypass – Bypassing Common Sense](#)
- » Tasmanian Times: [Brighton Bypass - Monday April 18](#)
- » Ministerial Media Release: [Independent review of Brighton Bypass options completed](#)

## Synthesising and Applying

#### *Land Links*

#### *Community Links*

Once learners have finished their inquiry they are to make a decision as to whether they are 'for' or 'against' the bypass.

Ask for two groups to volunteer to participate in a debate - three students will be on the 'for' the bypass team and three students on the 'against' team.

Conduct the debate with each learner presenting their arguments.

Include a question time at the end of the debate, with the rest of the class asking questions of the panel.

Have other members of the class jot down points during the debate.

Three students could be appointed as the official media recording group – their task is to record the debate and conduct interviews with the debaters.

Ensure students understand that events, situations and people, can be represented from different viewpoints.

Ensure students understand that Aboriginal and Torres Strait Islander Peoples have a deep connection to country/place.

## Success Criteria

*Learners:*

- » conduct an inquiry into the Brighton bypass
- » identify the different stakeholders
- » understand their differing perspectives and motivations
- » participate in a debate as either a debater or audience member.

## 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
- » Recording equipment

## Glossary

### *Stakeholder*

An individual, group, or organization, who may affect, be affected by, or perceive itself to be affected by a decision, activity, or outcome of a project. WP

WP Wikipedia



State of Tasmania (Department of Education)  
Published: May 2019