

ABORIGINAL AND TORRES STRAIT ISLANDER  
HISTORIES AND CULTURES

**GENERAL**

DEPARTMENT OF  
EDUCATION  
*learners first*

**FOUNDATION**

# TEACHING COUNTRY

Learners will explore the idea of Country and what it means to them and to Aboriginal people. Below you will find many different activities to choose from, that will develop learners' understanding of and connection to, Country and place.

## 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 identify important events in their own lives and recognise why some places are special to people. They respond to questions about their own past and places they belong to. Students reflect on their learning to suggest ways they can care for a familiar place.

#### English

Students use predicting and questioning strategies to make meaning from texts. They identify connections between texts and their personal experience.

Students understand that their texts can reflect their own experiences and retell events and experiences with peers and known adults.

#### Science

Students describe the properties and behaviour of familiar objects. They suggest how the environment affects them and other living things and share observations of familiar objects and events.

## CONTENT DESCRIPTORS

### Humanities and Social Sciences (HASS)

Who the people in their family are, where they were born and raised and how they are related to each other (ACHASSK011).

How they, their family and friends commemorate past events that are important to them (ACHASSK012).

How the stories of families and the past can be communicated, for example, through photographs, artefacts, books, oral histories, digital media and museums (ACHASSK013).

The Aboriginal or Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander Peoples (ACHASSK016).

The reasons why some places are special to people, and how they can be looked after (ACHASSK017).

#### English

Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575).

Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579).

Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784).

Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651).

#### Science

Daily and seasonal changes in our environment affect everyday life (ACSSU004).

Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE013).

Pose and respond to questions about familiar objects and events (ACSIS014).

Participate in guided investigations and make observations using the senses (ACSIS011).

Engage in discussions about observations and represent ideas (ACSIS233).

Share observations and ideas (ACSIS012).

## GENERAL CAPABILITIES

### Intercultural Understanding

*Recognising culture and developing respect*

Investigate culture and cultural identity

Level 1 – share ideas about self and belonging with peers

### Creative and Critical Thinking

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

Identify and clarify information and ideas

Level 1 – identify and describe familiar information and ideas during a discussion or investigation

## Learning Goals

*Learners will:*

- » develop an understanding about 'place' and Country and our connection to it
- » develop an understanding of Aboriginal and Torres Strait Islanders' connection to Country
- » take part in all activities and group discussion.

## Learning Sequence

### Activating and Engaging

*Story Sharing*

*Community Links*

For these activities you should invite an Aboriginal community member into the classroom or on an excursion. You can do this via the Aboriginal Sharers of Knowledge (ASK) program.

Viewing any of the sections of The Orb is an excellent introduction to Country and to the following inquiry questions:

- » What does Country mean to us?
- » What does Country mean to Aboriginal people?
- » How do we connect to Country?
- » What does Country tell us?
- » How do we look after Country?

Have learners explore the idea of Country via any or all of the following activities:

### Exploring and Discovering

*Symbols and Images*

*Deconstruct–Reconstruct*

- » Brainstorm the concept of Country in small groups.
- » Prompt learners with images of different Country (either your own photos or google some online).
- » Discuss 'Welcome to Country' and recognise that the Country, place and traditional custodians of the land or sea are acknowledged at ceremonies and events as a mark of respect.

NOTE TO TEACHER:

View the [Acknowledgement and Welcome to Country protocols](#) for further information.

- » Look at a world globe to view different countries.
- » Talk about the different parts of Country such as land, sea, sky.
- » Have an excursion to the beach and the bush (on Country) to look at land, sea, sky.
- » Have learners create their own pictures/mobiles of land, sea, sky using various mediums.
- » Make a class book such as using painting, collage and crayon to show ideas about Country.
- » Invite a recognised and acknowledged local Aboriginal community member to talk about the significance of Country to Aboriginal people.
- » Show the Country Series DVD.
- » Visit a bush tucker garden.
- » Make a calendar of commemorative events that students, their family and friends celebrate (for example birthdays), family reunions and community commemorations (NAIDOC week) and discussing why they are important.

### Synthesising and Applying

*Non-linear*

Have learners share their responses with the class. They could draw a picture or tell a story for example.

- » What stories do other people tell about the past?
- » How can stories of the past be told and shared?
- » How can I share what I think, know and feel about Country with my class?

## Success Criteria

*Learners:*

- » describe what Country is to them and their connection to place
- » describe Aboriginal and Torres Strait Islander peoples connection to Country
- » participate in all activities and share their thoughts with others.

## 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
- » *Country Series*, 2012, [DVD], Aboriginal Education Services, Hobart Tas
- » DPAC resource: [Acknowledgement and Welcome to Country protocols](#)

## Glossary

### 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'. 

### Place

A physical environment. 

-  Australian Museum
-  [Oxford Online Dictionary](#)



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