

# Explore Sea Country

Early Years  
Teacher Pack





Tasmanian Aboriginal people have significant cultural responsibilities to care for Sea Country. They have been sustainably using and managing their Sea Country, including areas now in Australian Marine Parks, for thousands of years.

Australian Marine Parks protect Australia's offshore marine environment and are managed on behalf of the Australian Government by Parks Australia. Marine parks are important to ensure the ongoing health of our marine biodiversity, as well as enabling sustainable use. There are 14 Australian Marine Parks off the coast of *Iutruwita*/Tasmania, Victoria and South Australia, covering 388,464 square kilometres. Together they make up the South-east Network.

Sea Country has always been used by Tasmanian Aboriginal people as a resource and to maintain cultural identity, health and wellbeing. Fishing, hunting and the maintenance of culture, stories and traditional knowledge continue as important uses of near shore and adjacent areas around *Iutruwita*, including cultural practices such as making kelp water carriers and shell necklaces and muttonbirding.

This education program is designed for students to experience, understand and respect Sea Country.

Artwork by Caleb Nichols-Mansell

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# Before the Excursion

## CREATE A DISPLAY FOR YOUR CLASSROOM

Email [Aboriginal Education Services Library](#) to borrow these resources to create a display:

- *Aboriginal Landscapes* (posters)
- *Shell Series* and *Kelp Series* (jigsaws)
- *Mutton Birds and Birding* and *Shell Necklaces and Shell Stringing* (reading sets)
- *Return to the Islands: the story of Aborigines and the tradition of muttonbirding* (resource kit)
- *Muttonbirding: a guide for teachers leading student inquiry on the Tasmanian Aboriginal cultural practice of muttonbirding* (resource kit)
- *Cultural Jewels* (resource kit)
- *A thousand pleasures, a million treasures: the life and times of crabs, shells and other beach creatures along the north west coast of Tasmania* – Rees Campbell (book)
- *rina-mapali, nimina & kalikina* (lots of shells, grasses and seaweeds) – Lola Greeno Living Legacy (book)
- *Sea Country* - Aunty Patsy Cameron (book)
- *Mummy, What's Country?* - Judie Rhodes and Tanya McQueen (book)
- *Together We Learn* - Tasmanian Aboriginal Child Care Association (book)
- [Country Series: Coastal Places](#) (video)
- [Songlines of the Moonbird](#) (video)

## CREATE A MAP

Use Google Maps or a physical map to show the location of the beach that the class will be visiting. Whose Country will you be on?

- Explore the [nine Aboriginal nations - The Companion to Tasmanian History](#)
- Explore the [Australian Marine Parks Science Atlas - Parks Australia](#)

## DISPLAY SHELLS

Create a display out of shells brought in from home by teachers and students. Make a word wall of vocabulary to describe shells. Provide resources such as paper, pencils, crayons, paint, magnifying glasses so that students can draw or paint shells on display.

## READ

- *Mummy, What's Country?* - Judie Rhodes and Tanya McQueen
- *Together We Learn* (about an excursion to the beach to collect bull kelp) - TACCA
- *Sea Country* – Aunty Patsy Cameron (see [teacher notes](#))

## DO SPECIAL PLACES ACTIVITY

### Ask learners:

- What makes their place special?
- How they feel when they visit their place?
- Ask learners to describe what their place looks like, smells like, tastes like and feels like.
- Ask learners to describe what they hear when they visit their place.
- How do we look after our places that are special to us?
- Discuss the concept of place being important to people.
- Have learners communicate their understanding of their place through visual representation.

## EXPLORE SEA COUNTRY LEARNING RESOURCES

### LEARNING TASKS ON THE ORB

- [Muttonbirding](#): Foundation – Connection to Place, Year 1 – *What is a Mutton Bird?*, Year 2 – *Rookery Visit*.
- [Shell Stringing](#): Foundation – Patterns, Year 1 – *Tidal Zone*, Year 2 – *maireener Eye*.
- [Fibres](#): Foundation – *On Country*, Year 1 – *Hidden Forest*.

### WATCH ON THE ORB

- [Fibres: Sea People: Connection](#)
- [Shell Stringing: Hidden Gem](#)

### WATCH ON YOUTUBE

- [Mutton Birds](#)
- [Songlines of the Moonbird](#)

## PREPARE A CLASS ACKNOWLEDGEMENT OF COUNTRY

It should mention Tasmanian Aboriginal people in the past, the present, and the Country you're on now. It's better in your class's own heartfelt words.

Watch the [Play School: Acknowledgement of Country](#) episode to learn more.

## PREPARE STUDENTS ABOUT VISITING THIS SPECIAL PLACE

Leave all plants and animals where they are, look at living cultural sites (middens), but do not touch.

## ASK STUDENTS

About what they think they will learn on the excursion.



# Excursion

## EQUIPMENT

Clipboards, activity sheet, pencils, cameras and iPads.

## ACKNOWLEDGEMENT OF COUNTRY

Use the Acknowledgement of Country the class prepared earlier.

## CLASS DISCUSSION

What can you see? What can you hear?

What do you see that you feel is special to you at this beach?

What do you think is special to Aboriginal Tasmanians at this beach?

Can you see any kelp, shells, or mutton birds?

Students complete activity sheet provided on page 8.

## DEBRIEF/DISCUSSION BEFORE LEAVING THE BEACH

- What can you see?
- What can you hear?
- What did you touch? What did it feel like?
- What does the beach smell like?

Capture responses again, once back in the classroom.



## After the Excursion

Make a class book using paint, collage and crayon to show ideas about Sea Country. What was special to you at the beach you visited?

Upload photos, videos and writing to an online space, e.g. class Padlet or Canvas course. This could be used for a class/ school newsletter.

Create a dance to express what Sea Country means to you. Include responses to discussions at the beach, e.g. what they felt, saw and touched. Use the [Coastal Places](#) video as music for the dance ... or learners could create their own Sea Country soundscapes.

### FOR THE TEACHER

These tasks align with the HASS Curriculum - Foundation – 2 and EYLF.

# Explore Sea Country Excursion

NAME .....

Choose something small and special to you at the beach. Draw it in this box.



My special Sea Country object felt like ...

My special Sea Country object smelt like ...

What could you hear while at the beach?

