

Living Culture & Sharing Identity: Aboriginal Australia Teaching Guide



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Overview

Curriculum links

The content found in the *Living Culture & Sharing Identity: Aboriginal Australia Teaching Guide* relates directly to the **Humanities and Social Sciences (HASS)** and **Science** learning areas of the Australia Curriculum for Middle and Upper Primary students in Years 3 to 6. It is organised into the following strands and sub-strands: **History, Civics and Citizenship, Geography**, and **Science as a Human Endeavour**.

The activities in the guide target the cross-curriculum priorities of **Aboriginal and Torres Strait Islander Histories and Cultures** and **Sustainability**. The content is approached through the conceptual framework of Identity and Living Communities; and the key concepts of Country/Place, Culture and People. Through these activities, students will gain insight into the community systems and traditions that have enabled Aboriginal peoples to live a life in balance with nature and maintain a continuous connection to country.

5Es Learning Model

The structure of this guide is influenced by the popular 5Es Learning Model. Based around the work first developed in 1987 by Roger Bybee of the Biological Sciences Curriculum Studies (BSCS) team, the 5Es form a solid framework for teaching and learning.

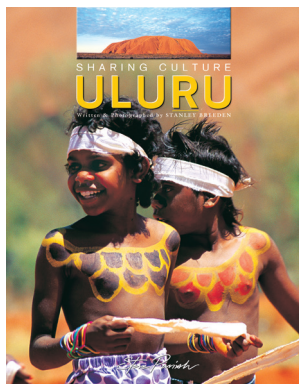
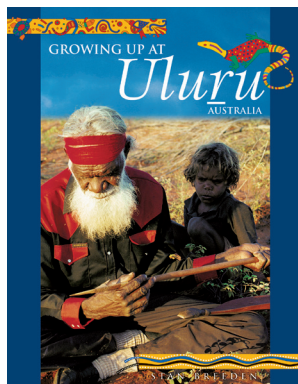
Activities for each strand are divided into five phases — **Engage, Explore, Explain, Elaborate** and **Evaluate** — that each focus on a different part of the learning process. As students progress through the learning cycle, they engage with all of the 5Es in varying degrees. This focused framework allows students to build on their knowledge and understanding of a topic by communicating, sharing, experiencing and connecting through a range of formats.

Engage	This phase introduces the main ideas and helps students focus on the learning topic. The teacher poses open-ended questions and provides ample thinking time to draw out students' knowledge and experiences. This enables students to demonstrate their existing thoughts and conceptions.
Explore	During this phase, students participate in activities and use resources that specifically target the required learning. They collaborate with their peers to build knowledge and understanding. This enables students to challenge and build on existing conceptions. The teacher facilitates this phase, guiding students through the learning process.
Explain	The teacher uses this phase to ensure that students have understood the key messages. It is characterised by more direct and closed questions, and the activities provide students with the opportunity to demonstrate the degree to which they have grasped the intended learning.
Elaborate	In this phase, broader and deeper learning takes place. Students are given the opportunity to apply their learning in meaningful and realistic scenarios. They expand on their skills, knowledge and understanding. Students form and explore hypotheses, plan investigations and make deductions. The activities enable them to assume greater autonomy over the design and management of their learning.
Evaluate	Self and peer evaluation are central to this phase. Students reflect on what they have learned and identify what learning is still required to further develop their conceptual understanding. This provides the basis for future investigation planning and links to other learning areas. The activities in this phase also provide valuable assessment data for the teacher.

Synopses

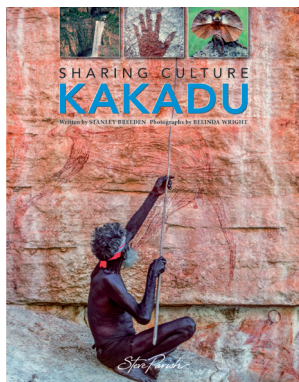
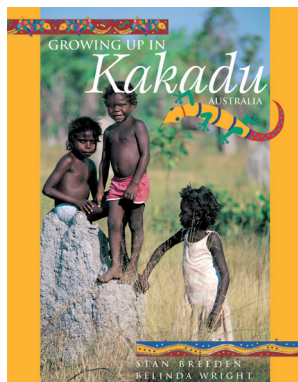
The texts in the *Living Culture & Sharing Identity: Aboriginal Australia* series explore the enduring connections between Aboriginal peoples of Australia and the land they have inhabited for tens of thousands of years. Written and photographed by award-winning and internationally renowned authors and photographers, these resources reflect a passion for conservation and sustainability, and a deep respect for the communities they examine.

Through individual stories and voices, these texts deliver authentic accounts of life in the regions they explore. They provide an exceptional opportunity for educators to integrate Aboriginal perspectives into their teaching, while still maintaining a strong link to curriculum objectives.



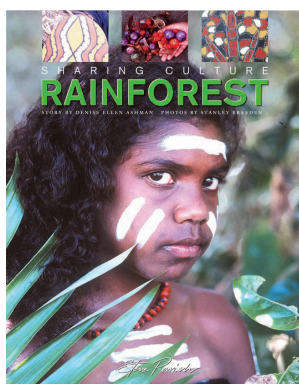
Growing up at Uluru** and *Sharing Culture Uluru

Growing up at Uluru and *Sharing Culture Uluru* capture the living culture of Anangu, who reside in the desert region surrounding Uluru in the Northern Territory. These texts explore the history of the landscape and the way Anangu have adapted to, and live in harmony with, their environment.



Growing up in Kakadu and *Sharing Culture Kakadu***

Growing up in Kakadu and *Sharing Culture Kakadu* explore the culture of the Gagudju people of Kakadu National Park, a World Heritage-listed area located in the Northern Territory. They examine life in the three distinct geographical areas of the region: the escarpment, the forest and the floodplain.



Sharing Culture Rainforest

Sharing Culture Rainforest provides insight into the lives of the Jirbal, Girramay, Jiru and Gulngay language groups of tropical north-east Queensland. Collectively known as the Jumbun community, these groups have inhabited the region for more than 60 000 years. The text explores life in the Wet Tropics — an area of 900 000 hectares of World Heritage-listed tropical rainforest that stretches from Cooktown to Townsville.

* Refer to pages x–xi for the page plan for this text.

** Refer to pages xii–xiii for the page plan for this text.

How to use this resource

Activities

The title of the text that the activities relate to appears at the top of the page.

The Australian Curriculum strand and year level for this content are displayed in the blue box. The activities on this page relate to the specific Inquiry Question, Content Description and Achievement Standard provided.

Page numbers for the page plans of relevant texts are provided at the top right of the page.

Growing up in Kakadu

*Refer to pp. xii–xii for the page numbering for this text.

GU KAKADU: CIVICS

AUSTRALIAN CURRICULUM LINKS

Civics and Citizenship: Year 5

Inquiry question

How and why do people participate in groups to achieve shared goals?

Content description

How people with shared beliefs and values work together to achieve a civic goal (ACHASSK118)

Achievement standard

By the end of Year 5, students identify various ways people can participate effectively in groups to achieve shared goals and describe different views on how to respond to a current issue or challenge.

Preparation

- copies of *Growing Up in Kakadu*, either hard copy or on IWB
- copy of **Worksheet 12** for each student
- copy of the **Responsibility Chart** for each student
- multiple copies of the **3-2-1 Feedback Sheet** for each student.

Engage

Discussion

- Discuss with students the different ceremonies and groups of people that exist in their communities in order to achieve shared goals (e.g. school groups, sports clubs, committees).
- Guide students through the exploration of stories with moral lessons, rules or codes of behaviour (e.g. myths, legends and fables).
- Read the story about Gundamen, the frilled lizard, on page 24 of *Growing up in Kakadu*. Ask students what they think is meant by the word 'ceremony' and what ceremonies they have participated in.

Timeline

- Lead the class in developing a timeline that shows the different ceremonies or celebrations that occur throughout the year.

Explore

Responsibility chart (pp. 62 & 65)

- Read page 35 of *Growing up in Kakadu* with students. Discuss with the class why elders are important in Gagudju culture. Provide students with a copy of the responsibility chart. Ask students to find other examples in the text of individuals and groups who contribute to Gagudju culture. For example: Susan

Aladjingu plays games with her friends (page 17), every animal has a story (page 22), Bluey Ilkirr paints pictures (page 29).

Explain (Worksheet 12)

Venn diagram (p. 62)

- Read pages 2–3 and 48 of *Growing Up in Kakadu* with students. Describe what James, Simon and other Gagudju children need to learn in order to become 'proper Gagudju men and women'. Discuss other 'coming of age' ceremonies from around the world (A useful link is provided under Additional Resources).
- Read pages 45–47 of the text with students. Explain to students that the Gagudju people achieve their aims by working in groups and expressing their shared beliefs and values. Describe some of the ways that they do this.
- Read pages 4–13 of the text with students. What two ways Kapiirigi finds food?
- Provide each student with a copy of **Worksheet 12**. Instruct students to use the Venn diagram to compare and contrast the way the Gagudju people and people and groups within their own cultures share and maintain beliefs and values. Students write a few sentences explaining what they have learned about the Gagudju people and what they would like to know more about.

Elaborate

Presentation

- Divide students into pairs or small groups. Explain that they must prepare a three-minute presentation highlighting six values or beliefs of the Gagudju people. In their presentation, students describe how these values are maintained and why this is important.

Evaluate

3-2-1 feedback sheet (pp. 58 & 66)

- Students deliver their presentations from the Elaborate activity to the class. Provide the audience of students with 3-2-1 feedback sheets to complete after each presentation. Collect the sheets and collate the results. Provide each pair or group with feedback, then display the results in the classroom.

Additional resources

Coming of age ceremonies

<https://www.globalcitizen.org/en/content/13-amazing-coming-of-age-traditions-from-around-the-world/>

The related Worksheet for this page is indicated next to the 5E phase heading with the activity following.

Activity instructions and graphic organiser templates can be found using the page numbers next to their headings.

Links to relevant online materials are supplied underneath Additional Resources.

An abbreviated text title and the curriculum strand are shown on the side tab.

The Preparation box outlines the materials required for the activities.








The blue headings identify the 5E phases.

The sub-headings indicate the graphic organiser or activity type.

Icons are provided to identify the General Capabilities addressed by each 5E phase.

General capabilities

General capability icons are displayed at the beginning of each 5E phase to demonstrate which knowledge and skills are involved in the activities. The activities in the guide have been written to help students apply their knowledge and skills confidently, effectively and appropriately.

Icon	Capability	
	Literacy	<ul style="list-style-type: none"> • Comprehend texts through listening, reading and viewing • Compose texts through speaking, writing and creating • Use text knowledge • Use grammar knowledge • Use word knowledge • Use visual knowledge
	Numeracy	<ul style="list-style-type: none"> • Estimate and calculate with whole numbers • Recognise and use patterns and relationships • Use fractions, decimals, percentages, ratios and rates • Use spatial reasoning • Interpret statistical information • Use measurement
	Information and Communication Technology (ICT) Capability	<ul style="list-style-type: none"> • Apply social and ethical protocols and practices when using ICT • Investigate with ICT • Create with ICT • Communicate with ICT • Manage and operate ICT
	Critical and Creative Thinking	<ul style="list-style-type: none"> • Inquire – identify, explore and organise information and ideas • Generate ideas, possibilities and actions • Reflect on thinking and processes • Analyse, synthesise and evaluate reasoning and procedures
	Personal and Social Capability	<ul style="list-style-type: none"> • Demonstrate self-awareness • Develop self-management processes • Demonstrate social awareness • Apply social management skills
	Ethical Understanding	<ul style="list-style-type: none"> • Understand ethical concepts and issues • Apply reasoning in decision making and actions • Explore values, rights and responsibilities
	Intercultural Understanding	<ul style="list-style-type: none"> • Recognise culture and develop respect • Interact and empathise with others • Reflect on intercultural experiences and take responsibility

AUSTRALIAN CURRICULUM CORRELATIONS

Humanities and Social Sciences					
History					
	Year 3	Year 4	Year 5	Year 6	
Inquiry questions	<p><i>Who lived here first and how do we know?</i></p> <p><i>What is the nature of the contribution made by different groups and individuals in the community?</i></p>	<p><i>What was life like for Aboriginal and Torres Strait Islander Peoples before the arrival of the Europeans?</i></p>		<p><i>What contribution have significant individuals and groups made to the development of Australian society?</i></p>	
Content descriptions	The importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples who belong to a local area (ACHASSK062)	The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies) (ACHASSK083)		The contribution of individuals and groups to the development of Australian society since Federation. (ACHASSK137)	
	Pages	Pages		Pages	
<i>Growing up at Uluru</i>	6–15, 16–23, 24–27, 44–48	6–15, 16–23, 44–48		6–15, 16–23, 28–29, 32–33, 42–43, 44–48	
<i>Sharing Culture Uluru</i>	18–19, 20–23, 24–38, 39–47, 50–57	18–19, 20–21, 24–38, 39–47, 50–57, 58–63, 64–65		18–19, 20–23, 24–38, 39–47, 50–57	
<i>Growing up in Kakadu</i>	2–3, 4–15, 16–21, 22–27, 28–31, 34–37, 44–45, 46–48	2–3, 4–15, 16–21, 22–27, 28–31, 34–37, 44–45, 46–48		2–3, 4, 10–11, 14–15, 22–27, 34–37, 44–45, 46–48	
<i>Sharing Culture Kakadu</i>	10–13, 26–33, 34–43, 44–51, 52–59, 60–65, 70–71, 72–75, 76, 77	10–13, 26–33, 34–43, 44–51, 52–59, 60–65, 70–71, 72–75, 76, 77		10–13, 26–33, 34–43, 44–51, 52–59, 60–65, 66–69, 70–71, 72–75, 76, 77	
<i>Sharing Culture Rainforest</i>	4–5, 12–23, 24–33, 38–41, 42–59, 60–65, 66–67, 70–71, 72–77, 78	4–5, 12–23, 24–33, 38–41, 42–59, 60–65, 66–67, 70–71, 72–77, 78		4–5, 12–23, 24–33, 38–41, 42–59, 60–65, 66–67, 70–71, 72–77, 78	

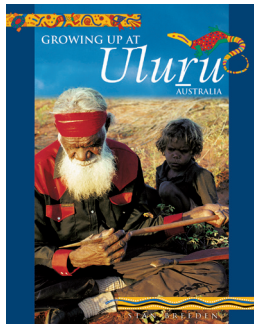
Humanities and Social Sciences

Civics and citizenship

	Year 3	Year 4	Year 5	Year 6
Inquiry questions	<i>Why do we make rules?</i>	<i>What is the difference between rules and laws and why are they important?</i> <i>How has my identity been shaped by the groups to which I belong?</i>	<i>How and why do people participate in groups to achieve shared goals?</i>	
Content descriptions	Who makes rules, why rules are important and the consequences of rules not being followed (ACHASSK071)	The differences between 'rules' and 'laws', why laws are important and how they affect the lives of people, including experiences of Aboriginal and Torres Strait Islander Peoples (ACHASSK092) The different cultural, religious and/or social groups to which they and others in the community belong (ACHASSK093)	How people with shared beliefs and values work together to achieve a civic goal. (ACHASSK118)	
	Pages	Pages	Pages	
<i>Growing up at Uluru</i>	16–23, 24–25, 42, 44–47	16–23, 24–25, 42, 44–48	6–15, 44–48	
<i>Sharing Culture Uluru</i>	18–19, 20–23, 50–57	18–19, 20–23, 24–38, 39–47, 50–57, 74–75	18–19, 20–23, 24–38, 39–47, 50–57, 64–65	
<i>Growing up in Kakadu</i>	2–3, 4, 9, 10–11, 34–37, 38–39, 44–45, 46–48	2–3, 4, 9, 10–11, 34–37, 38–39, 44–45, 46–48	2, 4, 15, 17, 18, 22–27, 34–37, 44–45, 46–48	
<i>Sharing Culture Kakadu</i>	38–43, 60–65, 66–69, 72–75, 76	10–13, 38–43, 60–65, 66–69, 72–75, 76	10–13, 26–33, 38–43, 60–65, 66–69, 72–75, 76	
<i>Sharing Culture Rainforest</i>	12–23, 24–31, 62–63, 66–67, 72–77, 78	4–5, 12–23, 24–33, 60–65, 66–67, 72–77, 78	4–5, 12–23, 24–33, 38–41, 42–59, 60–65, 66–67, 72–77, 78	

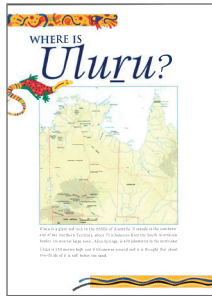
Humanities and Social Sciences					
Geography					
	Year 3	Year 4	Year 5	Year 6	
Inquiry questions	<i>How and why are places similar and different?</i>	<i>How does the environment support the lives of people and other living things?</i>	<i>How do people and environments influence one another?</i>	<i>How do people's connections to places affect their perception of them?</i>	
Content descriptions	The representation of Australia as states and territories and as Countries/Places of Aboriginal and Torres Strait Islander Peoples; and major places in Australia, both natural and human (ACHASSK066)	The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/ Place, and how this influences views about sustainability (ACHASSK089)	The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places (ACHASSK112)	The world's cultural diversity, including that of its indigenous peoples (ACHASSK140)	
	Pages	Pages	Pages	Pages	
<i>Growing up at Uluru</i>	2-3, 16-23, 24-25	2-3, 16-23, 24-27, 42-43, 44-48	16-23, 24-25, 42-43	16-23, 24-25, 44-48	
<i>Sharing Culture Uluru</i>	4-15, 18-19, 20-23, 24-38, 39-47, 58-63, 66-77	8-9, 24-38, 39-47, 50-57, 58-63, 64-65, 66-77	8-9, 18-19, 20-23, 24-38, 39-47, 50-57, 58-63, 64-65, 66-77	18-19, 20-23, 24-38, 39-47, 50-57, 58-63, 66-77	
<i>Growing up in Kakadu</i>	3-15, 16-21, 26, 30-33, 34-37, 38-43	2-3, 4-15, 16-21, 28-31, 34-37, 44-45, 46-48	2-3, 4-15, 16-21, 28-31, 34-37, 44-45, 46-48	2-3, 4-15, 16-21, 22-27, 28-31, 34-37, 44-45, 46-48	
<i>Sharing Culture Kakadu</i>	4-9, 26-33, 34-43, 44-51, 52-59, 72-75	4-9, 14-25, 26-33, 34-43, 44-51, 52-59, 60-65, 70-71, 72-75, 76, 77	4-9, 14-25, 26-33, 34-43, 44-51, 52-59, 60-65, 70-71, 72-75, 76, 77	4-9, 14-25, 26-33, 34-43, 44-51, 52-59, 60-65, 70-71, 72-75, 76, 77	
<i>Sharing Culture Rainforest</i>	4-5, 6-11, 24-33, 38, 42-59, 70-71, 72-77, 78	4-5, 6-11, 12-23, 24-33, 38-41, 42-59, 60-65, 66-67, 70-71, 72-77, 78	4-5, 6-11, 12-23, 24-33, 38-41, 42-59, 60-65, 66-67, 70-71, 72-77, 78	4-5, 6-11, 12-23, 24-33, 38-41, 42-59, 60-65, 66-67, 70-71, 72-77, 78	

Science				
Science as a human endeavour				
	Nature and development of science		Use and influence of science	
	Years 3 & 4	Years 5 & 6	Years 3 & 4	Years 5 & 6
Content descriptions	Science involves making predictions and describing patterns and relationships (ACSH050, ACSHE061)	Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions (ACSH081, ACSHE098)	Science knowledge helps people to understand the effect of their actions (ACSH051, ACSHE062)	Scientific knowledge is used to solve problems and inform personal and community decisions (ACSH083, ACSHE100)
	Pages	Pages	Pages	Pages
<i>Growing up at Uluru</i>	27, 28–29, 34–41, 42–43	27, 28–29, 34–41, 42–43	42–43	42–43
<i>Sharing Culture Uluru</i>	8–9, 24–38, 50–51, 58–63, 64–65, 66–77	8–9, 24–38, 50–51, 58–63, 64–65, 66–77	8–9, 24–38, 50–51, 58–63, 64–65, 66–77	8–9, 24–38, 50–51, 58–63, 64–65, 66–77
<i>Growing up in Kakadu</i>	4–6, 12–13, 14, 16, 18–21, 30–31, 32–33, 38–43	12–13, 14–15, 16, 28–29, 30–31, 44–45	15, 28–29, 30–31, 44–45	15, 28–29, 30–31, 44–45
<i>Sharing Culture Kakadu</i>	14–25, 26–33, 34–43, 44–51, 52–59, 70–71, 72–75, 76, 77	14–25, 26–33, 34–43, 44–51, 52–59, 70–71, 72–75, 76, 77	14–25, 26–33, 34–43, 44–51, 52–59, 70–71, 72–75, 76, 77	14–25, 26–33, 34–43, 44–51, 52–59, 70–71, 72–75, 76, 77
<i>Sharing Culture Rainforest</i>	6–11, 12–21, 30–37, 40–41, 42–59, 60–65, 66–67, 70–71, 72–77, 78	6–11, 12–21, 30–37, 40–41, 42–59, 60–65, 66–67, 70–71, 72–77, 78	6–11, 12–21, 30–37, 40–41, 42–59, 60–65, 66–67, 70–71, 72–77, 78	6–11, 12–21, 30–37, 40–41, 42–59, 60–65, 66–67, 70–71, 72–77, 78

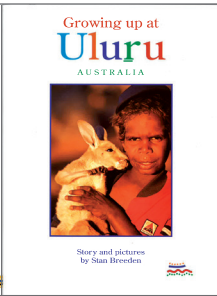


Growing up at **Uluru**

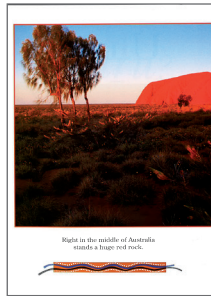
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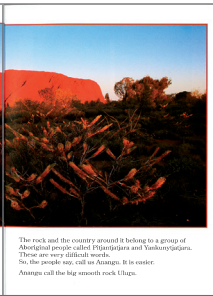
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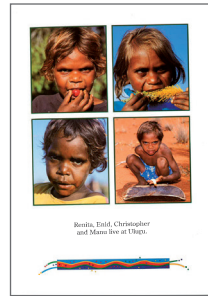
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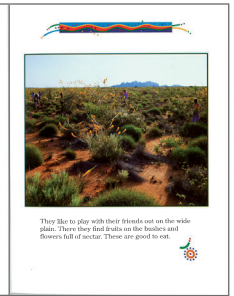
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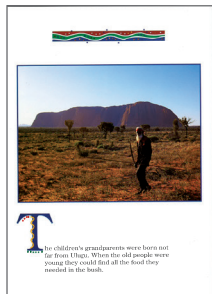
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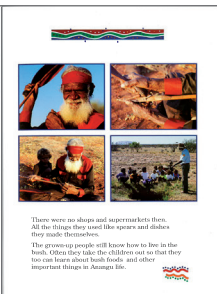
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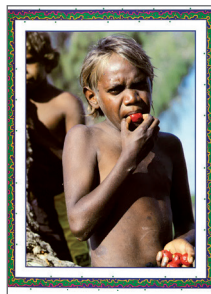
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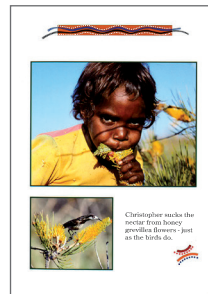
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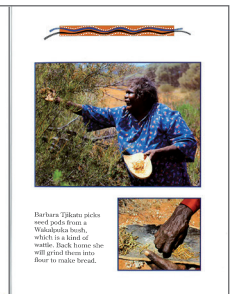
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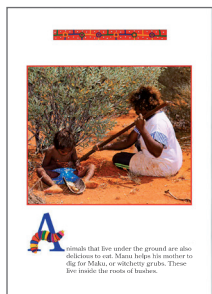
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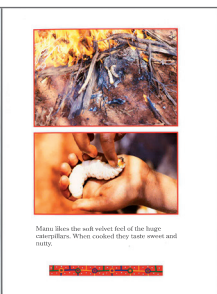
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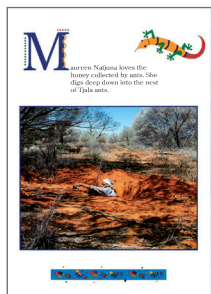
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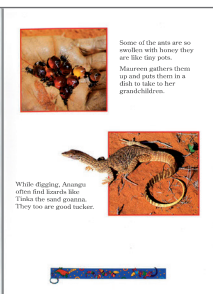
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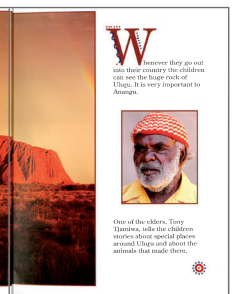
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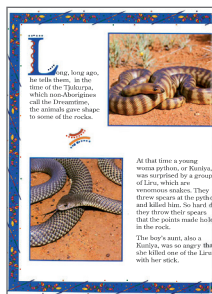
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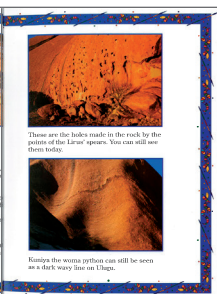
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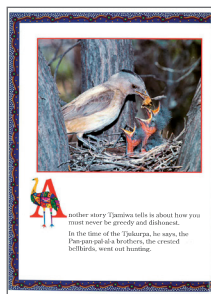
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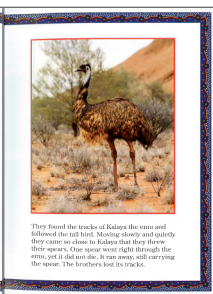
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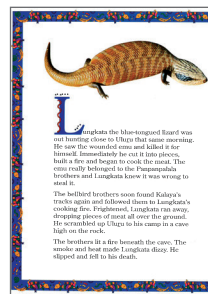
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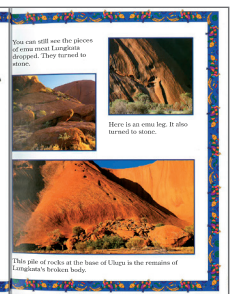
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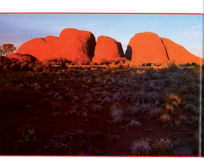
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22




23



Not far from Uluru are huge domes of rock standing round together. Narrow valleys run between them. Anangu call these domes Kata Tjuta which means Many Heads. They are even higher than Uluru. Kata Tjuta has secret and sacred places where only the men may go. It is a dangerous place for children.




They can only look at Kata Tjuta from a distance.




Sometimes they are allowed to peek into the narrow valley at Ulu George.

2424



The will around Uluru is not used for as far as you can see.



The children love to play in the sand.



Daniel has drawn what he calls a 'Mama', a heron-like creature. But when it is night and the fireflies Anangu children.




After heavy rain the sand is covered with wildflowers.


2626




All the animals leave their footprints in the sand. Anangu, by looking at these tracks, can tell exactly which animals have made them, where they were going and what they were doing.



Edith Richards is an expert tracker. She shows the children the things that tell by a small poisonous snake and the tracks of a booby.




Nagait the sheep dog leaves its footprints and covers a large shadow. A crossed pig's footprints look as though they have been made by small sticks pressed into the sand.




Edith makes a perfect set of tracks of Papa the dingy with her fingers.

2828




The children often use dingoes and their tracks.



Ronda likes to go out bush with her father. He shows her special places and tells her about how the birds, bats, insects and mammals live.

3030



U usually so little rain falls at Uluru that it is almost a desert. But sometimes there is heavy rain that soaks deep into the sand.




During spring, after the rain, wildflowers of all colours spring up. Some are even green. Many insects come to their nests.

3232




Birds come to feed on the insects, the flowers, and the seeds.




Uluru and small mammals also eat the insects.

3434

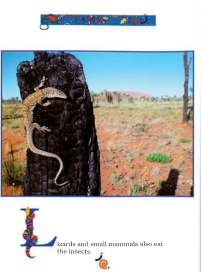


Back home the grown-ups tell the children Anangu stories to sing and dance.




The girls sing and dance the story of Rangi the python.

3636




The boys act the story of Languha the blue-tongued lizard.

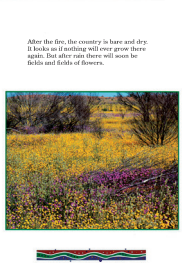


The children are painted for these ceremonies.

3838

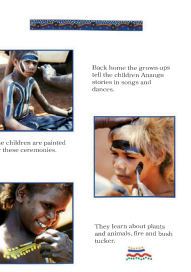


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4444



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4848



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5050




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6060




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6262




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6464



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6666

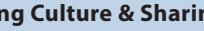


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6868



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7070

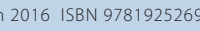


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7272




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8282



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8484



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8686

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9090

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9696

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9898

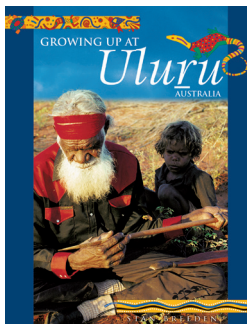
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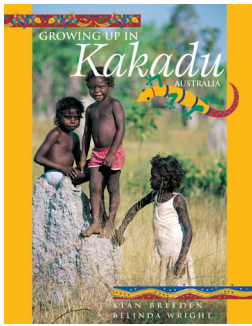
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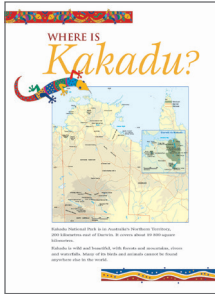
Growing up at Uluru

PAGE PLAN



Growing up in Kakadu

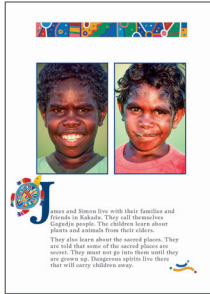
PAGE PLAN



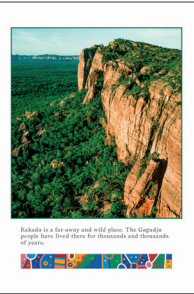
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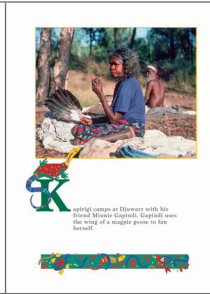
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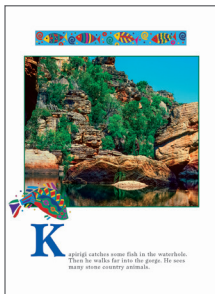
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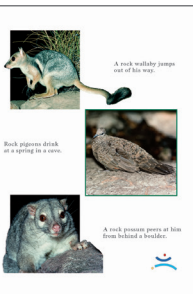
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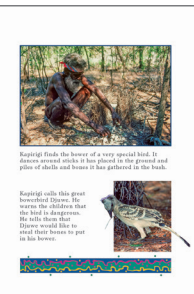
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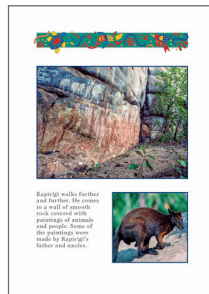
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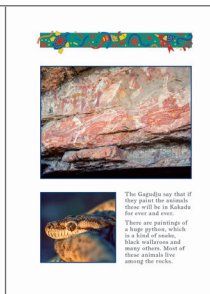
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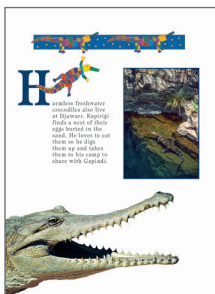
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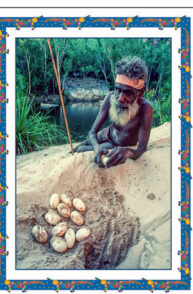
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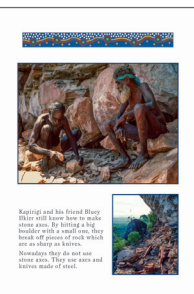
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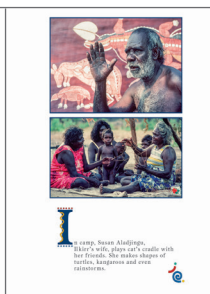
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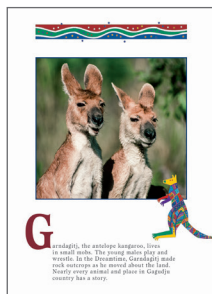
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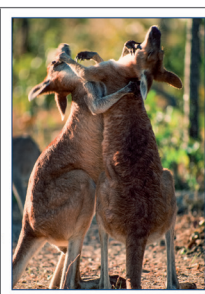
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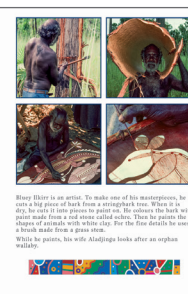
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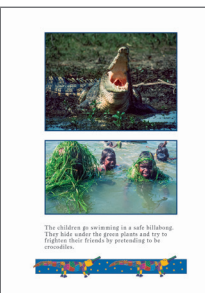
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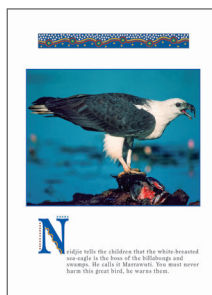
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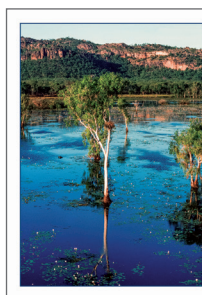
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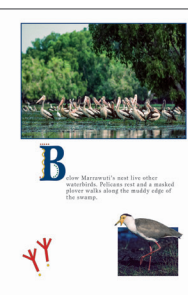
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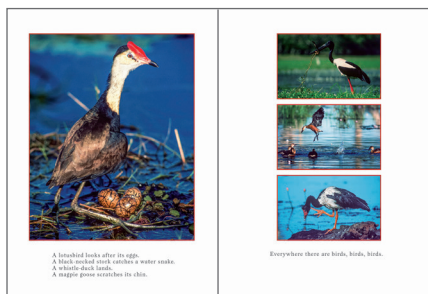
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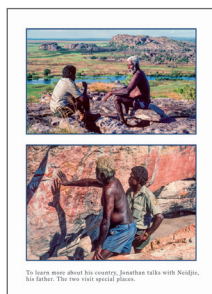
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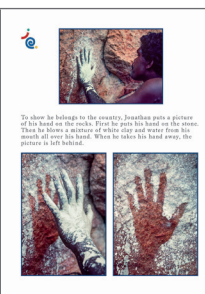
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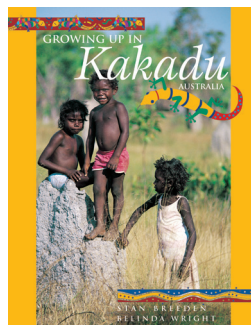


47



48

Inside Back Cover



Growing up
in **Kakadu**
PAGE PLAN

Growing up at Uluru

*Refer to pp. x–xi for the page numbering for this text.

AUSTRALIAN CURRICULUM LINKS

History: Year 3

Inquiry question

What is the nature of the contribution made by different groups and individuals in the community?

Content description

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

Achievement standard

By the end of Year 3, students identify individuals, events and aspects of the past that have significance in the present. They identify and describe aspects of their community that have changed and remained the same over time.

Preparation

- copies of *Growing Up at Uluru*, either hard copy or on IWB
- copy of **Worksheet 1** for each student.

Engage (Worksheet 1)



Word bank

- Divide students into pairs or small groups. Instruct them to flip through *Growing Up at Uluru* and find a section of interest. Ask students to share with the class what they have found.
- Ask students if they have found any interesting words while doing their search. Write the words on a whiteboard or word wall.
- In their pairs or groups, have students classify the words under headings. Students discuss other headings that they might use to find words in the text.
- Provide each student with a copy of **Worksheet 1**. Instruct students to complete the word bank in their pairs or groups. Students should use Anangu words where possible.

Explore



Puzzle

- Ask students to choose 10 words from the word bank they developed as part of the Engage activity. On a 10x10 grid, students create a crossword puzzle or a word search using the 10 words they have chosen. Explain that students should use language from the text to create their clues.
- Make photocopies of the finished puzzles to give to other students to complete.

Explain



PechaKucha (p. 59)

- Divide students into groups of four. Assign each group a different part of *Growing Up at Uluru* to investigate. Some topics may have more than one

group investigating them. One group could also be assigned to cover a general overview of the text. Ask students to develop a PechaKucha about their topic and present it to the class.

Topics

- > Finding food at Uluru, pages 1–15
- > Tjukurpa (the Dreamtime), pages 16–23 (Three groups could be assigned, with one for each story.)
- > Where children can and cannot go, pages 24–27
- > Biodiversity at Uluru, pages 28–41
- > Teaching Anangu children, pages 32 and 42–48

Elaborate



Documentary

- Students remain in their groups from the Explain activity. Each group must produce a three-minute documentary entitled *What Makes Uluru Important*. Ask each group to choose one director and one interviewer.
- The interviewer prepares a series of questions to ask members of another group. The questions should be based around the topics that the group being interviewed was assigned in the Explain activity. The director negotiates locations and the overall format of the documentary. Remaining group members are interviewed and participate in the negotiation and planning process with the other group.
- Before beginning discussions with other groups, students plan their questions and practise asking them. Students should ensure that they refer to the relevant sections of *Growing Up at Uluru* when planning their questions.
- The interview questions are given in advance to the group being interviewed. The group should be provided with adequate time to prepare for the interview, and all expectations should be clear between the two groups involved.
- Each group then conducts their interview and puts together their documentary.

Evaluate



Review

- Show the completed documentaries produced by students to the class.
- For each documentary, ask one of the groups not involved in producing the documentary to review it. Students should answer the following three questions as part of their reviews:
 - What is strongest point the documentary makes?
 - What is one area you would like clarified?
 - What is one thing you would like to know more about?
- Feedback should be supplied in a written format to the students who produced the documentary. As a group, students reflect upon the feedback and make suggestions of how they could make improvements to their documentary as a result.

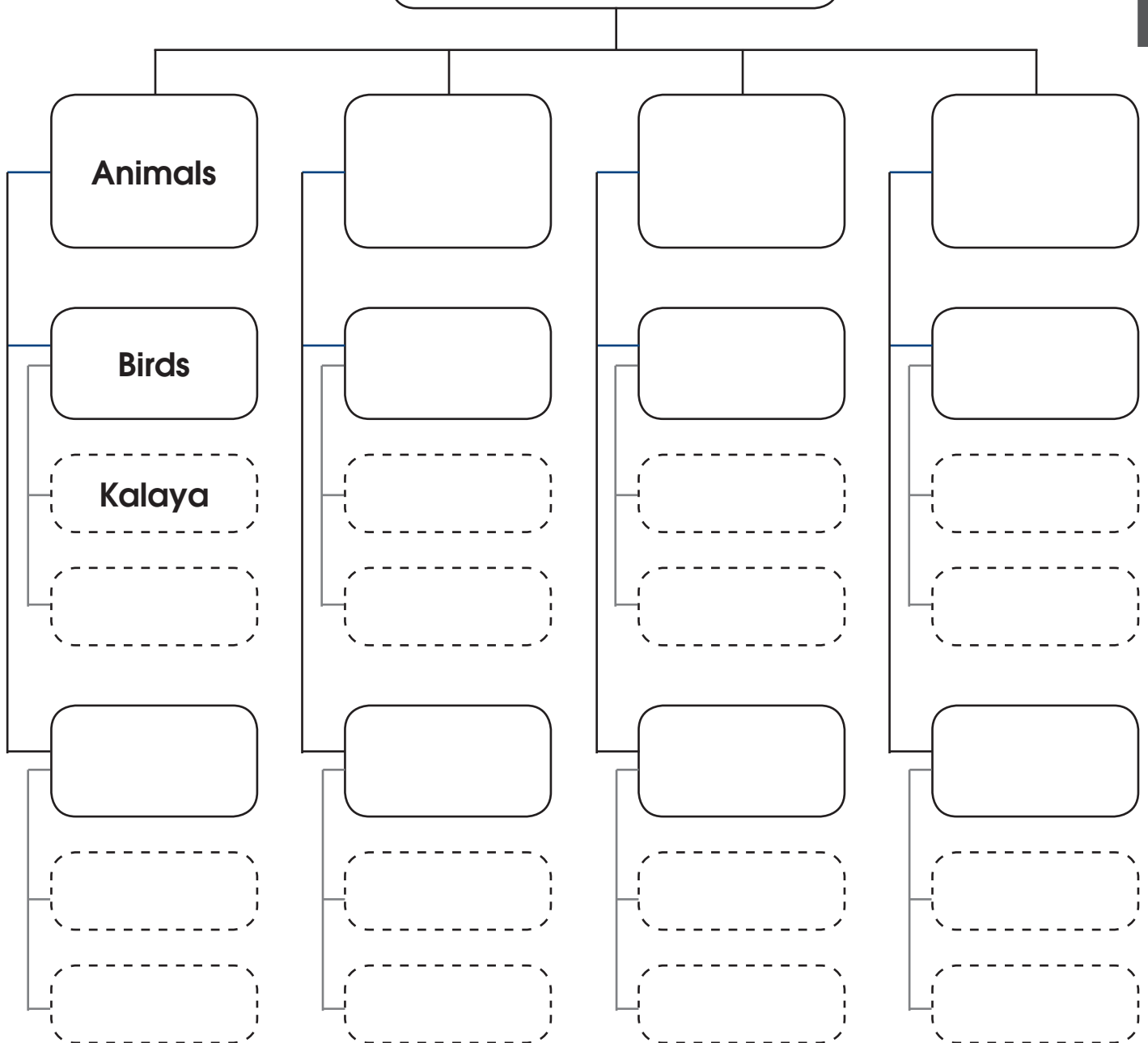
Uluru word
bank

Name _____

Date _____

Complete the word bank below with words from the text. Use Anangu words where possible. The first one has been done for you.

ULURU WORD BANK



Growing up at Uluru

*Refer to pp. x–xi for the page numbering for this text.

AUSTRALIAN CURRICULUM LINKS

Civics and Citizenship: Year 4

Inquiry question

What is the difference between rules and laws and why are they important?

Content descriptions

The differences between 'rules' and 'laws', why laws are important and how they affect the lives of people, including experiences of Aboriginal and Torres Strait Islander Peoples (ACHASSK092)

The different cultural, religious and/or social groups to which they and others in the community belong (ACHASSK093)

Achievement standard

By the end of Year 4, students identify structures and decisions that support their local community and recognise the importance of laws in society. They describe factors that shape a person's identity and sense of belonging.

Preparation

- copies of *Growing Up at Uluru*, either hard copy or on IWB
- copy of **Worksheet 2** for each student
- world stories related to a moral or lesson
- a piece of A6 coloured paper for each student.

Engage

World stories

- Collect a range of stories from around the world related to a moral or a lesson. Distribute the stories to students to read to each other and explore the various messages. Alternatively, choose one story and read it together a class, then deconstruct the story with students.
- Divide students into small groups. In their groups, students discuss stories they have commonly heard while growing up. Ask each group to compile a list with a brief description of the lessons found within the stories.

Explore

Circle of facts

- Ask students to read pages 1–13 of *Growing Up at Uluru*. Provide each student with a piece of A6-sized coloured paper. Instruct students to write on their piece of paper one fact about what they have read. Ask students to read pages 31–32 and 42–48 of the text and repeat the process.
- Once students have completed writing their facts, ask them to scrunch their pieces of paper into loose balls. Students then stand in a circle facing inwards and throw their paper balls into the middle of the

circle. One by one, students choose a paper ball from inside the circle (students should choose balls that are a different colour to the paper they used). Each student reads out the fact they have chosen and attaches it to a board with Blu-Tack or similar. Repeat the process until there are no paper balls left.

- Help the class categorise the notes under headings. Some possible headings include:
 - > Types of learning
 - > Who is doing the teaching?
 - > How do children participate?

Explain (Worksheet 2)

Double bubble map (p. 6)

- Introduce students to a range of online stories from different cultures. (Links are provided under Additional Resources on page 57.) Divide students into pairs and ask them to read through some of the stories and discuss them.
- Ask students to choose one of the online stories or one of the stories provided during the Engage activity. Students compare the story they have chosen to one of the Tjukurpa (Dreamtime) stories that appears on pages 16–23 of *Growing up at Uluru*. Provide each student with a copy of **Worksheet 2**, and instruct them to use the double bubble map to highlight the similarities and differences between the stories.

Elaborate

Picture story

- Ask students to write a picture story on a large piece of paper that describes what it might be like to grow up at Uluru. Students should choose a topic related to the text to write about. Possible topics include:
 - > the importance of helping and valuing other people
 - > looking after personal and shared resources
 - > caring for the environment
 - > becoming an Anangu adult.
- Tell students to study the pictures in the text to ensure that colours and features are accurately represented. Explain to students that they should try to use information from the text in their own picture story.

Evaluate

Gallery walk 3-2-1 activity (p. 58)

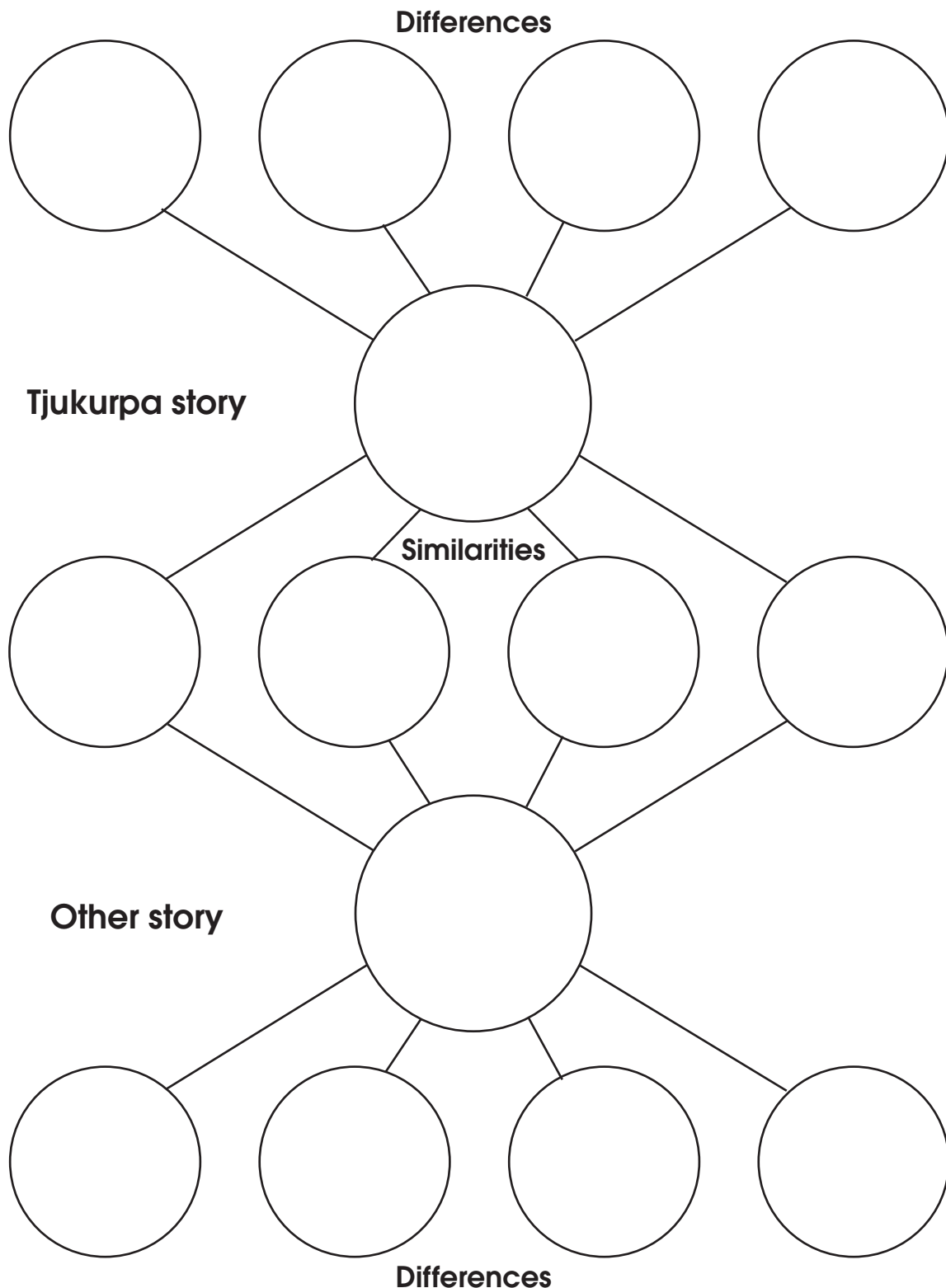
- Display the student stories around the classroom and lead students in a gallery walk. Divide students into pairs and ask them to complete a 3-2-1 activity. Each pair joins with another pair and refines their combined activities, making sure to include the following:
 - > One fact they agree is most important
 - > One question they all agree upon
 - > One thing they would all like to know more about.
- Add the combined 3-2-1 activities to the gallery walk for other students to read.

Double bubble map

Name _____

Date _____

Use the double bubble map below to highlight the similarities and differences between a Tjukurpa story found in the text and a story you have chosen.



Growing up at Uluru

*Refer to pp. x–xi for the page numbering for this text.

AUSTRALIAN CURRICULUM LINKS

Geography: Year 4

Inquiry question

How does the environment support the lives of people and other living things?

Content description

The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences views about sustainability (ACHASSK089)

Achievement standard

By the end of Year 4, students describe and compare the characteristics of places in different locations at local to national scales. They identify the interconnections between components of the environment and between people and the environment.

Preparation

- copies of *Growing Up at Uluru*, either hard copy or on IWB
- copy of **Worksheet 3** for each student
- copy of the **Story Map** for each student
- sticky notes for writing.

Engage



Classification and discussion

- Ask students what food they eat and where they get it. Have students write a response on a sticky note and display it on a board. Guide students through a process of classifying the food on the sticky notes into groups. Two possible main headings include 'Processed Food' and 'Unprocessed Food'.
- Lead a class discussion about specific foods and the ingredients in processed foods. Guide the conversation toward the processes involved and the carbon footprint of growing, processing and transporting food.

- Read pages 4–15 of *Growing Up at Uluru* with students.

Guiding questions

- > How does the land provide for Anangu?
- > What impact do growing, processing and transporting have on the land in this context?

Explore



T-chart (p. 62)

- Ask students to make a list of foods that Anangu eat. Have them use a T-chart to compare what Anangu eat to what students would eat as an alternative.

Anangu food	My food
Kampurarpa	Cherry tomatoes

- Divide students into pairs. Have students explore websites to find out more about bush tucker and what other people around the world eat. (Links are provided under Additional Resources page 56.)

Guiding questions

- > What are the similarities and differences between what people in Australia and in other countries eat?
- > Why do some people consume more food than others?
- > Which countries eat more processed food? Why do you think this is?

Explain



Statement and question

- Divide students into pairs. Ask students to read through pages 1–15 and 31–42 of *Growing Up at Uluru*. Instruct students to take notes about what they have read underneath two headings: 'Finding Food at Uluru' and 'Biodiversity at Uluru'. Each pair of students develops one statement and one question based around their notes.
- Tell students to form groups of four (two pairs) and discuss what they have learned through their reading. After the discussion, give students the opportunity to modify their statement and/or question if they wish. Bring the whole class together and have students share their findings.

Elaborate



Picture book

- Ask students to write a picture book story around one of the following headings: After the rain, Clearing the scrub, Playing in the bush.
- Alternatively, allow students to choose a heading of their own with a similar theme. Students can use electronic media or art materials like paper, pencils or crayons to create their picture book.

Story map (pp. 62 & 63)

- Provide each student with a copy of the story map to help them plan their picture book. Encourage students to look at photographs in *Growing Up at Uluru* to get ideas for colours and illustrations.

Evaluate (Worksheet 3)



Menu

- Provide each student with a copy of **Worksheet 3**. Ask students to imagine they are opening a restaurant at Uluru that features a mix of Anangu food and food from another culture. Have students complete the worksheet.

Brochure

- After students complete the worksheet, ask them to create a brochure using electronic media. Students should use Worksheet 3 as their planning document and include their menu, a map showing the restaurant's location, contact details and other relevant information. Students should also include a feedback section in their brochure where they can receive ideas and comments from their peers.

Dining at
Uluru

Name _____

Date _____

- Imagine you are opening a restaurant that features a mix of Anangu food and food of another culture. Write a name for your restaurant below and design your menu underneath.

_____ MENU	
My culture	Anangu culture

- Write down who you will source your food from, including how and where they find it. Then write a list of other local attractions at Uluru.

ADDITIONAL INFORMATION	
Sources of food and supplier	Other local attractions at Uluru

Growing up at Uluru

*Refer to pp. x–xi for the page numbering for this text.

AUSTRALIAN CURRICULUM LINKS

Geography: Year 5

Inquiry question

How do people and environments influence one another?

Content description

The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places (ACHASSK112)

Achievement standard

By the end of Year 5, students explain the characteristics of places in different locations at local to national scales. They identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments. They identify the effects of these interconnections on the characteristics of places and environments.

Preparation

- copies of *Growing Up at Uluru*, either hard copy or on IWB
- copy of **Worksheet 4** for each student
- 40 popsicle sticks
- 4 empty containers (for popsicle sticks).

Engage



'Whip around' activity (p. 59)

- Students skim through *Growing Up at Uluru*. Ask them to look for first impressions of how Anangu people are connected to their environment.
- Instruct students to spend one minute thinking quietly about what stood out for them in the text.
- Ask students to stand in a circle and have them participate in a 'whip around' activity. Each student contributes one observation from the text until there is only one student left standing.

Explore



Investigation

- Divide students into groups. Ask students to investigate *Growing Up at Uluru* in their groups.

Guiding questions

- > Where are the places that children can't go? Why do you think the children can't go there?
- > Different parts of the landscape provide different foods. List these foods and where to find them.
- > When do you think would be the best time to be at Uluru? Why?

Diary entry

- Ask students to imagine that they were lost at Uluru but were somehow saved. Students then individually write a diary documenting their experience.

Explain



Role-play

- Divide students into small groups. Ask them to read *Growing Up at Uluru* in their groups and take notes on the following topics:
 - > Tjukurpa stories explain how some natural features were formed. Choose and explain one Tjukurpa story from the text.
 - > Uluru is surrounded by red sand as far as the eye can see. What does the sand tell Anangu?
 - > What happens after the rain in Uluru?
 - > Why does Norman Tjalkalyiri burn the spinifex?
- Each group then creates a role-play around their chosen topic.

Elaborate (Worksheet 4)



Tour map

- Provide each student with a copy of **Worksheet 4**. Explain that they should use the worksheet to design a guided tour of Uluru and its surroundings.

Evaluate



Quiz

- Divide the class into four groups. Assign each group one of the following topics:
 - > People and food, pages 1–15
 - > Tjukurpa (the Dreamtime) and the land, pages 16–31
 - > Animals, plants and ceremonies, pages 32–48
 - > Anangu vocabulary, inside back cover.
- Ask each group to read their assigned section of the text and to create a quiz of 10 questions around their topic.
- Give each group 10 popsicle sticks and one empty container. Ask each group to choose a manager who will have the responsibility of placing the popsicle sticks into the container.
- Each group takes turns asking the class a question, one at a time. The rest of the class listens to the entire question before discussing the answer with their groups. When a group thinks they know the answer, the group manager places a popsicle stick in the group's container. The first team with a popsicle stick in their container gets to answer the question. If the question is answered correctly, the group gets one point. If the question is answered incorrectly, the group who asked it reads out the correct answer. The next group then asks a question.
- When a group runs out of popsicle sticks, they can no longer answer questions. Groups continue asking questions until all the questions have been asked. Tally each group's scores at the end to see who has won.

Date

- Significant natural features of Uluru
- Animals and plants that provide food and shelter
- Places where significant things happen
- The impact European settlement has had on the region (including tourism).

	<h2 style="margin: 0;">Legend</h2>
<div style="display: flex; align-items: center; margin-bottom: 5px;"> <div style="flex: 1; border-bottom: 1px solid black; position: relative; margin: 0 5px;"> <div style="position: absolute; left: -5px; top: -5px; width: 5px; height: 5px;"></div> <div style="position: absolute; right: -5px; top: -5px; width: 5px; height: 5px;"></div> </div> <div style="flex: 1; border-bottom: 1px solid black; position: relative; margin: 0 5px;"> <div style="position: absolute; left: -5px; top: -5px; width: 5px; height: 5px;"></div> <div style="position: absolute; right: -5px; top: -5px; width: 5px; height: 5px;"></div> </div> </div> <p>SCALE: km</p>	

Description of Uluru

AUSTRALIAN CURRICULUM LINKS

Science as a Human Endeavour: Years 3 & 4

Content descriptions

Nature and development of science

Science involves making predictions and describing patterns and relationships (ACSHE050, ACSHE061)

Use and influence of science

Science knowledge helps people to understand the effect of their actions (ACSHE051, ACSHE062)

Achievement standards

By the end of Year 3, students describe how they can use science investigations to respond to questions.

By the end of Year 4, students discuss how natural processes and human activity cause changes to Earth's surface. They identify when science is used to understand the effect of their actions.

Preparation

- copies of *Growing Up at Uluru*, either hard copy or on IWB
- copy of **Worksheet 5** for each student
- sticky notes for writing
- A4 piece of paper for each student
- copy of the **Pentagonal Chart** for each student.

Engage

Note board

- Ask students where they use science in their daily lives. Provide students with sticky notes and instruct them to write their ideas on the notes. Students stick the notes onto a whiteboard or similar. Prompt students to think of science in terms of Earth and space, chemistry, physics, and biology.

Guiding questions

- > How often or regularly do you encounter these things?
- > How do these things affect your life?

Explore (Worksheet 5)

Flip and think (p. 58)

- Have students flip through the text and find examples of the four areas of science (Earth and space, chemistry, physics, and biology). Ask students to consider how Anangu adapt to or use these phenomena to their advantage.

3-2-1 activity (p. 58)

- Provide each student with a copy of **Worksheet 5**. Instruct students to complete the 3-2-1 activity.
- Students write down on their worksheet three things about science that they found out from their reading.
- Give students one minute to think quietly. Ask them to write down two questions they have.
- Divide students into pairs. Give students two minutes

to discuss any questions they may have. Each pair then writes down one thing on their worksheet they would like to know more about.

- Lead the whole class in a discussion of the text. Ask each student to make a belief statement about one of the following topics:
 - (i) How the actions of Anangu have an effect on the environment
 - (ii) How Anangu use natural phenomena in everyday life.

Inner-outer circle (p. 58)

- Divide students into two groups for an inner-outer circle activity. Students share their ideas and record three ideas on the worksheet that they hear from others during the activity.

Explain

Quiz

- Ask students to create a 10-question quiz. The questions should be written with instructions on where to find the answers in the text. For example: *On page 32, someone likes to go out in the bush with their father. Who is it?*

Elaborate

Pentagonal chart (pp. 62 & 64)

- Provide each student with a copy of the pentagonal chart. Ask them to record what it might look, sound, feel, taste and smell like to be a child growing up at Uluru. Take students outside to collect things they believe maybe similar to those found at Uluru. Students then record the features of their own environment on the pentagonal chart.

Evaluate

Descriptive feedback

- Watch the video *Austin's Butterfly* (the link is provided under Additional Resources). Share the video with students. Explain to students that they will go through a similar process with a partner.
- Provide each student with an A4 piece of paper. Each student folds his or her piece of paper into four quarters. Ask students to choose one of the animals or birds in *Growing Up at Uluru* and draw it in the top-left quarter of their paper.
- Divide students into pairs. Each student asks his or her partner to critique the first drawing. Based on their partner's feedback, students create a second version of this drawing in the top-right quarter of their piece of paper. They then ask their partner for feedback on the second drawing. Students repeat this process two more times until all four quarters are filled. They then compare the original photograph to their final drawing, and reflect on the improvements between their first and fourth drawings. Students then share their observations with the class.

Additional resources

Austin's Butterfly

<https://vimeo.com/38247060>

3-2-1 activity

Name _____

Date _____

Read *Growing Up at Uluru* and complete the table below.

Three things about science I found out from *Growing Up at Uluru*

1

2

3

Two questions I have

1

2

One thing I would like to know more about

1

A statement I would like to make

Three things I have heard from someone else

1

2

3

Sharing Culture **Uluru**

AUSTRALIAN CURRICULUM LINKS

History: Year 4

Inquiry question

What was life like for Aboriginal and Torres Strait Islander Peoples before the arrival of the Europeans?

Content description

The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies) (ACHASSK083)

Achievement standard

By the end of Year 4, students recognise the significance of events in bringing about change. They explain how and why life changed in the past and identify aspects of the past that have remained the same. They describe the experiences of an individual or group in the past.

Preparation

- copies of *Sharing Culture Uluru*, either hard copy or on IWB
- copy of **Worksheet 6** for each student
- enough A3 sheets of paper for several groups of students
- copy of the **Double Bubble Map** for each student.

Engage

'Hot potato' activity (p. 58)

- Divide students into groups of four. Ask students to read through *Sharing Culture Uluru* with their groups. Provide an A3 sheet of paper to each group and lead them in a 'hot potato' activity. Instruct students to come up with 'wonder' questions about Anangu culture (e.g. "I wonder if...", "I wonder how...", "I wonder why...") and use these as their headings. Give students three minutes to write as much information as they can.

Wonder wall (p. 59)

- Use the 'Five Ws and One H' framework (Who, What, When, Where, Why and How) to guide students in their 'wonderings'. Collate and post the wonderings from each group on a 'Wonder Wall' to be answered as students dig deeper into the topic.

Explore

'Best guess' answers

- Ask students to choose one or more questions from the Wonder Wall that have been written by other students. Students then write a 'best guess' answer to each question. Students will have to draw on their prior knowledge of the topic, as well as considering their own life experiences. They should not use the internet or other research to come up with their

answers. Encourage students to write many answers, emphasising that they do not need to have the specific correct answer. Answers do not need to be accurate but should still be plausible. Place the answers on the Wonder Wall next to their relevant wonderings.

Explain (Worksheet 6)

10-minute quiz

- Ask students to organise themselves into five quiz teams and to decide on names for their teams. Either read each question aloud from **Worksheet 6** or designate a student to do so. Give students one minute to discuss with their team members and write their answers for each question. The quiz can be run like a trivia game or quiz show, where answers are revealed one at a time or at the end of the quiz.
- Alternatively, provide each team with a copy of **Worksheet 6** and allow them 10 minutes to work through the worksheet together. Tally the scores at the end to determine the winning team.

Elaborate

Double bubble map (pp. 61 & 72)

- Provide each student with a copy of the double bubble map. Ask them to compare Anangu culture with their own culture. Have students write the similarities and differences between the two cultures and give reasons for these. Encourage students to check the class Wonder Wall and the best guess answers to help complete their map.

Evaluate

Uluru story

- Ask students to prepare an 'Uluru story' that demonstrates their understanding and reflects on their learning journey. Students can choose to work individually, in pairs or in small groups. The story may be presented as a piece of 'faction' (blending facts with fiction), a docufiction (a mix of documentary and fiction) or in any form that combines creative writing, ideas and facts. Students should select the most effective media to tell their stories.

10-minute quiz

Name _____

Date _____

How many of the questions below can you answer correctly in 10 minutes?

- 1 Uluru is an example of what type of geographical feature? _____
- 2 What type of sandstone is Uluru made of? _____
- 3 The following words are used by Anangu to describe their home. What is the meaning of each word in English?
 - i *Kulata* _____
 - ii *Kata-Tjuta* _____
 - iii *Anangu* _____
 - iv *Tjukurpa* _____
 - v *Maku* _____
- 4 How long do archaeologists estimate that Anangu have lived in Uluru, Kata-Tjuta and the plains around this area?

- 5 Which of the following words are **not** plants?
Kampurarpa Mangata Tjala Kaliny-kaliny Malu
- 6 Sort the following words according to whether they are Plants, Animals or Other:
Ili Panpanpalala Mala inma Mamu Wakalpuka Papa kali Mangata

Plants	Animals	Other
- 7 In what ways are the 'classrooms' of Anangu children different from your classroom?

- 8 For Anangu children, their teachers are their _____.
- 9 Many tourists visit Uluru and Kata-Tjuta. What activities do Anangu urge tourists to do instead of climbing Uluru?
 - i _____
 - ii _____
- 10 List two other things you could do if you visited Uluru and Kata-Tjuta.
 - i _____
 - ii _____

SCORE

/10

Sharing Culture **Uluru**

AUSTRALIAN CURRICULUM LINKS

Civics and Citizenship: Year 3

Inquiry question

Why do we make rules?

Content description

Who makes rules, why rules are important and the consequences of rules not being followed (ACHASSK071)

Achievement standard

By the end of Year 3, students explain the role of rules in their community and the importance of making decisions democratically. They describe how people participate in their community as active citizens.

Preparation

- copies of *Sharing Culture Uluru*, either hard copy or on IWB
- copy of **Worksheet 7** for each student
- dice, index cards, popsicle sticks and other items for use in games.

Engage

Brainstorm

- Read through *Sharing Culture Uluru* with students. Discuss the sections where Anangu children feature in the text and the kinds of things they do for fun in their daily lives. Explain that children throughout history played games for many reasons: for entertainment, to gain knowledge, to learn new skills, to share values and to learn to be part of a group.
- Ask students to brainstorm a list of games they have played, watched or know about. These can include card games, board games and outdoor games.
- Draw up a table on a whiteboard or similar to record all of the games students have brainstormed. Use the table to scaffold a discussion of the types of learning that are involved in each of the games. Ask students to think about what children who grow up around Uluru do for fun and what games they might play. Research other Indigenous games and share them with students. (Links are provided underneath Additional Resources on page 57.) Compare these games to those in the table.

Explore

Game instructions

- Ask students to choose one game from the list the class has brainstormed. They explore their chosen game and work out how to play it — the rules, purpose, equipment needed, space and time requirements, and so on.
- Students prepare a page of instructions for the game. The instructions can include illustrations, photos,

and/or links to videos if useful. Have students swap their completed instruction page with another student. Students should provide feedback on whether the instructions are clear enough to follow. They then revise their instructions based on the feedback they received. Collect the final instruction pages in a folder that can be added to as different games are discovered.

Explain

Discussion

- Read 'Teaching the children' (pages 50–53) from *Sharing Culture Uluru* with students. Discuss with students what the Law refers to in Anangu culture and how it compares to the law as they understand it in their own culture.
- Ask students to each write a statement about why rules are important in our daily lives. Have students share their statements with the class.

Guiding questions

- > What would happen if all the players didn't follow the rules of a game?
- > Why are some rules different for different cultures?
- > What are the most important rules in the classroom, in the playground and at home?

Elaborate

Fact building

- Divide students into pairs and ask them to read through *Sharing Culture Uluru*. As they read, each pair gathers as many facts about Uluru as they can.
- Each pair of students states to the class one fact they have found during their research. The other pairs in the class write down other related information that could be added to the fact. For example:
 - > Fact: *Uluru and Kata Tjuta are both made of different types of rocks.*
 - > Additional information: *Both are sedimentary rocks.*
- Continue until every pair has stated one fact each. Go through the facts and additional information with the class.

Evaluate (Worksheet 7)

Game design

- Provide each student with a copy of **Worksheet 7**. Ask students to design a game using the worksheet as a template. They can work individually, in pairs or in small groups. The game should incorporate facts students have learned from *Sharing Culture Uluru*.
- Develop a criteria with the class against which the games will be assessed. Possible criteria include:
 - > Accuracy of the information in the game
 - > Playability/enjoyment level
 - > Design innovation.
- Students swap their completed games with someone else. They use the criteria to assign a star rating to each game design and return the worksheet to the original game designer.

Design a
game

Name _____

Date _____

Design a fun and challenging game that incorporates facts and information you have learned from *Sharing Culture Uluru*.

Name of game:

Equipment

How to play

Feedback

Ask your classmates to test your game and write down any feedback and improvements.



Sharing Culture **Uluru**

AUSTRALIAN CURRICULUM LINKS

Civics and Citizenship: Year 4

Inquiry question

How has my identity been shaped by the groups to which I belong?

Content description

The different cultural, religious and/or social groups to which they and others in the community belong (ACHASSK093)

Achievement standard

By the end of Year 4, students describe factors that shape a person's identity and sense of belonging.

Preparation

- copies of *Sharing Culture Uluru*, either hard copy or on IWB
- copy of **Worksheet 8** for each student
- 10 index cards for each student.

Engage

Fact-finder chart (p. 61)

- Divide students into groups of four or five. In their groups, students read, investigate and sort information from *Sharing Culture Uluru*. Each member of the group is assigned as a 'fact finder' for one topic. Possible topics include:
 - > People
 - > Places/geography
 - > Bush foods
 - > Animals/fauna
 - > Plants/flora
 - > Tjukurpa stories (Dreamtime stories)
 - > History.
- In a fact-finder chart, students record the facts each group member has found.

Explore

Jigsaw activity (p. 58)

- Students remain in their groups from the Engage activity. Ask students to choose one topic from the Engage activity that they want to learn more about. Students gather more information from the text and conduct a more in-depth analysis of their topic.

Guiding questions

- > What evidence is there to support each fact?
- > How does the information get passed on and preserved for successive generations?
- > What changes may have occurred over time and why?
- Once the groups have completed their investigations, divide students into new groups for a jigsaw activity.

Explain

Matching cards

- Provide each student with 10 index cards. Instruct students to create five pairs of cards. One of the cards in the pair should have words or terms students have learned from *Sharing Culture Uluru* on one side, with the other side blank. The other card in the pair should have the matching definition that explains the meaning of each word or term on one side, with the other side blank. Drawings or photos can be used to illustrate the cards.
- Divide students into pairs. Students lay out their 20 cards in random order with the blank sides up. Taking turns, each player flips over two cards to try and make a match. If the cards don't match, the player flips them back over and the other player has a turn. If the cards match, the player removes them from the game. The student who has the most matches once all cards are gone is the winner. Other games — such as Memory, Concentration, Snap or Go Fish — could also be played with the cards.

Elaborate (Worksheet 8)

Concept map (p. 60)

- Discuss with the class the concept that in groups like a classroom or school there are likely to be many students from different countries and backgrounds. Explain to students that it is important to be aware that different people follow a variety of cultural practices and beliefs.
- Provide each student with a copy of **Worksheet 8** and ask them to undertake an investigation of their own culture. Students should use their investigations of Anangu culture in the Engage and Explore activities as their guides.
- Lead a class discussion when students have completed their concept maps. Ask students to share their ideas. Create a large concept map on a whiteboard or similar that includes topics and ideas from the whole class and reflects its diversity.

Evaluate

5Es learning model (p. ii)

- Divide students into pairs or small groups. Ask each pair or group to design a learning session or lesson that will teach other students about an aspect of Anangu culture. The lesson should follow the 5Es Learning Model: Engage, Explore, Explain, Elaborate and Evaluate.
- Allocate each group 15–25 minutes to 'teach' the rest of the class. Remind students that they should spend 3–5 minutes addressing each of the Es.
- Other students assess each lesson and provide feedback to the presenting group. (A useful link is provided under Additional Resources.)

Additional resources

Student-centred peer assessment

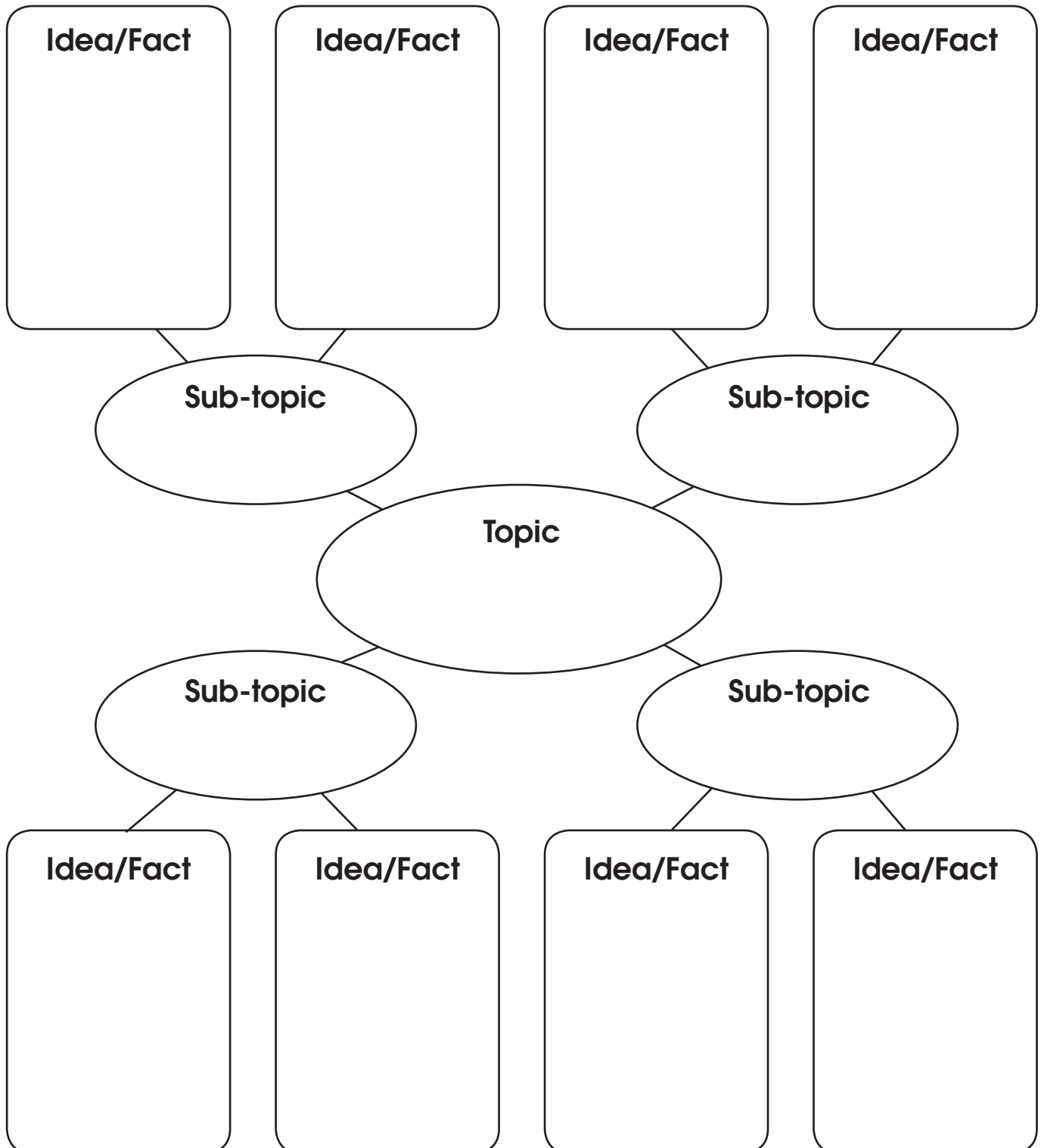
http://www.studentsatthecenter.org/sites/scl.dl-dev.com/files/field_attach_file/2_SATC_AssessTools_PeerAssessment_042913.pdf

Concept
map

Name _____

Date _____

Undertake an investigation of your own culture by using the concept map below. Choose a topic related to your investigations of Anangu culture from *Sharing Culture Uluru*.



Sharing Culture **Uluru**

AUSTRALIAN CURRICULUM LINKS

Geography: Year 3

Inquiry question

How and why are places similar and different?

Content description

The representation of Australia as states and territories and as Countries/Places of Aboriginal and Torres Strait Islander Peoples; and major places in Australia, both natural and human (ACHASSK066)

Achievement standard

By the end of Year 3, students describe the characteristics of different places at local scales and identify and describe similarities and differences between the characteristics of these places. They identify connections between people and the characteristics of places and recognise that people have different perceptions of places.

Preparation

- copies of *Sharing Culture Uluru*, either hard copy or on IWB
- copy of **Worksheet 9** for each student
- packs of sticky notes (12 sticky notes per student).

Engage

Give one, get one/Inner-outer circles (p. 58)

- Divide students into pairs. Students look through *Sharing Culture Uluru* for things that catch their interest and note down the page numbers. Once all students have noted down several items, organise the class into an inner and an outer circle. Each pair of students 'gives' and 'gets' one piece of information they have learned from their investigation of the text. The inner or outer circle then moves clockwise or anti-clockwise one space. Continue the 'give one, get one' and inner-outer circle processes an additional two or three times.

KWHL chart (p. 61)

- Together with the whole class, create a KWHL chart on a whiteboard or similar. Encourage students to share the ideas they have learned from the 'give one, get one' activity.

Explore (Worksheet 9)

Post-It probe (p. 59)

- Provide each student with a copy of **Worksheet 9** and 12 sticky notes. Instruct students to flip through *Sharing Culture Uluru* and place sticky notes on the pages to mark those that have illustrations or information about the geography of the area. Students then record the information on the worksheet.

Explain

T-chart (p. 62)

- Ask students to read 'The monoliths' (pages 12–15) and 'Tjukurpa stories' (pages 39–44) from *Sharing Culture Uluru*. Students should do further research of the scientific reasons behind the creation of Uluru and its geological features. Instruct students to use a T-chart to compare Anangu creation stories with the scientific explanations of how Uluru was formed.

Elaborate

Concept map (p. 60)

- Ask students to imagine that they are a member of the Anangu community and are living during the time of Australia's first peoples. They must plan an expedition from Uluru to another Indigenous community in Australia (e.g. Kakadu). Have students create a concept map that features questions that must be answered and things that need to be considered in order to make a successful journey.

Guiding questions

- > What preparation is necessary?
- > What supplies/equipment should be taken?
- > How will the expedition travel?
- > What direction will the expedition need to take from Uluru?
- > What permission will be required?

Evaluate

PechaKucha (p. 59)

- Lead a class discussion about Anangu and their connection with the land. Come up with 20 related topics (e.g. food, Tjukurpa, Aboriginal Law) and list them on a whiteboard or similar.
- Explain to the class that you are going to create a PechaKucha to consolidate their understanding. Assign each of the 20 topics to one student or to a pair of students.
- Each student or student pair creates one slide around their topic. The slide should include text and photography or illustrations. Once all students have completed their slides, combine all 20 into one PechaKucha. Each student or pair of students has 20 seconds to present their own slide to the class.
- Before beginning the PechaKucha, ask students to choose a slide someone else has created. During the presentation, students should write notes about the slide. After all slides have been presented, students swap their feedback.

Guiding questions

- > Is the slide related to the assigned topic?
- > Does the slide fit in with the rest of the presentation?
- > What information could be added or changed?

Post-it
probe

Name _____

Date _____

Flip through the pages of *Sharing Culture Uluru*. Place sticky notes on 12 pages to mark those that have illustrations or information about the geography of the area. (Place the sticky notes like bookmarks so you can easily find the pages again.) Go back to the pages you have marked and record the things that most interested you.

These pictures were interesting because...	Page no.	These Aboriginal words described the geography.	Page no.	Their English meanings are...
Description: Reason:				
Description: Reason:				
Description: Reason:				
Description: Reason:				

Sharing Culture **Uluru**

AUSTRALIAN CURRICULUM LINKS

Science as a Human Endeavour: Years 3 & 4

Content descriptions

Nature and development of science

Science involves making predictions and describing patterns and relationships (ACSHE050, ACSHE061)

Use and influence of science

Science knowledge helps people to understand the effect of their actions (ACSHE051, ACSHE062)

Achievement standards

By the end of Year 3, students group living things based on observable features and distinguish them from non-living things. They describe how they can use science investigations to respond to questions.

By the end of Year 4, students describe relationships that assist the survival of living things and sequence key stages in the life cycle of a plant or animal. They identify when science is used to understand the effect of their actions.

Preparation

- copies of *Sharing Culture Uluru*, either hard copy or on IWB
- copy of **Worksheet 10** for each student (A3 size if students are working in pairs or in small groups)
- copy of the **Double Bubble Map** for each student.

Engage (Worksheet 10)

KWHL chart (p. 61)

- Divide students into pairs of small groups. Provide each pair or group with an A3 copy of **Worksheet 10**. (Alternatively, students can work individually. In this case, provide each student with an A4 copy of Worksheet 10.) Ask students to read through *Sharing Culture Uluru* in their pairs or groups and then complete the KWHL chart.
- After students have completed their charts, lead a discussion of what they have learned. Ask students if they have any new questions or questions that could not be answered by the text.
- The responses from the worksheet KWHL charts can be collated onto a large, whole class KWHL. New information or questions can be added as students' learning progresses.

Gallery walk (p. 58)

- Alternatively, the completed worksheet KWHL charts can be displayed around the classroom. Encourage students to undertake a gallery walk of the charts to gather more information and ideas.

Explore

Botanical journal

- Ask students to imagine that they are a botanist. Discuss with students what a botanist does. Explain to students that they have been given the task of creating botanical sketches and notes of some of the plants found around Uluru. Show students some examples of botanical drawings. (Links to examples are provided under Additional Resources on page 57.) Tell students to use the photographs in *Sharing Culture Uluru* as a guide. Allow students time to observe plants around the school grounds and sketch them. Students should try to sketch the different parts of each plant as accurately as possible. Each sketch should be accompanied by its name and notes explaining its features. Students then compile their sketches and notes in a botanical journal.

Explain

Double bubble map (pp. 61 & 72)

- Provide each student with a copy of the double bubble map. Using the map, students compare the flora of Uluru with the flora found in the local area, noting the similarities and differences between them (e.g. leaf shape and colour, fruit shape and colour, growth patterns).

Elaborate

Menu

- Ask students to imagine that they are famous chefs. They have been asked to work with an Aboriginal community and open a bush tucker restaurant. Students should plan a bush tucker menu and write descriptions of each of the foods that will be served in the restaurant. Remind students to combine factual information with creative and enticing descriptions. Useful links are provided under Additional Resources on page 56.

Evaluate

Decision-making matrix (p. 60)

- Divide students into groups. Each group researches the tours that are available online for visitors to Uluru. As a class, have students brainstorm the criteria that will be used to make a decision about which is the best tour.
Possible criteria include:
 - > most accurate information
 - > opportunity to experience local culture
 - > input by local Aboriginal communities
 - > variety of activities.
- Each group of students compares the various tours using the discussed criteria and a decision-making matrix. Students then write a report on which tour/s provides the most authentic experience for tourists.

Name

Date _____

- 1** In the **'K'** column, write what you already **k**now about Uluru and Anangu culture.
- 2** In the **'W'** column, write what you **w**ant to learn about Uluru and Anangu culture.
- 3** In the **'H'** column, write **h**ow you will find out the answers to your questions.
- 4** Read *Sharing Culture Uluru*.
- 5** In the **'L'** column, write what you have **l**earned about Uluru and Anangu culture.

K	W	H	L
What I already know about Uluru and Anangu culture	What I want to know about Uluru and Anangu culture	How I will find out the answers to my questions	What I have learned
Example: Uluru is in the middle of Australia.	Example: How was Uluru formed?	Example: Look at the contents page	Example: Uluru is a very big rocky outcrop.

AUSTRALIAN CURRICULUM LINKS

History: Year 6

Inquiry question

What contribution have significant individuals and groups made to the development of Australian society?

Content description

The contribution of individuals and groups to the development of Australian society since Federation (ACHASSK137)

Achievement standard

By the end of Year 6, students explain the significance of an event/development, an individual or group. They identify and describe continuities and changes for different groups in the past. They describe the causes and effects of change on society. They compare the experiences of different people in the past.

Preparation

- copies of *Growing Up in Kakadu*, either hard copy or on IWB
- copy of **Worksheet 11** for each student
- copy of the **Alpha Ladder** for each student.

Engage

Think-pair-share (p. 59)

- Ask students the following two questions:
 - What is meant by each of the words Economy, Education, Science, The Arts and Sports?
 - How have Aboriginal and Torres Strait Islander peoples contributed to these areas?

Explore

Alpha ladder (pp. 60 & 70–71)

- Ask students to find examples of economy (material things), education, science (observation and application), the arts and sports (games and physical activity) in *Growing up in Kakadu*. Provide each student with a copy of the alpha ladder. Instruct students to record the examples in the alpha ladder and list them under the various headings.

Explain (Worksheet 11)

Lotus diagram (p. 61)

- Provide each student with a copy of **Worksheet 11**. Ask students to list as many Gagudju cultural contributions from *Growing up in Kakadu* as they can in the lotus diagram on the worksheet. Explain that three headings have been provided for them and students are to decide on the remaining headings.

Guiding questions

- > How are these contributions significant and how do they contribute to Australian society as a whole?
- > What resources are valued by the Gagudju people?
- > What are some of the roles of individuals and groups within Gagudju society?
- > How does teaching and learning occur in Gagudju society?
- > What physical activities do the Gagudju people engage in?

Elaborate

Concept map (p. 60)

- Ask students to imagine themselves in the role of a child growing up in Kakadu, based on what they have learned in the text.
- Students use a concept map to explain how they would acquire certain skills and understandings, and how they would interact with others.

Evaluate

Split Y-chart (p. 62)

- Read pages 34–37 of *Growing Up in Kakadu* with students. Lead students in a discussion of what these pages tell them about change and continuity in Gagudju culture and the role the Dreaming (the Dreamtime) plays.
- Read pages 46–47 of the text with students. Study the pictures on these pages. Ask students to complete a split Y-chart based on what they see in the pictures.

Guiding questions

- > What things do the Gagudju people do to make sure that Kakadu never changes?
- > How do children like James learn the way of the Gagudju? How is this similar or different to the way you learn things about your family?

Storyboard (p. 62)

- Divide students into pairs or small groups. Instruct them to use a storyboard to plan and write a comic strip, picture book, eBook or similar to describe life growing up in Kakadu.

Contribution
to culture

Name _____

Date _____

1 Complete the lotus diagram of Gagudju cultural contributions.

The Arts		Science
	Gagudju contributions to Australian society	
Education		

2 List some aspects of Gagudju culture that you would like to find out more about.

AUSTRALIAN CURRICULUM LINKS

Civics and Citizenship: Year 5

Inquiry question

How and why do people participate in groups to achieve shared goals?

Content description

How people with shared beliefs and values work together to achieve a civic goal (ACHASSK118)

Achievement standard

By the end of Year 5, students identify various ways people can participate effectively in groups to achieve shared goals and describe different views on how to respond to a current issue or challenge.

Preparation

- copies of *Growing Up in Kakadu*, either hard copy or on IWB
- copy of **Worksheet 12** for each student
- copy of the **Responsibility Chart** for each student
- multiple copies of the **3-2-1 Feedback Sheet** for each student.

Engage

Discussion

- Discuss with students the different ceremonies and groups of people that exist in their communities in order to achieve shared goals (e.g. school groups, sports clubs, committees).
- Guide students through the exploration of stories with moral lessons, rules or codes of behaviour (e.g. myths, legends and fables).
- Read the story about Gundamen, the frilled lizard, on page 24 of *Growing up in Kakadu*. Ask students what they think is meant by the word 'ceremony' and what ceremonies they have participated in.

Timeline

- Lead the class in developing a timeline that shows the different ceremonies or celebrations that occur throughout the year.

Explore

Responsibility chart (pp. 62 & 65)

- Read page 35 of *Growing up in Kakadu* with students. Discuss with the class why elders are important in Gagudju culture. Provide students with a copy of the responsibility chart. Ask students to find other examples in the text of individuals and groups who contribute to Gagudju culture. For example: Susan

Aladjingu plays games with her friends (page 17), every animal has a story (page 22), Bluey Ilkirr paints pictures (page 29).

Explain (Worksheet 12)

Venn diagram (p. 62)

- Read pages 2–3 and 48 of *Growing Up in Kakadu* with students. Describe what James, Simon and other Gagudju children need to learn in order to become 'proper Gagudju men and women'. Discuss other 'coming of age' ceremonies from around the world. (A useful link is provided under Additional Resources.)
- Read pages 45–47 of the text with students. Explain to students that the Gagudju people achieve their aims by working in groups and expressing their shared beliefs and values. Describe some of the ways that they do this.
- Read pages 4–13 of the text with students. What are two ways Kapiirigi finds food?
- Provide each student with a copy of **Worksheet 12**. Instruct students to use the Venn diagram to compare and contrast the way the Gagudju people and people and groups within their own cultures share and maintain beliefs and values. Students then write a few sentences explaining what they have learned about the Gagudju people and what they would like to know more about.

Elaborate

Presentation

- Divide students into pairs or small groups. Explain that they must prepare a three-minute presentation highlighting six values or beliefs of the Gagudju people. In their presentation, students describe how these values are maintained and why this is important.

Evaluate

3-2-1 feedback sheet (pp. 58 & 66)

- Students deliver their presentations from the Elaborate activity to the class. Provide the audience of students with 3-2-1 feedback sheets to complete after each presentation. Collect the sheets and collate the results. Provide each pair or group with feedback, then display the results in the classroom.

Additional resources

Coming of age ceremonies

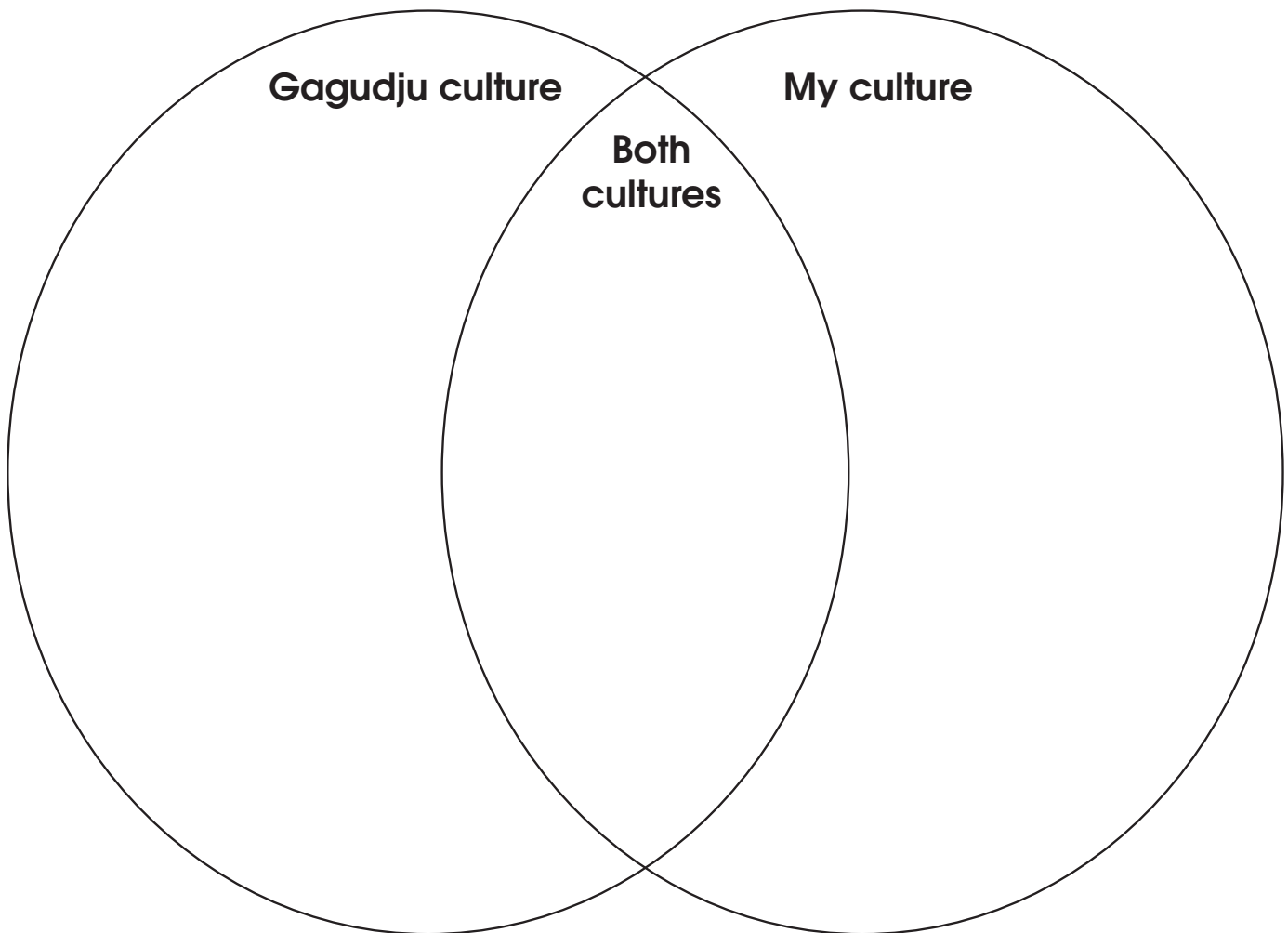
<https://www.globalcitizen.org/en/content/13-amazing-coming-of-age-traditions-from-around-th/>

Beliefs and
values

Name _____

Date _____

- 1 Use the Venn diagram to compare and contrast the way the Gagudju people and people of your own culture share and maintain beliefs and values in group situations.



- 2 Write a few sentences explaining what you have learned about the Gagudju people. What would you like to know more about?

Growing up in Kakadu

*Refer to pp. xii–xii for the page numbering for this text.

AUSTRALIAN CURRICULUM LINKS

Geography: Year 3

Inquiry question

How and why are places similar and different?

Content description

The representation of Australia as states and territories and as Countries/Places of Aboriginal and Torres Strait Islander Peoples; and major places in Australia, both natural and human (ACHASSK066)

Achievement standard

By the end of Year 3, students describe the characteristics of different places at local scales and identify and describe similarities and differences between the characteristics of these places. They identify connections between people and the characteristics of places and recognise that people have different perceptions of places.

Preparation

- copies of *Growing Up in Kakadu*, either hard copy or on IWB
- copy of **Worksheet 13** for each student.

Engage (Worksheet 13)



Word search

- Divide students into pairs. Provide each student with a copy of **Worksheet 13** and ask them to complete the word search.
- Ask students to locate as many other animals as they can in *Growing Up in Kakadu* and list them.

'Whip around' activity (p. 59)

- Conduct a 'whip around' activity with students. Instruct students to stand in a circle. One student names an animal from the text. The student to the left of the first student does the same until all students in the circle have named an animal. On the second lap of the circle, each child must name a previously unnamed animal or sit down. This continues until the last student is left standing.

Explore



Venn diagram (p. 62)

- Ask students to use a Venn diagram to compare and contrast the similarities and differences of the three habitats described in the text. Tell students to share their ideas when they are done.

Explain



Cross-section diagram (p. 60)

- Ask students to individually create a labelled cross-section diagram of one of the habitats of Kakadu.

(A link to an example is provided under Additional Resources.) They should show the flora, fauna and natural features of the region(s). Ensure there are roughly equal students drawing diagrams of each region.

- Students who have chosen the same habitat should share their work in groups and make modifications to their own diagrams. Ask each group to develop an explanation of who cares for the region, what they do to maintain it and why this is important.

PowerPoint

- Each group creates a PowerPoint (or similar) of their findings and presents it to the class.

Elaborate



Picture book

- Divide the class into groups. Ask each group to choose one of the following tasks:
 - Write and illustrate a picture book using the elements of the Dreaming (the Dreamtime)—such as the environment, rules for living and the spiritual world—to explain one or more of the features of the place where you live.

KWLH chart (p. 61)

- Imagine you are a child growing up in Kakadu. Use a KWLH chart to describe the things you would learn and how you would learn them. Explain why this knowledge is important to growing up safely in this environment.

Evaluate



PCQ chart (p. 61)

- Ask students to describe the similarities and differences between Kakadu and the place where they live. Have students use a PCQ chart to explain whether they would prefer living in Kakadu or living at home. Instruct students to find someone else in the class who has a different point of view to their own. Ask students to include this other point of view and reasons in their explanations.

Additional resources

Cross-section diagram

https://upload.wikimedia.org/wikipedia/commons/e/ef/Everglades_vegetation_cross_section.gif

Fauna of
Kakadu

Name _____

Date _____

- 1 Complete the word search below of animals from *Growing Up in Kakadu*.

D	R	H	R	I	N	H	G	O	R	I	U	M	I	Y
W	E	C	D	O	T	O	H	N	T	W	D	N	D	B
C	H	N	B	R	C	U	H	A	S	O	Y	V	N	A
F	S	I	N	X	I	K	W	T	Q	Z	Y	O	U	L
X	I	F	O	Z	E	B	P	A	Y	H	H	Q	M	L
D	F	D	G	I	K	T	S	I	R	P	S	T	A	A
R	G	E	I	R	R	U	G	U	G	R	W	K	R	W
I	N	K	X	V	Z	J	E	X	T	E	A	R	R	K
B	I	S	W	J	L	P	N	D	C	O	O	M	A	C
R	K	A	Y	T	V	C	C	F	B	W	L	N	B	O
E	E	M	E	S	O	O	G	E	I	P	G	A	M	R
W	R	T	O	J	Z	H	M	I	H	H	Z	M	F	M
O	U	S	N	A	C	I	L	E	P	U	C	N	R	I
B	Z	O	C	C	O	P	G	D	G	I	X	Z	P	S
I	A	U	Z	L	C	B	U	O	D	A	A	Z	D	R

AZURE KINGFISHER
MAGPIE GOOSE
ROCK WALLABY
ROCK PIGEON

BARRAMUNDI
LOTUSBIRD
MASKED FINCH
MARRAWUTI

BOWERBIRD
GURRI
PELICANS
PYTHON

Growing up in Kakadu

*Refer to pp. xii–xii for the page numbering for this text.

AUSTRALIAN CURRICULUM LINKS

Geography: Year 4

Inquiry question

How does the environment support the lives of people and other living things?

Content description

The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences views about sustainability (ACHASSK089)

Achievement standard

By the end of Year 4, students describe and compare the characteristics of places in different locations at local to national scales. They identify the interconnections between components of the environment and between people and the environment.

Preparation

- copies of *Growing Up in Kakadu*, either hard copy or on IWB
- copy of **Worksheet 14** for each student
- three or four sheets of A3 paper.

Engage



Flip and think (p. 58)

- Instruct students to 'flip and think' through *Growing Up in Kakadu* to discover geographical information on flora, fauna and landforms.

'Hot potato' activity (p. 58)

- Divide students into groups of three or four for a 'hot potato' activity. Provide A3 sheets of paper with one of the following headings written in the middle: Animals, Plants or Landforms (or any other relevant headings). Distribute one sheet to each group and give students three minutes to write as much information as they can. Display the sheets around the room and add to them as students make new observations and discoveries.

Explore



Read together

- Lead a read together activity with the class. Draw attention to the three main regions described in the text (forest, escarpment and floodplain) and the people who care for them.

Alpha ladder (p. 60)

- Give students the opportunity to read through *Growing Up in Kakadu* and to discuss the contents with a partner. Ask students to list as many natural features as they can in an alpha ladder.

Explain



Jigsaw activity (p. 58)

- Divide the class into groups of four or five. Instruct each group to read pages 2 and 44–48 of *Growing Up in Kakadu*. Students then discuss within their groups what James needs to learn and how he will learn it.
- Assign each group one specialist area from the text: Stone country (pages 4–15), Forest (pages 16–29) or Floodplain (pages 30–45). Explain to students that they must complete a careful analysis of the section of the text they have been assigned. Students then prepare a report on its main features to present to the rest of the class.
- Once each group has completed their report, divide students into new groups for a jigsaw activity.

Elaborate (Worksheet 14)



Grid map

- Divide students into small groups. Provide each group with a copy of **Worksheet 14**. Ask students to create a map of an environment similar to Kakadu and to name their imaginary land. (A link to an example map is provided under Additional Resources.)

Brochure

- Ask each group to create a brochure about their imaginary land. They should include sites of spiritual significance, characters who have custodial responsibility for each area, and plants and animals from each region.

Evaluate



KWLHA chart (p. 61)

- Ask students to imagine that they are travellers on an expedition through their imaginary land and to mark the route they took on their map. Instruct them to complete KWLHA charts as a group, describing what they learned and encountered on their journey.

Guiding questions

- > What have you learned about how people are closely connected to the land?
- > What do different regions provide for their inhabitants (human or other)?
- > How do the places where people live impact their attitudes towards the environment?

Additional resources

Map


<http://www.sitemason.com/files/kzct32/GC12Buttermere.gif>

My wilderness
environment

Name _____

Date _____

Develop a map that shows areas of escarpment (stone country), floodplain and forest. Include geographical landforms and natural resources in each region. Develop a key or legend explaining your map, and show the scale in kilometres. Write a name for your imaginary land.

_____ km

Legend

AUSTRALIAN CURRICULUM LINKS

Science as a Human Endeavour: Years 3 & 4

Content descriptions

Nature and development of science

Science involves making predictions and describing patterns and relationships (ACSHE050, ACSHE061)

Use and influence of science

Science knowledge helps people to understand the effect of their actions (ACSHE051, ACSHE062)

Achievement standards

By the end of Year 3, students describe how they can use science investigations to respond to questions. They use their experiences to identify questions and make predictions about scientific investigations.

By the end of Year 4, students identify when science is used to understand the effect of their actions. They follow instructions to identify investigable questions about familiar contexts and make predictions based on prior knowledge.

Preparation

- copies of *Growing Up in Kakadu*, either hard copy or on IWB
- copy of **Worksheet 15** for each student.

Engage

Questioning

- Read page 2 of *Growing up in Kakadu* with students. Ask students the following questions:
 - > What do James and Simon learn from their elders?
 - > Why do you think the children are told that dangerous spirits will carry them away if they go into certain places?
- Read the rest of the text with students. Ask students the following question:
 - > What other knowledge and understanding is shared among the Gagudju people, and in what different ways is it passed on?

Explore (Worksheet 15)

Patterns and relationships

- Provide each student with a copy of **Worksheet 15**. Students study the text to find two individuals. They list the natural resources available to each person, how each person uses these resources, and how each person understands the patterns and relationships between resources and the environment.

Explain

Scientific understandings

- Make a list of scientific understandings with the class. Group them under the following headings:
 - > Biological science
 - > Chemical science
 - > Earth and space science
 - > Physical science.
- Ask students which five scientific understandings they believe are the most important and useful to the Gagudju people.

Elaborate

Poster

- Ask students to each develop a poster entitled *Living in Harmony with Nature: Kakadu*. The poster should cover a maximum of three topics (e.g. three regions of Kakadu, three ways of learning in Kakadu, three people of Kakadu).
- Explain to students that the poster should address one of the following from the content descriptions:
 - > making predictions and describing patterns and relationships
 - > helping people to understand the effect of their actions.

Evaluate

KWLH chart (p. 61)

- After students have read all of *Growing Up in Kakadu*, ask them to complete a KWHL chart about Kakadu.

Resources and relationships

Name _____

Date _____

Study the text to find two individuals. List all of the natural resources available to each person, how each person uses these resources, and how each person understands the patterns and relationships between resources.

Individual (e.g. Bluey Ilkirr)		
Where he/she lives (e.g. in the forest)		
Available natural resources (e.g. ochre, clay, bark, grass stems)		
Use of resources (e.g. paints artwork on the bark)		
Understandings of relationships (e.g. Ilkirr knows which animals live where, how they behave and which ones you can eat)		

Sharing Culture **Kakadu**

AUSTRALIAN CURRICULUM LINKS

History: Year 4

Inquiry question

What was life like for Aboriginal and Torres Strait Islander Peoples before the arrival of the Europeans?

Content description

The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies) (ACHASSK083)

Achievement standard

By the end of Year 4, students recognise the significance of events in bringing about change. They explain how and why life changed in the past and identify aspects of the past that have remained the same. They describe the experiences of an individual or group in the past.

Preparation

- copies of *Growing Up in Kakadu*, either hard copy or on IWB
- copy of **Worksheet 16** for each student
- modern map of Australia.

Engage

Alpha ladder (p. 60)

- Ask students to use an alpha ladder to list both Gagudju and English words from *Sharing Culture Kakadu* that refer to the seasons, the Dreaming (the Dreamtime), flora, fauna and the Gagudju people.

Word search

- Instruct students to develop a word search on a 10x10 square grid. Students should use words they listed in the alpha ladder.

Explore

Map

- Provide students with a modern map of Australia that shows the states and territories. Ask students to locate as many capital cities and other features that they know on the map.
- Show students a map of Indigenous Australia. (A link to an online map is provided under Additional Resources.)
- Discuss with students the differences between the two maps.

Guiding questions

- > What do the different regions represent?
- > Why do you think there are differences between the two maps?
- > Locate Gagudju (Kakadu) on the map.

Explain (Worksheet 16)

Concept map (pp. 60)

- Use an electronic copy and/or a digital projector to display **Worksheet 16**. Discuss with students the different sections of the concept map.
- Provide each student with a copy of **Worksheet 16**. Direct students towards the appropriate sections of *Sharing Culture Kakadu* required to complete the concept map:
 - > Land/people, pages 4–13
 - > Escarpment, pages 34–43
 - > Forest, pages 44–51
 - > Floodplain, pages 52–59.

Elaborate

Brochure

- Ask students to design a brochure that explains the rich diversity of Kakadu, and the long and continuous connection of its peoples to country. Pages could contain headings such as:
 - > The Flood Plain
 - > The Escarpment
 - > The Forest
 - > The Dreaming (the Dreamtime)
 - > Ceremonies
 - > Material Culture.

Evaluate

Split Y-chart (p. 62)

- Instruct students to use a split Y-chart to describe what Kakadu looks, feels and sounds like.

PechaKucha (p. 59)

- Students use the ideas they developed in their split Y-charts to plan a PechaKucha (20 slides each of 20 seconds duration, using PowerPoint or similar). Through their presentation, students should explain how the Gagudju people have managed to keep a continuous connection to land over tens of thousands of years.

Additional resources

Map of Indigenous Australia

http://www.abc.net.au/indigenous/map/images/asp_languages_map_large_151126.png

A PechaKucha about PechaKucha

<https://www.youtube.com/watch?v=jJ2yeplaAtE>

Concept map

Name _____

Date _____

Use information from *Sharing Culture Kakadu* to complete the concept map below.

Write a brief description of Kakadu.		
Kakadu is a national park in...		
The people of Kakadu are...		
The three regions described in the text		
The Escarpment	The Forest	The Floodplain
A significant person of each region		
Significant person:	Significant person:	Significant person:
Three significant features of each region		
Landforms:	Landforms:	Landforms:
Plants:	Plants:	Plants:
Animals:	Animals:	Animals:

Sharing Culture **Kakadu**

AUSTRALIAN CURRICULUM LINKS

Civics and Citizenship: Year 5

Inquiry question

How and why do people participate in groups to achieve shared goals?

Content description

How people with shared beliefs and values work together to achieve a civic goal (ACHASSK118)

Achievement standard

By the end of Year 5, students identify various ways people can participate effectively in groups to achieve shared goals and describe different views on how to respond to a current issue or challenge.

Preparation

- copies of *Sharing Culture Kakadu*, either hard copy or on IWB
- copy of **Worksheet 17** for each student
- copy of the **Jigsaw Activity Planner** for each student.

Engage

Concept map (p. 60)

- Create a concept map with students. Discuss the different cultures, values and beliefs within the class group.

Guiding questions

- > What are the beliefs and values in your community?
- > Who are the various groups that support these beliefs and values?
- > What ceremonies, celebrations and other community activities support these beliefs and values?

Explore

Questioning

- Instruct students to read through *Sharing Culture Kakadu* and identify the beliefs and values of the Gagudju people.

Guiding questions

- > Where are beliefs and values demonstrated?
- > Who are they demonstrated by?
- > How is knowledge and understanding shared by the Gagudju people?

Explain (Worksheet 17)

Jigsaw activity (pp. 58 & 67)

- Divide students into six groups. Assign each group one of the following areas of the text to study:
 - > Land/people, pages 4–13
 - > Escarpment, pages 34–43
 - > Forest, pages 44–51
 - > Floodplain, pages 52–59
 - > Playing and Learning, pages 66–69, and *Kakadu*, page 77
 - > Material Culture, Country and Law, pages 70–76.
- Provide each student with a copy of the jigsaw activity planner to complete with their group before they start the activity. Encourage students to gather information from the photography as well as the written text in *Sharing Culture Kakadu*. Ask students to conduct a jigsaw activity.

Crossword

- Provide each student with a copy of **Worksheet 17**. Instruct students complete the crossword puzzle using information they have learned from the text and the jigsaw activity.

Elaborate

Model/aerial picture

- Together with the class, create a model of Kakadu or draw/paint an aerial picture of the region. Depict significant sites, characters from the Dreaming (the Dreamtime), and people from *Sharing Culture Kakadu*. Describe what each person does in each location (e.g. Bill Neidjie and Jonathan Nadjji place their hand stencils on a rock wall).

Evaluate

Double bubble map (p. 61)

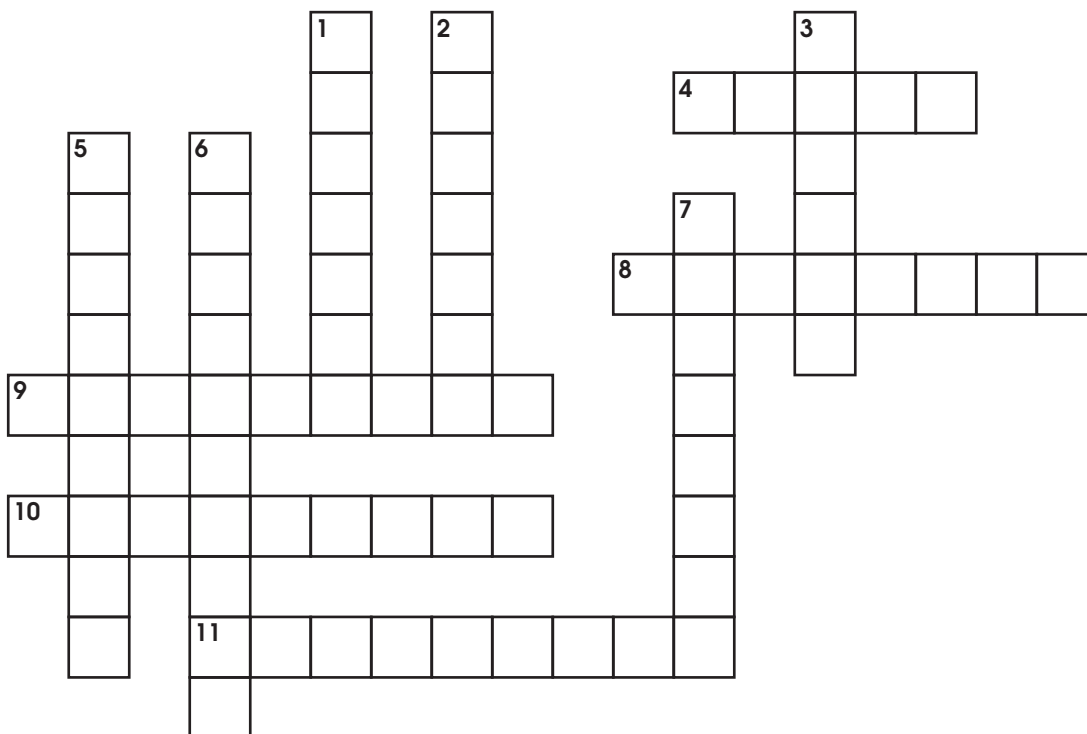
- Ask students to compare their own community's beliefs and values (including those of their school) with the beliefs and values of the Gagudju people. Students should use a double bubble map to show the similarities and differences between them.

The country
and its people

Name _____
Date _____

Complete the crossword puzzle below using information from the following areas of *Sharing Culture Kakadu*:

- Land/people, pages 4–13
- Escarpment, pages 34–43
- Forest, pages 44–51
- Floodplain, pages 52–59
- Playing and learning, pages 66–69, and Kakadu, page 77



ACROSS

- 4** Bluey Ilkirr gets his paints from _____ and rocks.
- 8** Song and dance can be part of an important _____ that children must learn.
- 9** He brings lightning during Gunumeleng.
- 10** One of the clans of Kakadu
- 11** Stories of the _____ reveal the truth about all life and how to live it.

DOWN

- 1** Nipper Kapiirigi was the custodian of this ravine.
- 2** The traditional owners of Kakadu
- 3** This kind of knowledge is learned over a lifetime of teaching and examples.
- 5** This bird carries the spirits of those who die.
- 6** A fish much prized in Kakadu
- 7** Kakadu is a World _____ Area.

Sharing Culture **Kakadu**

AUSTRALIAN CURRICULUM LINKS

Geography: Year 3

Inquiry question

How and why are places similar and different?

Content description

The representation of Australia as states and territories and as Countries/Places of Aboriginal and Torres Strait Islander Peoples; and major places in Australia, both natural and human (ACHASSK066)

Achievement standard

By the end of Year 3, students describe the characteristics of different places at local scales and identify and describe similarities and differences between the characteristics of these places. They identify connections between people and the characteristics of places and recognise that people have different perceptions of places.

Preparation

- copies of *Sharing Culture Kakadu*, either hard copy or on IWB
- copy of **Worksheet 18** for each student
- copy of the **Attribute Listing Organiser** for each student.

Engage

Flip and think (p. 58)

- Instruct students to flip through the text and find several pages that catch their interest.

Give one, get one (p. 58)

- Divide students into pairs. Tell them to gather ideas by participating in a 'give one, get one' process. Students swap one idea with a partner, then move on to another student and repeat the process.

Explore (Worksheet 18)

'Hot potato' activity (p. 58)

- Divide students into groups of three or four for a 'hot potato' activity. Provide A3 sheets of paper with one of the following headings written in the middle: Animals, Plants, Food or Geographical Landforms. Distribute one sheet to each group and give students three minutes to write as much information as they can.

Search and find

- Divide students into pairs or small groups. Provide each student with a copy of **Worksheet 18** and ask them to complete the search and find activity with their partner or group.

Explain

Jigsaw activity (p. 58)

- Divide students into groups of four or five. Assign each group one of the following specialist areas from *Sharing Culture Kakadu*:

- > Land/people, pages 4–13
- > Escarpment, pages 34–43
- > Forest, pages 44–51
- > Floodplain, pages 52–59.

- Once students have completed reading their section of the text in their groups, conduct a jigsaw activity with the class.

Elaborate



Diary entry

- Ask students to imagine that they have moved to live with a family in Kakadu. Have students write a diary entry that outlines their experience and compares it with their usual way of life.

Attribute listing organiser (pp. 60 & 68)

- Ask students to imagine that they are travel journalists. They must write a magazine article about the natural features of Kakadu, and its environmental and cultural significance. Provide each student with a copy of the attribute listing organiser. Guide students on how to use the organiser to compare their ideas and plan their article.

Alpha ladder (p. 60)

- Ask students to imagine that they are travellers exploring Kakadu. Have students use an alpha ladder to describe and illustrate their observations of the flora, fauna and people of Kakadu.
- Students then present their findings in a digital format, using sound and photographs where relevant.

Evaluate



Role-play

- Divide students into small groups. Instruct them to develop a role-play where the main character is considering whether or not to move to Kakadu. As the main character travels through Kakadu, he or she meets several characters along the way who explain the positives of life in the region where they live. After meeting each character, the traveller should reflect on the following two things:

- > What are the attractions of Kakadu life?
- > What would they miss from home?

PCQ chart (p. 61)

- Ask students to use a PCQ chart to summarise what they have learned from the role-play. Students should explain whether they have decided to move to Kakadu or stay where they are, and give reasons for their decision. They should include things they would like to investigate further, which may or may not alter their decision.

Presentation

- Have students create a PowerPoint presentation about their topic that focuses on the similarities and differences between Kakadu and the place where they live.

Search
and find

Name _____

Date _____

Search through *Sharing Culture Kakadu* to find the answers to the following questions.

1 Where would you find these pictures?

Picture	Page no.
Jonathan Nadji spearing fish	
Jim Jim Falls	
Rock painting of <i>Nawarran</i> the Giant Rock Python	
Big Bill Neidjie making fire	

2 Where would you find information about these topics?

Topic	Page no.
The stone country called <i>Djuwarr</i>	
How <i>Gurri's</i> tongue became blue	
Material culture	
<i>Yegge</i>	

3 What do these words mean?

<i>Marrawuti</i>	
<i>Djang</i>	
<i>Djuwe</i>	
<i>Benggerdeng</i>	

4 What is something you would like to find out more about?

Sharing Culture **Kakadu**

AUSTRALIAN CURRICULUM LINKS

Geography: Year 6

Inquiry question

How do people's connections to places affect their perception of them?

Content description

The world's cultural diversity, including that of its indigenous peoples (ACHASSK140)

Achievement standard

By the end of Year 6, students describe and explain the diverse characteristics of places in different locations from local to global scales. They describe the interconnections between people in different places, identify factors that influence these interconnections and describe how interconnections change places and affect people.

Preparation

- copies of *Sharing Culture Kakadu*, either hard copy or on IWB
- copy of **Worksheet 19** for each student
- electronic copy of **Worksheet 19** to display for students
- 8–10 sheets of A3 paper.

Engage

Flip and think (p. 58)

- Instruct students to flip through *Sharing Culture Kakadu* and find several pages that catch their interest.

Give one, get one (p. 58)

- Lead students in a 'give one, get one' activity to share and gather other ideas.

Explore

'Hot potato' activity (p. 58)

- Go through the contents page of *Sharing Culture Kakadu* with students. Discuss the different sections of the text and what might be in them.
- Divide students into small groups of three or four and ask them to read through the text together.
- Provide A3 sheets of paper with one of the following headings written in the middle: Animals, Plants, Food, Geographical Landforms or Climate. Distribute one sheet to each group and complete a 'hot potato' activity, giving students three minutes to write as much information as they can.

Explain

Jigsaw activity (p. 58)

- Divide students into groups of four or five. Assign each group one of the following topic areas from

Sharing Culture Kakadu:

- > Land/people, pages 4–13
- > Seasons, pages 14–25
- > Bush foods, pages 26–33
- > Escarpment, pages 34–43
- > Forest, pages 44–51
- > Floodplain, pages 52–59
- > The Dreaming (the Dreamtime), pages 60–65.
- Once students have completed reading their section of the text in their groups, conduct a jigsaw activity with the class.

Quiz

- Ask students to create a quiz about their topic area using a quiz maker like ProProfs. (A link is provided under Additional Resources.)
- Students then complete the quizzes created by other groups, using *Sharing Culture in Kakadu* for reference.

Elaborate

Board game

- Divide students into groups. Ask each group to design a board game where the players travel through the escarpment, woodlands and floodplain of Kakadu. Players should visit particular things on the way (e.g. they may have to land exactly on a space to collect crocodile eggs or answer a question before moving on to another section). Students should include questions that require ethical decision making.

Evaluate (Worksheet 19)

Double bubble map (p. 61)

- Provide each student with a copy of **Worksheet 19**. Have students use the double bubble map to compare and contrast their own community with the Gagudju community.

Magazine article

- Ask students to imagine that they are a researcher working for a geographical magazine. They need to write an article that describes the environment they live in and compares it to the environment of Kakadu. In their article, students should describe the physical features of both places and how the people live.

Travel journal

- Ask students to imagine that they are a traveller exploring Kakadu. They compare it to the place where they live, and describe and illustrate their experiences in a travel journal. Students should include the diversity and scale of the natural landforms, and the flora and the fauna. They should also mention how the people are connected to the land.

Additional resources

ProProfs Quiz Maker

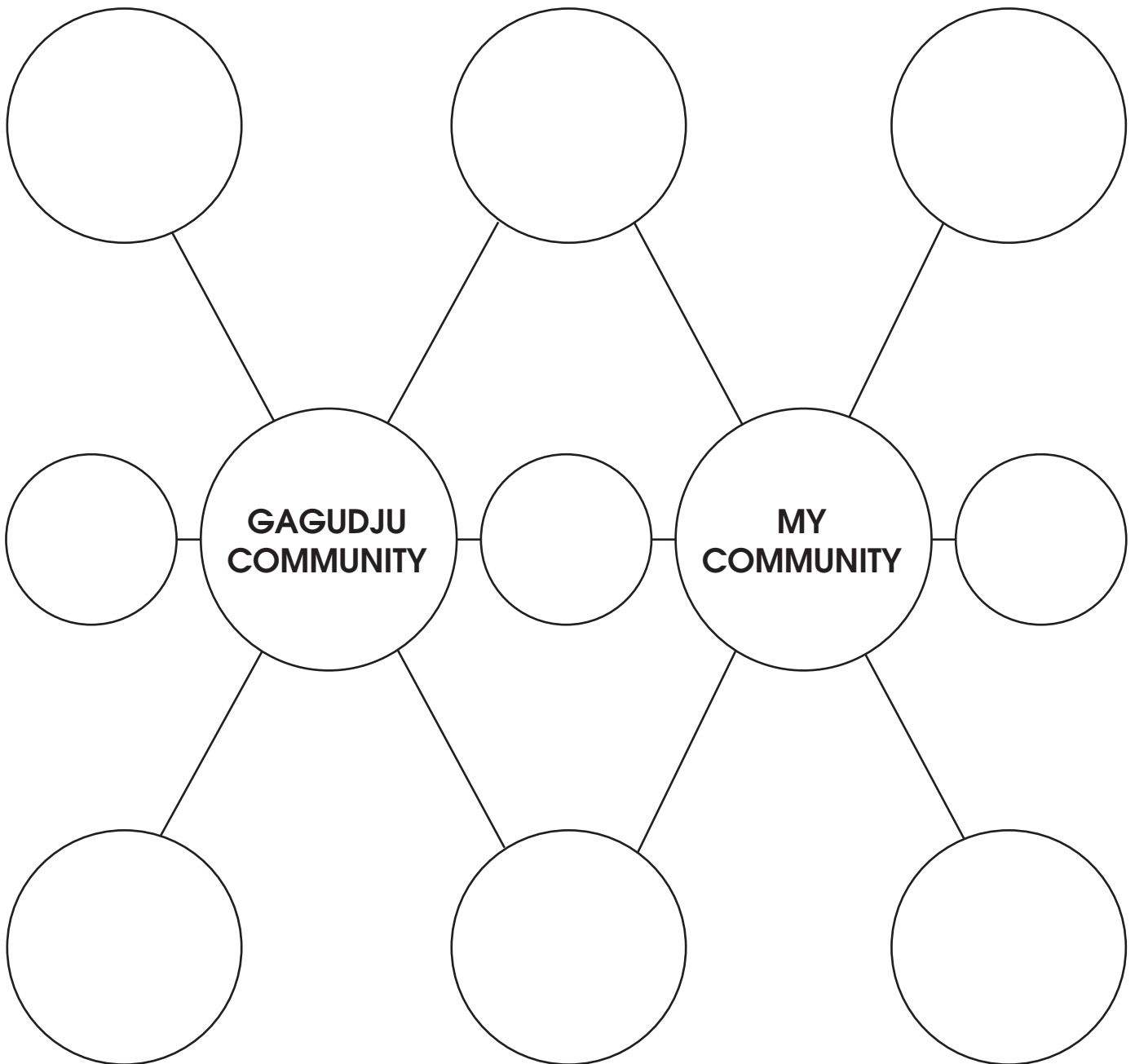
<http://www.proprofs.com/quiz-school/create-a-quiz.php>

Double bubble map

Name _____

Date _____

Use the double bubble map below to compare and contrast your local community with the Gagudju community.



Sharing Culture **Kakadu**

AUSTRALIAN CURRICULUM LINKS

Science as a Human Endeavour: Years 5 & 6

Content descriptions

Nature and development of science

Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions (ACSHE081, ACSHE098)

Use and influence of science

Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE083, ACSHE100)

Achievement standards

By the end of Year 5, students discuss how scientific developments have affected people's lives, help us solve problems and how science knowledge develops from many people's contributions.

By the end of Year 6, students explain how scientific knowledge helps us to solve problems and inform decisions and identify historical and cultural contributions.

Preparation

- copies of *Sharing Culture Kakadu*, either hard copy or on IWB
- copy of **Worksheet 20** for each student
- sticky notes for writing.

Engage

Think-pair-share (p. 59)

- Conduct a think-pair-share activity with the class. Ask students to consider the following question: 'Where do you use science in your life?'
- Students read through *Sharing Culture Kakadu* and collate examples from the text and photographs. When sharing ideas with the class, have each student place a sticky note with one idea onto a whiteboard or similar. Once all students have placed their ideas, collate the results into groups of ideas.

Explore

Classifying

- Ask students to classify examples of the patterns and relationships that the Gagudju people use to their advantage (e.g. page 38, the use of red ochre to paint on quartzite rocks; page 48, the distribution of trees in relation to soil quality). Students should divide their examples into each of the three main regions: Escarpment, Forest and Floodplain.

Explain (Worksheet 20)

Video documentary

- Divide students into groups. Students are to imagine that they have visited Kakadu for three days. Explain

that they need to use electronic media to make a short video documentary about the way of life in Kakadu. The video documentary should cover three areas: the three major regions, the seasons and material culture. The introduction should outline the documentary's intent and the documentary should explain how the Gagudju live in harmony with nature.

Storyboard (p. 62)

- Provide each student with a copy of **Worksheet 20** and instruct them to develop a storyboard with their group. Ensure that students use Gagudju language where possible and describe the individuals and groups who use local knowledge to live sustainably in Kakadu.

Elaborate

Poster

- Divide students into groups. Ask each group to design and paint a poster relating to one of the following topics:
 - > One of the three main regions of Kakadu
 - > The six seasons of Kakadu (three seasons per group)
 - > Bush food and material culture
 - > Looking after the country.
- Ask students to write a blurb about their particular topic that explains patterns and relationships.

T-chart (p. 62)

- Display the posters in a prominent location in the classroom. Next to the posters, place a large T-chart with the headings 'Patterns and Relationships' and 'Events and Phenomena'. Add to the chart as students make new observations.

Evaluate

Science understandings

- Divide students into groups. Assign one of the following tasks to each group:
 - Compare your local climate with the climate of Kakadu.

Guiding questions

- > What are the indicators of seasonal change?
- > How do people behave differently in different seasons?
- (ii) Describe how you source your food and how this is different to how people in Kakadu source their food.

Guiding questions

- > What science understandings are required to obtain food?
- > What science understandings are used in the preparation of food?

Presentation

- Instruct each group to prepare a three-minute presentation about their topic. Students can produce charts and posters, or use electronic media to support their presentation. One speaker from the group should be nominated to present to the class.

Storyboard planner

Name _____

Date _____

Use the boxes below to plan your documentary about your visit to Kakadu. In the boxes, draw images of scenes for your documentary and write dialogue underneath.

Introduction:

During my stay at Kakadu, I learned three important things.

First important thing I learned

Second important thing I learned

Third important thing I learned

Body:

Day 1: Seasons

Day 1: What I saw, felt and heard about science

Day 2: Different environments

Day 2: What I saw, felt and heard about science

Day 3: Material culture

Day 3: What I saw, felt and heard about science

Summary/conclusion:

Sharing Culture Rainforest

AUSTRALIAN CURRICULUM LINKS

History: Year 3

Inquiry question

Who lived here first and how do we know?

Content description

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

Achievement standard

By the end of Year 3, students identify individuals, events and aspects of the past that have significance in the present. They identify and describe aspects of their community that have changed and remained the same over time.

Preparation

- copies of *Sharing Culture Rainforest*, either hard copy or on IWB
- copy of **Worksheet 21** for each student
- copy of the **Double Bubble Map** for each student.

Engage

Think-pair-share (p. 59)

- Ask students to flip through *Sharing Culture Rainforest* and note things of interest to them. Students then engage in a think-pair-share activity.

Guiding questions

- > What did you find most interesting?
- > What do you think was happening in the picture?
- > What would you like to find out more about?

Explore (Worksheet 21)

Presumptions and opinions

- Explain to students the difference between a presumption and an opinion. Ask students to select five pictures from *Sharing Culture Rainforest* that interest them. Provide each student with a copy of **Worksheet 21**. Have students complete the table on the worksheet by recording the five pictures and presumptions and opinions about them.

Guiding questions

- > What is happening in the picture?
- > When do you think the picture was taken?
- > What does the picture tell you?
- After students have completed the worksheet, divide them into pairs or groups. Students then discuss their ideas from the worksheet.

Guiding questions

- > What might have happened after the picture was taken?
- > What else do we want to find out about what is in the picture?
- > Does this picture give enough information to make informed conclusions?

Explain

Discussion

- Ask students to read 'A message from the rainforest people' (pages 72–77) and 'Guardians of wisdom' (page 78) from *Sharing Culture Rainforest*. Lead the class in a discussion of the spiritual and cultural connection the Jumbun people continue to have with the land today.
- Ask students to think about Davey Lawrence's concerns for 'the first lot', which appear on page 72 of the text.

Guiding questions

- > What might be some of the reasons that younger Indigenous people don't have the knowledge that the older generations have?
- > What types of knowledge are passed down in non-Indigenous cultures and communities?

Double bubble map (pp. 61 & 72)

- Provide each student with a copy of the double bubble map. Ask students to complete the map, comparing and contrasting the similarities and differences between how knowledge is passed down between generations in Jumbun culture and their own cultures.

Elaborate

Advertisement design

- Ask students to imagine they are a real estate agent whose job is to promote the benefits of living a 'traditional' life in the rainforest to prospective buyers. Have students design a brochure, television commercial or web page promoting the rainforest and Jumbun culture. Some possible features their advertisements could address include:
 - > aspects of Jumbun life that people might find appealing
 - > a description of the traditional values and spiritual nature of the community
 - > how people might connect to the landscape.

Evaluate

Jigsaw activity (p. 58)

- Review the following chapters of *Sharing Culture Rainforest* with students:
 - > Fire, pages 38–41
 - > The rainforest provides, pages 42–59
 - > Tools and weapons, pages 60–65.
- Divide students into teams. Assign each team a topic from one of the above sections of the text. Ask students to consider how the Jumbun people used available natural resources to survive in their climate. Allow students ample time to investigate their topics. Lead the class in a jigsaw activity.

Guiding questions

- > What would you need to survive off the land?
- > What could you survive without?
- > Would you be able to source local bush food?
- > What would you need to know and how would you get that information?

Presumptions and facts

Name _____
Date _____

- 1 Select five pictures from *Sharing Culture Rainforest*.
- 2 In the Picture column, write down a description of the picture.
- 3 In the Page column, write down the page number the picture appears on.
- 4 Without looking at the text around the picture, write down a presumption about the picture in Presumption column. (Remember, a presumption is something you think *might* be true.)
- 5 Read the text around the picture. Write down a fact about the picture in the Fact column.

Picture	Page no.	Presumption	Fact
<i>Example: A man with a stick is surrounded by children.</i>	40	<i>The man is showing the children how to make something with the stick.</i>	<i>Clarence Kinjun shows the children how to make a fire by using a fire-stick called a jiman. The jiman is used by twirling it between the palms of your hands.</i>

Sharing Culture Rainforest

AUSTRALIAN CURRICULUM LINKS

History: Year 4

Inquiry question

What was life like for Aboriginal and Torres Strait Islander Peoples before the arrival of the Europeans?

Content description

The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies) (ACHASSK083)

Achievement standard

By the end of Year 4, students recognise the significance of events in bringing about change. They explain how and why life changed in the past and identify aspects of the past that have remained the same. They describe the experiences of an individual or group in the past.

Preparation

- copies of *Sharing Culture Rainforest*, either hard copy or on IWB
- copy of **Worksheet 22** for each student.

Engage



Poem

- Ask students to create a poem (e.g. acrostic, haiku) around the topic of 'Home'. In their poem, ask students to describe how they feel about living in their local community.

For example:

I live at the beach in summer
Seagulls wake me from my sleep
Loud crashing of waves
And sand between my toes
New discoveries every day
Drift onto the shore

- Ask students to share their poems with each other and discuss their connections to the land where they live.

Explore



Sharing circles (p. 59)

- Ask students to read 'A message from the rainforest people' (pages 72–77) from *Sharing Culture Rainforest*, either individually or in groups. After students have finished reading, lead a discussion of the text. (Useful links are provided under Additional Resources.)

Guiding questions

- > How did the stories make you feel?
- > Why did they make you feel that way?
- > The people speaking have a strong connection to their land and culture. Do you feel the same way about your land and culture?
- > What makes a place so important to people?

- Ask students to record what they believe to be the main points in each of the seven individual stories. Divide students into small groups and have them discuss their ideas in sharing circles.

Explain



Journal

- Ask students to record some of their earliest memories in a journal (either digital or on paper). The journal could also include old drawings and photos. Ask students to think about what life was like in the past and to consider how things have changed since they were little. How is their life different now?

Discussion

- As a homework activity, instruct students to talk with older people, parents, grandparents, older siblings and teachers about the changes they have witnessed between the past and the present. Discuss these changes in class.

Short film

- Divide students into groups. Instruct each group to produce short 2–3 minute films of their journals.

Elaborate (Worksheet 22)



Concept map (p. 60)

- Ask students to consider the fact that Jumbun community elders are worried that the children of the Jumbun community are forgetting the old ways. Ask students to look through *Sharing Culture Rainforest* and recommend solutions to deal with this problem.
- Discuss with students what children living in the rainforest area need to know and how this knowledge could be used in their everyday lives. Ask students to think about their own lives and the things that are important for them to learn — both in the present and in the future as adults. Provide each student with a copy of **Worksheet 22**. Students then record their ideas for encouraging connection to the land on the concept map.

Debate

- Use the completed concept maps to prepare a class debate that investigates opposite points of view about the issue.

Evaluate



Presentation

- Ask students to create a presentation that shares their understanding and knowledge of connection to country. Allow students to work individually or in small groups. Explain to students that they can express themselves creatively through a variety of media (e.g. theatre, dance, visual arts, film).

Additional resources

Meaning of land to Aboriginal people

<http://www.creativespirits.info/aboriginalculture/land/meaning-of-land-to-aboriginal-people>

Indigenous people of Tropical North Queensland

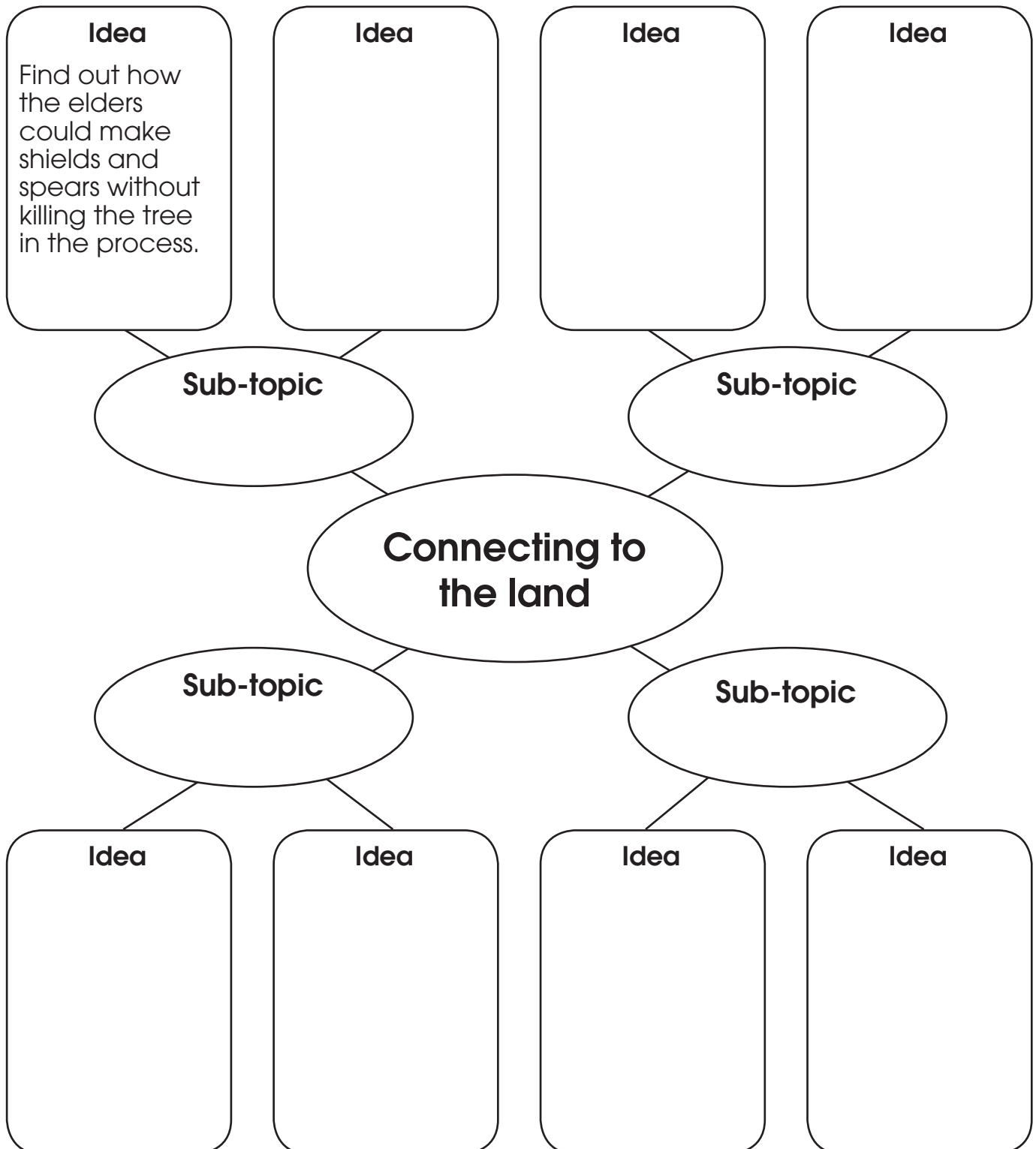
<https://www.youtube.com/watch?v=7CnF2cQeymk>

Connecting to the land

Name _____

Date _____

Write down your ideas below for encouraging connection to the land.



Sharing Culture Rainforest

AUSTRALIAN CURRICULUM LINKS

Civics and Citizenship: Year 5

Inquiry question

How and why do people participate in groups to achieve shared goals?

Content description

How people with shared beliefs and values work together to achieve a civic goal (ACHASSK118)

Achievement standard

By the end of Year 5, students identify various ways people can participate effectively in groups to achieve shared goals and describe different views on how to respond to a current issue or challenge.

Preparation

- copies of *Sharing Culture Rainforest*, either hard copy or on IWB
- copy of **Worksheet 23** for each student.

Engage

Discussion

- Divide students into small groups. Ask them to read pages 12–24 of *Sharing Culture Rainforest* in their groups and discuss what they have read.

Guiding questions

- > What food was traditionally gathered or hunted by the Jumbun people?
- > What is meant by the phrase 'In harmony with nature'?
- > How do Jumbun children learn about life in the forest?
- > How do Jumbun children belong to the land?

Role-play

- Ask students to develop a role-play in their groups about life growing up in the rainforest.

Explore

Presentation

- Divide students into groups of four or five. Have students read 'Story places' (pages 24–29) and 'Fire' (pages 38–39) of *Sharing Culture Rainforest* in their groups. Ask students to consider the following statement as they read:
'Beliefs and values are shared by the Jumbun people in many ways and story places are significant.'
- Ask students to create a one-minute presentation that explains the purpose of Dreaming (Dreamtime) stories. Students should use electronic media (e.g. data projector) as part of their presentations.

Explain (Worksheet 23)

Concept map (p. 60)

- Provide each student with a copy of **Worksheet 23**. Have students read pages 42–78 of *Sharing Culture Rainforest*. Instruct them to complete the concept map with information about six things that the

rainforest provides for the Jumbun community.

Gallery walk (p. 58)

- Display the completed worksheets around the classroom. Lead students in a gallery walk. Ask students to do the following:
 - > Choose one fact you have learned from someone else's worksheet.
 - > Write one question you have about what you have learned.
- Divide students into small groups. Have them discuss their observations. Each group should nominate a speaker to report back to the class with a summary of the group's discussions.

Elaborate

Market

- Divide students into pairs or small groups. Assign each group one of the following items that the rainforest provides:

> Jumbun	> String
> Fruits and seeds	> Jewellery
> Black bean	> Tools and weapons
> Eggs	> Earth paints
> Baskets	
- Explain to students that the class is going to hold a market where the items will be traded. Each group is responsible for a market stall that provides the item that has been assigned.
- Students should refer to pages 42–67 of *Sharing Culture Rainforest* for information about their items. They will need to create models of their items to trade. They should also illustrate posters and flyers that show how their items are created or prepared.

Report

- After the market, ask students to write a short report about the experience.

Guiding questions

- > How did the group work together to achieve one goal?
- > How are sustainable and ethical practices used to create items?

Evaluate

3-2-1 activity (p. 58)

- Conduct a 3-2-1 activity with students. Have students write down the following:
 - > 3 things they have learned about what the Jumbun people achieve by working in groups
 - > 2 questions about what the Jumbun people value or believe
 - > 1 thing they would like to learn more about that relates to the above two observations.
- Divide students into pairs. Instruct them to develop their own 3-2-1 activity that relates to the information in *Sharing Culture Rainforest*.
- Ask students to join their pairs into groups of four. Have the two pairs consolidate their ideas and create a final 3-2-1 activity. The groups then share their outcomes with the class.

The rainforest
provides

Name _____

Date _____

Select six things that the rainforest provides for the Jumbun community. Gather information about who finds or makes each item and how they do it.

What?

Who?

How?

What?

Who?

How?

What?

Who?

How?

What?

Who?

How?

**THE
RAINFOREST
PROVIDES**

What?

Who?

How?

What?

Who?

How?

What?

Who?

How?

What?

Who?

How?

Sharing Culture Rainforest

AUSTRALIAN CURRICULUM LINKS

Geography: Year 3

Inquiry question

How and why are places similar and different?

Content description

The representation of Australia as states and territories and as Countries/Places of Aboriginal and Torres Strait Islander Peoples; and major places in Australia, both natural and human (ACHASSK066)

Achievement standard

By the end of Year 3, students describe the characteristics of different places at local scales and identify and describe similarities and differences between the characteristics of these places. They identify connections between people and the characteristics of places and recognise that people have different perceptions of places.

Preparation

- copies of *Sharing Culture Rainforest*, either hard copy or on IWB
- copy of **Worksheet 24** for each student
- copy of the **Fishbone Diagram** for each student
- access to the map of Tribal Boundaries in Aboriginal Australia
- access to a detailed map of the state where your school is located that shows national parks.

Engage



Local tour

- Ask students to select one of their favourite local places. They need to imagine that they are a tour guide and will be taking students on a school camping trip to the area.

Guiding questions

- > Who is responsible for the area?
- > Who should they contact for permission to access the area?
- > What rules might need to be put in place?
- > How is the area cared for?
- Allow students time to share and discuss their ideas. Ask them to prepare a poster, brochure, web page or blog promoting the area. Students create a script of what they will say as part of their tour. To help students see their growing knowledge, record ideas on a word wall.

Explore (Worksheet 24)



Crossword

- Provide each student with a copy of **Worksheet 24**. Students complete the crossword, using *Sharing Culture Rainforest* for reference.

Explain



Fishbone diagram (pp. 61 & 73)

- Divide students into pairs or groups. Have students explore *Sharing Culture Rainforest* to find ways that the Jumbun community cares for its environment and manages its resources, and how these have evolved over time (e.g. page 17, the Jumbun children explore the forest and learn the old ways).
- Provide each student with a copy of the fishbone diagram. Ask students to complete the diagram using facts they have discovered during their investigation.

Guiding questions

- > Why is it important for children to learn the old ways?
- > What skills and knowledge do the children need to learn?
- > Who is responsible for teaching new generations?
- > How is this knowledge passed on?

Elaborate



Boundary map

- Provide students with access to the map of Tribal Boundaries in Aboriginal Australia. (The link is provided under Additional Resources.) Students select a culture from the map and research it. They discuss the ways that the community might maintain custodial responsibility for the area.
- Show students a map of Australia and identify the geographical location of your school. Explain that there are protected areas in Australia, such as national parks and sites that are of spiritual significance to Aboriginal peoples. Discuss why these areas are protected and why this is important for future generations.

Infomercial

- Ask students to create a five-minute infomercial to educate children about the issues of protection and conservation. Students should come up with a slogan or catchphrase that promotes caring for and protecting the land. They should also design a mascot (e.g. a native animal or created character) who can engage young children and teach them about the ways Aboriginal peoples care for and protect the environment.

Evaluate



Role-play

- Divide students into groups. Each group writes a play that depicts a day in the rainforest. Students should consider the food, chores, games, dangers and other daily activities that a child in the Jumbun community would experience. Each group then presents their play to the class.

Additional resources

Tribal boundaries in Aboriginal Australia

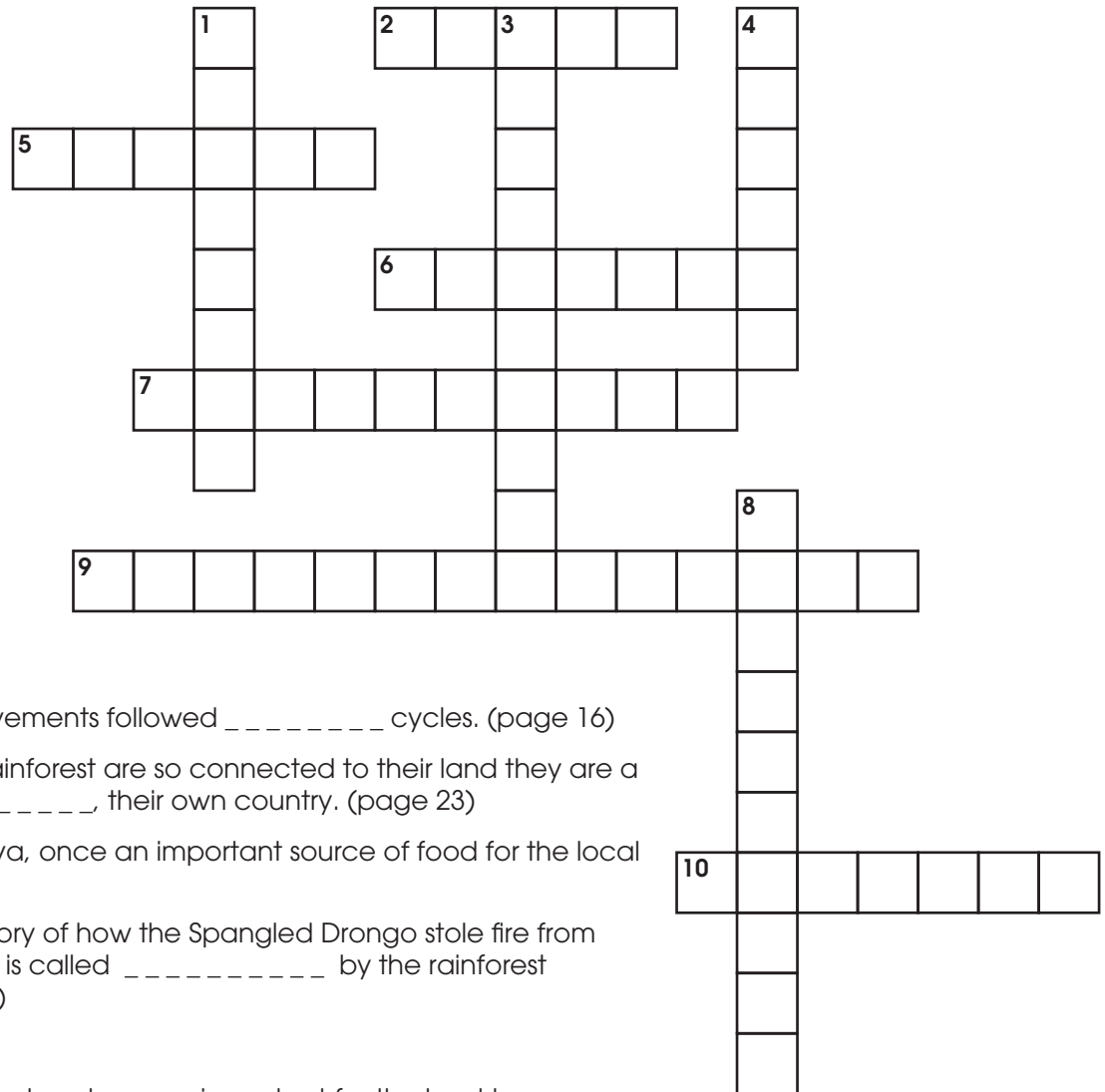
<http://archives.samuseum.sa.gov.au/tribalmap/index.html>

Rainforest crossword

Name _____

Date _____

Using *Sharing Culture Rainforest* for reference, find the answers to these questions about the Jumbun community and then complete the crossword.



DOWN

- 1** The community movements followed _____ cycles. (page 16)
- 3** The people of the rainforest are so connected to their land they are a part of it. It is, _____, their own country. (page 23)
- 4** A type of beetle larva, once an important source of food for the local people. (page 13)
- 8** Split Rock tells the story of how the Spangled Drongo stole fire from *Gunyjiwuru*. Split Rock is called _____ by the rainforest community. (page 38)

ACROSS

- 2** Following the seasonal cycles were important for the land to _____ itself. (page 16)
- 5** These exposed roots keep the ground sturdy when the forest floor is wet. (page 8)
- 6** _____ is a story place, where stories are taught and important lessons are passed on. (page 24)
- 7** The old people say _____ is a sign a cyclone is coming. (page 33)
- 9** The deep sense of _____ of the Jumbun people is a gift from the past and hope for the future. (page 17)
- 10** The Jumbun community share a responsibility and _____ that is rare and priceless. (page 33)

Sharing Culture Rainforest

AUSTRALIAN CURRICULUM LINKS

Science as a Human Endeavour: Years 5 & 6

Content descriptions

Nature and development of science

Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions (ACSHE081, ACSHE098)

Use and influence of science

Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE083, ACSHE100)

Achievement standards

By the end of Year 5, students discuss how scientific developments have affected people's lives, help us solve problems and how science knowledge develops from many people's contributions.

By the end of Year 6, students describe and predict the effect of environmental changes on individual living things. Students explain how scientific knowledge helps us to solve problems and inform decisions and identify historical and cultural contributions.

Preparation

- copies of *Sharing Culture Rainforest*, either hard copy or on IWB
- A3 copies of **Worksheet 25** for each pair of students
- copy of the **Report Planner** for each student.

Engage

Think-pair-share (p. 59)

- Instruct students to flip through *Sharing Culture Rainforest* and think about the following:
 - > How do the Jumbun people use science to solve everyday problems?
 - > How do they apply these science understandings?
 - > What different contributions do people make to the Jumbun community through science understandings?
- Lead the class in a think-pair-share process to explore the answers to these questions.

Explore

Quiz

- Divide students into groups of four or five. Assign each of the groups one of the following science understandings:

> Biological science	> Chemical science
> Physical science	> Earth and space science

- Each group investigates *Sharing Culture Rainforest* for examples of their assigned science understanding. The group then designs a quiz about their specialist area for other students to complete.

Explain (Worksheet 25)

Science understandings organiser

- Divide students into pairs. Give each pair a copy of the quizzes created by the other groups of students as part of the Explore activity. Provide each pair with an A3 copy of **Worksheet 25**. Students record the answers from the quizzes on the worksheet. They should review *Sharing Culture Rainforest* to find further examples of science understandings.
- If an example applies to more than one area, students should record it in all relevant sections. Students draw coloured lines between concepts that are shared between sections (e.g. blue lines for chemical science, red lines for biological science).

Elaborate

Object design

- Ask students to design and make a basket, a tool or an item of jewellery. They should use only naturally occurring or recycled materials to make their items. Each object should be accompanied by a sheet that shows its design, and instructions and diagrams of how it was made. (A useful link is provided under Additional Resources.)
- Students record the observations they make during the process (e.g. difficulties encountered, problems solved). They then use these observations to develop an investigation question that relates to the use of science when creating resources in the rainforest.

Evaluate

Report planner (pp. 62 & 69)

- Ask students to read 'A message from the rainforest people' (pages 72–77) and 'Guardians of wisdom' (page 78) of *Sharing Culture Rainforest*.
- Provide each student with a copy of the report planner. Students should plan an information report on the Jumbun people and the scientific understandings that have allowed them to live a sustainable lifestyle in the rainforest. Students should include information about some of the threats posed to the way of life of the Jumbun people. They then present their completed reports to the class.

Documentary

- Divide students into groups. Ask each group to create a short documentary about the use of a specific science understanding in the rainforest. Students should include facts from *Sharing Culture Rainforest*, as well as other information they have researched. Students present their documentaries to the class.
- Other students review each documentary and provide written feedback on how well it addressed the selected science understanding.

Additional resources

How to make a basket from recycled newspaper

<https://www.youtube.com/watch?v=YsBEv-sdEm0>

Science understandings organiser

Name _____

Date _____

Record the answers from the quizzes in the boxes below. Review *Sharing Culture Rainforest* to find further examples of science understandings. If an example applies to more than one area, record it in all relevant sections. Draw coloured lines between concepts that are shared between sections (e.g. blue lines for chemical science, red lines for biological science).

Biological science

Chemical science

Earth and space science

Physical science

Answers

Sharing Culture Uluru

History: Year 4

Worksheet 6: 10-minute quiz

- monolith
- arkose
- (i) spear
(ii) many heads
(iii) The People
(iv) the creation time
(v) witchetty grubs
- Tens of thousands of years
- Tjala, Malu*
- Plants: *Ili, Wakalpuka, Mangata*
Animals: *Panpanpalala, Mala, Papa*
Other: *Inma, Mamu, Kali*
- Answers will vary. Examples include: Classrooms are in the bush; the teachers are their parents, grandparents, aunts and uncles; the children are taught the ways of the Anangu; the children learn by being in their country.
- parents, grandparents, aunts and uncles
- (i) Go on *Mala* and *Liru* Walks
(ii) Listen and understand
- Answers will vary.

Growing up in Kakadu

Civics: Year 5

Elaborate

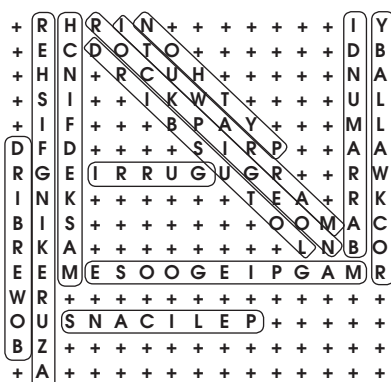
Example answers:

- There are some secret sacred places where children must not go (p. 2).
- Nipper Kapirigi is a wise man who must look after Djuwarr (p. 4).
- Djuwe the bowerbird is a very special bird (p. 9).
- If the Gagudju people paint animals on the rocks the animals will be in Kakadu for ever and ever (p. 11).
- In the Dreaming (the Dreamtime), animals made parts of the land (p. 22–27).
- Indjuwanydjuwa is one of the beings that created the Dreaming (the Dreamtime) (p. 34).
- Big Bill Neidjie and Felix Iyanuk must look after Indjuwanydjuwa (p. 35).
- By singing special songs, painting on rocks and performing ceremonies, the Gagudju people make sure that Kakadu never changes (p. 37).
- Marrawuti must never be harmed (p. 38).

Growing up in Kakadu

Geography: Year 3

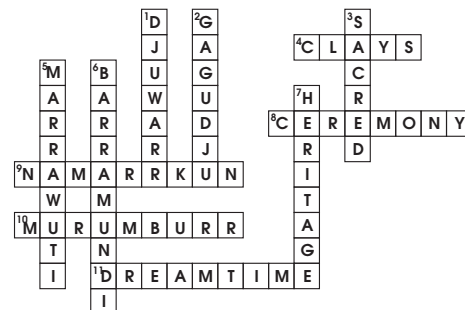
Worksheet 13: Fauna of Kakadu



Sharing Culture Kakadu

Civics: Year 5

Worksheet 17: The country and its people



Sharing Culture Kakadu

Geography: Year 3

Worksheet 18: Search and find

Picture	Page no.
Jonathan Nadji spearing fish	54–55
Jim Jim Falls	22
Rock painting of <i>Nawarran</i> the Giant Rock Python	38–39
Big Bill Neidjie making fire	74

1.

Topic	Page no.
The rock gardens of <i>Djuwarr</i>	34–35
How <i>Gurri's</i> tongue became blue	60–61
Material culture	70
Yegge	14–15

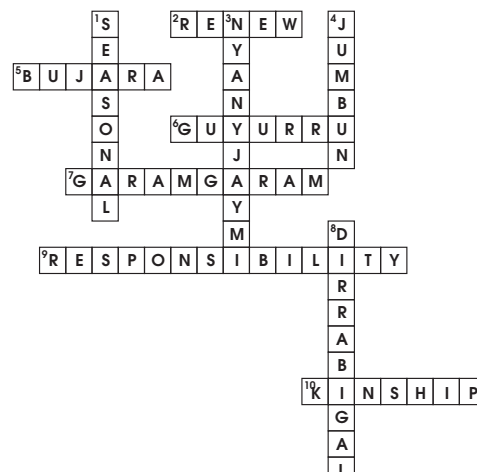
2.

<i>Marrawuti</i>	White-bellied Sea-eagle
<i>Djang</i>	Dreaming
<i>Djuwe</i>	Great Bowerbird
<i>Benggerdeng</i>	The season of little or no rain (April)

Sharing Culture Rainforest

Geography: Year 3

Worksheet 24: Rainforest crossword



Additional resources

Uluru

WEB PAGES

Anangu language

<https://www.environment.gov.au/system/files/resources/8b1be28c-3f95-46dd-bd33-c8b504962865/files/uktnp-a4factsheet-anangulanguage-small.pdf>

Uluru: Stories in stone

<http://www.australiangeographic.com.au/topics/history-culture/2010/10/uluru-stories-in-stone>

Uluru & surrounds

<http://www.travelnt.com/uluru-and-surrounds.aspx>

Ayers Rock Resort

<https://www.ayersrockresort.com.au/experiences/aboriginal-cultural-experiences>

Parks Australia: Uluru–Kata Tjuta National Park

<http://www.parksaustralia.gov.au/uluru/>

Department of the Environment: Uluru–Kata Tjuta National Park

<https://www.environment.gov.au/topics/national-parks/uluru-kata-tjuta-national-park>

Do the NT: Uluru & surrounds

<http://www.travelnt.com/uluru-and-surrounds.aspx>

Ayers Rock, Uluru

<http://www.northernterritory.visitorsbureau.com.au/attractions/ayers-rock.html>

Travel Australia planning guide: Uluru

<http://www.travel-australia-planning-guide.com/uluru-australia.html>

Uluru facts

<http://uluru-australia.com/about-uluru/uluru-facts/>

Uluru facts for kids

<http://www.sciencekids.co.nz/sciencefacts/earth/uluru.html>

VIDEOS

Uluru–Kata Tjuta National Park — Welcome from Anangu

<https://www.youtube.com/watch?v=darPaHCmrqw>

Uluru–Kata Tjuta National Park — About Tjukurpa

<https://www.youtube.com/watch?v=J2XSdHoNBDU>

Uluru: Australia's Rock of Ages — Lonely Planet travel video

<https://www.youtube.com/watch?v=biuYA54nb7Y>

Should we climb Uluru?

<https://www.youtube.com/watch?v=lmGNlk7IOpU>

The Red Centre of Australia: Uluru & Kata Tjuta in HD

<https://www.youtube.com/watch?v=fHS5WrgW3ul>

Uluru/Ayers Rock, Northern Territory, Australia

<https://www.youtube.com/watch?v=LOxVc2XVV7s>

Uluru–Kata Tjuta National Park: Creation story

<https://www.youtube.com/watch?v=dYkpc7JRZIU>

How Uluru came to be

<http://splash.abc.net.au/home#!/media/1436296/how-uluru-came-to-be>

Kakadu

WEB PAGES

Twelve canoes

<http://www.12canoes.com.au/>

Department of the Environment: Kakadu National Park

<https://www.environment.gov.au/topics/national-parks/kakadu-national-park>

Parks Australia: Kakadu — Our history

<http://www.parksaustralia.gov.au/kakadu/people/history.html>

Parks Australia: Plants and animals of Kakadu

<http://www.parksaustralia.gov.au/kakadu/people/plants-and-animals.html>

Kakadu (ABC TV)

<http://www.abc.net.au/tv/programs/kakadu/>

Kakadu Tourism: Spirit of Kakadu

<http://www.kakadutourism.com/>

Kakadu National Park: Visitors tourist information guide

<http://www.kakadunationalparkaustralia.com/>

Lonely Planet: Introducing Kakadu National Park

<http://www.lonelyplanet.com/australia/northern-territory/kakadu-national-park>

Do the NT: Kakadu National Park

<http://www.travelnt.com/kakadu>

Northern Editions printmaking studio & gallery

<http://www.northerneditions.com.au/>

Do the NT: Art galleries, Kakadu

<http://www.travelnt.com/en/kakadu/things-to-do/art-culture-and-heritage/art-galleries>

VIDEOS

Kakadu: ABC TV — Episode 1

<https://www.youtube.com/watch?v=p-XYRSe-A-k>

Kakadu: ABC TV — Episode 2

<https://www.youtube.com/watch?v=ISesENejO1s>

Kakadu: ABC TV — Episode 3

https://www.youtube.com/watch?v=_zcxPDmUgAU

Kakadu: ABC TV — Episode 4

<https://www.youtube.com/watch?v=M41iQtFhNoU>

Australian Geographic: Tour Australia — Kakadu National Park

<https://www.youtube.com/watch?v=tjveWn2kt04>

CSIRO: Aboriginal wetland burning in Kakadu

https://www.youtube.com/watch?v=AXG_2JSW0FA

Rainforest

WEB PAGES

Wet Tropics Management Authority: World Heritage Area

<http://www.wettropics.gov.au/>

Wet Tropics Management Authority: World Heritage Area — Rainforest Aboriginal history

<http://www.wettropics.gov.au/rainforest-aboriginal-history>

Wet Tropics Management Authority: World Heritage Area — Rainforest Aboriginal country

<http://wettropics.gov.au/rainforest-aboriginal-country>

Wet Tropics: Conservation fact sheet

<http://www.australia.com/docs/national-landscapes-wet-tropics-conservation-factsheet.pdf>

Tropical North Queensland: Wet Tropics Rainforest

<http://www.tropicalnorthqueensland.org.au/destination/wet-tropics-rainforest/>

Save the Cassowary: Indigenous cultural significance

<http://savethecassowary.org.au/living-with-cassowaries/indigenous-cultural-significance/>

Destination Daintree: Kuku Yalanji Aboriginal people of the Daintree

<http://www.destinationdaintree.com/the-daintree/history-culture/indigenous-culture>

Protected Planet: Official record for Wet Tropics of Queensland

<http://www.protectedplanet.net/wet-tropics-of-queensland-world-heritage-site>

World Heritage List: Wet Tropics of Queensland

<http://whc.unesco.org/en/list/486>

Girringun Aboriginal Arts Centre

<http://art.girringun.com.au/>

Daintree National Park

<http://www.nprsr.qld.gov.au/parks/daintree/>

Daintree Rainforest tours

<http://www.daintreerainforest.net.au/tours/>

VIDEOS

Wet Tropics World Heritage Area, Tropical North Queensland

https://www.youtube.com/watch?v=-W6_bjGNcf4

Wet Tropics of Queensland (UNESCO/NHK)

<https://www.youtube.com/watch?v=KYEeFDCo49s#t=10>

Daintree & the Wet Tropics

<https://www.youtube.com/watch?v=G-o9FMLZkBc>

Wet Tropics Rainforest

<https://www.youtube.com/watch?v=aBVzAQI4UkI>

World Heritage Wet Tropics: Restoring communities

<https://www.youtube.com/watch?v=frUv88kuD8Y>

The Daintree Rainforest, just north of Cairns

<https://www.youtube.com/watch?v=ExSeigZt8VU>

Daintree travel video guide, Queensland, Australia

<https://www.youtube.com/watch?v=llZjdA12CQg>

Traditional basket weaving with Rhonda Brim (Djabugay)

<https://www.youtube.com/watch?v=L9SLmckYeiQ>

Food

WEB PAGES

25 Indigenous foods from around the world being replaced by the Western diet

<http://www.thecultureist.com/2013/09/03/25-indigenous-foods-around-world-replaced-western-diet/>

Bush tucker recipes

http://bushtuckerrecipes.com/at_the_aussie_table/

Weekly food consumption around the world

<http://www.slideshare.net/billgross/weekly-food-24226428>

Daily calorie consumption by food types

<http://www.nationalgeographic.com/what-the-world-eats/>

SBS: Native Australian recipes and Native Australian food

<http://www.sbs.com.au/food/cuisine/native-australian>

Bush tucker in the Top End

http://www.nt.gov.au/d/Content/File/p/General/FF15_bushtucker_in_top_end.pdf

Bush tucker of the Wet Tropics

http://www.wettropics.gov.au/rainforest_explorer/Resources/Documents/factsheets/bushTuckerOfTheWetTropics.pdf

Aboriginal people, bush foods, knowledge and products from central Australia

http://www.nintione.com.au/resource/NintiOneResearchReport_71_BushFoodGuidelines.pdf

VIDEOS

Uluru–Kata Tjuta National Park: Bush food

<https://www.youtube.com/watch?v=XVEXMeitpkA&noredirect=1>

Tasty bush tucker (ABC TV)

<http://splash.abc.net.au/home#!/media/30798/?id=30798>

Aboriginal witchetty grubs and honey ants: Ray Mears Extreme Survival (BBC)

<https://www.youtube.com/watch?v=SJIO0aifJxA>

Ray Mears' Wild Food Episode 1

https://www.youtube.com/watch?v=A5pG_CMAAQk

Bush Tucker Man Season 1: Desert

<https://www.youtube.com/watch?v=bzJOHbEi258>

Bush Tucker Man Season 1: Arnhem Land

https://www.youtube.com/watch?v=U_czeCgS4J4

Indigenous preparation of Djitama (bush yam): Bush tucker, Ramingining

<https://www.youtube.com/watch?v=2wgeBcWXM00>

General

Indigenous maps

WEB PAGES

Indigenous language group map

<https://sites.google.com/site/treatypublicfilebank/im/indigenous-languages.jpg>

The AIATSIS map of Aboriginal Australia

<http://www.abc.net.au/indigenous/map/>

Games

WEB PAGES

Traditional Aboriginal games and activities

<http://www.creativespirits.info/aboriginalculture/sport/traditional-aboriginal-games-activities#axzz3onXDf1kz>

Yulunga: Traditional Indigenous games

http://www.ausport.gov.au/__data/assets/pdf_file/0011/376139/SP_31864_TIG_resource_K-3.pdf

Aboriginal games and pastimes

http://members.ozemail.com.au/~mmichie/engag_games.htm

VIDEO

Traditional Indigenous games

https://www.youtube.com/watch?v=f8BW8E2_IEE

Botanical illustrations

WEB PAGES

Botanical sketches and drawings

<http://www.acmssearch.sl.nsw.gov.au/search/itemDetailPaged.cgi?itemID=845697>

The Royal Botanic Garden Sydney: Botanical Illustration

<https://www.rbgsyd.nsw.gov.au/Science-Conservation/Botanical-Illustration>

Botanical sketches of Australian plants, 1803–1806

<http://www.acmssearch.sl.nsw.gov.au/search/itemDetailPaged.cgi?itemID=431242>

VIDEO

Ace Day Jobs: Botanical illustrator

<http://www.abc.net.au/acedayjobs/cooljobs/profiles/s2296870.htm>

World stories

KidsOut: World Stories

<http://www.worldstories.org.uk/>

Storynory: World fairytales

<http://www.storynory.com/category/myths/various-fairy-tales/>

Graphic organiser and activity glossary

Activities

3-2-1 activity (p. 66)

Students give responses in three stages: three things they have learned or consider important from their research, two questions they have and one thing that they would like to learn more about.

Flip and think

Students quickly flip through the resource to find items or pages that catch their interest. Students can also be instructed to find specific examples or items around a topic. This is meant to be a quick review of the text, not an in-depth investigation.

Gallery walk

Divide students into groups and set up several 'stations' around the room, each with one stimulus item and related questions. (Images or other documents can be used as stimulus material.) One group visits a station at a time and writes their responses or thoughts, leaving them at the station. The groups then rotate. The new group reads what the previous group has written and adds responses. Continue the process until all groups have visited each station. Have the groups return to their first stations and read what the other groups have added. Discuss with the class what was learned.

Give one, get one activity

Divide students into pairs. Students discuss with their partners what they found interesting in the resource. They then move on to the next partner and repeat the activity. Each student then shares with the class one thing they learned.

'Hot potato' activity

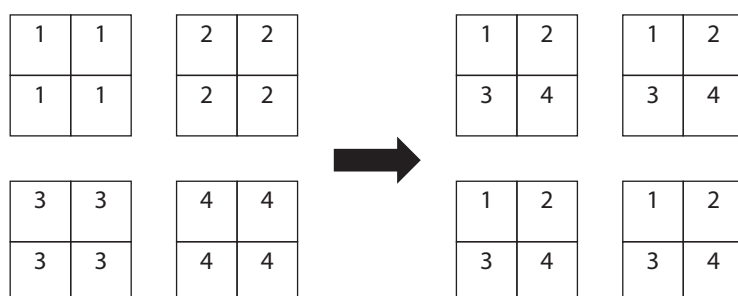
Divide students into equal groups. Arrange the groups in a circle. Provide each group with an A3 sheet of paper with a topic heading written in the centre. Allow each group a set amount of time to record their thoughts and ideas about the topic. After time is up, the group passes their sheet to the group on the left and receives a sheet from the group on the right. The process is repeated until all groups have written about each topic.

Inner-outer circles

Students research the topic or resource. Divide students into two groups. Instruct one of the groups to stand in a circle facing outwards. Instruct the other group to stand in a circle around the first circle, but facing inwards (so the inner and outer circles are facing each other). Students should be aligned in pairs, with one student from the inner circle and one student from the outer circle. Instruct the pairs to swap information with each other. Then direct the outer or inner circle to move one space clockwise or anticlockwise. The new pairs of students share information with each other. Repeat the process until the rotation is complete and students are facing their original partners.

Jigsaw activity (p. 67)

Divide students into equal groups. Each group researches one topic. This becomes the 'expert' group about that topic. Divide the students into new groups, made up of one student from each of the original expert groups. These new groups share information about their expert topics. Instruct students to return to their original groups and share the information about the other topics that they have learned from other groups.



PechaKucha

A fast-paced and concise presentation made up of 20 slides that are shown for 20 seconds each (6 minutes and 40 seconds total).

Post-it probe

Students use Post-its or sticky notes to mark ideas of interest so they can refer back to them after completing their initial review of a resource. These Post-its can then be used to write down the information from the marked page and organise it in a chart or similar.

Sharing circles

Students discuss ideas and feelings about assigned topics in small groups. Everyone in the circle is encouraged to contribute equally and to listen to the person who is sharing without interrupting. Students can choose to skip their turn if they wish. The sharing circle should be a safe and inclusive space that facilitates meaningful discussion.

Think-pair-share

Students think about or research the topic or question they have been assigned. Divide students into pairs to discuss their ideas. Combine the pairs to create larger groups that share their thoughts, or ask students to share their thoughts with the whole class.

'Whip around' activity

Students research a topic or resource. Once their research is complete, instruct students to stand in a circle. Go around the circle one by one, and have each student contribute one observation, fact or idea that they have researched. On the second lap of the circle, students must contribute an observation, fact or idea that hasn't been said yet. If they cannot come up with one, then they sit down. Continue until there is only one student left standing.

Wonder wall

Set up a board or section of wall in a prominent area of the classroom with a 'Wonder Wall' heading. Post students' 'wonderings' or questions about a topic on the wall. Additional headings (such as the Five Ws and One H) can be added to organise the wonderings further. Provide students with sticky notes for their wonderings and stick them to the wall, or attach pieces of paper with Blu-Tack or similar.

Graphic organisers

Alpha ladder (pp. 70–71)

Used to organise information through the letters of the alphabet. One section is allocated for each letter. Students write information in each of the sections where the key term starts with that letter of the alphabet.

A	J	S
B	K	T
C	L	U
D	M	V
E	N	W
F	O	X
G	P	Y
H	Q	Z
I	R	

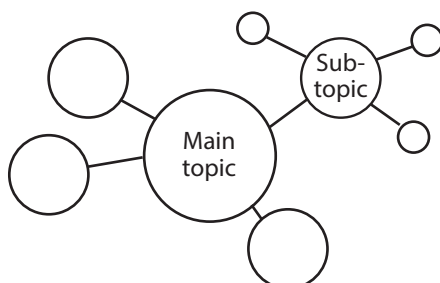
Attribute listing organiser (p. 68)

Used to compare the attributes of a number of people or items. The attributes can be written as a series of questions (e.g. What does it look like? What does it do?).

	Attribute 1	Attribute 2	Attribute 3	Attribute 4
Item 1				
Item 2				
Item 3				

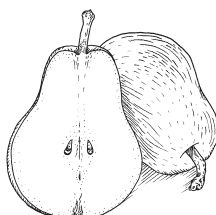
Concept map

Used to help students break down their ideas into specific topics. They start with a main idea and then branch out into sub-topics.



Cross-section diagram

Used to show the structure or layers of an object or habitat. It is created by imagining that a three-dimensional object is intersected along a plane or 'cut' into a slice.



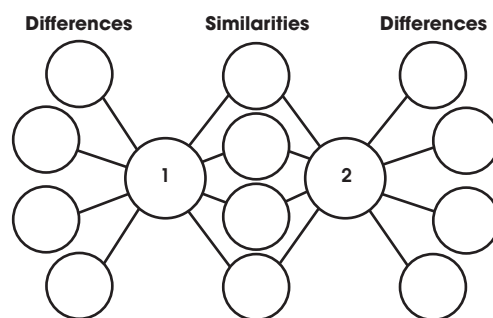
Decision-making matrix

Used to compare a subject or item against a number of set criteria to determine which is the best or most useful.

	Criteria 1	Criteria 2	Criteria 3	Criteria 4
Subject 1				
Subject 2				
Subject 3				

Double bubble map (p. 72)

Used to compare the similarities and differences between two things. The similarities are written in the circles connected to both things, while the differences are written in the circles connected to only one thing.



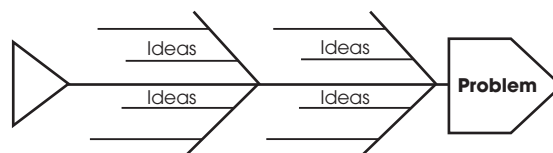
Fact-finder chart

Used to organise facts about multiple topics from a resource.

RESOURCE TITLE				
Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
Facts	Facts	Facts	Facts	Facts

Fishbone diagram (p. 73)

Used for cause and effect analysis. The head of the 'fish' contains the problem to be solved. The ideas for solving the problem are written on the bones of the fish.



KWLH (KWLHA) chart

Used to organise learning. The chart is filled out with the following information: what they know (K), what they want to know (W), what they learned (L) and how they learned it (H). Another section, action they will take (A), can also be added.

What I know (K)	What I want to know (W)	What I learned (L)	How I learned it (H)	Action I will take (A)

Lotus diagram

Used to organise ideas into sub-topics. Eight sub-topics surround the original topic. Those eight sub-topics are surrounded by space for eight ideas.

	1			2			3	
			1	2	3			
	4		4	TOPIC	5		5	
			6	7	8			
	6			7			8	

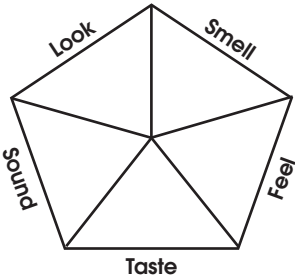
PCQ chart

Used to come to a conclusion. The positives (P), challenges (C) and questions (Q) of a topic are listed in rows or columns.

What are the positives? (P)	What are the challenges? (C)	What questions do you have? (Q)

Pentagonal chart (p. 64)

Describes five aspects or characteristics of a topic through the use of a pentagon-shaped diagram. The content is written under the headings 'Look', 'Smell', 'Sound', 'Taste' and 'Feel' in each of the segments.



Report planner (p. 69)

Used to organise ideas for a report by outlining separate sections in advance. The introduction, conclusion, supporting ideas and topic sentences are planned.

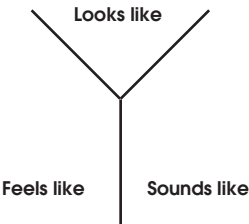
Responsibility chart (p. 65)

Used to track and outline the various responsibilities of a number of people in a group or team.

	Person 1	Person 2	Person 3
Responsibility 1			
Responsibility 2			
Responsibility 3			

Split Y-chart

Describes three aspects or characteristics of a topic through the use of a Y-shaped diagram. The area in between the branches is used to write the content under the headings 'Looks like', 'Feels like' and 'Sounds like'.



Storyboard

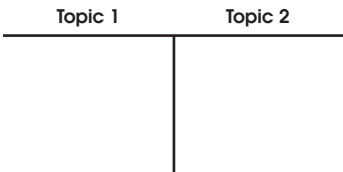
Used to plan activities that have multiple scenes that occur in a specific order. It is made up of a sequence of drawings, accompanied by directions and dialogue.

Story map (p. 63)

Used to organise ideas for a narrative by outlining separate sections in advance. The main ideas are summarised and the structure of the narrative is planned.

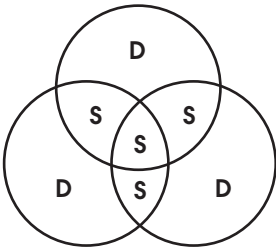
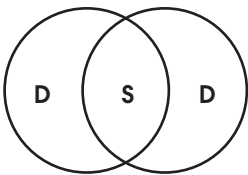
T-chart

Used to compare and contrast two areas of a topic (such as pros and cons) by placing them in two columns next to each other.



Venn diagram

Used to show the similarities and differences between things through the use of two or three overlapping circles. The similarities (S) are written in the areas that overlap, while the differences (D) are written in the areas that do not overlap.



Story map

Setting

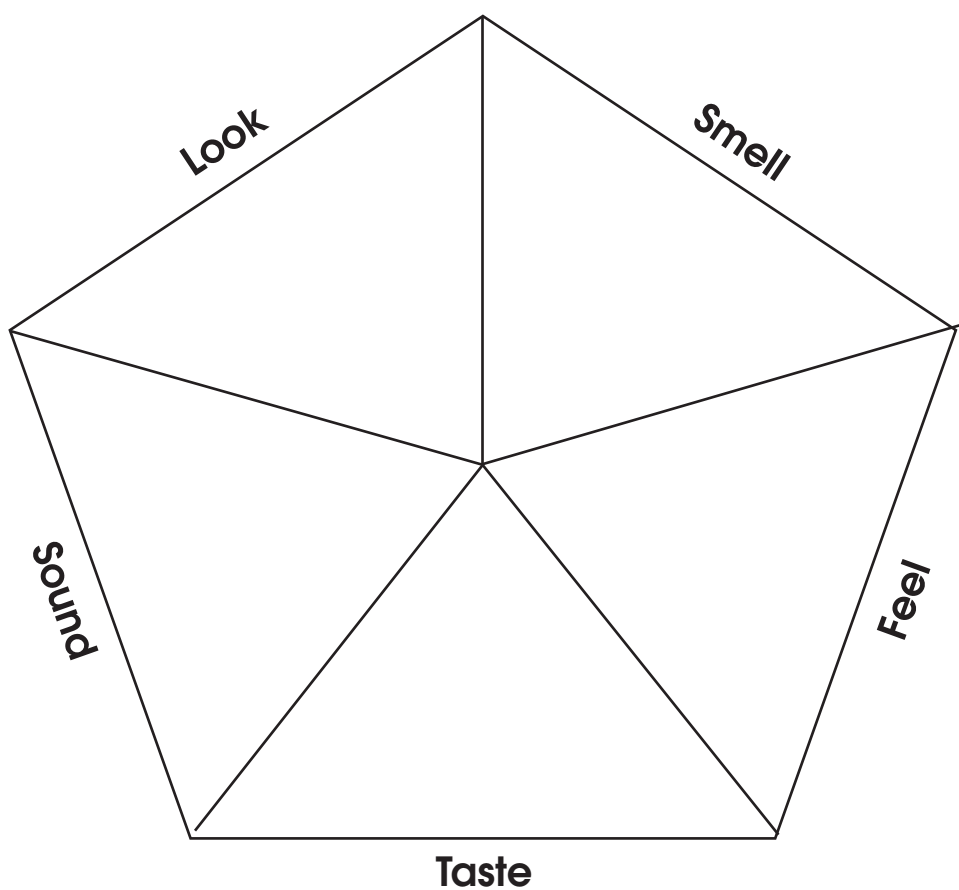
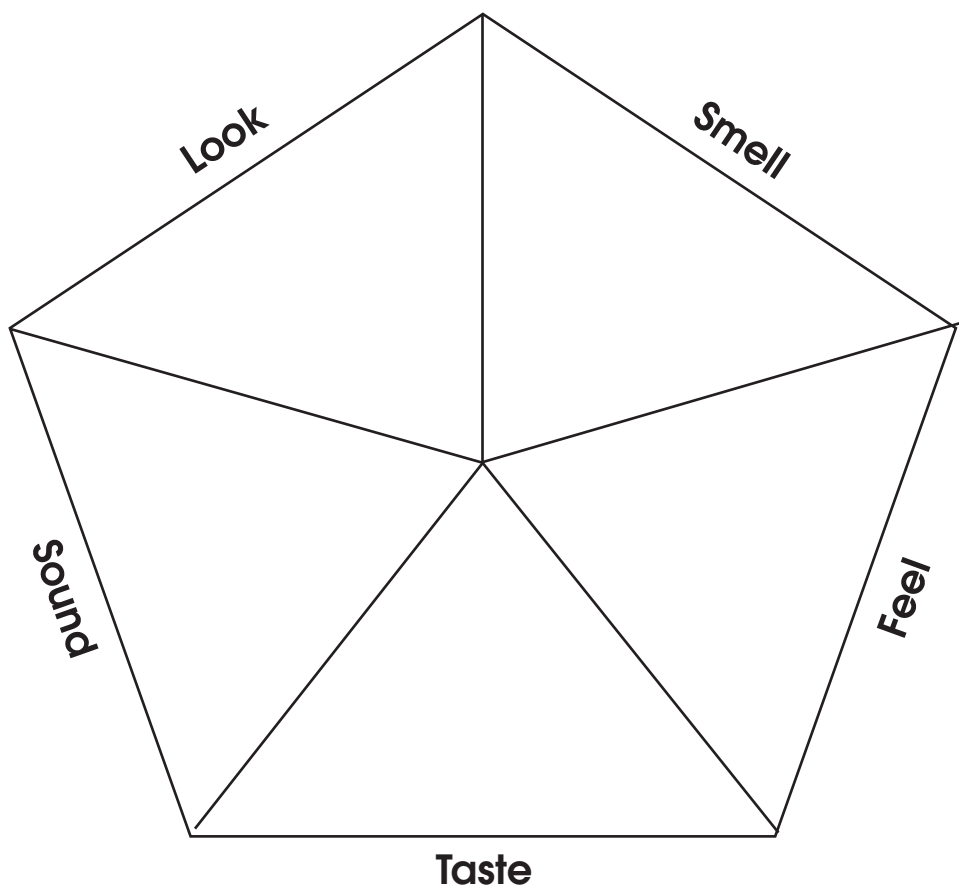
Characters

Beginning

Middle

End

Pentagonal chart



Responsibility chart

	Person 1	Person 2	Person 3
Area of responsibility			
Rules for living			
Spirituality/ connection to country			

3-2-1 feedback sheet

Reviewer name:
Presentation topic:
Presentation group members:
Three things I learned while watching this presentation 1 _____ _____ 2 _____ _____ 3 _____ _____
Two things I would like to know more about 1 _____ _____ 2 _____ _____
One question I have 1 _____ _____

Jigsaw activity planner

Area of expertise	
What I know	
Evidence from text	
What I know	
Evidence from text	
What I know	
Evidence from text	
What I know	
Evidence from text	
What I know	
Evidence from text	
What I know	
Evidence from text	
What I know	
Evidence from text	

Attribute listing organiser

Natural feature	What does it look like?	What is its environmental significance?	What is its cultural significance?

Report planner

Title (main idea): _____

Introduction

What the report is about: _____

First main idea

Supporting idea: _____

Topic sentence: _____

Second main idea

Supporting idea: _____

Topic sentence: _____

Third main idea

Supporting idea: _____

Topic sentence: _____

Conclusion

A final thought: _____

Alpha ladder

	Economy	Education	Science
A			
B			
C			
D			
E			
F			
G			
H			
I			
J			
K			
L			
M			
N			
O			
P			
Q			
R			
S			
T			
U			
V			
W			
X			
Y			
Z			

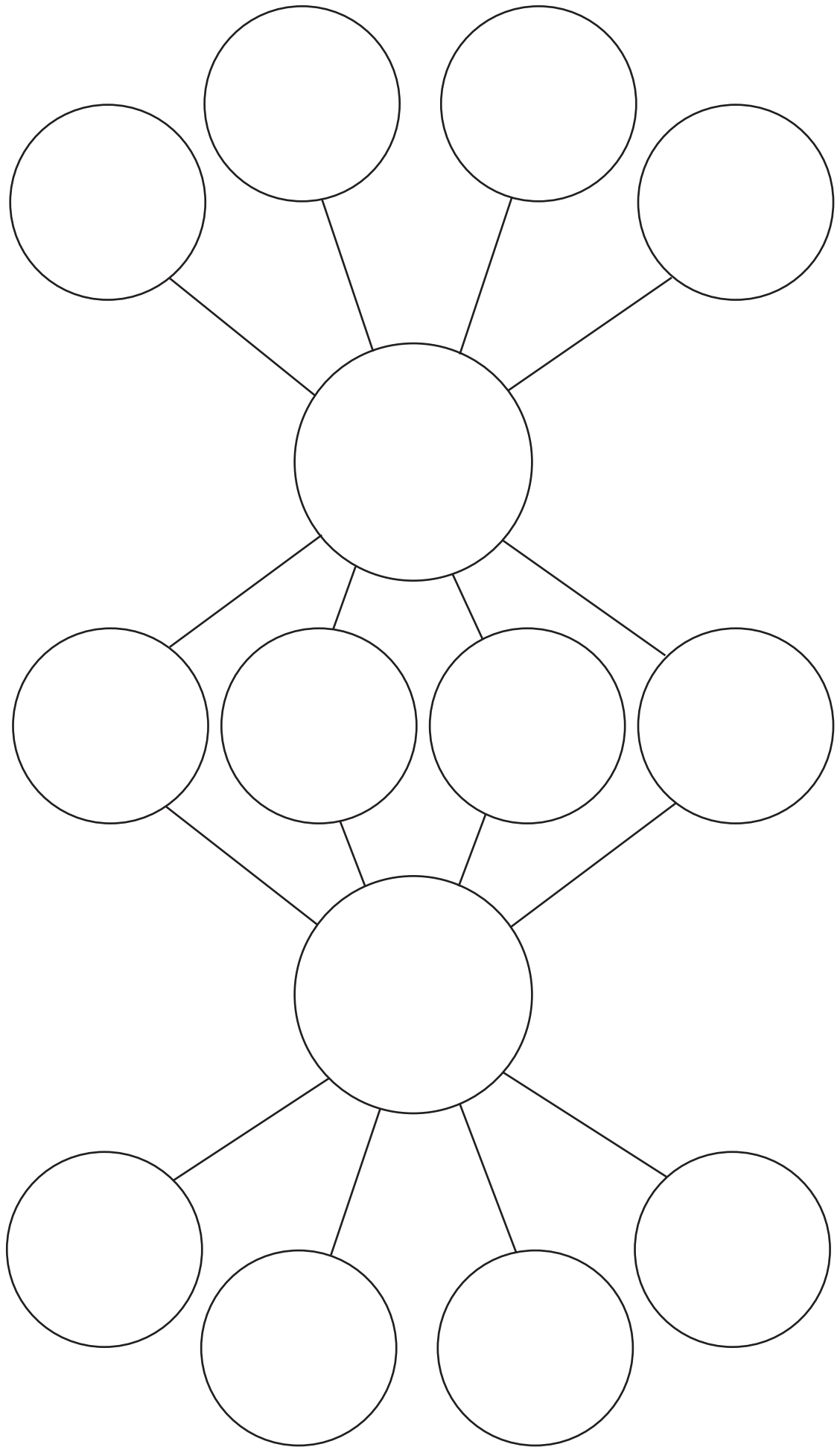
	The Arts	Sports	
A			
B			
C			
D			
E			
F			
G			
H			
I			
J			
K			
L			
M			
N			
O			
P			
Q			
R			
S			
T			
U			
V			
W			
X			
Y			
Z			

Double bubble map

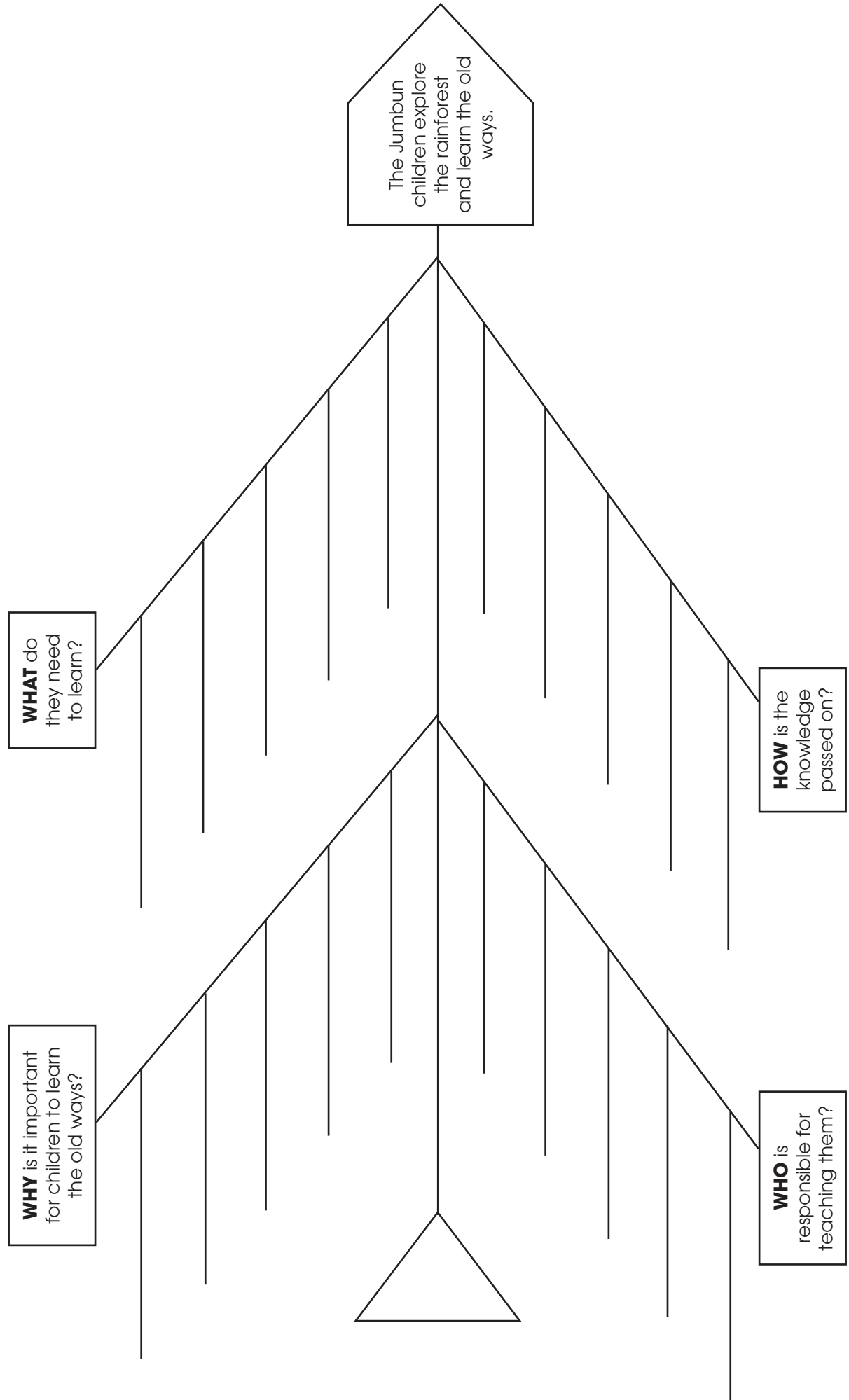
Differences

Similarities

Differences



Fishbone diagram



About the Authors

Margaret Bishop is a teacher, learner, author, presenter and educator with many years' experience, both in Australia and overseas. Margaret's focus is on the importance of understanding and making the teaching/learning connection clear. She believes in ensuring that teachers and learners have access to quality resources that offer authentic learning experiences. Margaret brought together and led the team of teachers who worked on this resource. She is currently working to support learning improvement in South Australian schools.

Esther Franklin is a Primary teacher working in Adelaide (Kurna Land). She is a proud Kokada woman with a passion for teaching authentic Indigenous education across all learning areas in schools. Esther believes that dynamic learning experiences that promote local and nationwide appreciation of the living culture of all Aboriginal peoples are vital to our cultural identity and understanding. She feels this project is a positive supporting resource for the implementation and improved outcomes of curriculum standards in Indigenous perspectives and education.

Andrew Morris has taught students from Preschool to Year 10. During his teaching career, he has been a leader of teaching and learning initiatives on local, statewide, national and international levels. He has provided teacher professional learning in curriculum implementation and pedagogical change, and was formerly the Cross Curriculum Priorities and General Capabilities Consultant and Projects and Programs Manager for the South Australian Department for Education and Child Development. Andrew is currently an Early Years Science Specialist at Lockleys North Primary School in South Australia.

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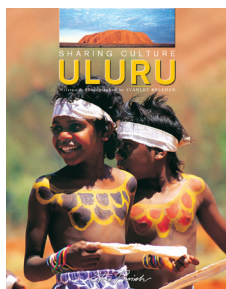
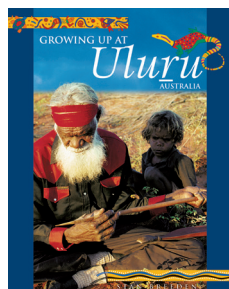
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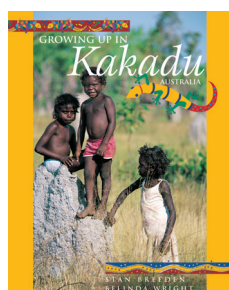
The texts in the *Living Culture & Sharing Identity: Aboriginal Australia* series explore the enduring connections between Aboriginal peoples of Australia and the land they have inhabited for tens of thousands of years. Written and photographed by award-winning and internationally renowned authors and photographers, these resources reflect a passion for conservation and sustainability, and a deep respect for the communities they examine.

Through individual stories and voices, these texts deliver authentic accounts of life in the regions they explore. They provide an exceptional opportunity for educators to integrate Aboriginal perspectives into their teaching, while still maintaining a strong link to curriculum objectives.



Growing up at Uluru* and **Sharing Culture Uluru**

Growing up at Uluru and *Sharing Culture Uluru* capture the living culture of Anangu, who reside in the desert region surrounding Uluru in the Northern Territory. These texts explore the history of the landscape and the way Anangu have adapted to, and live in harmony with, their environment.



Growing up in Kakadu** and **Sharing Culture Kakadu**

Growing up in Kakadu and *Sharing Culture Kakadu* explore the culture of the Gagudju people of Kakadu National Park, a World Heritage-listed area located in the Northern Territory. They examine life in the three distinct geographical areas of the region: the escarpment, the forest and the floodplain.



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Sharing Culture Rainforest provides insight into the lives of the Jirbal, Girramay, Jiru and Gulngay language groups of tropical north-east Queensland. Collectively known as the Jumbun community, these groups have inhabited the region for more than 60 000 years. The text explores life in the Wet Tropics — an area of 900 000 hectares of World Heritage-listed tropical rainforest that stretches from Cooktown to Townsville.

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