



Marvellous Mini Murris

Prep and Year 1- HASS and First Australian culture

Department of Education

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Our vision is for a community that cares for self, others and the environment to achieve enough for all forever.

The Big Idea: Exploration of First Australian culture

Students' Blanket Role: Connecting to Country through First Australian activities

Program Snapshot

During this program, students participate in activities exploring First Australian cultures.

Curriculum– Year 1 HASS

For schools using C2C, this program compliments the **Prep and Year 1** units of **HASS**. However, the main theme is the **Cross-Curriculum Priority of Aboriginal and Torres Strait Islander histories and cultures**, outlined in greater depth below.

FOUNDATION: Achievement Standard (extract)	Students identify important events in their own lives and recognise why some places are special to people.
Content Description	The Aboriginal or Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander Peoples.
YEAR 1: Achievement Standard (extract)	Students identify and describe the features of places and their location at a local scale and identify changes to the features of places.
Content Description	The weather and seasons of places and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples, describe them.

Cross Curriculum Priorities

Aboriginal and Torres Strait Islander histories and cultures– provides opportunities for all students to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. The first key concept of the organising ideas highlights the special connection to Country/Place by Aboriginal and Torres Strait Islander Peoples and celebrates the unique belief systems that connect people physically and spiritually to Country/Place.

Main sections covered: **Country/Place O1.2** Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place. **Culture O1.5**- Aboriginal and Torres Strait Islander people's way of life are uniquely expressed through ways of being, thinking, knowing and doing.

Sustainability– addresses the ongoing capacity of Earth to maintain life.

Main sections covered: **Systems O1.2**- All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival. **Futures O1.7**- Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.

Visit Day– Program

- 'First Australians' map, discuss Australian landscape pre-1788
- 'Murri' terms and local nations and place names
- Walk on Country – learning Indigenous plant usage for tools, weapons, food, shelter, medicine
- Senses examination and conversation in Yarning Circle
- Art collage activity– decorate individual Yuri on art plate, draw traditional symbols
- Participate in an Indigenous dance interpretation representing local Indigenous animals
- Indigenous story-telling using wooden puppets



Conclusion:

- Reflect on Australia's first peoples using a reflection circle

Call to Action:

- Explore First Australians' cultures

Post-visit- consolidation ideas

Students present a summation of their excursion to Amaroo exploring Australian Indigenous cultures. In their summation students should recognise multicultural Australia at First Contact, mention Indigenous peoples connection to Country and respect and responsibility for the environment. Genres could include: oral & written reports, dramatic performance, Multimedia.

Amaroo EEC pedagogy

Amaroo is guided by the Place-Responsive Pedagogy, in particular Learning Beyond the Classroom.

This particular program uses the strategies of **Full Sensory**, **Mind Body Engagement** and **Being in the Natural Environment**.

Also at the fore-front of our pedagogy is connectedness, real-world context, authentic cultural experiences, sense of place, and recognition of difference, which can lead to other powerful, long-term, lifestyle outcomes, often not assessable in traditional curriculums.

For more information please refer to our Pedagogical Framework [Pedagogical Framework](http://amarooeec.eq.edu.au/supportandresources/formsanddocuments/documents/pedagogical-framework.pdf) (amarooeec.eq.edu.au/supportandresources/formsanddocuments/documents/pedagogical-framework.pdf)

