In this program Amaroo Environmental Education Centre includes elements of the Australian Curriculum: F-6/7 Humanities and Social Sciences - 

Included in this program are Cross Curriculum Priorities: Aboriginal and Torres Strait Islander histories and cultures. This program is delivered at Amaroo and is a full school day in length.

The sequence of lessons on the following pages outlines both the activities undertaken by the Amaroo teacher and those conducted by the teacher in the school.

**Australian Curriculum references for this program:**

**Foundation Year History — Content descriptions**

**Knowledge and Understanding**

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

**Year 1 History — Content descriptions**

**Knowledge and Understanding**

**Present and Past Family Life**
- How the present, past and future are signified by terms indicating time, as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons (ACHASSK029)

**Foundation Year Geography — Content descriptions**

**Knowledge and Understanding**

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

**Year 1 Geography — Content descriptions**

**Knowledge and Understanding**

**Aboriginal and Torres Strait Islander interpretation of weather and seasons**
- The weather and seasons of places and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples, describe them (ACHASSK032)
The Lessons for this program have been developed by Amaroo Environmental Education Centre to incorporate additional support and resources that are available through the Centre.

The lessons in the teaching sequence have been colour coded as follows:

### Programme Outline: (From Amaroo Prospectus)

In this programme students participate in cultural exploration through bush walks, senses examination, art and craft. The program is specifically aimed at early childhood and gives students the opportunity to engage in hands-on activities in a bush setting in a safe and challenging environment, while exploring elements of Indigenous culture.

### Teaching Sequence

<table>
<thead>
<tr>
<th>Topic</th>
<th>Lesson Objectives</th>
<th>Marvellous Mini Murris Lessons - outline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-engagement or “The Hook”</strong></td>
<td><strong>Lesson objectives</strong></td>
<td>Students are introduced to the ‘Aboriginal Australia’ map by Dr. David Horton and discuss the Australian landscape before 1788. Students are assigned one of the four ‘Yuri’ (Totemic animals) - Cumboogie (Yabby), Gurroman (Kangaroo), Gnu (Emu) or Garbal (Carpet Snake)</td>
</tr>
</tbody>
</table>
| Orientation of Australian landscape before European occupation | Students will:  
- recognise that Australia was peopled by distinct individual Indigenous peoples prior to European occupation.  
- be acquainted with local Indigenous place names  
- know traditional custodians of area |                                                                                                          |
| **Introduction to Marvellous Mini Murris** | **Lesson objectives**                                                      | Students explore the existence of 250-300 Indigenous countries present in Australia at the time of European occupation. Discussions around ‘Murri’ and ‘Migaloo’ terms, the Bunya highway, local Indigenous place names, Jarowair and Giabal custodians, Jarowair words for four Yuris. |
| Orientation of Australian landscape before European occupation | Students will:  
- Walk through a local sclerophyll forest  
- Observe and discuss local flora and fauna encountered  
- Observe and discuss relevant Indigenous use of local flora and fauna-food, shelter, medicines and weapons and tools |                                                                                                          |
| **Bush Walk**                  | **Lesson objectives**                                                      | As one class group students are guided through the local bush observing and discussing flora and fauna and any opportune encounters with various vertebrate and invertebrate species.  
At appropriate junctures students will discuss traditional Indigenous uses of local plant and animal species. |
| Walk through local sclerophyll bush observing and discussing local flora and fauna as well as traditional Indigenous use of these. | Students will:  
- Walk through a local sclerophyll forest  
- Observe and discuss local flora and fauna encountered  
- Observe and discuss relevant Indigenous use of local flora and fauna-food, shelter, medicines and weapons and tools |                                                                                                          |
| **Plant material gathering**    | **Lesson objectives**                                                      | In art session students will be shown how to gather appropriate plant material for art activity.        |
| Gathering of plant material for later Art collage activity. | Students will:  
- Select appropriate plant material |                                                                                                          |
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| Senses examination  
Exploring 5 senses | **Lesson objectives**  
Students will:  
- Sit in Yarning Circle in Murri area and discuss and reproduce tracks of four Yuris and other native animals in sand.  
- Use five senses to identify possible uses of flora and fauna from Indigenous and non-Indigenous perspectives. | Under Amaroo teacher direction students will utilise certain leaves and bark as part of sensory exploration.  
Students will use their five senses to interact with the environment, establish possible identifiers and interconnected links in the real world. |
| Art Collage Activity  
Plant material glued onto prepared materials | **Lesson objectives**  
Students will:  
- Create collage art production in shape of native animal.  
- Use fine motor skills. | Students observe teacher demonstration of art activity.  
Students decorate individual Yuri on art plate.  
Students glue leaves, bark, and seeds onto a prepared surface.  
Students will draw traditional Indigenous symbols onto prepared surface. |
| Indigenous Dance  
Artistic dance interpretation | **Lesson objectives**  
Students will:  
- Work in small and large groups.  
- Use gross motor skills  
- Take turns, engage and perform | Students will be taught and perform an Indigenous dance representing iconic Australian animals that make up their four Yuris. |
| A Hunter’s Story | **Lesson objectives**  
Students will:  
- Watch a hunter’s tale performed for them using artefacts and wooden puppets. | Students will have the opportunity to see a performance depicting a hunter’s tale using authentic artefacts and wooden puppets. |
| Cumboogie and possum | **Lesson objectives**  
Students will:  
- View a live Cumboogie at close quarters and see a possum fed in its nest box | Students will have the opportunity to see up close a live Cumboogie and from a short distance a live possum being fed. |
| Review of some aspects of Murri cultures  
Analyse selected elements of Murri cultures and their connection to the environment. | **Lesson objectives**  
Students will:  
- Examine and discuss elements of Murri cultures they have been exposed to during the day | Students form into an inside/outside circle and share oral KWL chart (Knew, Wanted to know and Learnt) with adjacent circle member. |
| First Australians Review  
Reflecting on Australia’s first peoples | **Lesson objectives**  
Students will:  
- Complete Yuri Booklet of Jarowair animals  
- Explore Indigenous peoples connection to Country  
- Examine respect and responsibility Indigenous people displayed for the environment |  |

**Suggested Assessment Task:** 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 (PowerPoint or photo story)
Cross-curriculum priorities

Aboriginal and Torres Strait Islander histories and cultures

Key concepts

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.

The second concept examines the diversity of Aboriginal and Torres Strait Islander Peoples’ culture through language, ways of life and experiences as expressed through historical, social and political lenses. It gives students opportunities to gain a deeper understanding of Aboriginal and Torres Strait Islander Peoples’ ways of being, knowing, thinking and doing.

The third concept addresses the diversity of Aboriginal and Torres Strait Islander societies. It examines kinship structures and the significant contributions of Aboriginal and Torres Strait Islander Peoples on a local, national and global scale.

<table>
<thead>
<tr>
<th>Code</th>
<th>Organising ideas</th>
</tr>
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<tbody>
<tr>
<td><strong>Country/Place</strong></td>
<td></td>
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<tr>
<td>OI.1</td>
<td>Australia has two distinct Indigenous groups: Aboriginal Peoples and Torres Strait Islander Peoples, and within those groups there is significant diversity.</td>
</tr>
<tr>
<td>OI.2</td>
<td>Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place.</td>
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<tr>
<td>OI.3</td>
<td>Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways.</td>
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<tr>
<td><strong>Culture</strong></td>
<td></td>
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<tr>
<td>OI.4</td>
<td>Aboriginal and Torres Strait Islander societies have many Language Groups.</td>
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<tr>
<td>OI.5</td>
<td>Aboriginal and Torres Strait Islander Peoples’ ways of life are uniquely expressed through ways of being, knowing, thinking and doing.</td>
</tr>
<tr>
<td>OI.6</td>
<td>Aboriginal and Torres Strait Islander Peoples live in Australia as first peoples of Country or Place and demonstrate resilience in responding to historic and contemporary impacts of colonisation.</td>
</tr>
<tr>
<td><strong>People</strong></td>
<td></td>
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<tr>
<td>OI.7</td>
<td>The broader Aboriginal and Torres Strait Islander societies encompass a diversity of nations across Australia.</td>
</tr>
<tr>
<td>OI.8</td>
<td>Aboriginal and Torres Strait Islander Peoples' family and kinship structures are strong and sophisticated.</td>
</tr>
<tr>
<td>OI.9</td>
<td>The significant contributions of Aboriginal Peoples and Torres Strait Islander Peoples in the present and past are acknowledged locally, nationally and globally.</td>
</tr>
</tbody>
</table>