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

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:**

*Science Foundation and Year 1 Content Descriptions*

*Science as a Human Endeavour*

*Nature and Development of Science*

- Foundation: Science involves observing, asking questions about, and describing changes in, objects and events *(ACSHE013)*

*HaSS Foundation and Year 1 Content Descriptions*

*Inquiry and skills:*

*Researching*

- Foundation: Collect data and information from observations and identify information and data from sources provided *(ACHASSI002)*
- Year 1: Collect data and information from observations and identify information and data from sources provided *(ACHASSI019)*

*Analysing*

- Year 1: Compare objects from the past with those from the present and consider how places have changed over time *(ACHASSI023)*

*Knowledge and Understandings:*

*History*

- Foundation: How they, their family and friends commemorate past events that are important to them *(ACHASSK012)*
- Foundation: How the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media, and museums *(ACHASSK013)*

- Continued on Page 4
**Pedagogical Key: Based on Amaroo EECs Pedagogical Framework**

At Amaroo EEC our environmental and Indigenous education programs are guided by the [Productive Pedagogies Theoretical Framework](#) which has four dimensions: Supportive Classroom Environment; Recognition of Difference; Connectedness; Intellectual Quality, plus the inclusion of the 5th Pedagogy - *Learning Beyond the Classroom*.

Our Pedagogical Framework provides centre staff with a guide to develop teaching and learning strategies in relation to what they are teaching and the various learning styles and backgrounds of the visiting students.

The pedagogical strategies, which are predominately focussed on encouraging learning beyond the classroom and support learners as individuals as well as members of a social group, include Learning By Doing, Being in the Natural Environment, Life Learning in Real Places, Full Sensory and Mind Body Engagement, Exploring Issues in Local Contexts and Adventure & Challenge.

Our pedagogical framework is also driven by the Centre’s vision for a *community that cares for self, others and the environment to achieve enough for all forever*.

**Pedagogy and Place – Learning Beyond the Classroom**

<table>
<thead>
<tr>
<th>Exploring Issues In Local Contexts [EILC]</th>
<th>Life Learning in Real Places [LLRP]</th>
<th>Learning by Doing [LbD]</th>
</tr>
</thead>
</table>

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

- Lessons in these boxes should be taught/facilitated by the class teacher in the school setting.
- Lessons in these boxes will be taught by the Amaroo teacher as part of your program.
- It is suggested that pre/post work may be conducted on these objectives.

**Teaching Sequence**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Lesson Objectives</th>
<th>Marvellous Mini Murris Lessons - outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-engagement or “The Hook”</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), Ngui (Emu) or Garbal (Carpet Snake)</td>
<td></td>
</tr>
</tbody>
</table>
| Introduction to Marvellous Mini Murris : 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 |
| Bush Walk | Students will:  
- develop/appreciate a sense of identity through the interconnected aspects of Country/Place, People and Culture by discussing and experiencing different facets of the dry sclerophyll forest |
| Indigenoust art plate Gathering | Students will:  
- Explore a range of natural materials to be used in art work |
| Senses examination Exploring 5 senses | Students will:  
- use their five senses to interact with the environment, establish possible identifiers and interconnected links in the real world. |

Under Amaroo teacher direction students will utilise various natural objects as part of sensory exploration. They will use their five senses to identify possible uses of flora and fauna from Indigenous and non-Indigenous perspectives.
<table>
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<tr>
<td><strong>Senses examination continued</strong></td>
<td></td>
<td>Whilst sitting in the Yarning Circle the students discuss and reproduce tracks of four Yuris and other native animals in sand.</td>
</tr>
</tbody>
</table>
| **Art Collage Activity** | Students will:  
- Experience the role of artists and create a visual art work | Students observe teacher demonstration of Indigenous art activity.  
Students glue individual Yuri, leaves, bark, and seeds onto a prepared surface.  
Students will draw traditional Indigenous symbols on their artwork. |
| Exploring artworks of Aboriginal and Torres Strait Islander Peoples | | |
| LbD, Sense | | |
| **Indigenous Dance** | Students will:  
- explore movement possibilities in response to a stimulus, such as imagery, music and shared stories | Students will be taught and perform an Indigenous dance representing iconic Australian animals that make up their four Yuris. |
| Artistic dance interpretation | | |
| LbD, Sense | | |
| **Art Appreciation** | Students will:  
- Observe, interpret and respond to creative visual artworks and puppets | Students will have the opportunity to see a performance depicting a hunter’s tale using authentic artefacts and wooden puppets. |
| A Hunter’s Story | | |
| Sense | | |
| **Living Things** | Students will:  
- recognise that different living things live in different places such as land and water | Students will have the opportunity to see up close a live Cumboogie and from a short distance a possum being fed. |
| Cumboogie and possum | | |
| BNE | | |
| **Review of some aspects of Murri cultures** | 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. |
| Analyse selected elements of Murri cultures and their connection to the environment. | | |
| **First Australians Review** | Students will:  
- Complete Yuri Booklet of Jarowair animals  
- Explore Indigenous peoples connection to Country  
- Examine respect and responsibility Indigenous people displayed for the environment | | |
| Reflecting on Australia’s first peoples | | |

**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)

Lessons for this program have been developed by Amaroo Environmental Education Centre to incorporate additional support and resources that are available through the Centre to assist with the implementation of the Australian Curriculum Content Descriptions.
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.

OI.2 Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place.

OI.5 Aboriginal and Torres Strait Islander Peoples’ ways of life are uniquely expressed through ways of being, knowing, thinking and doing.

Australian Curriculum References continued from Page 1

Geography
- Foundation: 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: The natural, managed and constructed features of places, their location, how they change and how they can be cared for (ACHASSK031)

The Arts - Foundation - Year 2 Content Descriptions

Dance:
- Present dance that communicates ideas to an audience, including dance used by cultural groups in the community (ACADAM003)

- Respond to dance and consider where and why people dance, starting with dances from Australia including dances of Aboriginal and Torres Strait Islander Peoples (ACADAR004)

Visual Arts:
- Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists (ACAVAM106)

- Use and experiment with different materials, techniques, technologies and processes to make artworks (ACAVAM107)

English Foundation Level

Language: Language variation and Change
- Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (ACELA1426)

Health and Physical Education - Movement and Physical Activity

Learning Through Movement
- Foundation: Cooperate with others when participating in physical activities (ACPMP012)

Moving Our Body
- Year 1: Perform fundamental movement skills in a variety of movement sequences and situations (ACPMP025)