In this programme Amaroo Environmental Education Centre implements elements of the Australian Curriculum Humanities and Social Sciences as well as Year 4/5 Cross Curriculum Priorities: Aboriginal and Torres Strait Islander histories and cultures. This programme 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:

Year 4 Humanities and Social Sciences — Content descriptions

- 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 nature of contact between Aboriginal and Torres Strait Islander Peoples and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example, people and environments (ACHASSK086)

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

Year 5 Humanities and Social Sciences — Content descriptions

- The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed (ACHASSK107)

Vision: A community that cares for self, others and the environment to achieve enough for all forever.
Teaching Sequence

<table>
<thead>
<tr>
<th>Topic</th>
<th>Lesson Objectives</th>
<th>Murri &amp; Migaloo Magic Lessons - outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-engagement or “The Hook”</td>
<td></td>
<td>Students are introduced to the ‘Aboriginal Australia’ map by Dr. David Horton and discuss the Australian landscape before 1788.</td>
</tr>
</tbody>
</table>

### Introduction to Murri and Migaloo Magic:

**Orientation of Australian landscape before European occupation**

**Lesson objectives**

- 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

**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.**

**Migaloo Shelter Construction**

**Construction of Migaloo shelters under teacher instruction**

**Lesson objectives**

- Students will:
  - watch a demonstration of Migaloo shelter construction.
  - Work cooperatively together to achieve a common goal.
  - Participate in hands-on shelter construction

**In small groups students construct a Migaloo shelter using hammers, pegs, ropes, poles and tarps.**

**Bush Walk**

**Brief bush walk discussing plant usage at opportune moments**

**Lesson objectives**

- Students will:
  - Learn about Indigenous plant usage of selected plants

**Journeying to the Yarning circle site students will stop periodically and learn about local Indigenous plant usage for food, weapons and tools, shelter and medicines.**
## Teaching Sequence

<table>
<thead>
<tr>
<th>Topic</th>
<th>Lesson objectives</th>
<th>Murri &amp; Migaloo Magic Lessons - outline</th>
</tr>
</thead>
</table>
| **Gunya Construction**<br>Construction of Gunyas | **Lesson objectives**  
Students will:  
- Explore aspects of Murri culture, traditions and lifestyles in a Yarning Circle  
- Cooperatively design and create a gunya using available natural resources | During the Yarning Circle discussion students examine aspects of Murri culture and Connection to Country.  
Students collaborate, plan and then construct a gunya using bark, limbs, leaves and any other available materials. |
| **Traditional Lifestyle Rotations**<br>Hands-on traditional Indigenous activities | **Lesson objectives**  
Students will:  
- be introduced to some Indigenous methods of food preparation, fire-starting, food gathering and cultural ochre usage. | Students observe teacher demonstration of rotations.  
Students use fire sticks, grind seeds, dig for yams and use ochre to do body art. |
| **Deconstruction of Migaloo shelters**<br>Taking down of shelters | **Lesson objectives**  
Students will:  
- Work in a small group.  
- Use fine motor and gross motor skills  
- take turns, share and collaborate | After watching teacher students will work cooperatively to dismantle Migaloo shelters.  
In small groups students will user hammers, sort pegs, collect ropes and fold tarps. |
| **Artefact Examination**<br>Indigenous weapons and tools | **Lesson objectives**  
Students will:  
- Examine selected Indigenous artefacts | Students will have the opportunity to examine selected Indigenous artefacts like boomerangs, coolamons, stone axes, grinding stones, clap sticks and bull—roarers. |
| **Murri scenario**<br>Food gathering | **Lesson objectives**  
Students will:  
- Listen to a food gathering scenario | In a Yarning circle students will be taken through one example of Indigenous food gathering |
| **Comparison of Murri and Migaloo cultures**<br>Analyse resource management of Murri and Migaloo cultures and environments | **Lesson objectives**  
Students will:  
- Compare and contrast elements of Murri and Migaloo cultures | Students form into an inside/outside circle and share 3 elements in a comparison of the two cultures |
| **First Australians Review**<br>Reflecting on Australia's first peoples | **Lesson objectives**  
Students will:  
- Recognise the existence of multicultural Australia at First Contact  
- Explore Indigenous peoples connection to Country  
- Examine respect and responsibility Indigenous displayed for the environment | |

**Suggested Assessment Task:** Students present a summation of their excursion to Amaroo comparing traditional Indigenous and non-Indigenous cultures. In their summation students should display evidence of recognising multicultural Australia at First Contact, discuss Indigenous peoples connection to Country and outline Indigenous respect and responsibility for the environment. Genres could include: oral & written reports, dramatic performance, prose, Multimedia (PowerPoint, photo story etc.)
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>
</thead>
<tbody>
<tr>
<td><strong>Country/Place</strong></td>
<td></td>
</tr>
<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>
</tr>
<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>
</tr>
<tr>
<td><strong>Culture</strong></td>
<td></td>
</tr>
<tr>
<td>OI.4</td>
<td>Aboriginal and Torres Strait Islander societies have many Language Groups.</td>
</tr>
<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>
</tr>
<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>