



Murri Migaloo Magic

Year 4 and 5– History, Aboriginal & Torres Strait Islander 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: Students compare traditional Murri (indigenous) and Migaloo (non-indigenous) cultures.

Students' Blanket Role: They are invited to be Cultural Explorers- exploring society and culture.

Program Snapshot

During this program, students engage in hands-on activities comparing traditional Indigenous and non-Indigenous activities. These activities include shelter and gunya construction, fire-making, tool fashioning and usage, food preparation, art and cultural exploration. Students are also introduced to Indigenous usage of local flora and fauna including medicinal, food, art, tools and weapons.

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. It is designed for all students to engage in reconciliation, respect and recognition, through learning of People, Culture and 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.



Curriculum– Year 4 and 5 History

For schools using C2C, this program compliments the **Year 4 Unit: First Contact**, and the **Year 5 Unit: The Australian Colonies**. It implements elements of the Australian Curriculum for History as well as the Cross Curriculum Priority: *Aboriginal and Torres Strait Islander histories and cultures*.

YEAR 4 Achievement Standard (extract)	Students recognise the significance of events in bringing about change and the importance of the environment . 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 .
Content Descriptions	The diversity and longevity of Australia's first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) (ACHASSK083). The nature of contact between Aboriginal people and/or Torres Strait Islanders and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example families and the environment . (ACHASSK086)
YEAR 5 Achievement Standard (extract)	Students describe the significance of people and events/developments in bringing about change. They identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same. They describe the experiences of different people in the past .
Content Description	...aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) (ACHASSK107)

Visit Day– Program

- 'Aboriginal Australia' map, discuss Australian landscape pre-1788
- 'Murri' and 'Migaloo' terms and local nations and place names
- Construction of Migaloo shelters, using tarps, poles, hammers, ropes pegs
- Bush Walk– learning Indigenous plant usage for tools, weapons, food, shelter, medicine
- Construct gunyas– Murri shelters, using natural resources
- Participate in a Yarning Circle– culture of story-telling through generations
- Hands-on traditional Indigenous activities– ochre for body art, grinding 'flour', digging for yams, fire-starting
- Examine selected Indigenous artefacts– such as boomerangs, coolamons, stone axes, grinding stones, clap-sticks, bull-roarers



Conclusion:

- Reflecting on Australia's first people– respect and responsibility for the environment/ country
- Students form inside/outside circle and share 3 elements in a comparison of the 2 cultures

Call to Action:

- Celebrate and continue to explore the complexities and richness of our First Nations cultures

Post-visit- consolidation ideas

- Research an Australian Indigenous leader (current or past), what they stood for and why. Present.
- Contact local Indigenous people or elders. Reach out for involvement with your class into the future.
- 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 or photo story).

Amaroo EEC pedagogy

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

This particular program uses the strategies of **Learning By Doing** 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 Amaroo's [Pedagogical Framework](http://amarooec.eq.edu.au/supportandresources/formsanddocuments/documents/pedagogical-framework.pdf) (amarooec.eq.edu.au/supportandresources/formsanddocuments/documents/pedagogical-framework.pdf)

