

## First Australians

CURRICULUM AREA	TEACHER REFERENCE MATERIAL:
First Contacts	<ul style="list-style-type: none"> <li>Aboriginal Australia Map compiled by David Horton Australian Government and Aboriginal Studies press</li> <li>Book Nyuntu Ninti (ABC Books)</li> <li>Teacher Reference Sheet Nyuntu Ninti tes</li> </ul>
FOCUS OF STUDY	
Introduction	

### RESOURCES & MATERIALS REQUIRED FOR STUDENT ACTIVITIES:

- **Writing materials**
- **Black and white wool** for constructing a timeline
- **Aboriginal Australia Map** compiled by David Horton
- **World map** / Europe/Africa which clearly shows many countries within a landmass
- **Book;** Nyuntu Ninti
- **Study Sheet;** Nyuntu Ninti (*coming soon*)

### PREPARATION:

- **Read book;** *Nyuntu Ninti*
- **Preview study sheet;** *Nyuntu Ninti*
- **Display World Map (zoom)**
- **Obtain Aboriginal Australia Map** and cover the entire map and title with brown paper and have a lift-up flap over a section which when revealed, shows several First Australian countries but not showing any Australian titles that students may recognise.
- **Obtain black and white wool** to construct a timeline using a scale of 1 metre = 5,000 years. To show 50,000 years of human occupation requires 10 metres of black wool. To show time since contact with Europeans 4.4 centimetres of white wool is needed which is then tied to one end of the time-line, that shows our shared Black and White history.

### LESSON FORMAT:

#### Whole Class

- **Display two maps:**
  - » World or map showing several countries within a continent/land mass e.g. Europe or Africa
  - » Aboriginal Australia Map covered over but with flap to lift to reveal many Aboriginal Countries
- **Identify** European/African countries and discuss how they are shown on the map e.g. colours, boundaries, named
- **Lift flap on Aboriginal Australia Map**
- **Seek** student ideas about what is represented e.g. several countries/nations
- **Remove** covering from **Aboriginal Aust. Map**
- **Highlight** importance i.e. identity and cultural differences of First Nation Australians which

### GROUP WORK

- **Discuss:**
  - » If they have learnt anything new from this activity
  - » What that new learning involves
  - » Whether it will change the way they will think about future learning related to First Australian peoples

### WHOLE CLASS

- **Share** and **summarise** discussions
- **Inform** students that as a class we will use the plural forms in language to show that we acknowledge that there are many diverse Aboriginal and Torres Strait Islander groups.
- Whilst there are some similarities each group has its own Culture, i.e. when possible we refer to a group by their identified name, (*give local example of traditional custodians*) and when speaking in general terms we use Aboriginal and Torres Strait Islander People(s) and Culture(s).
- **Present /share book** Nyuntu Ninti in conjunction with Teacher Reference Sheet; *Nyuntu Ninti*
- **Revise** prior learning re the diversity of Aboriginal groups
- **Discuss** longevity of Aboriginal Peoples in Australia
- **Explain**, (if not already known) what a generalised statement is, e.g. telling what they know and believe to be correct about an aspect of learning in one sentence.
- **Provide** examples related to what they have learnt from reading *Nyuntu Ninti* e.g.

*"Australia has been occupied by many groups of Aboriginal Peoples for many thousands of years"*

*"The Anangu People know they are connected to all natural things"*

- **List** the following options from which students may choose to form their generalisations
  - » The importance of Country
  - » The environment
  - » Food
  - » What is home
  - » Spirituality
  - » Conservation
- **Ensure** all aspects are covered by checking what students have selected. If necessary work with the group to complete the list.

### INDIVIDUAL WORK

- » **Construct** and record chosen generalisation

### WHOLE CLASS

- » **Share** and **discuss**

**ASSESSMENT:**

- Observation of student participation in classroom activities
- Evaluation of generalisations to ascertain whether students understand
  - » the interconnected relationship Anangu People share with the Land



Alice Kelly and Alice Bugmy, Elders at Mungo in the '70's. Both now deceased