

## Geography Alive: Stage 1 Geography (Topic 2; Unit 1)

Lesson 4: Aboriginal connections with country		
<p><b>Content focus:</b></p> <p>This lesson shows students the special connection that Aboriginal and Torres Strait Islander people have with Country. The use of the word 'Country' to describe inherited family land is an important part of their traditions.</p>		<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Worksheet 1: Photographs of four different environments</a></li> </ul>
<p><b>Key inquiry questions:</b></p> <ul style="list-style-type: none"> <li>• How are people connected to their place and other places?</li> <li>• How do Aboriginal and Torres Strait Islanders maintain special connections to their particular Country?</li> </ul>	<p><b>Outcomes:</b></p> <p><i>A student:</i></p> <ul style="list-style-type: none"> <li>• understands that connections with Country are important to Aboriginal and Torres Strait Islander people.</li> </ul>	<p><b>Lesson sequence:</b></p> <ul style="list-style-type: none"> <li>• <b>Step 1:</b> Ask the students to name two places (not their present home) with which they have special connections. They can then tell others in the class what it is that is a special connection for them (and possibly their family).</li> <li>• <b>Step 2:</b> The teacher explains that Aboriginal and Torres Strait Islander peoples lived in all regions of Australia for tens of thousands of years. Each region became the Country of that particular group of people. They learned about the land, the climate, the animals, the tools, the medicines, the plants and many other features of that Country. They taught this to their children, along with the stories about that Country and laws on how to behave and live in that environment. Through this they developed a strong and binding connection with Country. When Europeans arrived in Australia, they forced these people away from the land where they and their ancestors had lived for so long.</li> <li>• <b>Step 3:</b> The students are asked to work in groups to make a list of some of the things that a child growing up in one of these environments might be taught about the climate, land and animals. (Use the photographs on <b>Worksheet 1</b>) <i>Area 1:</i> Desert area near Uluru in Central Australia. <i>Area 2:</i> Rainforest in Northern Queensland. <i>Area 3:</i> Islands of Torres Strait. <i>Area 4:</i> Bays, beaches and scrub in Sydney Harbour. If there are children of Aboriginal or Torres Strait Islander descent in the class, they might choose to describe their ancestral country.</li> <li>• <b>Step 4:</b> The lesson could conclude with a comparison of the lists from each group, and a discussion about how connections to Country can be maintained.</li> </ul>

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