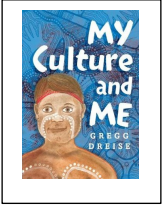


Geography Alive: Stage 3 (Topic 1: Factors that shape places)

Lesson 3: My Culture and Me: A picture book-based study		
<p>Content focus:</p> <p>In this lesson, students have the opportunity to examine the culture of Aboriginal and Torres Strait Islander peoples with particular attention to the concept of 'Country' and its significance. There is also</p>	<p>Resources:</p> <ul style="list-style-type: none"> Gregg Dreise (2019), <i>My Culture and Me</i>, Puffin Books. A book about cherishing and sustaining Indigenous cultures. Central to this narrative is the role played by the environment in the cultural attachment to Country. While targeted at student 6–8 years of age, the story can be used to explore a range of understandings linked to the concepts of place and environment. <div style="text-align: right;">  </div>	
<p>Key inquiry questions:</p> <ul style="list-style-type: none"> What role does 'Country' play in the culture and spiritual wellbeing of Indigenous Australians? What is special about the relationship Indigenous Australians have with the environment? 	<p>Outcomes:</p> <p><i>A student:</i></p> <ul style="list-style-type: none"> explains interactions and connections between people, places and environments demonstrates an understanding of the concept of 'Country' and its importance to Indigenous Australians demonstrates a growing appreciation of the relationship of between Indigenous Australian's and the environment. 	<p>Lesson sequence:</p> <ul style="list-style-type: none"> Step 1: Read <i>My Culture and Me</i> to the class showing the artworks as you do. Explain to students that the book's author grew up in south-west Queensland in a large family that loves music, art, sport, culture and family. Note that he has Kamilaroi and Euahlayi heritage. The Kamilaroi and Euahlayi peoples' lands extend from south-west Queensland into north-west New South Wales. Step 2: Using Resource Sheet 1 from lesson 1), introduce students to the Indigenous concepts of the <i>Dreaming</i>, <i>Sacred Sites</i> and <i>Country</i>. Discuss with the class the importance of the environment, its landforms, plants and animals, to Indigenous culture. Step 3: Ask students to identify the elements of the environment featured in the book. For example, red ochre, rainbow, rivers, water and fire. Step 4: Ask students to comment on the statement: "We need to look after and honour our connection to our lands". Step 5: From the perspective of Indigenous culture, ask the students to comment on the following statements: "We need to always remember, to keep our culture glowing inside", "We must learn our traditions, and always be filled with pride." and "This is my culture, this is me" Step 6: Draw students' attention to the pages featuring dots arranged in circles. Note that these are what is known as Dreaming Circles. They represent Indigenous Australian's place in space and highlight the importance of things going around and around forever. They refer to Earth's rotation around the sun, the cyclic nature of the seasons, the transition of generations and how we need to look after Mother Earth so that she is happy to feed the family, the children's families, the grandchildren's families, our friends and our fellow countrymen. They remind Indigenous Australia's that the decisions they make need to consider the future of the world. <p>Note: Additional activities can be found on a downloadable pdf developed by the publisher of the picture book [https://www.penguin.com.au/content/resources/TR_MyCultureAndMe.pdf]. The pdf features worksheets on Aboriginal art, the importance of water, fire technology, paint making, didgeridoo note-taking, Aboriginal dance, the art of creating a picture book and connection to country. The pdf also features information sheets on Dreaming circles, totems, and identity.</p>