

Preparatory to year 8 geography

Shared perspectives guest speaker

Australian Curriculum links

Geography

Foundation – The Aboriginal or Torres Strait Islander country/place on which the school is located and why country/place is important to Aboriginal and Torres Strait Islander peoples (ACHASSK016)

Year 1 - Activities in the local place and reasons for their location (ACHASSK033)

Year 2 - The ways in which Aboriginal and Torres Strait Islander peoples maintain special connections to particular Country/Place (ACHASSK049)

Year 3 - The importance of Country/Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area (ACHASSK062)

Year 4 - 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 - 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)

Year 7 - Economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander peoples and peoples of the Asia region (ACHGK041)

Year 8 - Spiritual, aesthetic and cultural value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander peoples (ACHGK049)

Aboriginal and Torres Strait Islander histories and cultures

In this activity, students learn from local elders how Aboriginal or Torres Strait Islander people value, use and manage their water.

Aboriginal and Torres Strait Islander communities have a rich cultural connection to their waterways and seas. Local community elders can be invited to share their stories – particularly those relating to water.

As you can see from the long list of Geography curriculum links, water-related topics range widely across Aboriginal and Torres Strait Islander peoples' connection to country or place, their activities, the importance of water, the custodial responsibilities for water sources, the diversity of cultural practices and the impact that contact with Europeans and others had on these practices. The discussions can also range widely across time: from the very ancient to the contemporary.





Equipment

- A large map of the local area

Preparation

Organise a local Aboriginal or Torres Strait Islander elder to visit the class. For ideas about how to develop partnerships with local Aboriginal and Torres Strait Islander communities download **Embedding Aboriginal and Torres Strait Islander Perspectives in Schools from** the Queensland Department of Education and Training website. It includes information and additional links to assist with developing protocols for engaging Aboriginal and Torres Strait Islander community members. Other resources can be found on their website. General protocols for consultation and negotiation with Aboriginal people are available on the DATSIP website. The Queensland Curriculum and Assessment Authority also provides useful information about working with Aboriginal and Torres Strait Islander guest speakers.

Work with students to prepare questions for the visit. Prepare the elder by explaining what the class is working on and give them the list of student questions. They may want to select appropriate photographs, books or artefacts to show to students.

You could record or video your guest's presentation so that students can review the information. Make sure you gain approval from your guest first and use the recordings only for the purposes negotiated.

Recruit students to welcome and thank the visitor. Older students can prepare short speeches for these tasks. For instance, the student who welcomes the guest should prepare by asking the guest their name, country or place, title and the roles they play in the community. The student will present this information to the class in their welcoming speech. The student thanking the guest should summarise a number of key points from the guest's presentation, state some ways in which the guest's presentation helped the class and thank the guest for their presentation.

Activity steps

1. Welcome the elder to the classroom. Invite the elder to present and then to answer student questions.
2. Ask students to record in their journals the answers provided by the elder. They could use the answers to write a report about the visit.