




YEAR 3					
VISUAL STIMULUS TITLE: WAITJ AND THE DJINDONG (VIDEO)					
KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
DREAMING	 ACSHE050	SCIENCE	Science involves making predictions and describing patterns and relationships	<ul style="list-style-type: none"> <li>researching how knowledge of astronomy has been used by some Aboriginal and Torres Strait Islander people</li> </ul>	Aboriginal knowledge about particular stars and constellations helped them to find their way in the dark, tell the time and know what the weather would be like. Many of their Dreaming stories are about how the stars and planets were made.
	ACHASSK062	HISTORY	The importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples who belong to a local area	<ul style="list-style-type: none"> <li>listening to Aboriginal or Torres Strait Islander Elders, grandparents and older community members tell stories associated with the local language groups and the land they belong to</li> </ul>	<i>Waitj and the Djindong</i> is one version of a traditional Aboriginal story about the stars, planets and weather. Aboriginal people were an oral society. They communicated their beliefs, rules and law through stories handed down to each generation.
YEAR 3					
VISUAL STIMULUS TITLE: ABORIGINAL ART SYMBOLS 3–6 (GAME)					
KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
ART STYLES	 ACTDIK008	DIGITAL TECHNOLOGIES	Recognise different types of data and explore how the same data can be represented in different ways	<ul style="list-style-type: none"> <li>exploring codes and symbols that are representations of data, for example morse code and semaphore and how similar symbols in Aboriginal and Torres Strait Islander art can represent different concepts depending on the context, for example three circles, drawn as lines, can represent ants, fruit, flowers or eggs depending on the art region</li> </ul>	This game will help students discover the meanings of many Aboriginal art symbols commonly used in paintings and rock art. They will learn to identify iconography and traditional representations used by the first Australians to communicate with each other using non-verbal, visual communication.
	ACELA1475	ENGLISH	Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning	<ul style="list-style-type: none"> <li>learning that a word or sign can carry different weight in different cultural contexts, for example that particular respect is due to some people and creatures and that stories can be passed on to teach us how to live appropriately</li> </ul>	Aboriginal symbols tell stories, relay information about events big and small, and communicate history. The paintings they appear in portray everyday events, such as hunting and corroborees, as well as myths and legends.

## YEAR 3

## VISUAL STIMULUS TITLE: MY HOME IN KAKADU (VIDEO)


## KNOWLEDGE

AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
FOOD GATHERING	 Australian CURRICULUM  ACHASSK062	HISTORY	The importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples who belong to a local area	<ul style="list-style-type: none"> <li>liasing with Community to identify original language groups of Aboriginal or Torres Strait Islander Peoples who belong to the local area and exploring the relationship between language, Country/Place and spirituality. (This is intended to be a local area study with a focus on one language group; however, if information or sources are not readily available, another representative area may be studied.)</li> <li>listening to Aboriginal or Torres Strait Islander Elders, grandparents and older community members tell stories associated with the local language groups and the land they belong to</li> <li>discussing when to use 'Acknowledgement of Country' and 'Welcome to Country' at ceremonies and events to respectfully recognise the Country/Place and traditional custodians of the land, sea, waterways and sky</li> </ul>	<i>My Home in Kakadu</i> is written by respected Bunitj Elder Jane Christophersen through the eyes of her granddaughter, and is illustrated by Christine Christophersen. In the story, Tarrah goes out with her family gathering bush tucker, fishing and hunting.
	ACSHE051	SCIENCE	Science knowledge helps people to understand the effect of their actions	<ul style="list-style-type: none"> <li>researching Aboriginal and Torres Strait Islander people's knowledge of the local natural environment, such as the characteristics of plants and animals</li> </ul>	


## YEAR 3

## VISUAL STIMULUS TITLE: TORRES STRAIT ISLANDS WEATHER SEASONS WHEEL (INTERACTIVE)


## KNOWLEDGE

AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
WEATHER SEASONS	 ACSHE050	SCIENCE	Science involves making predictions and describing patterns and relationships	<ul style="list-style-type: none"> <li>researching how knowledge of astronomy has been used by some Aboriginal and Torres Strait Islander people</li> </ul>	There were no compasses or maps, so Torres Strait Islander people navigated by the stars when they were out at sea fishing and hunting. Their knowledge of where the different star systems and planets sat at various times of day was incredible.
	ACSHE051		Science knowledge helps people to understand the effect of their actions	<ul style="list-style-type: none"> <li>researching Aboriginal and Torres Strait Islander people's knowledge of the local natural environment, such as the characteristics of plants and animals</li> </ul>	Reading landscapes, seasons and environments has long been a tradition for Torres Strait Islanders through their close relationships with their islands and seas. The information varies from details on the migration and nesting patterns of key totem birds, to the movement of the Tagai star constellation, to the onset of wind patterns indicating certain planting or fishing cycles.
	ACHASSK062	HISTORY	The importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples who belong to a local area	<ul style="list-style-type: none"> <li>liaising with Community to identify original language groups of Aboriginal or Torres Strait Islander Peoples who belong to the local area and exploring the relationship between language, Country/Place and spirituality. (This is intended to be a local area study with a focus on one language group; however, if information or sources are not readily available, another representative area maybe studied.)</li> <li>listening to Aboriginal or Torres Strait Islander Elders, grandparents and older community members tell stories associated with the local language groups and the land they belong to</li> </ul>	The Tagai consists of stories which are the cornerstone of Torres Strait Islanders' spiritual beliefs. These stories focus on the origins of these stars and identify Torres Strait Islanders as sea people who share a common way of life. Language was used to identify Island groups, totems, kinships, oral traditions, creation stories, ceremonies and seasons.

**YEAR 3****VISUAL STIMULUS TITLE: KANGAROO POSTER (INTERACTIVE)**

KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
TOOLS, WEAPONS AND UTENSILS	 ACTDEP014	DESIGN AND TECHNOLOGIES	Critique needs or opportunities for designing and explore and test a variety of materials, components, tools and equipment and the techniques needed to produce designed solutions	<ul style="list-style-type: none"> <li>exploring the different uses of materials in a range of products, including those from Aboriginal and Torres Strait Islander communities and countries of Asia</li> </ul>	Some of the ways kangaroo parts were used include for weapons (bones), food (meat), dress (fur), decoration (claws), jewellery (teeth) or tools (muscle sinew for string).
	ACSHE051	SCIENCE	Science knowledge helps people to understand the effect of their actions	<ul style="list-style-type: none"> <li>researching Aboriginal and Torres Strait Islander people's knowledge of the local natural environment, such as the characteristics of plants and animals</li> </ul>	The kangaroo was one of the main food sources of Aboriginal Australia. It sustained large groups and every single part of the kangaroo was eaten and utilised. It was usually roasted whole in a ground oven or over a fire.


**YEAR 3****VISUAL STIMULUS TITLE: CULTURAL EVENTS CALENDAR (INTERACTIVE)**


KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
CEREMONIES AND DANCE	 ACHASSK064	HISTORY	Days and weeks celebrated or commemorated in Australia (including Australia Day, Anzac Day, and National Sorry Day) and the importance of symbols and emblems	<ul style="list-style-type: none"> <li>examining the symbolism of flags (for example, the Australian, Aboriginal and Torres Strait Islander flags) and recognising special occasions when they are flown (for example, all three flags are flown during NAIDOC Week, National Reconciliation Week, National Sorry Day and Mabo Day) and the roles, rights and responsibilities the community has when observing protocols around flag flying</li> <li>recognising the significance of other days or weeks (including the anniversary of the national Apology to Australia's Indigenous Peoples of 2008, National Reconciliation Week, International Women's Day, Labour Day and Harmony Day)</li> </ul>	There are some days in the calendar year that are considered very important to Aboriginal & Torres Strait Islander people. These often commemorate significant events in the history of Indigenous people since British settlement.

## YEAR 3

## VISUAL STIMULUS TITLE: TELL ME WHY (VIDEO)

## KNOWLEDGE

AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
FAMILY LIVING	 ACHASSK062	HISTORY	The importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples who belong to a local area	<ul style="list-style-type: none"> <li>listening to Aboriginal or Torres Strait Islander Elders, grandparents and older community members tell stories associated with the local <u>language groups and the land they belong to</u></li> <li>discussing when to use 'Acknowledgement of Country' and 'Welcome to Country' at ceremonies and events to respectfully recognise the Country/Place and traditional custodians of the land, sea, waterways and sky</li> </ul>	Grandma Doris is an Elder of Sarah's family. An Elder is a respected older person who is thought of as wise and knowledgeable by the Aboriginal community they live in.
	ACHASSK064		Days and weeks celebrated or commemorated in Australia (including Australia Day, Anzac Day, and National Sorry Day) and the importance of symbols and emblems	<ul style="list-style-type: none"> <li>recognising the significance of other days or weeks (including the anniversary of the national Apology to Australia's Indigenous Peoples of 2008, National Reconciliation Week, International Women's Day, Labour Day and Harmony Day)</li> </ul>	There are some days in the calendar year that are considered very important to Aboriginal & Torres Strait Islander people. These often commemorate significant events in the history of Indigenous people since British settlement.
	ACAVAM110	VISUAL ARTS	Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations	<ul style="list-style-type: none"> <li>Considering viewpoints – meanings and interpretations: For example – What is this painting telling us about the past? How does the artwork use visual conventions to convey meaning? How did the artist work within a space, and at this time? How and why did they innovate their practice?</li> </ul>	Tree carving was practised by the Wiradjuri and Kamilaroi groups of New South Wales. Designs were carved into the trunks of trees using stone tools to mark sacred place.
	ACELT1594	ENGLISH	Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons	<ul style="list-style-type: none"> <li>reading texts in which Aboriginal and Torres Strait Islander children/young people are the central characters/protagonists and making links to students' own lives, noting similarities</li> </ul>	The main character of Tell Me Why is a half-Aboriginal girl named Sarah. The book highlights several important issues relevant to Indigenous people living in Australia today, such as the Stolen Generations, having a light skin colour and no longer living under traditional law.
	ACELT1596		Draw connections between personal experiences and the worlds of texts, and share responses with others	<ul style="list-style-type: none"> <li>discussing relevant prior knowledge and past experiences to make meaningful connections to the people, places, events, issues and ideas in the text</li> <li>exploring texts that highlight issues and problems in making moral decisions and discussing these with others</li> </ul>	
			<ul style="list-style-type: none"> <li>drawing on literature from Aboriginal, Torres Strait Islander or Asian cultures, to explore commonalities of experience and ideas as well as recognising difference in lifestyle and world view</li> </ul>		

YEAR 3					
VISUAL STIMULUS TITLE: FAIR SKIN BLACK FELLA (VIDEO)					
KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
COUNTRY AND PLACE	 ACELT1594	ENGLISH	Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons	<ul style="list-style-type: none"> <li>reading texts in which Aboriginal and Torres Strait Islander children/young people are the central characters/protagonists and making links to students' own lives, noting similarities</li> </ul>	The main theme of the story Fair Skin Black Fella is to not judge a book by its cover, and that not all Aboriginal people have dark skin and live a traditional life. The character Old Ned tells the girls to treat everyone equally, no matter what they look like, and to get to know a person before you judge them.
	ACELT1596		Draw connections between personal experiences and the worlds of texts, and share responses with others	<ul style="list-style-type: none"> <li>drawing on literature from Aboriginal, Torres Strait Islander or Asian cultures, to explore commonalities of experience and ideas as well as recognising difference in lifestyle and world view</li> </ul>	The story highlights the issues of contemporary Aboriginal people of all ages who no longer have very black skin or live under traditional law. It introduces the concepts of Aboriginal family heritage, language and structure.
	ACELA1475		Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning	<ul style="list-style-type: none"> <li>learning that a word or sign can carry different weight in different cultural contexts, for example that particular respect is due to some people and creatures and that stories can be passed on to teach us how to live appropriately</li> </ul>	Aboriginal & Torres Strait Islander peoples' culture is based on oral traditions. They had many ways of communicating with each other, such as through artwork and storytelling.
	ACHASSK062	HISTORY	The importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples who belong to a local area	<ul style="list-style-type: none"> <li>listening to Aboriginal or Torres Strait Islander Elders, grandparents and older community members tell stories associated with the local language groups and the land they belong to</li> </ul>	In the story, the character Old Ned is an Elder. Elders are the wise ones in Aboriginal society. Quite often, they are the only ones who know the sacred sites, stories or songs attached to a tribal region. Old Ned is responsible for sharing his knowledge and experience. He is also responsible for keeping traditions and stories alive to pass down to future generations.
	ACHASSK066	GEOGRAPHY	The representation of Australia as states and territories and as Countries/Places of Aboriginal and Torres Strait Islander Peoples; and major places in Australia, both natural and human	<ul style="list-style-type: none"> <li>describing how the territory of Aboriginal and Torres Strait Islander Peoples contains the Country/Places of many individuals and language groups</li> <li>exploring how oral traditions of Aboriginal and Torres Strait Islander Peoples were used to map landscapes</li> </ul>	Aboriginal people speak lots of different languages. Some of the words in the story are from the Wiradjuri people of Central West New South Wales, which is just one of many Aboriginal language groups around Australia. Wiradjuri is one of the largest language groups in New South Wales. It is spoken over much of the central southern region of the