

ABORIGINAL AND TORRES STRAIT ISLANDER  
HISTORIES AND CULTURES

# LIVING CULTURES – MUTTONBIRDING

DEPARTMENT OF  
EDUCATION  
*learners first*

FOUNDATION

The  
**Orb**

**MUTTONBIRDING****CONNECTION TO PLACE**

Learners explore the concept of place, particularly the importance of place to themselves. They consider the importance of place for Aboriginal and Torres Strait Islander peoples and visually represent their expression of connection to place.

**CROSS CURRICULUM PRIORITY****Aboriginal and Torres Strait Islander Histories and Cultures***Organising idea 2*

Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place.

**ACHIEVEMENT STANDARDS****Visual Arts**

Students use the elements and processes of arts subjects to make and share artworks that represent ideas.

Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.

**CONTENT DESCRIPTORS****Visual Arts**

Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists (ACAVAMI06).

Create and display artworks to communicate ideas to an audience (ACAVAMI08).

**GENERAL CAPABILITIES****Personal and Social Capability***Self-management*

Become confident, resilient and adaptable

Level 1b – identify situations that feel safe or unsafe, approaching new situations with confidence

**Intercultural Understanding***Recognising culture and developing respect*

Develop respect for cultural diversity

Level 1 – discuss ideas about cultural diversity in local contexts

**Learning Goals***Learners will:*

- » Describe their own connection to a place that has significance for them.
- » Understand that Aboriginal and Torres Strait Islander people demonstrate their powerful connection to places that are important to them.
- » Express their connection to place and that of Aboriginal and Torres Strait Islander people through visual representation.
- » Identify areas in Tasmania where land has been returned to the Aboriginal Community.

**Learning Sequence****Activating and Engaging***Land Links*

Have learners identify and locate a place nearby that is special to them.

Ask learners:

- » What makes their place special?
- » How they feel when they visit their place?

Ask learners to describe what their place:

- » looks like
- » smells like
- » tastes like
- » feels like

Ask learners to describe what they hear when they visit their place.

Discuss the concept of place being important to people.

Have learners communicate their understanding of their place through visual representation.

Ask learners:

- » How do we look after our places that are special to us?

## Exploring and Discovering

### *Community Links*

View *Connection* from the 'Living Cultures – Muttonbirding' section of The Orb.

Facilitate a group discussion.

- » How do the people on the videos convey their connection to place?
- » Are there any commonalities between their own findings about place and that of the people they see on the videos?
- » How important is land and place to Aboriginal people?
- » What are the main issues for Aboriginal people regarding land ownership?
- » How do Aboriginal people look after the places that are special to them?
- » What can they learn about connection to place from Aboriginal and Torres Strait Islander people?

### *Non-verbal*

Have learners visually interpret what they see and hear about the mutton birders' connection to place.

### *Non-linear*

Invite a member of the Aboriginal Sharers of Knowledge (ASK) program to address the class on the following questions:

- » What is the importance of land and place?
- » How important is land to Aboriginal people?
- » What does the idea of Country mean to Aboriginal people?

Have students illustrate their understanding of Country, to express their ideas and observations and to share and reflect their artwork with the visiting speaker.

Share with learners the Maps booklet in the *From Gumnuts to Buttons* kit.

Show learners the map of 'Land Returned to the Tasmanian Aboriginal Community' and discuss the significance of these sites to the Tasmanian Aboriginal Community.

## Synthesising and Applying

### *Deconstruct-Reconstruct*

Have learners share and describe their visual representations made from their research into importance of place.

Ask learners to interpret each other's work and describe their understandings to the class.

## Success Criteria

### *Learners:*

- » Explain the principles of place and its importance to self and Aboriginal and Torres Strait Islander people.
- » Describe the experiences of Tasmania's Aboriginal people in terms of their connection to land and place.
- » Visually represent their understanding of the importance of place to humans.

## Resources


- » [The Orb](#)
- » [Australian Curriculum](#)
- » [Aboriginal Sharers of Knowledge \(ASK Program\) Guidelines](#)
- » [Aboriginal Sharers of Knowledge \(ASK Program\) Application Form](#)
- » The Aboriginal Education Library: email [Aboriginal.education.library@education.tas.gov.au](mailto:Aboriginal.education.library@education.tas.gov.au) or telephone 03 6165 5480 for more resources, including the ones listed below.
- » The Eight-Way Framework of Aboriginal Pedagogy
- » *Circle*, Jeannie Baker, 2016
- » *Return to the Islands [kit] : the story of Aborigines and the tradition of muttonbirding*, Department of Education, Tasmania
- » DVD – *The Big Dog Connection*, Aboriginal Education Services, Tasmania
- » [TMAG Online Resources](#)
- » *Mutton Birds and Birding*; a Tasmanian Aboriginal Education Resource
- » *On the Track*, Department of Education, Tasmania
- » *From Gumnuts to Buttons [kit] : a walk through Tasmanian history from an Aboriginal perspective 2nd edition*, Aboriginal Education Services, Tasmania

## Glossary

### Place

A physical environment 

### Visual Representation

There are several forms of visual representation, or non-linguistic representation, but one that offers assessment data for the teacher is the use of drawing. Graphic organizers can be used as visual representations of concepts in the content areas. 

 [Oxford Online Dictionary](#)

 West Virginia Department of Education



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