

ABORIGINAL AND TORRES STRAIT ISLANDER  
HISTORIES AND CULTURES

# LIVING CULTURES – MUTTONBIRDING

DEPARTMENT OF  
EDUCATION  
*learners first*

YEAR 7

The  
**Orb**

MUTTONBIRDING

# COMING HOME

Learners explore the concept of home, and what it is to 'come home'. They examine key places identified by Tasmania's Aboriginal people and consider the importance for them of maintaining continued connection to places that invoke a sense of home.

## CROSS CURRICULUM PRIORITY

### Aboriginal and Torres Strait Islander Histories and Cultures

*Organising idea 3*

Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways.

## ACHIEVEMENT STANDARDS

### Health and Physical Education

Students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing.

## CONTENT DESCRIPTORS

### Personal, social, and community health

Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities (ACPPS077).

Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities (ACPPS078).

## GENERAL CAPABILITIES

### Critical and Creative Thinking

*Inquiring – identifying, exploring and organising information and ideas*

Pose questions

Level 5 – pose questions to probe assumptions and investigate complex issues

Identify and clarify information and ideas

Level 5 – clarify information and ideas from texts or images when exploring challenging issues

## Intercultural Understanding

*Interacting and empathising with others*

Empathise with others

Level 5 – imagine and describe the feelings and motivations of people in challenging situations

## Learning Goals

*Learners will:*

- » Understand the nature of home for themselves and others in a range of contexts.
- » Identify challenges and threats to some peoples' experience of being home and suggest ways to initiate social change.
- » Understand how a sense of connection to Country/ place sustains the health and wellbeing of Aboriginal and Torres Strait Islander peoples and communities.

## Learning Sequence

### Activating and Engaging

*Symbols and Images*

*Story Sharing*

Complete the general learning task: *We are connecting with place* located in the teacher resource section of The Orb. In this activity, learners will create an outdoor installation to depict connection with land and country.

Have learners:

- » Complete an individual or group outdoor installation to explore and describe their personal connection to place.
- » Write and present a creative piece of prose or a poem to describe and communicate that connection.
- » Reflect on their insights about connection to place and how that might invoke an experience of home.

*Community Links*

*Deconstruct-Reconstruct*

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

Have learners:

- » Focus on the points of view of the people interviewed in the videos to attempt to understand and make connections between their experiences of home and that of the Aboriginal people.
- » Identify differences and similarities between their understanding about home and that of Aboriginal people portrayed on the video.
- » Explore how spiritual connection to Country/place enhances health and wellbeing for Aboriginal and Torres Strait Islander peoples.

### Exploring and Discovering

#### *Community Links*

Invite a member of the Aboriginal Sharers of Knowledge (ASK) program into the classroom.

Complete the general learning task: *Listening and Telling* located in the teacher resource section of *The Orb*.

Have learners pose questions that:

- » Focus on the interviewee's connection to place, Country and home.
- » Compare with learners' own experience of home and connection to place.
- » Compare the interviewee's experience with that of the people appearing on the *Muttonbirding* clips.
- » Focus on experiences and events leading to any loss of the interviewee's connection to place home and Country.

Discuss the concept of home in the light of the class interview.

Ask learners:

- » How might a connection to land and place enhance the health and wellbeing of Aboriginal people?
- » What might we all learn from Aboriginal people about the importance of spiritual connection to land and place?
- » How might we all address issues of dispossession and loss experienced by Tasmanian Aboriginal people?

#### *Story Sharing*

##### *Non-linear*

Read the book *Way Home* as a class.

Have learners:

- » Interrogate the text through the practice of a Community of Inquiry
- » Address an issue that arises from the text that is agreed by the class
- » Discuss their findings with each other about their developing understanding of their sense of home.

### Synthesising and Applying

#### *Deconstruct-Reconstruct*

Have learners:

- » Compare their own and that of the Aboriginal people they have been studying to synthesise and describe their understanding of coming home.
- » Present a synopsis of their findings to illustrate the importance of Aboriginal people maintaining a continued and uninterrupted connection to the lands and places that they call home.

### Success Criteria

*Learners:*

- » Explain the principles of connection to land and place as a concept of homecoming.
- » Describe the spiritual connections Aboriginal people have to Country.
- » Describe a strategy that could be put in place to ensure Aboriginal people maintain a connection to land and place.

## 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](#)
- » *Way Home*, Libby Hathorn and Gregory Rogers, 1994
- » *Books into Ideas: A Community of Inquiry*, Tim Sprod, 2002

## Glossary

### Country

In Aboriginal English, a person's land, sea, sky, rivers, sites, seasons, plants and animals; place of heritage, belonging and spirituality; is called 'Country'. AM

### Mutton bird

A shearwater or petrel of the southern oceans. D

AM Australian Museum

D [Dictionary.com](http://Dictionary.com)



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