

Djeera

Stage One

Teaching & Learning

Overview



ILLAWARRA
LOCAL ABORIGINAL
LAND COUNCIL

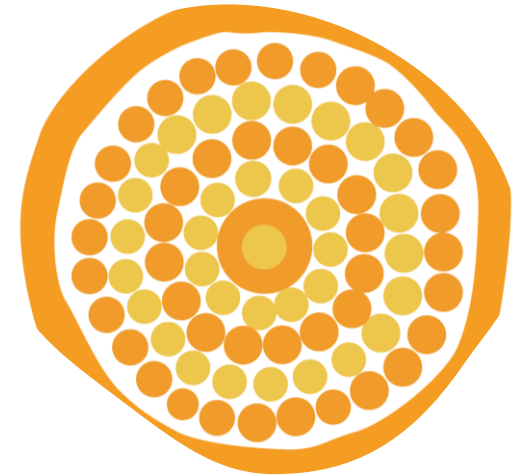
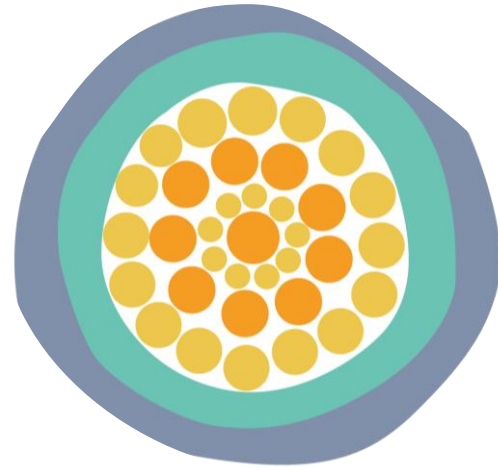
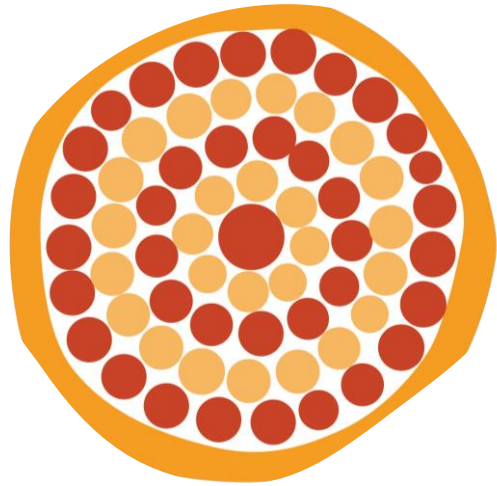
Copyright

© Illawarra Local Aboriginal Land Council 2023

This resource has been produced by the Illawarra Local Aboriginal Land Council (ILALC) with the support of the Local Knowledge Holders who have voluntarily contributed their Indigenous Cultural Intellectual Property (ICIP). Copyright is shared between ILALC and Knowledge Holders who have contributed as tenants in common in equal shares. The design elements that appear in the document are the ICIP of Nicole Archibald & Coomaditchie United Aboriginal Corporation. **All ICIP remains the sole property of the Knowledge Holder who provided it.**

Except as allowed under the Copyright Act 1968 no part of this document may be copied, transmitted, published, or otherwise dealt with in any form without permission in writing from Illawarra Local Aboriginal Land Council, the Knowledge Holder/s and the owners of copyright in images or other matter in that part of the document.

Pre-existing copyright in images and other matter is acknowledged where appropriate. Although a reasonable effort has been made to obtain permission to reproduce copyright material, ILALC does not warrant that permission has been obtained in all cases. All sources of images is ILALC unless otherwise stated.



Warning: Aboriginal and Torres Strait Islander people should be aware that this teaching and learning resource may contain images, voices and names of deceased persons.

Acknowledgements

The teaching and learning experiences in this unit of work would not have been possible without the support of the Aboriginal community who speak for Djeera. They hold the knowledge systems, stories, and connections that these learning experiences depend upon. A deep respect for these cultural practices and knowledges underpins the pedagogy behind this resource. We thank these Knowledge Holders for generously sharing their vibrant living culture, heritage, and time in the hopes of fostering meaningful respect for Djeera in the future generations of the Illawarra.

We acknowledge and respect them as the primary Knowledge Holders for Djeera and ask that anyone who uses this resource do the same.

People from the Illawarra region self-identify as Wadi Wadi (Wodi Wodi), Eloura, Dharawal and/or Yuin. The Illawarra Local Aboriginal Land Council (ILALC) would like to recognise and pay respect to all Wadi Wadi (Wodi Wodi), Eloura, Dharawal and Yuin people as the Cultural Custodians of the Country that this teaching and learning resource has been produced on. We recognise their continuing connection to the land, waters and skies and thank them for protecting Djeera and her ecosystems since time immemorial. We pay our respects to Elders past and present and extend that respect to all First Nations people using this resource. We thank all Aboriginal community members who are providing leadership in the wider community, particularly in the space of education.

We would also like to acknowledge and thank Nicole Archibald & Coomaditchie United Aboriginal Corporation for the beautiful artwork that appears in this resource and AIATSIS for their funding and support of this project.

Contents

Before You Begin

About this Resource	<u>9</u>
How to use this Resource	<u>10</u>
Protocols of Use	<u>11</u>
Significance of Djeera	<u>12-13</u>
Teaching Considerations & Language Use	<u>14-15</u>
Key Concepts (Glossary)	<u>16-17</u>
Further Reading & Information	<u>18</u>
Teaching & Learning Sequences	<u>19 - 21</u>

Learning Sequence 1

Five Island Dreaming

Teaching & Learning Overview	<u>23</u>
Curriculum Mapping	<u>24 - 25</u>
Assessment Opportunities	<u>26</u>
Required Texts	<u>27</u>

Learning Experiences

1. On-Country Yarning	<u>28 - 31</u>
2. Tableaux	<u>32 - 35</u>
3. Where's Djeera?	<u>36 - 41</u>
4. Yarning Circle	<u>42 - 47</u>
5. Sister Bonds	<u>48 - 52</u>
6. Tinker, Create & Share	<u>53 - 57</u>



Contents

Learning Sequence 2

Country Connection

Teaching & Learning Overview	<u>59</u>
Curriculum Mapping	<u>60 - 61</u>
Assessment Opportunities	<u>62</u>
Required Texts	<u>63</u>

Learning Experiences

1. On-Country Exploration	<u>64 - 66</u>
2. Ephemeral Art	<u>67 - 70</u>
3. Mindfully Connect	<u>71 - 75</u>
4. My Grandma	<u>76 - 79</u>
5. Caring For Country	<u>80 - 83</u>
6. Reconnect Advert	<u>84 - 87</u>

Learning Sequence 3

Mapping Country

Teaching & Learning Overview	<u>89</u>
Curriculum Mapping	<u>90 - 92</u>
Assessment Opportunities	<u>93</u>
Required Texts	<u>94</u>

Learning Experiences

1. On-Country Exploration	<u>95 - 97</u>
2. Maps Exploration	<u>98 - 102</u>
3. Ground Map Creation	<u>103 - 107</u>
4. Ground Mapping My Special Place	<u>108 - 111</u>
5. Art Mapping	<u>112 - 115</u>



Contents

Learning Sequence 4

Living and Learning With Country

Teaching & Learning Overview	<u>117</u>
Curriculum Mapping	<u>118 - 119</u>
Assessment Opportunities	<u>120</u>
Required Texts	<u>121</u>

Learning Experiences

1. On-Country Exploration	<u>122 - 125</u>
2. Native Plant Spotto	<u>126 - 128</u>
3. Gunyah STEM Challenge	<u>129 - 132</u>
4. Bush School Reflection	<u>133 - 135</u>
5. Gunyah Procedure	<u>136 - 139</u>
6. Bush Food Mix & Match	<u>140 - 144</u>
7. Wattle Seed Hot Chocolates	<u>145 - 147</u>

Appendix

Prepositional Phrases Marking Criteria	<u>149</u>
Yarning Prompt	<u>150</u>
Glowing & Growing Visual	<u>151</u>
Tinker, Create & Share Marking Criteria	<u>152</u>
Description Marking Criteria	<u>153</u>
Ephemeral Art	<u>154</u>
Advert Marking Criteria	<u>155</u>
Native Plant Spotto (digital)	<u>156</u>
Native Plant Spotto (hard copy)	<u>157</u>
Procedure Marking Criteria	<u>158</u>
Wattle Seed Hot Chocolate Recipe	<u>159</u>
Native Plants Cards	<u>160 - 161</u>





Before
You Begin



About This Resource

This is a place-based teaching and learning resource centered around Djeera (Mt Keira). It has been designed to be implemented in the Illawarra region for Stage One students in conjunction with on-Country learning facilitated by a Local Knowledge Holder.

The teaching and learning experiences outlined in this resource encourage students to explore the cultural significance of Djeera (and the connected cultural landscape) to the Dharawal speaking peoples of the Illawarra and South Coast through a range of Aboriginal and Western pedagogies. When used in conjunction with a Local Knowledge Holder, the resource provides a stage-appropriate insight into local contemporary and historic connections, cultural practices, and knowledge systems.

The resource has detailed, student-centered learning experiences that can be differentiated to suit different learners. They can be taught as stand-alone learning experiences or linked to form an integrated unit of work across several Key Learning Areas.

You will notice that learning intentions appear at times but are not included for every learning experience. They have been included for the teaching of specific English and maths content, but are not included for any cultural content, as it is not the role of the teacher to share this with students, but the Local Knowledge Holder.

The teaching and learning experiences in this resource have been created using information from historical archival records and oral history accounts, researched and collated by the ILALC.



How to use this Resource

This resource employs the Aboriginal pedagogy of place-based learning. All teaching and learning experiences are intrinsically linked to Djeera and the surrounding cultural landscape. As such, for students to fully understand and appreciate the included learning experiences it is critical that all students have at least one on-Country experience.

To avoid perpetuating harmful stereotypes it is crucial that students learn from and with Aboriginal people, not only about Aboriginal people. It is the wish of the Aboriginal community who speak for Djeera, that an Aboriginal Knowledge Holder be involved in the delivery of one or more of the teaching and learning experiences in this resource. We recommend involving a Knowledge Holder or Aboriginal Education Officer in the tailoring and implementation of all learning experiences if possible. It is not the role of a non-Aboriginal teacher to teach Aboriginal culture. Rather this resource will help teachers to reinforce the learnings facilitated by a Local Knowledge Holder on-Country.

ILALC requests that all schools and educators show respect for the Indigenous Cultural and Intellectual Property included in this resource by following the [Protocols of Use](#) on the next page.

Please contact the **Illawarra Local Aboriginal Land Council** (02 4226 3338) for help organising a Local Knowledge Holder to co-facilitate the critical on-Country learning experience for your students. A bush tucker lunch/recess for the day may also be able to be organised (at an additional cost).



Protocols of Use

1. This resource must be used in conjunction with at least one on-Country learning experience.
2. On-Country learning experiences must be co-facilitated with a community approved Local Knowledge Holder.
3. A Local Knowledge Holder or Aboriginal Education Officer should be involved in the tailoring and implementation of all learning experiences where possible.
4. Non-Aboriginal teachers are not to attempt to teach Aboriginal culture. It is their role to help deepen students' understanding of what has been shared with the class by the Knowledge Holder.
5. Any Indigenous Cultural and Intellectual Property shared by Knowledge Holders with students/schools remains the Intellectual Property of the Knowledge Holder and is not to be shared in the public domain without the explicit permission of the Knowledge Holder.

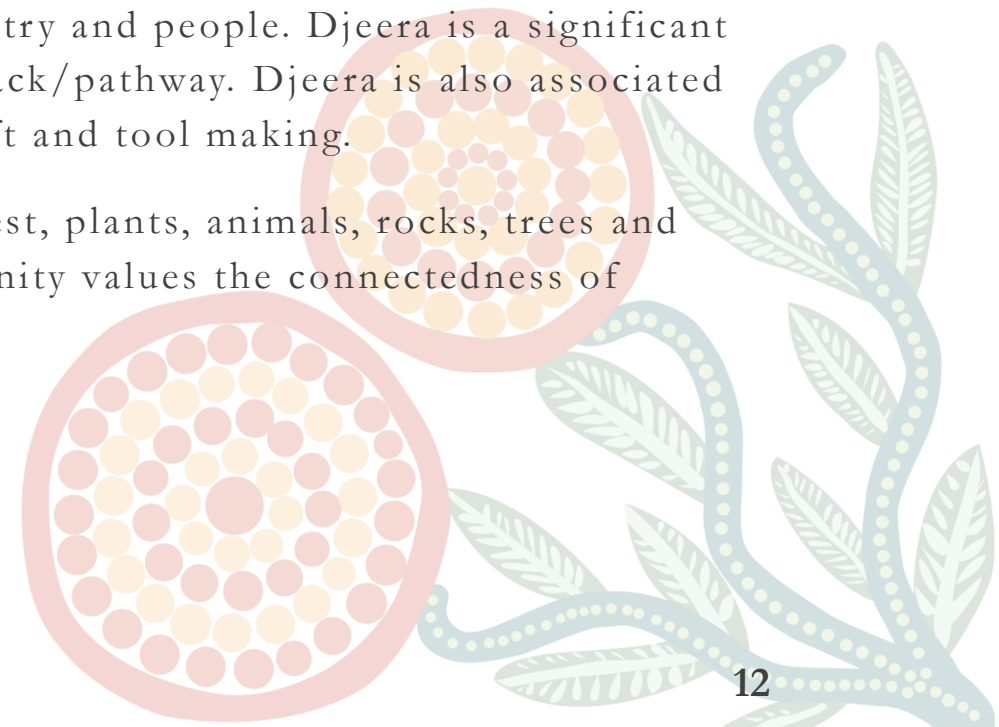
Please contact the **Illawarra Local Aboriginal Land Council** (02 4226 3338) for help organising a Local Knowledge Holder to co-facilitate the critical on-Country learning experience for your students. A bush tucker lunch/recess for the day may also be able to be organised (at an additional cost).

Significance of Djeera

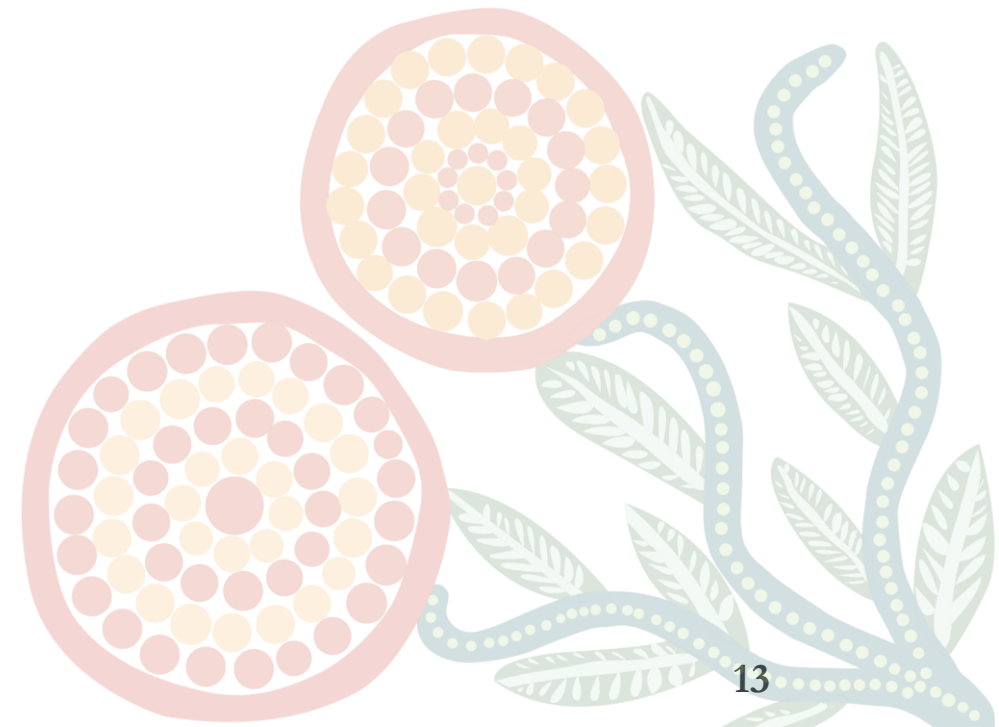
To the Wadi Wadi (Wodi Wodi), Eloura, Dharawal and Yuin peoples, Djeera and the Five Islands hold deep family and kinship connections embodied through the memories and lives of people and community, extending through time to the Ancestors that created this part of Country. Djeera and the Five Islands are themselves the embodiment of Ancestral Beings.

Continuing cultural practices, interwoven with the land have been maintained for a millennium at Djeera by the Wadi Wadi (Wodi Wodi), Eloura, Dharawal and Yuin peoples. Djeera is part of an interconnected network of Dreaming and learning tracks/ pathways linking her with other significant places and sites between the Hawkesbury River in the north and the Victorian border to the south. These tracks/pathways facilitated social, ceremonial, economic and educational networks that link Country and people. Djeera is a significant learning point or stopping point along the north-to-south learning track/pathway. Djeera is also associated with sacred women's ceremony, food and medicine gathering, and craft and tool making.

Djeera is valued for her natural elements, including the bush, rainforest, plants, animals, rocks, trees and streams. These are all of high significance and the Aboriginal community values the connectedness of everything. It is all one story.



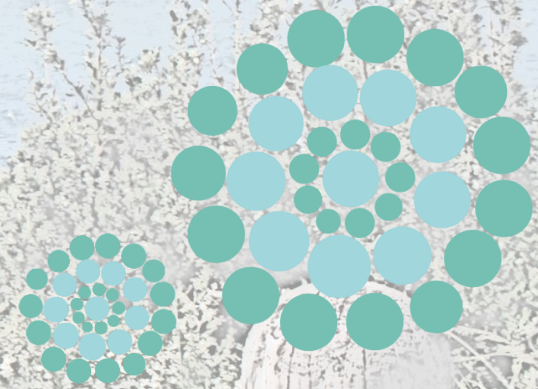
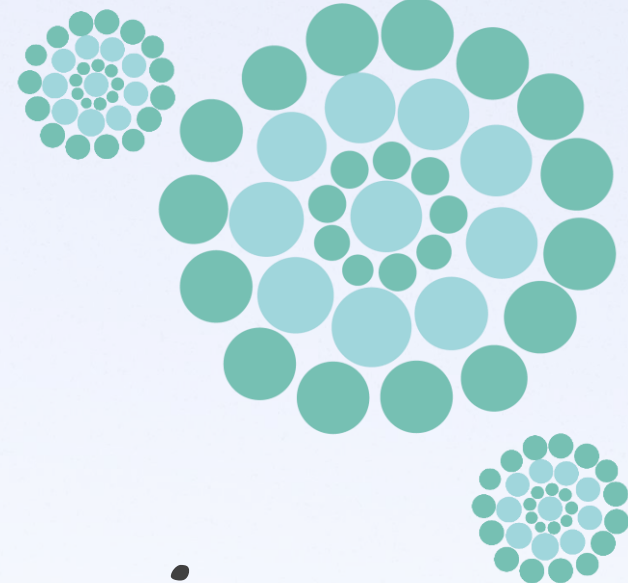
The spiritual and material significance of Djeera is just as important to the Wadi Wadi (Wodi Wodi), Eloura, Dharawal and Yuin peoples today as it has been for the thousands of generations that came before them. She is regarded by many in the local Aboriginal community as indicative of their culture and a symbol of strength. Djeera continues to be used to this day by the Dharawal speaking peoples of the Illawarra, and others who have made this Country home. The mountain is visited to connect with and be on-Country, which is fundamental to their identity, culture, health and well-being as Aboriginal people. The mountain also continues to be used for resource gathering, recreation, cultural activities, cultural practice, educational activities and sharing culture with the broader community.





Learning Sequence 1

Five Islands Dreaming





Learning

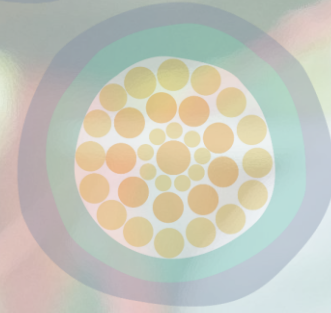
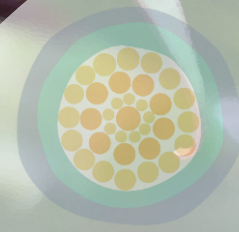
Sequence 2

Country Connection



Learning Sequence 3

Mapping Country



Learning

Sequence 4

*Living & Learning With
Country*