

**Tribal Warrior Bangabaoui Education Program - Teachers' Resources** – once you have booked your excursion you will receive a link to access our web resources including suggested classroom activities.

## **About Bangabaoui**

The Bangabaoui School Education Program gives students the chance to immerse themselves in the history and culture of Australia's First Peoples. As they cruise along Sydney Harbour in the *Mari Nawi* and learn about local Aboriginal cultural practices, traditions, ceremonies, place names and stories, students are able appreciate the significance of country, culture and identity to Aboriginal peoples. Then, with the bustling backdrop of Sydney's CBD behind them, students are encouraged to consider the impact of European colonisation on Aboriginal communities from the tranquil surrounds of Clark Island. By the end of the excursion, students will not only have a greater understanding of the importance of land, spirituality and culture to Aboriginal peoples, but they will also have developed a deep appreciation of the complexities, intricacies and unpleasant realities of Australia's shared history.

## **How to use the web resources**

The web resources have been designed to maximize the educational value of your Bangabaoui excursion. It contains information about how the Bangabaoui experience connects with the curriculum, and includes a series of teaching activities, suggestions and resources that will prepare, support, consolidate and enhance your students' experience and understanding of the excursion. Start by using the Syllabus Links page to locate information relating to how the excursion fits in to your unit of work. You will then find links to a range of activities that can be used in conjunction with your excursion. We recommend that you use and modify these resources to suit the learning needs of your class. These resources have been designed so that students can make connections between the excursion and their classroom learning, meaning that the Bangabaoui excursion will not be seen as a one-off experience, but an integrated aspect of their curriculum. In the lesson following the Bangabaoui excursion, we encourage students to spend some time reflecting on their experience. A series of reflection questions and activities can be found on the Reflection page.

## Syllabus Links

Bangabaoui meets the Aboriginal and Torres Strait Islander Cross Curriculum Priority in the Australian Curriculum. Students will understand the elements of Identity and Living Communities and the interconnected concepts of Country/Place. The program’s educational content provides informative material and focus points for all learning areas and is also a great opportunity for integrated units of work in key areas such as History, Geography, Commerce, Business Studies, Legal Studies and Aboriginal Studies. The below guide offers suggestions on where we think this experience fits into the various curricula. [Links](#) to suggested activities are available for you to prepare your students as well as integrate the excursion into your units of work and are accessible once you have booked your excursion.

### Aboriginal Studies Stage 4 & 5

Unit	Outcomes	Learn to's	Learn About's	Suggested activities
Aboriginal Identity	<p>5.2 explains ways in which Aboriginal Peoples maintain their identity</p> <p>5.3 describes the dynamic nature of Aboriginal cultures</p> <p>5.4 explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location</p>	<p>- describe expressions of traditional cultures in post-invasion contexts, for example the use of musical instruments such as the Yirdaki (didgeridoo, marluk, bamboo) and clap sticks in contemporary musical presentations</p> <p>- recognise the validity and significance of adaptations of cultural expression</p>	<p>- the use of a combination of pre-invasion and post-invasion adaptations in the expression of culture</p> <p>- the ways in which Aboriginal Peoples celebrate their cultures</p>	Suggested activities for prior to the excursion
Aboriginal Autonomy	<p>5.2 explains ways in which Aboriginal Peoples maintain</p>	<p>- analyse examples of the ways in which Aboriginal Peoples exercise their</p>	<p>- expressions of self-determination and their</p>	Suggested activities for prior to the excursion

	<p>their identity</p> <p>5.3 describes the dynamic nature of Aboriginal cultures</p> <p>5.4 explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location</p>	<p>autonomy and how these influence their cultural expression</p>	<p>influence on Aboriginal cultural expression</p>	
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#### Geography Stage 4

Unit	Outcomes	Learn to's	Learn About's	Suggested activities
Landscapes and Landforms	<p>GE4-2 describes processes and influences that form and transform places and environments</p> <p>GE4-4 examines perspectives of people and organisations on a range of geographical issues</p> <p>GE4-5 discusses management of places and environments for their sustainability</p>	<p>- investigate the aesthetic, cultural, spiritual and economic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples</p> <p>- investigate ways people, including Aboriginal and Torres Strait Islander Peoples, manage and protect landscapes</p>	<p>- explanation of the aesthetic value of landscapes and landforms to culture and identity</p> <p>- description of the cultural and spiritual value of landscapes or landforms in different places</p> <p>- assessment of the contribution of Aboriginal and Torres Strait Islander Peoples' knowledge to the use and management of an Australian landscape or landform</p>	<p>Suggested activities for prior to the excursion</p>

## History Stage 4

Unit	Outcomes	Learn to's	Learn About's	Suggested activities
Depth Study 1: Investigating the ancient past	<p>HT4-5 identifies the meaning, purpose and context of historical sources</p> <p>HT4-6 uses evidence from sources to support historical narratives and explanations</p> <p>HT4-8 locates, selects and organises information from sources to develop an historical inquiry</p>	<p>- locate and describe a variety of sources for ancient Australia, eg animal and human remains, tools, middens, art and stories and sites related to the Dreaming</p> <p>- investigate what these sources reveal about Australia's ancient past</p>	<p>- The nature of the sources for ancient Australia and what they reveal about Australia's past in the ancient period, such as the use of resources</p>	<p>Suggested activities for prior to the excursion</p>
Topic 6d: Aboriginal and Indigenous Peoples, colonisation and contact history	<p>HT4-2 describes major periods of historical time and sequences events, people and societies from the past</p> <p>HT4-3 describes and assesses the motives and actions of past individuals and groups in the context of past societies</p> <p>HT4-4 describes and explains the causes and effects of</p>	<p>- describe the key aspects of contact between the Indigenous people and the colonisers</p> <p>- describe and assess the life of ONE of the chosen Indigenous people in contact with the colonisers</p> <p>- recall the nature of early British contact with Aboriginal and Torres Strait Islander people</p>	<p>- The nature of contact following colonisation of the chosen Indigenous people</p> <p>- The nature of British colonisation of Australia</p>	<p>Suggested activities for prior to the excursion</p>

	events and developments of past societies over time	- describe the differences between Aboriginal and non-Aboriginal relationships to Land and Country		
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### History Stage 5

Unit	Outcomes	Learn to's	Learn about's	Suggested activities
Topic 2a: Making a Nation	<p>HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia</p> <p>HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia</p>	- use a range of sources to describe contact experiences between European settlers and Indigenous peoples.	- The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander peoples	Suggested activities for prior to the excursion
Topic 1c: Progressive ideas and movements (1750-1918)	<p>HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia</p> <p>HT5-4 explains and analyses the causes and effects of events and developments in the modern world and</p>	<p>- describe the main features of the chosen idea</p> <p>- assess the short and long term impacts of the idea on Australia and the world</p> <p>- discuss the relevance of the idea today</p>	<p>- the emergence and nature of key ideas in the period, with a particular focus on ONE of the following: capitalism, socialism, egalitarianism, nationalism, <b>imperialism</b>, darwinism, chartism</p> <p>- the short and long-term impacts of ONE of these ideas on Australia and the world</p>	Suggested activities for prior to the excursion

	Australia			
	HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia			

### Aboriginal Studies Stage 6

Unit	Outcomes	Learn to's	Learn about's	Suggested activities
Aboriginality and the Land	<p>P1.2 explains the consequences of invasion and colonisation for Aboriginal and other Indigenous peoples in terms of social justice and human rights</p> <p>P2.2 explains the importance of Country and the interrelationship between Country, culture, economic life and social systems for Aboriginal and other Indigenous peoples</p>	<p>- gather, select and organise information in relation to Aboriginal peoples' relationship to Country including the Dreaming</p> <p>- present balanced oral and/or written arguments about Aboriginal and non-Aboriginal land management practices and their impact on the environment</p>	<p>- relationship of Country to peoples, cultures, spirituality, health and lifestyles</p> <p>- Aboriginal and non-Aboriginal land management practices and their impact on the environment</p>	<p>Suggested activities for prior to the excursion</p>

## Ancient History Stage 6

Unit	Outcomes	Students investigate	Suggested activities
Topic B1: Ancient Australia	<p>AH11-3 analyses the role of historical features, individuals and groups in shaping the past</p> <p>AH11-5 examines the significance of historical features, people, places, events and developments of the ancient world</p> <p>AH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument</p>	<p>- representations of ancient Australia, for example origins and its longevity</p> <p>- the range of sources and their condition, including: archaeological sources: hunting tools, grinding stones, shell middens, replanting, land farming, scarred trees, carved trees, structures, rock carvings, iconography, human remains</p> <p>oral history and communication: the knowledge of the custodians of the site</p>	<p>Suggested activities for prior to the excursion</p>