

Unit Name: Inclusive Learning Through Drama

Stage: 1

Lesson name: Connection to Country

Duration: 60 minutes

Blue Sky Community Services would like to thank Mick Saunders, an Elder from the Birpai Nation, for contributing his time, advice and input to this lesson. We are grateful for his expertise in sharing his knowledge and wisdom, and thank him for his guidance in making this project a reality.

Lesson Overview

Students discuss the importance of acknowledging Country and engaging with the land and environment around them. Students use their 5 senses to connect to the earth while discussing the importance of looking after the land, and what they can do to care for the land. Students work collaboratively to create an acknowledgment of Country through actions they have come up with, which also includes what they love about their local area and how we can all protect it.

Lesson Outcomes

A student will learn to:

- communicate and express their everyday and imagined experiences in drama as a way to create meaning about them
- make drama in various groupings by responding to the elements of drama (e.g. tension, contrast, symbol, time, space, focus and mood).

A student will learn about:

- engaging in the elements of drama to develop the action of the drama
- making decisions about role, situation, space, voice and movement.

**Syllabus
Outcomes**

Teaching, Learning and Assessment

DRAMA

Performing

DRAS1.1 Takes on roles in drama to explore familiar and imagined situations.

Making

DRAS1.3 Interacts collaboratively to communicate the action of the drama with others.

Appreciating

DRAS1.4 Appreciates dramatic work during the making of their own drama and the drama of others.

Geography

GE1-1 Describes features of places and the connections people have with places.

GE1-2 Identifies ways in which people interact with and care for places.

TEACHING

Teacher notes and displays before each video in this lesson. The following videos may contain the names, voices and faces of people who are now deceased, which may cause distress to Aboriginal and Torres Strait Islander viewers. We ask that you please use care when viewing and navigating this material.

Warm-up:

Teacher explains:

- *The importance of acknowledging the First Nations Elders and Country using **Why We Acknowledge** and **Why we acknowledge land, people and water** visuals.*
- *We can acknowledge but we cannot do a Welcome, as only Traditional Owners, or Aboriginal and Torres Strait Islander people who have been given permission from Traditional Owners, are allowed to do a Welcome to Country.*

1. Teacher plays [Children's Acknowledgement of Country](#).
2. Students join in and learn the actions and words to the Acknowledgment of Country.
3. Teacher shows **Five Senses in Nature**.
4. Teacher takes students outside with their water bottles to where there is grass or trees (if raining class can be outside in an undercover area).
5. Teacher goes through the 5 senses individually with students. Teacher asks students to name all the things they can:
 - **See** in nature, e.g. trees, plants, flowers, butterflies, rocks, bark, leaves, clouds, rain, sunshine. Have students look and explore around.
 - **Smell** in nature, e.g. flowers, plants, dirt, the ocean. If it's raining has that changed the smell in the air?
 - **Taste** - have the students take a sip of water from their water bottles. Teacher explains how water is essential to life. How we need to protect our waterways and not waste water.
 - **Hear** - what sounds in nature can you hear? e.g. Leaves in the breeze, bees, birds, water. Teacher explains how they are all an intricate part of life.
 - **Touch** - have the students place their hands on the ground. What can they feel? Have students pick up a few different things in nature and feel the difference between them. What can you feel on your face? e.g. warm sunshine, rain, a breeze.

Discussion

- *What do you love about being outside in nature?*
- *Why is it so important that we respect the traditional owners and look after the land?*
- *What are some things we can do to look after the land on which we live, learn and play?*

LEARNING

Group Activity: Making a class acknowledgment with actions.

1. Students stand in a semi-circle. Teacher reads **Acknowledgement of Country**. Students repeat sentences after the teacher.
2. Teacher plays [Welcome To Country - Aunty Joy Murphy and Lisa Kennedy](#) or reads (if they have the book). Teacher explains the lovely connection Aboriginal people have with the land.
3. Teacher explains they will be making their own class Acknowledgement of Country.
4. Teacher shows the class what Aboriginal/Torres Strait Islander nation they are from using the [Gambay - First Languages Map](#) or using the [Aboriginal and Torres Strait Map of Australia](#).
5. Teacher writes their area name on the first line of the **Class Acknowledgement of Country** e.g. Gumbaynggirr.
6. Teacher continues to fill out **Class Acknowledgement of Country** or **Class Acknowledgement of Country - Printer Friendly** throughout the lesson.
7. With the whole class, teacher talks about what type of country is around their school, e.g. is there a beach, a river, forests, mountains, rainforest, rocky outcrops, desert?
8. Teacher writes one part of Country from their area on the class Acknowledgement of Country sheet, e.g. mountain.
9. Class makes up an action to describe a mountain (students are to come up with the actions themselves), e.g students may choose to put their hands above their heads in the shape of a mountain. The whole class does it together.
10. Teacher displays **Native Australian Animals** (5 pages) and asks students *if we have any of them around our local area?*
11. Teacher chooses an animal from those the students have mentioned, e.g. kookaburra. Teacher adds to class Acknowledgement.

12. Class makes up an action for the animal, e.g students might choose to move their arms like wings, and tilt their head back and laugh.
13. Students now think about plants that grow in their area, do they have a favorite tree or plant? Does it flower? Do animals eat from it or sit on it? Teacher adds to class Acknowledgement (If unsure of names can just write trees or plants), and students perform an action to represent it, e.g a eucalyptus tree - students may choose to stand tall and sway their arms.
14. Teacher discussion.
 - *What do you find beautiful about the land?*
 - *What do you see, hear, feel, smell? **Five Senses in Nature***
 - *Why is it important to look after the land?*
 - *What can we do to look after the land?*
15. Teacher and class make their own **Class Acknowledgement of Country** together using what they have written down, followed by the actions they made up.
16. Teacher reads and the students repeat the class Acknowledgement while doing the actions they created.
17. Teachers and students can continue to use this in the class throughout the year.

Discussion

- *How does it feel to have your own class Acknowledgement?*
- *Do you feel proud of your local Country?*
- *Do you want to look after it?*

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- *If time, teacher plays [Uncle Bob Randall - Every Living Thing is Family](#).*

ASSESSMENT

No formal assessment has been provided for this activity.

<p>Adaptations, Considerations and/or Adjustments</p> <p>Note: Think about how this lesson may affect students in your class and make any of these adaptations that you feel necessary.</p>	<p>Physical: Students may do inside and outside activities in a place/space that is comfortable and accessible for them.</p> <p>Vision: Provide optical magnifiers or large font visuals Activities, Five senses in nature, Acknowledgement of Country. Teacher needs to be very explicit when describing the map of Australia - describe boundaries, how big the area is, how the yellow lights fill up the land mass.</p> <p>Have students pair up for the Five Senses activity. When class is making the movements for the Acknowledgement have movements explained to students.</p> <p>Hearing: Sign for Welcome to Country - Therapy Focus Acknowledgement of Country - Key Word Sign. Show students the Five Senses in Nature chart and make a copy to take for the outdoor activity. Teacher points to words while reading the Class Acknowledgement.</p> <p>Sensory: Create a space in the classroom that gives students a 'break' from constant environmental stimulants. In the warm-up have students focus on senses they are comfortable with.</p> <p>Non-verbal: Students may participate in performance using their preferred means of communication. Incorporate technology or devices students use for communication in class. Provide questions to suit the individual students.</p> <p>EAL/D: Provide Five Senses in Nature, Activities, Use Google translate where needed. Teachers demonstrate activities.</p> <p>Other: Some students will avoid eye contact with adults as it is considered rude in some cultures. Use visuals to assist with teaching. Often in Aboriginal culture information is passed down through storytelling, not questions and answers. Allow students to demonstrate their knowledge in their own way.</p>
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Resources
<ul style="list-style-type: none"> ● Gambay - First Languages Map - First Languages Australia ● Why We Acknowledge - Blue Sky Community Services ● Welcome to and acknowledgement of Country - Recognition Australia ● Children's Acknowledgement of Country - Lifelong Learning Centres ● Acknowledgement of Country - Blue Sky Community Services ● Class Acknowledgement - Blue Sky Community Services

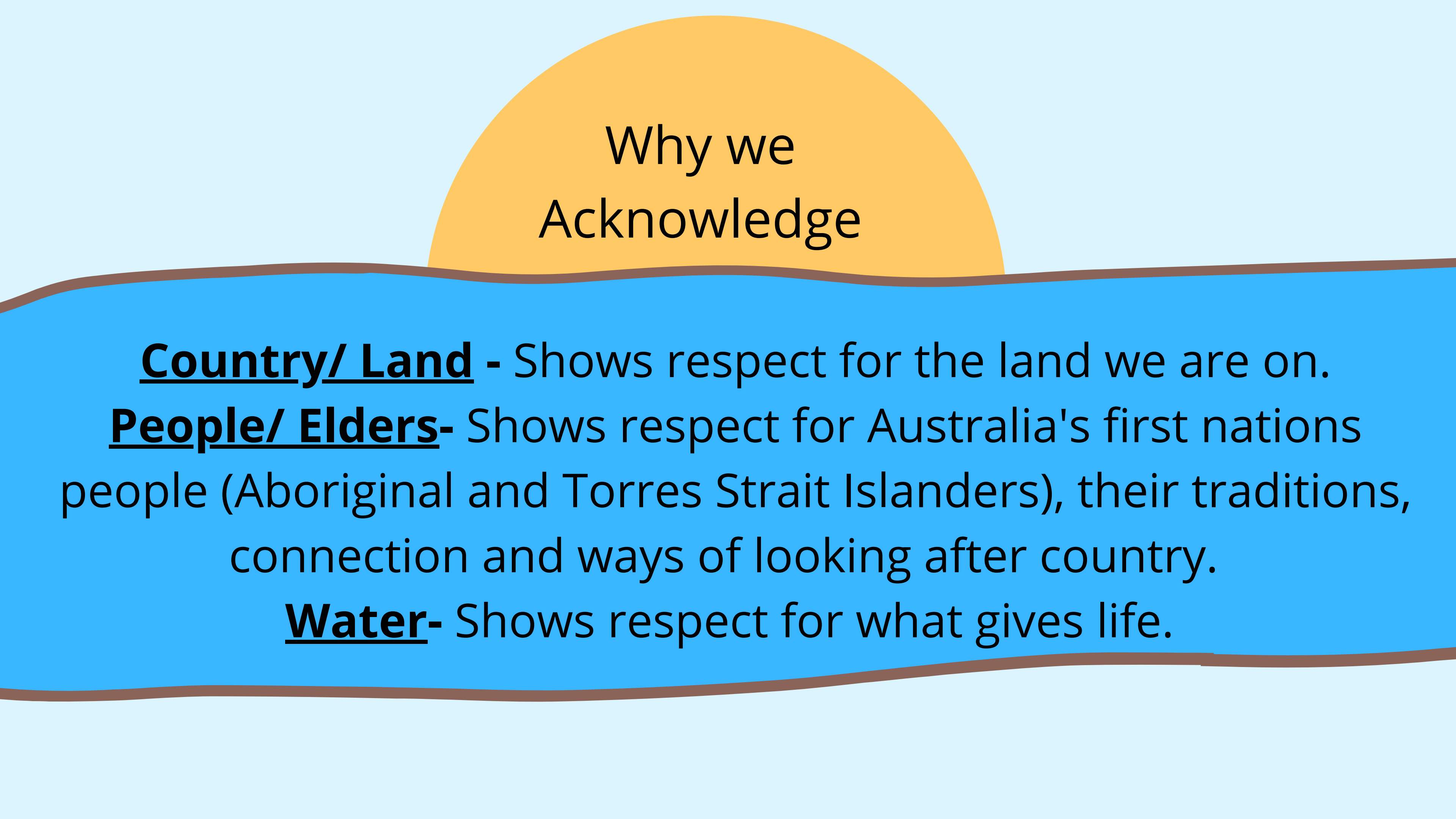
<ul style="list-style-type: none"> • Native Australian Animals - Blue Sky Community Services • Five Senses in Nature - Blue Sky Community Services • Uncle Bob Randall - Every Living Thing is Family -UPLIFT You tube • Aboriginal and Torres Strait Map of Australia - National Unity Government • How to improve Aboriginal literacy & school attendance - Creative Spirits
Resources for Adjustments (if applicable)
<ul style="list-style-type: none"> • Therapy Focus Acknowledgement of Country - Key Word Sign

Lesson Evaluation/Reflection	Yes
The lesson adequately addresses syllabus outcomes.	<input type="checkbox"/>
The lesson reflects the needs, interests and abilities of all students.	<input type="checkbox"/>
The lesson provides an opportunity for students to demonstrate what they know and can do.	<input type="checkbox"/>
The lesson includes a variety of teaching and learning activities, and resources to address the learning needs of all students.	<input type="checkbox"/>
Additional comments and suggestions for improvement:	



We acknowledge Country to show respect for the country, the traditional owners and the water.





Why we Acknowledge

Country/ Land - Shows respect for the land we are on.

People/ Elders- Shows respect for Australia's first nations people (Aboriginal and Torres Strait Islanders), their traditions, connection and ways of looking after country.

Water- Shows respect for what gives life.



Acknowledgement of Country



We acknowledge the Traditional Owners of the land where we live, work and play, and their continuing connection to land, water, sea and community.

We pay respects to Australia's First Peoples, to their unique and diverse cultures, and to Elders past, present and emerging.

Acknowledgement of Country

Insert name of your country's place and people to make the acknowledgement specific to your area.

We acknowledge the Traditional Owners of the
_____ land where we live, work and play and
their continuing connection to land, water, sea and community.

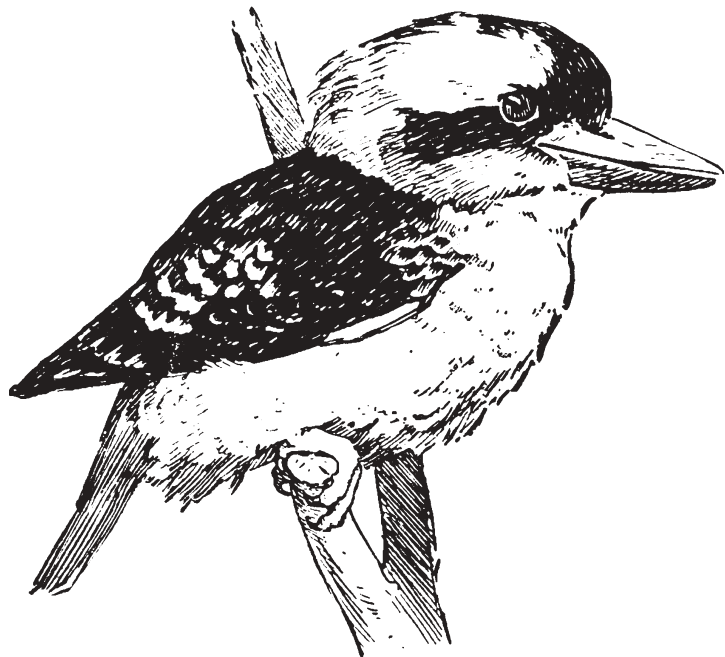
We pay respects to the traditional custodians
_____, to their unique and diverse cultures,
and to Elders past, present and emerging.

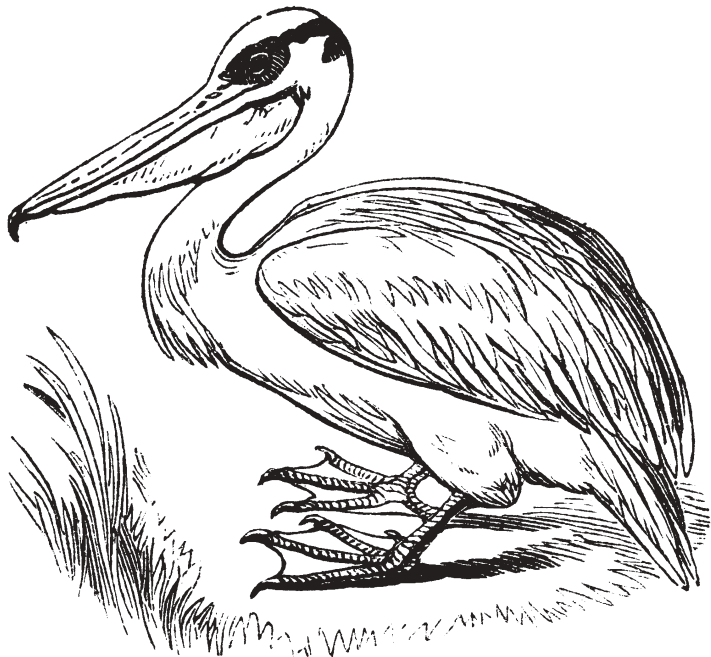
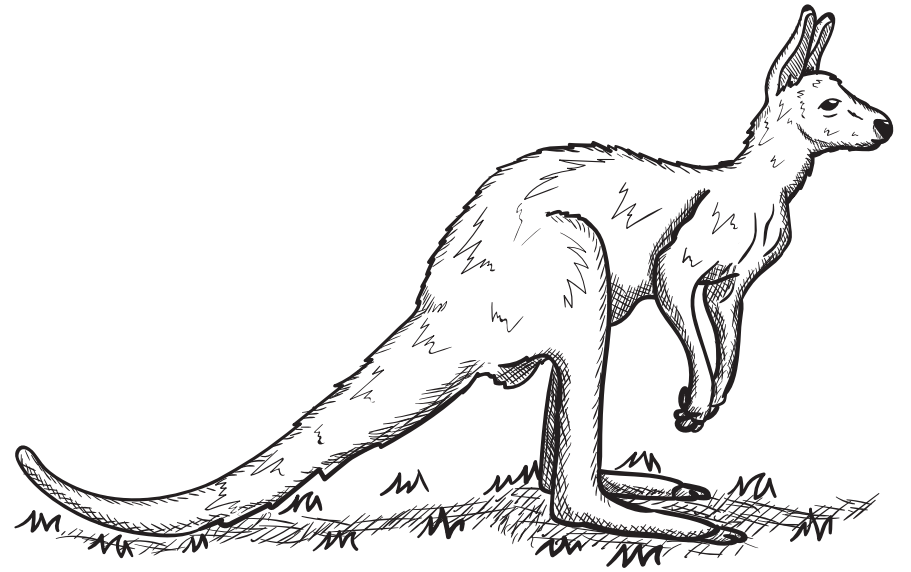
**We would like to acknowledge
the _____ (*area name*) land
and its Elders, past, present and future.**

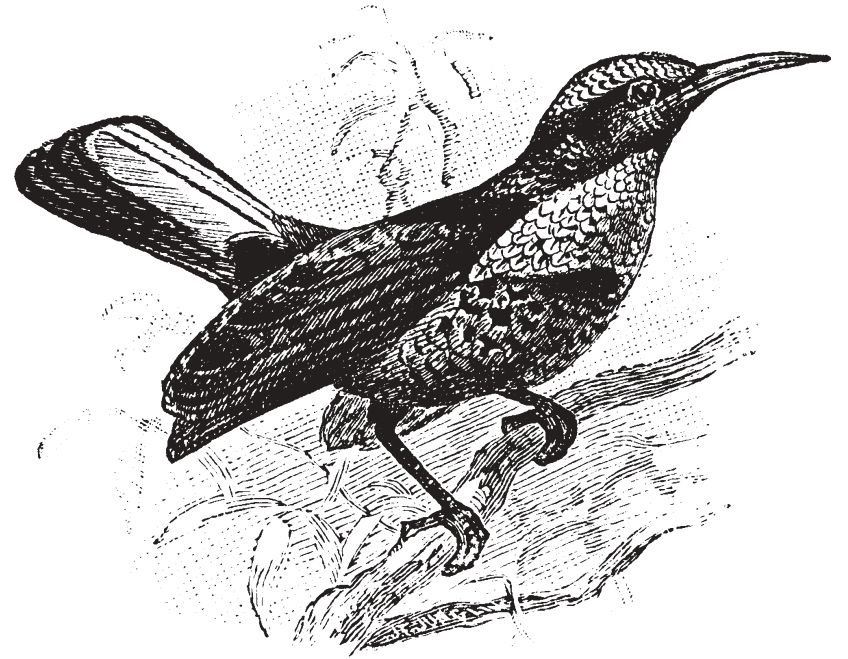
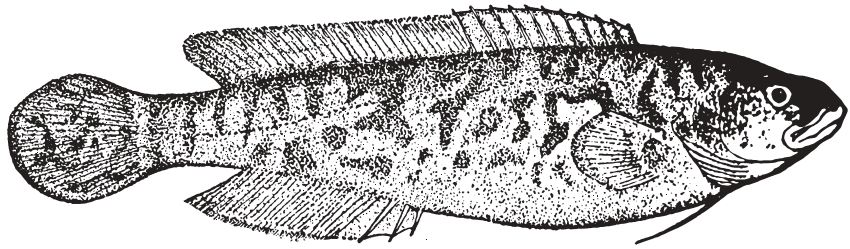
**We pay our respects to
the _____ (*landmark*)
the _____ (*animal*)
and the _____ (*plant/tree*).**

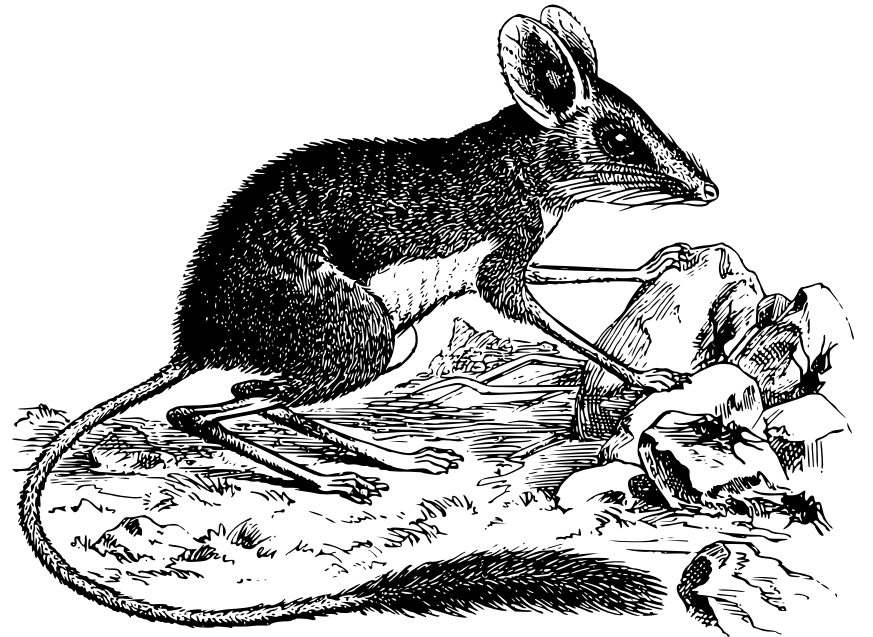
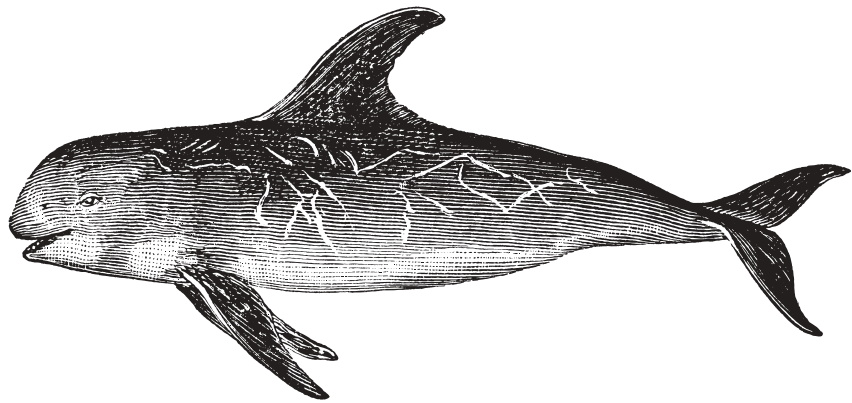
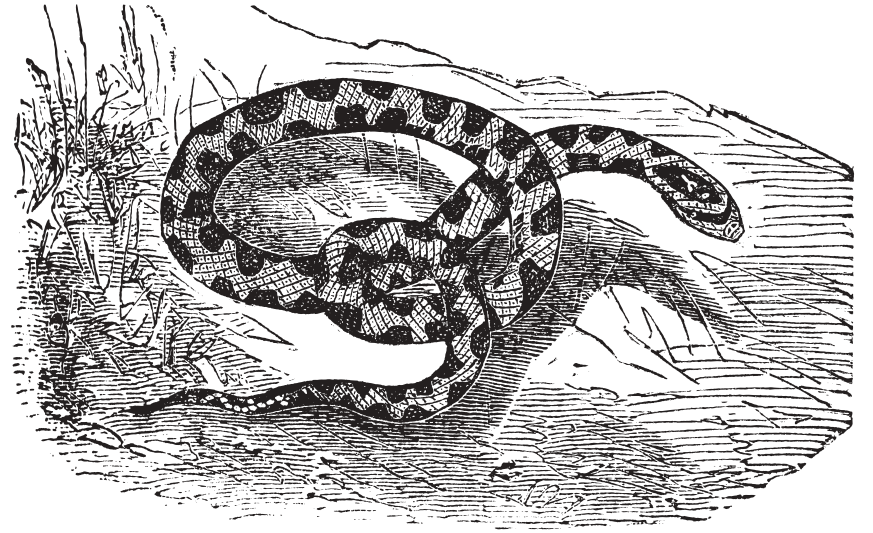
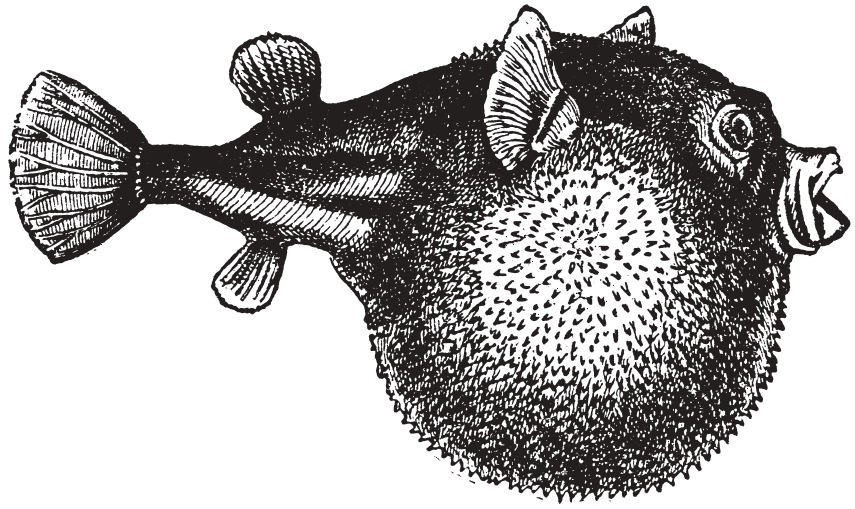
We look after the land because _____.

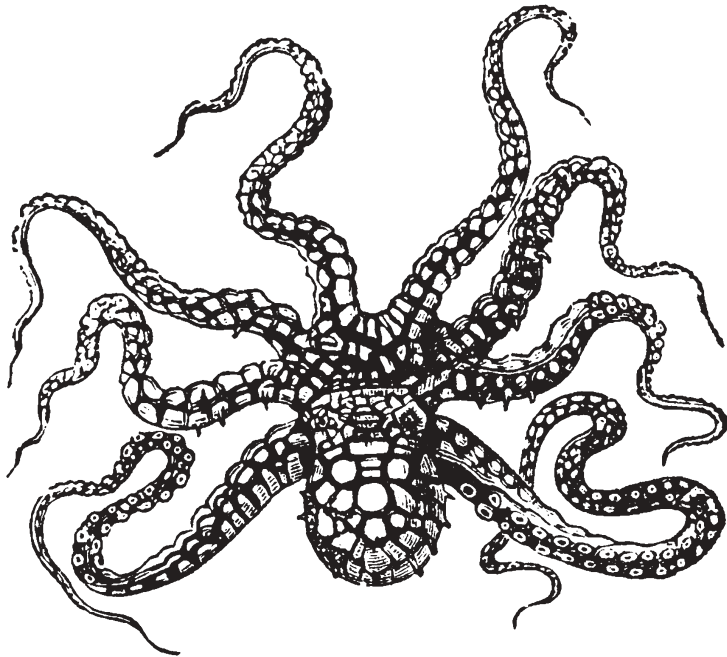
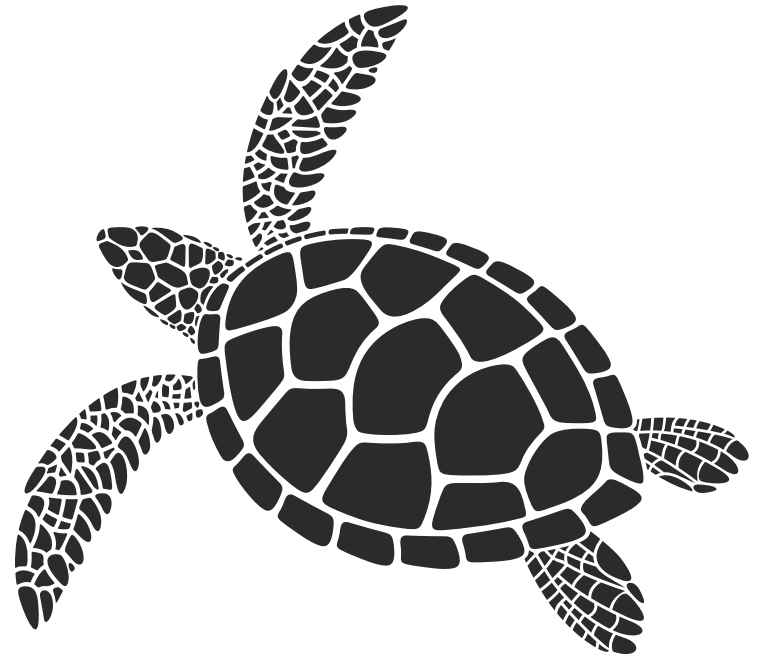
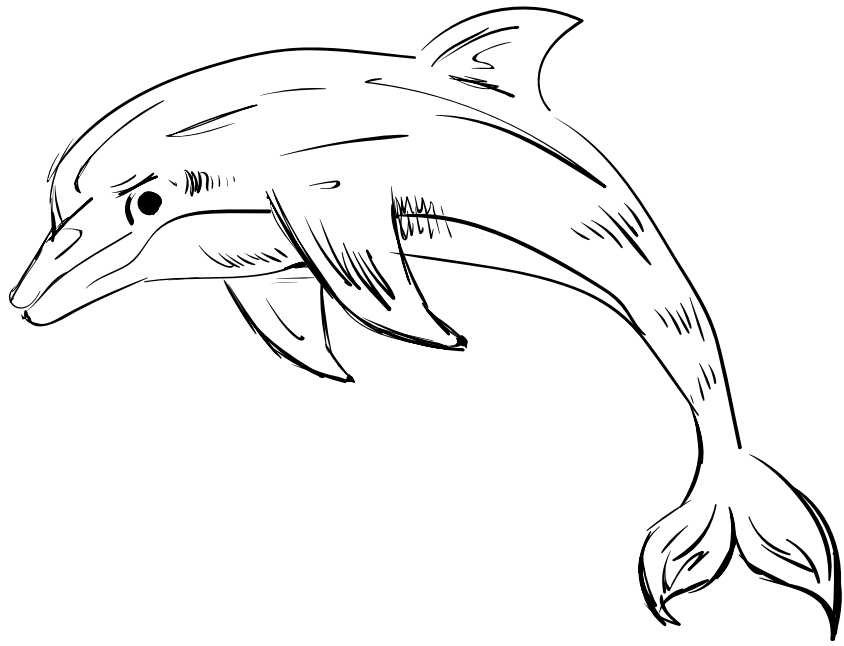
We can do this by _____.











The Five Senses



Smell



Touch



Hearing



Sight



Taste