

Understanding Nations and Language Groups

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Image source: <https://www.sydney.edu.au/about-us/vision-and-values/our-aboriginal-and-torres-strait-islander-community/kinship-module.html>

The University of Sydney – Kinship Module

The **Kinship module** is a free online resource developed by The University of Sydney to provide users with an overview of kinship structures in Aboriginal communities. The module is suitable viewing for teachers as professional learning and can be shown to students in any of the Stage 4 and 5 topic areas to develop a better understanding of the complexity of kinship systems within Aboriginal and Torres Strait Islander histories and cultures. There are eight modules in the series. Each module consists of a short video ranging from 2–5 minutes in length, several questions and additional readings. The topics in each module are:

- Welcome and acknowledgement
- Nations, Clans and family groups
- Moiety
- Totems
- Skin Names
- Language and traditional affiliations
- Lines of communication
- Disconnected lines

Reference

Kinship Learning Module – <https://www.sydney.edu.au/about-us/vision-and-values/our-aboriginal-and-torres-strait-islander-community/kinship-module/learning-module.html>

The **Community narratives** are a series of interviews and conversations with aboriginal community members to discover their perspectives on key social and cultural issues that have impacted their lives. The interviews range from about 14 minutes and 1 hour in length and provide indigenous voice which is important to address cross-cultural misunderstandings. Their first hand stories endorse Indigenous peoples knowledge.

Reference

Community Narratives – <https://www.sydney.edu.au/about-us/vision-and-values/our-aboriginal-and-torres-strait-islander-community/kinship-module/community-narratives.html>

Colour-in First Nations Map of Australia

How many of your students can identify an Aboriginal Nation, clan or language group? Understanding Indigenous place names is essential when teaching Aboriginal and Torres Strait Islander histories and cultures. This activity developed by the Harbour Trust can be adapted and integrated in any Geography K–12 class. You could use this activity in conjunction with a mapping activity where people, places and environments need to be mapped.



First Nations map of Australia; image source https://www.harbourtrust.gov.au/media/3018/ht-first-nations-map-activity_learning-resource.pdf

Activities

Access the AIATSIS map of Indigenous Australia <https://aiatsis.gov.au/explore/map-indigenous-australia> and conduct internet research to complete the activities.

Using a key, colour and label the following on the First Nations map of Australia. Include their Aboriginal names and their English names.

1. Identify FIVE Aboriginal Nation groups. e.g. Eora, Dharug, Wiradjuri, Wik, Yolngu, Gurindji.

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2. Identify the Aboriginal Nation of your home and school.
3. Identify the Aboriginal Nations of FIVE places that you have visited.
4. Identify well-known landscapes and landforms e.g. Uluru, Lake Condah and The Three Sisters. Research their country, clan and language groups.
5. Travel 100km in any direction from your home or school, name the Aboriginal lands that you will pass.

Reference

Harbour Trust – https://www.harbourtrust.gov.au/media/3018/ht-first-nations-map-activity_learning-resource.pdf

Signposting Country

It is not often that you drive in Australia and you see a signpost identifying First Nations land. However, for commuters travelling along the M1 from Sydney to Newcastle it is pleasing to see that Transport for NSW have placed signs along several locations to identify the Aboriginal lands as Darkinjung Country. There are signs in Yaegl Country in Northern NSW as well. Having more of these signs across Australia will aid in the identification of Aboriginal lands in our country.



Darkinjung Country – Image Source: <https://www.nbnnews.com.au/2020/12/09/road-signs-recognise-darkinjung-country/>



Yaegl Country – Image source: <https://www.nbnnews.com.au/2020/12/11/new-signs-acknowledging-aboriginal-country-in-the-northern-rivers/>
https://s9752.pcdn.co/wp-content/uploads/2020/12/00_00_05_24-1.jpg

References

Transport for NSW – <https://roads-waterways.transport.nsw.gov.au/about/news-events/news/ministerial/2020/201209-signposting-darkinjung-country-on-the-central-coast.html>

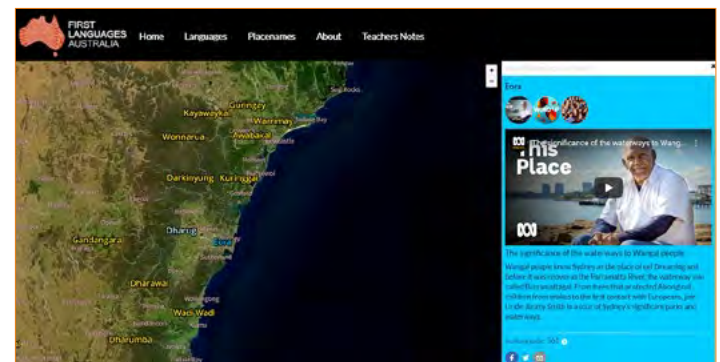
New signs acknowledging Aboriginal Country in NSW – <https://www.nbnnews.com.au/2020/12/11/new-signs-acknowledging-aboriginal-country-in-the-northern-rivers/>

Gambay – First Languages Map



First Languages Australia. Image source: <https://gambay.com.au/>

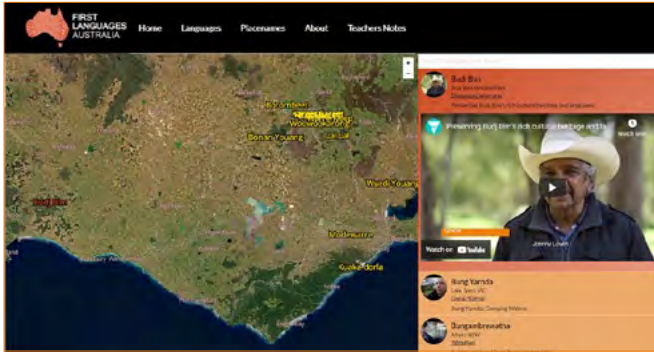
First Languages Australia is developing a map of Aboriginal and Torres Islander languages that represent the First Nations communities. This website would be useful to explain to students the varied Nations, languages and clan groups that exist. Select “explore the map” on the home page; type in the Aboriginal Language you wish to research e.g. ‘Eora’ or Select ‘Eora’ on the Map. On the right hand side, there will be some information about the language group and a reference to the Auslang code. The Eora Nation’s Auslang code is S61. Select this link to find more information about the language from AIATSIS.



First Languages Australia: image source - <https://gambay.com.au/languages/Eora>

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The First Language Map is a starting point when teaching Aboriginal and Torres Strait Islander Languages. Connect with your local Aboriginal and Torres Strait Islander families, groups and communities and or Aboriginal Educational Consultative Group for advice on languages. Another way to search is to select “place names” and search by “language” or “town.”



First Languages Australia: Image Source - <https://gambay.com.au/placenames/Budj-Bim-61>



Image Source - <https://gambay.com.au/teachers/secondary/geography>

Select “teachers notes” and ‘Geography’ for ideas to integrate Aboriginal and Torres Strait languages as a Cross-curriculum priority. There are many teaching strategies provided for K-10. For example:

Kindergarten – Learn the language names of local Aboriginal and Torres Strait Islander places. Locate them on a map.

Year 1 – Examine local Aboriginal and Torres Strait Islander seasons and identify the language terms for the season. Refer to the Indigenous Weather Knowledge on the BOM website.

Year 8 – Investigate the contribution Aboriginal and Torres Strait Islander knowledges and languages has with regards managing landscapes and landforms e.g. Uluru



Image Source: Indigenous Weather Knowledge – Bureau of Meteorology <http://www.bom.gov.au/iwk/>



D'harawal Calendar. Image Source: <http://www.bom.gov.au/iwk/calendars/dharawal.shtml>

Reference

Gambay – First Languages Map – <https://gambay.com.au/>

Rediscovering Indigenous Languages

The State Library of NSW is making accessible its archives of various documents in relation to Indigenous Languages. The aim of the project is to revitalise and preserve First Nations languages. Presently there are 20 Indigenous languages spoken from the 250 languages that existed prior to colonisation in 1788. Language is linked to culture, land and identity and therefore it is important to document them. Choose a community to view collection items. The language group is mapped according to its general location in Australia. The website is a work in progress where the community is called upon to be involved if they can contribute to the Rediscovering Indigenous Languages project. This is a valuable website that can be used in conjunction with the Gambay – First Languages Map.

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Rediscovering Indigenous Languages – State Library NSW – Image source <https://indigenous.sl.nsw.gov.au/>

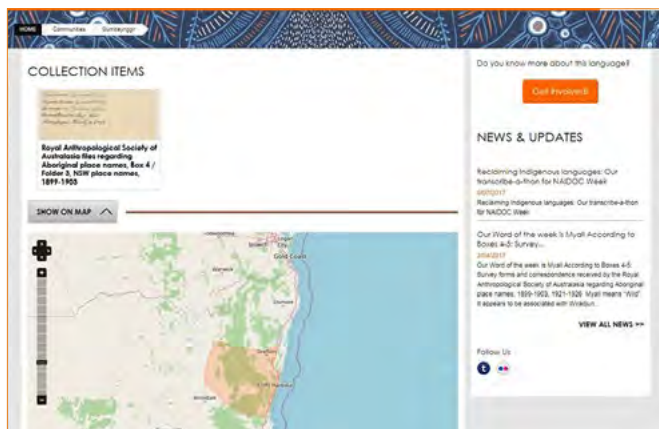


Image source: <https://indigenous.sl.nsw.gov.au/communities/gumbaynggir>

Reference

Rediscovering Indigenous Languages – State Library NSW – <https://indigenous.sl.nsw.gov.au/>

Indigenous Knowledge Institute – The University of Melbourne

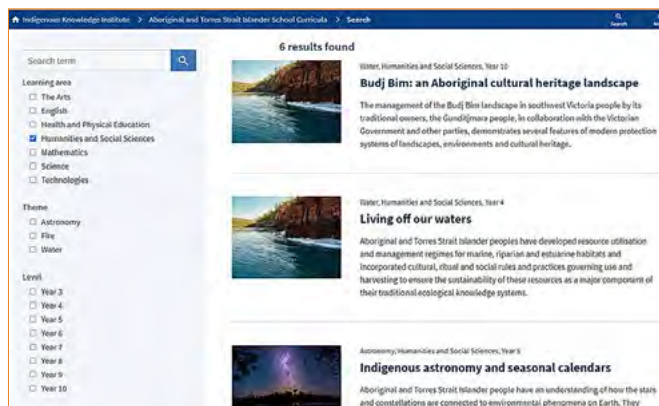
The Indigenous Knowledge Institute is an excellent source of information and provides numerous resources and teaching activities to integrate Aboriginal and Torres Strait Islander Histories and Cultures in the Geography curriculum. Their signature project is **Aboriginal and Torres Strait Islander School Curricula** – <https://indigenousknowledge.unimelb.edu.au/#projects>. There are three themes, Astronomy, Fire and Water.



Image source: <https://indigenousknowledge.unimelb.edu.au/curriculum>

Current resources with learning activities for Years 3–10 include:

- Budj Bim: an Aboriginal cultural heritage landscape
- Living off our water
- Indigenous astronomy and seasonal calendars
- Indigenous astronomy, geography and star maps
- Fire and land management: past and present
- Colonising the landscape



Indigenous Knowledge Institute. Image source: https://indigenousknowledge.unimelb.edu.au/curriculum/search?queries_keyword_query=&search_page_68090_submit_button=&queries_learningarea_query%5B%5D=humanities

Reference

Indigenous Knowledge Institute, The University of Melbourne – <https://indigenousknowledge.unimelb.edu.au/>



The Aboriginal and Torres Strait Islander School Curricula project used three themes to guide the creation of the resources: Astronomy, Fire and Water.

Image source: <https://indigenousknowledge.unimelb.edu.au/curriculum>