

VALUE OF LAND

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IMAGE SOURCE: Wikimedia Commons – [https://commons.wikimedia.org/wiki/File:Uluru%E1%B9%9Fu_\(Ayers_Rock\)_Sunset.jpg](https://commons.wikimedia.org/wiki/File:Uluru%E1%B9%9Fu_(Ayers_Rock)_Sunset.jpg)

Students will investigate the aesthetic, cultural, spiritual and economic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples

- Explain the aesthetic value of landscapes and landforms to culture and identity
- Describe the cultural and spiritual value of landscapes or landforms in different places

TASK

The class is to watch '10 Incredible Geological Formations' – <https://youtu.be/eTl1uG8TVhw>

As a class, discuss and brainstorm the differences of these geological formations. Ask a student to write the notes on the board in the form of a mind map. The centre being 'Geological Formations' then each arm to be categorised by:

- Global location
- Size
- Shape
- Colour
- Type of rock
- Processes e.g. weathering / erosion

All students will copy this down into their workbooks (or using an online mind map tool).

All students are asked to reflect on what the mind map shows. Are there any patterns? Are geological formations the same? Or do they differ? Ask them to elaborate on their responses.

You are looking for students to notice how geological formations differ greatly across all categories. State the reason for this as being due to the location and type of rock. Further reasons could include climate – more erosion from wind, water, ice, plants due to the climate.

Ask students to choose their number one from the list below and to justify why this is their favourite. Students should use their own research to gather more information on these formations.

- Wave Rock – Australia
- The Stone Forest – China
- Eye of the Sahara – Mauritania
- Chocolate Hills – Philippines
- Queen's Head – Taiwan
- Devil's Tower – USA
- The Fairy Chimneys - Turkey
- The Wave - USA
- Pamukkale - Turkey
- Danxia Landform – China

We are looking to see the reasons they pick their number one. What value have they placed on it? Aesthetic, cultural, spiritual or economic. The likelihood is aesthetic - what they see and how attractive/interesting it makes that formation.

Now we are going to look at what the terms aesthetic, cultural and spiritual, and economic mean with regards to the value of land.

FIRST NATIONS PEOPLES

Ask students to write down the four terms in their workbooks.

Ask the class if they know the definitions of these terms.

Together create a definition for all four terms. Students are to write these definitions next to the terms.

We are aiming for each student to have written down a definition for all four terms ensuring they understand their meaning.

CASE STUDY: THE GREAT BARRIER REEF



Google Stock Image

As a class watch these videos which provide information on the value of the Great Barrier Reef.

- Beautiful underwater nature (4 minutes) <https://youtu.be/3Gioc3QAJ7s>
- Our stories are connected to the Reef (3 minutes) https://youtu.be/lr1Zx2ZQ_WA
- The economic, social and icon value of the Great Barrier Reef (3 minutes) https://youtu.be/C_64F49X5cU

After each video, discuss how each video identified the value of land. Students take notes.

Discuss with students the importance of cultural and spiritual value and how it may differ to modern day values.

The Great Barrier Reef – Indigenous Value (cultural and spiritual value of land)

This task asks students to produce an infographic that can be used to promote the Indigenous value of the Great Barrier Reef.

Using the online Canva tool www.canva.com, select the infographic template to get started.

Alternatively, students can hand draw or use any other online tool to create the infographic/poster.

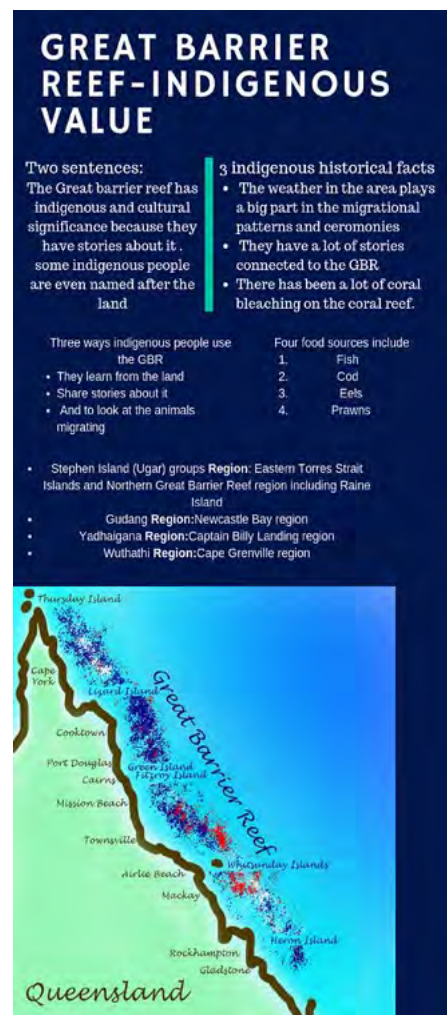
TASK

1. Create an infographic like the one below.
2. Using the videos watched, this link

<http://www.gbrmpa.gov.au/our-partners/traditional-owners>, and your own research, include the following in your infographic:

- a. Title: *The Great Barrier Reef – Indigenous Value*
- b. A map of the area
- c. TWO sentences on the cultural AND spiritual significance of the Great Barrier Reef to Indigenous Peoples
- d. Include at least THREE key Indigenous historical facts about the Great Barrier Reef
- e. Include the Nation and Clan names for each of the areas – providing the current name given and its Indigenous name
- f. Include at least THREE ways Indigenous Peoples used and still use the GBR
- g. Include at least FOUR different types of food sources the GBR provides Indigenous Peoples.

Student example below:



Suggested time 2 x 50 min lessons all depending on the ability of the class. An extra lesson can be given to allow students more time to research and complete the infographic.