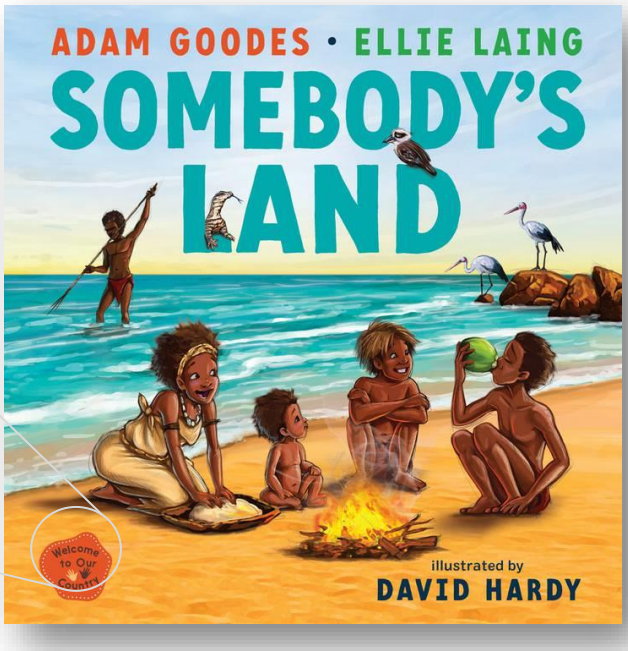
EDUCATIONAL RESOURCES BY
CULTURE IS LIFE

SOMEBODY'S LAND

By Adam Goodes and Ellie Laing, illustrated by David Hardy

We acknowledge the traditional custodians of all Aboriginal and Torres Strait Islander lands and waterways. We pay respects to Elders both past and present and extend respects to all Aboriginal and Torres Strait Islander peoples today.



ABOUT THE RESOURCE DEVELOPERS: CULTURE IS LIFE

Culture is Life is an Aboriginal-led not-for-profit organisation that works to inspire change by supporting projects and programs that are anchored in cultural activities and expression. To address the prevalent issues of health inequity and to draw on growing evidence that cultural strengthening influences the health and well-being of First Nations peoples globally, Culture is Life backs Aboriginal-led solutions that deepen connection to culture and country for Aboriginal young people. The organisation's work aims to build awareness and educate the broader community to reframe the relationships Non-Aboriginal people have with Australia's First Peoples, leading educational and advocacy change across key environments to strengthen the well-being of Aboriginal young people.

ISBN (AUS): 9781760526726

THEMES: Aboriginal histories and culture, caring for Country, terra nullius, ethics, unity

RECOMMENDED FOR: 4–8 years old. A book for preschool to Year 3

CURRICULUM LINKS:

Cross-curricular priorities: Aboriginal and Torres Strait Islander histories and cultures: People, Culture, Country/Place, Identity and Living Communities

Learning areas:

- **ENGLISH: Literacy, literature and language**
- **HASS (History, Geography, Civics and Citizenship)**
- **Arts (Dance, Music, Visual Arts)**
- **Maths and Science**

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See key concepts and learning ideas here

See how each learning area can value Aboriginal and Torres Strait Islander Histories and Cultures as a cross-curriculum priority here

CURRICULUM

At the time of writing, the Foundation to Year 10 Australian Curriculum is under review for a 2022 implementation.

In 2021, the Australian Curriculum is working towards addressing two distinct needs in Aboriginal and Torres Strait Islander education:

- that Aboriginal and Torres Strait Islander students are able to see themselves, their identities and their cultures reflected in the curriculum of each of the learning areas, can fully participate in the curriculum and can build their self-esteem.
- that the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority is designed for all students to engage in reconciliation, respect and recognition of the world's oldest continuous living cultures.

ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES

(extracted from the Australian Curriculum Assessment and Reporting Authority)

The Aboriginal and Torres Strait Islander Histories and Cultures priority provides opportunities for all students to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. Through the Australian Curriculum, students will understand that contemporary Aboriginal and Torres Strait Islander communities are strong, resilient, rich and diverse.

The Aboriginal and Torres Strait Islander Histories and Cultures priority uses a conceptual framework to provide a context for learning. The framework comprises the underlying elements of **Identity** and **Living Communities** and the key concepts of **Country/Place**, **Culture** and **People**.

Aboriginal and Torres Strait Islander Identities are represented as central to the priority and are approached through knowledge and understanding of the interconnected elements of Country/Place, Culture and People.

The development of knowledge about Aboriginal and Torres Strait Islander Peoples' law, languages, dialects and literacies is approached through the exploration of Cultures. These relationships are linked to the deep knowledge traditions and holistic world views of Aboriginal communities and/or Torres Strait Islander communities.

Students will understand that Identities and Cultures have been, and are, a source of strength and resilience for Aboriginal Peoples and Torres Strait Islander Peoples against the historic and contemporary impacts of colonisation.

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INTRODUCTION

ABOUT *SOMEBODY'S LAND*

Somebody's Land is an invitation to connect with First Nations culture, to acknowledge the hurt of the past, and to join together as one community with a precious shared history as old as time.

The story told by Adam Goodes and Ellie Laing, together with David Hardy's pictures, full of life, invite children and their families to imagine themselves into Australia's past – to feel the richness of our First Nations' history, to acknowledge that our country was never terra nullius, and to see the impact of colonisation from a First Nations perspective.

The creators and publishers hope the book will be a prompt for people to take a deeper interest in First Nations rights and issues and explore the many other books, documentaries and films that are available.

ABOUT THE WELCOME TO OUR COUNTRY SERIES

Welcome to Our Country is a five-book series designed to connect young children, teachers, parents and carers with First Nations history and cultures. The second book in the series, *Ceremony*, is a joyful celebration of an ancient, and ongoing, tradition. It will be released in April 2022.

A WORD FROM ADAM GOODES AND ELLIE LAING

'This book is a reflection of me. I'm incredibly hopeful. I choose to be positive, to help us heal as a nation.

'Ellie and I saw an opportunity to create something we could be very proud of – a resource for parents and their younger children around Indigenous culture. As a new father, with my daughter now approaching the age where she will start school, I'm so proud to be publishing a series of books about Australia's Indigenous history.'

Adam Goodes

'When my eldest son came home singing Indigenous lullabies and reciting an Acknowledgement of Country, I was so moved – I wanted to continue the conversation with him, to learn more and to ask questions.

'We would love this series to become a conversation starter for people young and old, to understand the importance of acknowledging Country, the truth about Australia's history, and the rich culture of the traditional custodians of the land we live in.'

Ellie Laing

A WORD FROM DAVID HARDY

'Growing up, I never received any education around the term "terra nullius" or the Acknowledgement of Country. *Somebody's Land* was one of those stories where as soon as I read it, I thought – I have to do this.'

David Hardy

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IMPORTANT INFORMATION FOR EDUCATORS:

CONSIDER BEFORE TEACHING *SOMEBODY'S LAND*

Please consider **protocols** and **cultural safety** in providing a safe space for young people to learn, ask questions and express their thoughts and feelings.

It is also important that educators value the benefits of young people's understanding and connection to place, belonging, community and kinship in strengthening relationships with First Peoples. To know our world's longest surviving culture is a gift to be appreciated!

Useful Questions for Educators to Ask Themselves After Reading *Somebody's Land*

1. What is this book about?
2. Who is the book intended for?
3. What messages and learnings are obvious in this book?
4. What messages and learnings may be more deeply embedded?
5. Why is this book important for my students to read?
6. What changes do I want to see? What role can I play in creating these?

Personal check-in

We invite educators to truly pause and reflect on your connection and understanding of Aboriginal and Torres Strait Islander peoples, cultures, traditions, customs, perspectives and knowledges before reading this book to children in your classroom. We ask you to be vulnerable in reflecting on your experiences and prior knowledge of the traditional custodians of the land that you live on. Identify any areas where you can strengthen your understanding to ensure you are providing the most respectful and honest learning for your students. A very useful Further Reading list is provided later in these notes.

ABOUT THE ART STYLE

Creative licence has been taken with regard to historical accuracy, and clothing; and other details reflect the sensibilities of a contemporary audience. The settings are general, depicting the tropical north, central Australia, and scenes that reference colonial artworks in other states.

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UNDERSTANDING PROTOCOL

Protocols exist as standards of behaviour used by people to show respect to one another.

Cultural protocol refers to the **customs**, **lore** and **codes of behaviour** of a particular cultural group and its way of conducting business. It also refers to the protocols and procedures used to guide the observance of traditional knowledge and practices, including how traditional knowledge is used, recorded and disseminated. (Extracted from the website of the Secretariat of National Aboriginal and Islander Child Care – SNAICC: What are Cultural Protocols?)

WHY ARE PROTOCOLS IMPORTANT?

As the traditional custodians of the land, it is imperative that the special position of Aboriginal people is recognised and integrated into official protocol so as to propagate the culture into the wider community and promote a better relationship between Aboriginal and Torres Strait Islander people and the general community.

A lack of understanding of the differences between Indigenous and non-Indigenous cultures is often the site for breakdowns in communication, leading to a misconstrued portrayal of Indigenous people. (Extracted from SNAICC online: Why Do We Need Protocols?)

**** TO FIND OUT MORE, WE RECOMMEND THAT ALL EDUCATORS VISIT SNAICC ONLINE ****

In understanding and honouring the survival and strong presence and culture of Aboriginal people today, when discussing Aboriginal ways in past tense, it is important for adults to confirm that Aboriginal cultural practices in this book are still strong and practised today. Even if this looks different, the topics are not just historic.

CULTURAL SAFETY FOR CHILDREN

This book was written from both an Indigenous and non-Indigenous perspective, with a shared vision for all people to better connect and understand the true histories, cultures and peoples of the land we now call Australia.

It is important to first consider any Aboriginal and Torres Strait Islander children reading this book and how the perspectives and themes could impact them. The significant impacts of past and current policies influence Aboriginal and Torres Strait Islander children's journey, and knowledge and experiences differ between every child. It is also important to consider the experiences of any person reading this book, who could be impacted by the removal from their homelands, family, kinship and country.

Start conversations with your students and their families prior to teaching and consider the wellbeing and backgrounds of your students. There may be Aboriginal and Torres Strait Islander children in your classroom who will relate and feel connected to these stories in a way that they want to celebrate. Many Aboriginal and Torres Strait Islander peoples are also directly impacted by practices and policies that impact their connection to culture, kinship and place, and stories of removal and dispossession can be triggering. As their educator, you know your students best, so please use your professional judgement.

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Consider what school/setting policies and practices you have in place for **ensuring the wellbeing of children**. This may include the presence of wellbeing staff, Aboriginal support workers, chill-out rooms or tasks children can do to feel safe while reading e.g. drawing.

Identify local support services in your school and community and share these with your school and staff. Encourage staff to access these services, and/or school welfare, for any students showing signs of needing additional support.

Invite your local Aboriginal and Torres Strait Islander community and local Aboriginal services to your school. Build relationships with them so they are a part of your learning community. We strongly encourage you to invest in an Elder of the traditional Country that you are on to welcome your staff and students to Country and share their knowledge and perspectives.

Consider cultural competency or inclusion training and how your school can benefit from ongoing professional development and training in this area.

Visit Reconciliation Australia's website to consider your school's reconciliation journey through their Reconciliation Action Plans (RAPS) and educational resources.

FURTHER RECOMMENDED READING FOR ADULTS

Uluru Statement from the Heart

AIATSIS Map of Indigenous Australia

Acknowledgement of Country – Common Ground

Terra Nullius, Treaties, Native Title and the landmark Mabo decision

Trade with the Makasar, NMA pre European contact article

Ten Enduring Aboriginal Inventions – Australian Geographic

Why is it important for students to learn about Aboriginal culture?

The Australian Dream Educational Resources

Uncle Archie Roach Stolen Generations Educational Resources

Indigenous Kinship

Koori Curriculum – Aboriginal children's books and more

Aboriginal bush medicines – Australian Geographic

Grinding Ochre by Aunty Lynn Chapman

Australia's First Astronomers

The Arts – Dance. Narragunnawali

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BUILDING FIELD KNOWLEDGE

Find out what your students already know about Aboriginal and Torres Strait Islander histories and cultures by asking questions such as:

- Who were the first peoples to live on the land we now call Australia?
- What do you know about how Aboriginal people lived? [Encourage a broad discussion, including music, art, food, history, language and culture.]

In understanding and honouring the survival and strong presence and cultures of Aboriginal people today, when discussing Aboriginal ways in past tense, it is important for adults to confirm that Aboriginal cultural practices in this book are still strong and practised today. Even if this looks different, the topics are not just historic.

- What are different names for Aboriginal and Torres Strait Islander peoples? What does Indigenous, First Nations and First People mean?

It is important for children to understand these names can be used for the same group of people. It can be appropriate to use either term or their specific clan or language group if known. The best way to know how a specific person prefers to be referred to is to respectfully ask. This book refers to Aboriginal people as a term for the collective of many groups of First Peoples from mainland Australia.

- Do you know what an Acknowledgement of Country is and why it is important? Perhaps mention here that the class will be Acknowledging Country before reading *Somebody's Land*.

RESPONDING AND EXPLORING IN THE CLASSROOM

BEFORE READING *SOMEBODY'S LAND*

Show students the *Somebody's Land* front cover and give them plenty of time to absorb the illustrations and title. Encourage them to think deeply about the cover by asking questions such as:

- What animals can you see on the cover? An alternative question for very young students could be: Can you find the kookaburra, goanna and brolgas on the cover?
- Where do you think this book will be set?
- What do you think the mum and dad are doing for their family?
- What do you think the baby is thinking while looking at the 'big boys'?
- Do they look happy together? Why do you think that?
- The book's title is *Somebody's Land*. Who do you think the *Somebody* in the title might be?

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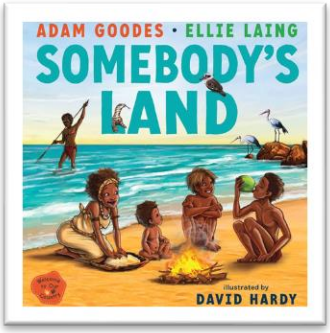
An identification and counting exercise for preschoolers to Foundation/Prep



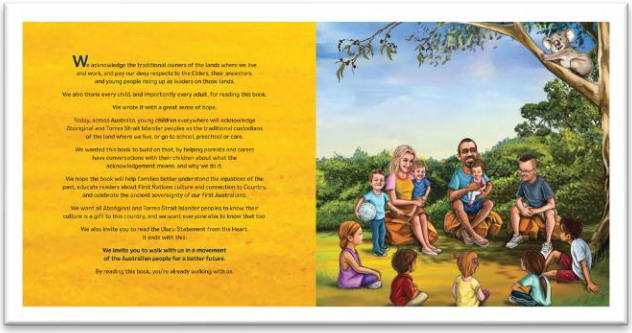
Front Cover

Ask students to count how many mums are in the picture [1], how many adults [2], how many children [3], how many animals [4], how many people in total [5].

Endpapers

Open the book and show the book's endpapers – the double sheet of paper partly glued to the inside of the cover – and see how many animals students can identify. As the animals are shown multiple times, invite students to count how many of one specific animal they can find. For instance, how many koalas can they see?

The forward



It is important to note that the forward is speaking to adults about the purpose of the book. We highly recommend you read the message from the book's creators as it encapsulates what they hope to achieve in classrooms and homes across Australia.

However, it is also recommended that you read the **Acknowledgement of Country** in the first paragraph and talk to students about the image of the people sitting in a circle (on the opposite page). Explain that the image is of the authors and illustrator of *Somebody's Land* with their own children and young friends and that they too always acknowledge Country when they come together.

General Discussion Questions While Reading

- What do you see in the drawings?
- What are the people doing?
- What does the land and waters look like?
- How does this make you feel?

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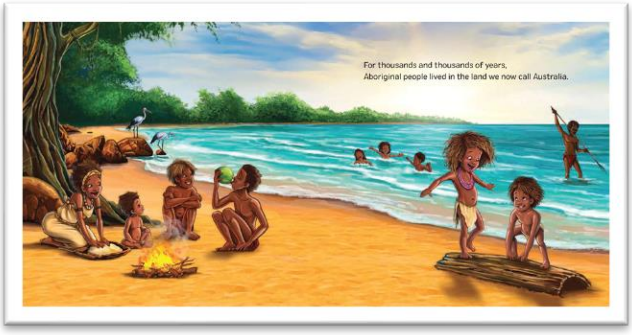
LET'S START READING *SOMEBODY'S LAND*

Opening Spread



A key theme of the book is that Aboriginal people have been living for many, many, many generations in Australia so it is worth spending a little time discussing the sentence, 'For thousands and thousands of years, Aboriginal people lived on the lands we now call Australia.' As concepts of time can be difficult for very young children, help them understand this by asking:

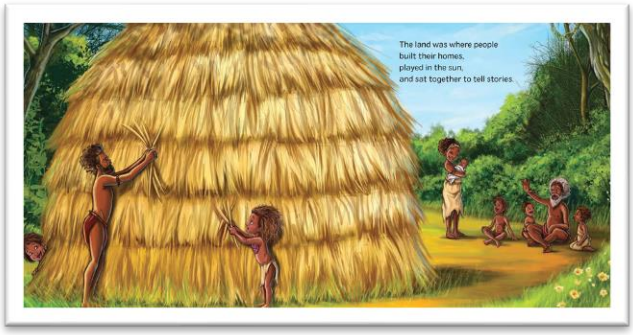
- How long have you been alive? How long have the adults and the oldest people you know been alive? Compare this to thousands and thousands of years.

In understanding and honouring the survival and strong presence and cultures of Aboriginal people today, when discussing Aboriginal ways in past tense, it is important for adults to confirm that Aboriginal cultural practices in this book are still strong and practised today. Even if this looks different, the topics are not just historic.

Look closely at the image and **encourage student empathy** by asking questions such as:

- What are the kids doing in the water?
- What are the two kids doing on the log?
- How do you think these people feel about their life?
- Do they look like they care about the land and water around them?

Next Spread



Another key theme in the book is that Aboriginal people did, and continue to, have a strong sense of home and kinship. You can explore this further by asking questions such as:

- What does 'home' mean to you?
- How do you feel when you are home?

Y3 – 6 Socialising

Interact with peers, the teaching team and visiting Elders/community members about aspects of personal worlds, such as experiences at school, home, everyday routines, interests and activities.

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- How does this home look different from your home?
- What are they using from the Australian bush to build their home? *(This will be explored later in the After Reading activities)*

Point out the image on the right-hand page of the young children sitting with the Elder who is telling them stories. Encourage empathy by asking:

- What are stories?
- Do you like hearing stories?
- Who's your favourite storyteller?
- How do you feel when you hear stories from them?
- Why are stories so important? *(This will be explored later in the After Reading activities)*

Next Spread

Y4 HASS – Knowledge and Understanding – History

Comparing the European concept of land ownership, including terra nullius, with the Aboriginal and Torres Strait Islander Peoples' relationship with the land, sea, waterways and sky, and how this affected relations between the groups.

The fallacy of terra nullius is the core of *Somebody's Land,* so it is worth spending time on this page. Older students will be able to answer some of these questions more easily than younger students, so you may need to adapt to your own class's abilities.

- Who are the 'white people' in the image?
- Where did they come from?
- How did they arrive in Australia?
- How else can we describe the people standing in uniforms on the sand?[1]
- How do you think they feel about arriving?
- What in the illustration told you that?
- What are the Aboriginal people doing in this image?
- What might they be thinking and feeling watching strangers arrive on their shore?[2]
- What does terra nullius mean?[3]
- How does 'land belonging to no one' contradict what we have seen on the earlier pages? *(This will be explored later in the After Reading activities)*

[1] European, British, men from England

[2] The concepts of safety, community, strangers and invasion can be discussed here. It is important that children feel safe when having these discussions (refer to cultural considerations).

[3] Latin for 'land belonging to no one'

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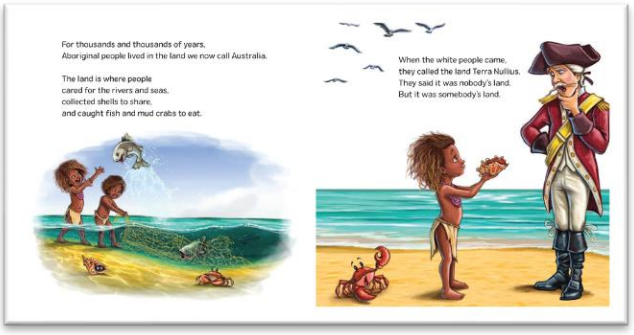


Caring for Country is at the heart of Aboriginal histories and culture, so take a moment to discuss the left-hand image of the children using nets for catching fish to eat. Explain that they are only taking what they need here so the land and waterways are never damaged, and that this is still a common practice.

- What does caring for the lands, waterways and animals look like? *(This will be explored later in the After Reading activities)*
- What do you see in the image on the right-hand page?
- What is the child offering the man?
- Why do you think the child might be doing this?
- What does the man's face tell us about what he is thinking?

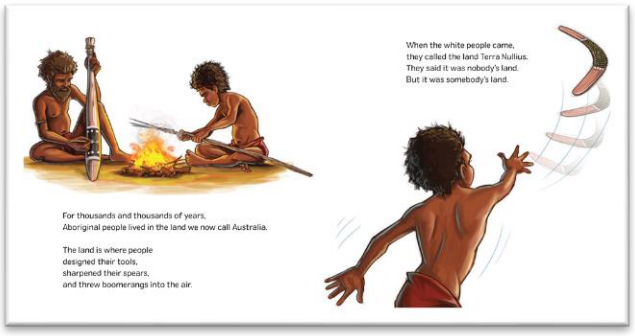
Foundation – Science as a Human Endeavour, Nature and development of science

Recognising how Aboriginal and Torres Strait Islander Peoples gain knowledge about the land and its vital resources, such as water and food, through observation.

Y2 Earth and space sciences

Earth's resources are used in a variety of ways; considering how Aboriginal and Torres Strait Islander Peoples live in regions with scarce resources or in sensitive environments.

Next Spread



This page elaborates the earlier theme that Aboriginal culture and history was, and continues to be, rich, unique and complex. Consider asking the following questions as a way to help students better understand this idea.

- What is the importance of fire? What is it used for?
- What could tools (e.g. fish traps, firestick farming, water bags), spears and boomerangs be made out of? *(This will be explored later in the After Reading activities)*
- What is the man doing with the boomerang?

Y1 Country/Place

Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place and have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways.

Y1 – Y3 Science

Understanding: Everyday materials can be physically changed in a variety of ways, Exploring how Aboriginal and Torres Strait Islander Peoples apply physical changes to natural materials to render them useful for particular purposes.

It is important to understand present tense in these questions and conversations as cultural practices including tool making and boomerang throwing are still widely practised today.

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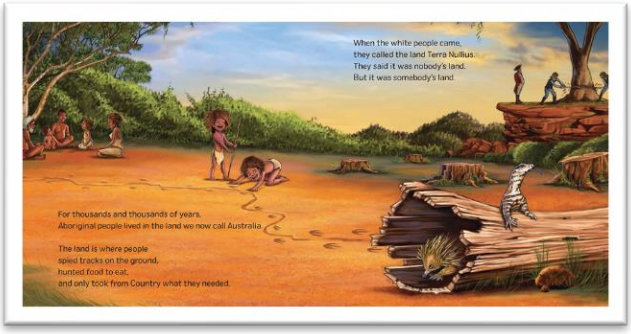
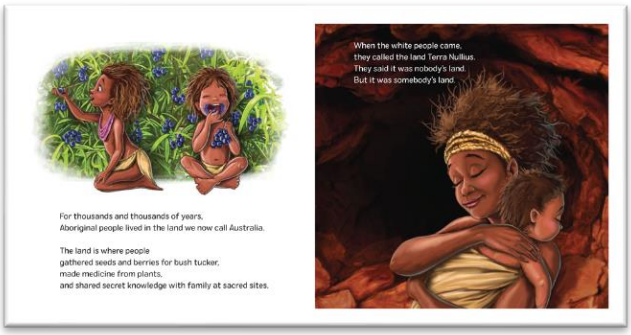


This page is important as it juxtaposes two distinctly different attitudes to caring for Country. Consider asking the following questions as a way to help students better understand the differences:

- What are animal tracks?
- What animal do you see on the log?
- What animal is inside the log?
- What do you see the 'white people' (British/Europeans) doing here?
- Who do you think is being kinder to the land here – the Aboriginal people or the white people?
- How does this image make you feel?
- [A question for older students] How has the illustrator used colour in the sky to show the difference?

Next Spread



This page again elaborates the earlier theme that Aboriginal culture and history was, and continues to be, rich, unique and complex. Consider asking the following questions as a way to help students better understand this idea.

- What is bush tucker? *(This will be explored later in the After Reading activities)*
- What types of berries might they be eating?
- Where do we get medicine when we are sick?
- What 'secret knowledge' do you think they shared with family?
- What does sacred mean?*

* Something really special and important to generations of people. So special that it's really important we look after it like we do ourselves.

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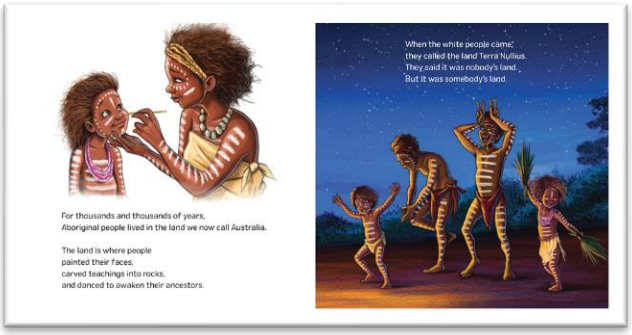


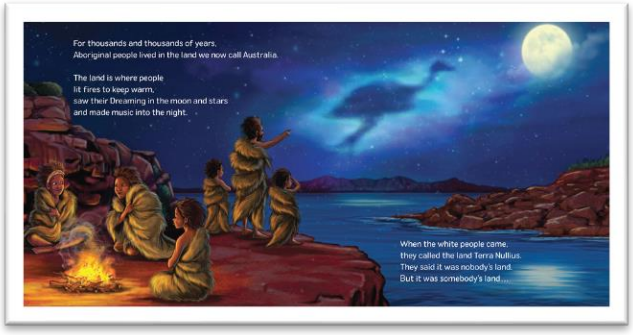
This page is important as it elaborates the earlier theme that Aboriginal culture and history was, and continues to be, rich, unique and complex. Consider asking the following questions as a way to help students better understand this idea.

- What do Aboriginal people use to paint their faces and skin? *(This will be explored later in the After Reading activities)*
- What dance moves do you see in the drawing?
- What does 'awaken their ancestors' mean?
- What instruments do Aboriginal people use for music? *(This will be explored later in the After Reading activities*

F – Y2 The Arts: Drama

Respond to drama and consider where and why people make drama, starting with Australian drama including drama of Aboriginal and Torres Strait Islander Peoples.

Next Spread



This page is important as it elaborates the earlier theme that Aboriginal culture and history was, and continues to be, rich, unique and complex. Consider asking the following questions as a way to help students better understand this idea.

- What is Dreaming?
- What animal do you see in the sky? *(This will be explored later in the After Reading activities)*
- Do you know a Dreaming or creation story?

Y1 Texts in Context

Respond to texts drawn from a range of cultures and experiences: exploring some of the meanings and teachings embedded in Dreaming stories.

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Final Spread

Spend some time exploring the final double-page spread's text and illustration as it encapsulates all of the themes in the book. Encourage students to think deeply by asking the following questions:

- What does Aboriginal land look like today?
- How has the land changed since the Europeans arrived?
- Can you find the authors and illustrator in the image?
- Why do you think they decided to finish *Somebody's Land* with an illustration showing lots of different people living happily together?
- Look closely at the Aboriginal people pushing the pram. Can you recognise the flag on the man's tee shirt?
- What do the words 'It was Aboriginal Land. It is Aboriginal Land. And always will be Aboriginal Land.' mean to you?

AFTER READING *SOMEBODY'S LAND*

DEBRIEFING AND ONGOING CONVERSATIONS

It is important to allow space for ongoing conversations for learning in your education setting.

Some questions you could ask your students are:

- What did you learn or remember from what we read and discussed?
- How do you feel?
- Why might this feel (insert positive response)?
- Why might this feel (insert negative response)?
- What would you like to do and/or learn more about?

Reinforce the title of the book, *Somebody's Land*, and how we can honour Aboriginal Land, it's cultures, histories and peoples, in our everyday lives.

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CLASSROOM ACTIVITIES

ACKNOWLEDGEMENT OF COUNTRY

Foundation/Year 2
HASS – Geography

The Aboriginal or Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander Peoples.

- Find out what country your school is on, on the AIATSIS map of Indigenous Australia.
- Then, find out more about Acknowledging Country to answer the following questions:
  - Why is it important that we honour Country, Elders and First Nations people?
  - What Country are we on today?
  - How can we pay respect to Country and Elders in our own school?
  - When is it most appropriate to acknowledge Country?
  - How many Aboriginal language and clan groups are known in the land we now call Australia?
- Have students listen to, write their own or verbally practise an Acknowledgement of Country.
- Display an acknowledgement in your classroom and pay respects to the traditional lands and peoples as a class at the beginning of every day. You can learn more from this Common Ground article on Acknowledgement of Country.

Encourage students to take what they learned home with them and discuss with their parents and carers.

WELCOME TO COUNTRY

- Find out more about Welcome to Country to answer the following questions:
  - What is the difference between an Acknowledgement of Country and a Welcome to Country? Common Ground explain these differences in their online article: Acknowledgement of Country.
- Explain to students that only an Elder or traditional custodian can traditionally welcome others to their Country.
- Invite a local traditional Elder or custodian to your school to deliver a Welcome to Country.
- This could include a smoking to cleanse, as well as a talk about caring for Country.
- Invite parents and carers to your Welcome to Country event. Teachers can contact their local Aboriginal land council for more information.

CARING FOR COUNTRY

- What is caring for Country?
- Do you think the Europeans would have understood the importance of caring for Country? (Teachers can refer to the image of chopping down trees here.)
- What happens when we don't look after Country? (Older students may want to discuss climate change here.)

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- Write down some examples of how your class can care for Country around the schoolyard. Spend a lesson putting these ideas into practice in your playground. Be sure to take photos of students caring for Country and display them in your classroom with short explanations of what each student is doing and why. Invite parents and carers to have a look at what the students have achieved and to encourage them to do something similar at home.

IMAGINING

- Draw what the lands you live and go to school on could have looked like thousands of years ago.
- Was there more bush, water, animals? How did the homes look? How did they cook?
- Discuss your drawing with your class.

HOMES

- Find out more about traditional Aboriginal hut-building and middens in Tasmania/lutruwita in this online article: Building huts the old way to get Aboriginal culture 'strong' for future generations.
- Have students collect natural resources that may be used to build homes as the article describes.
- Make small models of different styles of home in different parts of Country. What is a midden?

RETURNING ABORIGINAL ARTEFACTS (OLDER STUDENTS)

- Find out more about the return of Aboriginal petroglyphs in this online article – Sacred Aboriginal petroglyphs to be returned by Tasmania Museum and Art Gallery.
  - Why do you think the Tasmanian Aboriginal community wanted the rock carvings returned to Country?
- Read the story of the man returning a 160 kg Aboriginal stone groove to its Aboriginal owners: The stolen star.

STORIES

Explain to students how Aboriginal people learnt, and still learn, about their family, cultural ways, rules and land through story, including art and dance. There were no computers, paper and pens for writing.

Foundation/Year 2
HASS – Geography

How the stories of families and the past can be communicated, for example, through photographs, artefacts, books, oral histories, digital media and museums.

- Can you think of an example of a story that you have been told by older people in your life that is important to you?
- What are some ways that we can share stories? Think about dance, song and art to name a few.
- Do you know cultural ways to share stories in your culture or another culture?
- Where appropriate, invite your students to share these stories in their own creative ways.

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BRITISH FLAG

- What country's flag do you see in the book?* Discuss or draw what this looks like.
- Why did the Europeans in the story raise their flag?
- Where in Australia did the First Fleet arrive? There are books, videos and animations about European arrival. It is important to consider perspectives when choosing a resource to show to your class.
- What Aboriginal lands did they arrive on?

* Note that the illustrated flag may look different from the Union Jack you see today – the red cross (the saltern denoting Ireland as part of Britain) was not part of the British flag at that time.

ABORIGINAL AND TORRES STRAIT ISLANDER FLAGS

Remind students of the tee shirt worn by the Aboriginal man on the last double page of *Somebody's Land*. Find out more about the flag on his tee shirt here: The Aboriginal Flag. Explain to younger students the meanings of the three sections of the flag. Alternatively, have older students research the meanings themselves. Extension question: Encourage older students to find out about the Torres Strait Islander flag.

TERRA NULLIUS

Teachers can refer to these Australians Together articles for more about terra nullius, treaties, Native Title and the landmark Mabo decision: Mabo and Native Title: The end of Terra Nullius, the beginning of Native Title. Learn more about the call for the establishment of a First Nations Voice enshrined in the Constitution in the Uluru Statement from the Heart.

- What does the title *'Somebody's Land'* mean?
- Why was the idea that it was nobody's land not true?

PEACE OFFERINGS AND TRADE

The drawing of the girl with the shell brings up conversations around peace offerings and the stories of people who came to trade peacefully. Depending on age, you can unpack why the British arrival was not peaceful. Ask questions such as:

- Who came to Aboriginal Lands before the Europeans?
- Why was their visit different?
- What was the impact of these visits?

You can read more about the contact and trading between Australia and Asia pre-dating European settlement here: Trade with the Makasar

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TOOLS

- How might Aboriginal tools be made?
- Imagine how old these practices are! Aboriginal peoples are smart – the oldest farmers, tool makers, healers, hunters and gatherers.
- Explore and discuss some more Aboriginal inventions. Australian Geographic outline a few in their article: Aboriginal inventions: 10 enduring innovations.
- Bring a boomerang or any safe cultural pieces to class for students to feel and understand.

Y2 Country/Place and Culture

Investigating the ways in which Aboriginal and Torres Strait Islander Peoples combine different materials to produce utensils (hafting, weaving, sewing and gluing).

Y2 Chemical sciences

Different materials can be combined for a particular purpose.

NATIVE ANIMALS

- What do the goanna tracks in the drawing look like and why?
- What other native animals live on Aboriginal land?
- What native animals can be eaten? How might they be eaten?
- What other uses may the animals have?

Y1 Science Inquiry Skills: Communicating

Acknowledging and learning about Aboriginal and Torres Strait Islander Peoples' ways of representing and sharing observations.

Evaluating: Consult with Aboriginal and Torres Strait Islander Peoples to compare observations and evaluate identifications of animal tracks.

NATIVE FOODS

Bring some native foods into class. This can include lemon myrtle, native herbs like native thyme, native berries or native fruits or even eucalyptus (gum leaves).

- What do they feel like, smell like, taste like?
- What are the health benefits?
- What native foods can we buy in the supermarkets?
- What native food can we pick in the gardens?

SNAICC online have some great insights into native foods and recipes: Bush Tucker.

Y2 Culture

Investigating the production and transfer of heat in Aboriginal and Torres Strait Islander Peoples' methods of cooking, such as the use of ground ovens

Physical science

Heat can be produced in many ways and can move from one object to another.

KINSHIP

Explain the concept of kinship and Aboriginal peoples' relationships with people, animals and Country. You can explore more about the traditional kinship structure here: Indigenous kinship: The heart of Indigenous society.

- What roles do Elders, Aunties, Uncles, men, women and children play in Aboriginal communities?
- What do you see them doing in their roles in the book?
- How is this similar or different in your life?

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BUSH TUCKER AND MEDICINE

Koori Curriculum recommend these great Children's Books about Bush Tucker. See also SNAICC online: Bush Tucker.

- Explore the types of medicine that can be found in native plants. For instance, eucalyptus for colds or quandongs for vitamin C.
- Imagine no shops and doctors, how did Aboriginal people stay healthy and survive on land for so long?
- Read about ten Aboriginal bush medicines and share with your class.
- Consider creating a school garden to expose students to native plants, foods and medicines daily.
- Organise a special day in your canteen where students can sample some bush tucker.

Y1 Country/Place

Considering that technologies used by Aboriginal and Torres Strait Islander Peoples require an understanding of how materials can be sustainably sourced to make tools and weapons, musical instruments, clothing, cosmetics and artworks.

Y1 Science as human endeavour

Considering how science is used in activities such as cooking, fishing, transport, sport, medicine and caring for plants and animals.

SACRED PLACES

- Write or draw a place that is really special to you.
- Who do you listen to to learn special stories?
- Explore the concept of deep listening by explaining the roles of Elders passing down knowledge through spoken story. Have your students lie down with their eyes closed to listen deeper to a story and reflect on the experience.

You can read more about the meaning of sacred sites here. It is important to teach our children that all lands, waterways and life are special and need to be protected and nurtured.

Foundation/Year 1/Year 2 HASS – Evaluating and Reflecting

Reflect on learning to propose how to care for places and sites that are important or significant.

UNDERSTANDING OCHRE

Invite an Aboriginal Community member to your school to explain traditional ochre practices. Ask local Elders what would be an appropriate way of sharing ochre practices and grounding techniques with non-Indigenous people.

Grinding Ochre from Aunty Lyn Chapman explains ochre painting and ceremonies and includes an activity to grind rocks, or chalk, on paper to understand how traditional paint works.

- Explain how Aboriginal people carved stories into rock and painted ochre on sandstone. Ask students what types of teachings could be told through this practice.

ABORIGINAL MUSIC AND DANCE

- What instruments do Aboriginal people create music with?
- Can you find out where some are from and how they are made?
- Discover Aboriginal artists and play any appropriate artists music to students in the classroom. What sounds do you hear? What language do you hear? What stories are being told?

Y1 Culture/Identity

Exploring how Aboriginal and Torres Strait Islander Peoples' observations of external features of living things are mimicked and replicated in traditional dance.

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Online resources for Aboriginal music and dance:

- You can access Aboriginal and Torres Strait Islander lullabies on ABC Kids Listen: New Indigenous Lullabies. For a deeper understanding, teachers can read more in this AIATSIS booklet: Aboriginal Sound Instruments.
- For education resources on dance, visit this Narragunnawali site: The Arts – Dance.
- The Bangarra Dance Company offers educators access to performances and teacher notes: Bangarra Dance – Learning.

Exploring how traditional musical instruments used by Aboriginal and Torres Strait Islander Peoples produce their characteristic sounds.

Y1 Physical sciences

Light and sound are produced by a range of sources and can be sensed.

DREAMING AND CREATION STORIES

- Connect with traditional custodians in your area to discover any local Dreaming/creation stories.

You can read more about the Emu Dreaming, a story from Papunya, Northern Territory, and the Aboriginal people as the first astronomers here: Australia's First Astronomers.

- What is the story about?
- What does it teach?

ABORIGINAL LANDS

Explain to students that many cultures and diverse groups of Aboriginal people still live on Aboriginal lands today. If you have a map of language groups around Australia, consider placing stickers on it in the locations identified in answer to the questions below. (Printed copies of this map can be purchased from the AIATSIS website: Map of Indigenous Australia.)

Foundation/Year 2 HASS – Geography

The Aboriginal or Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander Peoples.

- Whose land are we on? Consider language and clan groups and nations. You can display these in your classroom.
- What land does Adam Goodes live on?
- What Country is Adam Goodes' people from?
- What Country am I from (if Aboriginal) or where might Aboriginal or Torres Strait Islander people we know be from?

MANY CULTURES OF AUSTRALIA TODAY

Explain to students that people from many countries around the world now live in Australia.

- Display a world map and pinpoint countries that students, their parents, grandparents, great-grandparents or carers and their families come from, if they know.

SPORT

Find out more about: The AFL's Aboriginal Origins.

- What was the name of the game that Aboriginal people played that is said to have led to the development of AFL?
- What does this name mean?

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- Who 'invented' AFL?
- Why might Tom Wills have seen Aboriginals play the game?
- How is the Aboriginal game similar to AFL?
- Why do you think people might have 'covered up' AFL's origins?

LANGUAGES

Watch a video of Jack Buckskin teaching some of the Kaurna terms used in AFL: Tidna Parntu – AFL terms in Kaurna.

English - Language Foundation/Year 1

Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community.

- Where are Kaurna people from?
- How do you say AFL in Kaurna language?
- What other words did you hear and learn?

OUR FUTURES

- Have students draw what happy and safe looks like to them.
- Fill in the blanks: 'I hope the future looks like _____'.
- What can we do as a class and school to respect Aboriginal culture, people and country? Write a list with your class and display this in words or images in your classroom.

For further action and whole school community approaches, you can read about Reconciliation Action Plans for Schools at Reconciliation Australia.

TRUE OR FALSE (FOR YOUNGER CHILDREN)

	True or False?
Aboriginal people came to the land we call Australia just before white people.	
The white people called the land terra nullius.	
Terra nullius means 'Scary Land'.	
The white people were right to call it 'Nobody's Land' because no one was living on it.	
It was Aboriginal land because Aboriginal people hunted, fished, built homes, gathered bush tucker and carved teachings in the rock before white people came.	

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FROM THE RESOURCE DEVELOPERS, CULTURE IS LIFE...

Aboriginal people are the oldest known civilisation on the Earth. The land we now know as Australia has stories going back thousands of generations told through ancient songlines. As Aboriginal people we have a shared oral history, passed through thousands of generations, that has only been documented through writing since European colonisation began in 1788.

As Aboriginal people and educators it is important that we highlight and influence education settings, homes and communities to connect with and truly understand our history of strong cultures and peoples who lived harmoniously on this land for tens of thousands of years. It is also important that all people living in Australia understand our shared history of colonisation that caused devastating impacts for Aboriginal and Torres Strait Islander people that continue to have impact today. Despite this, our cultures and connection to Country, meaning all spirits, land, waterways, sky, animals and people, still remain strong.

We hope to inspire an everlasting connection and appreciation to our beautiful culture, peoples and countries for yourself, young people in your care, family and wider community. In doing this, we believe in the positive impact and change that we can collectively create in shared story and truth telling.

Culture is Life acknowledges the ongoing work of so many Aboriginal and Torres Strait Islander peoples, as well as First Nations peoples globally. Those who have paved the way for us to be seen, heard and truly appreciated for the value and knowledge that has lived in us for time immemorial. We also acknowledge all the people who walk beside us and choose to be a part of these important conversations, particularly those who inspire our next generation of leaders.

Culture is Life is grateful to play a role in supporting our young generations' education through your teachings and assisting in strengthening students' knowledge, awareness and understanding of the First Peoples of the Country they live on.

We would love to hear from you with any feedback or insights into this resource and your journey at info@cultureislife.org

ABOUT THE AUTHORS

Adam Goodes is an Adnyamathanha and Narungga man and community leader. He is a former Australian Rules footballer, having achieved the greatest heights in the game, and was named Australian of the Year in 2014 for his public work in the fight against racism and his advocacy in First Nations affairs. Together with his cousin Michael O'Loughlin, Adam founded the GO Foundation, which supports and inspires the next generation of First Nations leaders. With a diploma in Aboriginal Studies and his own daughter approaching preschool age, Adam was motivated to publish a series of books for young children and families about Australia's First Nations history.

Ellie Laing (nee Southwood) is a political adviser and former journalist and presenter who lives on the lands of the Gammeraygal people on the northern beaches of Sydney with her husband and two sons. When Ellie's eldest son Harvey came home from preschool reciting Acknowledgements of Country and singing Aboriginal lullabies, she was inspired to collaborate with Adam Goodes on a series of books aimed at helping families with young children to talk about Australia's First Nations history. She is currently completing studies in Traditional Aboriginal Cultures.

ABOUT THE ILLUSTRATOR

David Hardy is a Barkindji man, author and artist with more than eight years of animation experience with Walt Disney Animation Studios. Married with two children, he is currently a Senior Gaming Illustrator/Animation Manager for Lightning Box Games. David has worked on twelve animated feature films, including *The Little Mermaid: Ariel's Beginning, The Lion King 3: Hakuna Matata* and *Return to Neverland*. His books for children include *Alfie's Search for Destiny* and *Alfie's Big Wish, On the Way to Nana's* (written by Frances and Lindsay Haji-Ali), The Proud Foots 1: *Shaka Shaka Hawaii* (written by Lucas Proudfoot) and Aussie Kids: *Meet Zoe and Zac at the Zoo* (written by Belinda Murrell).

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