

Geography

A Diverse and Connected World – Stage 3

**A Diverse and Connected World – Oral Mapping**

**Brewongle Excursion Program**

**Inquiry Question - *How do Indigenous Australians connections to place influence and affect perceptions of Country?***

The excursion involves students creating an oral map similar to a *Songline* about how to get from one place to another at Brewongle EEC.

*Please note we are not calling these maps songlines because the term Songline is bound with spiritual significance and ceremony unique to the Indigenous peoples of Australia and it would be culturally inappropriate to do so.*

Students will go on a journey to learn something about Indigenous peoples and about themselves, a journey that will take them one step closer to understanding Country and caring for Country, a small journey in the long journey of life. To survive this journey students have to know about culture, the animals of the area, the people and the place, learning about landscape features before the journey, learning to stop, look and listen and retell their journey in the form of oral mapping.

Note: Aboriginal and Torres Strait Islander peoples used landforms such as ridges and rivers to mark edges of territory not straight lines on a map. When travelling Songlines people made a campfire at the edge of their Country and waited for their neighbours to invite them onto the Country they wished to visit. Before they could cross new Country they would have to learn the traditions of the new Country.

**Health and Safety Issues**

 Working out in the field you need to be aware that:

* Ground material is often covered in moss and can be very slippery.
* Vines and dense undergrowth can trip.
* Fallen trees can be rotten and weak.
* Some animals can deliver painful or venomous bites.
* On slopes, rocks can be easily dislodged.

ENVIRONMENTAL EDUCATION CENTRES: INTEGRATING SUSTAINABILITY EDUCATION INTO CURRICULUM, TEACHING AND LEARNING

587 Chapel Hill Road, Sackville North NSW 2756

**P: 4579 1136** F: 4579 1072

W: [www.brewongle-e.schools.nsw.edu.au](http://www.brewongle-e.schools.nsw.edu.au)

**E: brewongle-e.admin@det.nsw.edu.au**

**Activity 1: Participation in cultural talk with an Indigenous Educator**.

* Discussion of Aboriginal cultural diversity using maps of Australian Aboriginal and Torres Strait Islander groups, maps of Darug and adjacent Aboriginal groups in the Sydney Region.
* Learning about Songlines and the use of various traditional tools used by people as they travelled and lived along the Songlines.
* Discussion about what tools are used by Aboriginal people today including the use of GPS to locate sacred sites so that they can be protected.

**Activity 2: Mapping Skills and acquisition of geographical information**

* Orientate students to Brewongle using compass
* Orientate students to Brewongle using a sketch map.
* Demonstration of how to use a handheld GPS.
* Students are placed in groups and go on a hunt to find three sites where they will find information that they need for their journey using the map and GPS.

Site 1: Information will be gathered about an animal that will be their group's totem (each group different).

Site 2: Information will be gathered about a native plant and Indigenous uses (each group different).

Site 3: Brewongle look-out (same for all groups)

* At the Look-out groups will share what they have learned then be asked to sit silently for 5-10 mins to use their senses to observe their surroundings. (Ngarra ngalga - stop, look and listen)

**Activity 3:** **Journey**

* Journey ceremony which includes marking with ochre, smelling crunched up gum leaves and listening to clap stick signal.
* Journey Bush Walk - Loop Walk of Sulky and Goanna track. (each class starts at opposite end)
* Along the way - Ngarra ngalga - stop, look and listen noting physical landform features, listening for animals and discussing plants.

**Activity 4**: **Nature mapping**

* Create a map of the journey just undertaken using found items (leaves, small sticks, stones).
* Singing the journey - orally re-telling the journey using metaphors of landscape features, animals and plants present.
* Finish with ceremony - sitting in silence removing ochre, listening to claps sticks.

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