



What is her story?

What is yours?

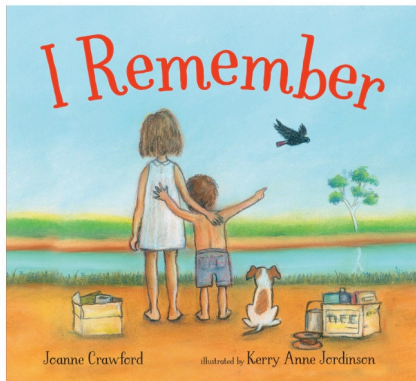
Make a calico carry bag for each student to create their portrait collage on the bag. They can use this to carry an ipad to take photos on excursions and collect the work that they create as they explore the inquiry 'What's her story?'. The intention is to build upon the concept '**Because of her we can....**'

This meets the demands of the Year 1 IBL overview with a HASS focus upon



'A community is formed through relationships between people and the environment' below:

<p>How We Organize Ourselves An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making economic activities and their impact on Humankind and the environment.</p>	<p style="text-align: center;">Year 1 IBL Overview</p> <h2 style="text-align: center;">Community</h2> <p style="text-align: center;">Enduring Understanding: A community is formed through relationships between people and the environment.</p>	<p style="text-align: center;">Inquiry Skills</p> <ul style="list-style-type: none"> • Reflect on current understanding of a topic (e.g. think-pair-share, brainstorm) (WAHASS13) • Pose questions about the familiar and unfamiliar (WAHASS14) • Locate information from a variety of provided sources (e.g. books, television, people, images, plans, internet) (WAHASS15) • Sort and record selected information and/or data (e.g. use graphic organisers, take keywords) (WAHASS16) • Identify relevant information (WAHASS17) • Explore points of view (e.g. understand that stories can be told from different perspectives) (WAHASS19) • Present findings in a range of communication forms, using relevant terms (e.g. written, oral, digital, role-play, graphic) (WAHASS23) • Develop texts, including narratives, that describes an event or place(WAHASS24) • Reflect on learning and respond to findings (e.g. discussing what they have learned) (WAHASS25)
<p style="text-align: center;">Key Questions</p> <ul style="list-style-type: none"> • Form: What is it like? • Function: How does it work? • Causation: Why is it like it is? • Change: How is it changing? • Connection: How is it connected to other things? • Perspective: What are the points of view? • Responsibility: What is our responsibility? • Reflection: How do we know? 	<p style="text-align: center;">Curriculum Connections</p> <p>HASS</p> <ul style="list-style-type: none"> • The natural, managed and constructed features of places, their location on a pictorial map, how they may change over time (e.g. erosion, revegetated areas, planted crops, new buildings) and how they can be cared for (ACHASSK031) • The activities (e.g. retailing, recreational, farming, manufacturing, medical, policing, educational, religious) that take place in the local community which create its distinctive features (ACHASSK033) • The differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods (e.g. family traditions, leisure time, communications) and how daily lives have changed (ACHASSK030) 	
<p style="text-align: center;">Lines of Inquiry</p> <ul style="list-style-type: none"> • Diverse characteristics of communities • How a sense of community is formed • Geographical features of communities • How people and the environment effect communities • The environmental impact of a community <p style="text-align: center;">Related Concepts</p> <ul style="list-style-type: none"> • Relationships • Identity • Environment (Landforms/Mapping) • Expression 		



Tuning in:

Where is your country?

Can we find it on the map?

What makes your country your country?

Can we think about all the things that make this country your home?

What do we know about ourselves?

Where do our people come from?

What do they value? Do you know?

Mind map all of the things that the students can tell you about themselves and **their** cultural identity.

Can you group the students into cultural groupings?

Are there wise women of these cultural groups?

Who would know?

Create a Wonder wall:

Ask : What stories do we know about people of our past?

Where would we find out more about what has happened in your community?
Do old people know stories?
How do we know?

Get the students to list off as many older people in the community as they can
Who could tell us about their lives?
Who knows?
Lets ask Marmigee or Daisy or Bernadette.

What will we ask them?

Why don't we create a set of questions that we can ask? What do you really want to know? Create curiosity and interest... be creative to hook the students in

Look at level 1,2, 3 BLANK questions... Stay with these for a while

∇ When you were 8 years old where did you live?

∇ Who did you live with?

So: Who What When Where How questions....

Now think about who you could invite into the classroom for a cup of tea and a piece of cake who you could talk to about their life.

Create an Invitation:

Portrait of a woman from the past on the front.... Inside the invitation could say something such as

'Year 1 would like to invite you to talk with them about your life and your story in community when you were.... years old. Could you bring some interesting things in to talk with us about?

We would like you to come on Monday at 2pm for a cup of tea and a yarn.

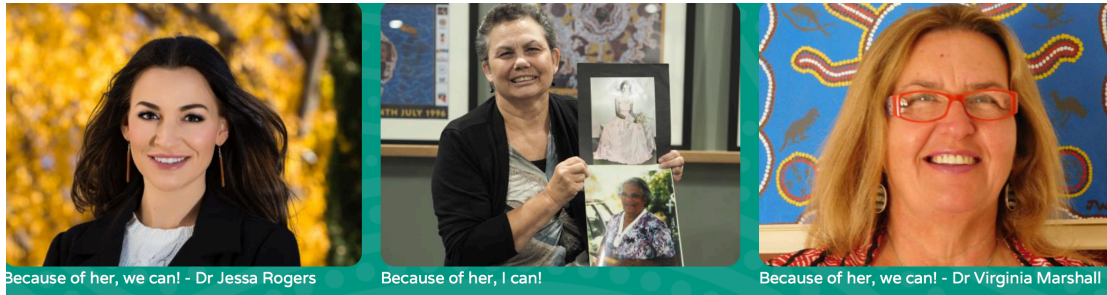
Reply to.....

Finding out:

They were pioneering women like Barangaroo, Truganini, Gladys Elphick, Fannie Cochrane-Smith, Evelyn Scott, Pearl Gibbs, Oodgeroo Noonuccal, Celuia Mapo Salee, Thancoupie, Justine Saunders, Gladys Nicholls, Flo Kennedy, Essie Coffey, Isabel Coe, Emily Kame Kngwarreye, Eleanor Harding, Mum Shirl, Ellie Gaffney and Gladys Tybingoompa.

Today, they are trailblazers like Joyce Clague, Yalmay Yunupingu, Evonne Goolagong Cawley, Nova Peris, Carol Martin, Elizabeth Morgan, Barbara Shaw, Rose Richards, Vonda Malone, Margaret Valadian, Lowitja O'Donoghue, June Oscar, Pat O'Shane, Pat Anderson Jill Milroy, Banduk Marika, Linda Burney and Rosalie Kunoth-Monks – to name but a few.

Read /learn /hear stories of these women of the past.
As many as you possibly can.



<http://www.naidoc.org.au/news>

Invite 4/5 women of varying ages [A Grandma , a Nana, A Mother and a teenager perhaps] with varying histories in to class over the duration of the inquiry and prepare the students to ask questions and listen to the answers.
Perhaps they could record the conversations on video and you could replay them back later?

Get the students to start thinking about their experiences and their own lives.
Perhaps get them to create their own story using the same template.
'Here I am... this is me... I live at.... I have.... I do...'

Maybe create a Compare/ contrast with then and now
'Here is She did , She was etc.,'

Sorting out:

How different are the children's stories to the ones of the past?
What were the most interesting things to them in the stories?

- ▽ Hunting?
- ▽ Houses?
- ▽ Transport
- ▽ Weather?
- ▽ Plants
- ▽ Families
- ▽ Roles in families
- ▽ Mustering
- ▽ Jobs
- ▽ Music
- ▽ Art
- ▽ Relationships

Encourage each student to choose something that they would like to find out more about from the stories that they have heard.

- What did family look like then and now?
or
- What did houses look like then and now?
or....
- Who did the hunting or cooking?
or more importantly....
- How did you get to be the woman that you are?

- Who was important to you?
- What did they do?
- How did they support you?

Going further:

Get them to start researching/ reading/ finding out more and perhaps encourage them to ask their particular interest question when visitors come to talk. Read stories to themTell stories and hear the children talk.

There are some wonderful websites with women telling their stories.

The National museum has a Naidoc 2018 display on 'Because of her, we can'..
Check it out :

<http://www.anmm.gov.au/whats-on/exhibitions/coming/naidoc2018>

UNBROKEN LINES OF RESILIENCE: FEATHERS, FIBRE, SHELLS:

This year's NAIDOC theme: Because of her, we can! celebrates the invaluable contributions that Aboriginal and Torres Strait Islander women have made – and continue to make - to our communities, our families, our rich history and to our nation.

OPENS 8 JULY

Unbroken Lines of Resilience: feathers, fibre, shells

brings together some of Australia's most renowned Aboriginal and Torres Strait Islander female artists, leading practitioners in their fields of weaving and shell stringing.

Their innovative works highlight the unbroken practices of our First Nations women and their deep cultural connections and knowledge systems.

These practices include harvesting and processing organic and contemporary fibres, feathers and shells to create intricate bodywear for adornment.

The exhibition also features domestic fishing implements made from organic materials.

ARTISTS FEATURED IN THE EXHIBITION:

Lena Yarinkura

Dulcie Greeno

Maryann Sebasio

Muriel Maynard (deceased)

Ais Bero (deceased)

Lola Greeno

Mavis Warrngilna Ganambarr

Rosemary Gamajun Mamuniny

Rosemary Gamajun Manuniny is a Yolŋu woman from Galiwin'ku (Elcho Island) Northern Territory is an exceptional fibre artist who learnt the art of fibre work as a young woman from her grandmother, mother and father. She is best known today for her work with feathers.

The woven fibre and feathered skirt demonstrates the use of traditional knowledge and techniques of weaving being used in a contemporary context bringing them into a new light and allowing the artist the opportunity to translate her techniques into a new form.

This woven skirt from Galiwin'ku (Elcho Island) was produced for the inaugural Australian Indigenous Fashion Week (AIFW) in 2014.



Excursion or

Exhibition or showcases:

Activities:

Could the students do some weaving with reeds or grasses?

Could they make some feather, fibre and shell creations as in the National museum exhibition? This would be so wonderful! Their creations then can be used like an art exhibition

Could they do some dot paintings with an artist?

Could they cook some bush tucker?

Could they collect some bush medicine or plants?

Could they.....?

Get the students to record all of their investigations as they learn more and more about the women who have paved the way in their communities. Collect all of the products into their “ My story bag’ ready for their Showcase