Stage 5 unit starter – a sustainable future, making changes together

# Introduction

**This unit starter has been designed to support the cross-curriculum priorities of Aboriginal and Torres Strait Islander histories and cultures, and sustainability.**

This unit starter includes sample language and content for Indonesian, adapted from the [generic version](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/languages/stages-4-5/generic-units/aboriginal-and-sustainability-unit/st5-generic-aboriginal-sustainability.docx). Modify the unit to suit the needs of your learners, including adding your own resources, modifying content or duration and differentiating for learning needs and learner groups. The learning, teaching and assessment strategies and final assessment task are suggestions only.

We have included some sample resources in English – please spend some time translating the resources into Indonesian, and sourcing your own resources. When you see text *in italics* (including in the resources), replace it with appropriate text in Indonesian.

Consider the background knowledge your students may or may not have about the local Aboriginal community. If there are Aboriginal or Torres Strait Islander students in your class and they are willing and comfortable, they may wish to add their own knowledge to discussions throughout the unit. Consider inviting Aboriginal Elders for additional local knowledge and support.

For further information and support, the [AECG](https://www.aecg.nsw.edu.au/) (local and NSW), local Aboriginal Land Councils, Aboriginal Interagency Groups and local government councils often have an Aboriginal Advisory Group and may include information about the local people on their website. You can also liaise with your school’s own Aboriginal Education team.

When consulting with Aboriginal Communities, it’s important to follow the appropriate protocols and follow [Indigenous cultural intellectual property](https://www.abc.net.au/news/2020-05-11/what-is-indigenous-cultural-intellectual-property-and-copyright/12150308). You can learn more about consultation protocols by reading the [Working with Aboriginal communities](https://ab-ed.nesa.nsw.edu.au/files/working-with-aboriginal-communities.pdf) document.

# Nura – Country, Place

Nura is a word spoken by the Aboriginal people who live in the Sydney region. It is included in our title here in recognition of the language of the Gadigal of the Eora Nation, the custodians of Country where this unit starter was developed. Please source the translation relevant to the Country or Place you are teaching on.

Land means different things to different people. Aboriginal and Torres Strait Islander peoples have a spiritual, physical, social and cultural connection to Country. Land management and sustainability are central to their way of life. In this unit, students will explore the importance and relevance of beliefs held by Aboriginal and Torres Strait Islander peoples and how we can learn from millennia-old customs. By the end of this unit, students will develop an awareness of the meaning of Country and be able to critically think about the necessary changes needed for a more sustainable future. Students will also continue to build on language structures to express opinions, facts and vocabulary relating to the environment for the purpose of creating an engaging and informative bilingual brochure/infographic on sustainable practices.

## Duration

Approximately 4-5 weeks.

## Key inquiry questions

* What does Country/Place mean to Aboriginal and Torres Strait Islander peoples?
* How has our local area changed over time?
* What can be learnt from Aboriginal and Torres Strait Islander peoples in relation to sustainable practices?
* How do a range of cultures represent the seasons?
* What can we do to support sustainability?
* How do we share key information with the community in an engaging format?

# Learning across the curriculum

*  Aboriginal and Torres Strait Islander histories and cultures
*  Sustainability
*  Intercultural understanding
*  Information and communication technology capability
*  Critical and creative thinking
*  Literacy

Note: Consider consulting your colleagues in science, HSIE and TAS to further examine these ideas from different KLA-perspectives, to add depth and breadth to the content.

# Sample assessment of learning

As part of its ‘sustainable practices awareness campaign’, your local council is running a competition for schools. To support the Indonesian-speaking community to get involved, EITHER:

* create a bilingual brochure or infographic using Microsoft [Publisher](https://www.youtube.com/watch?v=Cqo0PVhBFY)/[Canva](https://www.youtube.com/watch?v=oXBeZ6_mg5s) (or other multi-media platform) for your local community on 5 things which could be learnt from Aboriginal and Torres Strait Islander peoples relating to sustainability; OR
* create a bilingual brochure or infographic using Microsoft [Publisher](https://www.youtube.com/watch?v=Cqo0PVhBFY)/[Canva](https://www.youtube.com/watch?v=oXBeZ6_mg5s) (or other multi-media platform) for your local community on 5 sustainable practices that they can adopt.

**Outcomes: LIN5-4C, LIN5-6U**

# Video resources

This unit starter includes links to suggested videos. Please ensure you advise any Aboriginal and Torres Strait Islander peoples that videos may contain the images, voices and names of people who have passed away.

# Suggested vocabulary and structures

|  |  |  |  |
| --- | --- | --- | --- |
| Vocabulary related to Country | Vocabulary relating to sustainability  | Structures | Verbs |
| * *Country/Place* (Note: Conceptual accuracy is important. The translation should be as close to the concepts of Country/Place as possible. ‘Nation’ may be appropriate in some languages. Alternatively, use appropriate terms from Aboriginal or Torres Strait Islander languages, or English, even when using the target language.)
* *tanah*
* *pohon*
* *kulit pohon*
* *tanaman, tumbuhan*
* *kayu*
* *batu*
* *binatang*
* *air*
* *sungai*
* *laut, lautan or samudra*
* *langit*
* *matahari*
* *hujan*
* *identitas*
* *roh*
* *budaya*
* *obat*
* *peralatan*
* *perlindungan*
 | * *lingkungan alam*
* *keberlanjutan*
* *iklim*
* *musim*
 | * *kalimat pengandaian*
* *kalimat perintah*
 | * *menghubungkan*
* *menggunakan*
* *menggunakan lagi*
* *mendaur ulang*
* *pemanfaatan kembali*
* *menjaga*
* *melindungi*
* *menanam*
* *kompos* verb*: mengompos*
* *sampah* verb*: menyampah*
* *terlalu banyak* verb*: berlebihan*
* *belajar*
* *menghentikan*
* *mempunyai, memiliki*
* *meletakkan*
* *kata kerja bantu – harus, bisa*
 |

# Outcomes

|  |  |
| --- | --- |
| Outcome code | Non-scripted language |
| LIN5-2C | identifies and interprets information in a range of texts |
| LIN5-4C | experiments with linguistic patterns and structures to compose texts in Indonesian, using a range of formats for a variety of contexts, purposes and audiences |
| LIN5-5U | demonstrates how Indonesian pronunciation and intonation are used to convey meaning |
| LIN5-6U | analyses the function of complex Indonesian grammatical structures to extend meaning |
| LIN5-7U | analyses linguistic, structural and cultural features in a range of texts |
| LIN5-8U | explains and reflects on the interrelationship between language, culture and identity |

All outcomes referred to in this scope and sequence come from the [Indonesian K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/wcm/connect/3f4e8074-1bf8-4880-ab31-36040d26cc13/indonesian-K-10-syllabus-2018.pdf?MOD=AJPERES&CVID=) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018.

# Unit starter

|  |  |  |
| --- | --- | --- |
| Syllabus outcomes (non-scripted) | Suggested teaching and learning strategies | Evidence of learning |
| LIN5-2Cidentifies and interprets information in a range of textsLIN5-4Cexperiments with linguistic patterns and structures to compose texts in Indonesian, using a range of formats for a variety of contexts, purposes and audiencesLIN5-5Udemonstrates how Indonesian pronunciation and intonation are used to convey meaningLIN5-8Uexplains and reflects on the interrelationship between language, culture and identity | **Building the field**Introduce the unit by taking the students for a walk to a chosen location on the school grounds, where they can engage with the natural environment. In Indonesian, ask students to touch the rocks, trees and plants, to feel the sun, to look at the sky and the clouds and to breathe the air. As students move, touch and view the natural world around them, gradually introduce new vocabulary relating to Country (see table on pages 4 and 5). Allow time to introduce or revise key vocabulary and its pronunciation, related to Country (from table on pages 4 and 5), for example through [Quizlet](https://quizlet.com/en-gb) and memory games. Allow 5-10 minutes each week for consolidation.**Understanding the concept of Country**Introduce the topic of Country by watching [The land owns us](https://www.youtube.com/embed/w0sWIVR1hXw) (6 minutes 14 seconds). Students answer the following questions:* What does Uncle Bob Randall mean when he says ‘Lived on the land as people of the land’?
* Explain the concept of ownership according to Uncle Bob Randall.
* How does the Aboriginal concept of land ownership differ to the Western concept of land ownership?
* What is the ‘granny law’?
* Explain the concept of *‘kanyini’* in your own words.
* Do you have a word or phrase for this concept in the language you speak at home? In your opinion, why or why not?

Using the [sample stimulus text](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/languages/stages-4-5/generic-units/aboriginal-and-sustainability-unit/indonesian/st5-aboriginal-indo-anchor-text.docx) (note – this is a Indonesian version, or you can access the [English version](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/languages/stages-4-5/generic-units/aboriginal-and-sustainability-unit/st5-generic-aboriginal-anchor-text.docx) and develop your own translation), students complete a range of activities, for example:* text coding, for example identifying verbs and nouns or identifying known words
* reordering the text (the teacher would need to provide students with chunks of text to reorder)
* cloze activity (highlighted words have been provided as suggestions).

Students then complete a comprehension activity on the same text.**Note: This stimulus text acts as an anchor text for the unit – it contains much of the key vocabulary, and students should be able to read and understand it with confidence by the end of the unit.**Share the following quotation with students (in English and in Indonesian):* “The land is the mother and we are of the land; we do not own the land rather the land owns us. The land is our food, our culture, our spirit and our identity.” (Dennis Foley, a Gai-mariagal and Wiradjuri man, and Fulbright scholar)

“*Tanah ini adalah Ibu dan kita berasal dari tanah ini; kita bukan pemilik tanah ini melainkan tanah ini yang memiliki kita. Tanah ini adalah makanan, budaya, roh, dan identitas kita.”*Using the structures from the stimulus text, students brainstorm (as a class or in small groups) the concept of Country in Indonesian, copying the information down as a mind map, for example (note – example is in English):Sample brainstorm of 'Country'This could also be completed as a [think-pair-share](https://pz.harvard.edu/sites/default/files/Think%20Pair%20Share_1.pdf) activity.Using discussion points from the concept of Country and/or [The land owns us](https://www.youtube.com/embed/w0sWIVR1hXw) video, students create a simple A4 poster in Indonesian, representing key meanings of Country for display in the classroom throughout the unit. | Active participation in discussionsCompletion of vocabulary gamesCompletion of questions relating to [The land owns us](https://www.youtube.com/embed/w0sWIVR1hXw)Accurate completion of cloze passage and comprehension questionsMind map relating to the concept of CountryCreates an engaging A4 poster with appropriate language structures |
| LIN5-4Cexperiments with linguistic patterns and structures to compose texts in Indonesian, using a range of formats for a variety of contexts, purposes and audiencesLIN5-5Udemonstrates how Indonesian pronunciation and intonation are used to convey meaningLIN5-6Uanalyses the function of complex Indonesian grammatical structures to extend meaning | **The changes to our land**Allow time to introduce or revise verbs related to unit (from table on pages 4 and 5), including pronunciation and revision of present tense conjugations, for example through online worksheets through a platform such as [wizer.me](http://www.wizer.me) or [liveworksheets.com](http://www.liveworksheets.com), memory games and [Quizlet](https://quizlet.com/) games. Allow 5-10 minutes each week for consolidation.Introduce the conditional mood (or its equivalent) by presenting students with a [historical image](https://arc.parracity.nsw.gov.au/blog/2017/07/17/darug-people-and-the-environment/) of an Australian landscape, for example:A distant view of the western mountains and Parramatta River, taken from the Windmill-hill at Sydney.[*‘By water to Parramatta, with a distant view of the western mountains, taken from the Windmill-hill at Sydney’*](https://nla.gov.au/nla.obj-135681388/view)*, 1798, by J. Heath, licensed under CC BY-SA*This image of the Barramattagal Country was created over 220 years ago. Using a sentence builder in Indonesian, ask students *What do you see?* For example:Sample sentence builders - what do I see?Using a sentence builder in Indonesian, ask students *What would you see now (if you looked across the Parramatta landscape)?* For example:Sample sentence builders - what would I see now?A similar activity could be repeated with the verb *hear*.Take students back to the place you took them at the start of the unit. Ask them to close their eyes and imagine they are travelling back in time 250 years. Students then write 5 “I would see…” sentences relating to the landscape prior to invasion and colonisation.**What can be learnt from Aboriginal and Torres Strait Islander peoples about sustainability?**Allow time to introduce or revise key vocabulary related to sustainability (from table on pages 4 and 5), for example through [Quizlet](https://quizlet.com/en-gb) and memory games. As a class, watch [Aboriginal Land Management – Wiradjuri Country](https://www.youtube.com/watch?v=pFZ-vtRGSAw) (4 minutes 4 seconds). Students complete the following: * What are 3 ways Wiradjuri people use trees to make tools and shelter which are explained in the video?
* Provide 2 environmental benefits of these approaches.
 | Active participation in discussionsCompletion of vocabulary gamesAccurate completion of present tense verb activities/worksheetsAccurate sentence building and pronunciation Completion of questions/activities related to [Aboriginal Land Management – Wiradjuri Country](https://www.youtube.com/watch?v=pFZ-vtRGSAw) |
| LIN5-4Cexperiments with linguistic patterns and structures to compose texts in Indonesian, using a range of formats for a variety of contexts, purposes and audiencesLIN5-6Uanalyses the function of complex Indonesian grammatical structures to extend meaningLIN5-7Uanalyses linguistic, structural and cultural features in a range of textsLIN5-8Uexplains and reflects on the interrelationship between language, culture and identity | **Sustainability and seasons**To introduce the concept of seasons, and how Country and seasons are interconnected, watch the short video [5 Seasons](https://aso.gov.au/titles/documentaries/5-seasons/clip1/) (1 minute 39 seconds) as a class. This video introduces the annual 5-season cycle identified by the Nunggubuyu people who live on the south-west coast of the Gulf of Carpentaria in the Northern Territory. The seasons in the video are:* *Migirarrga* (May-July) – cold weather time
* *Durrmala* (August-October) – turtle egg time, with hot dry winds
* *Barra* (October-December) – anticipating the coming rains
* *Barra Amilmilariri* (January-February) – heavy rain with flooding in low-lying areas
* *Mariga* (March-April) – the drying of the flood plains and anticipating cooler weather.

As a comparison, students read about the [Nyoongar calendar](http://www.bom.gov.au/iwk/calendars/nyoongar.shtml).As a class, discuss (in English):* How do these 2 calendars differ from the Gregorian calendar? (Or to a lunar calendar, if applicable.)
* How do these 2 calendars link with sustainable practices?

Students view the Gulumoerrgin and Gooniyandi calendars on the [CSIRO website](https://www.csiro.au/en/Research/Environment/Land-management/Indigenous/Indigenous-calendars/About-the-calendars), then either create their own seasonal calendar in Indonesian or a seasonal calendar for Indonesia, based on the language they have learned to date and the activities, foods, celebrations and customs they associate with each part of the year. Allow at least 1 lesson for calendar design. Students consider the following in their design: * How many seasons will my calendar have?
* What will these seasons be called, and why?
* What are the key events, activities and/or celebrations I associate with each season?
* Compare the calendar you have created to the Gregorian calendar and to one of the Aboriginal calendars you have looked at. Which one do you prefer, and why?

**How sustainable are our practices?**Introduce or revise frequency words, for example *always*, *often* and *never*. Practise with known structures and vocabulary from previous content (this will vary, based on your context), for example *Do you often play piano?, Do you always do homework?, How often do you eat apples?, What do you never do?*In pairs, students review the *‘How sustainable are you?*’ quiz (in Indonesian), ensuring they understand all questions and concepts. Students then complete the quiz individually, scoring 3 points for each *always* answer, 2 points for each *often* answer and 1 point for each *never* answer. Sample sustainability quizIntroduce *bisa + verb*, using the questions from the quiz as a scaffold, for example:* *[Student name] makan makanan alami. Saya bisa makan makanan alami juga.*

Students then write 2-3 sentences for how they could improve their score or their commitment to sustainable practices.As a class, explore the importance of sustainability in Indonesia. Identify a range of practices or programs in Indonesia which support sustainability. Explore relevant texts or videos. | Active participation in discussionsCreates an engaging seasonal calendar which includes activities, foods, celebrations and customs they associate with each part of the yearClear understanding of different concepts of calendars and seasonsAccurate completion of quiz and related sentences |
| LIN5-2Cidentifies and interprets information in a range of textsLIN5-4Cexperiments with linguistic patterns and structures to compose texts in Indonesian, using a range of formats for a variety of contexts, purposes and audiencesLIN5-6Uanalyses the function of complex Indonesian grammatical structures to extend meaningLIN5-7Uanalyses linguistic, structural and cultural features in a range of texts | **What can we do?**Introduce the imperative (*~lah*) by asking students to complete a table similar to the following, adapted for Indonesian:Imperative verb tableCreate and share a short true/false [Kahoot](https://www.google.com/search?safe=strict&rlz=1C1GCEA_enAU888AU888&ei=6FRxX_H7LM6O4-EPiLW04Ac&q=create+kahoot+account&oq=create+kahoot+account&gs_lcp=CgZwc3ktYWIQAzICCAAyBggAEBYQHjIGCAAQFhAeMgYIABAWEB46BAgAEEdQvDpYnkhgxktoAHACeACAAcABiAHACZIBAzAuN5gBAKABAaoBB2d3cy13aXrIAQjAAQE&sclient=psy-ab&ved=0ahUKEwjxj_Hu8IrsAhVOxzgGHYgaDXwQ4dUDCA0&uact=5) quiz with the class, entitled *Sustainable – true or false?* with the following statements. The answers and sample text for clarification once you mark/discuss the quiz have also been provided:* *Gunakan kantong plastik! Salah – lebih baik menggunakan tas kain*
* *Buang gelas di tong sampah merah! Salah – gelas dibuang di tong sampah kuning*
* *Cuci botol dan kaleng sebelum mendaur ulang! Benar – bersihkan dulu sebelum mendaur ulang*
* *Mendaur ulang kertas! Benar – masukkan di tong sampah kuning (atau biru, tergantung daerah tempat tinggal Anda)*
* *Minum air botol! Salah – air keran lebih baik untuk lingkungan*
* *Makan makanan yang sudah diproses / makanan olahan! Salah – lebih baik makan makanan yang sealami mungkin, kalau bisa dana man*
* *Tanam buah-buahan dan sayur-sayuran sendiri! Benar – sisihkan sedikit tempat di kebun/halaman atau gunakan pot untuk tanaman di balkon*
* *Buang makanan di tong sampah merah! Salah – lebih baik sisa makanan dijadikan kompos*
* *Manfaatkan kembali pakaian! Benar – berikan ke organisasi amal atau digunakan untuk kegiatan lain, contohnya sebagai kain lap*
* *Mendaur ulang hp lama di tong sampah kuning! Salah – bawalah hp lama ke tempat daur ulang khusus telepon*

**Bringing it all together**Students write a [reflective journal](https://spark.adobe.com/page/P33ZMeVvD6NH9/) in Indonesian. **The campaign**Introduce the infographic as a text type. Explain the ‘infographic’ is a portmanteau of the words ‘information’ and ‘graphic’, so it’s a way to display information in a visually engaging way. Students research the elements of a great infographic, for example [The 7 Key Components of a Knockout Infographic](https://blog.hubspot.com/marketing/knockout-infographic-components) (blog post) and [What Makes and Effective Infographic](https://www.youtube.com/watch?v=rl9ZcfKt8sY) (video).Using samples of infographics in Indonesian relating to the topic of caring for the environment, discuss how the message is conveyed, for example:* Are students able to identify linguistic similarities?
* Are specific verb tenses used?
* Is the language succinct or descriptive? Why?
* Is there a specific tone?
* How do the images add to the overall information?

As a class, summarise in Indonesian the key focal points of the unit. Note: Further explanations may be in English.Allow 1-2 lessons (depending on lesson length) for students to work on their infographics, with the following questions to guide their designs:* Has the main message been identified?
* Is the hierarchy of the messaging clear?
* Are the language structures appropriate? What is their effect? Are those structures the most effective structures for an awareness campaign?
* Is there a salient image? What is the purpose of the image?
* Have are images been used? If yes, what is their function?
 | Accurate completion of table, identifying imperative and infinitive verb formsActive participation in KahootActive participation in discussionsConsidered completion of reflective journal Engaging and accurate bilingual infographic |