



TOPIC: Local Aboriginal Historical Sites 3:



Excursion to Mandoorburnup (Frenchman's Peak)

Lesson three in a series of three lessons:

- Local Aboriginal historical sites 1: researching Mandoorburnup (Frenchman's Peak)
- Local Aboriginal historical sites 2: Aboriginal Elder's Dreaming story
- **Local Aboriginal historical sites 3: excursion to Mandoorburnup (Frenchman's Peak)**

CURRICULUM INFORMATION

PHASE OF DEVELOPMENT

Early Childhood	Middle Childhood	Early Adolescence	Late Adolescence
	✓	✓	

MAJOR LEARNING AREAS

The Arts	English	H & PE	LOTE	Mathematics	Science	S & E	T & E
	✓					✓ ✓	

VALUES

Pursuit of knowledge & commitment to achievement of potential	Self acceptance & respect of self	Respect & concern for others & their rights	Social & civic responsibility	Environmental responsibility
		✓		

DISTRICT

This lesson has been developed by teachers in the following district:
Esperance

TOPIC INFORMATION

PURPOSE

To develop students' understanding of the local Aboriginal history of Frenchman's Peak, Mandoorburnup (Noongar name).

To provide an opportunity for students to study Dreaming stories of the Esperance Noongar and Ngadju people.

STUDENT OUTCOMES

The students:

- move towards developing an understanding of local Aboriginal history of Esperance;
- acknowledge local Aboriginal history of Esperance; and
- study a Dreaming story of the Esperance Noongar and Ngadju people.





KEY BACKGROUND POINTS

- Be aware there are different versions of the Dreaming in the local area – Noongar and Ngadju.
- Provide students with opportunities to appreciate both Aboriginal and non-Aboriginal history of Esperance.
- Ensure students are aware of and follow safety procedures for walk trails.
- Ensure students show respect for the land.
- Ensure students show respect for visiting Aboriginal speakers.
- Obtain permission from the local Aboriginal people for visiting Mandoorburnup, and to hear their stories.
- Consult with the AIEO, Aboriginal staff and the Aboriginal Education team at the District Education Office about advice on protocols when working/talking to Aboriginal people, and your visit to Mandoorburnup.

CULTURAL & PROTOCOL CONSIDERATIONS

- Some sites are sacred/significant and not suitable for classroom study, check where these are.
- Students to show respect for the various stories for Frenchman's Peak – Mandoorburnup.
- If in doubt about any aspect of protocol or culture, always seek clarification with local Aboriginal community.
- It is important to acknowledge that spiritual belief systems of traditional Aboriginal people were the basis of daily life as designated by the Dreaming (students and teachers need to be aware of the diversity of Dreaming stories in the local area and other parts of the region).

TEACHING AND LEARNING STRATEGIES

RESOURCES

Medium	Author, producer, developer etc	Title	Source
recommended speaker	Sonny Graham		Castletown PS, ESHS
recommended speaker	Gail Yorkshire-Selby		Contact District Education Office
book	Castletown PS	<i>Kepa Kurl Dreaming</i>	Castletown PS
cultural tour	Kepa Kurl Aboriginal cultural tours		Museum Village, Esperance 6450 www.kepa.kurl.com.au
set of materials	Catholic Education Office	<i>Nidja Noongar Boodjar Noonook Nyininy</i>	Catholic Education Office or in schools in Noongar country

TEACHING RESOURCES

- lists of things to observe ...
- clip boards, paper, writing materials ...
- digital camera and/or video camera

LESSON STEPS

Preparation:

This series of lessons culminates in an excursion to Mandoorburnup (Frenchman's Peak) and is suggested as a motivation for further study of this site and different historical sites, depending on students needs, interests, and what's topical in the local community.

- **Clarify** the significance of the site with local Aboriginal community.
- **Plan** your lessons, who to invite to talk to your students, and your excursion in conjunction with your AIEO, other Aboriginal staff members, and the Aboriginal Education team at the District Education Office.





- **Acknowledge and discuss** with your students the spiritual beliefs systems of Aboriginal people, and that they were the basis of daily life as designated by the Dreaming (students and teachers need to be aware of the diversity of Dreaming stories in the local area and other parts of the region).
- **Complete** lessons 1 and 2 in this series, prior to this lesson.
- **Plan and record** key points for students to observe/find answers to on your excursion.
- **Organise** how students will take notes about/record what they see/learn.
- **Discuss** the kinds of things to photograph on the excursion.
- **Organise** students to be responsible for taking photos to record the excursion.
- **Follow** your school policy regarding excursions.
- **Divide** the lesson steps listed below into the appropriate number of lessons for your students.

Implementation:

Conduct the excursion according to school policy

Whole class

- **Discuss** your class excursion to Mandoorburnup.
- **Discuss** cultural significance of Mandoorburnup, respect for elders and the importance of the story as a way of teaching and learning responsibility (see *Kepa Kurl Dreaming*).
- **Brainstorm** information discovered about this site.
- **Complete** what students have learned so far on the KWL chart you began in lesson 1 (What we **know** and what we **want** to know – add what students **learn** after the excursion).

There are many activities to consolidate what students have gained from the excursion. Some examples follow. Choose those most relevant to your students needs, or replace these with your own ideas.

Working in small groups:

Allocate, or students may choose, one of the following to complete, using their notes and photos:

- **Placemat (Co-operative Learning Strategy)** – set questions/tasks to determine student understandings; e. g. write or draw five new things you learnt about Mandoorburnup; or write or draw your interpretation of the Dreaming story about Mandoorburnup
- **Mindmaps** about Mandoorburnup
- **Journal** recording personal reflections, photos, peer/group sharing, own and others comments and opinions
- **PMI (Positive, Minus, Interesting)** – set topics to determine extent of student cultural awareness
- **Power Point presentations**
- **Reports**, including notes, maps, diagrams and photos, about the site visited
- **Illustrated stories**
- **Comparison of different local stories**
- **Storymaps**

Discuss with students how they could share their information with other classrooms and the Esperance District Aboriginal Education Council (EDAEC). Possible ways include:

- display of work in library;
- publish documents in local newspaper;
- school newsletter items;
- add to Aboriginal Education school resource;
- photo competition (local show, school);





- develop local postcards ...

Further topics of study:

- research history of Cape Le Grand National Park;
- make big books to display in classroom/library;
- conduct and record interviews with local Aboriginal people;
- create portfolios of Aboriginal people;
- collect stories from the area;
- take photos of significant sites in the area and write about each;
- write letters to Aboriginal people/organisations;
- write letters to the Esperance Historical Society;
- visit the Esperance museum;
- investigate and write about bush foods found around base of Mandoorburnup;
- investigate and write about wildlife at Mandoorburnup;
- explore walk trails – from Cape Le Grand to Hellfire Bay;
- record (and photograph) information about wildflowers and seasons in the area;
- investigate camping grounds in the area;
- conduct fresh water/ocean studies;
- examine aspects of life in ocean, e. g. shellfish, fish, mammals ...

ASSESSMENT

Level of completion of after-excursion activity.

Use the rubric from *Active Citizenship: Outcomes and Standards Framework*, to assess how:

Students demonstrate active citizenship through their behaviours and practices in the school environment, in accordance with the principles and values associated with the democratic process, social justice and ecological sustainability.

Use the rubric from *Investigation, Communication and Participation: Outcomes and Standards Framework* to assess how:

Students understand that people form groups because of their shared understanding of the world and, in turn, they are influenced by the particular culture so formed.

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