



Jane Goodall's
roots&shoots

Living Landscapes

A Journey through Australia's
rich and diverse First Nations cultures
VOLUME 2

Teacher Resources



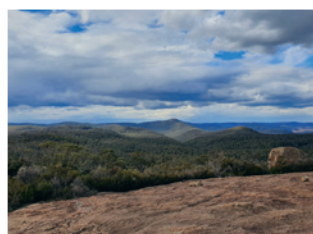
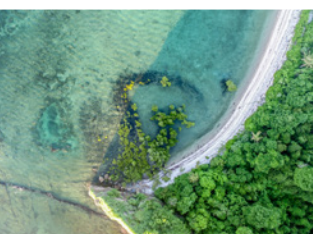
Jane Goodall Institute
Australia



Petaurus
EDUCATION GROUP



Jane Goodall's
roots & shoots



Aboriginal and Torres Strait Islander readers are advised that the following pages may contain images, voices and names of people who have died.

All images from Living with Landscapes: A Journey through Australia's rich and diverse First Nations cultures Vol 2. See image credits page 158 for details.

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The Jane Goodall Institute Australia and Petaurus Education Group acknowledge with deep respect the First Nations of this land we now call Australia.

We recognise their continuing connection to Country, and acknowledge that they never ceded sovereignty. We thank them for caring for our living landscapes since time immemorial.

We acknowledge and respect the continuation of cultural, spiritual and educational practices. We pay our respects to Elders past and present and emerging, and extend that respect to all First Nations people reading this resource.

About The Roots & Shoots Program

Congratulations for being a Roots & Shoots school!

Roots & Shoots is a global community action program founded by Dr. Jane Goodall in 1991. The program aims to inspire, empower and encourage young people all over the world.

It shows them how to follow their passions, take actions together and become the change our world needs. That way, we can all ensure a better future for people, animals and the environment.

About the Resource Box

The Roots & Shoots Resource Box is designed for teachers and students in primary schools, or by homeschoolers. As well as the four stunning books within, the Box offers several exciting learning opportunities and competitions to further foster optimism for our future.

R&S are excited to be partnering with WOODiWILD to increase biodiversity. Woodiwild enables schools to join a national tree planting program – creating habitat and carbon storage - while also raising funds for their own school needs! To learn more about this fantastic initiative visit woodiwild.org

rootsandshoots.org.au

WOODiWILD 



This Teacher Resource

This resource aims to more deeply engage teachers and students with the amazing and inspiring content of the 2022 Roots & Shoots Resource Box. Moving beyond simply reading and viewing the beautiful pages of these books, through these learning sequences it is hoped all can feel more purposefully connected to nature and inspired to take action towards a better future.

The Living Landscapes Volume 2 book is authored by experts and is an important professional learning resource for teachers. It supports teachers towards achieving **Australian Professional Standards for Teachers Standard 2: Know the content and how to teach it.**

Teachers can choose to undertake part, or all, of these learning sequences, however it is recommended to follow the complete sequence in order to achieve the best outcomes. Completing the activities in these Learning Sequences will enable students:

- to achieve outcomes in primary Science, HASS and The Arts learning areas – see [Pg. 7](#) for details. Specific links are listed for each lesson
- to engage with the content of the Living Landscapes Volume 2 book
- to think creatively and engage with alternative perspectives about their environment

These learning sequences are not prescriptive lesson plans, but rather offer activities and experiences to support teachers in implementing flexible, hands-on programs tailored for their students.

These learning sequences loosely apply the 5 E's instructional model and the 8 Ways of Learning – see following the pages for a more complete summary of these pedagogical approaches.

A digital edition of Living Landscapes Vol 2 can be accessed here:

janegoodall.org.au/australian-programs/resourcebox


TEACHER NOTE



This symbol indicates where teachers can take opportunities to differentiate and tailor learning to their students. This is also a chance to adapt content up and down learning years and stages.

Pedagogical approaches applied in these resources

These learning sequences loosely follow inquiry-based learning into a modified 5Es instructional model (Bybee, 1997), with the five phases: Engage, Explore, Explain, Elaborate and Evaluate.

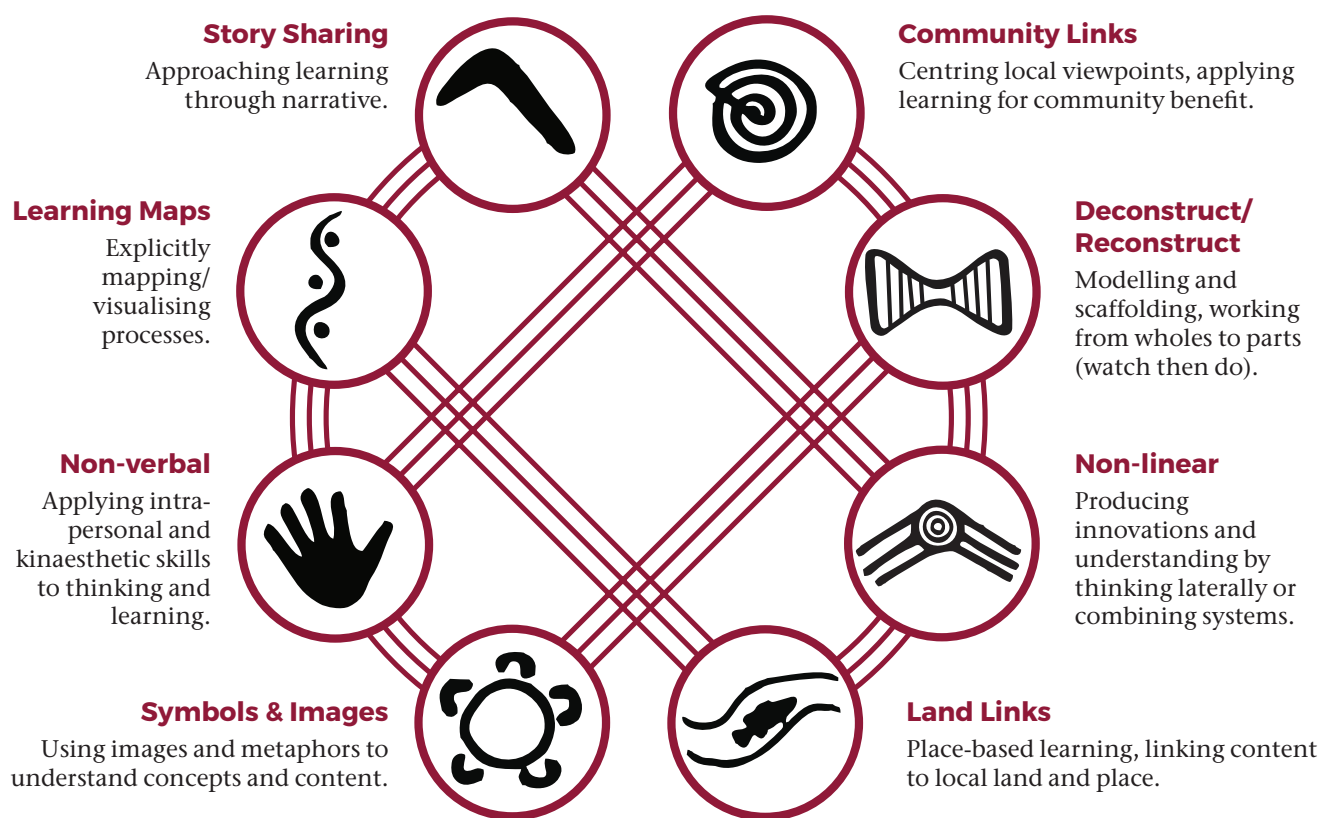
 TIME	5E's	Main ideas / skills
	Engage	Identifying and defining Connect past with present Create interest
	Explore	Researching and planning Encourage creative thinking Give common set of experiences Challenge own ideas
	Explain	Apply new vocabulary
	Elaborate	Producing and implementing Apply to new experiences
	Evaluate	Testing and evaluating. Have you changed your thinking?

8 Ways of Learning Aboriginal Pedagogy Approach

We acknowledge the Traditional Owners of western New South Wales, where this pedagogy was developed.

For the best understanding of this pedagogy, and its value in applying it here and in your teaching, head to www.8ways.online. The following summary is from that website.

Throughout this resource you will see the symbols in this picture below. These indicate where these practises are incorporated into the learning sequences.



This is a pedagogy framework that allows teachers to include Aboriginal perspectives by using Aboriginal learning techniques.

This Aboriginal pedagogy framework is expressed as eight interconnected pedagogies involving narrative-driven learning, visualised learning processes, hands-on/reflective techniques, use of symbols/metaphors, land-based learning, indirect/synergistic logic, modelled/scaffolded genre mastery, and connectedness to community.

Throughout this resource, you will see the following symbols. These indicate where these practices are incorporated into the learning sequences.

The meaning of each symbol is summarised simply above – for a more complete understanding, head to the [8ways](http://www.8ways.online) website.

About Petaurus Education Group

This Teacher Resource is written by Petaurus Education Group.

Petaurus Education Group Inc. is a not-for-profit organisation based in Albury (on Wiradjuri Country) in southern NSW. Initiated by the local community, Petaurus is named after the threatened squirrel glider (*Petaurus norfolcensis*) that lives around Albury.

Established in late-2014, Petaurus aims to connect communities, schools and individuals with natural resource management topics such as land, water, biodiversity, productive and sustainable farming, and cultural awareness.

Petaurus creates on-ground, hands-on and local nature-based opportunities for schools to engage with their communities to promote and instil a sense of local pride and ownership in young people. Innovation and creativity are encouraged, as well as linking students to real-life community issues and challenges.

With hubs in Albury, Hay and Gol Gol, Petaurus staff and board members bring a range of experiences including teaching, science, community development, media and the arts, with the goal of developing and delivering quality engagement, education and communication that promotes positive change.

Petaurus works with a range of government and non-government groups and has an extensive network of contacts across the Murray-Darling Basin. Where possible, Petaurus aligns its teaching and learning activities to relevant state and national curriculum outcomes.

Petaurus works across the Basin, engaging and collaborating with communities to create balanced, productive and resilient regional landscapes and communities.

Learn more about our work and to download resources from our extensive library: www.petaurus.org.au



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Introduction to Living Landscapes Volume 2

This land we call Australia is home to hundreds of First Nations cultures. From its many islands to its vast deserts and rich forests, every waterway, valley, tidal zone, rock and beach, as well as the creatures that inhabit them, belongs to one of these Nations. This book seeks to show you a vibrant and living cultural diversity, with elements you may be familiar with and others you may realise you are only beginning to comprehend. In compiling this book, we recognise that we can only tell the stories of those we ask.

The pages of this book cannot hold all knowledge or tell a full story, but rather give you a chance to listen to First Nation voices as they talk about their connections to Country. This book seeks to entice you to discover more, learn more, and experience the lifelong journey of understanding culture.

The diverse cultural knowledge of these First Nations is the key to connecting to the diverse living landscape of Australia. It is for this reason that we give you this book.

Connection has never been more important.

Respecting our interconnectedness with the land and its creatures has never been more important.

Connecting with fellow humans and sharing knowledge as we find a path forward as custodians of this world has never been more important.

Activity

Look to these circles through the book for activity ideas and discussion points. These can help you connect the content of this book with your own understanding. We love to see your learning in action, so please share your feedback via the Roots & Shoots webpage.

Book Structure

Eight groups have contributed to this volume of *Living Landscapes*, and each have their own chapter which showcases their story and the work they do.

Although the content of this volume is very diverse, the structure of each chapter is consistent, comprising the following main sections:

About Us

This section is an overview of who this chapter is about in their own words. Their logo is shown, a map depicts the location of their Country. Sometimes the Traditional Owner groups are noted and a vision for the future is outlined.

About Our Work

This section provides more of the story about what this group does, why their work is important, their connections to Country, and why they have chosen to share the knowledge presented in their chapter. All images and words are provided by the group (image acknowledgments are presented in the Credits chapter).



About Our Country

A description of that part of Australia to which each group is connected. This can include landforms, vegetation types, significant species, and main human features like towns. Sometimes the main threatening processes are mentioned. A map is shown to guide you.



Species Profile

This is a scientific insight into some of the special species you read about in the chapter. Each species profile is written by the Jane Goodall Institute Australia team with contribution from the chapter authors. It includes the animals name in local language, the common name in English, and the scientific name, as well an explanation of each animal's habitat, diet, interesting facts and local cultural significance or role. A map shows where the animal lives across Australia.



Glossary

Here you can find an explanation of some of the key words used in this book. Each has its source noted using the Harvard Referencing System. Many of these concepts will take a lifetime to fully understand, and we suggest you ask your teachers and listen to what these words mean to different people you meet, especially people from your local First Nations.

Useful Links and Professional Learning

Roots & Shoots

If you've an idea to benefit animals, people and the environment – no matter how big or small – we want to help you. Across Australia, our Roots & Shoots local leaders are ready to guide our members in planning, creating and realising your activity. Whether you're an individual, youth group or school, we provide the skills, tools and mentoring to make your activity a success.

Australian Curriculum

These Learning Sequences are designed to be used by teachers and students across Australia and are therefore linked to Australian Curriculum outcomes. For the latest developments and additional resources to support the teaching of Australian Curriculum, head to that website.

Australian Association of Environmental Educators (AAEE)

Australia's peak professional body for environmental educators.

- Advocate for Environmental Education and promote best practices.
- Provide a network for cross-sector environmental educators.
- Promote the effective use of education to help people to live more sustainably.
- Support members via professional development.
- Build strong local networks that facilitate collaboration and skill sharing.

Petaurus Education Group online resource library

Specialising in creating resources and engagements for teachers, by teachers and young people. Petaurus provides FREE lesson plans, professional development opportunities and hands-on activities on a range of topics. Excite and support your learners with engaging topics like ecosystems, waterways, and native plants and animals. Easy-to-use and completely free!

Learn More on the Roots and Shoots Website

DISCOVER more, CONNECT further and CHALLENGE yourself. Hover your device over this QR code to link straight to the Living Landscapes page of the Roots and Shoots website. Here you will find a collection of resources contributed by the authors of Living Landscapes including films, online resources, links to social media pages and weblinks.



can connect to social media to follow the latest stories.



Link to the R&S website via this QR code

<https://rootsandshoots.org.au/resourcebox2022/livinglandscapes2/>

Summary of Learning Sequences

Learning Sequence	Learning intentions	Main ACARA curriculum links	Main learning experiences	Page
What Could My Logo Be? Estimated 10 lessons*	<p>Interpret information and data displayed in different formats.</p> <p>Examine a diverse range of symbols and emblems and learnings from people with cultural authority about their importance to identity and culture.</p> <p>Consider own cultural connections and identity.</p> <p>Create visual artworks that communicate identity and personal connection to a place.</p>	<p>Year 3 HASS Knowledge and Understanding - History: Significant events, symbols and emblems that are important to Australia's identity and diversity, and how they are celebrated, commemorated or recognised in Australia, including Australia Day, Anzac Day, NAIDOC Week, National Sorry Day, Easter, Christmas, and other religious and cultural festivals (AC9HS3K02)</p> <p>Year 4 HASS Skills: Interpreting, analysing and evaluating interpret information and data displayed in different formats (AC9HS4S03)</p> <p>Years 3 and 4 Visual Arts: Explore how First Nations Australians use visual arts to communicate their connection to and responsibility for Country/Place (AC9AVA4E02)</p> <p>Year 4 Mathematics - Space: Represent and approximate composite shapes and objects in the environment, using combinations of familiar shapes and objects (AC9M4SP01)</p> <p>General Capabilities: Intercultural Understanding</p> <p>Cross-curriculum Priorities: Culture - People: The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally</p>	<p>See Think Wonder</p> <p>Odd-One-Out game with logos</p> <p>Deconstructing and reconstructing a logo</p> <p>Guided connection to Country activity</p> <p>Creating a draft then final logo for self</p> <p>Gallery walk</p>	9



Learning Sequence:

What Could My Logo Be?

Overarching Inquiry Questions:

What are some of the ways we can express our identity and connection to Country and nature?

Learning Intentions:

Interpret information and data displayed in different formats.

Examine a diverse range of symbols and emblems and learnings from people with cultural authority about their importance to identity and culture.

Consider own cultural connections and identity.

Create visual artworks that communicate identity and personal connection to a place.

Success Criteria:

I can identify elements of important symbols and emblems

I can analyse symbols and emblems and recognise that these are related to identity.

I can explain how using symbols and emblems communicates connection to Country/Place

Main Outcomes

Year 3 **HASS Knowledge and understanding – History:** Significant events, symbols and emblems that are important to Australia's identity and diversity, and how they are celebrated, commemorated or recognised in Australia, including Australia Day, Anzac Day, NAIDOC Week, National Sorry Day, Easter, Christmas, and other religious and cultural festivals (AC9HS3K02)

Year 4 **HASS Skills:** Interpreting, analysing and evaluating - interpret information and data displayed in different formats (AC9HS4S03)

Years 3 and 4 **Visual Arts:** Explore how First Nations Australians use visual arts to communicate their connection to and responsibility for Country/Place (AC9AVA4E02)

Year 4 **Mathematics, Space:** Represent and approximate composite shapes and objects in the environment, using combinations of familiar shapes and objects (AC9M4SP01)

General Capabilities: Intercultural Understanding

Cross-curriculum Priorities: Aboriginal and Torres Strait Islander Histories and Cultures

KEY VOCABULARY

Cultural connections

Emblems

Identity

Logos

Place connections

Responsibility

Symbols

Values

SPECIAL NOTES

Icons like this:



indicate opportunity for differentiation, including up and down learning stages




indicate how this relates to the 8 ways of learning pedagogy



indicate a page number in the Living Landscapes book

Learning Sequence: What Could My Logo Be?

Lesson 1

Content	Teaching learning and assessment	Resources
ENGAGE	<p>What logos and emblems do I recognise in my life ?</p> <p>Brainstorm!</p>  <p>Show examples (use Appendix A) then generate a list – allow drawn, written and verbal responses. Suggested inclusions are:</p> <ul style="list-style-type: none"> School logo Commonwealth Coat of Arms State/Territory Government logo Local council logo Australian flag First Nation flags Local First Nation group logo State flags Christian cross Crescent and star See Think Wonder <p>Complete a See Think Wonder or other visible thinking activity using one of the logos in Appendix A</p> <p>My Logo – draft Give students a chance to think about what they might have in their logo. Draw or write all the elements they can think of</p>	<p>Teacher Resources:</p> <p>Appendix A provides copies of the logos explained in Living Landscapes Vol 2, plus important Australian emblems and flags. Add your own based on local connections.</p> <p>Resources Required:</p> <p>Copies of logos – projected or paper copies.</p> <p>Blank paper and drawing materials</p>

TEACHER NOTES

As well as the six logos explained in the Living Landscapes Vol 2 book, collect emblems, logos and their associated stories that are relevant to your class. There are opportunities to link to local First Nations groups, artists, other local groups, places and events, as well as groups from past and future learning.

A key part of this Sequence is showing understanding through the creation of a logo. Consider if you would like to create individual logos, or a group/class/school logo. Consider what physical or digital medium you wish to use.




To build in connection to your community, invite a local artist / graphic designer to be involved in the process, particularly a local First Nations artist or designer. Can they provide a logo or artwork for you to analyse? Can they join you for the connection to Country activity?

Be aware of and avoid cultural appropriation by ensuring students connect with their own versions of their identity. Avoid creating a logo for others.

** These learning sequences are not prescriptive lesson plans, but rather offer activities and experiences to support teachers in implementing flexible, hands-on programs tailored for their students. Feel free to dive in and use one or all of these activities!*




Learning Sequence: What Could My Logo Be?

Lessons 2-4

Content	Teaching learning and assessment	Resources
EXPLORE	<p>How can artwork communicate connection? What does an emblem/logo have to include to be meaningful?</p> <p> Why do people make art?</p> <p>Either as a whole class or using the jigsaw process, read about how artists express their identity in their artwork. Use any or all of the artists profiled on pages 116 to 128 of Living Landscapes Volume 2. Consider the question "Why does the artist make art?"</p> <p> Odd-One-Out - Phase 1</p> <p>Work in small groups using the images available in Appendix A, plus any others your class connected to during the ENGAGE phase. Support students in creating 2 or more categories based on shared elements of the images; such as colours, shapes, meaning, level of detail, location, and people. Teachers observe discussion with minimal intervention in order to inform any additional questions for the next activity.</p> <p> Deconstruct: Exploring important emblems</p> <p>Lead a series of structured analysis of important logos.</p> <p>Complete the first analysis as a class using the Kakadu Kitchen logo on page 24 of LL2 (don't use the version on page 26 as this is used in the next phase of this activity!). Record your findings - use Appendix B for support.</p> <p>Some suggested analysis questions:</p> <ul style="list-style-type: none"> • What shapes can you find in this logo? • What symbols can you see in this logo? Do you know their meaning? • How many of these are there? Is that important? • What objects are shown in the logo? Are they living or non-living? Are they important? • Are there are words? What language are they in and why? What font are they in and what does this make you think of? • How would you describe the colours that are used? • How can you tell where the logo is from? • How can you tell who the logo represents? • Where do you think the logo is meant to be displayed, and why do you think this? <p>Allow students to complete at least one other analysis of their chosen logo/emblem - use Appendix A if required - using the same analysis questions as a guide.</p>	<p>Teacher Resources:</p> <p>Living Landscapes Volume 2</p> <p>Resources Required:</p> <p>Paper copies of logos for each group - Appendix A plus any others.</p> <p>Projected image of Kakadu Kitchen logo - either from your digital copy of Living Landscapes Vol 2, or from Appendix A.</p> <p>If using, copies of Appendix B for each student - HINT: copy these A3 to allow additions later.</p>

Learning Sequence: What Could My Logo Be?

Lessons 5-6

Content	Teaching learning and assessment	Resources
EXPLAIN	<p> Why are logos and emblems important?</p> <p>What is identity?</p> <p>Explore what elements go into identity, including connections to place, important values, responsibilities, culture, language. Use an identity chart template (many available online) or build a class mind-map.</p> <p>Consider a metaphor that suits your class, and allow each student to come up with their own. E.g. I'm like a tree. I'm like an ocean. I'm like a kangaroo.</p> <p> Reconstruct: About our logo</p> <p>As a class, read the explanation of the Kakadu Kitchen logo on page 26-27 of Living Landscapes Volume 2. Compare to the analysis you did in the EXPLORE section.</p> <p>Allow students to read at least one explanation of another of their chosen logos/emblems and compare and contrast with their work in EXPLORE. Consider allowing time to add to any notes taken in EXPLORE (you may have used Appendix B) in a different colour pencil.</p> <p>Additional information about state, national and commonwealth emblems are readily available on-line.</p> <p>What parts of the emblem/logo show us about the identity and values of the group?</p> <p>Uses of an emblem or logo</p> <p>Use the book or further research to see where the logo is displayed. Possible uses are on the website, social media pages, uniforms including ranger uniforms, on vehicles, on buildings.</p> <p> Odd-One-Out - Phase 2</p> <p>Again in groups and using the emblems and logos used previously, students revisit how they grouped the images. Ask students to explain any revised groupings. This time groups should also add one emblem/logo as the odd-one-out.</p> <p>Students can circulate around other groups to guess the odd-one-out in others grouping, waiting for an explanation as to why this is the odd-one-out in the grouping.</p>	<p>Teacher Resources:</p> <p>You may like to explore the many identity chart lessons online.</p> <p>Resources Required:</p> <p>Identity Chart Template (online).</p> <p>Copy of Living Landscapes Volume 2.</p> <p>Completed Appendix B sheets.</p> <p>Paper copies of logos for each group – Appendix A plus any others.</p>

Learning Sequence: What Could My Logo Be?

Lesson 7-10

Content	Teaching learning and assessment	Resources
ELABORATE EVALUATE	<p>How else do people communicate their connection Country/Place?</p> <p>Create your own response to Country:</p> <p>Complete the creative activity outlined on pages 78-81, designed by Jacob Nash, Bangarra's Head of Design.</p> <p>How does your response compare and contrast to the artists profiled in the Living Landscapes book?</p> <p>My Logo - Final!</p> <p>Using their notes from previous lessons to guide them, allow students to create their own logo. This can be either a personal logo, or a logo for the whole class or even school. Consider using graphic design software.</p> <p>Have students continually reflect on the analysis questions they have asked in earlier phases of this learning.</p> <p>Consider setting up a gallery walk where students provide either a written or verbal explanation of why they included all the elements of their logo. Audience can be as small as the rest of the class, or you can invite families and carers. To support written explanations, you can use the analysis questions, or the Kakadu Kitchen explanation on page 26-27 as a model.</p> <p>Please share your logo's with us! Email the Roots & Shoots team via our website.</p> <p>How much have I learned about logos and identity?</p> <p>Revisit metaphor</p> <p>Have you changed your mind about your identity metaphor? Why?</p> <p>Self reflection</p> <p>My logo changed over the course of this learning because ...</p> <p>Whose logo Am I?</p> <p>Can students from elsewhere in your school match you to your logo?</p>	<p>Teacher Resources:</p> <p>Review page 78-81 of Living Landscapes Vol 2. Further detail is also available on the Bangarra website.</p> <p>Consider where and when your students can be safe and comfortable as they complete the activity. Refer page 80.</p> <p>Resources Required:</p> <p>Paper and equipment to make marks on paper such as pencils, crayons, paints etc.</p> <p>Paper and equipment to create a logo.</p> <p>Draft logos created in the EXPLORE phase.</p> <p>Final logos.</p>

Appendix A:

Logos and Emblems



ku arts



Appendix B:

Analysing Logos

<p>How can you tell WHERE the logo is from? How do you know?</p>	<p>What objects are shown in the logo? Are they living or non-living? Are they important?</p>	<p>What shapes can you find in this logo? How many of these are there? Is that important?</p>
<p>How can you tell WHO the logo represents? How do you know?</p>	<p>Are there any words? What language are they in and why? What font are they in and what does this make you think of?</p>	<p>What symbols can you see in this logo? Do you know their meaning?</p>
<p>Where do you think the logo is meant to be displayed, and why do you think this?</p>	<p>How would you describe the colours that are used?</p>	



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