

Teaching notes for Branyi Bayann Niiringal (Yesterday, Today, Tomorrow)

Yaama (Welcome)

This resource provides a scaffold for developing related knowledge, understanding and skills so that schools can effectively embed Aboriginal perspectives across the curriculum.

The goals are to:

- enhance student and teacher capacity around the concepts of Country/Place, Peoples and Cultures
- improve engagement levels across the state
- strengthen community leadership and cultural identity.

Completing this project will build capacity within the school to work in partnership with Aboriginal peoples and communities.

In this resource you and your class will work through a series of activities to try and solve the real-world problem:

We pass Aboriginal significant sites everyday but many of us are unaware of the rich cultural background and history of the area that we live.

To solve this problem the students are challenged to answer this question:

How can we use technology to respectfully and authentically share Aboriginal sites of significance with the wider community?

This will involve researching the problem by talking with local Aboriginal Elders, visiting the site and using technology to publicise the site on Google Maps.

The following case study videos give you an idea of how two different schools used this resource with their students:

Stage 3 students and teachers from Brewarrina Central School used this resource, visited the nearby Aboriginal fish traps with local Elders and produced a Google Tour. [This video](#) shows the process they went through.

Stage 5 Aboriginal studies students and their teacher from Sydney Secondary College, Leichhardt Campus visited Aboriginal organisations in Redfern, Sydney and produced Google Tours. Watch [this video](#) to see the process they went through.

Consultation

It is essential you seek advice and input from your local Aboriginal community before delivering this learning. Their local knowledge and expertise should be valued and actioned.

It is particularly important to consult with and involve Aboriginal and Torres Strait Islander peoples in all decisions affecting their cultural heritage. This includes representing and using their history, community, stories and interviews, lives and families and cultural and intellectual property.

During consultation, include the risks and benefits of wider dissemination of cultural material, as certain information or images may be unsuitable for circulation. Be guided by the local Elders and Aboriginal Education Consultative Group members when selecting the significant site you are going to use as the focus of this project.

Ensure you consult in a thorough, accessible way and use culturally appropriate language.

Information on how to connect with Elders and Community will shortly be available on the Department of Education website.

In the meantime, for more information contact:

Aboriginal Outcomes and Pathways
Ph: 02 7814 2792
E: aboriginal.programs@det.nsw.edu.au

Important

This printable version of the teaching notes does not include all the interactive activities of the full resource. To view these you need to access the [Branyi Bayann Niiringal teaching and learning resource](#). The resource can be found in Scootle - <https://www.scootle.edu.au/ec/login.action>.

Project based learning

This teaching and learning resource uses the project based learning method of teaching which encourages students to engage in real problem solving, to avoid settling for the first draft or idea and to develop key skills from the general capabilities, particularly around critical and creative thinking. There are many models of project-based learning but all of them start with a problem and an essential

question. Students are prompted throughout the resource to consider the problem and the essential question.

In this project the essential question is:

How can we use technology to authentically and respectfully share Aboriginal sites of significance with the wider community?

Privacy and intellectual property protocols

Teachers need to make students aware that there are protocols and laws regarding the rights of people who own knowledge and create works of art. Students also need to understand what their rights are regarding anything they create. Permission must always be gained from parents before images of students are published.

Technology

The activities in this resource require the teacher and students to have access to and use a cloud-based learning environment. Students will be producing multimedia presentations and will therefore also need access to digital devices.

Cloud-based learning environment

Cloud-based technologies such as G-Suite, MS Office 365 let you and your students store, organise, collaborate and share files, photos, videos etc. These files can then be accessed easily on any internet connected device.

Digital devices

As a minimum, each group will need access to a computer and a digital recording device such as an ipad, camera or phone.

Collaboration

Throughout this resource students will work in groups to research, be creative and make many decisions. The ultimate goal is for students to develop skills that they can apply throughout school and into their work life. Your class may benefit from having this goal explained explicitly before you start.

This project will work best if students can work in groups of three or four. Depending on your class you can assign students to groups or allow them to choose who they will work with.

Each group should then be assigned a different topic or aspect of Aboriginal culture (Animals, Story & Language, Nature, Plants, Land and People/Community) or history to research.

The Branyi Bayann Niiringal resource uses a process diary and a group journal for students to collaborate and document their learning. Templates can be found in the resources section of the resource found in the top

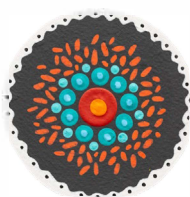
Process diary



This icon used throughout the resource indicates that students should complete an activity in their Process diary. The process diary is used to record student's individual work and should only be shared with the teacher.

Students will only need to download the diary once as it will be saved in their personal file. However, another copy can be retrieved from the resources icon in the top right hand part of the Home page if required.

Group journal



This icon used throughout the resource indicates that students need to complete an activity in their Group journal. Their group journal will be saved in their shared folder so that all students can contribute to the journal.

Yarn



This icon is used throughout the resource to indicate that students should 'have a yarn' or discussion. Yarns can be for the whole class facilitated by the teacher or just within groups.

Feedback

If you have any suggestions for changes or other helpful feedback please complete this [feedback form](#).

Before teaching

We suggest you read through these teaching notes and have the [Branyi Bayann Niiringal teaching and learning resource](#) open on a computer at the same time.

Success criteria and suggestions for assessment

- Students analyse and refine research on an Aboriginal significant site
- Students use devices to capture images, audio and video
- Students meet with Elders and learn about Country
- Students research Country to find out about its history and culture and find out what is recorded and where
- Students define information they wish to convey about the significant site, based on their topic area
- Students storyboard, plan and create using multimedia to produce a presentation and become familiar with a digital collaboration space
- Students record their feedback in a process diary and group journal
- Students present prototypes for feedback to an authentic external audience.

Suggestions for formative assessment

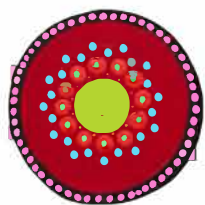
- Quality of student research
- Quality of student plan and storyboard
- Quality of student presentation
- Student response to feedback.

Suggestions for summative assessment

- Content of Multimedia presentation
- Process diary
- Group journal.

Outline of activities

The resource is roughly divided up into one hour lessons. Each activity has a suggested timeframe, however teachers should adapt activities to the needs of their students.



Branyi (Yesterday) – 3 lessons

This module is all about researching and preparation for the project. Students will interrogate the problem, find out and evaluate what solutions already exist and identify the significant site after consultation with an Elder. They will also set up their digital collaboration space and process diary.

Preparation checklist

- make a connection with the local Aboriginal community, AECG or Elders and discuss appropriate sites before beginning the project
- organise to have an Elder visit your class. Prepare the Elder by explaining the purpose of the project and your expectations of them. Make sure they are clear that you are only asking them to share knowledge that is appropriate. You should also ask if they are OK to be filmed by the students.
- set-up a digital learning environment for your class in either G-suite for Education or MS Office 365 by logging into the [Department of Education Portal](#). If you don't already have a digital learning environment the [Getting started with technology website](#) will help you set one up for your class.
- Once your class environment is set-up, divide your class into groups of 4-5 and create a shared folder for each group to save their files in. That way all of the students can access all the files they will be using for the final presentation. You will need to give access to the folder for each of the students in the group. You will also need to save a copy of the Group journal in each folder. The Group journal and process diary can be found in the resources section of the [Branyi Bayann Niiringal teaching and learning resource](#). Each student will also need to have an individual copy of the process diary saved in their personal file.
- Reach out to your teacher librarian for support with resources for the research section of this module. If your class struggles with research skills or information literacy this is a great chance to work with your teacher librarian to plan some lessons on these skills.
- Make sure students know how to login to the Department student portal and if using Google services know to use their @education.nsw.gov.au account.

Lesson 1 - What is the problem?

1.1 Introducing the problem: discuss as a class – 15 min

The Problem - we pass Aboriginal significant sites everyday but many of us are unaware of the rich cultural background and history of the area that we live.

How can we use technology to respectfully and authentically share Aboriginal sites of significance with the wider community?

1.2 Project objective: students explore three examples of how Aboriginal significant sites are represented online – 15 min.

1.3 Showing respect: students complete an individual interactive activity and discuss how and why showing respect to Elders is important – 30 minutes.

Lesson 2 - Planning the project

- 1.4 Create a process: students download, personalise and save their process diary – 15 minutes.
- 1.5 Group organisation: students meet as a group for the first time to organise their online collaboration space and allocate roles – 20 minutes.
- 1.6 Internet research: In pairs or individually, students search for information on local Aboriginal sites - 20 minutes.
- 1.7 Analyse the research: As a group, students have a yarn on the issues around including Aboriginal information on the internet - 10 minutes.

Lesson 3 - What's the story?

- 1.8 Interview preparation: As a group students decide on the questions they would like to ask the Aboriginal Elder or Elders they will meet. Two questions per group are chosen – 15 minutes.
- 1.9 Interview an Elder: Students record the answers in their process diary – 30 minutes.
- 1.10 Review and reflect: Have a class yarn about what the students have learnt – 15 minutes.



Bayann (Today) – 5 lessons

In this module students will explore the multimedia options available to them, collect the information and media required to create their presentation by visiting the significant site and develop a prototype.

Preparation checklist

- Organise the excursion including permission notes and participation of an Elder or other appropriate guide
- Have a discussion with the Elder/s about what information or stories they are going to share with the students. Alay any anxieties they might have about your expectations. You may need to negotiate remuneration for the Elder.
- Obtain suitable devices for students to record the significant site. The multimedia presentation can be completed by using any device however if students choose to make a VR tour a 360 degree camera is necessary.

- Make sure the devices are fully charged before the excursion
- If you are planning to have your students create Google Tours the suggestion is to ask each group to develop a tour on their topic with 2-3 scenes and 3-4 information points for each scene. Information points could be based on - when, where, who and why.

Lesson 4 - Multimedia today

2.1 What is multimedia?: Students define multimedia and complete an interactive activity then list the multimedia types used in Google Maps – 15 minutes.

2.2 Explore virtual reality: students experience two virtual reality examples - 40 minutes.

2.3 Review and reflect: students individually reflect and record their thoughts in their process diary - 10 minutes.

Lesson 5 - Plan multimedia presentation

2.4 Plan the content: Students decide what type of multimedia presentation they are going to create based on the technology available. Students will prepare a presentation or scene - 30 minutes.

2.5 Ideas and brainstorm: Students collate and reflect on information recorded so far, this will include information from the local Aboriginal Elder and online research - 30 minutes.

Lesson 6 - Deadly devices

2.6 Learn how to use technology: Ensure students are familiar with the devices to be taken on the excursion by allowing them to take and save images from around the school – 30 minutes.

2.7 Get ready for the excursion: Students plan and make a list of roles and responsibilities amongst their group. They should also make a list of the devices and equipment that they need on the day. It is important to remind the students that before they take any photos of an elder they must have their permission. If permission is not given they will need to record their learning in another way – 30 minutes.

Lesson 7 – Visit the site

2.8 Visit the site: Excursion to the local significant site. Whilst on site students will take recordings, photos, notes and gather the relevant information needed for their multimedia presentation -1/2 day or day

2.9 Review and reflect: Students save the information and files collected on the excursion. Students then review and evaluate the files and decide which to include in their presentations. Students record decisions in their group journal – 20 minutes.

2.10 Create prototype: Students create at least one prototype of their multimedia presentation. Students choose preferred software ie: Google Sites, Tour Creator or Microsoft Sway, experiment with it and save prototypes – 40 minutes.



Niiringal (Tomorrow) – 4 lessons

This final module is all about reviewing and refining the multimedia presentation, developing the final version, publishing it on Google Maps and then reflecting on the process and what they have learnt.

Preparation Checklist

- Organise to have an audience for your class to present their prototypes. If possible the audience should include the same Elder who came to visit and do the site tour. This will help ensure that the points of interest and content that the students are including are culturally appropriate. It could also be another class of students from the school.
- Prepare [feedback forms using the two stars and a wish format](#) for the audience to provide their feedback.
- Make sure you are familiar with [Google My Maps](#). If needed, learn how to [create a My Map](#) or watch a short clip on [how to create a 'My Map' in Google Maps](#).
- Familiarise yourself with the process of adding a missing place to Google Maps by watching [this video](#). Only teachers can complete this final step and should use their @education.nsw.gov.au email address.

Gather this is the information before publishing the site:

1. Use your @education.nsw.gov.au account to login and as the contact
2. Publish the web link for the final presentation or presentations.

Lesson 8 – Prototype evaluation

3.1 Group collaboration: Students choose how to present their multimedia presentation to an audience - 15 minutes

3.2 Present prototype for feedback: Organise an audience for your students to present their ideas to. Make sure each group records the feedback and remind the students that this feedback is meant to help them.

3.3 Document and reflect: Students reflect on feedback given and record it in their journal. Ensure they use the feedback given to improve their prototype- 15 minutes.

3.4 Individual reflection: Students reflect individually and record their thoughts in the journal – 15 minutes.

Lesson 9 – Revisit the site (optional)

3.5 Re-record: After feedback is given to students they may need to revisit the site to take more photos, collect further information or clarify information.

Lesson 10 – Final deadly presentation

3.6 Create final multimedia presentation: Students finalise presentation. Students must edit their final prototype and changes should be made based on feedback, group reflections and personal reflections. Students publish and share – 45 minutes.

3.7 Review and refine: Students review multimedia presentation, review feedback from teacher, reflect on the essential problem, make any final revisions and republish -15 minutes.

Lesson 11 – Publish pinpoint on Google Maps

3.8 Prototype and Google Maps: Before publishing the final presentation students create a prototype using Google My Maps. Students will need to copy the published web address for their multimedia presentation. Students can preview what the pinpoint will look like – 20 minutes.

3.9 Go live on Google Maps: You will need to add the students' significant sites for them onto Google Maps. The first step is to submit your content to [Storylines](#) for verification. Once this is completed, you can submit the Storylines link to Google Maps. [This video](#) shows you how to do this. You will receive an email when your pinpoint has been approved.

3.10 Document and reflect: Students reflect on the entire project via a group discussion and record in their process diary – 15 minutes.

3.11 Branyi Bayann Niiringal wrap-up: Have a yarn with students to discuss a follow up for example, do you need to let the Elder know when the presentation is live? What is the appropriate way to thank the people or organisations involved? – 30 minutes.

3.12 Plan the launch: Students need to let people know that their pinpoint is live. For example make an announcement during assembly, as part of Reconciliation week celebrations or as part of NAIDOC week – 15 minutes.

Syllabus outcomes

This resource can be used to address the following NSW Syllabus outcomes:

Stage 3 outcomes

English

EN3-1A - communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features

EN3-2A - composes, edits and presents well-structured and coherent texts

EN3-3A - uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies

EN3-4A - draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts

EN3-8D - Identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts

EN3-9E recognises, reflects on and assesses their strengths as a learner

History

HT3-1 describes and explains the significance of people, groups, places and events to the development of Australia

HT3-2 describes and explains different experiences of people living in Australia over time

HT3-3 - identifies change and continuity and describes the causes and effects of change on Australian society

HT3-4 - describes and explains the struggles for rights and freedoms in Australia, including Aboriginal and Torres Strait Islander peoples

HT3-5 - applies a variety of skills of historical inquiry and communication

Geography

GE3-2 explains interactions and connections between people, places and environments

GE3-3 compares and contrasts influences on the management of places and environments

GE3-4 acquires, processes and communicates geographical information using geographical tools for inquiry

Science and Technology

ST3-2DP-T - plans and uses materials, tools and equipment to develop solutions for a need or opportunity

Stage 4 Outcomes

English

EN4-2A effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies

EN4-8D identifies, considers and appreciates cultural expression in texts

EN4-9E uses, reflects on and assesses their individual and collaborative skills for learning

History

HT4-1 describes the nature of history and archaeology and explains their contribution to an understanding of the past

HT4-3 describes and assesses the motives and actions of past individuals and groups in the context of past societies

HT4-4 describes and explains the causes and effects of events and developments of past societies over time

Geography

GE4-2 describes processes and influences that form and transform places and environments

GE4-3 explains how interactions and connections between people, places and environments result in change

GE4-7 acquires and processes geographical information by selecting and using geographical tools for inquiry

Design Technology

DT4-10 uses a range of technologies appropriately and safely in the development of quality design solutions

Aboriginal Studies

4.1 identifies the factors that contribute to an Aboriginal person's identity

4.2 outlines ways in which Aboriginal Peoples maintain their identity

4.3 recognises the changing nature of Aboriginal cultures

4.4 outlines changes in Aboriginal cultural expression across time and location

4.5 identifies the importance of families and communities to Aboriginal Peoples

4.6 defines the concepts of self-determination and autonomy in relation to Aboriginal Peoples

4.7 describes the contributions and significance of Aboriginal Peoples to Australian society

4.8 describes the interaction of the wider Australian community with Aboriginal Peoples and cultures

4.10 with guidance, uses community consultation protocols and ethical research practices to gather data

4.11 with guidance, uses research techniques and technology to locate, select, organise and communicate information and findings

Stage 5 Outcomes

Aboriginal Studies

5.1 describes the factors that contribute to an Aboriginal person's identity

5.2 explains ways in which Aboriginal Peoples maintain their identity

5.3 describes the dynamic nature of Aboriginal cultures

5.4 explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location

5.5 explains the importance of families and communities to Aboriginal Peoples

5.6 explains the importance of self-determination and autonomy to all aspects of Aboriginal Peoples' participation nationally and internationally

5.7 assesses the significance of contributions of Aboriginal Peoples to Australian society

5.8 analyses the interaction of the wider Australian community with Aboriginal Peoples and cultures

5.10 independently identifies and applies appropriate community consultation protocols and ethical research practices to gather and interpret data

5.11 independently uses a range of research techniques and technologies to locate, select, organise and communicate information and findings

Design and Technology

DT5-10 selects and uses a range of technologies competently in the development and management of quality design solutions

English

EN5-2A use increasingly sophisticated processes of representation to respond to and compose complex spoken, written, visual, multimodal and/or digital texts for a wide range of purposes and audiences, considering and evaluating the effect of the technology.

EN5-7D understands and evaluates the diverse ways texts can represent personal and public worlds.

EN5-8D questions, challenges and evaluates cultural assumptions in texts and their effects on meaning

EN5-9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

Geography

GE5-2 explains processes and influences that form and transform places and environments

GE5-3 analyses the effect of interactions and connections between people, places and environments

GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry

History

HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia

HT5-3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia.

HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia

HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry.

HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past

HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate