

**Daruganora: Adopting a local perspective to consider the question,
“How can we help to advance the rights of Indigenous Australians?”**

The Author respectfully recognises the Darug Peoples as traditional custodians of the Darug Nation and acknowledges with sorrow the injustices and hardships of their, and their peoples’, past. This unit is presented with grateful thanks for the assistance of the Darug Tribal Aboriginal Corporation.

(Note: use of the term Daruganora to be endorsed by DTAC prior to any publication).

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<p>Rationale</p>	<p>In order to move beyond cultural stereotypes and embrace true intercultural understanding, education on Indigenous issues must strike an appropriate balance between universalism (identifying some key generalisations about Indigenous Australians and their shared experiences) and an understanding of the diversity within and between Indigenous groups. John Muk Muk Bourke (2009) points out that, "there is no such entity as 'the Aborigines'" and in social education "it is very misleading to speak of one single group of people...as if very significant differences did not and do not continue to exist".</p> <p>As such, this unit explores Indigenous Rights by adopting a local perspective and seeking meaningful engagement with the traditional owners of Country in the students' own community. In addition to achieving a truer understanding of Aboriginal cultures, this approach also creates opportunities to generate authentic learning experiences in citizenship and values education and, importantly, for students to actually contribute to the promotion of Indigenous Rights and social cohesion in their own communities. Although the unit has been developed for use by schools in the areas of the Greater Sydney Metropolitan Region which are encompassed by the Darug Nation (based on the specific example of a school in Blacktown, NSW), its structure provides a framework for schools to engage with the traditional owners of Country in their own communities.</p> <p>According to the Board of Studies New South Wales (BOS, no date: para. 1), "teachers have tended to narrow the focus of their teaching of Aboriginal perspectives to an historical timeframe and other attributes of Aboriginal people and communities have been given a limited place in the curriculum". This situation contributes to, and further entrenches, cultural stereotypes of Aboriginality. Therefore this unit considers the traditional bases of the Darug Peoples' culture and the historical injustices they have endured, while emphasising their contemporary culture and current Indigenous Rights issues.</p> <p>This unit focuses on the mutually-interdependent areas of citizenship education and values education in considering Indigenous Rights. It adopts a social approach to citizenship education and seeks to develop students' capacity for, and interest in, active citizenship by:</p> <ul style="list-style-type: none"> • Identifying and addressing 'real world' issues in students' own community; • Supporting the development of the skills of social participation; and • Developing students' feelings of social efficacy by providing opportunities for civic action. <p>The unit is structured such that the initial two inquiry learning sequences enable students to develop the requisite knowledge to participate effectively in the Values Analysis sequence, '<i>How have the Darug Peoples' rights been violated?</i>' Students are then able to bring the full range of their knowledge, skills and values to bear in the climactic learning activity, 'Planning and Implementing Action for Indigenous Rights'.</p>
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Context	This unit is intended for upper Stage 3 students and represents a culmination of students’ primary school learning in HSIE. It is envisaged that preceding units (e.g. NSW BOS units “Global Environments: Rainforests” [ENS3.5, ENS3.6], “State and Federal Government” [SSS3.8]) will have equipped the students with a strong foundation of knowledge about civic participation, Australian democratic processes and values analysis which will directly inform their work in this unit. Students are expected to have experience in using inquiry learning processes, problem-solving approaches and cooperative learning techniques. This unit has been designed to build on sound information and acquisition skills to develop students’ skills in information analysis and synthesis.		
Focus and Contributing Questions	<p>Focus Question: “How can we help to advance the rights of Indigenous Australians?”</p> <p>Contributing Questions:</p> <ul style="list-style-type: none"> • What are Indigenous Rights? • Who are the traditional owners of Country where we live? (The Darug Peoples) • How have the Darug Peoples’ rights been violated? (Values Analysis Sequence) • What can we do in support of the Indigenous Rights of the Darug Peoples? 		
Conceptual Strands	<i>Change and Continuity, Social Systems and Structures</i>		
NSW HSIE Outcomes	CCS3.1 – Explains the significance of particular people, groups, places, actions and events in the past in developing Australian identities and heritage.	CCS3.2 – Explains the development of the principles of Australian democracy.	SSS3.8 – Explains the structures, roles, responsibilities and decision making processes of State and federal governments and explains why Australians value fairness and socially just principles.
NSW HSIE Indicators	<ul style="list-style-type: none"> • Describes some aspects of colonial exploration and expansion and the impact these had on all Australians. • Examines the impact of the stolen generations on all Australians. • Researches some Australian human rights issues, past and present. 	<ul style="list-style-type: none"> • Gives examples of the ways in which democracy in Australia continues to develop, e.g. involvement in UN agreements such as the UN Declaration on the Rights of Indigenous Peoples. • Examines examples of exclusion from citizenship. • Examines instances where democratic aims have not been met. 	<ul style="list-style-type: none"> • Researches and gives examples of how civic action has improved local, national and global communities. • Describes the means by which citizens influence the decisions and actions of their governments. • Gathers information about the rights and responsibilities of being an Australian citizen. • Shows an interest in, and willingness to provide opinions about, community issues.

Practical Learning Skills	<ul style="list-style-type: none"> • Initiating investigations – establishing learning priorities (e.g. KWL exercise), defining the field of investigation • Information gathering and processing – using a range of information sources (historical and contemporary, factual and literary texts; print and online material; news sources; people and places as information sources) • Information analysis and organisation – construction of timelines, matrices and graphic organisers (e.g. ranking ladder), developing generalisations from own observations (e.g. Taba’s inductive thinking approach) • Information synthesis and communication – communication using a range of text types (e.g. factual report, biography, diarising, letter-writing, narratives in poetry and prose); advanced graphic organiser techniques (i.e. concept mapping); value identification and analysis • Meta- learning – planning and reflecting on the learning process
Social and Civic Participation Skills	<ul style="list-style-type: none"> • Cooperative learning skills and techniques (e.g. Jigsaw) • Active participation in group problem-solving and decision making processes • Establishing and fulfilling individual responsibilities as a member of a group • Undertaking social action within the school and the wider community • Participating in social action and decision making forums outside of the classroom (i.e. School Board meeting, Reconciliation Australia RAP program)
Values (based on BOS, 1998)	<ul style="list-style-type: none"> • Social justice: recognising historical and contemporary injustice, commitment to the principles of social justice and equality, valuing civic action in addressing social inequities, accepting individual responsibility in promoting social justice. • Intercultural Understanding: respecting others’ cultures and valuing cultural difference, promoting intercultural understanding and social cohesion. • Democratic Processes: embracing democratic approaches to stimulate social change and resolve conflict. • Beliefs and Moral Codes: valuing others’ religious beliefs and spirituality; conscious development of students’ own values, beliefs and attitudes; and understanding of how actions relate to their, and others’, value systems and beliefs. • Lifelong Learning: understanding of how acquiring new knowledge has the capacity to improve students’ and others’ lives, identifying and addressing ‘knowledge gaps’.
Assessment	Formative and summative assessment will be undertaken in this unit, focusing on demonstrations of progress towards the identified outcomes. Learning activities where records of student participation and/or work samples will be kept for assessment purposes are marked in the ‘Purpose’ column as **ASSESSMENT - Record** , or **ASSESSMENT – Work Sample** .

Resources:

In order of use. (See 'Complete Unit References' for full reference details.)

<u>Learning Sequence 1 - What are Indigenous Rights?</u>	<u>Learning Sequence 2 - Who are the Darug Peoples?</u>
<ul style="list-style-type: none"> • Plain language version of the <i>UN Declaration on the Rights of Indigenous Peoples</i> (ATSIC, 2004 in IWGIA, no date) • Picture Book: <i>From Little Things Big Things Grow</i>. (Kelly and Carmody, 2009) • Filmclip: <i>From Little Things Big Things Grow</i>. – GetUp StandUp version (The GetUp Mob, 2008). • 'We Are All Born Free: The Universal Declaration of Human Rights in Pictures' (Amnesty International, 2008) • 'Livewire Investigates Aboriginal Studies: Land Rights' (Cahir, 2006) • National Museum of Australia 'Our Voices' Series: <i>Through European Eyes</i>. Cole- Adams, J. And Gauld, J. (2003a) • National Museum of Australia 'Our Voices' Series: <i>Australians All?</i> Cole- Adams, J. And Gauld, J. (2003b) • Bringing Them Home Report (HREOC, 1997) • <i>Fighting for Rights</i>' (Albert, 2008) • Newspapers, online news site access, media clipping files on Indigenous Rights • YouTube footage and transcript: Paul Keating 'Redfern Speech', International Year for Indigenous People, 10 December 1992. (Keating, 1992) • Art materials 	<ul style="list-style-type: none"> • Video documentary: 'First Australians' Episode 1 – <i>They Have Come to Stay 1788-1824</i>. (Perkins and Dale, 2008) • 'The Dharug Story: Our Local History' (Tobin, C. 1999) • Map: 'Darug Tribal Boundaries' (Kohen, 2009: 15) • A selection of: <ul style="list-style-type: none"> • Darug Tribal Aboriginal Corporation website. (Darug Tribal Aboriginal Corporation, 2008) • Kohen, J. (2009a) <i>Daruganora: Darug Country</i>. • Kohen, J. (2009b) <i>The Aborigines of Western Sydney</i>. • Laws, C. and A. (2002) <i>Wargan the Crow: A Hawkesbury Story</i>. • Martin, Michael. (1988) <i>On Dharug Land: an Aboriginal Perspective</i>. • Tobin, Christopher (1999) <i>The Dharug Story: Our Local History</i>. • <i>Barani- Indigenous History of Sydney City</i> website. (Sydney City Council, 2002) http://cityofsydney.nsw.gov.au/Barani/main.html • Parbury, Nigel (2005) <i>Survival: A History of Aboriginal Life in New South Wales</i>. • Cole- Adams, J. And Gauld, J. (2003a) <i>National Museum of Australia 'Our Voices' Series: Australians All?</i> • Cole- Adams, J. And Gauld, J. (2003d) <i>National Museum of Australia 'Our Voices' Series: Caring for Country</i> • Cole- Adams, J. And Gauld, J. (2003c) <i>National Museum of Australia 'Our Voices' Series: Australia's Changing Voice</i>. • Albert, Trish (2008) <i>National Museum of Australia First Australians, Plenty Stories: Fighting for Rights</i> (Pemulway chapter) • Excursion: 'Living Country, Living Culture' Aboriginal Discovery Program. Red Hands Cave, Glenbrook National Park. • Music and audio CD: 'Yarramundi and the Four Leaf Clover: A Musical Story of the Darug People' (Tobin, J. 2001)

Resources (cont.)

<p>Learning Sequence 3 - How have the Darug Peoples’ rights been violated?</p> <ul style="list-style-type: none"> • Documentary film: <i>Liyarn Ngarn</i> (Mhando, 2007). • Online music audio: <i>The Sorry Song</i> – Kerry Fletcher (1998) • <i>Reconciliation Timeline</i> (Reconciliation Australia, 2009b) 	<p>Learning Sequence 4 - What can we do to advance the rights of the Darug Peoples?</p> <ul style="list-style-type: none"> • Art materials • Online video: students at Chifley College singing, “Kookaburra Sits in the Old Gumtree” in Dharug (Green, no date) • Video footage of the Darug <i>Mari Garibari</i> (Big Corroboree) held at Muru Mittigar, 3-5 October 2009. (Note: footage not yet available at time of publication.) • Representative of the Darug Tribal Aboriginal Corporation: presentation about contemporary Darug culture and current action in support of Darug Indigenous Rights. • RAPs for Schools information website and templates (Reconciliation Australia, 2009b)
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Additional Teacher References:

- Baker, R, Gilligan, B, Gordon, K. and Hoepper, B. for Amnesty International Australia (2007) *Human Rights Today: Discussing the Issues, Accepting the Challenges*. Curriculum Corporation, Carlton South.
- Board of Studies (BOS) (1998) *Human Society and Its Environment K-6 Syllabus*. BOS NSW, Sydney.
- Board of Studies (BOS) New South Wales (2008a) *The Journey's Just Begun (DVD + book): Enhancing schools' capacity to partner Aboriginal communities*. BOS NSW, Sydney. Accessed online 19 Sept 09 from: http://www.boardofstudies.nsw.edu.au/bulletins/pdf_doc/bb-vol17-no4.pdf
- BOS NSW (2008b) *Working with Aboriginal Communities: A Guide to Community Consultation and Protocols*. BOS NSW, Sydney. Accessed online 19 Sept 09 from: <http://k6.boardofstudies.nsw.edu.au/linkages/IntegratedUnits/aboriginal/aboriginal.html>
- Parbury, Nigel (2005) *Survival: A History of Aboriginal Life in New South Wales*. New South Wales Department of Aboriginal Affairs, Sydney.

Learning Sequence Detail

1. What are Indigenous Rights? – Inquiry Learning Sequence

Stage of Inquiry	Purpose	Teaching/ Learning Activities	Teacher Questions	Cognitive Processes
Initiating	<p>To stimulate thinking about indigenous rights</p> <p>To consider other peoples/groups perspectives</p> <p>**ASSESSMENT - Record**</p>	<p><u>Simulation</u>: Classroom ‘colonisation’ or ‘invasion’ Aliens have arrived at the school and taken over our classroom – we will have to sit under a tree in the playground. Discussion points:</p> <ul style="list-style-type: none"> • The aliens say that our technology is primitive • The aliens have declared that the classroom was vacant when they arrived • All of our students’ younger siblings will be taken away to live with the aliens • The aliens have established new rules in their own language saying what we can and cannot do • We will have to use the aliens’ language from now on • The aliens have taken away our usual food sources (lunchboxes, canteen) and have set up ‘corrals’ where we have to stay if we want food <p>Debrief and discussion: How do we feel that our rights as the original occupiers of the classroom were denied?</p> <p>Class generates a list of areas in which they feel their rights were denied.</p>	<p>What if, instead of taking over our classroom while we were gone, the aliens knocked on our door. What would we have done? Would this have changed our initial response?</p> <p>What if our class wasn’t ‘occupied’ but the class next door was – what would/should we do?</p>	Analysis

<p style="text-align: center;">Initiating</p>	<p>To develop empathy for Indigenous Australians</p> <p>**ASSESSMENT – Work Sample**</p>	<p><u>Reflective Writing</u> Students write a poem about their feelings on losing their rights as a student of our school.</p>	<p>How was your experience similar to that of Indigenous Australians during and after colonisation? How was it different?</p>	<p>Analysis</p>
<p style="text-align: center;">Gather Information</p>	<p>To understand the rights of Indigenous Peoples</p> <p>To gain insight into the workings of the United Nations</p> <p>To begin to apply the Articles of the Declaration to the Australian context</p>	<p><u>Introduction to the UN Declaration on the Rights of Indigenous Peoples</u> Review the plain language version of the <i>UN Declaration on the Rights of Indigenous Peoples</i> (note: based on the 2004 draft form [ATSIC, 2004 in IWGIA, no date]). Teacher explains the history of Australia’s opposition to and recent endorsement of the Declaration.</p> <p>Compare the Articles of the Declaration to the class list from the simulation to highlight areas of consistency/inconsistency and discuss why the class might have included/ not included certain rights. As a group, students identify the Articles they believe are most relevant to the Australian context.</p> <p>Students commence a personal glossary of Indigenous Rights terminology. (Students will maintain this glossary throughout the unit.)</p> <p>Each student creates an illustration depicting one of these Articles for compilation in a class book. (See ‘<i>We Are All Born Free: The Universal Declaration of Human Rights in Pictures</i>’ for inspiration [Amnesty International, 2008].)</p>	<p>Why do you think some countries (including Australia) were opposed to the Declaration?</p> <p>Are some of the rights in the Declaration not applicable to the situation in Australia?</p> <p>Which rights have you seen discussed most in the news?</p>	<p>Knowledge</p> <p>Comprehension</p> <p>Knowledge</p> <p>Comprehension</p> <p>Application</p>

Gather Information	Beginning to understand the issue of land rights in Australia	<p><u>Indigenous Rights Issues in Australia</u></p> <p>Land rights and Terra Nullius- As a class, read ‘<i>Livewire Investigates Aboriginal Studies: Land Rights</i>’ (Cahir, 2006)</p> <p>Despite seeing Aboriginal people in his explorations of the eastern Australian coast, Captain James Cook wrote in 1770: “<i>We see this country in the pure state of Nature, the Industry of Man has had nothing to do with any part of it</i>”. (Cole-Adams and Gauld, 2003a: 8)</p> <p>Discuss: What does this tell us about Captain Cook’s ideas about land ownership?</p> <p>Discuss some other cultural differences in exercising rights.</p>	<p>Do you think the passing of the <i>Native Title Act 1993</i> means that the land rights of Indigenous Australians have been secured?</p> <p>Does ‘land rights’ mean the same thing to all cultures? What about ‘land ownership’ or ‘land use’?</p>	<p>Knowledge</p> <p>Comprehension</p>
	Identifying cultural differences in the expression of rights	<p><u>The Stolen Generations:</u> As a class read the chapter ‘Taken from Home’ in ‘<i>Australians All?</i>’ (Cole-Adams and Gauld, 2003b)</p>	<p>What Indigenous Rights did the practice of removing Aboriginal children from their families violate?</p> <p>Do you think we can really understand what it must have been like for these children and their families?</p> <p>How can Australia compensate for this violation of rights?</p>	<p>Knowledge</p>
	Beginning to understand the impact of the Stolen Generations	<p>Read some personal stories from the Bringing Them Home Report (HREOC, 1997): http://www.hreoc.gov.au/Social_Justice/bth_report/about/personal_stories.html (Note: teacher to screen for inappropriate sexual references)</p>		<p>Comprehension</p>

Gather Information	Providing a view of human rights activism in the arts	<p><u>Indigenous Rights Activism:</u> Watch the filmclip of the song ‘<i>From Little Things Big Things Grow</i>. – <i>GetUp StandUp</i> version’ (GetUp Mob, 2008).</p> <p>Have a class discussion about what ‘from little things big things grow’ could be referring to.</p>	<p>Have you heard this song before? If so, where (in what context)? What did you think the song was about at the time? What do you think the song is about now? What influence do you think context had over your understanding of what the song was about? (E.g. advertisement, radio, Live Earth)</p>	Comprehension
	Developing ‘initiating investigations’ skills	<p>As a class, read the book: <i>From Little Things Big Things Grow</i> (Kelly and Carmody, 2009) and identify class knowledge gaps (names, terms and references not fully understood) for further research.</p>	<p>What Indigenous Rights was Vincent Lingiari acting for? (Identify Article/s from <i>UN Declaration on the Rights of Indigenous Peoples</i>) What information do you think is most relevant to include in our biography? Why?</p>	
	Understanding the issue of land rights	<p>Read the short biography on Vincent Lingiari in ‘<i>Fighting for Rights</i>’ (Albert, 2008) and fill in knowledge gaps. Undertake further internet research as a class to fill in any remaining knowledge gaps.</p> <p>Class collaboratively constructs a short biography of Vincent Lingiari.</p>		<p>Comprehension</p> <p>Application</p>

<p>Synthesise and Communicate Information</p>	<p>To assist students in defining their own understanding of Indigenous Rights.</p>	<p>Students rank the outcomes of their group inductive thinking exercise to develop a class set of ‘key messages’ about Indigenous Rights.</p> <p>Students design posters for each ‘key message’ to display in the classroom as reference throughout the rest of the unit. (E.g. using a collage of news headlines/images, students’ own artwork.)</p>		<p>Evaluation</p> <p>Application</p>
<p>Application</p>	<p>To synthesise students’ understandings of Indigenous Rights</p> <p>**ASSESSMENT – Work Sample**</p>	<p><u>Speaking up for Indigenous Rights</u> Stimulus: Paul Keating ‘Redfern Speech’, International Year for Indigenous People, 10 December 1992. (Transcript - http://www.keating.org.au/main.cfm, vision- http://www.youtube.com/watch?v=hhqAFLud228)</p> <p>Students can listen to, and study the transcript of, this landmark speech by Paul Keating to use as inspiration for writing their own speech about Indigenous Rights in Australia.</p> <p>Students can use the class ‘key messages’, news articles, personal Indigenous Rights glossary and/ or their Indigenous Rights activist biography as a basis for their speech.</p>	<p>What impact do you think this speech had on achieving Indigenous Rights?</p>	<p>Synthesis</p>
<p>Reflect on Learning</p>	<p>Students consider others’ understandings and reflect on how their understandings have developed</p> <p>**ASSESSMENT – Work Sample**</p>	<p><u>Sharing My Journey of Learning on Indigenous Rights</u> Students take home their poem, Aboriginal activist biography, copy of class ‘key messages’ about Indigenous Rights and their speech about Indigenous Rights home to share with their family.</p> <p>Students ask their family whether/what they learned about Aboriginal people and colonisation when they were in school. Students write a personal reflection about their family’s responses to their work and explain the learning journey they have undertaken.</p>	<p>Was your family surprised by any of the information you showed them? Were they interested? Why/ why not? If they learned about Australian history in school, why do you think what they learned was different to what we have learned? Do you think what you have learned about Indigenous Rights is important? What impact do you think it might have in your life?</p>	<p>Application</p>

2. Who are the Darug Peoples? – Inquiry Learning Sequence

Stage of Inquiry	Purpose	Teaching/ Learning Activities	Teacher Questions	Cognitive Processes
Initiating	Introduction to Darug experiences at the time of colonisation. Begin to consider values as a basis for action.	View the video documentary: <i>‘First Australians’ Episode 1 – They Have Come to Stay 1788-1824</i> . (Perkins and Dale, 2008). Discuss.	How do you think the Darug Peoples’ beliefs influenced their initial reaction to the arrival of the First Fleet? How did their reported reaction differ from your reaction to our ‘Classroom Occupation’ exercise? Why do you think that is?	Comprehension
	Begin to build students’ understanding of the Darug Peoples and their culture.	<p><i>“The Black Town is arguably the most significant Aboriginal-European contact site in Australia. It was this site that saw the first Aboriginal land grant, the first Aboriginal farmers and the first Aboriginal farming community which attempted to imitate a European lifestyle.”</i> (Brook and Kohen, 1991: 267). The Darug Nation was also the site of the first ‘Stolen Generation’, being the children removed to the Native Institutes of Parramatta and then Blacks Town.</p> <p>As a class, read <i>‘The Dharug Story: Our Local History’</i> (Tobin, C. 1999).</p> <p>View the map, <i>‘Darug Tribal Boundaries’</i> (Kohen, 2009: 15), and assist students to map locations of interest to them (e.g. school, sporting venues, suburbs where students and their extended families live, shopping centres, parks).</p>	The Darug clans occupied a large area for a relatively small number of people. Why do you think that is?	Knowledge Application

<p style="text-align: center;">Gather Information</p>	<p>Developing ‘Initiating Investigations’ skills. Establishing present levels of knowledge.</p>	<p><u>Learning Priorities</u> Class creates a KWL (What I <i>Know</i>, What I <i>Want</i> to know, What I have <i>Learned</i>) chart on ‘Aboriginal culture and Indigenous Rights in our local area’: 1) As a group, students identify what they Know about local Aboriginal history, culture and human rights.</p>	<p>How did you learn the things you know about local Indigenous culture/rights? (sources) Do you think these sources were reliable? How can you tell?</p>	<p style="text-align: center;">Knowledge</p>
<p style="text-align: center;">Gather Information</p>	<p>Considering ‘categories’ of knowledge about Indigenous culture **ASSESSMENT - Record**</p>	<p>2) Individually, students reflect on what they Want to know, then share their learning goals with the class. Note some prompts on the board to assist students with this step. E.g:</p> <ul style="list-style-type: none"> • Spirituality and religion • The importance of the land (Country) • The Dharug language • Missions and Reserves in the local area • How the ‘Stolen Generation’ affected the Darug Peoples • The status of the land rights of the Darug Peoples • The Darug Peoples today? 	<p>How do you think what you Know influences what you think you Want to know? What do you think this means for people who don’t know much about Indigenous rights and culture?</p>	<p style="text-align: center;">Application</p>
<p style="text-align: center;">Gather Information</p>	<p>Use of graphic organisers to evaluate. **ASSESSMENT - Record**</p>	<p>3) Class identifies group learning priorities (what they Want to know) through a ranking ladder graphic organiser. (Note: What students have Learned is revisited in the ‘Reflect on Learning’ inquiry stage.)</p>	<p>What should our priorities be in determining what learning is most important?</p>	<p style="text-align: center;">Analysis</p>
<p style="text-align: center;">Gather Information</p>	<p>Developing cooperative learning skills and techniques Promoting understanding and acceptance of cultural differences</p>	<p><u>Jigsaw</u> Establish 3-4 ‘learning teams’ to jointly investigate the question ‘Who are the Darug Peoples and what have been their experiences?’ and produce a group project document for assessment. As per the Jigsaw information sharing technique (see Cornish and Garner, 2009 for a description), each member of the team will be responsible for researching and reporting on one of the learning priorities established in Step 3 above (e.g. Dharug language, the Darug people today).</p>	<p>How will you decide which member of your team will be responsible for what learning priorities?</p>	

<p>Gather Information</p>	<p>Stimulate interest in the complexity of human cultural expression</p> <p>Developing information gathering and processing skills</p>	<p>Sample resources for student reports:</p> <ul style="list-style-type: none"> • Darug Tribal Aboriginal Corporation website. (Darug Tribal Aboriginal Corporation, 2008) http://www.darug.org.au/main.html • Kohen, J. (2009) <i>Daruganora: Darug Country – The Place and the People</i>. • Kohen, J. (2009) <i>The Aborigines of Western Sydney</i>. • Laws, C. and A. (2002) <i>Wargan the Crow: A Hawkesbury Story</i>. • Martin, Michael. (1988) <i>On Dharug Land: an Aboriginal Perspective</i>. • Tobin, Christopher (1999) <i>The Dharug Story: Our Local History</i>. • <i>Barani- Indigenous History of Sydney City</i> website. (Sydney City Council, 2002) http://cityofsydney.nsw.gov.au/Barani/main.html • Parbury, Nigel (2005) <i>Survival: A History of Aboriginal Life in New South Wales</i>. • Cole- Adams, J. And Gauld, J. (2003) <i>National Museum of Australia ‘Our Voices’ Series: Australians All?</i> • Cole- Adams, J. And Gauld, J. (2003) <i>National Museum of Australia ‘Our Voices’ Series: Caring for Country</i> • Cole- Adams, J. And Gauld, J. (2003) <i>National Museum of Australia ‘Our Voices’ Series: Australia’s Changing Voice</i>. • Albert, Trish (2008) <i>National Museum of Australia First Australians, Plenty Stories: Fighting for Rights</i> (Pemulway chapter) 	<p>How might you find more information about your chosen topic/s?</p> <p>What is the difference between sources of information about ‘Aboriginal Australians’ and information specifically about the Darug Peoples? Which is better? If one type of source is better, why might you have to use the other type sometimes?</p>	<p>Application</p>
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<p>Analyse, Organise and Sort Information</p>	<p>Fulfilling individual responsibilities as a member of a group Developing cooperative learning skills</p>	<p><u>Expert Groups</u> Representatives from each group who are researching the same topic should work together to share resources and discuss findings in their respective 'Expert Groups' (see Cornish and Garner, 2009, for a description of this technique). Expert Groups also work together to formulate questions for the Aboriginal Discovery Program excursion to fill gaps in their knowledge.</p>		<p>Understanding</p>
<p>Analyse, Organise and Sort Information</p>	<p>Developing an appreciation for the Darug culture through an active learning experience **ASSESSMENT - Record**</p>	<p><u>Excursion: 'Living Country, Living Culture' Aboriginal Discovery Program</u> (http://www.environment.nsw.gov.au/NationalParks/parkExcursions.aspx?ID=N0004#20080708400010017) Class excursion to Red Hands Cave, Glenbrook National Park. Presentation by Aboriginal Discovery Ranger on traditional and contemporary Darug culture, importance of Country, spirituality and land use (2 ½ hours). On their return, students complete their draft contribution to the group project.</p>		<p>Knowledge</p>
<p>Synthesise and Communicate Information</p>	<p>*ASSESSMENT - - Work Sample*</p>	<p>Students report back to their learning teams on their research topics. Teams work together to compile their findings into a group project document.</p>		<p>Analysis</p>

<p>Apply Information in Different Situations</p>	<p>Experiencing Darug culture through music</p> <p>Exploring the vital links between art and culture</p> <p>**ASSESSMENT – Work Sample**</p>	<p>Listen to the CD <i>‘Yarramundi and the Four Leaf Clover: A Musical Story of the Darug People’</i> (Tobin, J. 2001)</p> <p>Invite students to write a song, poem or story sharing what they know about the Darug Peoples.</p>		<p>Synthesis</p>
<p>Reflect on Learning</p>	<p>Develop meta-learning skills</p>	<p>Revisit the class KWL chart. Have students individually reflect on and record what they have learned (completing the ‘L’ column of the chart) and share their findings with the class to complete the class chart.</p>		<p>Analysis</p>

3. How have the Darug Peoples’ rights been violated? – A Values Analysis Sequence

Stage of Values Analysis	Purpose	Teaching/ Learning Activities	Teacher Questions	Cognitive Processes
Problem Identification	<p>Gain insight into the personal and cultural impact of Indigenous Rights violations.</p> <p>Considering others’ points of view.</p> <p>Expanding students’ vocabularies to consider values issues.</p> <p>Information gathering skills: dictionary use.</p> <p>Developing an awareness of how labels are employed in values conflict.</p>	<p>View documentary film <i>Liyarn Ngarn</i> (Mhando, 2007).</p> <p><u>Class Discussion:</u> Look up definitions for ‘occupation’ and ‘colonisation’ and write on board.</p> <p>Class make a tentative decision to use one term or the other – this decision will be revisited at the conclusion of this sequence.</p>	<p>Based on what you have learned so far, can you see why some Aboriginal Australians might prefer use of the term ‘occupation’ to ‘colonisation’? (Look up in the dictionary and write definitions on board.)</p> <p>Are these terms subjective or objective? (Look up ‘subjective’ and ‘objective’ in the dictionary and write definitions on board.)</p> <p>Can you think of some other terms we have used when we’ve been talking about Indigenous Rights that have negative connotations?</p>	<p>Film: Knowledge</p> <p>Discussion: Analysis</p>

<p>Problem Identification</p>	<p>Applying content knowledge of Indigenous Rights and the Darug People in the context of values analysis</p> <p>Recognising injustice</p> <p>Recognising that there are different points of view in values issues</p> <p>Information gathering skills: document referencing, dictionary/thesaurus use</p>	<p>In groups, have students analyse the class KWL chart and the team project documents, ‘<i>Who are the Darug Peoples and what do we know about their experiences?</i>’ looking for indications of Indigenous Rights violations.</p> <p>(Encourage students to use the class ‘<i>key messages about Indigenous Rights</i>, the plain language version of the <i>UN Declaration on the Rights of Indigenous Peoples</i>, and their <i>Indigenous Rights glossaries</i> as references.)</p> <p>Groups report back to class and class generates a list of apparent Indigenous Rights violations which affect/have affected the Darug.</p>	<p>How will we know if a situation is an apparent Indigenous Rights violation?</p> <p>Why do we use the terms ‘apparent’ or ‘possible’ Indigenous Rights violations?</p> <p>Do you think that, even using the Declaration, that ‘Indigenous Rights violation’ is a subjective term – could two people have the same information, read the Declaration and still decide differently?</p> <p>Can you think why, given the same information and the same situation, people could reach different decisions?</p> <p>Let’s take a look at another definition, ‘values’. What do you think values are?</p>	<p>Analysis</p>
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<p style="text-align: center;">Role Identification</p>	<p>Information analysis skills: role identification.</p> <p>Identify power differences and varying levels of influence between groups.</p> <p>Appreciate similarities and differences between the experiences of Indigenous groups.</p>	<p>Class discussion to identify the main actors in each area of Indigenous Rights violation. List this on the board.</p> <p>Based on what students have discovered so far, consider to what extent the problem/situation is unique to the Darug, or a common experience for Aboriginal groups.</p>	<p>Which people/groups play a role in more than one area of apparent Indigenous Rights violation of the Darug Peoples?</p> <p>Which people/groups impacted other Aboriginal groups as well as the Darug?</p> <p>Why do these people/groups have a wider impact? Are they larger? More powerful? More geographically dispersed?</p>	<p style="text-align: center;">Understanding</p>
<p style="text-align: center;">Behaviour Description</p>	<p>Developing information synthesis skills</p> <p>Developing students’ awareness that their analysis is simplified and generalised but still valuable.</p>	<p>With input from the class, the teacher models the creation of a concept map exploring the relationships and interactions between actors for one area in which the Darug’s Indigenous Rights have been violated.</p> <p>In groups, students create concept maps for one of the other areas identified.</p>	<p>Are we listing every possible group involved in the situation in our concept maps? Why not?</p>	<p style="text-align: center;">Analysis</p>

<p style="text-align: center;">Motivation Inferences</p>	<p>Understanding the link between values and behaviour</p> <p>Considering different perspectives</p> <p>Understanding that values can change with knowledge gained/ over time</p> <p>Understanding that inferences about motivation/ values are imperfect</p>	<p>Class listens to: <i>The Sorry Song</i> – Kerry Fletcher (1998) http://www.sgalliance.org.au/ssng.htm</p> <p><i>“We cry, we cry, their children were stolen Now no-one knows why”</i> (Fletcher, 1998)</p>	<p>From what we have read about the removal of Darug children from their families, what were the reasons that were given as justification?</p> <p>Why did the Governor and the missionaries think the children would have a better life in the Native Institutes?</p> <p>Do you think the Indigenous children weren’t getting ‘an education’ with their families? Or was it a different kind of education?</p> <p>Do you think the people who took the children thought they were doing the right thing?</p>	<p style="text-align: center;">Application</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Motivation Inferences</p>	<p>Understanding that values can change with knowledge gained/ over time</p> <p>Understand different perspectives</p> <p>*ASSESSMENT- - Work Sample*</p>	<p>Each group examines one or more relationships between actors identified in their group concept map and identifies possible <i>reasons</i> for each party’s actions, justifying their assertions with references to the source material. Groups present their findings back to the class.</p> <p>Individually, ask students to adopt the perspective of a member of their nominated group and write a diary entry (or, in the case of the Darug Peoples, an internal monologue) discussing an important event (e.g. removal of a child, passing of legislation) particularly considering: ‘What they did’ ‘What they wanted’ ‘Why?’</p>	<p>What did the Europeans expect from the Aborigines when they first arrived in Australia?</p> <p>What do you think the Aborigines expected?</p> <p>So how did each group’s prior knowledge of other cultures impact their actions and behaviour when they first met?</p>	<p>Evaluation</p> <p>Evaluation</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Identifying and Hypothesising – Value differences and Reasons for Conflict</p>	<p>Understanding values as a source of conflict.</p> <p>Organising information – matrices.</p>	<p>As a class, complete a matrix identifying values of each group in a number of crucial areas (e.g. Land ownership, punishment, family) and highlight differences/areas of conflict.</p>	<p>Do you see any patterns between the human rights violations we identified and the areas of potential values conflict shown on the matrix?</p> <p>Do you think we have greater understanding between these groups now? More shared values? How does this affect the potential for value conflicts?</p> <p>Can you give some examples of shared values?</p> <p>Why is there still conflict about, say land rights?</p>	<p>Analysis</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Considering Alternatives and Consequences</p>	<p>Organising information – timelines</p> <p>Consolidating students’ knowledge about Indigenous Rights history</p>	<p><u>A Futures Perspective Timeline</u> (Adapted from Colliver, 1996)</p> <p>Class creates a timeline documenting the Darug People’s experience from just before European arrival to the present date, including rights violations and injustices.</p> <p>Incorporate milestones in Indigenous Rights (use Reconciliation Australia timeline as a reference: http://www.reconciliation.org.au/home/reconciliation-resources/reconciliation-timeline [Reconciliation Australia, 2009b]).</p>	<p>Is there a pattern on our timeline between Indigenous Rights violations and reconciliation milestones over time?</p> <p>What does this pattern tell us about likely future events to do with Indigenous Rights?</p>	<p>Understanding</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Considering Alternatives and Consequences</p>	<p>Adopting a futures perspective</p> <p>Applying students’ own values</p> <p>*ASSESSMENT- - Record*</p> <p>*ASSESSMENT- - Work Sample*</p> <p>Understanding that futures predictions are subjective and imperfect</p>	<p>Class discuss what they hope people might do in the future and what impact this could have on the rights of the Darug Peoples. Then class discusses what changes are likely to take place and the implications. (The teacher should list some headings on the board to prompt discussion.)</p> <p>In small groups, students continue the Darug timeline, splitting the timeline from the present day into a probable and a preferable future, based on their opinions of likely and hoped-for changes in peoples’ values and behaviour.</p> <p>Each group presents their probable and preferable futures to the class and copies are displayed around the room.</p>	<p>Can what is ‘probable’ be the same as what is ‘preferable’?</p> <p>Is it in your timeline? Why/ why not?</p> <p>How confident are you that your ‘probable’ future is accurate?</p>	<p>Evaluation</p> <p>Synthesis</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Considering Alternatives and Consequences</p>	<p>Encouraging students to consider the development of their own values</p>	<p>Class revisits their decision to use the term ‘colonisation’ or ‘invasion’ during this unit and chooses to retain their original choice or adopt the alternate term instead. Discuss.</p>	<p>If you have changed your mind about which term to use, what was it that influenced your decision?</p> <p>Do you think this means you have changed your values?</p>	<p>Application</p>
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4. Culminating Activity: What can we do to advance the rights of the Darug Peoples? – Inquiry Sequence

Stage of Inquiry	Purpose	Teaching/ Learning Activities	Teacher Questions	Cognitive Processes
Initiating	Expressing values through art	Class creates a collaborative artwork illustrating ‘Our Hopes for the Darug Peoples’ based on their preferable future timelines.	Is it hard to depict your vision of the future? Do you think having your timeline for reference makes it easier? Why?	Application
Gather Information	<p>To generate a knowledge base of current Darug actions in promotion of their Indigenous Rights</p> <p>To demonstrate students’ respect for the Darug Peoples</p>	<p><u>What actions are the Darug Peoples currently undertaking to secure their Indigenous Rights?</u></p> <p>Watch video of students at Chifley College singing, “Kookaburra Sits in the Old Gumtree” in Dharug. (Green, no date). Twenty percent of Chifley College, Dunheved Junior Campus, students are Indigenous Australians. All Stage 4 students at the college study Dharug language as a part of their curriculum.</p> <p>View video footage of the Darug <i>Mari Garibari</i> (Big Corroboree) held at Muru Mittigar, 3-5 October 2009 (Note: footage not yet available) The Darug Tribal Aboriginal Corporation and many Darug writers, artists, community leaders and activists are active in promoting the Darug culture and tribal links between Darug descendants.</p> <p>Presentation from representative of the Darug Tribal Aboriginal Corporation about contemporary Darug culture and current action in support of Darug Indigenous Rights. (Class to present their artwork.)</p>	<p>Do you think all students at Chifley College should study Darug? Why/ why not?</p> <p>What if all of the students were Indigenous Australians? What if none were? Does this impact your decision? Why?</p>	<p>Knowledge</p> <p>Knowledge</p> <p>Knowledge</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Analyse, Organise and Sort Information</p>	<p>**ASSESSMENT - Record**</p>	<p>Using their individual futures timelines and notes from the Darug presentation as a reference, class brainstorms areas where student action could influence the advancement of the Darug People’s rights.</p>	<p>What criteria are we using to determine our action priorities?</p>	<p>Evaluation</p>	
		<p>Class completes a ranking ladder graphic organiser and/or First Important Priorities (DeBono, 1986) exercise to determine priority areas for class action.</p>	<p>Did you think of any ideas that you didn’t share with the class? Why?</p>		<p>Application</p>
		<p>Alternatives, Possibilities, Choices (DeBono, 1986) – students individually attempt to generate as many ideas as possible for student action in the priority area/s identified. The class then continues the brainstorming session on the board, generating a long list of possible actions. (Examples of actions could include: letter writing to Blacktown City Council in support of the proposal to establish a Darug museum and cultural centre on the old Native Institute site; designing, printing and distributing a bumper sticker; hosting a day of celebration of Darug culture.)</p>	<p>How long will the proposed action take? What resources are necessary? What groups could our action reach? How important do you think this action would be to the Darug Peoples? What is our likelihood of success? What impact should this play in our ranking?</p>		<p>Evaluation</p>
<p>Class establishes criteria for a ranking matrix (see Cornish and Garner, 2009) to evaluate possible actions.</p>	<p>Individually, students complete the ranking matrix to score each proposed action. Class tallies scores for each proposal and discusses highest-scored proposed actions to determine what/how many to be included in the draft Reconciliation Action Plan</p>				

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Synthesise and Communicate Information</p>	<p>**ASSESSMENT - Record**</p> <p>Opportunity for authentic civic action</p>	<p>Class develops a draft Reconciliation Action Plan incorporating the class action priorities to present at the School Board meeting. (http://www.reconciliation.org.au/home/reconciliation-action-plans)</p> <p>Students invite representative/s of the Darug Tribal Aboriginal Corporation to review the RAP.</p>	<p>What outcome/s are we trying to achieve? How will we know if our action has been successful?</p>	<p>Synthesis</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Plan and Implement Action</p>	<p>Participating in social action and decision making forums outside of the classroom</p>	<p>Class allocates responsibilities to prepare for RAP presentation to the Board. E.g.:</p> <ul style="list-style-type: none"> • Letter of invitation to Darug Tribal Aboriginal Corporation for Board meeting • PowerPoint presentation • Gathering appropriate artworks/ displays • Presenting the RAP at the Board meeting • Draft article for school newsletter • Speech to school assembly when RAP is endorsed 	<p>What supporting activities could enhance the impact of our RAP?</p> <p>Should we get other groups involved in implementing/ promoting our RAP?</p>	<p>Application</p>

Reflect on Learning	<p>Recognition that our values can shape our behaviour</p> <p>Understanding that civic action can take place at many levels, with varying levels of commitment</p> <p>**ASSESSMENT - Work Sample**</p>	<p>The unit concludes with students’ reflections about how their knowledge and values about Indigenous Rights and the Darug Peoples might influence their future lives and their community.</p> <p>Students write a short paragraph describing their future actions in each of the following scenarios:</p> <ul style="list-style-type: none"> • If I didn’t value the Indigenous Rights of the Darug Peoples in the future... • If I did value the Indigenous Rights of the Darug Peoples in the future... • If I was committed to acting to promote the Indigenous Rights of the Darug Peoples in the future... 	<p>Do you think that people can share the same values but be more or less committed to them? What impact does your level of commitment to your values have on your actions and behaviour?</p>	<p>Synthesis</p>
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