

22 LESSONS

TERM FOUR

COLLABORATION WITH FIRST NATIONS PEOPLE

- Learning Objectives
- Background
- Activities
- Curriculum Mapping





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LEARNING OBJECTIVES

Here you will find the learning objectives for this lesson

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CLASSROOM ACTIVITIES

There is one activity for this lesson.

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BACKGROUND INFORMATION

Learn about the importance of collaboration with First Nations People when developing conservation strategies

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CURRICULUM

See how this lesson maps with the Australian curriculum

Learning Objectives

At the end of the lesson, students will be able to:

(1) Recognise the importance of collaboration with First Nations People when developing and implementing conservation strategies for freshwater turtle species.



Collaboration

Background Information:

Collaboration with First Nations People is crucial for the conservation of native species, including freshwater turtles, due to the profound connection Indigenous communities often have with the land, its biodiversity, and their traditional ecological knowledge.

Cultural Knowledge and Traditional Practices:

Indigenous communities often possess rich and unique knowledge about local ecosystems, including the behaviour, habitats, and significance of native species. This traditional ecological knowledge (TEK) is invaluable for understanding the ecological intricacies of a region.

Sustainable Resource Management:

First Nations People have historically practiced sustainable resource management, including the conservation of wildlife. Their traditional land management practices, such as controlled burning and selective harvesting, contribute to the maintenance of healthy ecosystems, benefiting native species.

Stewardship Values:

Indigenous cultures often emphasise a deep sense of stewardship and responsibility toward the land and its inhabitants. Collaboration with First Nations People brings a holistic perspective that goes beyond scientific data and considers the spiritual and cultural dimensions of conservation.

Conserving Biodiversity:

The conservation of native species is interconnected with the broader goal of preserving biodiversity. Indigenous communities play a critical role in maintaining the balance of ecosystems, contributing to the overall health and resilience of the environment.

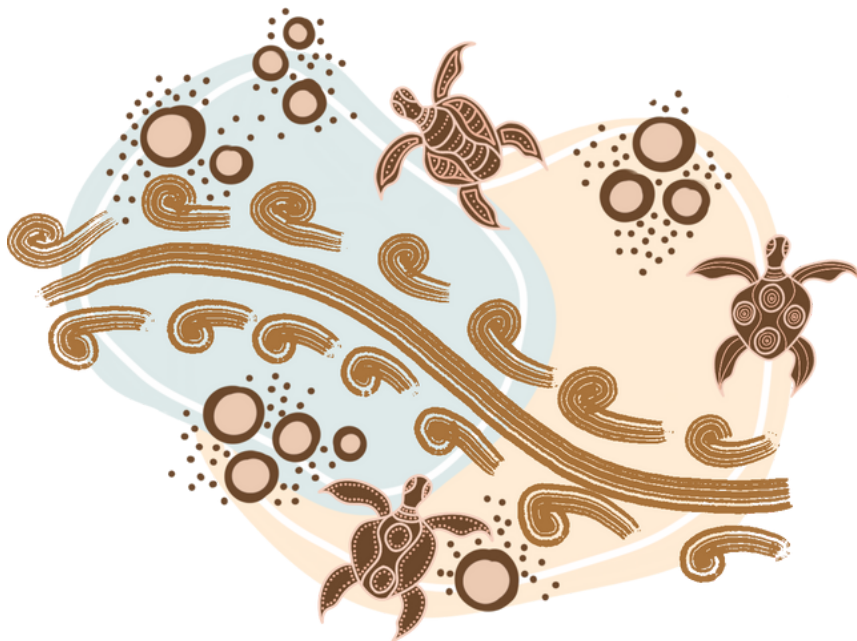


Preserving Cultural Heritage:

Many Indigenous cultures have stories, traditions, and ceremonies linked to native species, including freshwater turtles. Collaborating with First Nations People ensures that these cultural connections are acknowledged and respected, contributing to the preservation of cultural heritage.

Effective Conservation Strategies:

Incorporating traditional knowledge into conservation strategies enhances the effectiveness and sustainability of initiatives. Indigenous communities can provide insights into the specific needs and threats faced by native species, helping to tailor conservation plans to the local context. Providing equitable access to decision-making processes regarding conservation initiatives is an essential component of collaboration.



Classroom Activities

ACTIVITY

(1) Divide students into small groups and provide each group with chart paper and markers.

(2) Instruct students to brainstorm ideas for a collaborative approach to researching and conserving freshwater turtles, with a focus on their local wetland. Encourage creativity and a mix of scientific and Indigenous perspectives.

(3) In their groups, have students design a visual representation of their collaborative approach. This could be in the form of a poster, diagram, or concept map. Ask students to consider the roles of both scientists and First Nations People in their approach.

(4) Ask each group to present their designs to the class, explaining the roles of scientists and First Nations People in the conservation of freshwater turtles. Encourage questions and discussions after each presentation.

(5) Facilitate a class discussion about the different approaches presented by each group. Ask students to reflect on what they've learned about collaboration in conservation.



Australian Curriculum addressed in this Lesson



Science

Strand: Science as a human endeavour (Year 5)

Sub-strand: Nature and development of science

AC9S5H01: examine why advances in science are often the result of collaboration or build on the work of others.

Sub-strand: Use and influence of science

AC9S5H02: investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions.

Strand: Science as a human endeavour (Year 6)

Sub-strand: Nature and development of science

AC9S6H01: examine why advances in science are often the result of collaboration or build on the work of others.

Sub-strand: Use and influence of science

AC9S6H02: investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and makes decisions.

Australian Curriculum addressed in this Lesson



Strand: Literacy (Year 5)

Sub-strand: Analysing, interpreting and evaluating

AC9E5LY04: navigate and read texts for specific purposes, monitoring meaning using strategies such as skimming, scanning and confirming.

AC9E5LY05: use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas.

Strand: Literacy (Year 6)

Sub-strand: Analysing, interpreting and evaluating

AC9E6LY04: select, navigate and read texts for a range of purposes, monitoring meaning and evaluating the use of structural features; for example, table of contents, glossary, chapters, headings and subheadings.

AC9E6LY05: use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning and to connect and compare content from a variety of sources.