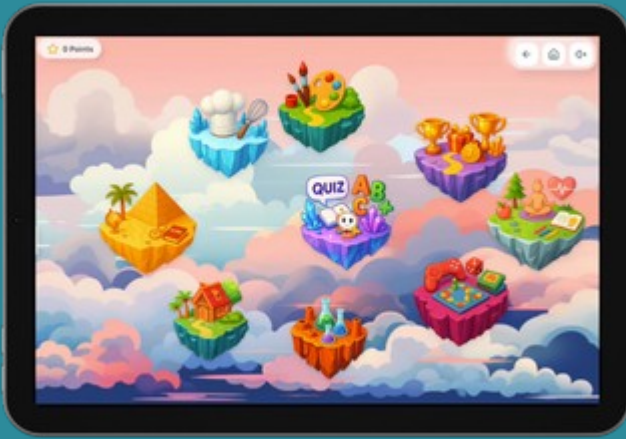


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Country, Place and Care – Foundation

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Teacher overview - Foundation HASS

Essential question: Why is Country/Place important, and what can we learn about the place of our school?

Teach continuing relationships and responsibilities. Use the named Gunditjmara case at Budj Bim, then separately verify the school's local Country/Place attribution. Aboriginal Peoples and Torres Strait Islander Peoples are distinct broad groups, with diversity within both. No single account represents everyone.

Full route: ten 60-minute lessons. Compact route: eight 60-minute meetings with the same essential knowledge, inquiry and assessment; combine 1+2 and 9+10 within the route pages. All ten editable presentations remain included.

Prepare: source links or permitted local account; authoritative school attribution and local map; approved local photos or a safe walk; a map and case cards; large counters; drawing tools; observation records. An indoor or approved-scene option offers the same inquiry when a walk is inaccessible.

Offer large picture cards, oral rehearsal, pointing, gestures, partner-supported choices, a communication board/device or adult scribing. Judge knowledge and reasoning, not handwriting or public-speaking confidence. For support, reduce card choices and chunk the account. For extension, ask for a source limit or a comparison in a new place.

Use colour displays/cards/game pages and low-ink learning records. Matched red model answers follow their own learning record; they are examples, not the only valid drawings or local names.

Ten separate lesson presentations

Country, Place and Care – Foundation – Lesson 01 – Presentation.pptx

Topic: Country is more than land

Country, Place and Care – Foundation – Lesson 02 – Presentation.pptx

Topic: Whose Country is our school on

Country, Place and Care – Foundation – Lesson 03 – Presentation.pptx

Topic: Listen to an authorised voice

Country, Place and Care – Foundation – Lesson 04 – Presentation.pptx

Topic: Notice our surroundings

Country, Place and Care – Foundation – Lesson 05 – Presentation.pptx

Topic: Continuing knowledge

Country, Place and Care – Foundation – Lesson 06 – Presentation.pptx

Topic: People and places connect

Country, Place and Care – Foundation – Lesson 07 – Presentation.pptx

Topic: Ask permission

Country, Place and Care – Foundation – Lesson 08 – Presentation.pptx

Topic: Our care checker

Country, Place and Care – Foundation – Lesson 09 – Presentation.pptx

Topic: Country and care explanation

Country, Place and Care – Foundation – Lesson 10 – Presentation.pptx

Topic: Return to our question

Localisation, sources and permission

Before the local lesson, verify the school's attribution with a school-approved authoritative local organisation. Record the correct group or groups, the source and check date. Do not guess from a commercial map or substitute the Budj Bim name. If attribution is contested or unresolved, leave it open, record the issue and seek appropriate guidance; continue the named public case and generic care inquiry.

Use local voices/accounts/photos only with permission. Children need not supply family or cultural knowledge. Never invent a language, totem, ceremony, sacred-place meaning, Elder story or generic cultural artwork. Observe safely without collecting plants/objects or entering closed places.

Public factual reference, named Gunditjmara case:

<https://www.dcceew.gov.au/parks-heritage/heritage/places/world/budj-bim>

<https://whc.unesco.org/en/list/1577/>

Named contemporary context, Brian Robinson's Kalarngawur/Wuurrul heritage and Waiben birthplace:

<https://www.sea.museum/en/person/brian-robinson>

Resource selection guidance:

<https://aiatsis.gov.au/education/guide-evolving-and-selecting-education-resources>

Teacher-link/allow only yawuru calendar. No calendar, season-language dictionary or artwork is reproduced in this book. Seek the specific required community/commercial permission before any reuse.

<https://www.bom.gov.au/resources/indigenous-weather-knowledge/indigenous-seasonal-calendars/yawuru-calendar>

Lesson 1 - Country is more than land

Country, Place and Care – Foundation – Lesson 01 – Presentation.pptx

Learning focus: We can explain how people, waters and Country are connected.

8 min – Retrieve and notice: What do you notice in the teacher-linked Budj Bim source? What would we need an account to tell us?

12 min – Explicit model/source study: Budj Bim is on Gunditjmara Country. Gunditjmara people built channels and ponds to manage water and eels. Their connection and care come to us. I can see water in the source picture. The public account tells me Gunditjmara knowledge guides land. A picture alone cannot tell me everything.

25 min – Guided to independent task: Use case cards C1–C8. Name one thing we can see and one thing we learned from the account. Ask a who, what or where question. Use Venn to draw or point to a water feature. Record one fact and one question. An adult may write your words.

10 min – Evidence explanation: How do people and water connect in this case? Which part came from the picture? Which part came from the account?

5 min – Exit/reflection: Find a Country matters because... Keep our learning in the present as well as the past.

Linked resources: D1; D1/D2; relevant C1–C8; Evidence Trail as appropriate.

Record a concise portfolio/conference trace. Read instructions aloud. Offer oral, drawn, pointed, gestural, communication-device or scribed responses; assess the same idea. Change the context or ask for a reason to extend learning. Keep observations, public-source facts and fictional examples separate.

Lesson 2 - Whose Country is our school on

Country, Place and Care – Foundation – Lesson 02 – Presentation.pptx

Learning focus: We can use our school's checked Country/Place name and say where it came from.

8 min – Retrieve and notice: Budj Bim is a named case. Does that tell us the Country/Place name of our school? What else must we check?

12 min – Explicit model/source study: Our teacher checks the school's attribution with an authoritative local organisation. We practise the verified group or groups. We do not guess a local name. Teacher: show the prepared school map and checked attribution. Point to the school. Read the group name or names exactly as verified.

25 min – Guided to independent task: Find the school on the prepared map. Listen to the checked name. Say, point to or select it together. Use W02: draw or mark the school location. An adult records the verified name and source. Practise explaining what was checked.

10 min – Evidence explanation: Is our school name the same as the example, or separately checked? Who supplied the local information?

5 min – Exit/reflection: We have found a case and still check our own place. If the attribution is not settled, keep it open and ask the teacher.

Linked resources: W02; D1/D2; relevant C1–C8; Evidence Trail as appropriate.

Record a concise portfolio/conference trace. Read instructions aloud. Offer oral, drawn, pointed, gestural, communication-device or scribed responses; assess the same idea. Change the context or ask for a reason to extend learning. Keep observations, public-source facts and fictional examples separate.

Lesson 3 - Listen to an authorised voice

Country, Place and Care – Foundation – Lesson 03 – Presentation.pptx

Learning focus: We can listen respectfully and name one connection supported by the source.

8 min – Retrieve and notice: What did the public Budj Bim account teach us? Can one account speak for every community?

12 min – Explicit model/source study: People have different histories, languages and connections. Aboriginal Peoples and Torres Strait Islander Peoples are distinct broad groups, there is diversity within both. The museum names Brian Robinson's Kala Lagaw Ya and Wuthathi heritages. He was born on Waiben, Thursday Island. This is a named person's connection, not everyone's story.

25 min – Guided to independent task: Teacher: use a permitted local account or the linked public heritage account. Listen without interrupting. Ask one respectful question about what it says. Use W03: record who or what source we listened to. Draw one connection it supports. Name one thing it did not tell us.

10 min – Evidence explanation: Which source supports your idea? How do we know we may use this account? Why should we avoid saying everyone is the same?

5 min – Exit/reflection: We heard a named voice. We do not invent a person's story or copy their artwork.

Linked resources: W03; D1/D2; relevant C1–C8; Evidence Trail as appropriate.

Record a concise portfolio/conference trace. Read instructions aloud. Offer oral, drawn, pointed, gestural, communication-device or scribed responses; assess the same idea. Change the context or ask for a reason to extend learning. Keep observations, public-source facts and fictional examples separate.

Lesson 4 - Notice our surroundings

Country, Place and Care – Foundation – Lesson 04 – Presentation.pptx

Learning focus: We can record what we observe and follow safe care rules.

8 min – Retrieve and notice: What can we see ourselves? What would we need to ask an authorised source?

12 min – Explicit model/source study: We observe without picking plants or moving objects. Stay with the adult on the agreed route. Leave things where they belong. I can see leaves on a tree. I cannot tell its cultural meaning by looking. I record what I saw and ask instead of guessing.

25 min – Guided to independent task: Teacher: show the safe route or approved source photos. Find water, land and living features when present. Keep a safe distance and follow school rules. Use W04: record today's place and date. Draw or mark what you actually noticed. Keep missing features as not seen.

10 min – Evidence explanation: Point to actual observation. What was a question rather than a fact? Which care rule did you use?

5 min – Exit/reflection: Our observations help us ask better questions. They do not make us cultural authorities.

Linked resource: W04, D1/D2; relevant C1–C8; Evidence Trail as appropriate.

Record a concise portfolio/conference trace. Read instructions aloud. Offer oral, drawn, pointed, gestural, communication-device or scribed responses; assess the same idea. Change the context or ask for a reason to extend learning. Keep observations, public-source facts and fictional examples separate.

Lesson 5 - Continuing knowledge

Country, Place and Care – Foundation – Lesson 05 – Presentation.pptx

Learning focus: We can explain that Gunditjmara knowledge and care continue.

8 min – Retrieve and notice: Did we hear only about long ago? What does the public source say about care now?

12 min – Explicit model/source study: Gunditjmara people developed water systems long ago. Today Gunditjmara lead or share management of Budj Bim. Knowledge is passed between generations. The public source describes caring for native plants and animals. It also describes maintaining walking tracks and teaching visitors. These are present-day actions.

25 min – Guided to independent task: Use C2 and C3. Place on axis under long ago or continuing today. Explain why knowledge can connect both. Use W05: draw on source-supported care action. Record a fact about long ago and a fact about continuing care. Do not insert dates or measurements.

10 min – Evidence explanation: What evidence shows continuing connection? Why is “all in the past” inaccurate?

5 min – Exit/reflection: Say how long knowledge and care continue today. This source tells us about this named community.

Linked resources: W05; D1/D2; relevant C1–C8; Evidence Trail as appropriate.

Record a concise portfolio/conference trace. Read instructions aloud. Offer oral, drawn, pointed, gestural, communication-device or scribed responses; assess the same idea. Change the context or ask for a reason to extend learning. Keep observations, public-source facts and fictional examples separate.

Lesson 6 - People and places connect

Country, Place and Care – Foundation – Lesson 06 – Presentation.pptx

Learning focus: We can show a relationship and listen to another person's viewpoint.

8 min – Retrieve and notice: What connects water and people in the named case? How do our own observations help us think?

12 min – Explicit model/source study: Model: people use knowledge to care for water and living things. Draw simple arrows between words or original pictures. Explain each arrow, notice its shape. The museum names Brian Robinson's Kala Lagaw Ya and Wuthathi heritage and his connection to Waiben. Connect this named person and place. One person's account does not speak for every community.

25 min – Guided to independent task: Use three picture choices: people, water, living things. Connect two and explain how. Listen to a partner's different viewpoint. Use W06: Connect the named person and place from the museum source. Explain the arrow using source evidence. Ask a respectful question and explain what the source does not tell us.

10 min – Evidence explanation: What does your arrow mean? What did your partner notice? Can different viewpoints both be reasonable?

5 min – Exit/reflection: We can explain a connection using evidence. We can listen without treating a different view as wrong.

Linked resources: W06; D1/D2; relevant C1–C8; Evidence Trail as appropriate.

Record a concise portfolio/conference trace. Read instructions aloud. Offer oral, drawn, pointed, gestural, communication-device or scribed responses; assess the same idea. Change the context or ask for a reason to extend learning. Keep observations, public-source facts and fictional examples separate.

Lesson 7 - Ask permission

Country, Place and Care – Foundation – Lesson 07 – Presentation.pptx

Learning focus: We can choose respectful actions and recognise when to ask an adult.

8 min – Retrieve and notice: We see an unfamiliar object on a walk. Should we take it because we are curious?

12 min – Explicit model/source study: Pause and leave it where it is. Ask the adult before taking, entering or sharing. Some places, objects and stories have special rules. Fictional case: a path has a closed sign. Mia wants to look beyond it; Noah wants to stay on the open path. The safe response is to stop and ask the adult.

25 min – Guided to independent task: Use C8 and the W07 picture scenes. Choose what to leave in place and when to ask permission. Explain a safe alternative to unsafe actions acted out. Use W07: choose a safe action in each pictured scene. Draw or explain why pointing, speech or an adult scribe are welcome.

10 min – Evidence explanation: Who needs permission? Who can guide us? How did we respect someone else's viewpoint?

5 min – Exit/reflection: Can we ever remove care rules. We can ask questions and leave things safe.

Linked resource: W07; D1/D2; relevant C1–C8; Evidence Trail as appropriate.

Record a concise portfolio/conference trace. Read instructions aloud. Offer oral, drawn, pointed, gestural, communication-device or scribed responses; assess the same idea. Change the context or ask for a reason to extend learning. Keep observations, public-source facts and fictional examples separate.

Lesson 8 - Our care charter

Country, Place and Care – Foundation – Lesson 08 – Presentation.pptx

Learning focus: We can propose three achievable care actions and explain our evidence.

8 min – Retrieve and notice: What did we observe in our school place? What did the named source teach us about continuing care?

12 min – Explicit model/source study: Our action must fit what we actually learned. Model: we saw litter beside the path, so we tell the teacher and use the school's safe cleanup plan. We do not touch sharp or unknown rubbish. Fictional class example: use the agreed path and leave plants growing. Explain which observation or source supports each. Teachers check that both actions are suitable locally.

25 min – Guided to independent task: Choose two realistic class examples. Agree who helps and what safety rule applies. Ask whether the evidence supports the choice. Use W08 to find three care actions. Explain one reason for each. Keep the actions small enough to carry out.

10 min – Evidence explanation: Why should we do this? Which observation or source supports it? What guidance will we need?

5 min – Exit/reflection: A class response to evidence and responsibility. Keep your record for the final explanation.

Linked resources: W08; D1/D2; relevant C1–C8; Evidence Trail as appropriate.

Record a concise portfolio/conference trace. Read instructions aloud. Offer oral, drawn, pointed, gestural, communication-device or scribed responses; assess the same idea. Change the context or ask for a reason to extend learning. Keep observations, public-source facts and fictional examples separate.

Lesson 9 - Country and care explanation

Country, Place and Care – Foundation – Lesson 09 – Presentation.pptx

Learning focus: We can explain our checked local attribution, a Country connection and a respectful care action.

8 min – Retrieve and notice: Find your map, source record and care charter. Which evidence helps answer our main question?

12 min – Explicit model/source study: Model: our teacher checked the school's Country/Place name with the named local source. The named Budj Bim case shows continuing connection. Our own observation supports our care action. Teacher: use the checked local name, not an example guessed for the school. Finish: I learned... from... Finish: I propose... because...

25 min – Guided to independent task: Rehearse with a partner using C1 and A1. Point to evidence as you explain. Ask one respectful source question. Make a short oral, drawn, recorded or scribed explanation. Use your checked map and one source detail. The teacher records evidence, not handwriting quality.

10 min – Evidence explanation: Which name was locally checked? Why does Country/Place matter? How does your care action follow from learning?

5 min – Exit/reflection: Give credit for what you learned. Say what remains uncertain instead of guessing.

Linked resources: C9; D1/D2; relevant C1–C8; Evidence Trail as appropriate.

Record a concise portfolio/conference trace. Read instructions aloud. Offer oral, drawn, pointed, gestural, communication-device or scribed responses; assess the same idea. Change the context or ask for a reason to extend learning. Keep observations, public-source facts and fictional examples separate.

Lesson 10 - Return to our question

Country, Place and Care – Foundation – Lesson 10 – Presentation.pptx

Learning focus: We can share our charter and use one observed and one learned detail to explain our thinking.

8 min – Retrieve and notice: Why is Country/Place important? What did we know at the start? What evidence can we use now?

12 min – Explicit model/source study: Model: I observed a living feature at school, learned from the named source that connection and care continue. Together these help me choose a respectful action. Fictional transfer: we visit a different school. Do we use our own checked name there? The new school needs its own local attribution and care guidance.

25 min – Guided to independent task: Share the class care charter in small group. Each learner adds an observation and a learned detail. Listen to a different view without interrupting. Use W10 to record a conclusion and reflection. Complete A1 with the teacher using existing portfolio evidence. No public speech or extra display is required.

10 min – Evidence explanation: Name your observation and its date/place. Name your source-supported detail. Explain one limit of what we can check.

5 min – Exit/reflection: We can learn respectfully, explain evidence and care for place. We do not claim to speak for a community.

Linked resources: W10; D1/D2; relevant C1–C8; Evidence Trail as appropriate.

Record a concise portfolio/conference trace. Read instructions aloud. Offer oral, drawn, pointed, gestural, communication-device or scribed responses; assess the same idea. Change the context or ask for a reason to extend learning. Keep observations, public-source facts and fictional examples separate.

Eight-session route - sessions 1-4

Each meeting: 5 min retrieval; 10 min source model; 30 min guided/independent task; 10 min evidence explanation; 5 min transition. Prepare sources/maps before class. These are eight teaching meetings, not necessarily eight consecutive days.

1. Country connections and our school (lessons 01+02): use 01 slides 1–7, then 02 slides 4–9; finish with 01 slides 10–11. Model Budj Bim, locate the school on its own map and practise its separately checked attribution. Use W01/W02; combine recording where useful. Evidence: continuing connection and verified local name, plus a who/what/when question. Do not shorten the later listening lesson.
2. Listen to an authorised voice (03): use the complete lesson deck. Listen to a permitted local or teacher-linked public account. Use W03. Evidence: the source-supported connection and its origin; identify an account's limit.
3. Notice our surroundings (04): use the complete lesson deck. Walk safely or use approved scenes. Use W04; distinguish what is observed from what needs an account. Evidence: actual dated/place-specific observations, one question and a care rule.
4. Continuing knowledge (05): use the complete lesson deck. Link source-supported long-ago water knowledge and continuing present care. Use W05. Evidence: time/connection record and an explanation that avoids past-only thinking.

Eight-session route - sessions 5-8

Keep the same 5/10/30/10/5-minute structure and source/observation safeguards. Select model/task slides in integrated order; do not teach two entire decks back-to-back in a combined meeting.

5. People and places connect (06): complete deck, W06 and relevant cases. Make and explain a relationship map; explain the named museum connection and listen to a partner's viewpoint. Evidence: meaning of connections and another viewpoint.

6. Ask permission (07): complete deck, W07 and care/visit cards. Sort source cards, questions for an adult and actions to avoid. Evidence: justified safe response and respectful comparison; no unsafe enactment.

7. Our care charter (08): complete deck, W08 and existing observation/source portfolio. Propose three realistic actions with reasons and needed adult guidance. Evidence: an evidence-based proposal. Prepare the existing portfolio for assessment.

8. Country, care and listening (09+10): use 09 slides 1–9, selected 10 model/task/check slides 5–9, then one reflection/learning. Use W09/W10 and A1; combine records instead of requiring a second display. Explain the checked local attribution, one source-supported Country connection and one care action. Add one observed and one learned detail and reflect on listening.

All essential assessment finishes by session 8. Use paired/small-group explanations and existing portfolio evidence. During the 30-minute task block collect brief oral-to-adult, recorded, drawn or scribed responses when individual live conferences would exceed the ten-minute explanation block. No required ninth meeting, public speech or exhibition.

Assessment and portfolio guidance

Assess an oral or pictorial explanation that names the school's verified Country/Place attribution, gives one reason Country/Place matters and links a respectful care action to evidence. An unresolved local attribution is a localisation issue to follow up, not a child's error.

Collect evidence of asking questions (lessons 1/2/4), recording source/observed information (3/4/5), comparing viewpoints (6/7), concluding from evidence (8/9), and communicating/reflection (9/10). Use selected learning records plus observations/conferences; participation alone is not proof of understanding.

Use A1 page 1 to organise the map/source/detail/action; A2 page 2 for a short conference, source limits and unfamiliar transfer. Read questions aloud. Oral, picture/symbol, drawn, gestural, demonstrated, device or adult-scribed answers can show the same learning.

Rubric dimensions are accurate understanding, evidence/process, explanation/application and reflection/responsibility. Levels distinguish a gap, a sound independent contribution and justified transfer. Neatness, time, need for confidence or needing a communication aid are not achievement criteria.

The quiz checks eight concepts/inquiry responses, including two unfamiliar applications, with separate black-tive answer slides. It complements the inquiry assessment and never replaces source, observation or relationship evidence.

Open model answers illustrate valid reasoning. Check actual school names against the teacher's authoritative source, and observations against what pupils actually saw. Do not force a drawing or local record to match a generic model.

Country, Place and Care

Key ideas

Country

Land, waters, people, knowledge and responsibilities are connected.



Place

A place people know and care about.



Traditional Owners

People with continuing traditional connection to this Country/Place.



Connection

How people, places and living things belong together.



Responsibility

The care we should take in what we do.



Permission

Being allowed by the right person.

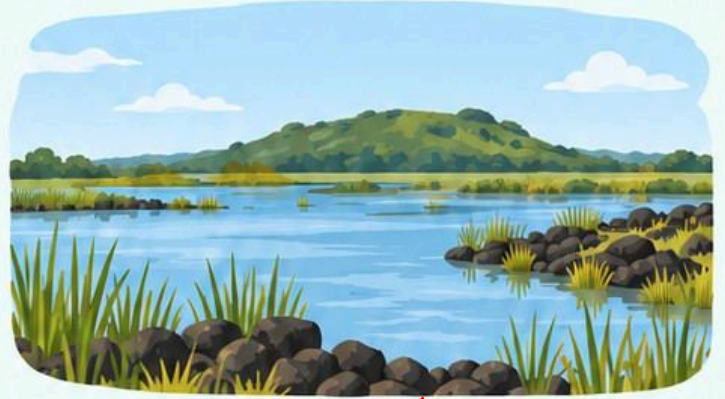


Aboriginal Peoples and Torres Strait Islander Peoples are distinct broad groups.
There is diversity within both.

How We Explain Our Evidence

1. Our question

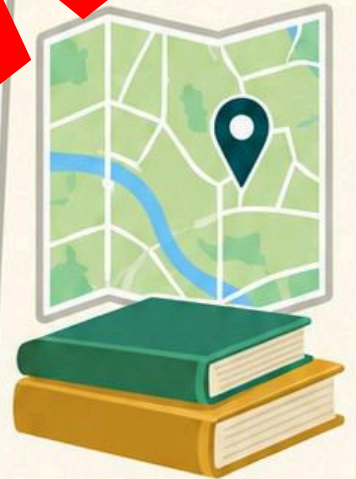
Is Budj Bim the Country name for every Australian school?



2. Our evidence

The public heritage source names Gunditjmara Country at Budj Bim.

Our teacher checks our school's Country/Place with an authoritative local source.



3. Our explanation

No. Budj Bim is a named Gunditjmara case.

Each school needs its own checked local attribution.



Point to the source that supports your idea.



Case and Source Cards

Cards C1–C4

C1 – A named place

Budj Bim is on Gunditjmara Country.



Source: DCCEEW – Budj Bim

C2 – Water knowledge

Gunditjmara people developed channels and ponds to manage water and eels.



Source: DCCEEW – Budj Bim

C3 – Care continues

Gunditjmara knowledge and care continue today.



Source: DCCEEW – Budj Bim

C4 – Our school

Our teacher checks our school's local Country/Place name with an authoritative local source.



Teacher localisation step

Case and Source Cards

Cards C5–C8

C5 Many connections

Aboriginal Peoples and Torres Strait Islander Peoples are distinct broad groups. There is diversity within both.



Discuss respectfully

C6 A named voice

The museum tells us about Brian Robinson's Kala Lagaw Ya and Wuthathi heritage and Waiben birthplace.



Source: Australian National Maritime Museum

C7 Observe and ask

Record what you can see.
Ask about what you do not know.



Fictional classroom example

C8 Care and permission

Leave plants and objects in place.
Ask the adult before taking,
entering or sharing.

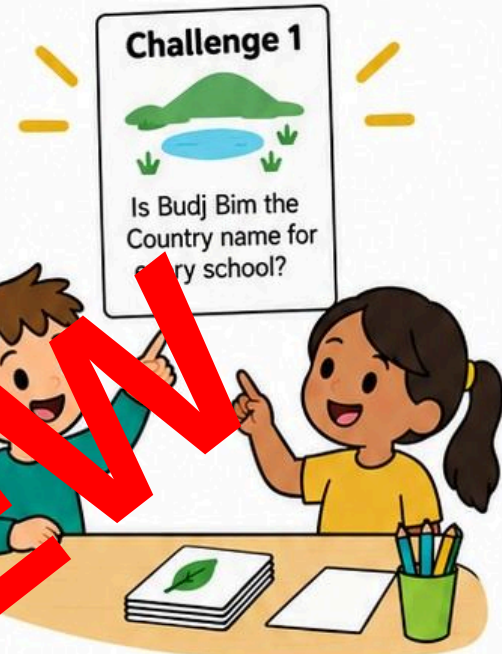


Fictional classroom example

Evidence Trail

Rules and worked turn

- 1 Play with 2–4 people. An adult reads the cards.
- 2 Start at Notice. Choose one challenge card.
- 3 Use the stop's question. Talk, draw, point or use your communication device.
- 4 Ask one respectful question. Check the response guide with the adult.
- 5 Move to the next stop. Take turns; help each other.
- 6 After Reflect, start again. Keep going until all eight cards have been used.



- Use a large counter or point. There is no time limit or winner.
- You may work with a partner instead of a group.

Worked turn – Challenge 1

- Question:** Is Budj Bim the Country name for every school?
- Response:** No. Card C1 names a Gunditjmara case.
- Question to ask:** Who checks our school's local name?
- Check:** Use C1 and the teacher's verified local source.

Evidence Trail

Our six-stop mat

Start at 1. Choose a challenge card at each stop.



After 6, begin again until all eight cards are used.

Evidence Trail

Eight challenge cards



1.

Is Budj Bim the Country name for every school?

Use C1 and C4.



2.

Explain a people–water connection.

Use C2.



3.

What tells us care continues today?

Use C3.



4.

How do we check our school's local name?

Use C4.



5.

Why must we avoid saying all peoples are the same?

Use C5 and C6.



6.

Look at an approved scene. Say one observation and one question.

Use C7.



7.

Fictional visit: the path is closed. What should we do?

Use C8.



8.

New case: we visit another school. What local information and care rules must we check?



Talk, draw, point, use a device or ask an adult to write your words.

Evidence Trail – Response Guide

Read aloud. Accept talking, drawing, pointing, gestures or a communication device.
Judge the idea, not the response mode.

1. Named case

No. Budj Bim is a Gunditjmara case.
Each school needs a separately
verified local attribution.

C1, C4.

2. Connections

Explain how Gunditjmara knowledge
links people, water and eels through
channels and ponds.

C2.

3. Continuing care

Use the present-day care fact.
Do not describe the community
as existing only in the past.

C3.

4. Local check

The teacher verifies the name with an
authoritative local source and records it.
Do not guess.

C4.

5. Diversity

Distinguish Aboriginal Peoples and
Torres Strait Islander people; recognise
diversity within both. One person
does not speak for everyone.

C5, C6.

6. Observations

Record something actually visible in the
approved scene. Keep a question
separate from a fact.

C7.

7. Permission

Stay on the permitted path, leave
objects in place and ask the adult.

C8.

8. Transfer

Check the other school's own local
attribution and care rules. Our school's
information is not automatically theirs.

**At each stop use its question to think about the challenge.
For open responses, accept relevant source-supported reasons.**

Name: _____

Country is more than land

Learning Record 1

The named Budj Bim case connects people, water and continuing care.

Notice

Look at the teacher-linked source. Draw or say one thing you can see. Use C1–C3.



Record

What did the account teach you?

I learned that...



Explain and wonder

How are people and water connected? What do you want to ask?

My idea:

My question:

Talk, draw, point or ask an adult to write your words.

Based on: DCCEEW – Budj Bim Cultural Landscape (dceew.gov.au).

Name: **ANSWERS**

Country is more than land

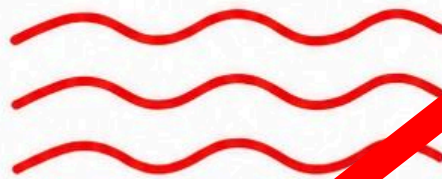
Learning Record 1

The named Budj Bim case connects people, water and continuing care.

Notice

Look at the teacher-linked source. Draw or say one thing you can see. Use C1–C3.

Sample observation: water in the source image.



Record

What did the account teach you?

I learned that...

Gunditjmarra knowledge links people, water and care.

Care and connection continue today.



Explain and wonder

How are people and water connected? What do you want to ask?

My idea:

People use knowledge to care for water and living things.

My question:

Who checks our school's Country/Place name?

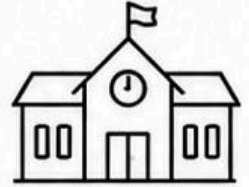
Talk, draw, point or ask an adult to write your words.

Based on: DCCEEW – Budj Bim Cultural Landscape (dcceew.gov.au).

Name: _____

Whose Country is our school on?

Learning Record 2



1. Notice our school

Use the teacher-prepared local map. Draw or mark the school.

PREVIEW

2. Record the checked information

Verified group name or names: _____

Source or local organisation: _____

Checked by the teacher on: _____

3. Explain

Who helped us check? Why must we use our own school's information?



Teacher note:

Complete the checked fields from an authoritative local source.

Record multiple groups accurately. If unresolved, keep the name open and seek guidance.



Child response:

Say, point to or select the checked name. An adult can write.

Name: **ANSWERS**

Whose Country is our school on?

Learning Record 2



1. Notice our school

Use the teacher-prepared local map. Draw or mark the school.

Sample criterion: the school's position matches the teacher-prepared local map.

2. Record the checked information

Verified group name or names: **As verified locally**

Source or local organisation: **Authoritative local organisation**

Checked by the teacher on: **Actual check date**

3. Explain

Who helped us check? Why must we use our own school's information?

Our teacher checked an authoritative local source.

The Budj Bim case does not name every school's Country/Place.



Teacher note:

Complete the checked fields from an authoritative local source.

Record multiple groups accurately. If unresolved, keep the name open and seek guidance.



Child response:

Say, point to or select the checked name. An adult can write.

Name: _____

Listen to an authorised voice

Learning Record 3

One named account does not speak for every community.



Notice the source

Who or what source did we listen to? _____

Our teacher checked permission: _____



Record a connection

Draw or say one connection the account supports

PREVIEW



Explain and ask

This source tells us... _____

It does not tell us... _____

My respectful question: _____

Use a permitted local account or a linked public source. Keep the name and source clear.

Talk, draw, point or ask an adult to write.

Name: ANSWERS

Listen to an authorised voice

Learning Record 3

One named account does not speak for every community.



Notice the source

Who or what source did we listen to? DCCEEW public Budj Bim account

Our teacher checked permission: Teacher checked suitable public use



Record a connection

Draw or say one connection the account supports

Sample: people, water and continuing care are connected



Explain and ask

This source tells us... Gunditjmara knowledge connects people and water.
Care and connection continue today.

It does not tell us... It does not name our school's Country/Place.

My respectful question: Who should we ask to check the local name?

Use a permitted local account or a linked public source. Keep the name and source clear.

Talk, draw, point or ask an adult to write.

Name: _____

Date: _____

Notice our surroundings

Learning Record 4

1

Notice safely

Look and listen. Leave plants and objects in place.



Place: _____

What we used: walk / approved scene

2

Record what you actually observed

Draw what you saw. Leave a category blank if it was not seen.

Water

Land

Living things

PREVIEW

3

Explain and wonder



One fact I noticed: _____

One question I would ask: _____

A care rule I used: _____



Stay with the adult. Talk, draw, point or ask an adult to write.

Name: ANSWERS

Date: Actual date

Notice our surroundings

Learning Record 4

1

Notice safely

Look and listen. Leave plants and objects in place.



Place: Actual observed place

What we used: walk / approved scene

2

Record what you actually observed

Draw what you saw. Leave a category blank if it was not seen.

Water

Record only what
you saw; blank if
absent.

Land

Draw the actual
land or ground

Living things

Draw an actually
observed living
thing.

PREVIEW

3

Explain and wonder



One fact I noticed: A fact matches the actual scene.

One question I would ask: A relevant question about the scene.

A care rule I used: I left plants and objects in place.



Stay with the adult. Talk, draw, point or ask an adult to write.

Name: _____

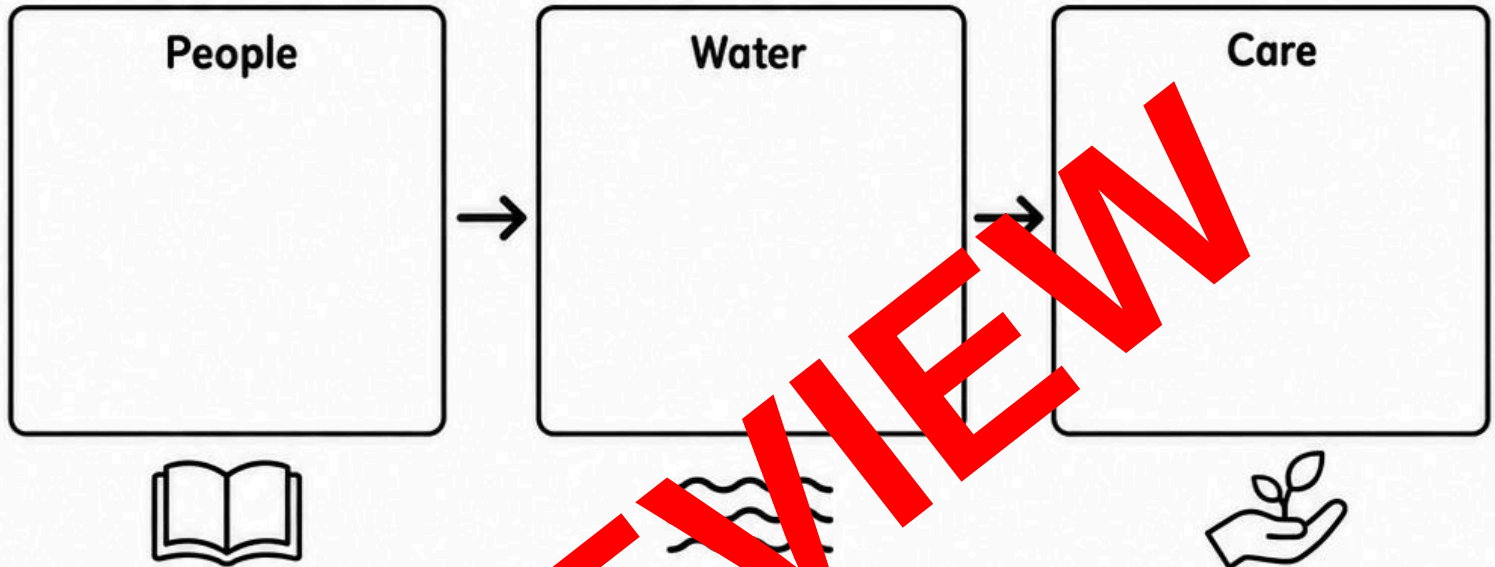
Continuing knowledge

Learning Record 5

In the named Budj Bim account, Gunditjmara knowledge and care continue today.

1. Notice a connection

Use C1–C3 and the teacher-linked source.



2. Record evidence

The source shows or tells us...

3. Explain

How are knowledge and care connected?

One question I would ask...

Talk, draw, point or ask an adult to write.

Based on: DCCEEW – Budj Bim Cultural Landscape (dcceew.gov.au).

Name: ANSWERS

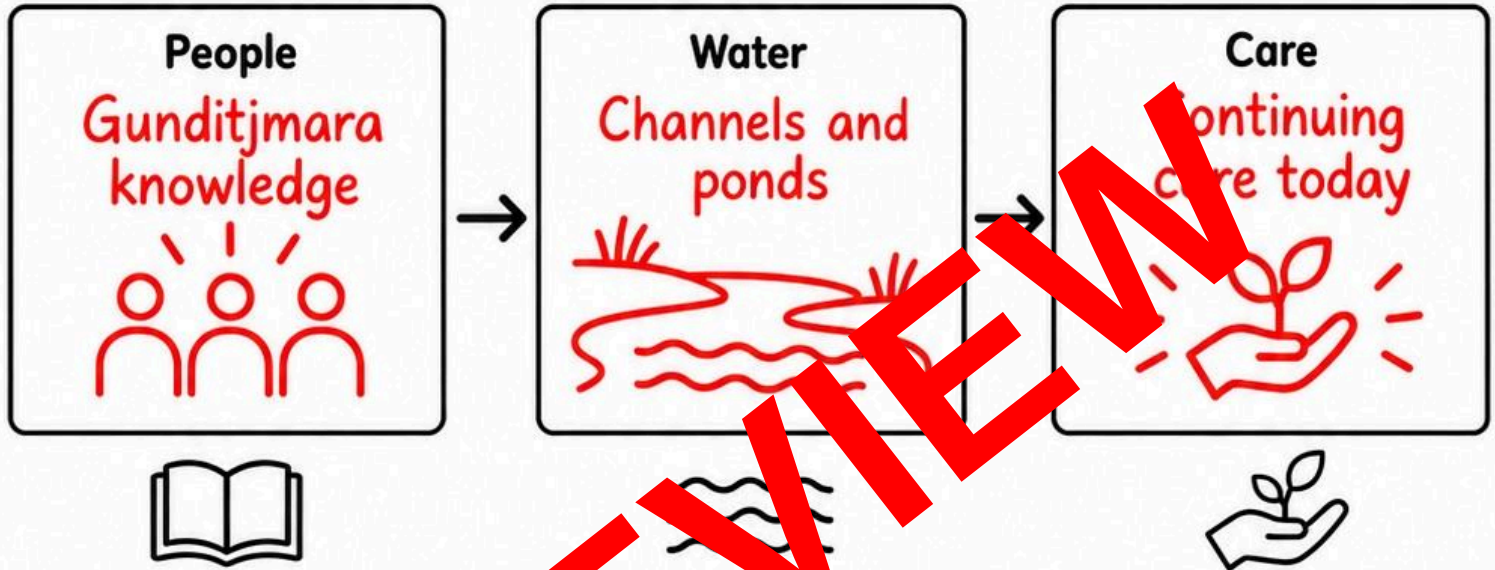
Continuing knowledge

Learning Record 5

In the named Budj Bim account, Gunditjmara knowledge and care continue today.

1. Notice a connection

Use C1–C3 and the teacher-linked source.



2. Record evidence

The source shows or tells us..

Gunditjmara people manage water and eels.

The account describes channels and ponds.

Care and connection continue today.

3. Explain

How are knowledge and care connected?

Knowledge guides how people care for water.

This is one named case.

Other communities have their own knowledge.

One question I would ask...

Who can tell us about our local place?

Talk, draw, point or ask an adult to write.

Based on: DCCEEW – Budj Bim Cultural Landscape (dcceew.gov.au).

Name: _____

People and places connect

Learning Record 6

Aboriginal Peoples and Torres Strait Islander Peoples are distinct broad groups.
There is diversity within both.



Notice a named source

Use C5–C6 and the teacher–linked museum account.

The museum identifies Brian Robinson's Kala Lagaw Ya and Wuthathi heritage and his connection to Waiben.



Record and connect

The named example

A connection the source supports



Explore the limit

This source tells ...

It does not tell us about every...

My respectful question...



I kept the named person and source clear.



Talk, draw, point or ask an adult to write.



Based on: Australian National Maritime Museum –
Brian Robinson (sea.museum).

Name: **ANSWERS**

People and places connect

Learning Record 6

Aboriginal Peoples and Torres Strait Islander Peoples are distinct broad groups.
There is diversity within both.



Notice a named source

Use C5–C6 and the teacher–linked museum account.

The museum identifies Brian Robinson's Kala Lagaw Ya and Wuthathi heritage and his connection to Waiben.



Record and connect

The named example

Brian Robinson
One named person

A connection the source supports

Kala Lagaw Ya and
Wuthathi heritage
Waiben connection



Explore the limit

This source tells ...

The museum names his heritage and birthplace.

It does not tell us about every...

person or community. There is diversity within both broad groups.

My respectful question...

Who can tell us about another named place?



I kept the named person and source clear.



Talk, draw, point or ask an adult to write.



Based on: Australian National Maritime Museum –
Brian Robinson (sea.museum).

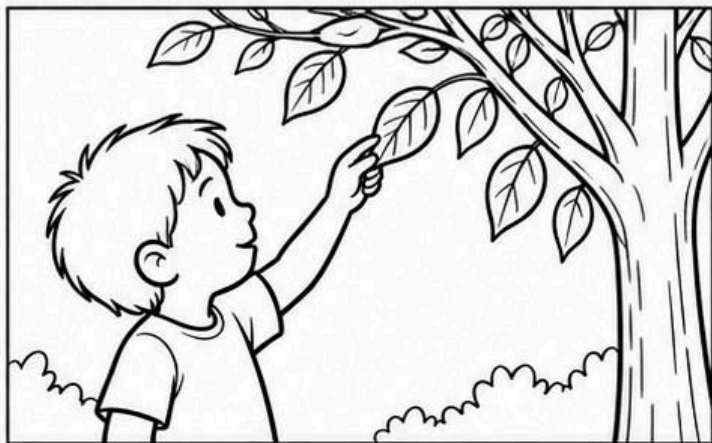
Name: _____

Ask permission

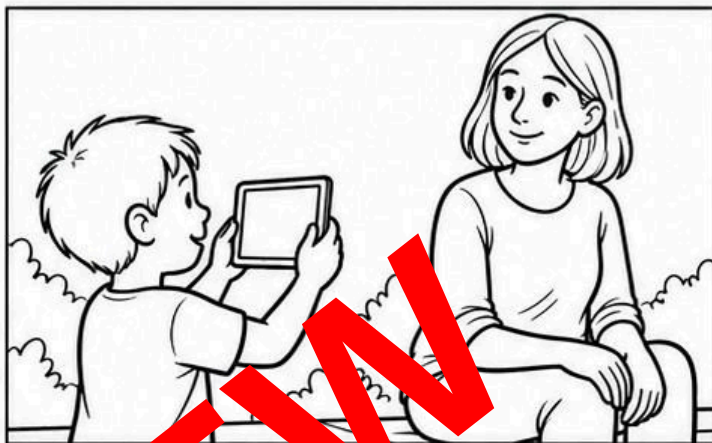
Learning Record 7

Pause, ask, listen and accept the answer.

1. Notice the choice



Pick a leaf?



Take a photo?

2. Record a respectful request

I would ask... _____

I would ask this person... _____

3. Apply the answer

If the answer is no, then...

A safe alternative is...

4. Explain

Permission matters because...

Keep plants and objects in place. Ask before recording people or their words.
Talk, draw, point or ask an adult to write.

Name: **ANSWERS**

Ask permission

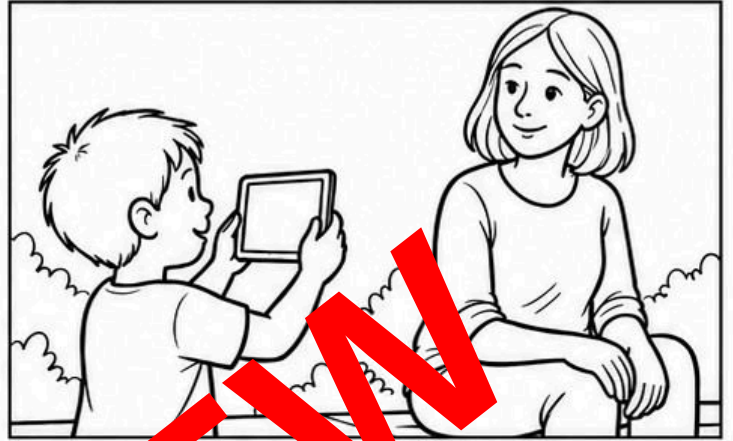
Learning Record 7

Pause, ask, listen and accept the answer.

1. Notice the choice



Pick a leaf?



Take a photo?

2. Record a respectful request

I would ask... **May I take your photo?**

I would ask this person... **The person being photographed; check with my teacher.**

3. Apply the answer

If the answer is no, then...

Accept the answer and put the tablet away.

A safe alternative is...

Leave the leaf on the tree.

4. Explain

Permission matters because...

People can choose what is shared.

Care includes respecting plants, people and places.

Keep plants and objects in place. Ask before recording people or their words.

Talk, draw, point or ask an adult to write.

Name: _____

Our care charter

Learning Record 8

Choose useful actions we can explain and use.

1. Plan three actions



We will...	Because...

2. Apply our charter

A class wants to pick leaves for a display. Which action helps?

A visitor says no to a photo. What will we do?

3. Reflect

One action I will use today...

Talk, draw, point or ask an adult to write. Explain the reason for each action.

Name: **ANSWERS**

Our care charter

Learning Record 8

Choose useful actions we can explain and use.

1. Plan three actions



We will...	Because...
Leave plants in place.	Plants need care.
Keep water clean.	Living things use water.
Ask before taking photos.	People choose what is shared.

2. Apply our charter

A class wants to pick leaves for a display. Which action helps?

Leave leaves on the tree.

Draw our own observation instead.

A visitor says no to a photo. What will we do?

Accept no. Put the tablet away.

3. Reflect

One action I will use today...

I will leave plants in place.

Talk, draw, point or ask an adult to write. Explain the reason for each action.

Name: _____

Country and care explanation

Learning Record 9

Use the checked school attribution and one named source.



1 Locate our school

Our teacher-prepared map or my location drawing.

Verified group or groups: _____

Checked source: _____

2 Connect and explain



Country/Place matters because...

My named source tells us...

One care action and its reason...

3 Ask respectfully



One question I would ask...

Show your thinking by talking, drawing, pointing, a recording or an adult scribe.
The teacher assesses your reasoning, not your handwriting.

Name: ANSWERS

Country and care explanation

Learning Record 9

Use the checked school attribution and one named source.



1 Locate our school

Our teacher-prepared map or my location drawing.

School mark matches the actual teacher-prepared map.
No generic cultural map is supplied.

Verified group or groups: As verified locally kept all correct groups.

Checked source: Authoritative local organisation; record the actual source.

2 Connect and explain



Country/Place matters because...

Country connects people, water, knowledge and responsibilities.

My named source tells us...

DCCEEW's Budj Bim account describes Gunditjmara care continuing today.

One care action and its reason...

Leave plants growing so living things are protected.

3 Ask respectfully



One question I would ask...

Who can help us check the local name?

Show your thinking by talking, drawing, pointing, a recording or an adult scribe.

The teacher assesses your reasoning, not your handwriting.

Based on: DCCEEW – Budj Bim (dcceew.gov.au).

Name: _____



Return to our question

Learning Record 10

Why does Country/Place matter, and how can we care respectfully?

1. My conclusion

Draw, point or show your conclusion.

My conclusion is...

2. Use evidence

A source or observation that helped me...

Something we should need to check...

3. Reflect and transfer

My thinking changed because...

At a different place I would...



We check the local attribution for each place.
Talk, draw, point or ask an adult to write.



Name: **ANSWERS**



Return to our question

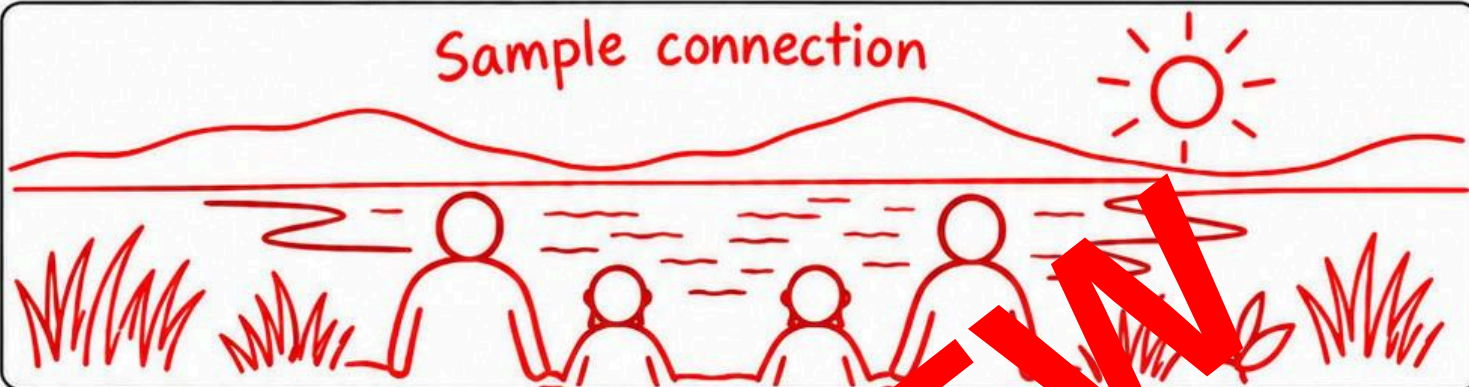
Learning Record 10

Why does Country/Place matter, and how can we care respectfully?

1. My conclusion

Draw, point or show your conclusion.

Sample connection



My conclusion is...

Country connects people, water, knowledge and care.

We respect people and check out our local attribution.

2. Use evidence

A source or observation that helped me...

DCCEEW's name Budj Bim account: care continues today.

Something we still need to check...

The actual local attribution and source.

3. Reflect and transfer

My thinking changed because...

I learned that connection and care continue today.

At a different place I would...

Check its own attribution and follow its care rules.



We check the local attribution for each place.

Talk, draw, point or ask an adult to write.

Based on: DCCEEW – Budj Bim (dcceew.gov.au).



Quiz - Country, Place and Care

Country, Place and Care – Foundation – Quiz.pptx

Use the separate editable quiz after the teaching, or select a question for retrieval. The teacher reads each prompt; learners can talk, draw, point, gesture or use a communication device. Pause before showing each separate answer/explanation slide. There is no speed score.

Questions check the named Budj Bim case versus the school's attribution; continuing relationships; source limits; local verification; viewpoints; permission; another school; and a new observation/care proposal. Accept the stated alternatives and evidence-supported safe responses.

Use the following two assessment pages and rubric with the learner's actual portfolio. The quiz is not the sole measure of inquiry skill or understanding.

Name: _____

Date: _____

Country, Place and Care

Assessment – Page 1 of 2

Use your actual map and learning records. Show your reasoning.

1. Our school's Country/Place

Use the teacher-prepared map. Mark our school.

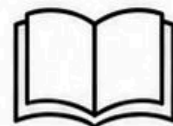


Verified group or groups: _____

Checked local source: _____

2. Explain a connection

Choose one named account we studied. How are people and place connected?



My source was... _____

3. Propose respectful care

One action I propose... _____



My evidence and reason... _____

The adult guidance we need... _____

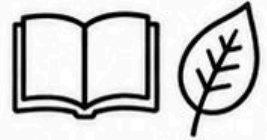
The teacher reads prompts aloud. Talk, draw, point, gesture, use a device or ask an adult to write.
An unresolved school attribution is followed up by the teacher.

Name: _____

Date: _____

Country, Place and Care

Assessment – Page 2 of 2



Explain your evidence. The teacher records your words or drawing.

1. Our school and a named account

Say the checked school Country/Place and its source. Explain one reason Country matters using a named account we studied.

2. Different kinds of evidence

I actually observed...	
A named source told me...	

Source name: _____

3. A respectful question and a limit

My question... _____

Something we still need to check... _____

4. A different school

A child at a new school says, "We must use the same Country name as our school."
What would you explain? How would you check?

5. A new care decision

At a different place, someone wants to pick a plant and photograph a person without asking.
What would you do, and why?

Teacher record:

Evidence heard/seen: _____

Next learning step: _____

Country, Place and Care

Assessment rubric



Dimension	Supported / incomplete	Independent / sound	Justified / transfer
Accurate understanding	Shows part of a connection; the idea is incomplete or needs clearer evidence.	Uses the checked school attribution and explains why Country matters.	Explains continuing relationships and why each place needs its own checked attribution.
Evidence / process	Records a detail; source and observation are not yet clearly separated.	Identifies named source and a real observation, asks a respectful question.	Explains what each piece of evidence supports and one thing it cannot tell us.
Explanation / application	Suggests a care action; link to evidence or reason is incomplete.	Proposes a respectful care action and supports it with learned evidence and a reason.	Adapts care to a new place and explains permission, safety and source checks.
Reflection / responsibility	Reflection on part of the learning; a next check is still unclear.	Explains a learning change and a sensible next question or check.	Uses feedback to refine an explanation and identifies responsible follow-up.

How to use this rubric

Use Assessment Pages 1–2 with the learner's lesson portfolio. Record the demonstrated understanding in each dimension. Prompting may reveal evidence; a communication aid or adult scribe does not lower achievement. "Independent" refers to the learner's thinking, not unsupported speech or writing. Do not score neatness, speed, volume or confidence.

Learner:

Date:

Evidence / next step:

Lesson 1

Country is more than land

PREVIEW



Our learning

We can explain how people, waters and Country are connected.
Show your thinking by talking, drawing, pointing or using your communication device.

PREVIEW

Remember and wonder

What do you notice in the teacher-linked Budj Bim source?
What would we need an account to tell us?

PREVIEW

Words for our inquiry

Country: land, waters, people, knowledge and responsibilities.
Connection: how things belong together.

PREVIEW

Our model

Budj Bim is on Gunditjmara Country.

Gunditjmara people built channels and ponds to manage water and eels.

Their connection and care continue today

PREVIEW

Based on: DCCEEW – Budj Bim Cultural Landscape (dcceew.gov.au)

Look closely

I can see water in the source picture.

The public account tells me Gunditjmara knowledge guides are

A picture alone cannot tell me everything.

PREVIEW

Based on: DCCEEW – Budj Bim Cultural Landscape (dcceew.gov.au)

Try it together

Use case cards C1–C3.

Name one thing we can see and one thing we learn from the account.

Ask a who, what or where question.

PREVIEW

Your learning record

Use W01: draw or point to a water feature.
Record one fact and one question.
An adult may write your words.

PREVIEW

Explain your evidence

How do people and water connect in this case?
Which part came from the picture?
Which part came from the account?

PREVIEW

Return to our question

Finish: Country matters because...
Keep our learning in the present as well as the past

PREVIEW

PREVIEW

Well Done!



PREVIEW

Lesson 2
Whose Country is our school on



Our learning

We can use our school's checked Country/Place name and say where it came from.

Show your thinking by talking, drawing, pointing or using your communication device.

PREVIEW

Remember and wonder

Budj Bim is a named case.

Does that tell us the Country/Place name of our school?

What else must we check?

PREVIEW

Words for our inquiry

Traditional Owners: the people with continuing traditional connection to this Country/Place.

Source: where our information comes from

PREVIEW

Our model

Our teacher checks the school's attribution with an authoritative local organisation.

We practise the verified group or groups.

We do not guess a local name.

PREVIEW

Look closely

Teacher: show the prepared school map and checked attributions.
Point to the school.

Read the group name or names exactly as verified.

PREVIEW

Try it together

Find the school on the prepared map.
Listen to the checked name.
Say, point to or select it together.

PREVIEW

Your learning record

Use W02: draw or mark the school location.
An adult records the verified name and source.
Practise explaining what was checked.

PREVIEW

Explain your evidence

Is our school name the same as the example, or separately checked?

Who supplied the local information?

PREVIEW

Return to our question

We can learn from a case and still check our own place.
If the attribution is not settled, keep it open and ask the teacher

PREVIEW

PREVIEW

Well Done!

PREVIEW

Lesson 3
Listen to an authorised voice



Our learning

We can listen respectfully and name one connection supported by the source.

Show your thinking by talking, drawing, pointing or using your communication device.

PREVIEW

Remember and wonder

What did the public Budj Bim account teach us?
Can one account speak for every community?

PREVIEW

Words for our inquiry

Permission: being allowed to share or use something.

Account: what a person or source tells us.

PREVIEW

Our model

People have different histories, languages and connections.
Aboriginal Peoples and Torres Strait Islander Peoples are distinct
broad groups.
There is diversity within both.

PREVIEW

Based on: Australian National Maritime Museum – Brian Robinson (sea.museum)

Look closely

The museum names Brian Robinson's Kala Lagaw Ya and Wuthathi heritage.

He was born on Waiben, Thursday Island.

This is a named person's connection not everyone's story.

PREVIEW

Based on: Australian National Maritime Museum – Brian Robinson (sea.museum)

Try it together

Teacher: use a permitted local account or the linked public heritage account.

Listen without interrupting.

Ask one respectful question about what it says

PREVIEW

Your learning record

Use W03: record who or what source we listened to.
Draw one connection it supports.
Name one thing it did not tell us.

PREVIEW

Explain your evidence

Which source supports your idea?

How do we know we may use this account?

Why should we avoid saying everyone is the same?

PREVIEW

Return to our question

We can learn from a named voice.

We do not invent a person's story or copy their artwork.

PREVIEW

PREVIEW

Well Done!

Lesson 4

Notice our surroundings

PREVIEW



Our learning

We can record what we observe and follow safe care rules.
Show your thinking by talking, drawing, pointing or using your communication device.

PREVIEW

Remember and wonder

What can we see ourselves?

What would we need to ask an authorised source?

PREVIEW

Words for our inquiry

Observe: look or listen carefully.

Feature: something we notice in a place.

PREVIEW

Our model

We observe without picking plants or moving objects.
Stay with the adult on the agreed route.
Leave things where they belong.

PREVIEW

Look closely

I can see leaves on a tree.

I cannot tell its cultural meaning by looking.

I record what I saw and ask instead of guessing.

PREVIEW

Try it together

Teacher: show the safe route or approved scene photos.
Find water, land and living features when present
Keep a safe distance and follow school rules.

PREVIEW

Your learning record

Use W04: record today's place and date.
Draw or mark what you actually noticed.
Keep missing features as not seen.

PREVIEW

Explain your evidence

Point to a real observation.

What was a question rather than a fact?

Which care rule did you use?

PREVIEW

Return to our question

Our observations help us ask better questions.
They do not make us cultural authorities.

PREVIEW

PREVIEW

Well Done!

PREVIEW

Lesson 5
Continuing Knowledge



Our learning

We can explain that Gunditjmara knowledge and care continues.
Show your thinking by talking, drawing, pointing or using your communication device.

PREVIEW

Remember and wonder

Did we hear only about long ago?

What does the public source say about care now?

PREVIEW

Words for our inquiry

Continuing: happening across time and still happening.
Care: thoughtful actions and responsibilities.

PREVIEW

Our model

Gunditjmara people developed water systems long ago.
Today Gunditjmara lead or share management of Budj Bim.
Knowledge is passed between generations.

PREVIEW

Based on: DCCEEW – Budj Bim Cultural Landscape (dcceew.gov.au)

Look closely

The public source describes caring for native plants and animals.
It also describes maintaining walking tracks and teaching visitors.
These are present-day actions.

PREVIEW

Based on: DCCEEW – Budj Bim Cultural Landscape (dcceew.gov.au)

Try it together

Use C2 and C3.

Place an action under long ago or continuing today.

Explain why knowledge can connect both.

PREVIEW

Your learning record

Use W05: draw one source-supported care action.

Record a fact about long ago and a fact about continuing care.

Do not invent dates or measurements.

PREVIEW

Explain your evidence

What evidence shows continuing connection?
Why is “all in the past” inaccurate?

PREVIEW

Return to our question

Say: Gunditjmara knowledge and care continue today.
This source tells us about this named community

PREVIEW

PREVIEW

Well Done!

Lesson 6

People and places connect

PREVIEW



Our learning

We can show a relationship and listen to another person's viewpoint.

Show your thinking by talking, drawing, pointing or using your communication device.

PREVIEW

Remember and wonder

What connects water and people in the named case?
How do our own observations help us think?

PREVIEW

Words for our inquiry

Relationship: a connection between things.

Viewpoint: how someone sees or thinks about a situation.

PREVIEW

Our model

Model: people use knowledge to care for water and living things.
Draw simple arrows between words or original pictures.
Explain each arrow, not just its shape.

PREVIEW

Based on: DCCEEW – Budj Bim Cultural Landscape (dcceew.gov.au)

Look closely

The museum names Brian Robinson's Kala Lagaw Ya and Wuthathi heritage and his connection to Waiben.
Connect this named person and place.
One person's account does not speak for every community.

PREVIEW

Based on: Australian National Maritime Museum – Brian Robinson (sea.museum)

Try it together

Use three picture choices: people, water, living things.
Connect two and explain how.
Listen to a partner's different viewpoint.

PREVIEW

Your learning record

Use W06: connect the named person and place from the museum source.

Explain the arrow using source evidence.

Ask a respectful question and explain who the source does not tell us.

PREVIEW

Explain your evidence

What does your arrow mean?
What did your partner notice?
Can different viewpoints both be reasonable?

PREVIEW

Return to our question

We can explain a connection using evidence.

We can listen without treating a different view as wrong.

PREVIEW

PREVIEW

Well Done!

PREVIEW

Lesson 7
Ask permission



Our learning

We can choose respectful actions and recognise when to ask an adult.

Show your thinking by talking, drawing, pointing or using your communication device.

PREVIEW

Remember and wonder

We see an unfamiliar object on a walk.
Should we take it because we are curious?

PREVIEW

Words for our inquiry

Responsibility: what we should take care to do.

Permission: being allowed by the right person.

PREVIEW

Our model

Pause and leave it where it is.

Ask the adult before taking, entering or sharing.

Some places, objects and stories have special rules.

PREVIEW

Look closely

Fictional case: a path has a closed sign.

Mia wants to look beyond it; Noah wants to stay on the open path.

The safe response is to stay out and ask the adult.

PREVIEW

Try it together

Use C8 and the W07 pictured scenes.

Choose what to leave in place and when to ask permission.

Explain a safe alternative. No unsafe action is acted out.

PREVIEW

Your learning record

Use W07: choose a safe action in each pictured scene.

Draw or explain why.

Pointing, speech or an adult scribe are welcome.

PREVIEW

Explain your evidence

What needs permission?

Who can guide us?

How did we respect someone else's viewpoint?

PREVIEW

Return to our question

Curiosity does not remove care rules.
We can ask questions and leave things safe.

PREVIEW

PREVIEW

Well Done!

PREVIEW

Lesson 8
Our care charter



Our learning

We can propose three achievable care actions and explain our evidence.

Show your thinking by talking, drawing, pointing or using your communication device.

PREVIEW

Remember and wonder

What did we observe in our school place?

What did the named source teach us about continuing care?

PREVIEW

Words for our inquiry

Charter: agreed actions for our group.

Evidence: information that supports an idea.

PREVIEW

Our model

Our action must fit what we actually learned.

Model: we saw litter beside the path, so we tell the teacher and use the school's safe cleanup plan.

We do not touch sharp or unknown rubbish.

PREVIEW

Look closely

Fictional class example: use the agreed path and leave plants growing.

Explain which observation or source supports each action.

Teachers check that both actions are suitable for the area.

PREVIEW

Try it together

Choose two realistic class actions.

Agree who helps and what safety rule applies.

Ask whether the evidence supports the choice.

PREVIEW

Your learning record

Use W08: record three care actions.

Explain one reason for each.

Keep the actions small enough to carry out

PREVIEW

Explain your evidence

Why should we do this?

Which observation or source supports it?

What guidance will we need?

PREVIEW

Return to our question

A care proposal uses evidence and responsibility.
Keep your record for the final explanation.

PREVIEW

PREVIEW

Well Done!



PREVIEW

Lesson 9
Country and case explanation



Our learning

We can explain our checked local attribution, a Country connection and a respectful care action.

Show your thinking by talking, drawing, pointing using your communication device.

PREVIEW

Remember and wonder

Find your map, source record and care charter.
Which evidence helps answer our main question?

PREVIEW

Words for our inquiry

Attribution: naming whose information or knowledge we use.

Explanation: saying how and why.

PREVIEW

Our model

Model: our teacher checked the school's Country/Place name with the named local source.

The named Budj Bim case shows continuing connection

Our own observation supports our core action

PREVIEW

Look closely

Teacher: use the checked local name, not an example guessed from the school.

Finish: I learned... from...

Finish: I propose... because...

PREVIEW

Try it together

Rehearse with a partner using W09 and A1.
Point to evidence as you explain.
Ask one respectful source question.

PREVIEW

Your learning record

Make a short oral, drawn, recorded or scribed explanation

Use your checked map and one source detail.

The teacher records evidence, not handwriting quality

PREVIEW

Explain your evidence

Which name was locally checked?

Why does Country/Place matter?

How does your care action follow from learning?

PREVIEW

Return to our question

Give credit for what you learned.
Say what remains uncertain instead of guessing.

PREVIEW

PREVIEW

Well Done!

PREVIEW

Lesson 10
Return to our question



Our learning

We can share our charter and use one observed and one learning detail to explain our thinking.

Show your thinking by talking, drawing, pointing or using your communication device.

PREVIEW

Remember and wonder

Why is Country/Place important?

What did we know at the start?

What evidence can we use now?

PREVIEW

Words for our inquiry

Conclusion: an idea supported by what we learned.

Reflection: thinking about our learning and choices.

PREVIEW

Our model

Model: I observed a living feature at school.
I learned from the named source that connection can care
continue.
Together these help me choose a respectful action.

PREVIEW

Look closely

Fictional transfer: we visit a different school.

Do we use our own checked name there?

No. The new school needs its own local attribution and core guidance.

PREVIEW

Try it together

Share the class care charter in a small group.
Each learner adds an observation and a learned detail.
Listen to a different view without interrupting.

PREVIEW

Your learning record

Use W10 to record a conclusion and reflection.

Complete A1 with the teacher using existing portfolio evidence.

No public speech or extra display is required.

PREVIEW

Explain your evidence

Name your observation and its date/place.

Name your source-supported detail.

Explain one limit or thing we must check.

PREVIEW

Return to our question

We can learn respectfully, explain evidence and care for place.
We do not claim to speak for a community.

PREVIEW

PREVIEW

Well Done!



Country, Place and Care Quiz

PREVIEW



Show your thinking

Talk, draw, point to choices or use a communication board/dev
The teacher reads aloud. No speed score.

PREVIEW

Question 1

Is Budj Bim the Country name for every Australian school?

PREVIEW

Answer 1

No. Budj Bim is a specific Gunditjmara case.

The school's local Traditional Owner attribution must be verified.

PREVIEW

Based on: DCCEEW – Budj Bim (dcceew.gov.au)

Question 2

Is Country only a piece of land from the past?

PREVIEW

Answer 2

No. Country/Place involves continuing relationships, knowledge, identity and responsibilities.

PREVIEW

Based on: DCCEEW – Budj Bim, continuing connection and care (dcceew.gov.au)

Question 3

You see water in a source picture. Can it tell you every community's story?

PREVIEW

Answer 3

No. A picture shows some features.

Use a named, appropriate account for what it means.

Do not generalise one account to all peoples.

PREVIEW

Question 4

How can we check whose Country/Place our school is on?

PREVIEW

Answer 4

The teacher checks a school-approved attribution with an authoritative local organisation.

Use the verified name or names and record the source

PREVIEW

Question 5

Your partner values a different feature. Must one of you be wrong?

PREVIEW

Answer 5

No. People can have different reasonable viewpoints.
Listen and ask which observation or source supports each.

PREVIEW

Question 6

You find an object beside a closed path. What should you do?

PREVIEW

Answer 6

Leave it where it is, stay on the permitted route and ask the adult.
Do not take the object or enter the closed place.

PREVIEW

Question 7

New case: another school invites us to visit. What must we check?

PREVIEW

Answer 7

Check that school's local Country/Place attribution and its care rules.

Do not copy our school's name or assume permission

PREVIEW

Question 8

New case: you saw leaves, and a source described continuing care. Suggest a care action.

PREVIEW

Answer 8

One possible response: leave plants growing and follow the school's care guidance.

Explain the observation and name the source.

Other safe actions need a relevant reason.

PREVIEW

Reflect on the inquiry

Which source or observation helped you?
What did we need to check?
Show one respectful care action.

PREVIEW

PREVIEW

Well Done!