



FIRST FIGHTERS

TEACHING AND LEARNING OVERVIEW

AIATSIS

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The First Nations people have been fighting to defend their Countries since British colonisation in 1788. This teaching and learning resource recognises the impact our Indigenous warriors and soldiers have made through historical accounts of war within Australia and worldwide. It honours Indigenous warriors and soldiers through stories of fighting for their ancestral Countries and fighting for Australia.

- It challenges traditional narratives of Australia's involvement in war by positioning the Frontier Wars as the first major conflict on this land.
- It draws out the distinctions and conflicts between being a warrior fighting for Country and a soldier in the Australian Armed Forces.
- It is an acknowledgement of their service, in their own words, which helps us understand Indigenous experiences of war.
- It reveals the additional hurdles Aboriginal soldiers and nurses were forced to endure during and after enlistment.
- It shows that people enlisted and served for lots of reasons: adventure, finding purpose or self-worth, seeking or demanding equal treatment, a means of survival (money, security, escape), supporting their friends, proving themselves to society or feelings of patriotism.
- It demonstrates that enlisting wasn't always a choice.

Description

First Fighters is an educational resource targeted for students in Year 5/6 and Years 7/8. Students will be investigating the impact and experiences of Indigenous warriors and soldiers in all major conflicts of war. Each unit has teacher directed activities, with the scope for teachers to differentiate learning experiences within each unit for different year groups. Students will be able to research independently with further investigation using the links provided within this teaching and learning resource.

The units can be taught as standalone topic or may be combined to produce a teaching and learning experience that provides a chronology of Aboriginal and Torres Strait Islander involvement in conflict over time.

Students can work independently and/or collaboratively within a group to research, analyse and provide evidence of Indigenous involvement in each major conflict.

Oral history

An important component of this resource is understanding the importance of Aboriginal and Torres Strait Islander oral histories. Students will listen, view and respond to an information video for each conflict using the voices and stories of Indigenous servicemen and women. The multi-media component will engage and stimulate interest and curiosity about the historical conflicts Indigenous people were involved in since British colonisation.

Words of warning

Aboriginal and Torres Strait Islander readers are advised that this resource contains voices, images and the names of deceased family and/or community members.

We are aware some terms like 'half-caste' or 'savages' that were used in historical documents are dehumanising and hurtful and they are used only where it is important to accurately reflect what was said and written at the time. These terms and associated attitudes are not the views of AIATSIS and are including only to serve as a learning opportunity.

Please keep in mind when using this resource that Oral History interviews are conversational and personal in nature, and represent the opinions of the speakers about events in their lives.

This resource is about conflicts and wars and contains a small number of descriptions of combat experiences, as well as occasional mild swearing.

War conflicts – tips for sensitive issues

- Each person has their own beliefs, values, experiences and opinions.
- Encourage enquiry and discussion without blame or personal responsibility for the past.
- Be aware that you may have people in your classroom who have experienced war, trauma or may associate with one party in past wars.
- Try to avoid supporting stereotypes or prejudices, by focussing on understanding, sharing and acknowledging historical events and experiences rather than resolving conflicts.
- Create a safe and positive environment to encourage participation and cooperation, without pressure.
- Be mindful of different personal backgrounds and contexts.
- Share feedback in a way that is considerate and positive.

Reflective Teaching

As you guide your students through these resources, it is important that you critically consider the issues that reoccur across the units and reflect on these in your teaching of the material. Difficult discussions around colonisation, racism, and violence will emerge which may challenge your or your students' world views. Be prepared to have honest, open, and culturally sensitive conversations with your students about these issues.

It is critical you encourage students to explore the contradictory feelings and allegiances of Aboriginal and Torres Strait Islander people as they fought for the Australian nation after, and even during, the violent Frontier Wars. This will allow your students to explore the complexity of Indigenous soldiers' decision-making and experiences more deeply across the wars covered in this resource. It will also facilitate students' understanding of the diversity of the experiences, stories, values, and identities of the warriors and soldiers highlighted across the resource.

Consider how you will support Aboriginal and Torres Strait Islander students in your class. This is their history, and a traumatic one. It is not the role of Indigenous students to explain their history to their classmates. Plan for how you will provide opportunities for Aboriginal and Torres Strait Islander students to explore their history in a way that may be different from their non-Indigenous classmates, and for how you will counter prejudicial views and racism that may be voiced during this unit.

The way that you engage with this content will directly impact the way your students learn it. It's important to acknowledge and examine your own biases as you implement these units. Look for the stories that challenge you, question the assumptions you are making as you read, and see this as a learning opportunity for yourself as well as your students.

The Australian curriculum

Cross curriculum priorities

Aboriginal and Torres Strait Islander histories and cultures

Code	Organising ideas
OI.1	Country/place: Australia has two distinct Indigenous groups: Aboriginal Peoples and Torres Strait Islander Peoples, and within those groups there is significant diversity.
OI.6	Culture: Aboriginal and Torres Strait Islander Peoples live in Australia as first peoples of Country or Place and demonstrate resilience in responding to historic and contemporary impacts of colonisation.
OI.9	People: The significant contributions of Aboriginal Peoples and Torres Strait Islander Peoples in the present and past are acknowledged locally, nationally and globally.

General capabilities

Literacy

Comprehending texts through listening, reading and viewing.

Year 5/6: Listen to detailed spoken instructions for undertaking learning tasks, listen to spoken and audio texts, and respond to and interpret information and opinions presented.

Year 7/8: Listen to extended spoken and audio texts, respond to and interpret stated and implied meanings, and evaluate information and ideas.

Creative and critical thinking

Inquiring – identifying, exploring and organising information and ideas.

Year 5/6: Pose questions to clarify and interpret information and probe for causes and consequences.

Identify and clarify relevant information and prioritise ideas.

Analyse, condense and combine relevant information from multiple sources.

Year 7/8: Pose questions to probe assumptions and investigate complex issues.

Clarify information and ideas from texts or images when exploring challenging issues.

Critically analyse information and evidence according to criteria such as validity and relevance.

Intercultural understanding

Recognising culture and developing respect

Year 5/6: Identify and describe the roles that culture and language play in shaping group and national identities.

Year 7/8: Explain ways that cultural groups and identities change over time and in different contexts.

Reflecting on intercultural experiences and taking responsibility

Year 5/6: Explain what and how they have learnt from a wide range of intercultural interactions and experiences.

Explain the impact of stereotypes and prejudices on individuals and groups within Australia.

Year 7/8: Reflect critically on the representation of various cultural groups in texts and the media and how they respond.

Identify and challenge stereotypes and prejudices in the representation of group, national and regional identities.

Australian curriculum mapping

Learning areas

Humanities and Social Sciences (HASS)

Year 5	Year 6	Year 7	Year 8
Inquiry and skills			Civics and citizenship
<p>Questioning ACHASSI094</p> <p>Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges.</p>	<p>Questioning ACHASSI122</p> <p>Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges.</p>	<p>Questioning ACHASSI152</p> <p>Construct significant questions and propositions to guide investigations about people, events, developments, places, systems and challenges.</p>	<p>Questioning and research ACHCS069</p> <p>Identify, gather and sort information and ideas from a range of sources.</p>
<p>Analysing ACHASSI098</p> <p>Examine primary sources and secondary sources to determine their origin and purpose.</p>	<p>Researching ACHASSI123</p> <p>Locate and collect relevant information and data from primary sources and secondary sources.</p>	<p>Researching ACHASSI155</p> <p>Sequence information about events, developments, periods and phenomena using a variety of discipline-appropriate formats and conventions including chronological frameworks that use dating conventions.</p>	<p>Analysis, synthesis and interpretation ACHCS070</p> <p>Critically analyse information and ideas from a range of sources in relation to civics and citizenship topics and issues.</p>
<p>Evaluating and reflecting ACHASSI101</p> <p>Evaluate evidence to draw conclusions.</p>	<p>Evaluating and reflecting ACHASSI129</p> <p>Evaluate evidence to draw conclusions.</p>	<p>Analysing ACHASSI157</p> <p>Analyse primary sources and secondary sources to identify values and perspectives on people, actions, events, issues and phenomena, past and present.</p>	

Year 5	Year 6	Year 7	Year 8
Inquiry and skills			Civics and citizenship
<p>Communicating ACHASSI105</p> <p>Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions.</p>	<p>Communicating ACHASSI133</p> <p>Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions.</p>	<p>Communicating ACHASSI163</p> <p>Present ideas, findings, viewpoints, explanations and conclusions in a range of texts and modes that incorporate source materials, citations, graphic representations and discipline-specific terms, conventions and concepts.</p>	<p>Communication and reflection ACHCS073</p> <p>Present evidence-based civics and citizenship arguments using subject-specific language.</p>
Knowledge and understanding			
<p>History ACHASSK107</p> <p>The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed.</p>	<p>History ACHASSK137</p> <p>The contribution of individuals and groups to the development of Australian society since Federation.</p>	<p>History ACHASSK180</p> <p>Contacts and conflicts within and/or with other societies, resulting in developments and the spread of philosophies and beliefs.</p>	<p>Citizenship, diversity and identity ACHCK066</p> <p>Different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander perspectives, and what it means to be Australian.</p>

Teaching and learning sequence

Unit 1: Frontier wars & warriors 1780s – 1920s

P1	Stimulus video and listening notes
P2	Class/group discussion
P3	Definition of key concepts
P4	Frontier battles map
P5	Pemulwuy perspective
P6	Jandamarra investigation
P7	Local case study

Unit 2: Boer War 1899 – 1902

P1	Stimulus video and listening notes
P2	Class/group discussion
P3	Definition of key concepts
P4	Australian soldiers for the empire
P5	Jack Alick investigation
P6	Jack Alick profile

Unit 3: First World War 1914 – 1918

P1	Stimulus video and listening notes
P2	Class/group discussion
P3	Definition of key concepts
P4	Equality at war but not at home
P5	Julian Clifford Everett
P6	Postcards to the Front
P7	Independent study

Unit 4: Second World War 1939 – 1945

P1	Stimulus video and listening notes
P2	Class/group discussion
P3	Definition of key concepts
P4	Len Waters case study
P5	Reg Saunders case study
P6	Ranks in the Australian Defence Force
P7	Women's Services case study
P8	Vincent Peters – Prisoners of War
P9	Independent study

Unit 5: Korean War 1950 – 1953

P1	Stimulus video and listening notes
P2	Class/group discussion
P3	Definition of key concepts
P4	Captain Reg Saunders timeline
P5	Len Ogilvie case study
P6	Independent study

Unit 6: Malayan Emergency 1950 – 1960 Indonesian Confrontation 1963 – 1966

P1	Stimulus video and listening notes
P2	Class/group discussion
P3	Definition of key concepts
P4	Mial Bingarape case study
P5	Independent study

Unit 7: Vietnam War 1962 – 1975

P1	Stimulus video and listening notes
P2	Class/group discussion
P3	Definition of key concepts
P4	Bill Coolburra case study
P5	George Anderson case study
P6	Independent study