

TEACHERS GUIDE AND FACILITATORS NOTES

Introduction

The Bridge Towards Reconciliation is a learning tool. It is also a board game designed so that participants/student have fun whilst they learn.

Before reading this Teachers Guide and Facilitators Notes, it is important to first read the introduction and rules of the game. The introduction and rules may be found with the game.

The purpose of the Teachers Guide and Facilitators Notes is to provide some practical guidance regarding the use of the learning tool.

The Bridge Towards Reconciliation may be played in teams or by up to 6 participants. We recommend that it be played by teams in the classroom or the workplace.

It is suitable for high school and adult use - including as a training and development resource for teachers in primary schools. A junior version of the learning tool is currently in development and is protected by copyright. *The Bridge Towards Reconciliation* has been included on the *Dare to Lead* website as a recommended reconciliation resource. *Dare to Lead* is a programme sponsored by the Australian Primary and High School Principals Associations from State, Independent and Catholic Schools.

Cultural Sensitivity - No Shame

Teachers and facilitators are encouraged to ensure their students or participants to be sensitive and to not shame anyone, including Aboriginal and Torres Strait Islander peoples, for not knowing answers. The point about the learning tool is that it is based on co-operative learning and not competitive 'point scoring'. The learning tool is intended to assist in greater information/knowledge acquisition together with a development of skills and sensitivities aimed at increasing an understanding of, and to practise, cultural respect. It is thus very important to make sure all participants/students are made to feel comfortable and to appreciate the fact that everyone is there to learn from the game and from each other.

Timeframes

It is very important that teachers and facilitators put a limit on the time used to play **The Bridge Towards Reconciliation**. We recommend that 2 hours ought to be the limit. Equally, teachers and facilitators will need to be mindful of managing the time and guiding the negotiation phases of the game.

Negotiation to Co-Exist

In those circumstances where negotiation to co-exist occurs, teachers and facilitators need to ensure that the conditions placed are reasonable (e.g. no “sure you can share this space with me so long as you do my homework for a week” or “so long as you make me a cup of coffee for the next month”). Remember, the point about the negotiation phase is to ensure students/participants learn not to take place for granted; that they learn to respect land, and to seek permission - and to negotiate to co-exist. Thus something like “well our team/I don’t know much about sport, so will you help us/me with the sport questions as we continue to play?” would be entirely appropriate .

The Bridge Towards Reconciliation may be used in workplace programmes with an emphasis on negotiation skills, or cultural sensitivity or cross cultural awareness programmes. It may specifically be used as part of training regarding native title, or targeted industry-specific training. It may be used in healing and learning circles. It is a valuable group activity in a course that runs over two or more days as well as for targeted workshops of half or full day duration.

Pronunciation of Words

Throughout the questions and answers there may be some Indigenous words that participants may not know how to pronounce or may experience some difficulty in pronouncing. The South Australian Department of Education and Childrens Services have provided the following guide, to assist pronunciation. It is important to note that there are many hundreds of dialects spoken, and that the following is a guide only, and derives from only a few of the Australian Indigenous dialects spoken:

“Pronunciation guide (though there are some exceptions)

(i) as in 'bit' or 'pizza'

(a) as in 'but', 'mama' or 'visa'

(u) as in 'put', 'good' or 'should'

(aa) as in 'Bart', 'father' or 'last'

(ii) as in 'see'

(uu) as in 'cool' (SA pronunciation!)

(ai) as in 'my' (sometimes like 'a-yee')

(au) as in 'cow' (sometimes like 'a-wu')

(ty) = (tj) as in 'ch' but with the tongue further forward

(ng) is a single sound as in 'singng' but, unlike English, frequently found at the beginnings of words

(h) after one or more consonants means that those consonants should be pronounced with the tongue between the teeth

(r) preceding one or more consonants means that those consonants should be pronounced with the tongue curled back towards the roof of the mouth. All Aboriginal languages have at least two 'r' sounds, while some have 4.”

Curriculum Links

Whilst the board game can be used as a 'stand alone' resource, it is recommended that in the high school sector it be an integral part of a curriculum unit. The following section outlines suggested curriculum links and provides guidance for schools and teachers. It has been prepared by Dhinawun Consulting - an Australian Indigenous consulting company recommended by the Queensland Department of Education and the Arts.

There is a range of school curriculum guidelines and syllabus materials that have strong links to ***The Bridge: Towards Reconciliation***.

Specifically, the board game can complement curriculum areas which focus on Aboriginal and Torres Strait Islander studies which are embedded within Key Learning Areas or school subjects in schools. Studies of Society and Environment present a ready opportunity to explore Aboriginal and Torres Strait Islander peoples, their histories, cultures and lifestyles and there are significant linkages to ***The Bridge: Towards Reconciliation*** board game.

The following list are suggested links for Aboriginal and Torres Strait Islander studies activities to current curriculum materials, e.g. Key Learning Areas, QSA syllabus materials. There are opportunities to explore Aboriginal and Torres Strait Islander perspectives, through either specific strands or elective units of work related to learning outcomes. Consequently, these materials provide links to ***The Bridge: Towards Reconciliation***.

Years 1-10 Studies of Society and Environment

Culture and Identity strand

Systems, Resources and Power strand

Time, Continuity and Change strand

Place and Space strand

Years 1-10 Science Syllabus

Science and Society strand

Years 1-10 English Syllabus

Cultural: Making meaning in Context strand

Years 1-10 HPE Syllabus

Promoting the health of individuals and communities strand

Enhancing personal development strand

Years 11/12 Aboriginal and Torres Strait Islander Studies Syllabus

This is a 2-year Senior Syllabus for Queensland schools with foundation topics of Identity, Culture, Origins and Change all of which relate to ***The Bridge: Towards Reconciliation***. Similar foundation topics may be found in curricula throughout Australian high schools. In addition, the board game could be used as a central resource for the Local Area Study component of the course.

The following syllabus documents have optional/elective units that relate to Aboriginal and Torres Strait Islander studies and/or issues:

Years 1-10 The Arts Syllabus

Years 11/12 Music Syllabus - QSA

Years 11/12 Dance Syllabus - QSA

Years 11/12 English - QSA

Years 11/12 Art - QSA

Sample Learning Activities

The following is a brief selection of learning activities that relate to ***The Bridge: Towards Reconciliation*** and provide teachers with suggested ideas and uses of the board game.

- Research the development of Reconciliation in Australia;
- Students reflect on what Reconciliation means to them as an individual and as a member of the broader community;
- Debate the topic of “Reconciliation - a personal journey Vs a people’s movement”;
- Exploration of oral histories/stories of Aboriginal and Torres Strait Islander Peoples;

- Units of work based on Aboriginal and/or Torres Strait Islander contribution to the Arts in Australia
- Visit local Aboriginal or Torres Strait Islander cultural sites;
- Undertake a Local Area Studies to explore the Aboriginal and/or Torres Strait Islander history of the school-community/region;
- Study of family and kinship structures in Aboriginal and Torres Strait Islander societies.

If You Want more Advice or Information

This guide is intended to provide some general introductory assistance. Should you want any specific advice or assistance with the use of the learning tool or if there is a specific initiative you would like to use the learning tool for but are not sure if it is appropriate, simply email us:

www.info@therbridge.com

Please remember that the learning tool cannot be used for quiz nights or other unauthorised events, as it is covered by copyright, patent and trade mark. Use other than which is provided for in the purchase of the game is expressly prohibited, unless you first get written permission from the copyright owners.

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