

Bennett Brook (Kordiny Karla Boodjar)

Students will take a journey through Bennett Brook, a place of great cultural significance to the Noongar people.

Subject area:

Humanities and Social Sciences

Year level:

Year 7 - 10

Learning objectives:

- Understand that the features and use of Bennett Brook and surrounding area have changed over time to reflect society's needs and wants.
- Develop inquiry skills (reflecting on information).
- Understand how a range of traditional land and water management techniques can be applied to care for areas such as Bennet Brook.

Curriculum links

<i>Place and liveability</i>	ACHGK043
<i>Place and liveability</i>	ACHGK044
<i>Place and liveability</i>	ACHGK045
<i>The Ancient world</i>	ACDSEH148

Cross curricular priorities – Aboriginal and Torres Strait Islander Histories and Cultures

OI.2	Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place.
OI.3	Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways.
OI.5	Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing.
OI.6	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.

General capabilities



Literacy



Critical and creative thinking



Intercultural understanding



Numeracy

Activity 1

A special place

Students will reflect on the Walk with the Waugal Bennett Brook video and consider what makes it such a special place for Aboriginal people. Students will then consider their own special place and write about it in a newspaper article style.

Time required:

1 hour

Resources required:

- iPad, or laptop per student
- [Bennett Brook comprehension sheet](#)

Preparation:

1. Print comprehension sheets (1 per student)
2. Print A3 suburb area sheets (1 per student)
3. Ensure students have access to the following:
 - a. Walk with the Waugal [Bennett Brook video](#)
 - b. [Bubbl mind map](#)
4. Download and share the [editable newspaper templates](#) with students

Steps:

1. Ensure students have space to sit and relax while they watch the Bennett Brook video. The video is broken into chapters to provide an opportunity to pause and reflect.
2. Ask students to complete the Bennett Brook comprehension sheet as they watch.
3. Ask students to think of a special place to them and their family.
4. Using [Bubble mind map](#), students will brainstorm what makes this place special. Ask students to think about:
 - a. Why is it special to them?
 - b. Who decides if these places are special or not?
 - c. Are these places special to you and/or your family?
 - d. Do these places have spiritual or cultural significance?
 - e. How does this place make you feel?
 - f. How accessible is it to visit this place (is there public transport to and from?)
 - g. How often would you visit?
 - h. What places are special to you around your home and/or your school?
5. Using one of the editable newspaper templates and the information gathered in step 3, students will create a news article on one of the following special places:
 - a. Bennett Brook
 - b. Kings Park
 - c. Rottnest Island
 - d. Swan River
 - e. Perth Mint
 - f. St Mary's Cathedral
 - g. A special place of their choosing
6. Students will collate their newspaper articles and publish into a class newspaper to share with their families.



> Extension Activity 1

Korndiny Karla Boodjar (Bennett Brook)

Korndiny Karla Boodjar campsites stretched all along the banks of the brook to Eden Hill reserve. This area was an important spiritual place for the Noongar people. Students will analyse the areas surrounding.

Time required:

1 hour

Resources required:

- iPad or laptop per student or per pair
- Student workbook

Preparation:

1. Ensure students have access to the following articles and websites:
 - a. [The Bennett Brook catchment - Department of Environment](#)
 - b. [Aboriginal Heritage Inquiry System](#)
 - c. [10 major threats to Aboriginal land](#)
2. Allocate one of the following suburbs to each student for research:
 - a. Eden Hill
 - b. Caversham
 - d. Bassendean
 - e. Lockridge
 - f. Bennett Springs
 - g. Beechboro
 - h. Whiteman Park
 - i. Dayton

Steps:

1. Ask students to use the map and information from [The Bennett Brook catchment - Department of Environment](#), and figure out:
 - a. What direction is the catchment located from Perth CBD?
 - b. What local councils and authorities protect this area?
 - c. What is the square meter area of this catchment?
2. Ask students to go to the [Aboriginal Heritage Inquiry System](#) and follow these steps:
 - a. Click 'What do you want to do' link, then
 - b. Choose 'Search for registered sites'.
 - c. Select 'Locality, suburb or town',
 - d. Select your chosen suburb from the drop down list
3. Students will answer the following questions about their allocated suburb in their student workbook::
 - a. How many Aboriginal heritage sites are identified in your chosen suburb?
 - b. Why are these areas significant?
 - c. What does this site look like and how is it used today? (Google Maps' street view may be used to answer this question)
 - d. What is the square meter area of the suburb?
 - e. Can you find anything else interesting about this suburb?
4. Students will spend time designing a symbol or crest to represent their allocated suburb in their student workbook. Get them to explain what features they have included in the design and why? (Symbol can be like a family crest)

> **Extension Activity 1**

5. Think, pair, and share: What would 'looking after' a place of spiritual or cultural significance look like:
 - a. Who would be responsible for this place?
 - b. Are there any threats to this area?
6. Read the article: [10 major threats to Aboriginal land](#) and discuss as a class:
 - a. What are some of the main points?
 - b. Do you agree with these?



➤ Extension Activity 2

Liveability

Liveability is an assessment of what a place is like to live in, using specific criteria. The criteria include environmental quality, crime and safety, education and health provision, access to shops and services recreational facilities and cultural activities.

Time required:

1 hour

Resources required:

- iPad or laptop per student

Preparation:

1. Ensure students have access to the following:
 - a. Walk with the Waugal [Bennett Brook video](#)
 - b. Water Corporation's [Walk with the Waugal 360 degree website](#)
2. Print [Liveability survey](#) for each student

Steps:

1. Introduce your students to the concept of 'liveability'.
2. Have your class brainstorm:
 - a. The definition of 'liveability',
 - b. What makes a place liveable?
 - c. Why do you want to go there? (e.g. parks, playgrounds, bbq areas).
 - d. What factors contribute to the quality of life?

3. Group their suggestions under one of the following headings and write on the board:
 - a. Environmental factors
 - b. Social factors
 - c. Education
 - d. Healthcare
 - e. Infrastructure
4. Ask students to research key liveability factors for one of the following suburbs within the Bennett Brook catchment:
 - a. Ballajura
 - b. Caversham
 - c. Guildford
 - d. Bennett Springs
5. They need to create and record their findings on the [Liveability survey](#).
6. Ask students to reflect on their findings and write a report including:
 - a. Whether their chosen suburb is a liveable place, and why? Encourage students to use their completed survey findings.
 - b. Whether these liveability factors would have been similar or different for the Noongar people who lived there thousands of years ago.
7. Using the answers from their Bennett Brook comprehension sheet and the 'Walk with the Waugal' video, students will:
 - a. Create a Venn diagram to compare the similarities and/or differences between the traditional uses of the area to modern times. Is there any overlap?
 - b. Compare and discuss their findings in pairs.

Students may find other relevant information through Water Corporation's [Walk with the Waugal 360 degree website](#).

➤ Extension Activity 2

Liveability survey

Create a liveability score for a suburb based on the following factors. Score each factor and collate a total to assess the liveability for the community.

	Poor/ Low		Medium		Good/ High
Environmental Factors					
• Climate: Humidity/temperature	1	2	3	4	5
• Maintenance of public space	1	2	3	4	5
• Parks and gardens	1	2	3	4	5
Social Factors					
Law and order					
• Level of crime	1	2	3	4	5
• Graffiti and vandalism	1	2	3	4	5
• Personal safety	1	2	3	4	5
Education					
• Choice of schools	1	2	3	4	5
• Quality of public schools	1	2	3	4	5
• Opportunities for post school education (Tafe, University)	1	2	3	4	5
Healthcare					
• Access to local dentist and doctors	1	2	3	4	5
• Availability of private health care	1	2	3	4	5
• Quality of public health care	1	2	3	4	5
Infrastructures					
• Quality of roads	1	2	3	4	5
• Availability of transport	1	2	3	4	5
• Reliability of utilities- water, electricity etc.	1	2	3	4	5
• Bike paths	1	2	3	4	5
• Availability of shopping centres	1	2	3	4	5

Based on your research and liveability assessment, describe how your suburb may be able to improve the liveability score for their community.
