

Kaarta Gar-up

Students will learn about Kaarta Gar-up, an area commonly known as Mount Eliza located in the famous Kings Park. Kaarta Gar-up and nearby areas provided a place to camp, hunt and hold ceremonies for the Whadjuk Noongar people.

Subject area:

Humanities and Social Sciences

Year level:

Year 7 - 10

Learning objectives:

- Understand that the features and use of Kaarta Gar-up and surrounding areas have changed over time.
- Develop inquiry skills (reflecting on information).
- How Kaarta Gar-up is used today.
- Clarify understandings about the features, use and management of Kaarta Gar-up.

Curriculum links

<i>Place and liveability</i>	ACHGK045
<i>Place and liveability</i>	ACHGK047
<i>History</i>	ACDSEH029
<i>History</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.9	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



Critical and creative thinking



Personal and social capability



Intercultural understanding

Picture Perfect

Students will explore the ways Kings park is enjoyed by visitors, researching the features of the park and designing a welcome card for their audience. Students will research how Aboriginal people have enjoyed the park for generations to include in their design.

Time required:

1 hour

Resources required:

- A screen (iPad, Laptop, TV)
- Completed Kings Park comprehension sheet

Preparation:

1. Ensure students have previously viewed the Walk with the Waugal [Kings Park video](#) and completed the [Kings Park comprehension sheet](#).
2. Ensure students have access to the following:
 - a. [Aboriginal history](#)
 - b. [Bushland](#)
 - c. [Aboriginal life](#)
 - d. Welcome card maker [Poster my wall](#).

Steps:

1. As a class, review the Walk with the Waugal [Kings Park video](#). Ask the students:
 - a. What leisure activities were enjoyed in Kings Park?
 - b. How have these activities changed over time?
2. Ask students to think about the different people who visit Kings Park. These groups may include families, tourists, fitness groups, couples, or celebration groups. Everyone visiting Kings park plans for a different experience.
3. Students will spend time designing a set of four welcome cards to the different groups of visitors to Kings park, highlighting activities to take part in, also including the Aboriginal history, use and significance of Kaarta Gar-up (Kings park) to Aboriginal people.
4. Following draft design of the cards, students will use Greetings island to publish their cards to present.
5. Students will be able to find many images of Kings park online to include in their greeting card. As well as the image, add the following features to your card:
 - a. An appropriate greeting, message or poem inside that relates to the image you chose.
 - b. A brief (3-4 sentences) statement explaining what the image is and how it is linked to the history, use and significance of the park.
6. As an extension, get students to role play how they would 'pitch' the cards to shop owners to sell.



➤ Extension Activity 1

Speak out

Students will research the many areas of Kings park, focussing on one section, outlining the importance to Aboriginal people, the flora growing in this section of the garden and a three to five-minute presentation for visitors on a walking tour.

Time required:

1 hour

Resources required:

- Ipad or laptop per student

Preparation:

Ensure students have access to the following:

1. [10 tips for being a good tour guide.](#)
2. [10 tips tour script writing.](#)
3. Kings Park and Botanic Garden website pages:
 - a. [Aboriginal history](#)
 - b. [Bushland](#)
 - c. [Aboriginal life](#)
 - d. [Fraser avenue precinct](#)
 - e. [WA botanic garden](#)
 - f. [May drive parkland](#)
 - g. [Saw avenue](#)
 - h. [Kings park bushland.](#)

Steps:

1. As a class navigate through the Kings Park website, highlighting the many areas of the garden.
2. Discuss the importance of each of these areas, focussing on the importance to Aboriginal people, how it is used today, the design of the space and the plants grown in this section.
3. Outline the fundamentals to a tour guide short talk, providing time for students to read through each tip and converse over what it means.
4. Student create a list of important elements to include in their talk, from a scriptwriting and body language perspective.
5. Allocate a space of Kings Park to pairs of students.
6. Students will spend time collating information about their space, designing a three to five-minute talk to present to visitors at the park. The talk will not include digital support, only prompt cards and artefacts.
7. Students will then present their talks to the class.
8. As students listen to the talks, ask them to refer to their list of tour guide tips to provide feedback.



Learning garden

Kings Park is recognised as a world-class botanic garden, integrating indigenous knowledge to inspire visitors about conservation and biological diversity. Students will research how the Botanic Gardens and Parks Authority engage their visitors and share knowledge through different platforms and media.

Time required:

1 hour

Resources required:

- iPad or laptop (1 per student)

Preparation:

1. Ensure students have access to the following:
 - a. [Kings park and botanic garden management plan 2014 - 2019](#)
 - b. [Research and conservation](#)
 - c. [Aboriginal history](#)
 - d. [Kings park education](#)
 - e. [Botanic gardens and parks authority reconciliation action plan](#).

Steps:

1. Using Kings Park as an example, ask students to research and define the importance of a botanic garden.
2. Students will create a research report illustrating how Kings Park Botanic Garden and the people who work there contribute to our understanding of the natural world. Managed by the Botanic Gardens and Parks Authority, the vision statement for Kings Park and Botanic Garden is: 'To create and provide world-recognised botanic gardens and parks and to inspire the conservation of biological diversity.'
3. Students to outline and provide examples of the various ways Kings Park engages the community to inspire conservation of biological diversity through:
 - a. Media (online, television, radio)
 - b. Face to face (events, tours, educational talks)
 - c. Print and signage around the parkAs part of the report, describe how Kings Park is used as a location in which Aboriginal people can share their knowledge about their culture and the environment.
4. Referring to the [Botanic Garden's Aboriginal Reconciliation Plan](#), provide an example of how the Botanic Gardens and Parks Authority integrate indigenous knowledge to further inspire conservation and biological diversity.

