

Kids on Country

Year 2 Day Visit Program



Get ready for an exciting day of hands-on learning and discovery with Kids on Country! This engaging program explores the deep connections First Nations Australians have with land, water, animals, and plants. Through storytelling, bush tucker exploration, traditional games, and bush cooking, students will experience Indigenous perspectives in fun and meaningful ways. They'll learn how the land provides, how stories carry important knowledge, and how different people can see the same place in different ways. From making damper over a fire to playing traditional games, Kids on Country fosters respect, curiosity, and a stronger understanding of Australia's rich cultural heritage. It's a day full of learning through hands-on learning, where every activity helps build a connection to Country and to each other.

Curriculum Links

HUMANITIES AND SOCIAL SCIENCES (HASS)

Knowledge and Understanding:

- The ways people, including Aboriginal and Torres Strait Islander Peoples, interact with and care for places (ACHASSK049)
- How places change and how people can care for places (ACHASSK050)

SCIENCE

Science as a Human Endeavour:

- People use science in their daily lives, including when caring for the environment and living things (ACSHE035)

Biological Sciences:

- Living things grow, change and have offspring similar to themselves (ACSSU030)
- Living things have needs, and there are relationships between their needs and where they live (ACSSU030)

General Capabilities

Intercultural Understanding

AC9HU2IC01 – Recognise and describe how people's cultures influence their emotions, relationships, values and responses to challenges

- Learn how First Nations Australians' connection to Country influences daily life and values
- Explore cultural practices through storytelling, food, fire, and games

AC9HU2IC02 – Describe similarities and differences in how people interact with others and respond to familiar situations

- Compare Indigenous and non-Indigenous ways of caring for land and community
- Recognise that people may see and use the same place in different ways

Personal and Social Capability

AC9HP2P02 – Identify and describe how cooperation, communication and respectful relationships help communities

- Work together respectfully in shared tasks like games and cooking
- Learn that teamwork and sharing are important in all communities

AC9HP2P03 – Describe how empathy, inclusion and respect can be shown in group situations

- Show respect and curiosity when learning about Indigenous culture
- Discuss how to include and value different perspectives

Critical and Creative Thinking

AC9HP2C01 – Pose questions and contribute to problem-solving in familiar contexts

- Ask questions about cultural practices and traditional knowledge
- Reflect on how Indigenous ways solve environmental problems

AC9HP2C02 – Identify and describe possible solutions to personal and group challenges

- Explore Indigenous approaches to caring for land and resources
- Discuss how different solutions can work in different contexts

PROGRAM OVERVIEW



Ethical Understanding

AC9HP2E01 – *Identify how personal and group decisions reflect fairness and respect for others*

- Reflect on how to show fairness and respect when learning about other cultures
- Consider how actions affect others and Country

AC9HP2E02 – *Explore the reasons behind rules and the consequences of actions in familiar situations*

- Learn why cultural practices (like fire use or food sharing) are important
- Discuss how traditions protect people, places, and stories

Literacy

AC9E2LY02 – *Use interaction skills to listen and respond appropriately to others*

Listen respectfully during cultural stories and explanations

Respond with questions or comments that show understanding

AC9E2LY03 – *Use appropriate interaction skills to express and justify a point of view*

Share ideas about what was learned during the program

Explain thoughts clearly in small group discussions

AC9E2LY06 – *Create and deliver short spoken texts for specific purposes*

Retell a story or explain a cultural activity

Use new vocabulary to describe experiences and reflections

Learning Intentions

WHAT... are we learning?

Students, in the role of Cultural Explorers, participate in hands-on experiences to:

- *understand how First Nations Australians connect with Country and place*
- *explore traditional knowledge of land, water, animals, and plants*
- *recognise that people may view places and events differently based on cultural perspectives*
- *discover how stories, games, food, and fire are linked to land and culture*

WHY... should we be Cultural Explorers?

· *Cultural Explorers are learners who build respect and understanding by exploring different ways of knowing and living*

· *Learning about Indigenous perspectives helps us care for Country and understand Australia's rich cultural heritage*

HOW... will you know you're successful?

- *Listen to and discuss stories that explain the meaning behind landforms, plants, and animals*
- *Identify how First Nations Australians use land and resources sustainably*
- *Participate in games, cooking, and bush tucker exploration that reflect cultural knowledge*
- *Reflect on how different people see and use places in different ways*

CARA's

- Walking on uneven surfaces
- Science activities
- Animal Observation



BIEEC PEDAGOGY

Our student-centred learning approach focuses on hands-on, interactive activities that engage students and encourage exploration. By allowing students to take ownership of their learning and set personal goals, they develop independence and critical thinking skills. Teachers act as mentors, supporting students by asking questions throughout their learning journey to assist with building a lifelong love of learning.

SAMPLE ITINERARY

Please Note: This is a SAMPLE itinerary and your Program Manager will forward your individual program shortly.

Time	Activity
"Empowering Experiences"	Welcome Students arrive at the Boyne Island Environmental Education Centre and are met by BIEEC teachers. Introduction to BIEEC and the <i>Kids on Country</i> program. Followed by goal setting, their call to action for today, icebreakers and a fruit break.
	Morning Session Activity 1 Kids on Country split into two groups and participate in Indigenous games for understanding – rotation of 3 Indigenous games
	Morning Tea toilet break / sunscreen / refill water / insect repellent
	Middle Session Activity 2 Kids on Country get their hands dirty (and a little bit floury!) as they learn traditional bush cooking methods and how to care for Country. Students gather sticks, build their own campfire, and twist dough onto a stick to cook up a delicious damper twisty over the flames — yum!
	Lunch toilet break / sunscreen / refill water / insect repellent
	Afternoon Session Activity 3 Kids on Country explore a vibrant bush tucker garden, discovering native plants and their traditional uses. They get creative with Indigenous art, try their hand at weaving using natural fibres, and connect with ancient stories passed down through culture and craft.
	Debrief and Reflection Reflection: Students communicate their findings and share ideas about their experiences and how they connected with country and how to actively care for country
	Farewell Students depart BIEEC



Students and adults will need:

- Closed in shoes
- Sun-safe clothing and hat
- Sunscreen and insect repellent already applied
- Water bottle
- Morning tea and lunch (litter-free)

Litter-free Lunch: We encourage students and staff to pack a litter-free lunch. Everything in it can be re-used, composted or recycled. Drinks are brought in refillable bottles.