Main Topic: Identity  
Sub Topic: Land of Many Nations

*I am Australian* is a popular song filled with many historic and cultural references.  
[
http://lyricsplayground.com/alpha/songs/w/weareaustralian.shtml

- Students listen (& sing along) to the song *I am Australian (We Are One, We Are Many)* and discuss the lyrics  
  - Identify the characters, eg Albert Namatjira, Ned Kelly, the Digger  
  - Identify the stories of people who have come to Australia and become Australians  
  - Identify the parts of the song which tell of the first Australians  
  - Are all Australians represented in the song?  
  - The song is always played at citizenship ceremonies and often sung by Australian fans at sporting events.  
  - Debate: Would it make a good Australian National Anthem?

- Consider the cultural groups that make up the local community?  
  - How / why did these cultural groups come to the local area?  
  - What do you know about these cultures?

- In 2009 Bruce Woodley wrote an additional two verses to reflect the tragedy of the Victorian bushfires. Students may like to write an additional verse which reflects another part of the Australian story.

- The book *Australians All?* (from the ‘Our Voices’ series), documents the path to multiculturalism in Australia and the policies and community attitudes which have influenced it.

- Within Aboriginal Australia, there are also many nations/language groups/cultures. Using the Aboriginal Languages Map of Australia discuss the diversity of the Aboriginal peoples of Australia. Discuss the many Aboriginal cultures that make up the Australian community.

**NOTE: An appreciation of the diversity of Aboriginal cultures is a key concept of the Aboriginal Studies program**

- Locate information books which focus on the diverse cultures of Aboriginal people in different locations – river, desert, coast. Discuss how different environments impact on the lives of the people who live there.

- The DVD *Road Open* features the Kimberley Catholic schools. Watch sections from different schools and use a Venn Diagram to compare a desert school, eg Balgo or Warmun, with a river school, eg Wyndham or Gibb River, and a coastal school, eg Beagle Bay or Djarindjin Lombadina. Discuss how different environments impact on the lives of the people who live there.

- *The Yamaji Kit* consists of 4 books published by the Catholic Education Office in Geraldton to educate about Yamaji people and culture.

- The songs on the CDs *Growin’ Up Strong* and *Happy to be Me* by Aunt Wendy’s Mob are contemporary, upbeat and catchy and they reinforce the diversity of Aboriginal language and culture. 22 Aboriginal language groups
have been included in the lyrics of the songs on *Happy to Be Me*. The songs also reflect the interests and life experiences that all children can relate to.

- Display the Aboriginal languages map on the wall in your classroom so that students can locate the places on the map that they sing about in the songs.

- The ABC TV series One Nation, Many People is an introduction to Aboriginal culture and society for upper primary and lower secondary school students. The underlying theme is to present the great diversity of Aboriginal peoples and communities across Australia from a variety of urban, regional and remote situations.
  
  - Episode 1: Family and Kinship
  - Episode 2: Relationship with Country
  - Episode 3: Bush Food and Medicine
  - Episode 4: Ceremonial Cycles
  - Episode 5: Language
  - Episode 6: Technology
  - Episode 7: Community Development and Self Determination

- The video *Milli Milli*, describes the diversity, as well as commonalities, of the Aboriginal people of the Kimberley.

**Resources**


- *Road Open* (DVD). Catholic Education Office WA. Leederville. 2003

- *Yamaji lifestyle and culture*. Catholic Education Office WA, Geraldton. 2010

- Aunt Wendy's mob. *Happy to be me* (Audio CD)

- Aunt Wendy's mob. *Growin’ up strong* (Audio CD)

- *Many nations, one people*. ABC TV. 2005.


  *Doon Doon Station, One Arm Point, Wingellina*. ‘My Community Series’