



Episode 5 - West Papua

Overview

In the towns and cities and among the hills and valleys of West Papua, a desperate struggle for independence and the preservation of cultures and ways of life is raging. The compelling stories of West Papua are rarely heard in Australia or around the world. This is Adolf's story, from childhood in the mountain village, to protests in the city, to fleeing for his life to continue his campaign outside the country. And a boat that helped break some of the silence around West Papua.

Episode 6 is Izzy Brown's story, about the Freedom Flotilla, and family connections to the West Papua campaign – including one connection that's too close to home.

This teaching resource is based on Episode 5.

Relevant Curriculum Learning Areas

The suggested learning activities are most relevant to:

Australian Curriculum	
Geography	<ul style="list-style-type: none"> ● Preliminary course, Global Challenges: Geographical study of issues at a global scale ● HSC course, Ecosystems at Risk: The functioning of ecosystems, their management and protection <ul style="list-style-type: none"> ○ Differentiates, describes, identifies, explains, examines, analyses, justifies.
NESA	
Aboriginal Studies	<ul style="list-style-type: none"> ● HSC Course Part I – Social Justice and Human Rights Issues <ul style="list-style-type: none"> ○ As part of the 'immerse' phase of a Guided Inquiry (https://guidedinquirydesign.com/gid-articles/)
Legal Studies	<ul style="list-style-type: none"> ● HSC Course Option 4 : Indigenous peoples (additional resource for vocabulary and definitions). ○ define, outline, explain, evaluate, identify and investigate
Australian Curriculum - General Capabilities	
General Capabilities in Geography	<ul style="list-style-type: none"> ● Ethical understanding <ul style="list-style-type: none"> ○ Ethical understanding plays an important role in geographical inquiry. Students uncover and assess ethical considerations such as the links between human rights and responsibilities and the ways diverse perspectives, values and cultures impact on geographical issues.
Skills e.g.	<ul style="list-style-type: none"> ● Interpreting, analysing and concluding (ACHGE093)



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<p>Concepts from:</p> <p>Geography</p> <p>Aboriginal Studies</p> <p>History</p>	<ul style="list-style-type: none"> • connection to country/place • shared histories • significance • continuity and change • interconnections • perspectives and action • Place and space
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A selection of learning activities are arranged in a sequence with suggestions for Before, During and After listening.

Suggested Learning Experiences:	
<p>Session One</p> <p>Before Listening</p>	<ul style="list-style-type: none"> • Begin a KWL chart, individually, in small groups or as a whole class. • Use a Jigsaw strategy to investigate and share information about the following (use a chart or series of questions). <ul style="list-style-type: none"> ○ The Act of Free Choice ○ The Morning Star Flag ○ The Free Papua Movement ○ The Grasberg Mine ○ The Lombok Treaty • Identify the following places on Google Maps <ul style="list-style-type: none"> ○ Biak ○ Sorong ○ Jayapura ○ Wamena
<p>Session Two</p> <p>While listening</p>	<ul style="list-style-type: none"> • Respond to the poem at the beginning of the episode using hear, feel, think, wonder, poetry or drawing. • The concept of place is explained as also being “important to our security, identity, sense of belonging, and wellbeing”. What perceptions about place are communicated in Adolf’s story? • How does Adolf’s story add to your understanding of place and the meaning they have for people? Explain how conflict, colonisation and displacement affects cultural and historical meanings? • Write down evocative words or phrases as you listen e.g. “Bullets fell like rain”, “ no-one held to account” use these to create a found poem that expresses the essence of Adolf’s testimony.



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<p>Session Three After listening</p>	<ul style="list-style-type: none"> ● How does the concept of interconnection help to understand Adolf's story e.g cultural connections with Papua New Guinea, economic and political connections with Indonesia, the connection of Papua New Guinea into the global arms trade. Respond to the question - How is everything interconnected? ● Find out about other freedom movements in places where large mining conglomerates are based. Present the information in text, graphically or as a speech. <ul style="list-style-type: none"> ○ Bougainville ○ Chile ○ Ecuador ○ Congo ● Use geographical tools to investigate and evaluate the impact of mining and/or militarism in one of the following places. <ul style="list-style-type: none"> ○ West Papua ○ Bougainville ○ Ok Tedi Mine <p>e.g.</p> <ul style="list-style-type: none"> ○ topographic maps, thematic maps, latitude and longitude graphs and statistics ○ spatial technologies – virtual maps, satellite images, GPS and Geographical Information Systems (GIS) ○ visual representations – photographs, vertical and oblique aerial photographs, satellite images, flow charts, annotated diagrams and mind maps. ● Present the information as a mindmap, slide -show or infographic, Include some of the following, maps, graphs, images and/or text.
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Additional Reading and Episode Links

Biak Massacre Citizens Tribunal. (2020). <https://www.biak-tribunal.org/> Downey, L., Bonds, E., & Clark, K. (2010). Natural Resource Extraction, Armed Violence, and Environmental Degradation. *Organization & environment*, 23(4), 417–445. <https://doi.org/10.1177/1086026610385903>

Freedom Flotilla (n.d.). <https://freedomflotillawestpapua.org/>

Grimshaw, Zelda (2023). *War on West Papua*. <https://www.wagepeaceau.org/war-on-west-papua/>

Human Rights Monitor. (2023). *West Papua*. <https://humanrightsmonitor.org/tag/westpapua/>

Chauvel, R. (6 APRIL 2011). *Filep Karma and the fight for Papua's future*. <https://insidestory.org.au/filep-karma-and-the-fight-for-papuas-future/>

Oxfam Australia. (n.d.). *Mining*. <https://www.oxfam.org.au/what-we-do/economic-inequality/mining/#:~:text=Mines%20often%20disrupt%20the%20lands,sacred%20lands%20and%20cultural%20identity.>



Izzy Brown. (2014). The Exchange [Video]. YouTube.

<https://www.youtube.com/watch?v=H8MgUSzcJmg>

Padilla, C. (2015). *Mining, militarization and criminalization of social protest in Latin America*.

<https://wri-irg.org/en/story/2015/mining-militarization-and-criminalization-social-protest-latin-america>

Steichen, L., & Koshgarian, L. (2020). "No Warming, No War: How Militarism Fuels the Climate Crisis — and Vice Versa". *Institute for Policy Studies*. <http://www.jstor.org/stable/resrep28827>