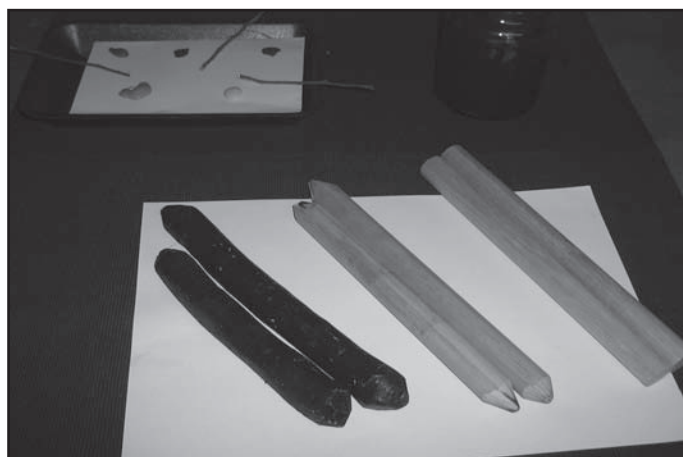


CLAPPING STICKS

Clapping sticks are also known as music sticks or tapping sticks and are made of wood and decorated by burnt wire markings or paintings. Two sticks are tapped together to provide a beat. They can come in many sizes and both male and female may use them



- Variety of coloured paints
- Paint brushes
- Thin sticks for dot painting
- Lengths of dowel
- Egg Carton to put the paint in
- You can purchase dowel from hardware shops. You can even try looking for smooth branches



Paint the dowel in a plain colour such as a variety of browns or black or try mixing the colours for a wood look.

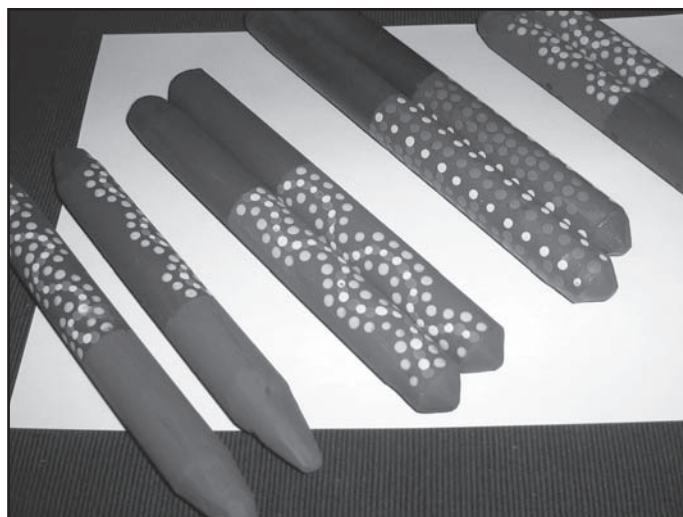
You can also paint one half one colour and the other half another colour.

If someone has a grinder, the edges could be shaved off to make it pointed.



To make it easier for painting, paint most of the sticks, and then place into the bottom of an egg carton to dry.

When dry turn them upside down and finish painting the other end.



When the sticks are dry, you can decorate the sticks by drawing on designs.

To help children make designs, you can use a pencil marking the sticks, and then paint the pattern over. This will make it easier for children to follow a pattern.

DAMPER MAKING

Traditionally, dampers are made from the seeds of native grasses and shrubs. The damper is cooked under the ashes, covered in hot coals

Damper can be made out of flour and water and cooked in the oven and the taste is similar.



- Oven pre heated to 350F or 180C
- 2 cups SR Flour, 1 cup Plain flour, 1 tsp salt and water to mix.
- Bowl, wooden spoon, tray and a floured board
- To make a larger one just add more flour and more water.
- You can also try adding sultanas or herbs for a different taste



Place flour and salt in a mixing bowl and mix, with your fingers or wooden spoon. In the middle of the mixture, make a well and pour a little water at a time, until the mixture is firm dough.

Place the dough onto a floured board and continue to knead the mixture until it is smooth and round. Place on a lightly floured tray and press down slightly. Place on top shelf in oven for 10-15 minutes then turn it over for a further 10-15 minutes.



Damper should be golden brown in colour and sound hollow when you tap on it.

Break the damper into chunks and spread with butter and favourite topping such as honey, golden syrup, jam or vegemite.

It is best eaten warm.

ENVIRONMENTAL PLATE

When telling Dreaming Stories this type of activity can be adapted to any story. An environmental plate reminds children of the beauty and creation of our land and the importance of caring for our animals.



- Paper plate
- paint and paint containers, (use blues, greens and yellow paint)
- textas
- template of animal (depending on the story you are telling)
- paint brushes and glue
- Natural resources such as leaves, sticks, stones, ferns, flowers, seeds, sand (the resources must be very small)



Paint the paper plate in blues, green and yellow paint, make sure the paint is very thick.

While the plate is drying slightly, colour in the animal templates.



Decorate the plate with the natural materials by spreading glue across the page. Sprinkle the sand across the paper plate lightly then add other natural materials. You may need more glue as you place the materials on the plate.

This type of plate can be done with any story told to the children. It can also be done just to explain about the natural environment.

ABORIGINAL HAND PRINT ON A PAPER PLATE

The Aboriginal flag is very important to Aboriginal people all over Australia. It has been flown since the 1960s. When looking at the Aboriginal flag, there are three colours.

The top half is black and represents Aboriginal people from all over Australia.

The bottom half is red and represents the land "Our Mother Earth".

The yellow circle in the middle of both colours represents the sun "The Renewer of Life"



WHAT YOU NEED:

- Red paint, yellow paint, black paint
- Thick paint brushes
- Paint containers
- Paper plate, stapler or tape
- Crepe paper (red, black and yellow) cut into strips



Paint the child's hand using thick paint brushes.

The top half of the hand is black and the bottom half including the thumb is red.



Press the hand down in the middle of the paper plate.

When lifted, place a yellow dot of paint in the middle.

Paint around the edges with the thick paint brush making strokes.

Cut crepe paper of red, black and yellow into strips, 2cm wide and 30cm long and staple to the bottom of the plate.

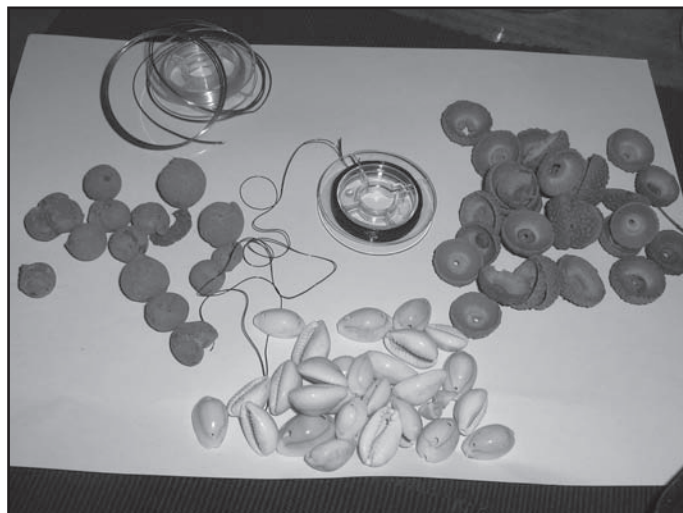
JEWELLERY MAKING

Aboriginal and Torres Strait Islander People make jewellery out of natural materials, such as seeds, beans, bones, feathers and shells. Today some of the decorations are made from plastic beads in red, black and yellow. These three colours represent the colour of the Aboriginal flag



WHAT YOU NEED:

- A collection of red, black and yellow beads, earthy colour beads, nuts, seeds and shells
- Thin elastic or wire



Encourage children to be creative, making a pattern with their natural resources as they place thread the wire or string through the pieces.



Many patterns and designs can be made using the natural materials of the bush.

Children can learn to mix and match, plain beads can be painted.

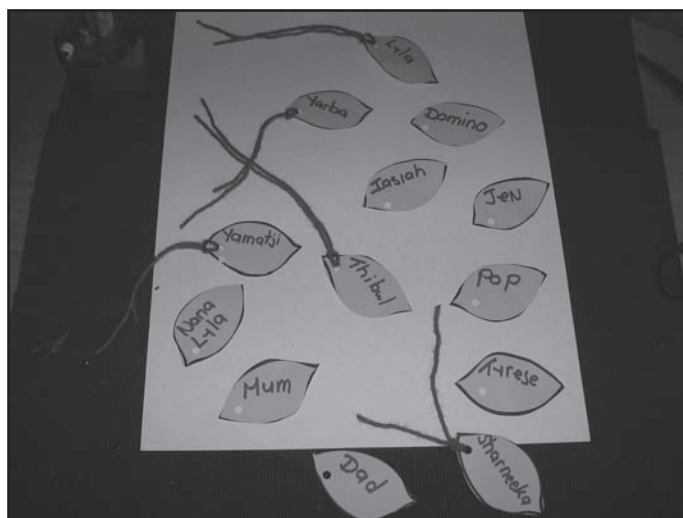
FAMILY KINSHIP TREE

The family kinship and extended family is an important part of Aboriginal and Torres Strait Islander culture. It is a time where children learn who they are related to, a time to be proud of where they belong in their community.



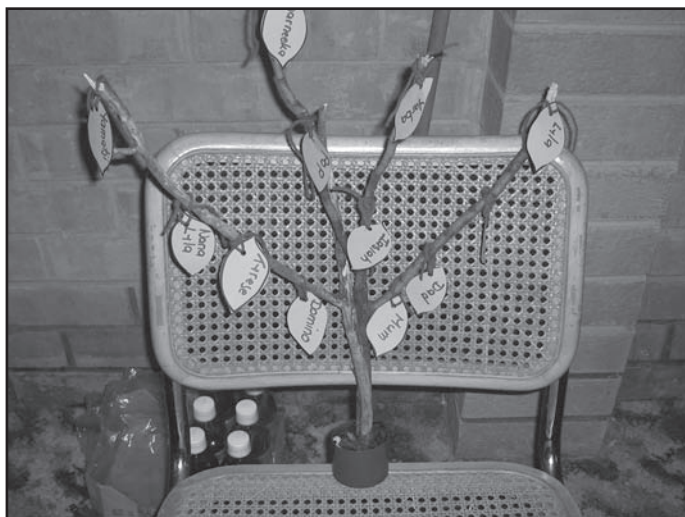
WHAT YOU NEED:

- A twig with many branches
- Green paper – make shapes of leaves on it
- Textas, scissors, wool, a hole punch, paper cup, lump of play dough or plasticine



Cut out leaves from the green paper, big enough to place family members names on it. More leaves the better.

Punch a hole at the end of the leaves and tie with wool.



Place the play dough in the cup and then press the twig down firmly.

Place the leaves starting from the child name on the top branch, down to the grandparents.

Tie each leaf securely with the wool.

12 Nature Bracelet

Aboriginal women spend many hours gathering natural materials such as seeds, nuts, shells and flowers from the bush to make traditional jewellery.

What you need:



- Masking Tape
- Small seeds
- Small fern leaves
- Small flower leaves
- Small flowers
- Pot pourri
- Beans
- Small shells
- Flat containers to put the resources in



- Cut up the leaves and flowers into small pieces
- Mix them all around with the other natural materials.
- With the masking tape, measure around the child's wrist and cut a piece making it a little larger to fit over hand. The tape needs to be sticky side up



- Children can now decorate their tape with the natural materials.
- Encourage children to pick up small pieces at a time and place on sticky side of tape.



- When complete the children will have a lovely natural bracelet
- This can also be done for a necklace.

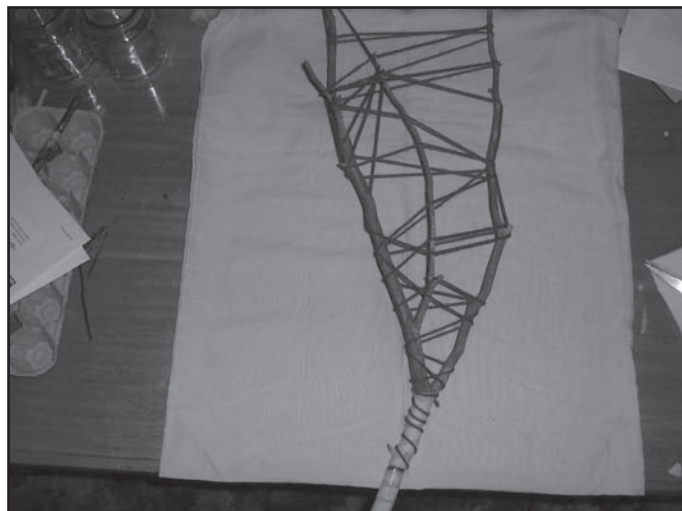
WEAVING ON A BRANCH

Aboriginal and Torres Strait Islander People weave natural materials such as vines, bark, hair, fur and feathers.

They would take great care and time in making baskets, mats, bags and fishing nets or decorations that they could wear or hang up.



- A twig with many branches
- Wool, scissors, collections of natural materials including feathers, long grasses, leaves, flowers, shells, beads, crepe paper



Use strips of crepe paper to wrap around the stem of the twig or branches.

Tie the wool to one part of the branch starting from the bottom and continue weaving making sure it stays firm.

When there is enough wool, tie it off.



Start to decorate with the natural resources, weaving in and out of the wool.



When completed, children can hang these from trees or they can be put on the ceiling using lengths of wool.

Another suggestion is they could be placed in a paper cup that has some play dough in the bottom.

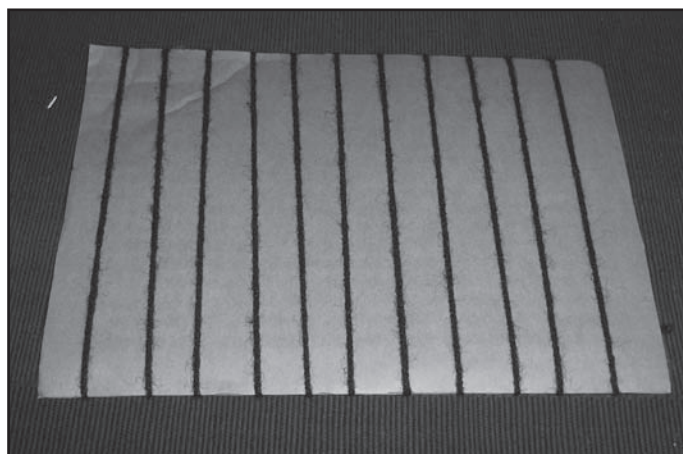
WEAVING ON CARDBOARD

Aboriginal and Torres Strait Islander People weave natural materials such as vines, bark, hair, fur and feathers.

They would take great care and time in making baskets, mats, bags and fishing nets.



WHAT YOU NEED:

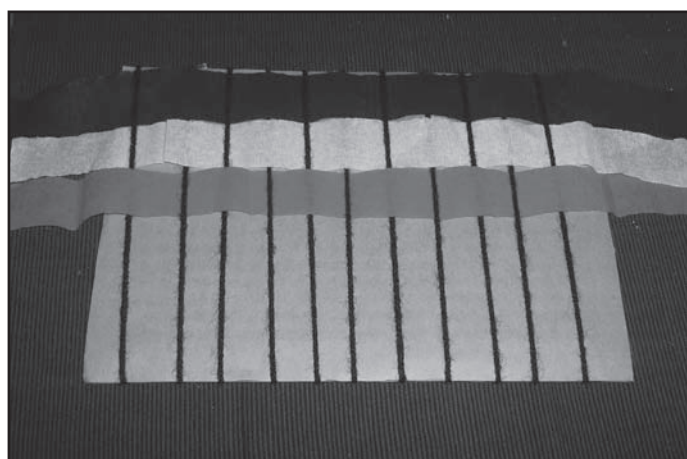


Cardboard square can be made to any size depending on the children's ability. Usually 25 x 20 is a good size.

- Red, black and yellow crepe paper cut into strips (2 cm longer than the cardboard width)
- sticky tape
- stapler
- glue
- thin leaves, sticks, feathers, shells, flowers and wool.

At the back of the cardboard, sticky tape the wool, then start to wind it around the cardboard as shown until you come to the other end. When completed, tape down with sticky tape.

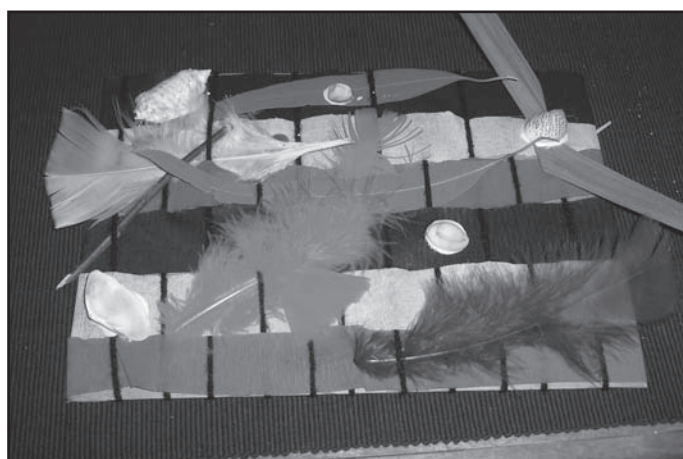
If children are having trouble with weaving, make the wool further apart. For children more advance add more wool to make it harder to weave.



Children can now start to weave, going under and over the wool.

Starting with black crepe paper, then yellow and then red, continue until the cardboard is completed.

Turn the cardboard over and tape the edges to the back.



Decorate by using the natural materials collected. Weave through the wool. Small shells and stones can be glued on.

When completed, you can make two holes at the top of the cardboard and tie it up with wool and hang up.

10 QUESTIONS FOR YOUR ELDERS

WHERE DO I COME FROM?

1. Where was I born?
2. What is my traditional name?
3. What is, or do I have a totemic symbol?
4. Can you teach me an animal dance?
5. What are my people called?
6. What traditional language do you speak?
7. How do I say hello and goodbye...in my language?
8. What is your traditional bush tucker?
9. Show me how to draw 3 animal tracks in the sand?
10. Can you teach me how to sing a song that your mum or dad taught you?

ANIMAL GAME

AIM

This game will encourage children to think of what animals live in Australia; promote movement, creativity and psychosocial skills.

METHOD

1. Gather the children to form a circle facing inwards.
2. Ask the children to think of an Australian animal.
3. Ask the children to think of how that animal would move around in the bush.
4. Ask the children who would like to go first.
5. Get the first child to mimic the animal by walking, crawling, hopping, jumping etc. away from the circle and get everyone else to mimic that child as well.
6. Instruct the child to return to his or her original spot in the circle.
7. Repeat until every child has had a turn.

BOTTLE SHAKER

1. Find empty plastic drink bottle with a lid lying around the home or in recycling bin. Clean out with warm soapy water.
2. Pour rice, macaroni, sand, or smarties etc. into the bottle.
3. Screw on the lid (tape up if required.)
4. Decorate the bottle with coloured paper or dot paint.
5. Get shaking and play some Indigenous music!

NUTRITION (BUSH TUCKER) GAME

AIM

This game will help children develop an understanding of the nutritional value of traditional Aboriginal bush tucker and in comparison the same for everyday foods.

DESCRIPTION

The game is set out on a piece of large cardboard with varying pictures of bush tucker and everyday food. Next to each picture is a brief description of its nutritional value, where it is found, and where it grows or what animal it comes from. For example, display a picture of a witchetty grub, explain that it is high in protein and fat, is traditional Aboriginal bush tucker, lives under the ground and can be eaten raw or cooked and tastes like scrambled eggs when eaten. Then display a picture of an egg hidden under a flap of paper with a question mark on the flap of paper. Next to that ask the question 'what is high in protein and fat, comes from chickens and can be cooked many different ways and can be found in supermarkets everywhere in Australia'? Children will learn the correlation between the two foods and their nutritional content.

METHOD

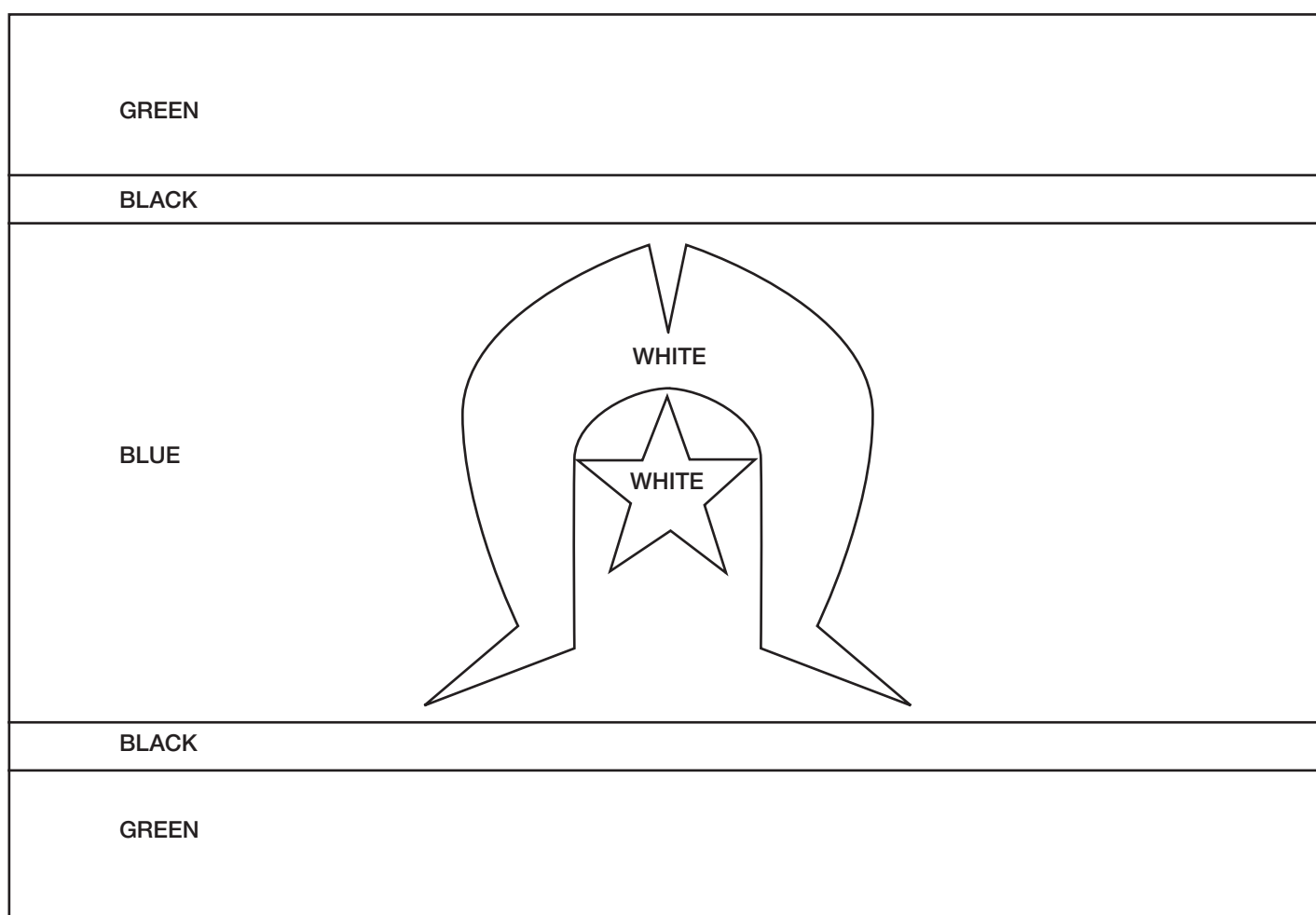
Instructions on how to make nutrition (bush tucker) game...

1. Get large piece of cardboard
2. Apply relevant pictures e.g. Fruit, witchetty grub.
3. Write a brief description of food and its nutritional value.
4. Cut separate piece of paper to size to ensure it will cover the picture. Fold top part of paper then glue over picture to create cover, and then draw a question mark on cover.
5. Write a question for each of the two pictures of food displayed.

TORRES STRAIT ISLANDER FLAG

The Torres Strait Islander Flag represents unity and identity of all Torres Strait Islanders. The design was created by the late Bernard Namok of Thursday Island.

The colours of the flag are: green horizontal stripes at the top and bottom of flag – representing the land, two black horizontal stripes – representing the people, blue horizontal stripe in the centre – this represents the sea, a white dhari (headdress) positioned in the centre of the flag – this represents the people and finally a five pointed star situated underneath the headdress – the star represents the five island groups.



14a Cooking with Bush Foods

Wattle Seed Damper

- 3 Cups self raising flour
- pinch of salt
- 1 Tbspn wattle seed
- 1/2 Cup or more of water
- Pre heat oven to 180°

Method

1. Add self raising flour and wattle seed and salt to a large bowl.
2. Add a small amount of water and gradually add until a dough consistency is made.
3. Knead on a floured board and place onto a tray and into an oven. The size of your damper and cooking time will vary depending on the size. The trick is to tap it and if it sounds hollow it is cooked.
4. Allow to cool and serve with butter and jam.



Chicken Burgers with Lemon Myrtle

- Pieces of small chicken breasts grilled or cooked on a barbeque
- Whole grain rolls or bread of choice
- Salad ingredients of your choice
- 1 Tablespoon of lemon myrtle seasoning mixed in with
- 1 Cup of low fat mayonnaise.

Method

Cook the chicken breast to your liking.

Using the salad ingredients of your choice place these with the chicken burgers on the bread.

Add a tablespoon of lemon myrtle mayonnaise on top and enjoy!

You could also add a tablespoon of 'bush tomato' chilli sauce on top.

14b Cooking with Bush Foods

Healthy Banana and Wattle Seed Cake

- 100g low fat margarine
- ½ Cup sugar
- 2 eggs
- 2 ripe bananas, mashed
- 2 Cup self raising flour, sifted
- 1 Tb spoon wattle seed
- ½ Cup low fat milk

Method

1. Preheat oven to 180°C. Coat a 20 x 10cm loaf tin with cooking spray.
2. Beat the margarine and sugar until creamy and then add the eggs, beating well.
3. Add the banana and wattle seed and fold in the flour and milk alternatively.
4. Spoon the banana mixture into the prepared tin and bake in the oven for about 30 minutes or until golden.

Serves 10

Healthy Banana and Wattle Seed Cake

- Beef mince
- Whole grain rolls or bread of choice
- Salad ingredients of choice
- Bush tomato sauce

Use beef mince to make small meat patties or you can purchase ready made patties.

Grill or cook the patties on a barbeque or stove top.

Using the salad ingredients of your choice, place with the meat patties on the bread rolls or bread.

Add a tablespoon of bush tomato sauce on top and enjoy!

You can also add a tablespoon of 'bush tomato' chilli sauce on top.

*Bush tomato sauce can now be readily purchased in most large supermarkets.

* You can also add some of the sauce to the mixture to add flavour.

6a Group Arts and Crafts - Lower Primary

Collections of Natural Materials

- Collect natural materials from the local environment to take back to your centre, classroom, playgroup etc. Use the materials to sort and classify into groups.
- Find out how did the local indigenous groups traditionally use these materials and are they still being used today?
- Use these materials for art experiences, counting, weighing and patterning.
- Use the materials to tell or retell a story. Combine with other items such as hand or finger puppets, small toys or other props for story telling. Find out information about the animals in the story. Find out about the local language and use this to label the animal

Books to inspire.....

Bartja and Mayila– Sue Atkinson and Annette Sax, *Going Bush*– Nadia Wheatley



An emu and kangaroo made with natural materials and inspired by a traditional story 'Kootear the Echidna'

Natural Material People

Indigenous groups around Australia use natural materials to make twine or string for many different uses. With the string or twine people would play games and tell stories or use it to make item such as dilly bags, nets and mats. Collect books, posters, samples of natural materials as baskets, mats, nets etc to display on a table so the children can refer to this.

- Find where in your local area this natural fibre can be found.
- Collect natural materials such as grasses, leaves, feathers and small branches and use these to make a small figure.



Figures were made using paperbark, leaves, sticks and emu feathers and bound together using wire and pva glue. These figures were inspired by a traditional story and made by 8 year old Sarah.

Recycled Materials and Collaged Box Sculptures

Collect a variety of boxes eg. Cereal and other packaging materials, buttons, pieces of fabric. You will also need paint and paint brushes, assorted markers, pva glue, scissors and tape.

- Share a story that has animals in it. Identify the characters and using the materials make your favourite animals or character from one of the stories that you have shared.

Books to inspire.....

Kootear the Echidna– Cindy Laws, *Wargan the Crow*—Cindy Laws, *How fish were made*- Aurora Hilvert-Bruce and Elether Bruce

6b Group Arts and Crafts - Lower Primary

Collections of Natural Materials

- Provide assorted materials such as paints, soft pastels, ochre on natural materials or fabric, charcoal, coloured markers etc for the children to draw a self portrait.

Brainstorm words that describe who they children are making sure that they are positive and words that will empower the children and have them write 5 things is such as:

My name is and I am from We are on country.
I am really good at My family and I like to My role model is

- Change the questions or statements to a piece of poetry.

Music to Inspire

Aunty Wendy's Mob 'Happy to be me' CD has many songs that are about being strong and proud.

- The CD is supported by a teachers note book and this has the actions to the songs plus many more learning experiences around culture
- Learn the song and actions to a song from this CD
- You might like to use this activity for a performance.
- You could also use the songs from other artists and make up your own dance to the music.

Colours of Country

Select one of the following children's books to share and inspire an art project.

Outback-Bronwyn Bancroft and Annalise Porter

Patterns of Australia-Bronwyn Bancroft

Walking the seasons in Kakadu-Dianne Lucas

- Discuss the meaning of 'country'.
- Select one of the books to read to the class. Brainstorm the ideas that are from in the story to develop a web of ideas.
- Using the elements of art of line, shape, texture, colour, space, light and shadow, emotion and mood discuss some of the illustrations from the story or stories.
- Using cameras take photos of the local environment and print and write as a group or individually a book that shows the colours and landscape of your 'country'.

Art Exhibition

Celebrate the day or week by collecting all the art works that the children have made and display these by having a community art exhibition. The children can design and write out the invitations, programme etc to the families and make the recipes on the following pages to be served. Invite a local group of performers and invite an elder to 'open' the NAICDC and art exhibition.

The following is a photograph that I have taken of an area where I have held an art exhibition and it is in the school grounds. This area is known as the Gnulla Mia and it was a year long project that involved everyone across the school and the local community. This area is an outdoor classroom and a meeting place for all.



Photo: Gnulla Mia East Waikiki Primary School, Western Australia

15a Group Arts and Crafts - Upper primary

Natural Material Creations

- Collect natural materials from the local environment to take back to your centre or classroom .
- Select and read as a whole group 4 different stories that are about aboriginal culture. Divide into groups and use the materials to represent and retell the stories shared.
- Use the materials to tell or retell a story and
- combine with other items such as hand or finger puppets, small toys or other props for story telling. Find out information about the animals in the story.
- Find out the local language and use this to label the animal. Write a report on the animals of choice.

Books to inspire.....

Going Bush– Nadia Wheatley
Bartja and Mayila– Sue Atkinson and Annette Sax
How fish were made–Aurora Hilvert-Bruce and Elether Bruce
A possum made with the
natural materials of paper bark,
leaves and wool with a tail made
from beads and wire.. Inspired by
a contemporary story 'Bartja and
Mayila' and represents Batja
the possum.

Community Quilt

- Make a community quilt using traditional materials such as possum skin or kangaroo skin or...
- Make a community quilt using contemporary materials of recycled fabric or ...
- Combine traditional and contemporary materials.
- Using ochre, acrylic paints or fabric paints have each person place their hand print onto the quilt.
- Randomly select participants to give a positive word or words that describe the children of today and tomorrow eg strong, smart, caring. Etch, paint or draw the words onto the pieces of the quilt.

Books to inspire....

Visit the local library or school library and borrow books about art and craft or handicrafts for inspiration

Community Stories

Books to inspire...

When I was little like you - Mary Malbunka

The shack that dad built – Elaine Russell

- Share one of the suggested stories with the children and record what children do now eg which games the children play, are the houses the same etc.
- Invite an elder to come and share their experiences and with permission use their story to make a piece of artwork inspired by their story.
- It might be a series of art works on canvas and the children work in small groups on the designs etc. You could use other mediums such as natural materials and clay sculptures or mobiles, wire and beads, drawing materials such as pastels or ochre on large pieces of bark etc.

Parents/care givers work together with children on pieces of long pieces of fabric such as calico or recycled fabric.

More books to inspire...

Swan eggs- Sue Briggs–Patterson and Bev Harvey

The Min Min-Joy Kelly and Shane Russell

15b Group Arts and Crafts - Upper Primary

Where are we?

- Design a card that you could give to new teachers or visitors that could help them to learn about local culture. Information you might include are:
- A map of the local area, local places for swimming, local places for eating out
- The card could include a yearly calendar to show when events are on during the year and could include information such as: Information about sporting teams events and the times of the year they begin. Important dates for cultural events etc
- You could photograph places of interest and make a map using symbols that you developed together to represent each place.

Networking Inspiration

- Networking with other schools within the region is a great way to find out which projects and ideas they are using within their school to promote positive cultural learning experiences.
- Talk with local workers to share ideas and be inspired by each other.

Outdoor Spaces

- Create sustainable outdoor spaces or classrooms that are designed with an indigenous perspective.
- Use recycled natural and manmade materials to create pieces of art work that may depict contemporary and traditional local indigenous culture. For example use recycled pavers, bricks etc to paint designs onto or use them to make a mosaic style piece of art work. Go to gardens, parks or other schools for inspiration.
- Develop a project to encourage the planting local plants and other fruits and vegetables to make a school community garden. When the produce is ready, use this to cook and make a meal together to share.



Birak– One of the Six Noongar Seasons painted onto a cement tile that leads to the Gnulla Mia

Art Exhibition

- Celebrate the day or week by collecting all the art works that the children have made and display these by having a community art exhibition. The children can design and write out the invitations, programme etc to the families and make the recipes on the following pages to be served. Invite a local group of performers and invite an elder to 'open' the NAICD art exhibition.



Photo: Gnulla Mia East Waikiki Primary School Western Australia

- The following is a photograph that I have taken of an area where I have held an art exhibition and it is in the school grounds. This area is known as the Gnulla Mia and it was a year long project that involved everyone across the school and the local community. This area is an outdoor classroom and a meeting place for all.

3 Aboriginal and Torres Strait Islander People

Background Information

The sample CD in this year's National Aboriginal and Islander Activity Kit has promoted the diversity and some of the core values important to the Aboriginal and Torres Strait Islander cultures, for example: co-existing with nature, the role of family, such as Elders in teaching culture and life skills.

- Discuss with young people/students the diversity of Aboriginal groups within Australia and the Torres Strait Islands

A great resource is the Aboriginal Australia wall map, see http://www.aiatsis.gov.au/aboriginal_studies_press/aboriginal_wall_map

(The wall map provides general location of larger groupings of people, which may include smaller groups such as clans, dialects or individual languages in a group. The boundaries are not intended to be exact).

- Invite an Elder to talk about traditional customs and practices and where your local area is on the map
- Land management
- Living on the land and practices unique to each group, for example: trade, hunting
- About the roles of men, women and children in traditional
- Language

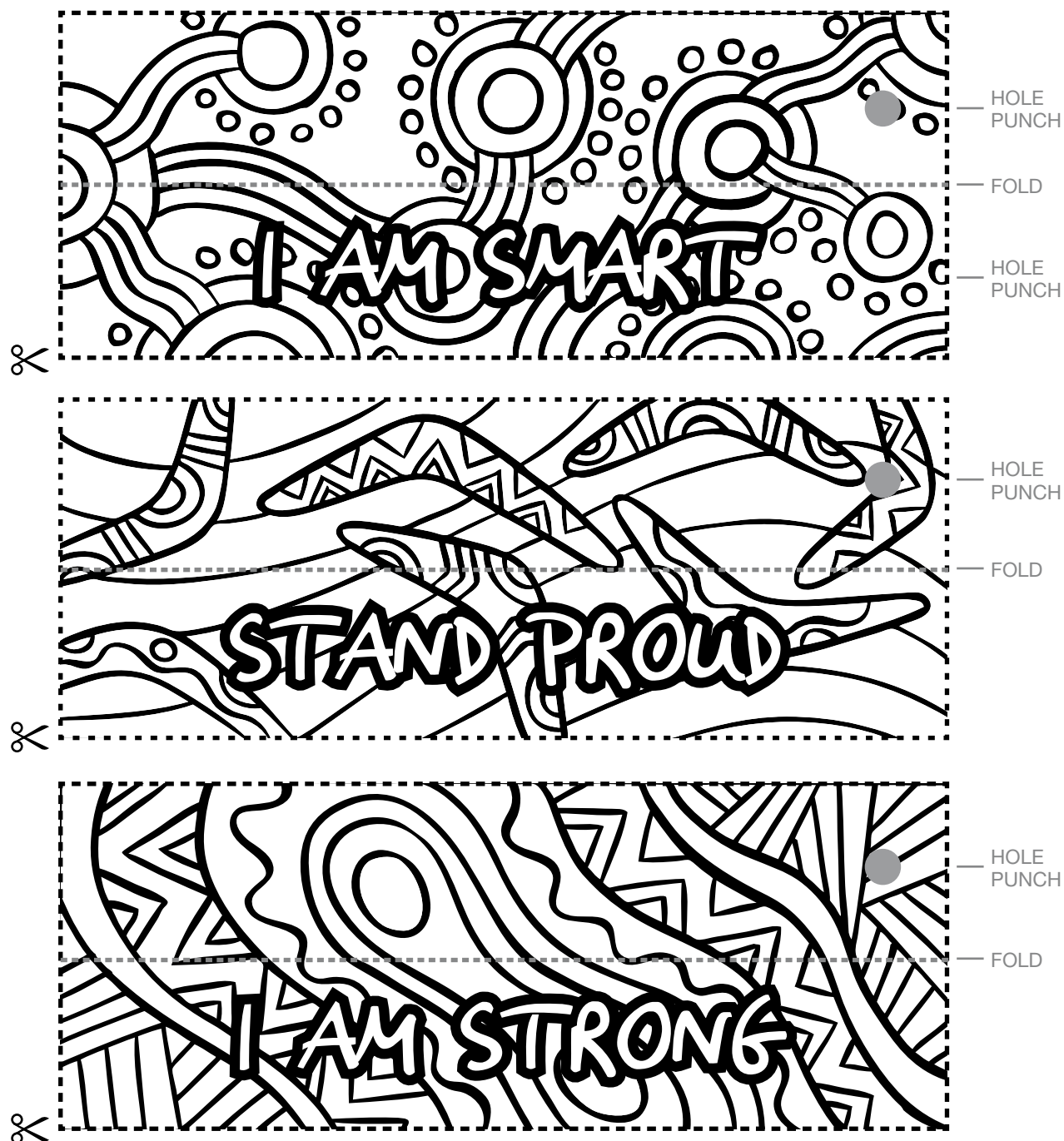
10 Questions for your Elders

- Who are the Traditional Owners of the land in which you live?
- What is a totem and how do children find out about their totem?
- In this local community are there landmarks or special places important to the Traditional Owners?
- What is the Traditional language of this area?
- What are some of the Traditional foods from this area?
- What are the Traditional and English words for these foods?
- How did the communities look after and teach children before colonisation?
- What is the Dreaming?
- Why was storytelling so important? How are stories shared? (e.g.: oral, painting, dance)
- Can you tell me a Dreaming story?

5a Make Your Own Bookmarks

- Photocopy the bookmark templates attached
- Have the children colour, paint or add to the designs
- Cut out the bookmark designs along the dotted lines
- Fold in half along inside dotted lines and glue
- Laminate your bookmark design (optional)
- Pierce or 'paper punch' a hole in top of bookmark, see circle area for hole punching
- Thread a length of wool or other thread through pierced hole and tie a small knot
- You have your own personal bookmark for reading
- These can be great gift ideas too – just for your special friends

5b Make Your Own Bookmarks



4a Design Your Own Strength Card – 'About Me' Project

Aim

To have fun visual reminders that promote happy and positive emotion, healthy self regard. A way for children and young people to focus upon their strengths, model healthy behaviours and develop their inner strengths.

Bring the children together to think about and discuss 'I am, I can' and 'I have' statements. Even though the children may only have time to complete the design of one strength card template, they will have awareness of each concept.

Have the children design their own strength card – have the children finish the strength card statements:

- *I am...* for example: strong, kind, brave, smart, a good kid, a warrior, COOL
- *I can...* for example: run fast, listen, dance, read, write, sing
- *I have...* a family, friends, someone to listen, someone who cares
- Photocopy the templates and have the children and young people, colour, draw, cut and paste images that have meaning for them or support their own creative designs.
- Have the children present their finished designs to the group, talking about their strengths or what they like about their cards
- Use the templates to highlight the positive behaviours of the children and young people in your group, or promote desired behaviours for the group, i.e. I can 'share'
- The cards can then be laminated and used to display an art mural in your childcare service, classroom or centre.
- Use the cards in journals with individual portrait photographs

You may need

- Poster board to paste card designs after art work
- Scissors, glue, coloured markers, glitter pens, crayons, paint
- Images, for example: magazine pictures that help to 'tell their story' or demonstrate their aspiration
- Laminating machine, if required

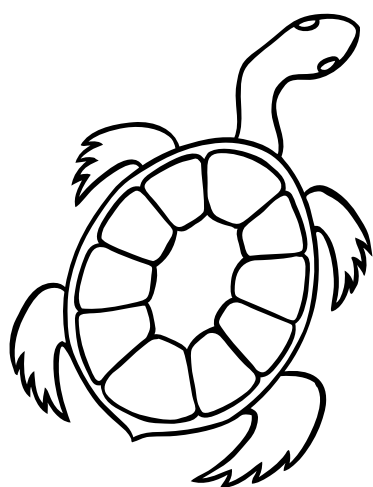
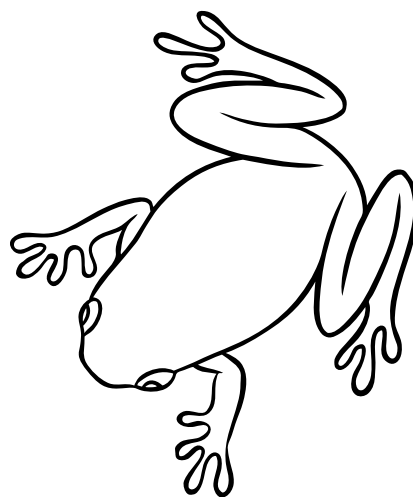
SNAICC would love to see and display designs on our website. If you would like to share your activity experience, please feel free to contact SNAICC.

4b Design Your Own Strength Card – 'About Me' Project



4c Design Your Own Strength Card – 'About Me' Project

I CAN



4d Design Your Own Strength Card – 'About Me' Project

I HAVE

