



# Cultural Activity Book



### ***Acknowledgement***

*We would like to acknowledge that this resource was developed on the lands of the Jaara Jaara people the Dja Dja Wurrung Clans the Traditional Owners of the Land.*

### **Introduction**

The Cultural Activity Book has been developed between The Bendigo & District Aboriginal Co-operative Koori Preschool Assistant and the Family Harmony Program Manager, Preschool and Kindergarten services, The Department of Education and Training, The Loddon Mallee Preschool Association and individual support from the Koorie Engagement Support Officers.

The aim for the Cultural Activity Book is to provide a baseline for activities which embrace Aboriginal culture for the Kindergarten teachers to utilise and embed within their classrooms.

These Activities should always be taught with a positive attitude, with an invitation to participate or facilitate the program from Aboriginal families who access the Kindergarten and for teachers to always inform the participants of the activity and the Aboriginal significance of the activity.

We also encourage Kindergarten Services to access Aboriginal service users and their families or the local Aboriginal community for advice, participation and further development of culturally specific programs and learning's for the implementation of those learning's within the service. We also encourage services to seek to access the Traditional owner groups for guidance and development of local Aboriginal activities.

### **Special mentions**

The Bendigo and District Aboriginal Co-operative would like to thank The Department of Education and Training, Loddon Mallee Preschool Association and D Walker for their involvement in the development of the Cultural Activity Book. One last special mention was the input and support that Kerri Douglas a Traditional Owner of the Dja Dja Wurrung Clans and Tina Thompson the KPSA at Echuca, have contributed and supported the development of the book.



# Emu Caller

## Material needed

- Cardboard tubes 15cm
- Texta/pens or paints

## Links to EYLF

- Outcome 1- Children have a strong sense of identity
- Outcome 4- Children are confident involved learners

## Ideas to extend the activity

- Use different lengths of tubes to get different sounds
- Make an emu nest
- Make an emu with boxes
- Visit the zoo
- Read Aboriginal stories about the emu
- Look up emus on internet



## Information

An Aboriginal hunting tool used by different tribes to attract emus. Banging the smaller hollow end with the flat of your hand sounds like the mating call of the female to lure the males off the nest so they could steal some of the eggs. The emu caller is made from different timbers that have been eaten out by white ants. The art work might be about the emu nest and paths into their habitat, depending on who painted it and where it is from.

(Items purchased from [www.planetcorroboree.com.au](http://www.planetcorroboree.com.au))



## How to:

1. Show and tell– the emu egg, the emu caller and some feathers.
2. Discuss the information above with the children
3. Use an empty cardboard tube
4. Decorate the tube with texta/pens or paints
5. Test out your emu caller



# Djagogas

## Material needed:

- 'Bartja and Mayila' story by Sue Atkinson
- String
- Natural resources– gum leaves, paper bark gum nuts

## Links to EYLF:

- Outcome 1– Children have a strong sense of identity.
- Outcome 2– Children are connected with and contribute to their world
- Outcome 3– children have a strong sense of wellbeing
- Outcome 4– children are confident and involved learners
- Outcome 5– children are effective communicators

## Ideas to extend the activity:

- Paint the leaves with ochre
- Make a collage with the leftover resources.

## Information

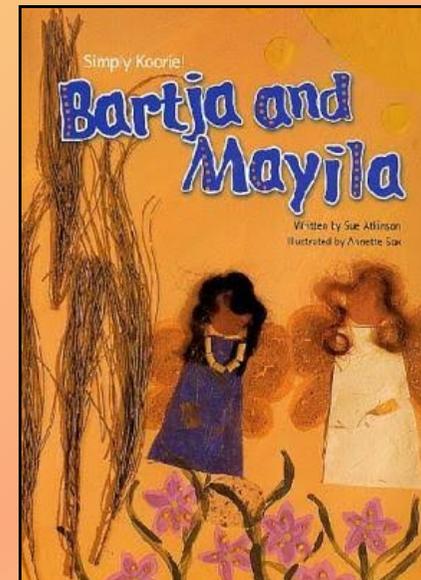
The story of 'Bartja and Mayila' is written by Sue Atkinson who is Yorta Yorta– the Echuca area of Victoria. The story is set on the Murray River. Published by Pearson Education Australia. Read the story with the children explain where the story comes from, then go out to collect the resources while discussing some of the



information from the story.

## How to:

1. Collect natural resources from your garden with the children
1. Cut string to a length that can be worn around the neck
2. Hole punch the items if possible
3. Thread onto the string and allow some length to tie it together.
4. Wear your djagogas.



# Ochre Painting

## Material needed

- Powdery/compacted mud ,ochre rocks
- Bark
- Sticks

## Links to EYLF

- Outcome 1– Children have a strong sense of identity.
- Outcome 2– Children are connected with and contribute to their world
- Outcome 3– children have a strong sense of wellbeing
- Outcome 4– children are confident and involved learners
- Outcome 5– children are effective communicators

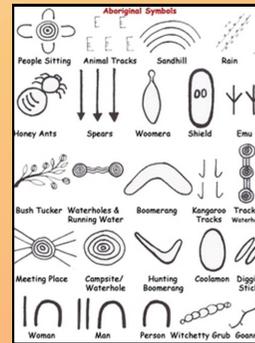
## Ideas to extend the activity

- Make brushes from different resources– feathers, straw
- Paint on paper or different barks
- Study different styles throughout Aboriginal Australia
- Experiment with different Additives e.g. PVC glue.

## Information

Ochre was the most important painting material used traditionally by Aboriginal people. It is mined from particular sites and is a crumbly to hard rock heavily coloured by iron oxide. It comes in a variety of colours from pale yellow to dark reddish-brown. The surfaces it was used on varied widely from rock, wood and bark to the skin of participants in ceremonies.

These traditional materials were applied in several ways: blowing a fine spray from the mouth to produce stencils (silhouettes) brushing the pigment using a fine stick, crushed stick or hair brush, applying the paint using fingers and hands - for example in body painting. (<http://www.aboriginalartonline.com/methods/methods.php>)



## How to:

1. Collect the rocks from private property ,usually around a dam or ask a local Aboriginal person where you can get some from as you cant just go collecting.
2. Crush the rocks with a pestle and mortar or by grinding the rock with a hard stone.
3. Add some water to the powder.
4. Paint onto bark using a stick.
5. There are some Aboriginal symbols found on the internet that are available for use, ensure you tell the children what area the symbols come from and what they mean. (one above is from the desert N.T.)

# Tarrengower and Lalgambook

## Material needed

- The book
- Sand
- Bi-carb soda
- Vinegar
- Red dye
- Talking stick
- Rocks & bark

## Links to EYLF

- Outcome 2– Children are connected with and contribute to their world
- Outcome 4– children are confident and involved learners
- Outcome 5– children are effective communicators

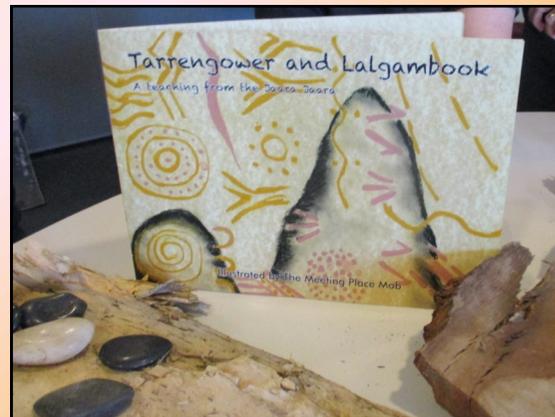
## Ideas to extend the activity

1. Do a circle of respect– children sit in a circle with a talking stick  
Educators ask the children who are the wise people in their life and who can you ask questions when you need help.
2. Act out the story through dance and movement
3. Re-enact the story using sand in a tray with the resources above

## Information

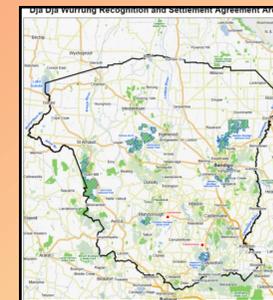
The story comes from the Dja Dja Wurrung area– Jaara Jaara people of Victoria and the moral of the story is to respect your elders. Mt Tarrengower is near Maldon, Lalgambook is now called Mt Franklin and the Guildford Plateau is near Yapene.

The story is also found in the 'Nyernila -Listen Continuously' book called- 'The two feuding volcanoes'. (<https://www.google.com.au/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=lalgambook%20and%20tarrengower>)



## How to:

1. Show the children the settlement map of the Jaara Jaara people, point out the area they live and that a long time ago there were volcanoes in the area. Show them the Dja DJa Wurrung plaque at front of their Kindergarten.
2. Read the story to the children.
3. Make the volcanoes in the sandpit using bi-cab soda and vinegar to make it erupt and re-enact the story.



# The Long-necked Turtle and the Echidna

## Material needed

- The book
- Clay
- Natural resources, bark, sticks, Gum nuts etc.

## Links to EYLF

- Outcome 2– Children are connected with and contribute to their world
- Outcome 3– Children have a strong sense of wellbeing
- Outcome 4– children are confident and involved learners

## Ideas to extend the activity

- Do the activity outside and ‘yarn it up’
- Research more about turtles and echidna’s

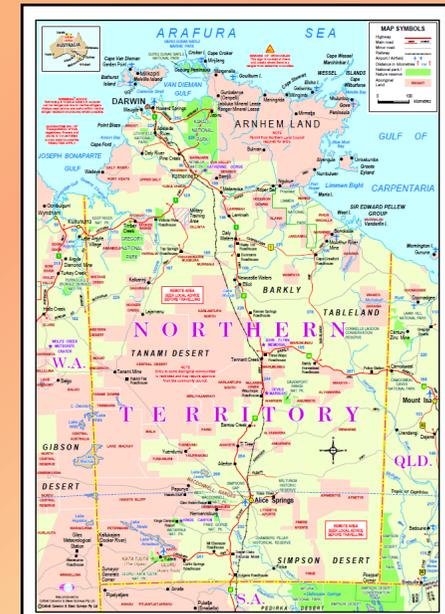
## Information

This is a story from the Dreamtime in Gunbalanya, Western Arnhem Region of the Northern Territory, written/re told by Leslie Nawirridj. (<http://www.kunwinjku-aboriginal-art.com/kunwinjku-dreamtime-story.html>) His art and story can be purchased from this website.

“The Dreaming is infinite and links the past with the present to determine the future. It is the natural world, especially the land or county to which a person belongs, which provides the link between the people and the Dreaming. Dreaming stories carry the truth from the past, together with the code for the Law, which operates in the present. Each story belongs to a long complex story. Some Dreaming stories discuss consequences and our future being. When a story is a component of an Aboriginal Dreaming story and is told outside of the country it belongs to, then it is respected as an Aboriginal Dreaming Story from that area, however within its country it remains a significant, sacred Dreaming story. It is important to give recognition of the origins of the Dreaming Story.” (<http://www.indigenoustralia.info/the-dreaming.html>)

## How to:

1. Show the children a map of the area of Arnhem Land
2. Read the story to the children
3. Make the animals with clay
4. And use natural resources to re-enact the story.



# Tiddalik the Frog

## Material needed

- Tiddalik the frog dreamtime story
- Balloons
- Glitter

## Links to EYLF

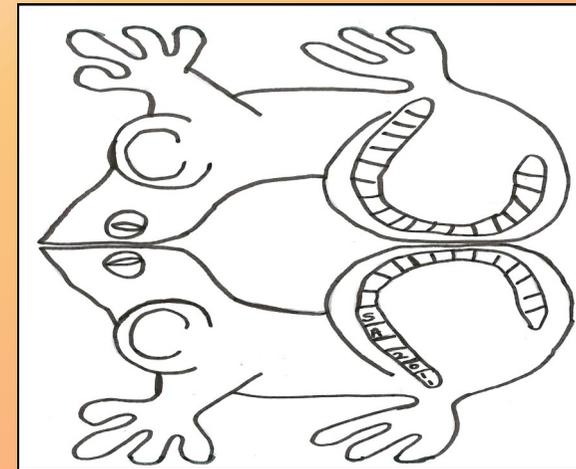
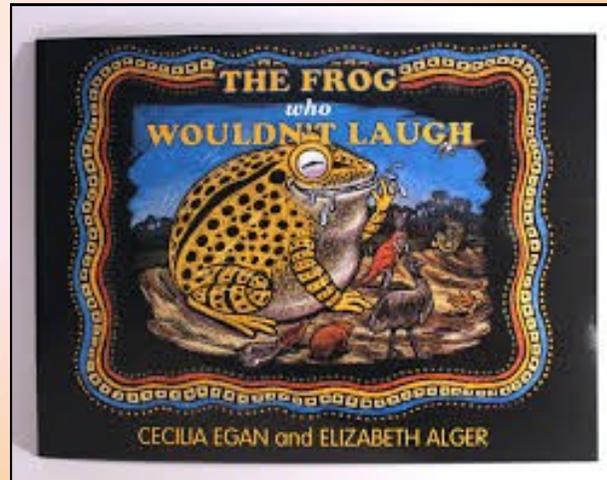
- Outcome 2– Children are connected with and contribute to their world
- Outcome 4– children are confident and involved learners
- Outcome 5– children are effective communicators

## Ideas to extend the activity

- Use puppets to re-enact the story
- Extend on animals in the story
- Colour in pictures
- Use streamers as water and a frog puppet to eat the streamers as you tell the story, when he laughs they all come out of the puppets mouth
- Make a paper mache frog
- Cut and fold the frog above in half then colour (Sue Allengame)

## Information

The Aboriginal Dreamtime Story of Tiddalik the frog can be found on the internet and there are a few versions of the story. We used “The Frog Who Wouldn’t Laugh” written by Cecilia Egan & Elizabeth Alger. The moral of the story is not to be greedy because it affects the whole community.



## How to:

1. As you tell the story blow into the glitter filled balloon each time Tiddalik drinks water
2. When you get to the part in the story where Tiddalik laughs. Pop the balloon.
3. There are many activities that can be used to extend on this story.

# How the Murray River was Made

## Material needed

- The book
- Butchers paper
- Paints
- Brushes
- Glue/clag
- Paper bark gum leaves
- Natural resources

## Links to EYLF

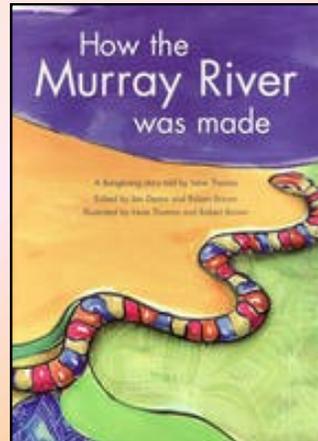
- Outcome 2– Children are connected with and contribute to their world
- Outcome 3– children have a strong sense of wellbeing
- Outcome 5– children are effective communicators

## Ideas to extend the activity

- Tell the story in the sand pit with water
- Make a snake from a stocking and stuff it– then paint/decorate
- Use a sand tray to tell the story and use plastic animals.
- Focus on natural patterns and shapes in the environment

## Information

How the Murray River was made: A Bangerang story/told by Irene Thomas. For a little more information about Bangerang clans see the website about their culture centre <http://www.bangerang.org.au/home.html>.



## How to:

1. Read the book & explain to the children where the story comes from
2. Organise the crafts-resources
3. Draw the snake on some butchers paper
4. Children can paint or paste the resources onto the snake in sections
5. Display the snake on the wall

# The Echidna and the Shade Tree

## Material needed

- The book
- Pine or banksia cones
- Matchsticks
- Glue
- Buttons/goggle eyes/tee tree nuts
- Paperbark

## Links to EYLF

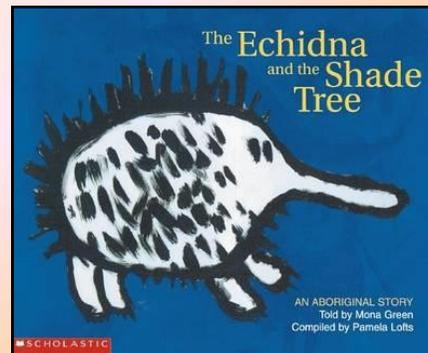
- Outcome 1– Children have a strong sense of identity.
- Outcome 2– Children are connected with and contribute to their world
- Outcome 4– children are confident and involved learners

## Ideas to extend the activity

- Make an echidna with clay or play dough
- Make a big echidna in the sand-pit and use skewers as the spikes.
- Talk about what the story means/ emotions it brings up for the children
- Research native animals habitats and behaviour

## Information

The story 'the echidna and the shade tree' told by Mona Green, comes from the Jaru Pople in East Kimberly of Western Australia. Published by Scholastic. It is about how the land was developed in that region in the beginning of creation, that people within communities all have roles and responsibilities that are important.



## How to:

1. Read the story to the children explain to them where the story comes from.
2. Collect the natural materials from the garden with the children
3. At the activity table/mat have all materials ready
4. Place glue in the holes on the cones then push the sticks into them
5. Glue on some eyes
6. Glue on a snout use paper bark

# How The Birds Got Their Colours

## Material needed

- The book
- Paint -a few colours
- paper

## Links to EYLF

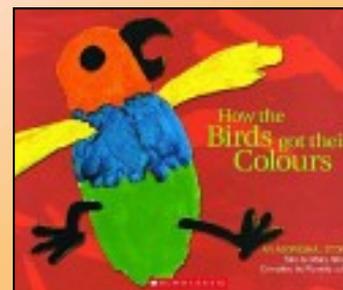
- Outcome 1– Children have a strong sense of identity.
- Outcome 2– Children are connected with and contribute to their world

## Ideas to extend the activity

- Make different birds from the story
- Make a group mural with paint and feathers

## Information

Dreamtime story about how the birds got their colours told by Mary Albert from the Bardi tribe in the north of Broome WA. Published by Scholastic. The moral of the story is that helping each other has its rewards



## How to:

1. Read the story and explain what area it is from using a map to show where the Bardi tribe come from
2. Set up the paint table near the sinks
3. Paint your whole hand and place it onto the paper
4. Paint a head and legs onto the hand print
5. You now have some pretty coloured bird paintings

# Prints In The Sand

## Material needed

- Sand tray with sand

## Links to EYLF

- Outcome 4– children are confident and involved learners
- Outcome 5– children are effective communicators

## Ideas to extend the activity

- Tell a dream time story using the sand- add any natural props or plastic animals
- Teach numbers using the sand and dots for the amount of number

## Information

Traditionally elders would write stories and symbols in the sand when telling the children stories or showing them what animal tracks looked like, this was also used in paintings on bark and caves and etchings on rocks.



## How to:

1. Look up symbols of different clans/tribes art symbols and explain where they come from to the Children. The one below is from Yorta Yorta clans as shown in the map on the middle.
2. Draw them in the sand and ask the children what/whose prints they are.
3. Play a guessing game to guess the animal prints.
4. See if the children can tell a story using the symbols in the sand.
5. See extended activities for more ideas.



# Bunjil the Eagle

## Material needed

- The book
- Yarn strong sister puppets– the eagle and crow
- Feathers
- Glue

## Links to EYLF

- Outcome 5– children are effective communicators

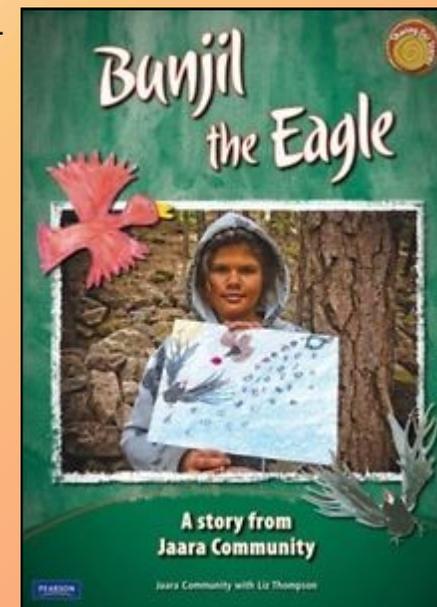
## Ideas to extend the activity

- Use the puppets each time you read a story enforcing the Jaara names
- Read the story in a location outdoors
- Make the animals using natural materials

## Information

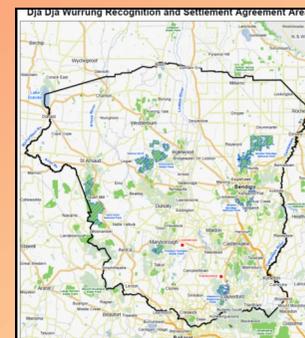
'Bunjil the Eagle book a story from Jaara country' published by Pearson. This book is about the Dja Dja Wurrung clans and has photos and stories and illustrations from children in the area. There are also some Jaara words used that are great to teach the children.

(<http://www.pearson.com.au>)



## How to:

1. Show the children the settlement map of the Jaara Jaara People
2. Read the book to the children
3. Get 2 children to hold the puppets as you read the story
4. Ask the children to draw the crow and the eagle using the Jaara names for each.
5. Paste on some feathers



# Symbols & Memory Stone Game

## Material needed

- Flat stones
- Paint
- Symbols card
- PVA glue

## Links to EYLF

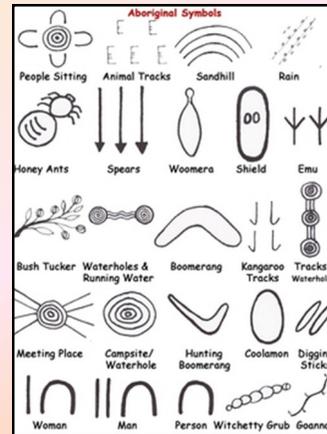
- Outcome 4- Children are confident involved learners
- Outcome 5- children are effective communicators

## Ideas to extend the activity

- Use the stones to tell a story
- Guess what the symbols mean
- Use them to help with counting

## Information

This idea came from the yarn strong sister website a Yorta Yorta group who produce educational packs and resources that can be purchased online. (<http://www.yarnstrongsista.com>).



## How to:

1. Purchase some flat stones from a craft store or your own private property
2. There are some Aboriginal symbols found on the internet that are available for use, ensure you tell the children what area the symbols come from and what they mean. (one above is from the desert N.T.)
3. Ask all the children to paint a stone giving two of them the same symbol from the chart above.
4. Once dry paint over them with glue
5. Now use them to play a memory game in a small group—turn them all over, each child takes a turn to flip over 2 rocks to find a pair.

# Taba Naba, Torres Strait Island Song

## Material needed

- Song By the Wiggles and Christine Anu
- Dress ups
- Torres Strait Flag
- Map of the Islands/Australia

## Links to EYLF

- Outcome 1– Children have a strong sense of identity.
- Outcome 2– Children are connected with and contribute to their world
- Outcome 3– children have a strong sense of wellbeing
- Outcome 4– children are confident and involved learners
- Outcome 5– children are effective communicators

## Ideas to extend the activity

- Make a boat from cardboard to sit in and sing
- Paint flags
- Have dress ups in an island setting/scene for pretend play

## Information

The Taba Naba song comes from the Torres Strait Islands, it is from the Eastern Islands in the Meriam Mir language. This song is sung by The Wiggles and Christine Anu and can be found on youtube or purchased at the itunes store. (See over page for words and meaning) There are some great dress ups and Torres Strait ideas and information that you can buy from [www.culturalinclusions.com.au](http://www.culturalinclusions.com.au)



## How to:

1. Introduce the children to the Torres strait flag explaining the colours and symbols
2. Show them on a map where the Torres Strait Islands are
3. Give each child a dress up or flag to hold
4. Do the song and dance together



# Taba Naba Torres Strait Island Song

## Taba naba

### **Taba naba naba norem**

Come let us go to the reef

Move hands horizontally: one towards you the other away from body, palms brushing as they pass

### **Tugi penai siri Dinghy e naba we**

While morning low tide, let us go in the dinghy

Right hand to floor at left, then to left shoulder, left hand to floor at right, then to right shoulder

### **Miko keimi Sere re naba we**

Let us wade to the edge of the reef

Right hand to floor at left, then to left shoulder, left hand to floor at right, then to right shoulder

### **Taba naba norem**

Come let us go to the reef

Both hands up high, then on shoulders

### **Style**

hands on hips sway

### **The meanings of the flag are:**

Green – represents the land

Black – represents the people

Blue - represents the sea

White – represents peace

The Dhari or headdress represents Torres Strait Islander people  
the five-pointed star represents the five island groups within the Torres Strait and  
is a symbol for seafaring people as it is used in navigation.