

Sticks, Stones and Animal Bones Facilitated Program

Overview : Discover how Aboriginal people use natural resources from their local area in innovative and sustainable ways. Examine real artefacts and investigate their materials and designs.

Duration : One hour facilitated experience with a Museum Education Officer.
Please allow approximately 45 minutes additional time for self-guided gallery exploration or use of additional resources as outlined in this document.

What your class will experience:

- Discover how traditional Aboriginal groups lived in a variety of environments within Western Australia.
- Explore natural resources used to make a range of traditional tools, shelters and artworks.
- Examine real artefacts to understand how different materials are used in innovative and sustainable ways.

Excursion Booking and Enquiries:

For enquiries and bookings please contact:

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Links

Curriculum

Society & Environment

Resources

Students understand that people attempt to meet their needs and wants by making optimum use of limited resources in enterprising ways.

Place and Space

Students understand that the interaction people have with places in which they live, is shaped by the location, patterns and processes associated with natural and built features.

Key Messages

1. Traditional Aboriginal groups used available resources in innovative and sustainable ways.
2. Materials and practises used by traditional Aboriginal people varied across Western Australia due to the diversity of environments in which different groups lived.

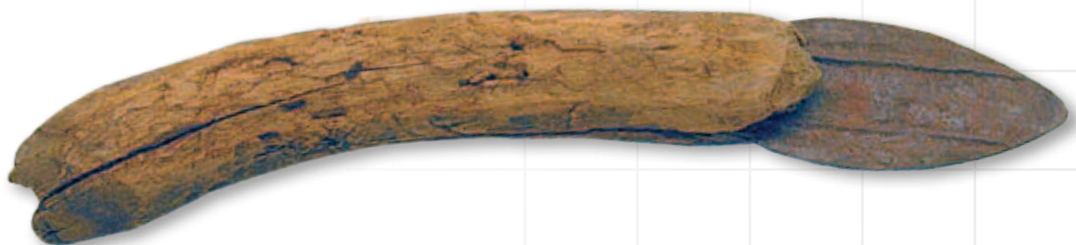
Galleries



Katta Djinoong: First Peoples of Western Australia
Jubilee Wing, Level 1



Western Australia: Land and People
Hackett Hall, Level 1



At the Museum

Facilitated Program

One hour

The facilitated component of *Sticks, Stones and Animal Bones* takes place in one of the Museum's learning spaces. Students will explore artefacts that highlight the diversity of the environments that Aboriginal people have lived in for thousands of years. In group activities, students will examine a range of artefacts to investigate how different natural resources have been used in innovative and sustainable ways.

Please have your students split into four or five groups for this experience (depending on the number of students and adults). Each group will require one adult supervisor to assist them with the activities.

Self-guided Experience

Approximately 45 minutes

Please allow for time to explore the galleries before or after your facilitated experience. Please note that the *Western Australia: Land and People* gallery includes more displays on Aboriginal culture and is worth visiting to reinforce the facilitated component of this program. Maps are available at the Front Desk to assist you in locating these galleries, or please ask a staff member for directions.

Related Museum Resources

Planning Your Excursion

- Excursion Management Plan
- Excursion Essentials

Available online at museum.wa.gov.au/education



Publications

- *Katta Djinoong: First Peoples of Western Australia* Teacher Resource (a comprehensive resource with gallery references).

Available for purchase, please enquire at time of booking.

Classroom Activities

From this list, please select some activities that are suitable for the age and ability of your students.

- **Make a shelter:** In small groups, students can plan and make a shelter out of found materials, in a similar style to the shelters seen in the *Katta Djinoong* gallery during their Museum visit. Using Technology and Enterprise Processes, groups can evaluate shelters based on categories such as sturdiness, most economical use of resources, most space inside, etc.
- **Water wise:** Discuss how knowledge of water resources is one of the most important elements of bush survival:
 - Investigate and (if possible) test ways for finding or collecting water in the bush, using only natural resources.
 - Ask students to keep a diary, listing all of the times during the day they use water. Then ask them to mark each task with a different coloured dot – green for essential use, orange for medium importance and red for unnecessary use of water. Discuss how and when traditional Aboriginal groups might use water and compare to students' lists.
 - Create a Mind Map that represents all of that ways that students in the classroom can save water. Discuss how some of these ideas might be used in a bush setting.
- **Going bush:** Students can plan for a hypothetical bush camping trip, listing all the things they need to survive for a week. Compare this to the items seen in the displays at the Museum.
- **Made from nature:** In groups, students are allocated 30 minutes to collect as many natural items as they can find around the school playground including rocks, feathers, sticks, and leaves. For each item, students must then list as many uses as possible. Items can be used for survival, communication, entertainment or education. Each group can then present their most innovative discoveries.
- **Seasonal sources:** Students can research the six Noongar seasons and find out which resources were most abundant during each one. This information can then be used to:
 - Create a display table, collage or wall calendar depicting the seasons and resources.
 - Make into a matching memory card game where drawn pictures of resources can be matched to the written seasons.
 - Develop artworks inspired by the seasons, incorporating natural materials and/or using traditional-style methods for painting.

- **Sow the seeds:** Investigate local native plants that are used by Aboriginal people and obtain seeds or seedlings to grow these at school:
 - Some local nurseries specialise in native plants and may even be able to advise on edible species to plant.
 - In schools with many native plants, students can research, write and post interpretive signage, explaining the importance and uses of the plants.
 - Investigate ways to ensure care and sustainable use of the native garden, including seasonal planting, appropriate watering, correct methods of picking edible parts, protection from damage, etc.
 - Investigate ways to help care for a local wetland or remnant bush land as an ongoing class or school project.

- **No waste:** Investigate the concept of minimising waste as a sustainable practice:
 - Discuss how the concept of minimal waste has arisen in different times and cultures for different reasons including lack of resources, lack of money to buy new things, environmental reasons, etc.
 - Use various means of research (internet, books, Museum visit) to identify ways that Aboriginal cultures minimise waste through using many parts of the same resource (e.g. How are all parts of a kangaroo or a Grass Tree used? Is there evidence of re-used materials in Aboriginal tools?)
 - Students can create a list of all the ways that they can use resources in a sustainable manner. Compare these ideas to the methods of traditional Aboriginal groups.

Related Classroom Resources

Websites



- *Aboriginal Perspectives Across the Curriculum: Lesson Plans: Middle Childhood*
<http://www.det.wa.edu.au/education/abled/apac/lessons/index.html>

