

Tracks, Tools, Toys and Tales Facilitated Program

Overview : Children learn a lot about the 'grown-up' world through play and stories. Discover how toys and traditional tales teach Aboriginal children how to understand the land and stay safe.

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 Aboriginal children prepare for adult life by learning through toys and stories.
- Examine a range of traditional tools used in everyday life by different groups of Aboriginal people.
- Explore how knowledge of animal tracks can assist in hunting strategies.

Excursion Booking and Enquiries:

For enquiries and bookings please contact:

Western Australian Museum – Perth
Education

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Curriculum

Society & Environment

Culture

Students understand that people form groups because of their shared understandings of the world, and, in turn, they are influenced by the particular culture so formed.

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. Children in different cultural groups all over the world learn about the adult world through play and stories. There are many similarities and differences between the types of toys and stories that children learn with.
2. Traditional Aboriginal groups met their basic needs in different ways by adapting their lifestyle to their local environment.

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 *Tracks, Tools, Toys, and Tales* takes place in one of the Museum's learning spaces. Students will investigate a range of artefacts from Western Australia and will discover how they are used in daily life by Aboriginal people. Students will explore various animal tracks to see how many they can recognise. A selection of toys and games will be examined to discover how these things help children to learn about adult life. Students will also discover how traditional stories teach lessons about how to look after each other and how to care for the land.

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. Note that the *Western Australia: Land and People* gallery includes 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.

(Please note that although this resource is designed for upper primary and lower secondary use, some activities can be adapted for younger children and the comprehensive content will benefit teachers of all year levels).

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.

- **What we need:** Introduce the concepts of 'Needs and Wants' with students and then follow with some of the following activities:
 - Discuss how students' needs and wants are similar and different to traditional cultures.
 - Students can keep a diary for a week, recording how and when their needs and wants are met on a day-to-day basis. Compare these aspects of daily living to the examples from traditional Aboriginal groups provided during the Museum visit.
 - Explore examples where the same needs and wants are met in different ways; e.g. talk about how students access their daily water supply as opposed to methods used by traditional Aboriginal groups.
- **Bush tucker:** Use a variety of resources to build up a list of foods eaten by traditional Aboriginal groups:
 - Make posters featuring traditional foods, using local words.
 - Categorise foods into a pyramid (include grains, fruits and vegetables, meat).
 - Discuss the differences and similarities between a traditional Aboriginal diet and the students' diets.
 - Research and make some dishes using native ingredients and/or traditional cooking methods.
- **Make tracks:** Investigate animal tracks and discuss why it was important for traditional groups to recognise them:
 - Students can make animal tracks in clay, dough or a sandpit.
 - Students can spend time around the school grounds or during an outing looking for various tracks. Draw or photograph each track and label with a word or picture describing the animal or person that made the track.
- **Going bush:** Students imagine that they are going camping in the bush. They must list all the things they will need to survive for a week. Compare items on the list to the things seen in the South West and Desert displays at the Museum.
- **Make a shelter:** As a class, students plan and make a shelter out of newspaper or other found materials, in a similar style to local shelters shown in photos or illustrations, or like the shelters students see at the *Katta Djinoong* gallery during their Museum visit.

- **Tree scene:** Make a multi-sensory collage with items that have fallen from native trees around the school such as leaves, seeds, bark and gum. If possible, find out whether any of these plants are used in Aboriginal tools or shelters such as Grass Trees, Banksia, Mulga, Marri and Peppermint Trees.
- **Recount without writing:** Traditional Aboriginal groups used artwork and symbolic images to tell stories. Ask students to produce a recount of their day at the Museum using only drawn pictures. Students could devise symbols for common elements of their stories.
- **Toys and teachings:** Use books and other resources to show students how children's toys and games are an important part of learning in any culture:
 - Using a variety of selected games and toys (including dolls, kitchen sets, toy cars, dress-ups, string games, ball games) students can explore and play in station-based activities, following with a discussion on how each toy can develop skills for adult life.
 - Collect pictures of traditional toys and games from different countries and connect with lines or lengths of wool to a world map on the wall.
- **Story time:** Explore how story telling is an important aspect of many cultures:
 - Using a range of classic and modern story books as examples, discuss with students the reasons why stories are told to children (for enjoyment, learning concepts, learning to read, sharing time with family and friends).
 - Introduce a range of Aboriginal stories (try to find Western Australian Dreaming Stories by Aboriginal authors and illustrators) and share these with students in different ways. Examples include looking at books during silent reading time, sharing books with a buddy class, using books as inspiration for producing artworks or writing their own stories using similar themes or animals.
 - After reading some of these stories with students, discuss the differences and similarities between the stories and help students to identify the importance of story telling in Aboriginal cultures. Reinforce the understanding that in traditional Aboriginal cultures, there were no written languages.



Related Classroom Resources

Websites



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