

Material world

Indigenous perspectives curriculum links

Engage

Lesson 1 Curious clothes

- Read *Ernie dances to the didgeridoo*, focusing on the children shown wearing clothes that are appropriate for the conditions around them.

(Lester, Alison. (2000). *Ernie dances to the didgeridoo*. Sydney: Hodder Children's Book.)

Explore

Lesson 2 What a rotter

Some Indigenous people use a range of materials for implements and tools. Some materials, such as wood and plant fibres, will decompose over time. However, hard materials such as stone will not decompose as quickly and remain behind.

Middens are places where shells and bones have accumulated because Indigenous people used to catch their food nearby and eat there. Shells and bones do not decompose as fast as flesh, wood and fibre.

Lesson 3 Leak, soak or repel?

Some Indigenous people use different materials to carry water. Containers can be made out of kelp or woven tightly from grass or reeds depending on what materials are available. Some Indigenous people also fashion bark from trees into canoes, which they use for travel and fishing.

- Contact the local Indigenous Land Council or cultural heritage centre to make contact with local Indigenous community members. Invite them to share their knowledge with students about different materials.
- Test materials that might be used by local Indigenous people, such as types of leaf, bark, or seaweed.

Explain

Lesson 5 Choosey consumers

- Research types of bags and other carrying equipment used by some Indigenous people. For example, bags and baskets woven out of pandanus leaves or a dilly bag woven from paperbark fibre. Discuss the properties of these materials and why they are appropriate for their purpose.