

## On the move

### Indigenous perspectives curriculum links

## Engage

### Lesson 1 Movers and shakers

For Indigenous people, dance is an important form of cultural and spiritual expression. Indigenous dances reflect different occasions and the diversity of Indigenous communities. Some dances are for entertainment while others are part of important and sacred rituals for specific members of the community only.

- Contact the local Indigenous Land Council or cultural heritage centre to make contact with local Indigenous community members. Invite them to speak with the students and demonstrate Indigenous dance if appropriate.
- Students describe body movements after watching a video clip of Indigenous dance. See [www.australianscreen.com.au/titles/mimi-evening-aboriginal-dance/clip3](http://www.australianscreen.com.au/titles/mimi-evening-aboriginal-dance/clip3) or the *Ceremony* clip at [www.12canoes.com.au](http://www.12canoes.com.au)

## Explore

### Lesson 2 On the hunt for things that move

Indigenous children from a young age learn from their elders how to identify certain tracks or markings on the ground. A cleared place in the sand is used as the palette onto which the different tracks of animals, birds or even the footprints of other family members are drawn. Fingers, fingernails, palms and small drawing sticks are used as drawing implements.

- Use the school sandpit or a sand tray to recreate patterns or tracks in the sand that match different Australian native animals, such as the emu, possum, goanna and kangaroo. See [www.ausport.gov.au/participating/indigenous/games/traditional\\_games/individual\\_games/imitation\\_games/waayin.pdf](http://www.ausport.gov.au/participating/indigenous/games/traditional_games/individual_games/imitation_games/waayin.pdf) and [www.aboriginalartstore.com.au/aboriginal-art-culture/aboriginal-symbols-glossary](http://www.aboriginalartstore.com.au/aboriginal-art-culture/aboriginal-symbols-glossary)

### Lesson 3 Playground play

Indigenous culture has a rich history of children's games and pastimes.

- Invite local Indigenous community members, Indigenous education officers and/or Indigenous students to share their knowledge about and participate in Indigenous games. See [www.ausport.gov.au/participating/indigenous/games/traditional\\_games/full\\_resource](http://www.ausport.gov.au/participating/indigenous/games/traditional_games/full_resource) and *From ochres to eel traps* for games involving movement.

(Halling, H. (Ed.) (1999). *From ochres to eel traps* (2nd edition). Canberra: Science Educators Association ACT, pages 43-51)

## On the move

### Indigenous perspectives curriculum links

#### Lesson 4 Toys that move

Indigenous people use small pebbles, nuts, shells and fruits to make spinning tops. Examples of how to make spinning tops include: piercing a large flat seed with a twig, passing a small splinter through a flattened disk of beeswax or moulding clay tops around small wooden pegs.

- Explore making a spinning top by using plasticine and a pencil. Explore the best position for the plasticine on the pencil so that the top does not fall over.

Indigenous people use both natural and man-made materials to create toys. Indigenous children have been playing with toys made from tin cans since the late 1800s.

- Make a tin-can roller (toy car). See [www.ausport.gov.au/participating/indigenous/games/traditional\\_games/individual\\_games/imitation\\_games/thurnda-gu.pdf](http://www.ausport.gov.au/participating/indigenous/games/traditional_games/individual_games/imitation_games/thurnda-gu.pdf)

## Explain

#### Lesson 5 Moving towards an explanation

- Invite local Indigenous community members, Indigenous education officers and/or Indigenous students to share their knowledge and language related to movement. Add these movement words to the 'Chance dance cube 1' (Resource sheet 1) and 'Chance dance cube 2' (Resource sheet 2).

## On the move

### 🌀 Indigenous perspectives curriculum links

## Elaborate

### Lesson 6 Rolling along

Traditional and contemporary ball games are played in Indigenous communities throughout Australia. Traditional balls are made from a composite of materials - grass, plant fibres, pandanus leaf strips, charcoal, feathers, animal skin and fur.

- Organise for students to work in cooperative learning teams to create balls out of plasticine and feathers or leaves. Investigate how to make a ball that rolls the longest distance.
- Organise for students to play Indigenous ball games. See [www.ausport.gov.au/participating/indigenous/games/traditional\\_games/individual\\_games](http://www.ausport.gov.au/participating/indigenous/games/traditional_games/individual_games)



**Work sample of a ball created with plasticine and leaves**

## Evaluate

### Lesson 7 Showing what we know

- Demonstrate to another class or at a school assembly some of the Indigenous games played during the unit. Use Standard Australian English and local Indigenous words on cards when demonstrating movements in the games.