

Staying alive

Indigenous perspectives curriculum links

Explore

Lesson 2 Stretch your senses

Some Indigenous people gather food from their environment. The women might gather food such as berries, yams and fruit, and the men might hunt animals using boomerangs, spears and throwing sticks. Some Indigenous children go hunting with adults from an early age and learn what bush foods they can eat and when they are available.

- Contact local Indigenous community members and/or Indigenous education officers and invite them to speak with the students about bush foods from the local area.
- Read *Ernie dances to the didgeridoo* or *When I was little, like you*. Discuss how the children are collecting and preparing food themselves and not relying on adults or going to the shop.

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

(Malbunka, M. (2003). *When I was little, like you*. Sydney: Allen & Unwin.)

Lesson 4 Space and shelter

Traditional Indigenous shelters varied in their style and construction to suit the environmental conditions. Short-term shelters might be simple windbreaks built from bark whereas a longer-term family house might be more substantial, including thatched grass.

- Invite members of the local Indigenous community and/or Indigenous education officers to share their knowledge of shelters with the students. Build a full-size or scale model of an Indigenous shelter. See www.det.wa.gov.au/education/abled/apac/lessons/pdfs/apac106.pdf



Students building a mia mia

- Discuss the environmental conditions that made these shelters necessary.

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Explain

Lesson 5 Take it or leave it

- Invite members of the local Indigenous community to share their knowledge with students about how their needs might be met by the environment. Read *Going for oysters* or *Pigs and honey*. Make a list of the things the Indigenous people needed to take with them to make their hunting trip successful.

(Adams, J. (1991). *Going for oysters*. Adelaide: Omnibus Books.)

(Adams, J. (1989). *Pigs and honey*. Adelaide: Omnibus Books.)

Elaborate

Lesson 6 How much water do I need?

Some Indigenous people use rivers and other water sources for bathing, preparing food, washing clothes and drinking.

- Discuss the kinds of places Indigenous people might look for water rather than using tap water.
- Watch the story *Kawtye! (Water!)*. Discuss how the boys find water.
See www.usmob.com.au/index.html