

AUSSIE MADE

LEARNING OUTCOMES

Having completed this badge the members will:

- demonstrate an understanding of Aboriginal culture, preferably as it relates to their local area;
- demonstrate knowledge of European settlement of the local area;
- express pride in Australia's cultural identity.

BADGE REQUIREMENTS

1. Investigate traditional life for Australia's indigenous people.
2. Investigate the impact of Aboriginal culture upon contemporary Australian society.
3. Research the European settlement and development of your local area.
4. Make and sample some Australian foods.
5. Create a list of Australian-made inventions.
6. Learn an Australian song or poem and perform it for your group.





Teaching ideas

1. Investigate traditional life for Australia's indigenous people.

Choose from the following topics:

11–13s 3 topics

14+ 5 topics

- Art;
- Music and dance;
- Bush tucker and food gathering;
- Artefacts;
- Language and stories;
- Sacred sites;
- Family structure and tribal society.

Allow the members to investigate these topics in ways that allow as much hands-on experience as possible, for example:

- Paint a picture or design body-art using the traditional colours – white, red, yellow, orange, brown and black. Experiment using different coloured clays where possible;
- Experiment with food – try some kangaroo, crocodile or emu meat;
- Make musical instruments such as tapping sticks, bullroarers, gum-leaf whistles and didgeridoos;
- Choreograph and perform a corroboree dance. Aboriginal dance usually told stories, e.g. men returning from a hunt. Members should also tell a story in their corroboree;
- Relate stories from indigenous folklore to other members;
- Visit areas in your community that have been identified as 'sacred sites' and learn about what each area means, preferably from a local Aboriginal elder;
- Have a guest speaker talk about the relationship between family and tribe.

2. Investigate the impact of Aboriginal culture upon contemporary Australia.

- Flags of the Aboriginal people and Torres Strait Islanders.

Leaders may like to purchase or make the two flags to display.

Ask the members to research the history of the Aboriginal Flag and the Torres Strait Islander Flag. Facts should include: who designed each flag; events that lead to the necessity of flags separate to the Australian National Flag; when each flag was officially recognised as a 'Flag of Australia'; what each colour and part of the flag design represents.

Construct an Aboriginal Flag and a Torres Strait Islander Flag, using the templates from **Handout 1**. You may use a variety of methods for this including paper chipping, collage, sewing, appliqué. Make the flags as large as you like keeping the relative dimensions.

- Indigenous people who have made a positive contribution to Australian society.

Aboriginal and Torres Strait Islanders have excelled in politics, law, music, sport, acting and art. Members are to research the lives of some of these people.

Teaching ideas

Suggested personalities are:

- Troy Cassar Daley
 - Cathy Freeman
 - Ernie Dingo
 - Christine Anu
 - Evonne Goolagong Cawley
 - Lionel Rose
 - Jimmy Little
 - David Gulpulil
 - Albert Namatjira
 - Mal Meninga
 - Neville Bonner
 - Paul Coe
 - Charles Perkins
 - Country music singer
 - Athlete
 - Actor, TV personality
 - Singer, dancer
 - Tennis
 - Boxing
 - Singer
 - Actor
 - Artist
 - Rugby League
 - Politician
 - Lawyer
 - Activist/soccer player, coach, administrator
- There are also many AFL and rugby league football players who could be researched.

Members may also investigate any local indigenous people who have impacted their lives. Alternatively, consider inviting one or two of these people to speak to the group about their life.

- Issues that have caused friction between indigenous and non-indigenous Australians.

You may use **Leader's Resource 1** to introduce the idea of differing views between the Aboriginal people and the early European settlers.

Some public issues that have created conflict between indigenous and non-indigenous Australians in contemporary society include:

- Aboriginal people had few rights – ineligible to vote;
- land rights – European settlers had taken tribal lands;
- 'Assimilation' policy and the 'Stolen generation' – children, who often had a European father, were taken from Aboriginal mothers;
- alcohol/petrol sniffing – the effects on traditional communities creating depression, violence, inability to work;
- health – rise in diabetes, cervical cancer, heart disease, stroke, low-birth weight in babies, high death rate in babies.

Members choose one topic to briefly research the issues involved and what has been done towards 'reconciliation'.

Reconciliation

Reconciliation for the Aboriginal people is a bringing together of the indigenous and non-indigenous Australians in an understanding over the issues that have caused friction.

Some important dates in reconciliation –

1957 – formation of NAIDOC (National Aborigines and Islanders Day Observance Committee). Came about from fighting for Aboriginal rights.

1967 – 92% of Australians vote to give Aboriginal people more rights.

1972 – Prime Minister McMahon says he will give Aboriginal people equal rights. He encourages them to preserve their culture.





Teaching ideas

1972 – The Whitlam Government acts to give Aboriginal people more control over their destiny.

1975 – Senator Neville Bonner moves to give Aboriginal rights over some lands (outcome – Mabo decision)

1991 – A report to Parliament says that there needs to be reconciliation between Aboriginal people and the Australian community if the injustices are to end.

1992 – The first meeting of the Council for Aboriginal Reconciliation which was formed as result of an act of Parliament.

Mid 1990s – formation of ATSIC (Aboriginal and Torres Strait Islander Commission)

Mid 2000s – Stolen Generation – acknowledgement has been made by the government of the improper removal and treatment of indigenous children.

2007 – Federal government sends teams of experts into communities to help address health issues.

2008 – New Labour Government says ‘Sorry ‘ to the ‘stolen generation’.

Handout 2 is a wordsearch puzzle using words associated with ‘reconciliation’.



3. Research the settlement and development of your local area.

European settlement in Australia began as a penal colony, although areas of coastline in the west and south had been charted in the 1600s by explorers such as Hartog, Tasman and Dampier. During the 1700s and early 1800s sections of coastline continued to be discovered and charted.

A timeline of early explorers is available on **Leader’s Resource 2**.

Some areas of Australia were settled in the early days by pioneers and freed convicts. Many of the areas such as the capital cities, major cities and towns developed from these settlements. As Australia grows many more areas are being developed into residential zones.

Members are to research the arrival of local settlers to their area, noting:

- year of settlement;
- what attracted settlers to the area, e.g. good for farming, valuable minerals were found;
- any prominent landmarks with historical significance;
- how did the people live;
- were there any hardships to overcome;
- any prominent characters, e.g. bushrangers, historical people;
- if the area is newly developed – what reasons are there for such development (e.g. urban sprawl), how does this compare to areas that were developed in the early 1800s or 1900s (e.g. in the provision of water, power and sanitation, community activities and entertainment.)



4. Make and sample some Australian foods.

Members either make or purchase the Australian foods they have researched and enjoy sampling them. Avoid any foods that may irritate allergies that some members have.

Teaching ideas



Handout 3 may be used to record the facts/recipes about the following Australian foods or foods named after notable Australians.

- **Lamingtons** named after Baron Lamington, Governor of Queensland 1896-1901.
- **Meat pie** considered an Australian icon – Sargents pies 1906, Four 'N' Twenty 1947 Each state has specific brands of meat pie peculiar to them.
- **Iced Vovo** created by Robert Liddle 1956, became Arnott's biscuit product in 1959.
- **Peach Melba** created by Auguste Escoffier 1892/3 in London in honour of Dame Nellie Melba – to reduce the coldness of the ice cream, fruit and sauce were added.
- **Pavlova** named after ballet dancer Anna Pavlova, early 1930s.
- **Vegemite** invented by Dr Cyril Callister from brewer's yeast, 1923.

Information on all these foods can be obtained on http://en.wikipedia.org/Australian_foods - Lamingtons, Australian_meat_pie, Iced_Vovo, Peach_Melba, Pavlova_(food), Vegemite.



5. Create a list of Australian-made inventions.

Australians have invented many useful items that are used not only in Australia, but around the world. Here is a list of some of them; (others may be found at http://inventors.about.com/od/australianinvent/Australian_Inventions.htm)

- **Boomerang** Australian aborigine – a throwing stick that returned.
- **Holden cars** 1948 first all Australian made car.
- **Refrigeration plant** 1858.
- **Hills hoist** rotary clothes line, developed and marketed by Lance Hill 1945.
- **Victa lawnmower** created in suburban Sydney 1952.
- **Black box flight recorder** 1958.
- **Electric drill** Arthur James Arnot 1889.
- **Bionic ear** allowing deaf children to hear.
- **Postage stamps** 1838 first pre-paid postage system.
- **Flexible wine cask** bag in the box.
- **Notepad** 1902 JA Birchall stacked paper on card and glued one end.
- **Potato peeler** 1964 plastic handle potato and vegetable peeler.

Members research at least one Australian invention and report to the group. Members should include in their report:

- the name of the invention;
- the invention's purpose;
- an illustration or actual item;
- the name of the inventor;
- when it was invented;
- any interesting story behind its invention, e.g. how or why it came to be invented;
- where the invention is used today.



Teaching ideas

-  6. Learn an Australian song or poem and perform it for your group.

The song or poem chosen may be from early composers and writers or can be contemporary.

This activity could be done in pairs, individually or as a group. If the poem is long, the stanzas could be divided amongst the group and then performed as a whole. Poems or songs could be performed at a Church Parade.

Some songs and poems are located on the website www.imagesaustralia.com/australian_songs.htm and www.en.wikipedia.org/wiki/.

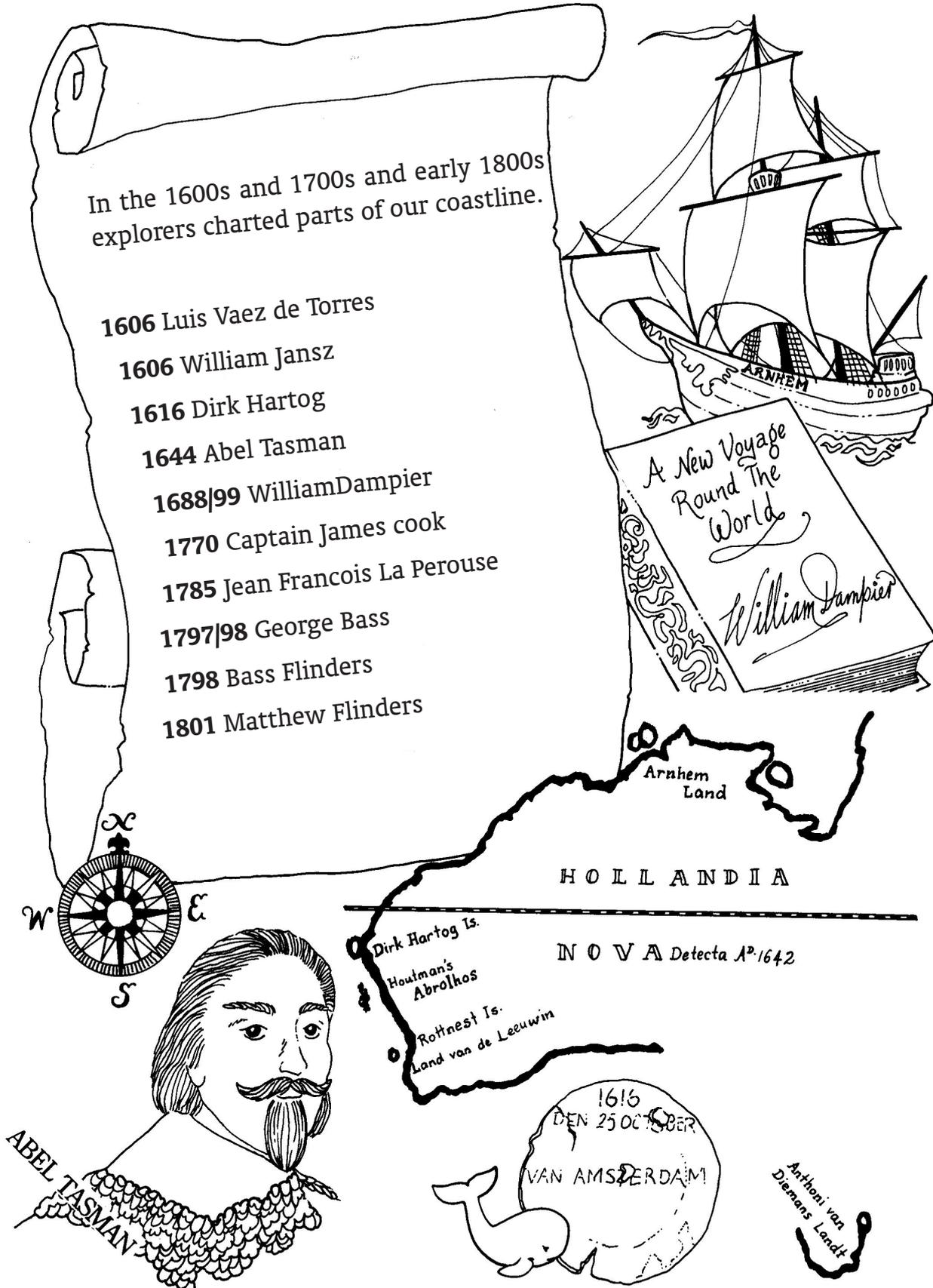
Leader's Resource 1

An insight into the two-sided view to early Australia

View of Aboriginal People		View of European Settlers
First European (Jansz) lands on Australia.	1606	First European (Jansz) lands on Australia.
Ship sails up east coast and lands occasionally.	1770	Cook sails up east coast. Notes happy lifestyle of Aboriginal people. Takes possession of eastern part of the continent.
The first of the people land and begin to build a settlement. Diseases kill many Aboriginal people.	1788	Phillip and the First Fleet land and start colony of New South Wales.
Settlers follow ancient Aboriginal trails and invade new areas over the Blue Mountains. Strange new animals push out native animals.	1813	Wentworth, Blaxland and Lawson find route into unexplored land over Blue Mountains. New land excellent for sheep.
Settlement spreads west. Under ' <i>terra nullius</i> ', the Europeans claim ownership over ancestral land of Aboriginal people.	1826	Major Edmund Lockyer lands at where Albany (WA) is today. He claims the western third of the continent for Britain.
New diseases spread rapidly through Aboriginal people. Many die without ever seeing a European.	1830	Charles Sturt explores and names the Murray River. He notes how diseases have affected many people, leaving them in poor condition.
Batman meets with Aboriginal people. They speak different languages so they cannot communicate well. Batman falsely claims to have bought land.	1835	John Batman explores land near where Melbourne is today. He trades land (245,000 hectares) for goods (blankets, flour, knives, scissors etc).
Aboriginal people resist invasion.	1848	Explorer Edmund Kennedy is killed after battle with Aboriginal people in north Queensland.
Burke, Wills and King are helped by Aboriginal people. They are given food. Only King survives by living with Aboriginal people.	1860/61	Burke, Wills, Grey and King cross Australia north to south. Only King survives.

Leader's Resource 2

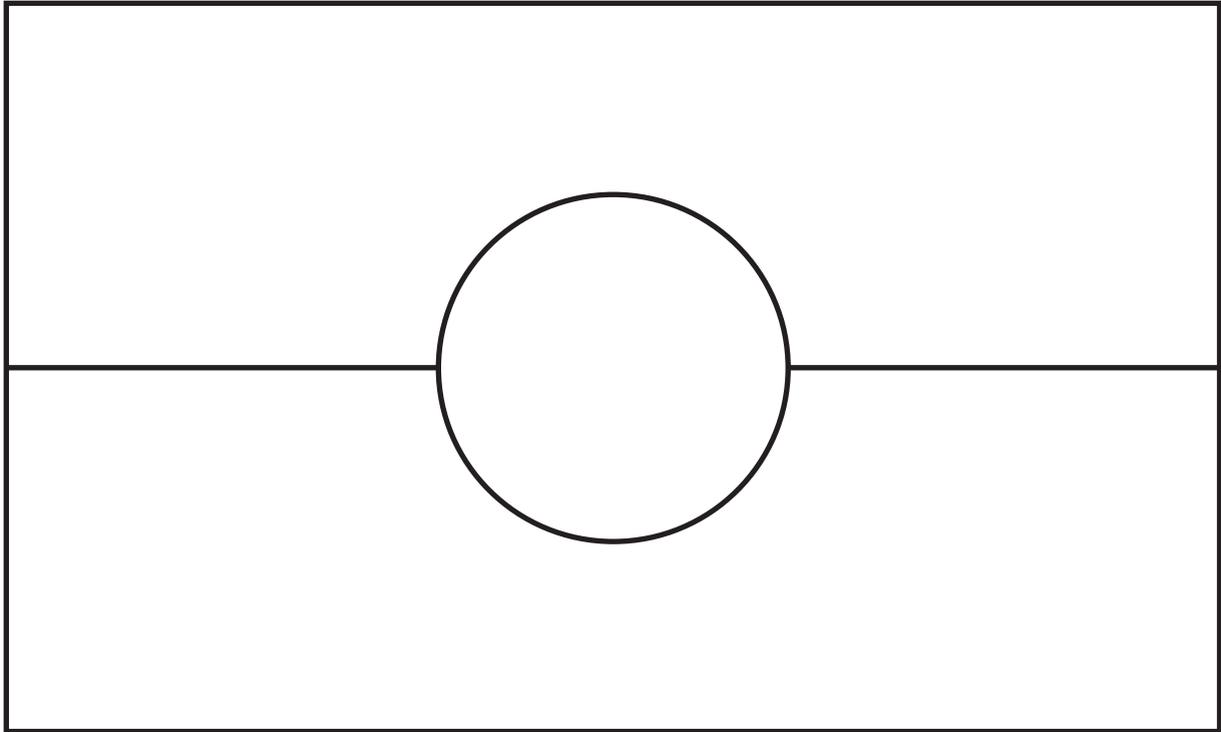
The discovery of Australia



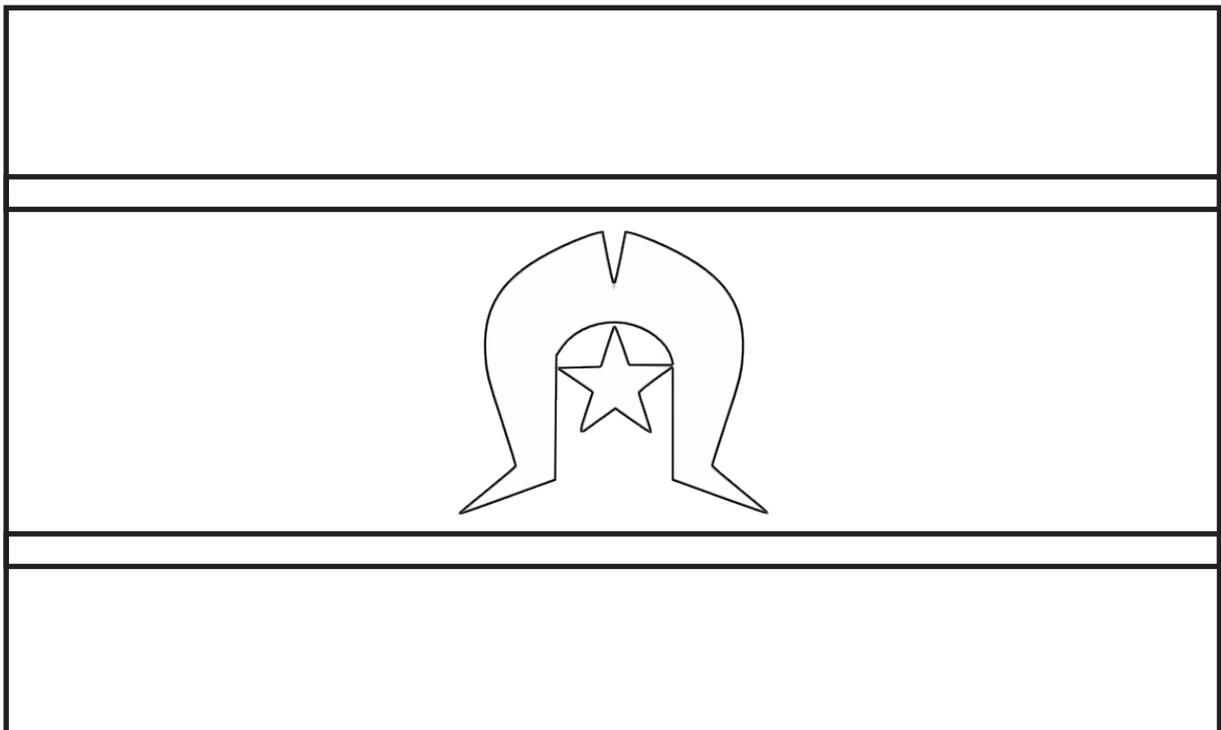
Handout 1 -

Guards/Rangers

Aboriginal Flag – Colour Top half – black, bottom half – red, add shape of sun and colour yellow.



Torres Strait Islander Flag – Colour top and bottom rectangle dark green, add blue stripe to centre with black stripes at top and bottom of this blue stripe – Star and Dhari (headdress) is white.



Handout 2 -

Guards/Rangers



Reconciliation wordsearch

Words to find:

Aboriginal
Torres Strait
stolen
culture
respect
assimilation

reconciliation
council
trust
justice
land

sorry
Naidoc
Mabo
sharing
history

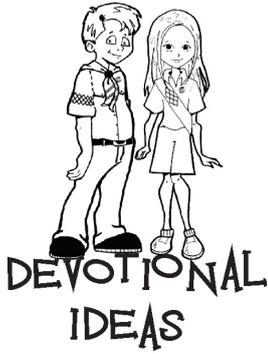
R	E	C	O	N	C	I	L	I	A	T	I	O	N
E	L	U	N	A	A	D	A	X	B	R	J	M	A
S	E	L	E	D	S	C	N	Q	O	U	U	I	I
P	I	T	H	O	T	C	D	T	R	U	S	T	D
E	R	U	Y	K	O	G	I	K	I	S	T	R	O
H	E	R	T	I	L	E	D	E	G	X	I	U	C
I	R	E	S	P	E	C	T	C	I	A	C	S	O
S	O	R	R	Y	N		I	N	N	E	H	K	
T	M	A	B	O	B	A	S	H	A	R	I	N	G
O	A	S	C	O	U	N	C	I	L	U	D	X	O
R	A	S	S	I	M	I	L	A	T	I	O	N	O
Y	A	T	O	R	R	E	S	S	T	R	A	I	T

Handout 3 -

Guards/Rangers

Australian foods

Food	History/ Manufacturer	Recipe
		
		
		
		



Devotional ideas



1. **Title:** Big dreams
Bible: Psalm 37:4
Thought: God can make our dreams come true

Jason Stevens played Rugby League with the Cronulla Sharks and represented NSW and Australia in Rugby League. His skill, size and strength made him one of the best front row forwards in the world. Though this is interesting enough Jason became as well known in Australia for his strong stand against sex before marriage and he is happy to tell people how he invited Jesus to become his leader.

'I used to be full of insecurities and I did all kinds of things to gain acceptance from my friends. Even when I began to reach high levels in the football world I found that my self-confidence came from praise from my coach or lots of dates with pretty girls.

But when I accepted that God loved me I began to see who I was created to be. The best decision I ever made was to give Jesus the keys to my life so that He could fulfil my dreams and help me to lead a life that's worth living and that I'm proud of,' Jason said.

Psalm 37:4. Have someone read this verse.

This is Jason's favourite Bible verse and he says that it encourages him because it tells him that when he obeys God then God will help him to fulfil his dreams.

'The Bible shows you how to be a real man,' Jason continues. 'I really relate to the lives of David, Joseph and Moses, because these were men who struggled with issues in their lives and made mistakes. But they were patient, persistent and kept believing that they would receive the things that God promised them.'

Jason makes us really think about what we want. Jason learned that when he was prepared to do what the Lord wanted him to do then the Lord started to help Jason fulfil his dreams.

Prayer: Lord, we thank you that you can help us become the best people we can be. Help us to dream big and then watch You help those dreams come true as we serve and obey You.

Devotional ideas



2. Title:

A true Aussie

Bible:

Deuteronomy 10:17 - 20

Thought:

We have a part to play in making the world a better place



Neville Bonner was born on Ukerebagh Island, in the mouth of the Tweed River. His mother was an Aboriginal but he never knew his father because he had returned to England before Neville was born. When Neville was about five his family went to live with his grandparents in a camp on the banks of the Richmond River near Lismore in north New South Wales. His

grandmother spoke beautiful English and insisted that Neville speak properly and learn to read and write. Apart from one year of formal education this was his only education.

Neville was heart broken when his grandmother died and he packed his swag to find work. He became a rough-rider, taking part in rodeos, buck-jumping and bullock riding, he worked as a stockman in Queensland and eventually became head stockman at the Mount Emu Plains station. He married Mona Banfield in 1943 and they had five sons and two foster daughters.

In 1967 a major breakthrough in Aboriginal rights occurred when a referendum permitted Australia's Aborigines to vote and be included in the national census. Neville decided that he needed to take an interest in changing the way his people lived and he entered politics. In 1971 Neville Bonner became Australia's first Aboriginal Senator. 'For the first time in the history of this country there was an Aboriginal voice in the parliament and that gave me an enormous feeling of overwhelming responsibility,' he said. 'I made people aware of indigenous people. I think that was an achievement.'

Throughout his political career Senator Bonner fought strongly against racial discrimination and a number of times suffered personal indignities because of his colour. He was chosen as Australian of the Year in 1979 and awarded the Order of Australia in 1984. Neville Bonner served Parliament for 12 years and died in 1999. He will be remembered for his political wisdom, his sincerity, for his kindly good humour and ready smile, and for being a gentleman in the best sense of the word.

Neville's grandmother had taught him about Jesus. He recognised many similarities between his Christian faith and the Aboriginal spirituality taught to him by his grandfather. He believed that God was in control of the world but also that everyone has a part to play in improving the world.

Read Deuteronomy 10:17 - 20

This passage talks how God cares for the weak. He relies on His people to improve the lives of the poor and weak. Neville Bonner is a good example of someone who did this, not only for his own people but for many people. We too, can play a part to make the world a better place by helping those less fortunate than ourselves.

