

FIRST AUSTRALIANS

LEARNING OUTCOMES

Having completed this badge members will:

- investigate some of the traditional ways that Australia's indigenous people lived;
- explore the existence of local indigenous tribe/s;
- celebrate Australia's indigenous people and their contribution to the nation;
- define the term 'reconciliation' and how it applies within Australia.

BADGE REQUIREMENTS

1. Investigate some of the traditional ways that Australia's indigenous people lived.
2. Discover which tribe/s lived or live in your local area.
3. Find out about some well-known indigenous people.
7-8s 2 people
9-10s 3 people
4. Participate in a celebration of Australia's indigenous people.
5. Tell a legend from Aboriginal culture to your group.

ADVENTURERS
SUNBEAMS



CATEGORY

The World
and Me

TIME FRAME

Four - five
weeks

AIM

To help the
Adventurers/
Sunbeams
better
understand
Australian
indigenous
culture.



THE SALVATION ARMY



YOUTH & CHILDREN'S
MINISTRIES



Teaching ideas



1. Investigate some of the traditional ways that Australia's indigenous people lived.

This badge requirement may be worked in groups for the different areas of investigation and each group report their findings or it may be done all together.

Prepare posters, information boards or PowerPoint presentations to make an exhibition of the members' investigations into the traditional ways Australia's indigenous people lived.

- Shelter
- Language
- Tools/weapons
- Utensils
- Food
- Music, dance and art

oldest surviving culture in the world – some background information

Aboriginal culture is one of the oldest surviving cultures in the world. The culture was passed on by word of mouth from one generation to the next by the elders telling the children stories about how to live, to hunt and gather food, to celebrate and about life in the spiritual world.

From the time of European settlement, a lot of Aboriginal culture was lost due to introduced diseases. In some places whole groups of people were killed by diseases and so their own unique culture could not be passed on.

Some Aboriginal children were taken from their families with the thought that they would be given a better chance for education and to fit into the European way of living. Unfortunately for these people as they grew up, they no longer had access to the story telling of the elders and their families and so were no longer able to speak their indigenous language or know about their culture and traditions.

Many Aboriginal people celebrate that their culture has been able to survive the last two hundred years. It was thought that Tasmanian Aboriginal people had all died, but enough have survived to keep their culture alive.

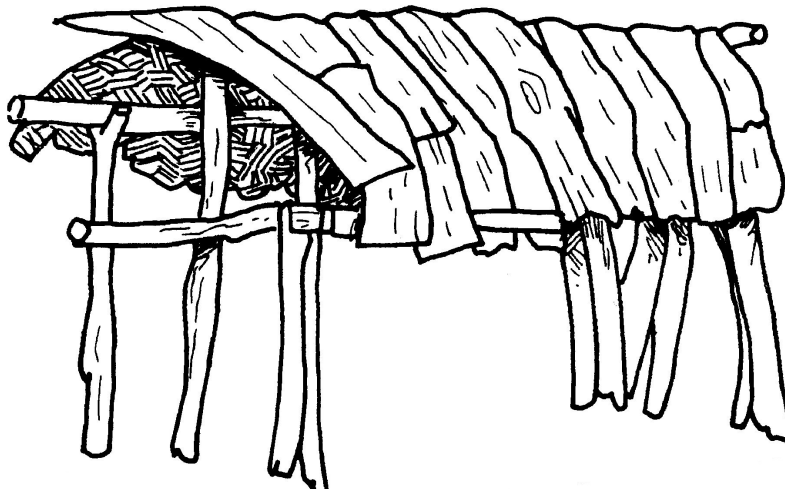
shelters

Aboriginal people used different types of shelters to protect themselves from the weather.

Type of shelter	Places found in Australia
Huts with stone walls	in cold areas, such as Victoria
Caves	in many parts of Australia, often the walls of the cave shelter were painted
Shelters made from bark and branches	throughout Australia – to protect from wind and rain, could be made in a short time

Teaching ideas

Members draw pictures or construct models of shelters using sticks, branches, bark and/or play dough. Encourage the members to paint a 'cave' drawing illustrating an Aboriginal story.



Language

Most Aboriginal languages are unique to tribal areas. Aboriginal words are used every day. Here are just a few place names and their meanings.

Canberra (ACT) – a meeting place

Kalgoorlie (WA) – three tracks

Ballarat (VIC) – a camping place

Coolangatta (QLD) – a splendid view

Lirambenda (NSW) – a creek

Oodnadatta (SA) – flowers of the mulga

Illawarra (NSW) – pleasant place by the sea

Members find out if there are any aboriginal words in their community and what they mean. Use **Handout 1** to compile a list of seven place names and their meanings and the meanings of some everyday words the members will be familiar with.

Tools/Weapons

Aboriginal tools and weapons were made from wood, stone and plant fibres.

Members make a list of the traditional weapons and tools that were used by the Aboriginal people. Investigate how they were made and what they were used for.

Items to include:

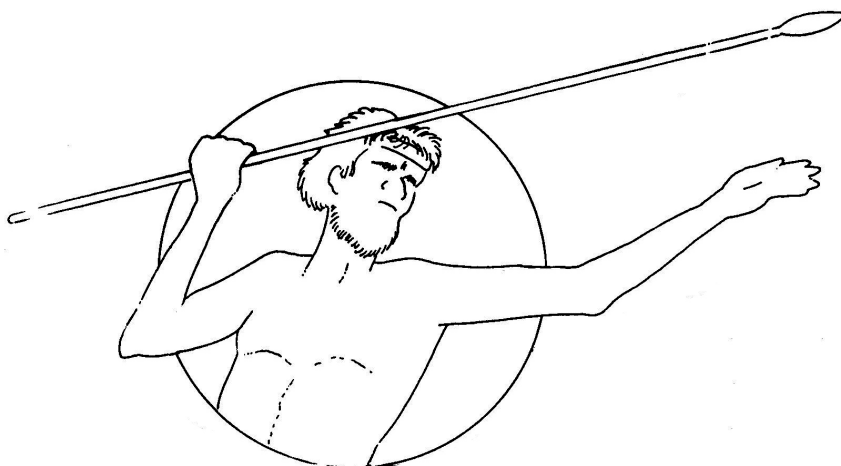
- Spears
- Boomerangs – different varieties
- Woomeras
- Axes
- Clubs
- Knives



TEACHING
IDEAS



Teaching ideas



Game – have a spear and/or boomerang throwing competition, to see who can throw the greater distance or whose boomerang will come back!

Make some of the tools or weapons investigated from wood, cardboard, sticks or stones. Use **Handout 2** to draw a picture of an Aboriginal man out hunting for a kangaroo.

Utensils

Utensils were used in and around the camp for transportation, hunting and food gathering.

Type of utensil	How made
Canoes	bark cut from tree trunks or hollowed from a tree trunk, only form of transport other than walking
Bowls/cups	carved from wood, bark or from plaited plant fibres
Baskets/bags	woven from tree vines or stringy bark
Digging sticks	made from strong thin branches, used to dig into the ground for food
Knives	made from sharpened stone

Members make models or draw pictures of these items for the exhibition.

Food

Men hunted and women gathered food. Traditional Aboriginal people ate food from their environment.

Aboriginal food can be put into four food groups:

1. plant food
2. seafood
3. land animals
4. insects

Members investigate different foods that the Aboriginal people ate, for example, varieties that men hunted and varieties that women gathered. How was the food provided and prepared? Do we eat similar foods today?

Teaching ideas

Here is an example of one food type.

Food	Type of food	Provided by...	How prepared and cooked	Similar food today
Yams	Roots of plants	Women using digging sticks, usually left a piece of yam in the ground to grow into a new plant	Some sweet/ some bitter. Usually peeled or soaked in water as parts were poisonous. Could be eaten raw. Usually roasted in coals of fire. Could be mashed and then cooked in fire.	Potatoes Carrots Sweet potatoes



Use **Handout 3** to record the members' findings.

Music, dance and art

Music, dance and art are ways the Aboriginal people communicate with each other and pass on traditional culture.

Music was performed in its simplest form of chanting, together with the drone of the didgeridoo, the whirring of the bullroarer, the pitching of the gum-leaf and the constant clack of tapping sticks and boomerangs hit together. Music and dance were used as tools of communicating to the tribe and celebrating special events such as the completion of a good hunt. It was also a way of communicating with the spirit world known as the Dreamtime.



TEACHING
IDEAS

Teaching ideas

The celebration **dance** is called a corroboree. The Aboriginal people paint their faces and bodies with red, yellow, white and black paint in lines and patterns on the skin. Didgeridoos and tapping sticks feature in corroborees.



Members to listen to Aboriginal music and view an Aboriginal dance to choreograph a corroboree. Encourage them to make their own didgeridoos and tapping sticks to accompany the dance. This could be performed at the exhibition or to other members. Body art/painting is an important part of the corroboree or ceremony. Supply some face paint for members to decorate their faces for the 'corroboree'.



Teaching ideas

Art is very important to the Aboriginal people. Traditional art uses the earth colours of black, white, red-brown and yellow. Show the members examples of Aboriginal art either from artefacts or books on the subject. The main types of art are:

- Cave art
- Bark painting
- X-ray art
- Body painting
- Hand stencils
- Dot and circle art



Paint colour	Colour source
Black paint	Made by mixing up charcoal from a fire
White paint	Made by mixing white clay with water
Red-brown paint	Made by grinding rock or clay that is found in some river banks
Yellow paint	Made by mixing yellow clay with water

On **Handout 4** members make a traditional Aboriginal design which can be transferred onto some bark, or as the pattern to decorate the didgeridoo, for body painting or decorating a boomerang. Use only the four traditional colours.

2. Discover which tribe/s live or lived in your local area.

A guest speaker may be invited to speak to your group. Alternatively, research local tribes on the Internet - www.foundingdocs.gov.au/pathways.asp; www.detya.gov.au; www.aiatsis.gov.au; www.aiatsis.gov.au; www.teachers.ash.org.au/aussieed/reference_aboriginalaustralia_2.htm

A map is available for purchase through AIATSIS (Australian Institute of Aboriginal and Torres Strait Islander Studies).

Organisations to contact in your local area:

- Shire or Municipal Council
- Historical Society
- Known indigenous group/s or local tribal land council



TEACHING
IDEAS



Teaching ideas

Using a map of the local area, record the members' findings of tribal areas so that it can be added to the exhibition about Australia's indigenous culture.



3. Find out about some well-known indigenous people:

- 7-8s 2 people
- 9-10s 3 people

Research the life of several indigenous people and give the reason they are well-known. You may use the information on **Leader's Resource 1** or you may choose indigenous people who are better known to members.



4. Participate in a celebration of Australia's indigenous people.

Flags of Australia – Aboriginal Flag and Torres Strait Islander Flag

Leaders may like to obtain and display the Aboriginal Flag and the Torres Strait Islander Flag.

These flags may be a focal point of your 'celebration of Australia's indigenous people'. The Aboriginal Flag and the Torres Strait Islander Flag have their place in contemporary Australian culture.

The Aboriginal people and Torres Strait Islanders had lacked identity. When the Aboriginal people challenged the Australian Government over land rights it was noticed that they needed to be more visible and the idea of a flag was conceived by Harold Thomas in 1971. The flag was designed to be an eye-catching rallying symbol for the Aboriginal people and a symbol of their race and identity.

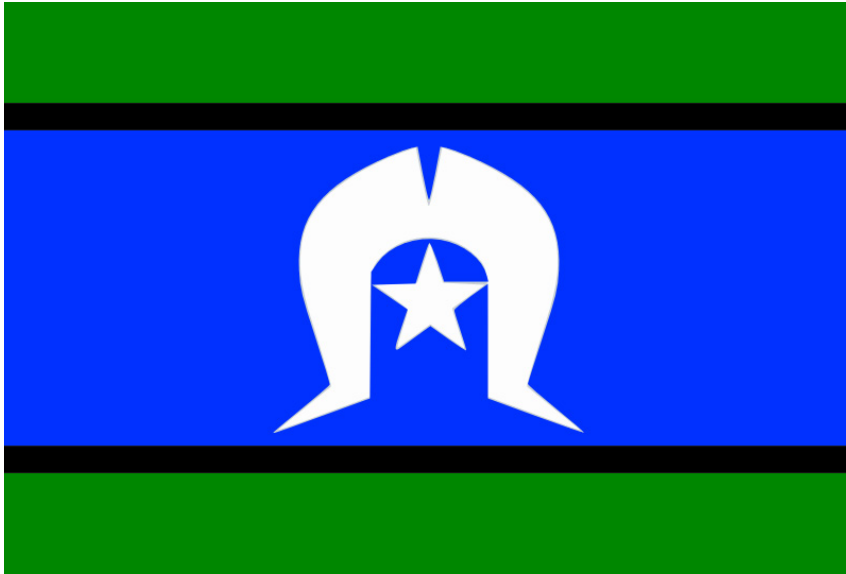
The black represents the Aboriginal people, the red the earth and their spiritual relationship to the land, and the yellow the sun, the giver of life.



The Aboriginal Flag was first flown in Adelaide on National Aboriginal Day 1971 and became well-known after being flown above the Aboriginal 'tent embassy' outside the old Parliament House in Canberra. It was legally recognised by the Australian Government in July 1995 and was proclaimed a 'Flag of Australia'.

As with the Aboriginal Flag, the Torres Strait Islander Flag is beginning to be flown more widely and gaining more recognition as indigenous issues gain more prominence in Australia. The Torres Strait Islander Flag was designed by Bernard Namok of Thursday Island.

Teaching ideas



The green stripes represent the land, the black stripes represent the people, and the blue the sea. The flag as a whole symbolises the unity of all Torres Strait Islanders. In the centre of the flag is a white Dari (headdress) which is a symbol of Torres Strait Islanders. The white five pointed star beneath it symbolises the five major island groups and the navigational importance of stars to these sea-faring people. White represents peace between the island groups.

The Torres Strait Islander Flag was proclaimed an official 'Flag of Australia' in July 1995.

Use **Handout 5** to reinforce teaching about the Aboriginal Flag and the Torres Strait Islander Flag or help the members create larger versions using collage materials.

'Reconciliation' may be part of the teaching for your group. This will be a local choice and information may be obtained from Elton Publications – Towards Aboriginal Reconciliation.

To participate in a celebration of Australia's indigenous people you may:

- Attend and/or participate in a local community event which highlights Aboriginal culture (www.immi.gov.au; Get involved 1800 331100 Council for Multicultural Australia)
- visit a centre for indigenous studies;
- hold a SAGALA occasion exhibiting posters, information boards, PowerPoint presentations, crafts and models of indigenous artefacts, and examples of story telling, music and dance that the members have prepared during badge work. This event could be open to the Corps or could coincide with a Church Parade.



Teaching ideas

5. Tell a legend from Aboriginal culture to your group.

Use the following legend or a legend from another source, such as the library or local tribal council, to tell to your group.

The Rainbow serpent

The Rainbow Serpent was very big. Like all snakes, it was covered with scales. Each scale had all the colours of the rainbow. It was a beautiful serpent.

As the huge Rainbow Serpent slithered through the land, it left holes where it had been. When the rain came, the long holes filled with water and became rivers.

Sometimes the Rainbow Serpent stopped to sleep. He curled up in a circle and made a round hole in the ground. When the rain came, the round holes filled up with water. They became lakes and billabongs.

Wherever the Rainbow Serpent went, he lost some of the colour from his scales. His scales gave colour to the plants, animals, sand and rocks.



Traditional rock art – serpent

Use **Handout 6** to illustrate this story. The members can colour the Rainbow Serpent in all the colours of the rainbow.

Other legends and myths can be found through the website <http://myths.allinfoabout.com>



Modern day art – rainbow serpent

Leaders' resource 1

Cathy Freeman – Athlete

- born 1973 Mackay Queensland
- first gold medal in athletics at school aged 8
- coached by step-father until 1989
- family helped raise money to send Cathy to competitions in Sydney, Canberra and Melbourne
- 1989 family moved to Brisbane
- 1990 moved to Melbourne

Achievements –

1990 Commonwealth Games New Zealand

Gold medal 4 x 100 metres relay team member

1994 Commonwealth Games Canada

Gold medals 200 metres and 400 metres

Carried the Australian Flag and the Aboriginal Flag on her lap of honour – caused some controversy but was praised by public opinion

2000 Olympic Games Sydney

Honoured by lighting Olympic flame at the Opening Ceremony

Gold medal 400 metres



Leader's resource 1 (contd)

Troy Cassar Daley – Country music singer

- born Grafton, New South Wales
- introduced to country music at an early age
- Mum – Aboriginal, Dad – Maltese
- Mum worked on the railways as a cook – Troy would travel with her from time to time
- went to Tamworth Music Festival aged 19
- given opportunity to tour in outback Australia where he has been able to experience the depths of his Aboriginal culture



Leader's resource 1 (contd)

Christine Anu – dancer/singer

- born 1970 Cairns, Queensland
- mother from Saibai Island (off south coast of Papua New Guinea)
- father from Mabuiag Island (centre of Torres Strait)
- family came to Queensland when grandparents set up a mission at Bamaga (near Cape York)
- father played guitar for family sing-alongs
- admired Young Talent Time on TV as a child
- first became known as a dancer – graduated 1992, performing in Australia and overseas.
- Moved to Sydney
- 'My Island Home' (written by Neal Murray) the feature song of third single release – became Christine's trademark
- has become a role model and spokesperson for indigenous people



Leader's resource 1

Ernie Dingo

- born 1957, 500 kilometres north of Perth, Western Australia
- from Yamatji tribe
- tribal name – Oondamooroo
- totem – black cockatoo
- likes sport – Aussie rules: West Coast Eagles; Basketball: Perth Wildcats
- actor – seen in Crocodile Dundee II
- TV personality – features in The Great Outdoors
- has become a popular Aboriginal person in Australia



Handout 1 -

Adventurers/sunbeams

Find the meanings of these words:

billabong _____

corroboree _____

didgeridoo _____

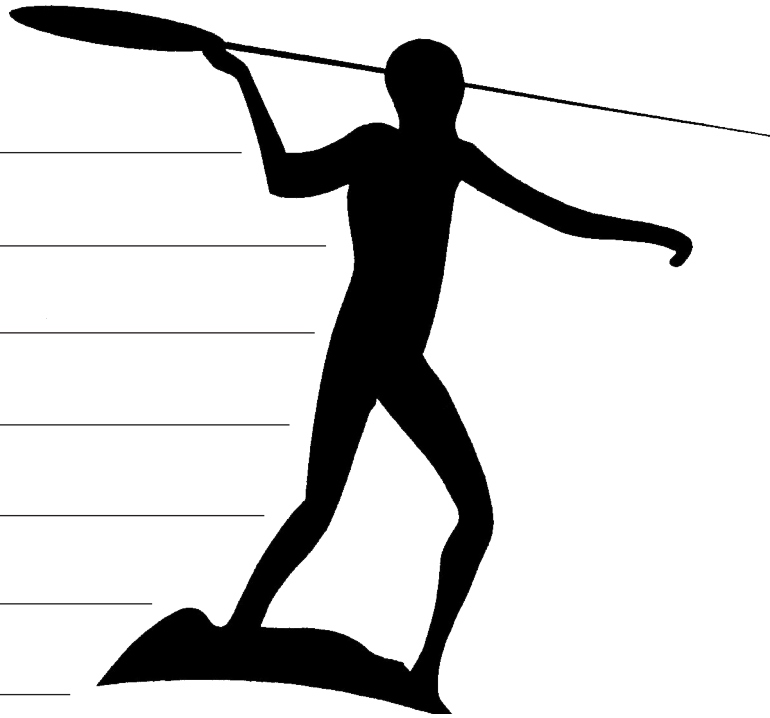
yabby _____

waratah _____

budgerigar _____

galah _____

willy willy _____



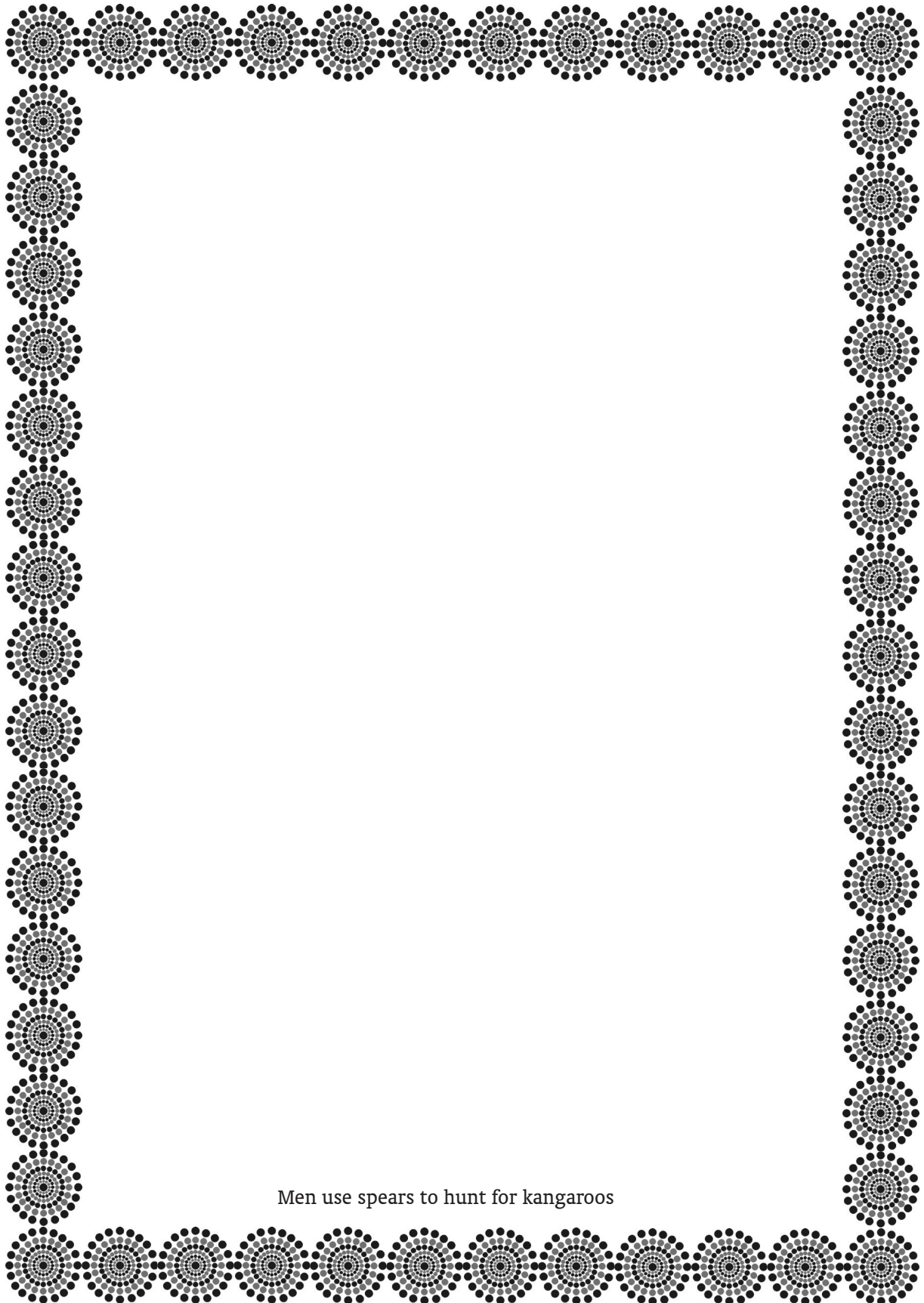
Make a list of seven place names that are Aboriginal words and explain their meanings.

Mallee means scrub or dwarf eucalypts.

Handout 2 -

Adventurers/sunbeams

Draw a picture



Men use spears to hunt for kangaroos

Handout 3 -

Adventurers/Sunbeams

Put these foods into the correct groups.

Fish, fruit, moths, kangaroos, crocodiles, honey ants, lizards, roots, turtle eggs, bees, wombats, seashells, seeds, yams, snakes, grubs.

Plant food

_____	_____
_____	_____

Seafood

_____	_____
_____	_____

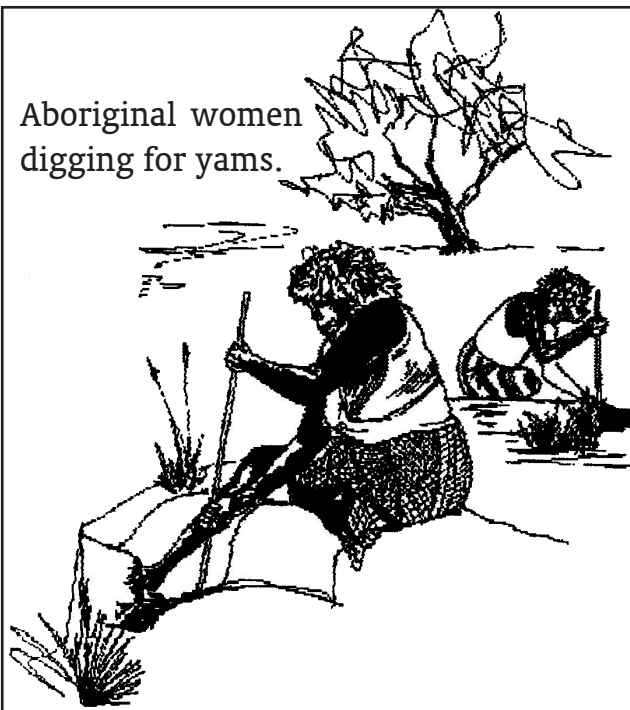
Land animals

_____	_____
_____	_____

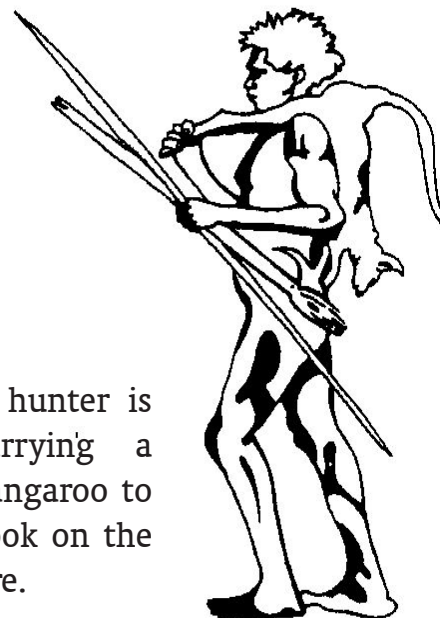
Insects

_____	_____
_____	_____

Aboriginal women
digging for yams.



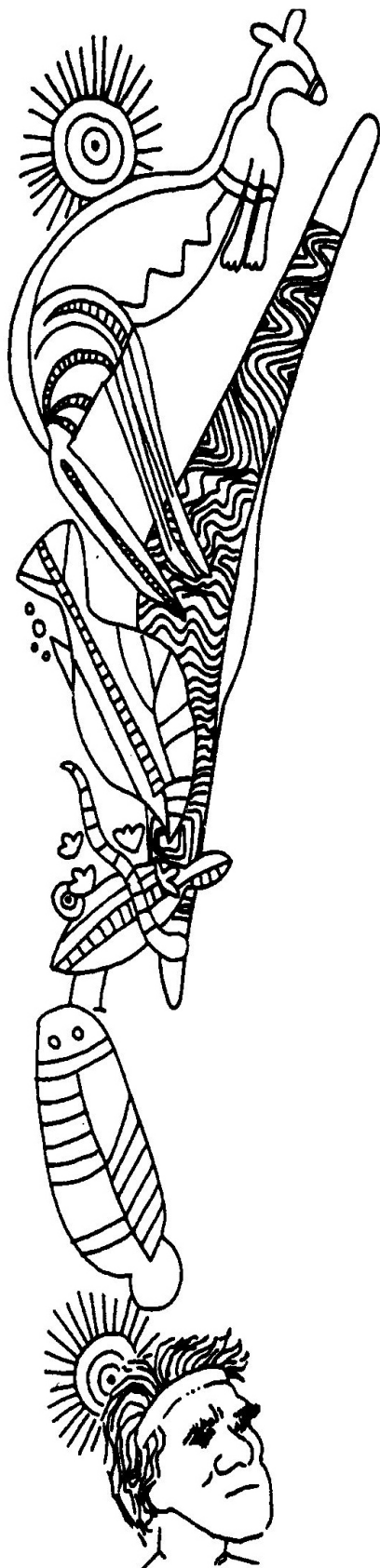
A hunter is
carrying a
kangaroo to
cook on the
fire.



Handout 4 -

Adventurers/sunbeams

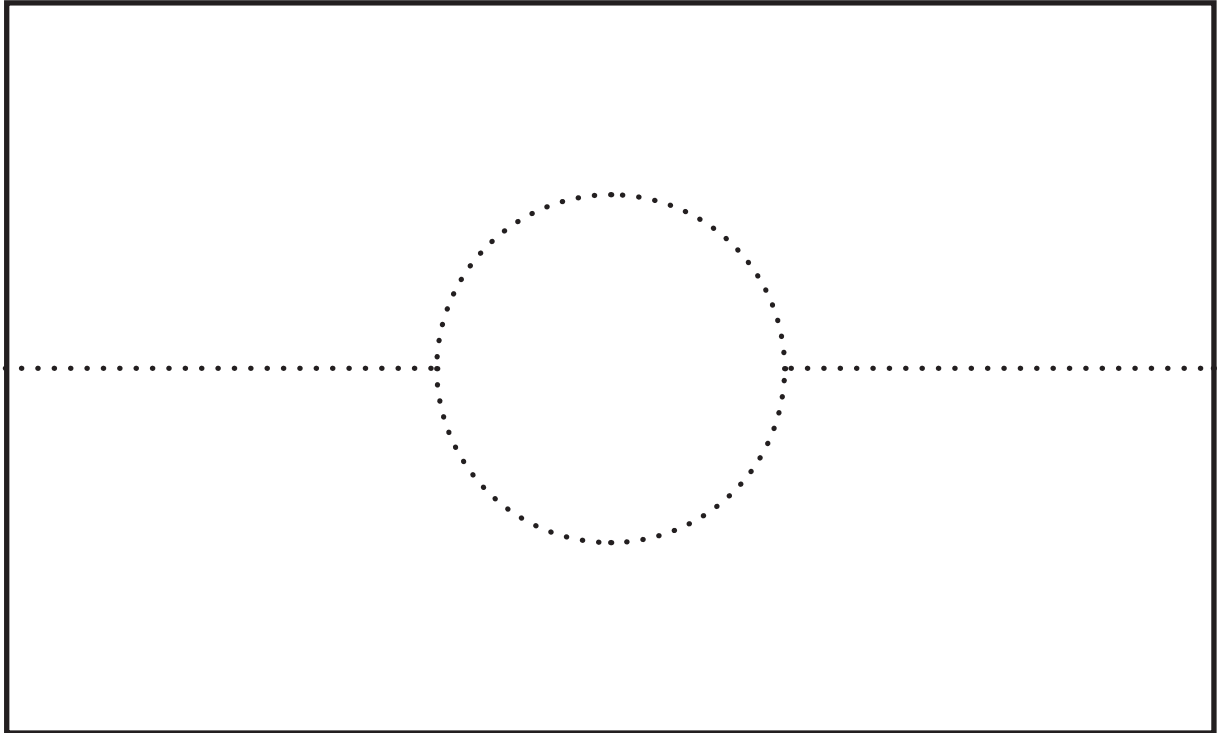
Aboriginal painting design



Handout 5 -

Adventurers/sunbeams

Complete the Aboriginal Flag



What do these colours represent:

Black:

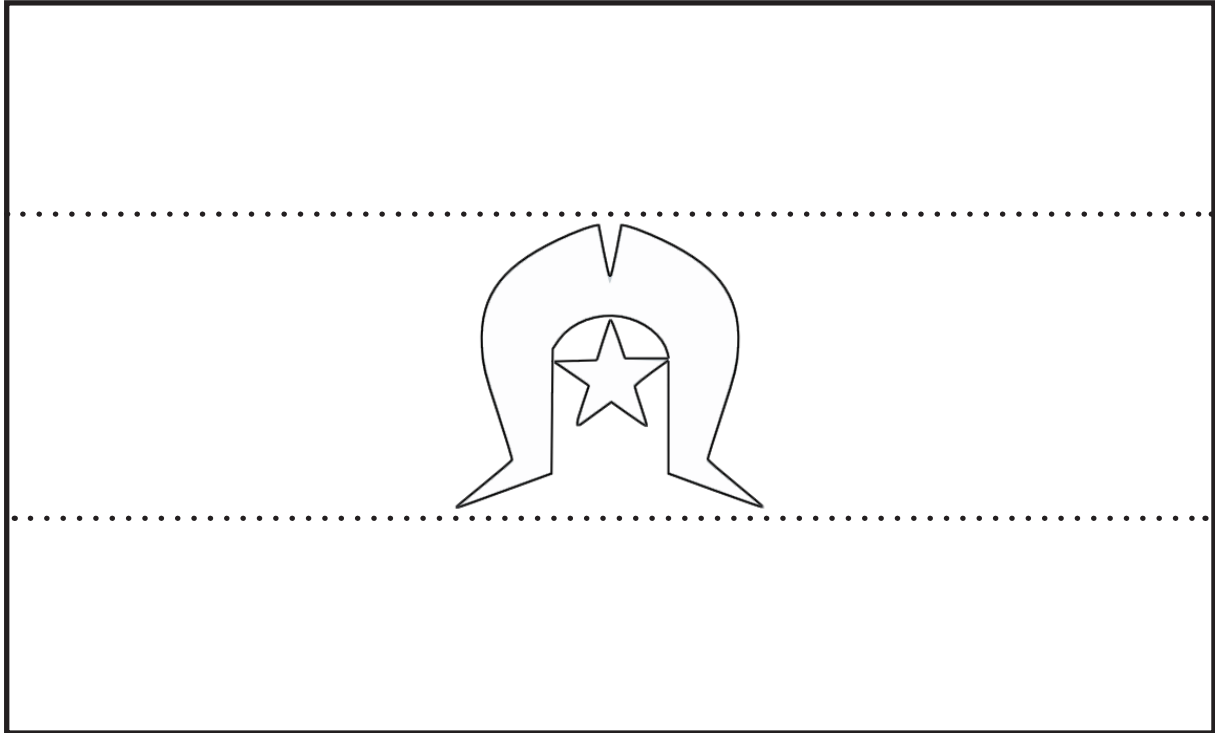
Yellow:

Red:

Handout 5 - (contd.)

Adventurers/Sunbeams

Decorate and colour the Torres Strait Islander Flag



What do these represent:

Black: _____

Blue: _____

Green: _____

White: _____

Star: _____

Dhari: _____

Handout 6 -

Adventurers/sunbeams

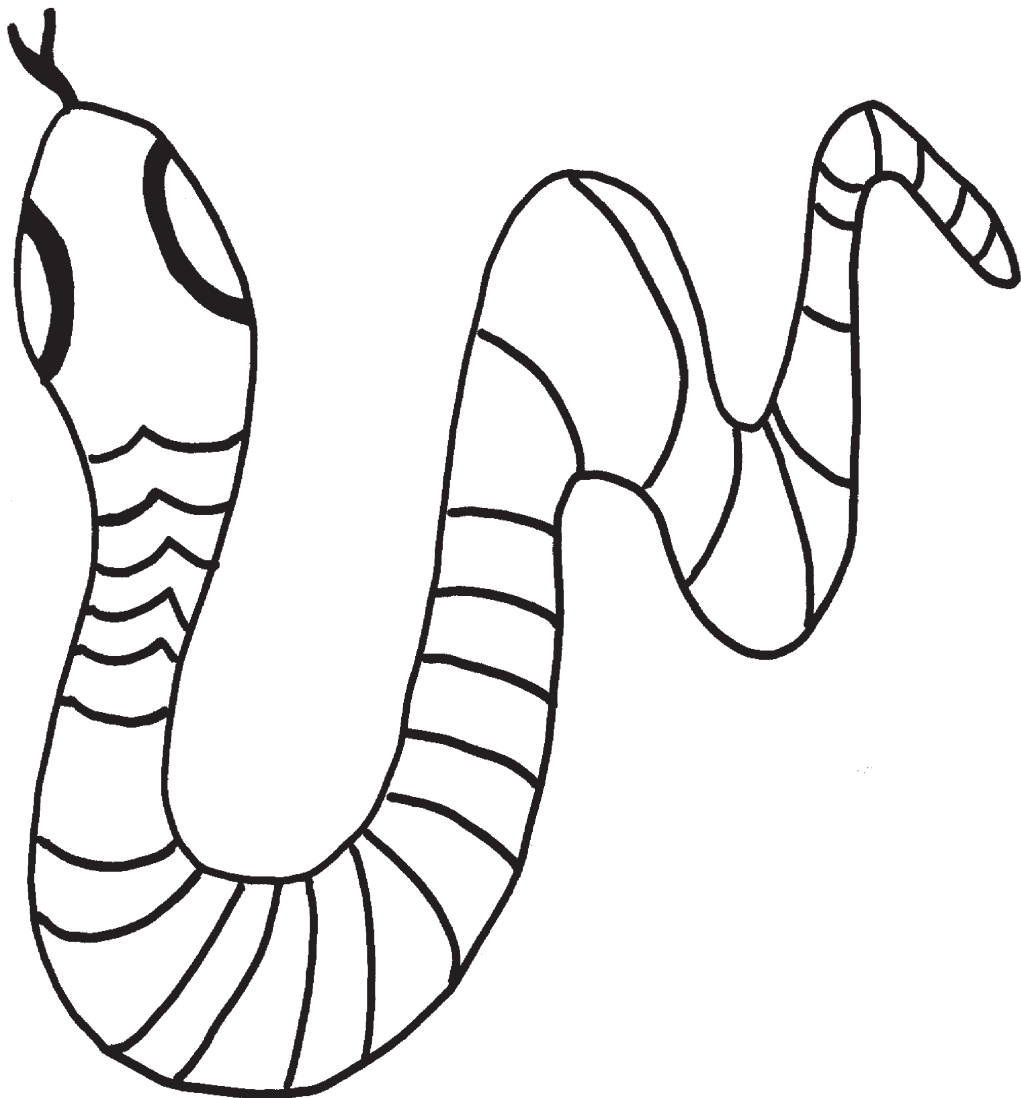
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Devotional ideas



1. **Title:** God loves all people
Bible: Luke 13:26
Thought: We are all special in God's sight
Supplies: Some small rewards, text written out for all to read.

We've been learning about Aboriginal culture and how different some of their foods and customs are to ours. Can you think of some of them? (Allow time for a short discussion.)

Does this make them better than us or us better than them? We are different in some ways but we are all of equal value to God.

How do I know that is true? There are many people in the world who think they are smarter or better than people of other races. What does the Bible say?

There are many verses that tell us that God loves everyone and Jesus died for the whole world.

The verse we are going to think about today is found in Luke's gospel.

Have someone read Luke 13:26,

'People will come from the east and the west, from the north and the south and sit down at the feast in the Kingdom of God.'

(Now show the version that you have written out onto a board, chart, or Overhead Projector Transparency.)

Ask the young people to read it through with you. You may like to use several ways of reading it, e.g. all the members who have blonde hair read it, all the members who are 9 or 10 read it. Once you think they have learned it, cover it over and ask for some volunteers to repeat it. Give a small prize to those who can.

(Show it once again with everyone reading it.)

When we think we are better than people from other races, we need to remember this verse.

Pray: Thank you God that you love everyone, no matter what race we are. Help me to be kind to everyone, especially to those who are different to me.

Devotional ideas



2. Title: Caring for God's World

Bible: Genesis 1: 28

Thought: We all have to look after God's world

Supplies: Pictures of aboriginal methods of working and living in their environment

When God created the world He told the human beings that He was putting them in charge of the fish, the birds and all the animals.

Read Genesis 1:28.

And God blessed them and said, 'Have many children so that your descendants will live all over the earth and bring it under your control. I am putting you in charge of the fish, the birds and all the wild animals.'

Over the years some people took this to mean that God was telling them they were to be the master and could do what they liked with His creation. So many cruel things were done by unthinking people.

But God was really telling them to be good managers of the earth. Good managers know they are to look after what is under their control. They are to build up, not destroy.

And that is something that aboriginal people living in their traditional way have done really well.

Can you think of ways that they managed the environment?

(Try to get such ideas as these and use the pictures to jog their memories.)

- The women left part of the yam in the ground so that it would regrow.
- They always used what was around them naturally to make their shelters.
- Nothing was hunted just for sport.
- When they had a good hunt everyone was invited to share in the food.
- They learned to make colours from their environment.

When one place was almost hunted out they would move on and so allow the land to regenerate. That made them good managers of the land.

Every human has the responsibility to look after God's world. How well do I do this?

Prayer: Lord, help me to be a good manager in the part of your world where I live. Help me to replenish and not destroy and to appreciate all that You give us. Amen.



DEVOTIONAL
IDEAS