



Theme: National Reconciliation Week

Intro: National Reconciliation Week (NRW) is a time for all Australians to learn about our shared histories, cultures, and achievements, and to explore how each of us can contribute to achieving reconciliation in Australia.

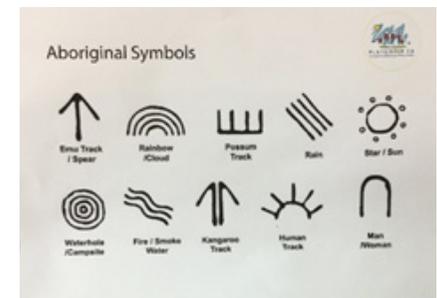
Sensory activity: Sand Art

Aboriginal Art consists of symbols and were used as a way of communication. Symbols used showed the different things or objects that were around them. Look at the Aboriginal symbol sheet and have a go at recreating the symbols in sand.

Children will need: Trays, sand, small sticks, Aboriginal symbols. (See attached)

Instructions: Place sand into trays and put symbol templates in a visible space. Children can use the sticks or their fingers to recreate the symbols into the sand. Sand Art is a great opportunity to engage with the children and discuss what they are drawing in the sand.

Fact: Aboriginal Art is one of the oldest art forms, with examples in Western Australia estimated to be up to 40 000 years old.



Learning Outcome 1: Children have a strong sense of identity.



Coordinator extension ideas and group time guide

Outside activity: Yarning Circle

The use of a yarning circle (or dialogue circle) is an important process within Aboriginal culture and Torres Strait Islander culture. Using a yarning circle as an activity, enhances childrens' understanding of Aboriginal and Torres Strait Islander culture.

A Yarning Circle is a safe space where all participants can talk and are listened to and ideas and thoughts are shared. Cultural knowledge is passed down and preserved during the Yarning Circle process. You may choose to use this opportunity to ask the children questions about their time at playgroup and/or share cultural songs and stories. Pillows, logs or material may be set up in a circle for the children to sit on. Explain to the children what the Yarning Circle is about, before you start.

To source further indigenous experiences for your Playgroup, seek a local Aboriginal organisation or an Elder to collaborate with.

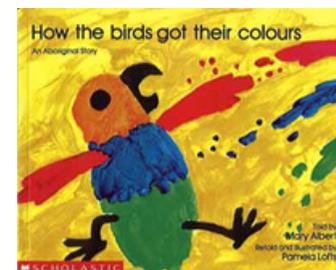
[For more information see attached page](#)

Ask Indigenous children and families within your Playgroup if they have something they would like to contribute to the session. They may have a song, dance or Dreamtime story to share.

Book Suggestions:

Tiddalik the frog (by Dianne Irving)

How the birds got their colours (by Pamela Lofts)





Coordinator extension ideas and group time guide

Group Time Ideas:

Read an Acknowledgement of Country (specific to area, or a more generalised version).

"I'd like to begin by acknowledging the Traditional Owners of the land on which we meet today. I would also like to pay my respects to Elders past and present."

Count to 10 in Kurna or the traditional language for your area.

- 1- Kuma
- 2- Purlaityi
- 3- Marnkutyi
- 4- Yarapura
- 5- Mila
- 6- Marru
- 7- Wangu
- 8- Ngarla
- 9- Pawa
- 10- Kumirka

Explain the colours of the Aboriginal flag and Torres Strait Islander flags.

(Reference: <http://www.naidoc.org.au/indigenous-australian-flags>)



The meanings of the three colours in the Aboriginal flag are:

- Black – represents the Aboriginal people of Australia
- Yellow circle – represents the Sun, the giver of life and protector
- Red – represents the red earth, the red ochre used in ceremonies and Aboriginal peoples' spiritual relation to the land



The meanings of the colours in the Torres Strait Islander flag are:

- Green – represents the land
- Black – represents the Indigenous peoples
- Blue - represents the sea
- White – represents peace



Mukarta, Kartaka, Mampa, Tidna

Mukarta, Kartaka, Mampa, Tidna (Heads, Shoulders, Knees, Toes in Kaurna Language).

<https://www.youtube.com/watch?v=-oewPAYbdPY>

Taba Naba (Traditional song from Torres Strait Island)

Taba naba naba norem (Swish your hands back and forth against each other parallel to the floor.)

Tugei penaisir mi (Right hand touches the floor in front of you and then your left shoulder.)

Dinghy em nabatre. (Left hand touches the floor in front of you and then the right shoulder.)

Mi ko keimi (Right hand touches the floor in front of you and then your left shoulder.)

Serer em nebewem. (Left hand touches the floor in front of you and then the right shoulder.)

Taba naba norem. (Both hands up in the air, then touch shoulders, then on the waist and sway back and forth)

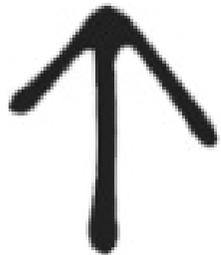
Ridge-i-didge (Aunty Wendy's Mob)

<http://www.auntywendysmob.com/> Click on middle circle.

Taba Naba The Wiggles featuring Christine Anu

https://www.youtube.com/watch?v=4CkA799-n_E

Aboriginal Symbols



**Emu Track
/ Spear**



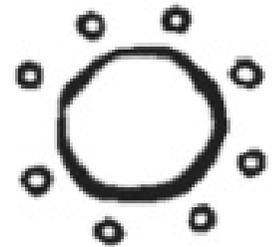
**Rainbow
/Cloud**



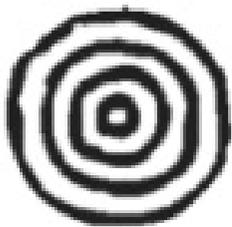
**Possum
Track**



Rain



Star / Sun



**Waterhole
/Campsite**



**Fire / Smoke
Water**



**Kangaroo
Track**



**Human
Track**



**Man
/Woman**

Engaging with Aboriginal Communities Where do we start?

“Educators recognise that diversity contributes to the richness of our society and provides a valid evidence base about ways of knowing. For Australia it also includes promoting greater understanding of Aboriginal and Torres Strait Islander ways of knowing and being.”

(Belonging, Being and Becoming
Commonwealth of Australia 2009, P.13)

● **Make contacts with your local Aboriginal community**

If you do not have any contacts or direct links with your local Aboriginal community, a good starting point is to contact either the Local Aboriginal Land Council (LALC) or Local Aboriginal Education Consultative Group (AECG).

For further information go to: www.alc.org.au or www.nswaecg.com.au

● **Find out who the Traditional Custodians of your area are and the language spoken**

Making contact with the LALC or the AECG should help with finding out the Traditional Custodians of your area. Your local council may also have this information.

To access an Aboriginal map go to: www.aiatsis.gov.au/asp/map.html



● **Find out what land or nations your families have connections with**

Children are connected to family, a culture, the land, water and the wider community before they are born. So it is important for educators to develop relationships and discuss with the family what land or nation their family has connections with. This will create a greater sense of belonging for children and families.

● **Provide opportunities for families to identify with the Aboriginal culture in your care environment**

Take a walk through your education and care service; reflect on the entrance, indoor and outdoor environments. What do you see? Does your education and care service show you value Aboriginal culture?

Investigate what the tribal names are of the local traditional custodians and display them.

Include Aboriginal language on welcome signs.

Use language, songs, games and stories from the local area in learning experiences.



Engaging with Aboriginal Communities Where do we start?

● Form links with your local Aboriginal community

One way of establishing and building links with the local community, is to attend community events and meetings. Take the time to explain to the local people, who you are, what you do and how members of the Aboriginal community can be involved in your program.

Get involved with your local AECG and get to know your community.

Employ Aboriginal educators. If you are fortunate enough to have an Aboriginal educator who is also either a member of, or has links with the local community, don't expect them to do everything "Aboriginal" and to be the only link with the community. It is important that other educators also build links with the community.

Arrange for community elders to visit the education and care service and interact with the children.

Provide opportunities for all educators to establish relationships with community members, and participate in events and community activities so it becomes a shared team experience.

Invite the local Aboriginal organisations/elders for a morning tea and respectfully ask if they could tell you some historical information regarding the local area.

Incorporate an "Acknowledgement of Country" or "Welcome to Country" at ceremonies, official events and in daily proceedings, so the unique position of Aboriginal people in Australia's culture and history is recognised.

For further information: www.aboriginaleducation.nsw.edu.au/welcomecountry.pdf

● Reflect on your enrolment/orientation process

How is the question of a child's cultural heritage asked on your enrolment form? Where the question is left blank, then a casual chat often reveals so much more information than a question on an enrolment form.

● Find out what community dates and community events are celebrated in your local area

If you want Aboriginal people to participate in your events, then you also need to take an interest in local Aboriginal events and participate in them whenever possible.

Contact your Local Aboriginal Land Council (LALC), Local Aboriginal Education Consultative Group (AECG) or local council.



Useful Links and Resources

- **Aboriginal Education Consultative Group (AECG)** - www.aecg.nsw.edu.au
www.aecsl.org.au
- **Indigenous Coordination Centre (ICC)** - www.indigenous.gov.au/icc
- **Indigenous Professional Support Unit (IPSU)** - www.ipsunswact.com.au
- **Local Aboriginal Land Council (LALC)** - www.alc.org.au
- **National Aboriginal Islander Children's Day (NAICD)** - www.snaicc.asn.au
- **Working with Aboriginal People and Communities** - A Practical Resource guide (NSW Department of Community Services).
www.community.nsw.gov.au/docs/wr/_assets/main/documents/working_with_aboriginal.pdf

- **Aboriginal perspectives**

The term Aboriginal perspective refers to Aboriginal points of view on particular issues and events. Where possible Aboriginal subject matter and perspectives should be explored in consultation with Aboriginal people in the local community.

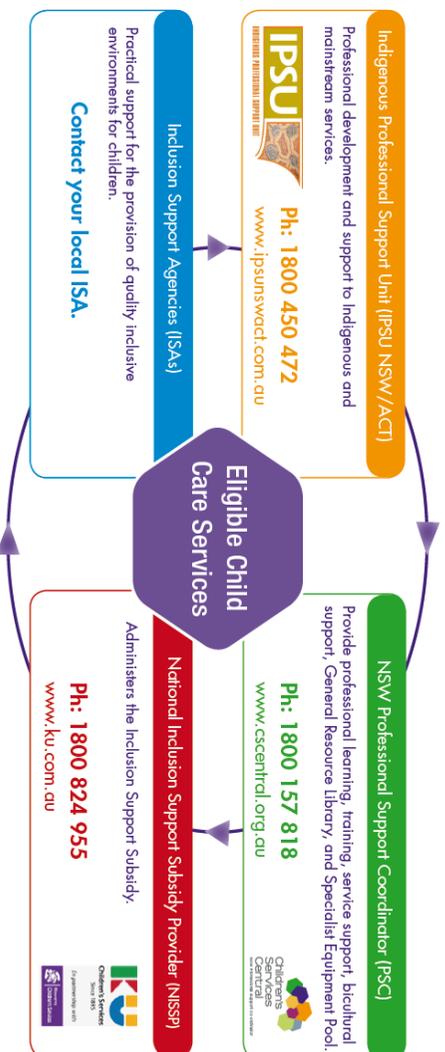
www.curriculumsupport.education.nsw.gov.au/primary/hsie/crosscurriculum/aboriginal/index.htm

- **Inclusion and Professional Support Program (IPSP)**

The Inclusion and Professional Support Program is an initiative funded by the Australian Government to resource and support *eligible child care services. The IPSP resources and supports the sectors of Education and Care Services. The IPSP is an integrated approach to supporting and enhancing the inclusion and professional development needs of Education and Care Services.

Your local Inclusion Support Agency works in partnership with the other IPSP Partners, these include:

- Indigenous Professional Support Units (IPSU);
- Professional Support Coordinator (PSC); and
- the National Inclusion Support Subsidy Provider (NISSP).



* Eligible child care services are Australian Government services that receive funding under the Child Care Benefit Scheme or Budget Based Funding under the Child Care Services Support Program.