

S	W	A	Y
<p><b>SWAY Learning Experience</b>  <b>“My family, my home”</b>  <b>Objects from the home and the Land</b></p>			
<p><b>Words Objectives:</b></p>	<ul style="list-style-type: none"> <li>• To extend vocabulary and knowledge of the relationships between different household objects.</li> <li>• Identify objects by function.</li> <li>• Use language to compare and contrast features of objects.</li> </ul>		
<p><b>EYLF Outcome 5</b></p>	<p><b>Children interact verbally and non-verbally with others for a range of purposes.</b></p> <ul style="list-style-type: none"> <li>• Model language and encourage children to express themselves through language in a range of contexts.</li> <li>• Children express ideas and make meaning using a variety of media.</li> <li>• Children engage with a range of texts and gain meaning from these texts.</li> </ul>		
<p><b>Australian Curriculum Outcomes</b></p>	<p><b>ENe-4A</b> Demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies</p> <p><b>ENe-10C</b> Thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts.</p> <p><b>STe-4WS</b> Explores their immediate surroundings by questioning, observing, using their senses and communicating to share their observations and ideas.</p> <p><b>STe-9E</b> Identifies that objects are made of materials that have observable properties.</p> <p><b>HTe-2</b> Demonstrates developing skills of historical enquiry and communication.</p>		
<p><b>Cultural Objective:</b></p>	<ul style="list-style-type: none"> <li>• To identify objects within nature that can be used for specific purposes and identify traditional Aboriginal uses</li> <li>• To recognise how resourceful Aboriginal people were/are to be able to live on the Land without the need for all of the modern tools/objects that we use in today’s society.</li> <li>• To appreciate what the Land provides for us to use in day to day life</li> <li>• To respect the land and its resources</li> </ul>		

**Activity:**

- Read the book “Sam’s Bush Journey” by Sally Morgan and Ezekiel Kwaymullina.
- Discuss how Aboriginal people lived on the land for thousands of years without a lot of the things we use today. Reflect on the Sam’s knowledge of the land that is mentioned in the book i.e. When Sam heard the birds he knew that they must have been at the water. He followed the sound and found the water.
- Reflect on images in the book and discuss what the natural resources were e.g. tree for shade,
- Discuss “at your home” ...what do you use for cooking, washing, collecting food and sleeping. Accept all answers children come up with including if students say they use a campfire for cooking etc., as all students will have different home lives and these should all be valid answers of equal value (i.e. none better than others).
- Start to classify things we use on a day to day basis to live at home with our families as natural and non-natural
- Perhaps use photos or draw the items as you go
- Gather as many of the following objects as possible (or substitute with photos.)
  - Ochre and paint
  - Australian wattle leaves and soap
  - Dried banksia flower and hairbrush
  - Tea bag and lemon myrtle leaves
  - Bark and paper.
  - Aloe Vera plant and medicinal ointment
  - Whistle and grass.
  - Tree and umbrella.

NB: This activity works best as a ‘hands on experience’, enabling children to explore the objects using their senses. Include anything else you can think of from your local area that is relevant.

- In a small group, gather the children into a circle. Place objects within the circle. Discuss and label the objects. Allow the children to touch and feel the objects. Stimulate discussion relating to how the objects feel and what the object could be used for.
- Select hairbrush and model language to describe its features and use.

“This is a hairbrush, it has a long handle and it is spiky. You use it to brush your hair.



	<p>Say “Is there something here that we can find from nature that would make a good hair brush?” ... “Let’s try”</p> <ul style="list-style-type: none"> <li>• Explore the characteristics of the banksia flower spikes and fruiting ‘cones’. Identify that the dried banksia flower was something Aboriginal people used/may still use when in the bush, as a hair brush when living on the Land. Follow this with a comment such as ‘they were clever to work this out weren’t they?’</li> <li>• Model the language of comparing and contrasting E.g. “The banksia flower and hairbrush both have spikes and can be used for brushing your hair. They are different because the hairbrush is made of plastic and has a handle.”</li> <li>• Repeat comparing and contrasting activity with the soap/wattle leaves and ochre/paint.</li> <li>• Play a matching game (see link) Match up photos of modern household/man-made objects and natural objects by their function e.g. stove/campfire, umbrella/ tree, bark, paper, tea-bag lemon myrtle.</li> <li>• Compare and contrast their use and features.</li> </ul>	
<b>Extend:</b>	<ul style="list-style-type: none"> <li>• Create learning centres to inspire imagination: encourage the children to use found materials and objects from nature for specific purposes...encourage clay making and using natural found materials.</li> <li>• Try painting on bark, try painting with ochre, try painting with different natural objects and explore the effect they create, for example try using a dried banksia flower as a painting tool and sticks dipped in ink to paint and draw with.</li> <li>• Encourage creative thinking of how we can use natural objects for specific purposes</li> <li>• Use local language (e.g. Guringai language) for numbers to create a book about the natural things from your local area. (e.g. One tree, two dried banksia flowers, three lemon myrtle leaves) link – refer to Guringai language in resources section.</li> </ul>	
<b>Intentional teaching activities:</b>	<ul style="list-style-type: none"> <li>• Repeat the memory game and model language of ‘comparing and contrasting.’</li> <li>• Play the household objects ‘what goes together game’</li> <li>• Parts and whole relationships e.g. Identifying objects from the naming of parts/naming parts of a given object.</li> </ul>	

<b>Resources:</b>	<ul style="list-style-type: none"> <li>• “Sam’s Bush Journey” by Sally Morgan and Ezekiel Kwaymullima</li> <li>• Photos of objects.</li> <li>• Drawing ,materials: black artline pens, edicol dyes, craypas, paper, collage and different textured papers, ink, twigs, bark, dried flowers and seed pods.</li> <li>• Construction materials: blocks, cardboard boxes, paddle pop sticks for puppets and paper stick people.</li> <li>• Natural found materials: bark, sticks, leaves.</li> <li>• Hessian or suitable fabrics for bush shelter.</li> <li>• Gurangai numbers one to six. One –wogul (wo-gul) Two- bulla (bool-la) Three- burr-ong (burr-ong) Four- bulla bulla (boola boola) Five – warrangel (warran-gal) Six – keerawall (gira-wall)</li> </ul>	
<b>Documentation:</b>		