

ACTIVITY: EXCURSION TO LOCAL LANDS COUNCIL

What you will need:

- clipboards for each child
- paper to fit the clipboards
- pencils
- camera
- video player
- cooking ingredients
- drinking water for everyone

Before the excursion to the Local Lands Council, discuss with the children where they are going and what they will see, how they will get there, what they need to take/wear, how will they keep safe? Don't forget excursion notes and all that is required for the NQF e.g. excursion risk management form, helpers, sun safety, water safety etc.

Staff will need to spend some time prior to the excursion organising the activities with the Lands Council workers. You will need to ensure that it is suitable for them to have the children visit, decide upon an appropriate time for all concerned, find out what activities the Lands Council can organise for the children to participate in.

The Local Lands Council will display many Aboriginal tools, art, weapons and instruments.

Some suggested activities include:

- Looking at handling, being told about, drawing any items in the museum.
- Having an elder present to tell dreamtime stories.
- Asking musicians and/ or dancers to play the didgeridoo and/ or perform traditional dance for the children. Dancers will often invite the children to join the dance and learn some moves.
- If kitchen facilities are available you may be able to organise the preparation of some traditional food to share for morning tea or lunch e.g. damper.
- The video can be used to record stories/ dances if you have permission. Photos of the items in the museum may be allowed.
- Cook/ eat/ drink together.



Follow Up:

Put dreamtime story books out for children and staff to read to the children. If you have an Aboriginal worker who can tell dreamtime stories, have them do that. Watch "The Dreaming" DVD.

Use the Smartboard to research the items seen in the museum. Print pictures and information out to make a poster. Use these and any photos/notes from the excursion to make a visual display for the parents/community to see and for the children to re-visit.

Put all of the Aboriginal musical instruments out and play or make some Aboriginal music. Children can practice their Aboriginal dance moves to stories or music.

Teaching Strategies:

Don't forget the *Marte Meo* - "name" what each child is doing and follow their lead.

Reggio - follow what the local culture has/believes/does. Follow-up on areas that most interest the children, it could lead to a great unit of work.