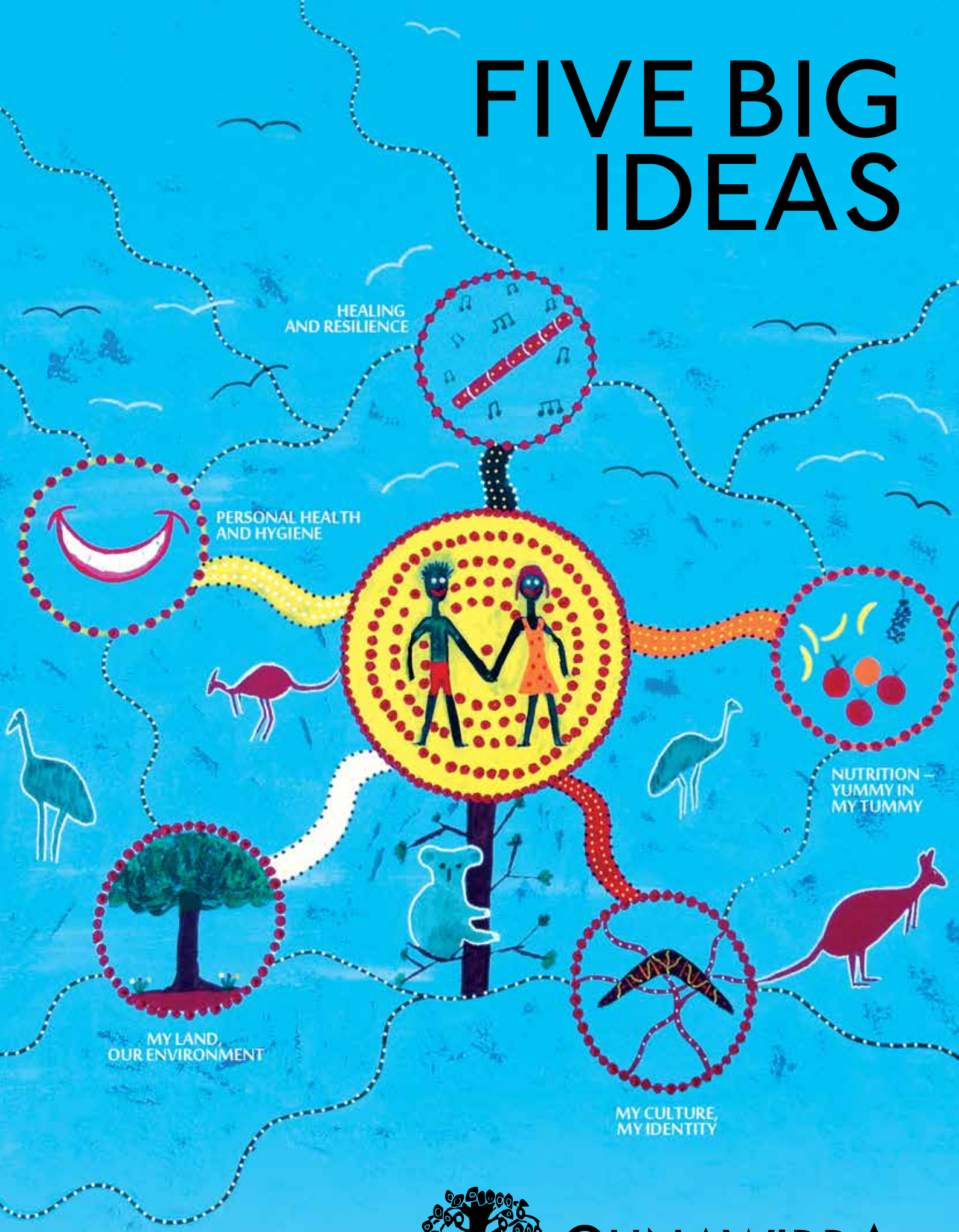
FIVE BIG IDEAS



GUNAWIRRA

Prevention through Early Intervention

ACKNOWLEDGEMENT

Gunawirra and our member preschools acknowledge our Aboriginal people and we give expression to their ancient wisdom and culture in acknowledging them as the traditional owners of this land. We also acknowledge all those who have come from many countries later, bringing their cultural richness to be spiritually grafted onto this ancient culture. We want to create a booklet that is useful for all of us, creating a reconciliation of which we can all be truly proud for our children in the future.

This booklet has activities for the Five Big Ideas based on Reggio Amelia Philosophy and in keeping with EYLF outcomes.

Gunawirra thanks all the centres involved in creating this booklet. Especially Gunawirra thanks Janet Jansen for her help in designing the nutrition module.

Gunawirra would like to Thank Jan Carr and Ursula Kim for their help in designing the module on culture and identity. Thanks to Carolyn Leys of Gunnedah for her contribution to the Health and Hygiene module.

Gunawirra also thanks greatly Bradley Trevor Greive for the use of his pictures of animals for our module on Healing and Marina Berney for her ideas used to develop our game in this module on Healing.

Each centre will adjust the activities to fit with their own local needs and their own particular skills.

Gunawirra asks you to share your ideas and we will add them to our www.trackingthemilkyway.com website where this booklet can also be accessed.

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BIG IDEA MODULE 1

Personal Health and Hygiene

1. Introducing ways you can feel good and strong

This is a beautiful PowerPoint presentation for the teacher to use in as many sessions as they like, but this session introduces it to the children. The whole PowerPoint will be on a USB stick over a few sessions.

The "First Aid course" is about staying healthy; helping your brothers and sisters be healthy too.

2. Puppets I Gunawirra Kids talk with you about hygiene

USB stick enclosed with this booklet

3. Celebrate "First Aid Kits for Children"

Mums and Dads and Elders and community come and join in celebration as your children receive "First Aid Kits for Children" and certificates.
This is a great chance to show power point on First Aid and the puppets to parents.
First Aid kits for children include: soap, washers, tooth brush and tooth paste, antiseptic cream, band aids, panties.

4. Aboriginal Dreamtime story I Tell me your health story; draw me your picture

TODAY WE ARE GOING TO TALK ABOUT **WATER:** Drinking lots of water is important for children so they don't become dehydrated. It is also important so their kidneys and other internal organs work properly. Water is important for hygiene. Keeping hands and bodies clean makes children resistant to catching germs. The story and activities help children learn how germs are shared and transmitted.

DREAMTIME STORY - TIDDALIK, THE FROG

Tiddalik was a greedy frog who drank all the water in the land, draining the rivers and billabongs, until the other animals were forced to try to get Tiddalik to give back the water.
The wombat suggested that they make Tiddalik laugh and then the waters would be released.
A number of animals tried but none could move him to laugh until the eel stepped forward.
The eel did a dance and twisted himself up into funny shapes which made Tiddalik laugh and his great mouth opened releasing the water back into the land.
Tiddalik shrank to his present size and, ashamed, became a shy creature that hides in the reeds and mud.

ACTIVITIES

- Pretend a child is Tiddalik the frog and then children try to make him or her laugh.
- Children jump like a frog. Children twist like the eel and make funny shapes to make each other laugh.
- Draw and colour in Tiddalik and draw or paint a river.

5. Games to play

Glitter germs

- Before beginning dip some markers or penicils into glue and then cover with glitter. Let it dry.
- Pass the glittery pencils around in a circle and allow the kids to get glitter on their hands.
- Explain that germs are shared in the same way but we can't see them.
- Finish the activity by everyone washing the glitter and germs off their hands together.

Sing songs to help kids transition from play to a hygiene activity

- "Now it's time to wash our hands, wash our hands, wash our hands, now it's time to wash our hands ready for morning tea".

Hygiene charades - guess what action I am doing e.g. brushing teeth

- Get the children to pick an action card (like below) out of a bag/hat

Sensory activity

- Cut the bottom out of large plastic bottles and turn them upside down. Spray the cut opening with shaving cream and let the children brush the "teeth" with toothbrushes.

BIG IDEA MODULE 2 | Nutrition

Yummy in my Tummy ➔ Healthy food, Healthy life

1. Introducing choosing good foods

Here on a USB stick are beautiful PowerPoint presentations on nutrition created by Janet Jensen and her team at Dalaguir. Again it will take several sessions to get through this. Take your time; it is so useful.

2. Puppets | Gunawirra Kids talk about good food

3. Mums and Dads come and join us: cooking day, growing a garden

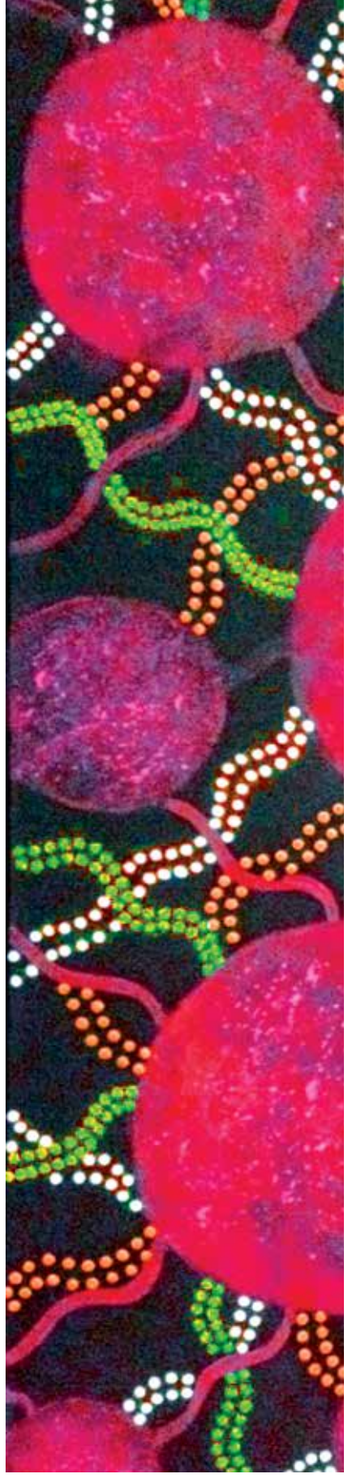
Gunawirra has funding available for running the nutrition program and for growing a garden.

4. Aboriginal Dreamtime story | Tell me your bush tucker story; draw me a picture

TODAY WE ARE GOING TO TALK ABOUT **FISH:** Eating fish is healthy. Children should try to eat fish 2 times a week because it's good for brain development.
Fish are a lean, healthy source of protein – and the oily kinds, such as salmon, tuna, sardines, etc. give us that heart – and brain-healthy omega 3 fat.

DREAMTIME STORY - BARRAMUNDI

A long time ago in the Dreamtime, there were no fish, so the people lived on animals, roots and berries. The Aboriginal people were very happy. That is except Boodi and Yalima; for they wanted to marry.
But the tribe insisted that Yalima marry one of the old men, to look after him. Boodi and Yalima decided to run away, and so they ran as fast as they could.
Now, to go against the Elders of the tribe is breaking the law, and they probably would be punished. Soon the men of the tribe began running after them.
Boodi and Yalima ran on and on, and soon they became very tired.
They came to the edge of the land, where the water began and they knew that to survive, they would have to fight.
With the angry tribe descending on them, they quickly gathered wood, and made as many spears as they could.
But the tribesman were too many, and soon the spears were all gone. Boodi turned to his beloved Yalima and said, «for us to be together forever, we must go into the water to live.»
And so they did.
They are still there in the shape of the Barramundi hiding amongst the logs and reeds.



ACTIVITIES

- Draw and Colour in two Barramundi, one male and one female in the river.
- Children could pretend to be catching fish with fishing rods that they make with wood and string.

5. Games to play around great tucker

My taste buds

- Have a variety of fruit and veg on the table and closing the kids eyes let them explore and name the fruits, say what is sweet, sour, bitter and describe the different textures.

Play
a board game
to revise
all you've
learned!

BIG IDEA MODULE 3

Healing and Resilience

Healing is in the listening! Like in the traditional aboriginal circle of healing, *Dadirri,* these games have teacher and children and parents sitting in a circle and listening to each other.
In the following activities there is an opportunity to listen to what the children say and there is no need for action. Listening is enough.

1. Circle of Feeling, circle of healing

Kids sit in a circle with the teacher reading one of the Aboriginal stories told by Graham in this book (more are found in the USB stick). At the end of the story, the teacher chooses one of the characters and asks the children how the character might feel, showing them cards with animal's faces expressing different kind of emotions. Each child puts his/her token on the card which is the most like the feeling he or she has at that moment. The teacher may comment on the different emotions and the diversity of feelings. At the end of the game the children celebrate naming their emotions. Here are some ideas for celebration: dancing, singing, rolling on the floor, relaxation etc. This game is about identifying, naming, expressing and soothing emotions. Emotions are experienced differently by different people.

2. Puppets I Gunawirra Kids talk about Healing and Resilience

3. Mum and Dad come and relax with your kids – Dream and draw with your child

This is a workshop using the dream pillow of *Kiyahana* the spirit of the moon – parents and children draw together side by side. There is a relaxation technique that may help children relax and could be used at home before going to sleep; this might be followed at school the next day with the question "what did you dream about last night' and an activity with clay or plasticine on "make your own dream". Another activity can be offered to the children – using clay or plasticine make a totem that protects you. Having made the totem children can draw or use materials to "make your nightmare" with being protected by the totem.

4. Aboriginal Dreamtime story I How we Aboriginal people dealt with sad times

TODAY WE ARE GOING TO TALK ABOUT OUR **CULTURE** WHICH IS OUR **HEALING:**
Let us hear first some of the Dreamtime stories and other stories of our Elders which Mum and Dad have told us. Let's go back to our own "Country", our land, and feel spiritually connected and as one with our homelands. Let us think of the dirt, rocks and grass our ancestors walked in. We ask the parents to help here. Can we practice beliefs and values that we were taught when we were young? Can we teach our children those values and beliefs? Can we sing and dance and join in "Ceremonies "or at least ask about them?
All these things give us a sense of being a people, a sense of belonging to a great culture that is our own.
This heals our pain. We knew about healing long before the white man. In our circles we knew that listening was the most important form of healing there was and if we all sat in our Dadirri circle and listened to our brother who was wounded, his soul would heal, and our sister's broken heart would mend.

DREAMTIME STORY - THE RAINBOW SERPENT

In the Dreamtime all earth lay sleeping. Nothing moved. Nothing grew. One day the Rainbow Serpent awoke from her sleep and came out from under the ground.
She travelled far and wide and eventually grew tired and curled up and slept. She left marks of her sleeping body and her winding tracks that made the valleys, mountains and rivers. Then she returned to the place where she had first appeared, and called to the frogs, "Come out!"
The frogs came out slow because their bellies were heavy with water, which they had stored in their sleep. The Rainbow Serpent tickled their stomachs and when the frogs laughed and then the water ran all over the earth to fill the tracks of the Rainbow Serpent's wanderings. This is how lakes and rivers were formed.
With water, grass and trees sprang up. Also all animals awoke and followed the rainbow serpent across the land. They were happy on earth and each lived and gathered food with their own tribes. Some animals live in rocks, others on the plains and others in trees and in the air.
The Rainbow Serpent made rules that all the people were to obey, but some people made trouble. The Rainbow Serpent said," Those who keep my rules will be rewarded; I shall give them human form. Those who break my rules will be punished and turned to stone, never to walk the earth again."
The tribes lived together on the land given to them by the Rainbow Serpent or Mother of Life and knew the land would always be theirs, and no one should ever take it from them.

ACTIVITIES

- Draw and colour Rainbow Serpent
- Let children play out being the Rainbow Serpent by sleeping and then awakening wiggling through their land creating the rivers and valleys.
- Go outside, stand in a circle and one person holds soil in their hands and passes the soil to next person and so on until everyone has felt the soil. The soil is theirs; it's part of them and their ancestors. When finished let children wash their hands and tell children of think of HYGIENE and keeping hands clean always.

5. Games to play

Puppet's corner: *A game about identifying and naming emotions, while connecting and sharing with each other using the puppet.*
This can be done in small group or in large circle.

- Create a special space for the hand puppet and three large cut outs of body shapes, stuck to the wall with Velcro and the cards representing "emotions" used in the first activity- the one with animals' faces.
- Each child picks a card that represents his/her strongest emotion today and puts it on the part of the body, on one of the cut out shapes, where he/she feels this emotion belongs.
- The teacher then names the emotions using the puppet. The teacher may also talk about emotions.

BIG IDEA MODULE 4

My Culture, My Identity

1. Introducing my land, my place of pride and respect

Where do *we come from*? The children are presented with a map of Australia. There is a discussion about the Aboriginal people of Australia, how they ate healthy food and told stories around the fire, and how important these stories are. Other children are also asked where their family originally comes from and perhaps how they came to Australia. Children's responses are documented and displayed with a map of the world and a map of Australia – that is put up.

Sharing our Flags: Plain coloured fabrics is cut in triangles and attached to a rope. Flags are placed where parents enter the school, with a permanent marker. They are offered to write dreams for their child on the flag.

More ideas in the USB stick

2. Puppets – Gunawirra Kids talk about a place to belong

3. Mums and Dads come to a bonfire or a picnic and tell us your stories – Where your family came from?

As part of the program Gunawirra will fund a day with the parents. See front cover.

4. Aboriginal Dreamtime story I Who am I? Draw me your story

TODAY WE ARE GOING TO TALK ABOUT **IDENTITY** AND **CULTURE:**

- IDENTITY -

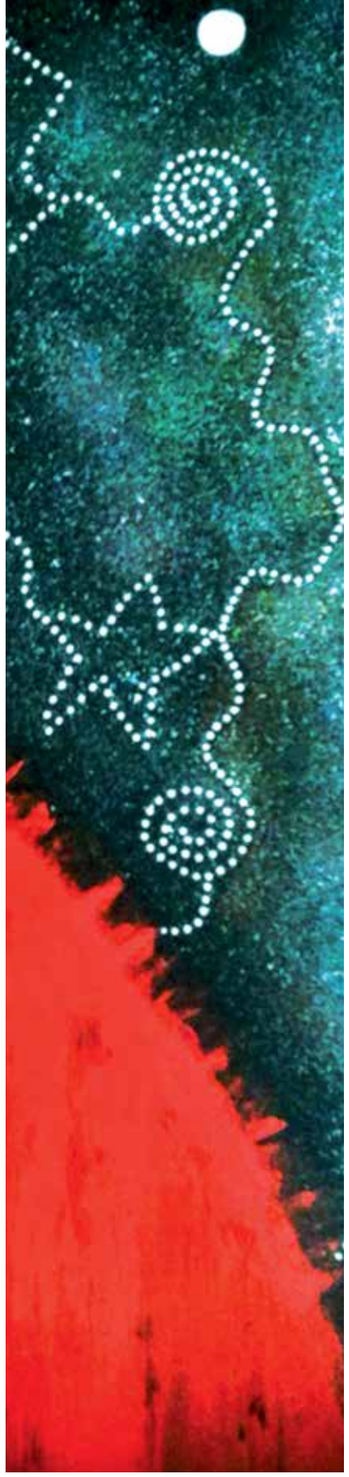
Before the European occupation Indigenous people identified themselves by their nation. They would say "I'm a Dharawal man" or "I'm an Eora woman" etc.
My identity is so important for me because I want to feel connected spiritually with my ancestors, family, culture and my "Country".

- CULTURE -

Australia's Aboriginal Culture is the earth's oldest living culture. We have been around longer then the Egyptians. This truly is an amazing act of resilience. Aboriginal people and their culture have survived through the Ice Age and have out-lived many animal and plant species on one of earth's driest land masses. My culture has powerful and meaningful words like, the Dreamtime, traditions, sacred, spiritually, magical, customs, beliefs, values, etc.

Our culture keeps alive by passing on our knowledge, arts, rituals and performances from one generation to another, speaking and teaching languages, protecting cultural materials, sacred and significant sites, and objects.

To feel and live with my culture is both special and valuable.



DREAMTIME STORY - MIRRABOOKA AND THE STARS

One night Banjora and his dad sat next to the fire talking. Banjora's father was teaching Banjora all about the stars and how his people and ancestors followed them.
Banjora's father is called Matari. Matari is a great warrior from the "Gadigal" tribe. The "Gadigal" tribe live near the ocean and have lived there for thousands of years. Matari said to his son, "let me tell you a story about the stars Banjora. When the great Biami was creating everything he became very busy, he could not do everything himself. He decided that he needed someone to help him, so he chose a man named Mirrabooka".
Mirrabooka was not only loved by everyone, but he also looked after his tribe. So Biami turned him into a spirit and placed him in the sky among the stars. Biami promised Mirrabooka eternal life, which means that he will live forever. Biami gave Mirrabooka lights for his hands and his feet and stretched him across the sky, so that he could watch over all the tribes, while the people from the tribes could look up at him while he gazed down on them.
Matari said to Banjora, "Mirrabooka and Biami come to me in my dreams sometimes and tell me stories and of things that will happen in the future. They tell me they love us and that we are doing a good thing looking after our land, animals and the plants. So Banjora, you must tell this story to your children just like I have to you tonight because, our stories are very old and are important and must be told forever and ever".

ACTIVITIES

- Children draw and color Mirrabooka in the stars.
- Children to act out a ceremony, sit in circle and dance, sing songs, tell stories in front of a pretend fire.

5. My Country! My Culture! Myself!

Children trace around their hands and color in hands.
Their hands are like our "Rock Art" it symbolizes your identity.

BIG IDEA MODULE 5

My Land, Our Environment

Learning about the environment early on is important because the lessons that they learn about taking care of the earth at this young age will impact their attitude towards environmental issues later on.

1. Trees are important!

Trees are important! Since the beginning, trees have given us both food and oxygen.
Two things we must have in order to live! Let the children draw and create trees using different mediums such as bubble wraps, paints, pencils, crayons, chalks, clay, plasticine etc. Topics to discuss with the children can be how trees are important to our environment, protecting our environment and how trees need water to survive.

2. Puppets | Gunawirra Kids talk about respecting and knowing our land

3. Mums and Dads come and join us on an excursion

Mums and dads and elders can join us in an excursion. We will identify bush tuckers, fauna, birds, and other wild life. Learning to identify fauna and signs of fauna is a very rewarding experience.

- Evidence of what sort of animals occur in your local patch can be all around you.
- What birds can you hear calling? What birds can you see?
- Do you know what species they are and what habitat they require to live here?
- Some birds eat only seeds, some fruit or nectar. Some birds, like owls and raptors are carnivorous, eating lizards, small rodents or other birds.
- Do the trees on your site have hollows? Many native bird and mammal species rely on hollows in trees for shelter and breeding. These hollows are formed when the centres of tree limbs rot away due to fungal or termite action.
- Maybe you can see bird's nests or possum drays?
- Scratches on trees can be evidence of tree-dwelling species such as possums, gliders or koalas .
- How many different species of lizards have you seen?

We can end the excursion with a picnic in nature.

4. Aboriginal Dreamtime story

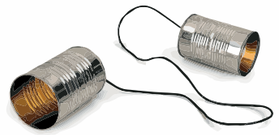
Once upon a time there was company that cut down all the trees when they were mining except for one big old gum tree that all the animals, birds, insects and butterflies used for shelter.
The tree was very old and started to die therefore the animals and birds were very upset by this because they would have nowhere to shelter from the hot sun during the day and would became very sunburnt and their skin would start to dry out.
During the night time when it was cold and the animals, birds and insects would have nowhere to shelter themselves from the cold night air. When it rained and the strong winds came there would be nowhere for them to be protected from the rain and wind.
They needed to make a plan so owl who was very wise decided that they all needed to make new trees.
Kangaroo thought it would be a good idea if they all drew their favourite tree so all the animals and birds drew and painted their favourite trees». Some of the local little fellas saw what they were doing and helped them with the paintings.
«When night time came they put them around in the scrub where they thought they would grow best».
During the night a big storm blew up and the rain came down, during the storm a magical frog and all his froggy friends came out of the ground and when they saw the beautiful painting they decided to turn them into real trees.
In the morning all the animals saw their paintings had become real and they were very happy but soon the land dried out and the trees started to die.
Peli the pelican thought maybe what they needed to do was to water the trees every day with water from the billabong so all the birds and animals went to the billabong daily to get water for those trees until they grew big and strong.
Soon the trees grew into a big forest and the animals lived happily ever after.

ACTIVITIES

- Use twigs from different trees to create forest scenes.

5. Games to play

- Do craft with reusable products such as plastic bottle, cardboard boxes, tin cans or materials from nature, etc.

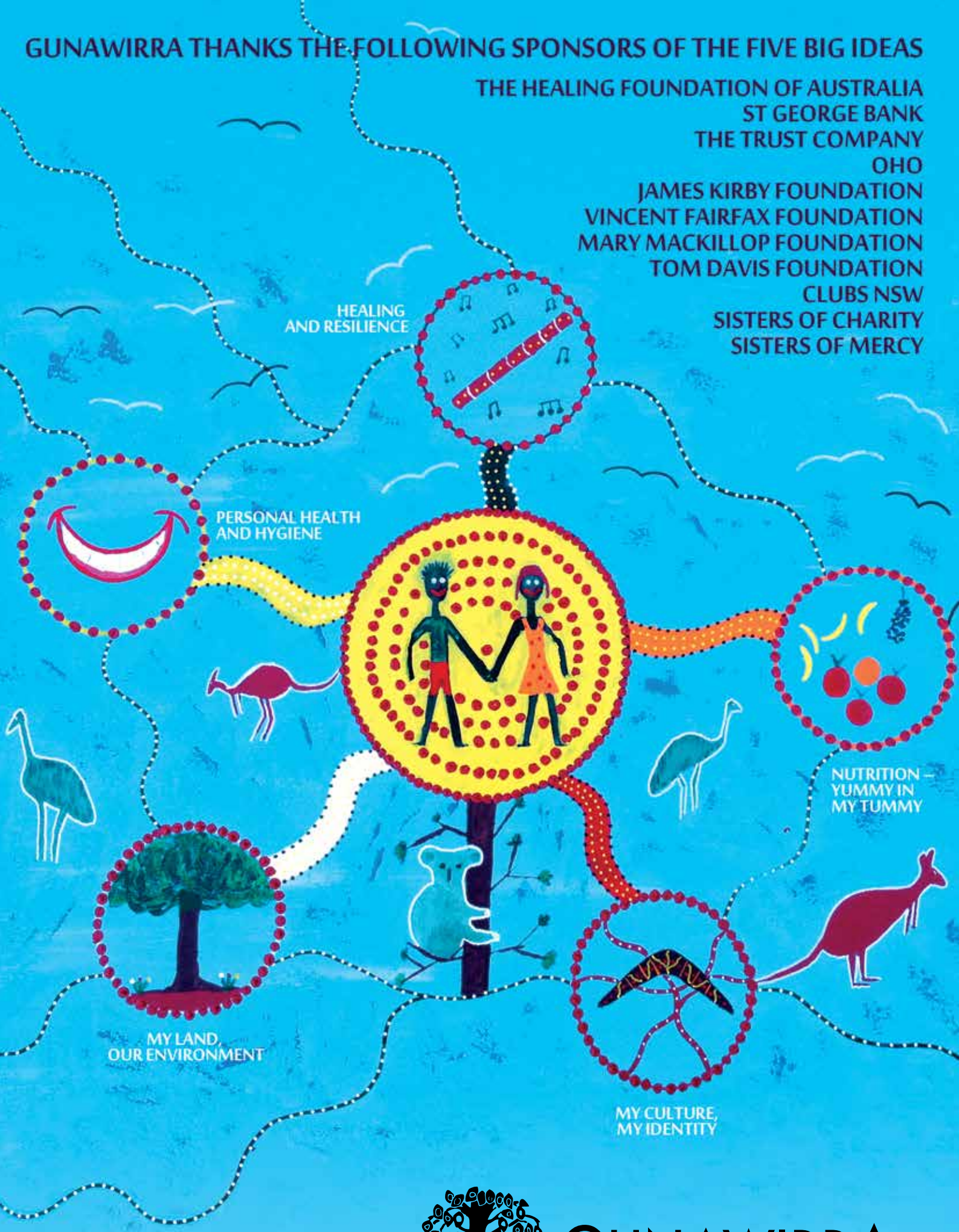


GUNAWIRRA WILL SUPPORT EACH CENTRE DOING THIS PROJECT WITH:

- Training program and seminars
- Booklets with USB sticks with power points on first aid and nutrition. Five 2 minute puppet programs
- Visitations to centres as modules in progress
- Cost of equipment used ($500.00)
- Community days ($1,000)
- Gardens ($500.00)
- First Aid Care Kits (tooth brush, tooth paste, band aids, soap, antiseptic cream, jocks or panties) with LITTLE DOCTORS CERTIFICATE on completion
- Ongoing support from Gunawirra by telephone given throughout the projects
- Access to Gunawirra worker at all times

GUNAWIRRA THANKS THE FOLLOWING SPONSORS OF THE FIVE BIG IDEAS

THE HEALING FOUNDATION OF AUSTRALIA
ST GEORGE BANK
THE TRUST COMPANY
OHO
JAMES KIRBY FOUNDATION
VINCENT FAIRFAX FOUNDATION
MARY MACKILLOP FOUNDATION
TOM DAVIS FOUNDATION
CLUBS NSW
SISTERS OF CHARITY
SISTERS OF MERCY



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