

NAIDOC Week 2024

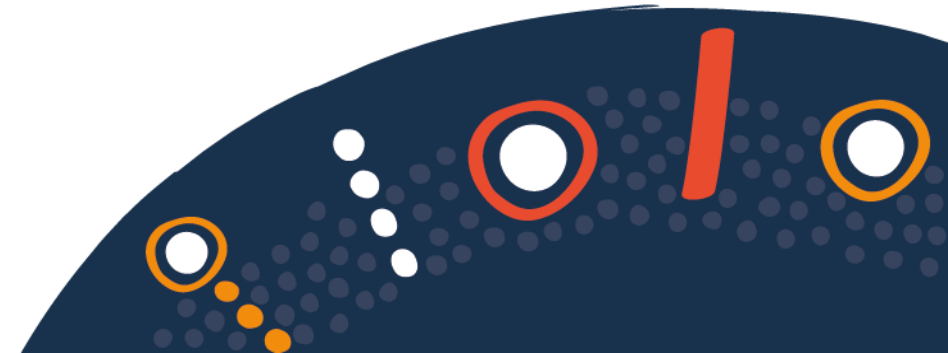
Resources for ECEC professionals



Dreamtime story discussion

After watching Uncle Wes tell the possum story, discuss the story, using these prompts if needed.

- Have you ever seen a possum?
- Where do possums live?
- What do they eat?
- What's the word for possum in your local Aboriginal language?
- Do you know any other dreamtime stories?



Possum making

- Listen and discuss the Dreamtime story.
- Help children to find ways to visualise and reflect on what they've learned.
- Have children collect a range of pinecones, leaves, nuts, sticks, feathers and clay and construct your own possum.
- You could also prepare some resources for them to choose from, or help the children create a collage with glue.



Possum making in the EYLF

EYLF Learning Outcome

Outcome 4: Children are confident and involved learners

Key component: Children resource their own learning through connecting with people, place, technologies, and natural and processed materials.

- Children create and construct artwork in a sustainable way using natural and manufactured materials and tools, drawing on Aboriginal and Torres Strait Islander stories, history, culture, customs and celebrations.

Outcome 5: Children are effective communicators

Key component: Children engage with a range of texts and gain meaning from these texts.

- Children listen to and discuss stories about Aboriginal and Torres Strait Islander history, culture, ways of sustainability and care, customs and celebrations.

EYLF Principle

Aboriginal and Torres Strait Islander perspectives

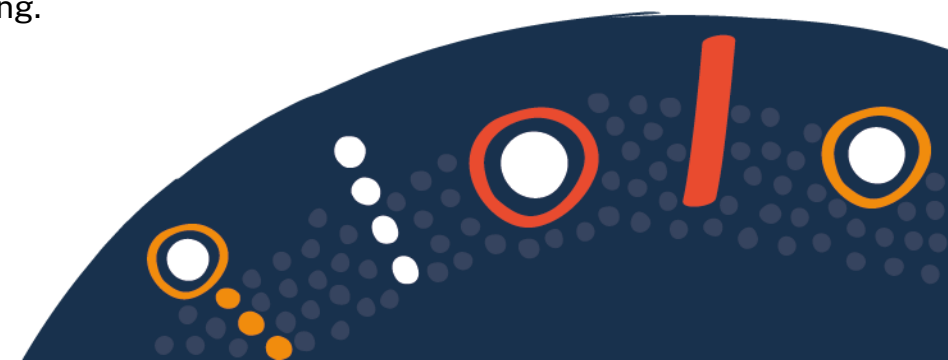
- Embedding Aboriginal and Torres Strait Islander knowledges and perspectives encourages openness to diverse perspectives, enhances all children's experiences and assists in the authentic advancement of Reconciliation.

Note: the learning outcomes, principles and practices can be changed or added to depending on how the content is delivered.

Outcomes

Learning Environments

- Materials enhance learning when they reflect what is natural and familiar and introduce novelty to provoke interest and more complex and increasingly abstract thinking.



Possum habitat

- Listen to the Dreamtime story and discuss what a habitat is.
- Talk about what a possum habitat might look, feel and sound like.
- Draw links to how we can care for our environment to keep habitats healthy and safe. Talk about how Aboriginal and Torres Strait Islander people have always and continue to care for Country, animals, plants, lands, skies and waterways.
- Make a possum habitat using sticks, leaves and playdough.

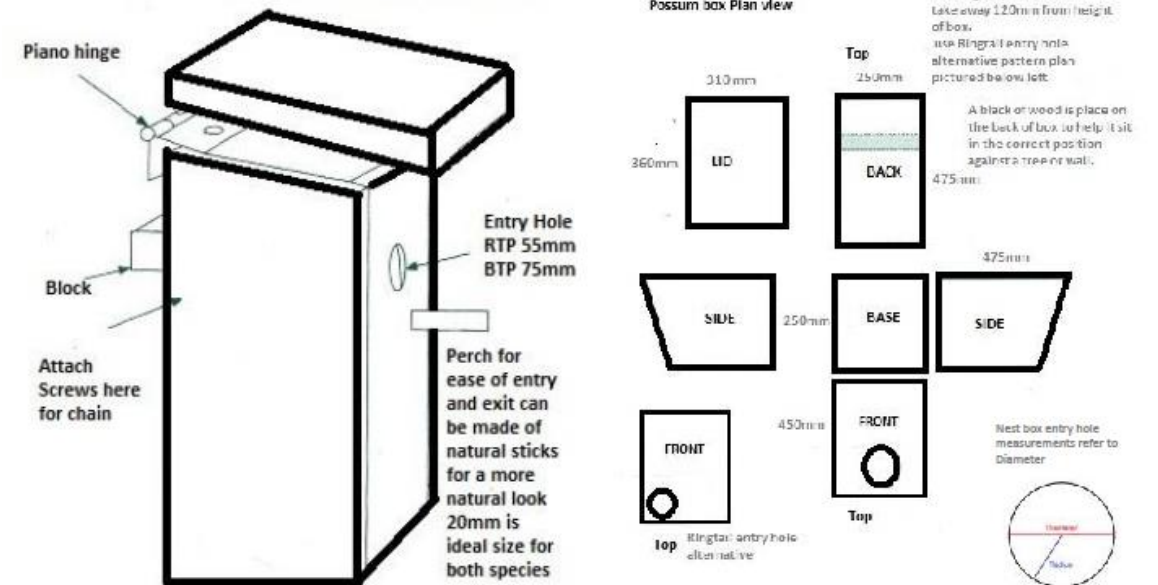


Possum box

Make a possum box with your fellow educators and put it on a tree that's visible outside your service.



Animalia Wildlife Rescue 0435822699
Nest Box design for Ringtail Possums and Brushtail Possums



Box should be made from 7-9 mm Marine ply to ensure weather proofing , you can use normal ply but you must paint box with 2-3 coats of acrylic paint to help with weatherproofing drill 1 single 3mm hole in the middle of base to allow water to escape, should it get wet during storm conditions, over hang of lid should prevent rain entry

Instructions for making a habitat: animaliawildlife.org.au

Possum habitats in the EYLF

EYLF Learning Outcome

Outcome 2: Children are connected with and contribute to their world.

Key component: Children become socially responsible and show respect for the environment

- Children care for Country and connect with animals, plants, lands and waterways.

Outcome 4: Children are confident and involved learners

Key component: Children resource their own learning through connecting with people, place, technologies, and natural and processed materials.

- Children create and construct artwork in a sustainable way using natural and manufactured materials and tools, drawing on Aboriginal and Torres Strait Islander stories, history, culture, customs and celebrations.

Outcome 5: Children are effective communicators

Key component: Children engage with a range of texts and gain meaning from these texts.

- Children listen to and discuss stories about Aboriginal and Torres Strait Islander history, culture, ways of sustainability and care, customs and celebrations.

EYLF Principle

Aboriginal and Torres Strait Islander perspectives

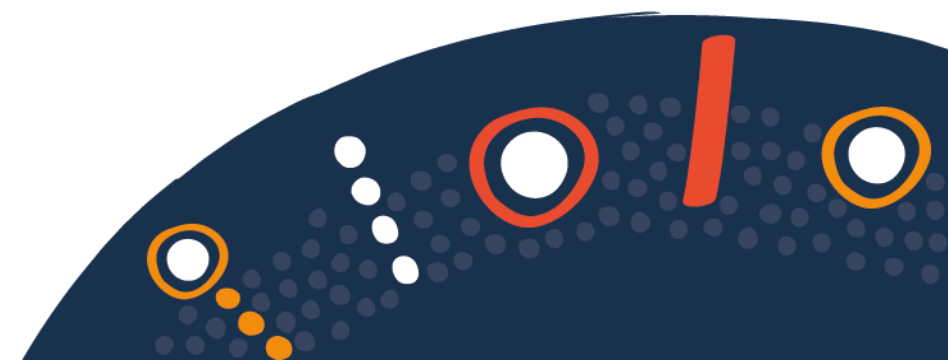
- Embedding Aboriginal and Torres Strait Islander knowledges and perspectives encourages openness to diverse perspectives, enhances all children's experiences and assists in the authentic advancement of Reconciliation

Note: the learning outcomes, principles and practices can be changed or added to depending on how the content is delivered.

Outcomes

Holistic, integrated and interconnected approaches

- Educators foster children's capacity to understand and respect the natural environment and the interdependence between people, plants, animals and the land.



Stuck in the mud

- Listen to the Dreamtime story and ask what the Aboriginal word for possum is in your language.
- Discuss and mimic how a possum might move.
- Have the Aboriginal Language Teacher explain the local Aboriginal words for different animals, giving an action to each animal (e.g. jumping for a kangaroo).
- Children play a game of stuck in the mud, while an educator calls out the Aboriginal word for different animals.
- Children do the action of the animal while moving, trying not to get tipped.



Image: Yulunga Traditional Indigenous Games, www.sportaus.gov.au/yulunga

Stuck in the mud in the EYLF

EYLF Learning Outcome

Outcome 3: Children have a strong sense of wellbeing

- Key component: Children become strong in their physical learning and mental wellbeing.
- Develop movement patterns, mobility and gross motor skills to manage and explore the physical environment.

Outcome 5: Children are effective communicators

Key component: Children engage with a range of texts and gain meaning from these texts.

- Children listen to and discuss stories about Aboriginal and Torres Strait Islander history, culture, ways of sustainability and care, customs and celebrations.

EYLF Principle

Aboriginal and Torres Strait Islander perspectives

- Embedding Aboriginal and Torres Strait Islander knowledges and perspectives encourages openness to diverse perspectives, enhances all children's experiences and assists in the authentic advancement of Reconciliation.

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Outcomes

Learning environments

- Educators where possible participate and offer opportunities for children to learn on Country and seek more information about Aboriginal and Torres Strait Islander connections and relationships with Country.
- Outdoor spaces invite open-ended play and interactions, physically active play and games, spontaneity, risk-taking, exploration, discovery and connection with nature.



Other learning activities

- Change the lyrics to the [Possum Song](#) to include the local Aboriginal word for possum – e.g. Oh how I love to be a bugari (Wiradjuri)
- Decorate a possum mask template.
- Do a possum hunt. Make a possum head band or tail for the children and get children to do a treasure hunt in the playground.
- Make a possum with a hooked tail that can hang from a fake branch in the classroom (pictured). Use natural resources to decorate and make the possum.
- Create leaf possums. Stick a leaf to a page and draw the rest of the possum's body.
- Use sand art and light tables to draw parts of the story.
- Create a [Talking Tub](#) to bring parts of the story to life.



Bring the story to life

Provide opportunities for children to dramatically retell the Dreamtime story, using puppets, blocks, felt pieces and leaves. Children can make characters through play-based learning, like:

- Simple self-directed craft, such as getting children to make their own tree or possum with sticks and glue.
- Get children to paint plain wooden spoons like a possum, using pipe cleaners for possum tails.
- Get children to draw their own possum, stick it on a paddle pop stick to make a puppet.
- Print/laminate images from the story and stick them on a paddle pop stick.
- Make clay possums, trees, people and food, or mark possum prints in clay.



Wiradjuri Lullaby

Bubay migay yuranha

Little girl go to sleep

Bubay migay yuranha

Little girl go to sleep

Nginyanhi Ngurrbul-ndhu

We love you

Yarrudhamarra

Dream

Yarrudhamarra

Dream

Nginyanhi Ngurrbul-ndhu

We love you

Bubay biran yuranha

Little boy go to sleep

Bubay biran yuranha

Little boy go to sleep

Nginyanhi Ngurrbul-ndhu

We love you

Yarrudhamarra

Dream

Yarrudhamarra

Dream

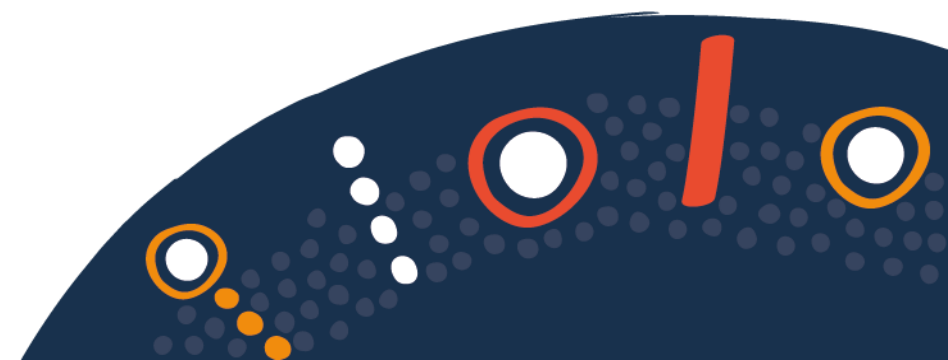
Nginyanhi Ngurrbul-ndhu

We love you

Written by Aunty Beatrice Murray

Yalbillinga Boori Day Care Centre

Wiradjuri Language Teaching Resources



Language research

After watching the NAIDOC video, take some time to research your local Aboriginal language.

Practise saying these words.

What is your local language?

What is your local language word for:

- Hello/greeting
- Possum
- Food
- Tree
- Goodbye

