

Aboriginal Poster Activity Booklet

The following activities are suitable for Aboriginal Cultural Studies of traditional foods and relate to the Traditional Aboriginal Food Resource poster. The poster was produced by the Daradgee Environmental Education Centre in association with the Jumbun Community as part of the Wet Tropics Education Program. The poster and activities were developed out of collaboration between Ernie Grant and Neville Simpson. The poster was designed by Arjay Advertising and illustrated by Ron Lisle.

Outcomes

Science

Strand: Science and Society

Key Concept: Historical and cultural factors influence the nature and direction of science which, in turn, affects the development of society.

S&S 3.1 Students relate some of the ways that people of various historical and cultural backgrounds construct and communicate their understandings of the same natural phenomena.

Strand: Life and Living

Key concept: The characteristics of an organism and its functioning are interrelated.

L&L 3.1 Students draw conclusions about the relationship between features of living things and the environments in which they live.

L&L 4.1 Students examine the internal and external structure of living things and account for observed similarities and differences in terms of adaption.

Study of Society and the Environment (SOSE)

Strand: Place and Space

Key Concept: Human- environment relationships

P&S 3.1 Students compare how diverse groups have used and managed material resources in different environments.

P&S 4.1 Students make justifiable links between ecological and economic factors and the production and consumption of a familiar resource.

Activity 1. Animals

List animals according to the following broad groups.

Bird	Fish	Reptile	Mammal	Insect

Activity 2. Interesting Facts

Identify and write an interesting fact about each animal on the poster.

Name	Interesting fact
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	

Activity 3. What am I?

1. I am a reptile. I live in the Wet Tropics. I move up and down the river banks in search of food. I sometimes shelter and hunt in trees and take a spell after eating. What am I?

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2. I am a bird. My nest is a large mound. My eggs provide food for the traditional Aboriginal diet during the hot and stormy wet season. I am rarely taken for meat. What am I?

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3. I am a fish. During the hot and stormy season I swim upstream to spawn in the rapids. That is where I am taken for food. What am I?

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4. I fly. I live in large colonies in the mangrove forest and sometimes in the rainforest. I eat fruit and nectar and travel up to 40 km each night to find the best feeding. What am I?

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Activity 4. Understanding the Calendar

Create a table to show what foods are available in each season.

Hot and stormy	Wet	Cold	Dry

Activity 5. Seasonal Migration

Use the red and white landscape maps to show the seasonal migration of at least two different animals described in the poster.

Activity 6. Aboriginal Migration

Use the information, calendar and distribution maps to draw arrows linking where Rainforest Aboriginal people lived in each season.

Coastal plain	Hot and stormy
Foothills	Wet
Mountains	Cold
Coast and shoreline	Dry

Explain why these choices are made. For example: Rainforest Aboriginal people don't live in the coastal plain during the wet because.....

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Activity 7. Writing an information report

Select an animal on the poster and write an information report about it, including illustrations. Write the first draft using these headings:

General Classification

Describe the type of animal such as bird, reptile or mammal (use scientific names if appropriate)

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Description

Describe size, colour, length, mass.

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Location

Where is the animal found? What are its habitat requirements?

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Behaviour

Describe specific features such as food requirements, any adaptations to live in a particular environment, uses in traditional Aboriginal culture, life cycle.

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Activity 8: Finding Home

Take the role of a Rainforest Aboriginal child lost from their family group.

You are standing on a mangrove-lined bank in the estuary near the coast. The wet season has just begun. You have three days to find your family. Write a diary for each day of your journey, using these questions as a guide:

- Where would your family group be during this season? (Hint: black bream text)
- What foods would you eat at this time of the year?
- What dangers would you face and how would you overcome them?

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