



Damper 2: modern and traditional damper



Lesson two in a series of four lessons.

- Damper 1: discovering traditional damper
- **Damper 2: modern and traditional damper**
- Damper 3: modern bread and damper
- Damper 4: other traditional Aboriginal foods

CURRICULUM INFORMATION

PHASE OF DEVELOPMENT

Early Childhood	Middle Childhood	Early Adolescence	Late Adolescence
	✓		

MAJOR LEARNING AREAS

The Arts	English	H & PE	LOTE	Mathematics	Science	S & E	T & E
		✓		✓		✓ ✓	✓

VALUES

Pursuit of knowledge & commitment to achievement of potential	Self acceptance & respect of self	Respect & concern for others & their rights	Social & civic responsibility	Environmental responsibility
✓	✓	✓	✓	

DISTRICT

This lesson has been developed by teachers in the following district:
Warren Blackwood

TOPIC INFORMATION

PURPOSE

To provide an opportunity for students to learn how traditional damper was made, and to compare it with modern damper and bread. Also to help students appreciate and increase their knowledge of Aboriginal foods and culture; their respect; and their acceptance of Aboriginal and Torres Strait Islander people.

STUDENT OUTCOMES

Students:

- move towards understanding that the diverse groups to which people belong vary in their traditional and non-traditional aspects, and that interaction with these groups influences the identity of individuals;
- understand that cultural groups have traditional and non-traditional aspects;
- understand that different groups in communities function to meet various needs; and
- understand that membership of different groups influences the identity of individuals.





KEY BACKGROUND POINTS

Aboriginal peoples' cultural practices, both in the past and present, are based on principles of sustainability and survival.

Aboriginal peoples vary in their cultural practices and outlook on life.

Aboriginal cultures are not static but evolving and adapting.

Teachers are encouraged to discuss lesson with school AIEOs, Aboriginal Education Advisory Council members, and Aboriginal parents/carers to find out how local flora and fauna is and was utilised in your area. Should your school not have an AIEO or if parents/carers are unavailable, please contact the Aboriginal Education Team in the District Education Office.

Visit Wardan Aboriginal Cultural Centre to observe and learn about local Aboriginal culture from local Aboriginal people, and enquire about traditional damper making.

CULTURAL & PROTOCOL CONSIDERATIONS

Teachers are advised to choose terminology carefully, and to ensure instruction is free from stereotypical generalisations and paternalistic statements.

Appropriate terminology

- When referring to Aboriginal people, use the term, 'Aboriginal person' and/or the local group name, e. g. Wandandi. The following examples are not acceptable:
 - Aborigine or Aborigines
 - ATSI
 - Ab or Abo
 - blackfellas
 - TIs or Thursday Islanders for Torres Strait Islanders – use full name.
- When referring to Aboriginal or Torres Strait Islander people, there is no part or half 'measurement'. Such descriptions are not acceptable. The 'skin classification system' is a livestock breeding practice developed in Queensland in the early 1800s and does not apply to people. Should an individual identify as being 'part', it is their individual preference and must not be used as a general term for other Aboriginal people.

Human Rights Commission and Commonwealth Government Definition

- The Commonwealth definition for Aboriginal and Torres Strait Islander people is someone:
... identified, recognised and accepted as an Aboriginal person in their local Aboriginal community.

Correct Grammar

- In terms like: 'Aboriginal people' or 'Noongar people' – proper nouns require capital letters.

Local Groups

- When referring to local Aboriginal people identify groups by name, e. g. in the Warren Blackwood District groups identify as Noongar people, but some also have local group names like, Wandandi.

Value Statements

- Avoid 'value' loaded statements, such as:
 - *'This is what past or real Aboriginal people did'*. This implies that current Aboriginal people are not real or are less Aboriginal than their ancestors.
 - *'Today's/modern Aboriginal people do not do this'*. This statement is misleading as many Aboriginal people maintain traditional cultural practices.
 - *'Bush medicine doesn't work'*. This statement is dismissive and trivialises cultural practices. In addition, this statement fosters and reinforces racism.





Contemporary Issues

Teachers are encouraged to emphasise issues affecting contemporary people, such as:

- Colonisation exposed Aboriginal people to diseases which had a major impact on their health, and population numbers. Diseases and viruses such as smallpox and measles devastated Aboriginal communities causing numerous fatalities that often wiped out entire families. These diseases not only impacted on individuals but also the structure and lifestyle of Aboriginal people as a whole.
- Colonists' lifestyle was geographically fixed while Aboriginal people were typically nomadic. Imposing a fixed lifestyle created spiritual, cultural and physical problems for Aboriginal people who were removed from their traditional homelands and forced into reserves and missions. Lack of regular exercise, processed foods, high sugars and carbohydrates affected fitness and health of Aboriginal families and communities. As a result, many Aboriginal people today suffer from diseases such as diabetes, high blood pressure, renal failure and heart disease.
- Today, processed and commercial products are substituted for bush foods not readily available, e. g. commercial honey replaces bush honey. To understand differences it helps to compare forms of herbs like fresh basil in summer and dried/processed basil in winter; or damper made from processed white flour instead of ground roots.

Further information and advice

Should you require further information or clarification, please contact the AIEO in your school, Aboriginal parents/carers, or the Aboriginal Education Team in the Warren Blackwood District Office on 9771 7100.

RESOURCES

Medium	Author, producer, developer etc	Title	Source
cultural centre	Wardandi people	Warden Aboriginal Cultural Centre	Injidup Road (1.5 km off Caves Road), 6 km south of Yallingup phone/fax: 08 97 566 566 email: wardan@westnet.com.au
website	NSW K-6 Board of Studies	Aboriginal Technology	http://k6.boardofstudies.nsw.edu.au/linkages/IntegratedUnits/aboriginal/tech_learn02.html
website	Roebourne Primary School	Making damper	http://en.wikipedia.org/wiki/Bush_bread
website	Wikipedia free encyclopedia	<i>Bush bread</i>	www.calm.wa.gov.au
website	South West Development Commission and Bunbury Regional Art Galleries	<i>Noongar Aboriginal Art from Australia's South West</i>	http://noongarcountry.mysouthwest.com.au

TEACHING AND LEARNING STRATEGIES

TEACHING RESOURCES

- access to computers and the internet, or use a data projector and screen for whole class viewing
- writing materials
- collections of books/videos about damper-making from your library, the following were available to Busselton PS students:

Reference Books from District Office

- *Bush Food* (ISBN 0 644 10301 9)
- *Bush Food* by Jennifer Isaacs (ISBN 1 86302 504 9)
- *AERU Bush Food, 20* Poster Kit

Reference books from Busselton Primary School (ph 9754 2544)

- *Aboriginal Technology* by Alex Barlow ISBN 0 7329 1821 9
- *RIC Aboriginal Studies* – Lower, ISBN 1 86311 432 7; Middle, ISBN 1 86311 433 5; Upper, ISBN 1 86311 434 3
- *Towards Aboriginal Reconciliation*, Elton Publication – Junior, ISBN 1 876486 11 2; Middle, ISBN 1 876486 12 0; Senior, ISBN 1 876486 13 9
- *Aboriginal Collection* – Ashton Scholastic, Junior to middle, ISBN 1 86504 (variety of numbers + blackline masters)
- *Australian Aboriginal Peoples* – Macmillan, ISBN 0 7329 6517 9





- Big Books: *Pigs and Honey* by Jeanie Adams, ISBN 3 5076 006680 9; *Going for Oysters* by Jeanie Adams, ISBN 3 5076 010689 4
- *In the Beginning* ISBN 3 5076 0057117 (Seasons)
- *Australian Aboriginal Culture* – RIC; 5-6, ISBN 1 86311 807 1; 7-8, ISBN 1 86311 808; 9-10, ISBN 1 86311 809 8; 11+, ISBN 1 86311 810 1
- *Kimberley Bush Food* ISBN 3 5076 018430 5
- Posters Dewey no 994

Videos

- *The Dreaming* videos – select stories that are appropriate.
- *Mayi Wiru* BRN597891
- *Bush Tucker Man* BRN550070

LESSON STEPS

Use and adapt ideas provided in ways that best meet your students’ needs, developing them to include as many lessons as you like.

Preparation

- **Consult and collaborate** with your AIEO, Aboriginal parents/carers, Aboriginal Community Consultants or District Education Office staff to learn about local bush medicine.
- **Plan** your lessons with your AIEO, Aboriginal parents/carers or the Aboriginal Education Team in the District Education Office.
- **Research** the above websites in relation to traditional damper, and introduce them to your students:
 - The NSW Board of Studies website provides a photographic step-by-step guide to making damper and a wealth of information about Aboriginal culture. You may source a local damper-making guide to compare with the east coast example provided.
 - The Roebourne Primary School website provides a step by step instruction of how to make bush damper for the Pilbara district. It also contains information about the school, culture and lifestyle of Yindjibardi people. You may use this as a model for developing a website for your school.
 - Wikipedia, the Free Encyclopedia website includes information about natural ingredients used for damper in different parts of Australia, preparing and grinding seeds and other related aspects of Aboriginal culture. It includes a photograph of an Aboriginal man making ‘damper’.
 - The other websites include information about Noongar Country and history, the South West’s Noongar Community and the Wardan Aboriginal Cultural Centre.

Implementation

Whole Class

- **Recap** what students will do in this series of lessons, and what they did in Lesson 1: Discovering traditional damper.
- **Discuss** what students learned **and consult** the completed KWL chart from previous lesson to check how traditional damper was made.
- **Discuss** with students how they think making damper now would differ, e. g. where it’s made, ingredients, cooking methods ...
- **Begin** another KWL chart recording what students know about modern damper, and what they want to learn about it.

What do you know ?	What do you want to learn ?	What have you learned ?

Working in small groups or pairs

- **Instruct** students to research modern damper-making using books and the internet. You may allocate different questions they have raised (W column) to each group, or ask each group to investigate all questions. Focus questions may include things like: Where are modern dampers prepared? What ingredients are used? How are they cooked?
- **Provide** above website addresses (and other relevant sites), one to each group (or as appropriate for your students). If students are experienced in web-based research ask them to google ‘damper-making’ and find relevant information for the Warren Blackwood District.
- **Provide** other resources you have identified (videos, books, charts, recipes ...).
- **Ask** students to decide on how to record their findings clearly.





On completing research

Whole Class

- **Share** group/pair discoveries about modern damper-making.
- **Enter** findings on the KWL chart (L column).
- **Compare** findings on KWL charts – modern and traditional damper-making – looking at differences and similarities.
- **Discuss** reasons for the differences and similarities, and draw conclusions about questions like: What was the best cooking method for traditional Aboriginal people? For modern people? Why did Aboriginal families make damper? Why do they make it now? Where did they get ingredients to make damper traditionally? Where do people get them now?

Follow this lesson with a damper-making lesson, using the recipe that students wrote in Lesson 1.

ASSESSMENT

Observe and record (as required), aspects like:

- participation in research activity and recording information found;
- research skills used effectively;
- IT navigation skills;
- group participation;
- participation in reporting back and informing class about findings;
- participation in class discussions and KWL activity;
- ability to draw conclusions based on research findings, about general questions; and
- participation in making damper

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