



Damper 4: other traditional Aboriginal foods



Lesson four 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	Roebourne Primary School	Making damper	http://www.roebourne.wa.edu.au/culture/picturedamper.htm
website	Department of Conservation and Land Management (CALM)	<i>Nature Base</i>	http://www.naturebase.net/florabase/ also under 'schools': Aboriginal Culture; and Exploring Woodlands with Noongars
website	South West Development Commission and Bunbury Regional Art Galleries	<i>Noongar Aboriginal Art</i> from Australia's South West	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 bread-making

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 above websites in relation to traditional Aboriginal foods. These are simply examples as a wealth of material is available. Introduce to your students (or they may find their own sites to explore):
 - 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.
 - The CALM website, *Naturebase*, has a wealth of background material. Particularly relevant is the pdf *Exploring Woodlands with Noongars*, and check out all the 'Schools' section.
 - 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** purpose of series, and what they students did in Lessons 1, 2, 3 and bread and damper-making sessions.
- **Discuss** what students learned **and consult** the completed KWL charts from previous lessons to check about damper as a traditional food.
- **Discuss** other foods (in addition to bread/damper) all people need to remain healthy.
- Begin another KWL chart recording what students **know** about other traditional Aboriginal foods, and what they **want** to learn about them (different food groups).

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

Working in small groups or pairs

- **Instruct** students to research traditional Aboriginal foods using books and the internet. You may allocate different questions raised (W column) to each group, or ask each group to investigate all questions. Focus questions may include things like: What are the food groups? Where did traditional Aboriginal find foods from each group? (groups/pairs may take one food group each to research)
- **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 'traditional Aboriginal foods' 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 traditional Aboriginal foods.
- Enter findings on the KWL chart (L column).
- Discuss findings. Focus questions for the Warren Blackwood district, may include:
 - What foods did traditional Aboriginal people eat?
 - Where did they find these foods?
 - How did traditional Aboriginal people prepare and cook these foods?
 - Were some eaten raw (like berries or fruit)?
 - What livestock was available? Did traditional Aboriginal people eat certain types of livestock (e. g. kangaroos)?
 - What foods were seasonal?
 - What was available during the two summer seasons (Kambarang and Birak) or autumn and winter (Mookaroo and Boonaroo)?

To follow this lesson, ask students to prepare presentations about their research findings. These may take the form of written reports or oral presentations (power point ...) that include aspects like: descriptions of the traditional foods, where it was found, how it was prepared, the food group they belong to, their nutritious value, pictures, diagrams ...

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
- preparation and presentation of research findings, according to given guidelines

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