

ABORIGINAL **SURVIVAL TECHNOLOGY**

Combining the Sciences of: ANTHROPOLOGY + ARCHAEOLOGY + ETHNO-BOTANY

Presented by researcher and science-educator: Philip Green (AKA Wild Man)

ATTENTION: (Incursion Co-ordinator)

I look forward to meeting with you. Please feel free to talk to me about how this show supports your school's curriculum, catering for special needs children, and any other requirements

SHOW DATE: / / Start Time of First Show:

● **PRE-VISIT** Class discussion OR research is **CRUCIAL**

Doing pre-visit **BEFORE** sending permission notes. **INCREASES** student attendance

Please **PHOTOCOPY** the other 4 pages and give one set to each Teacher before the show date, so they can: Discuss OR Research with their class

● **ACCESS** to venue: **90** minutes **BEFORE** first show as Philip has a **HUGE AMOUNT** of artifacts + AV to set-up.

If Philip's arrival time is early morning before Teachers arrive, please inform Cleaning or Ground Staff of access time, so they can:

(1) Open venue (2) Unlock school gates - for vehicular unloading beside venue

WARNING: *Show may not start on time if access is less than 90 min prior to first show*

● **VENUE REQUIREMENTS**

■ Students sit on floor - 15 m x 10 m caters for about 150

■ **MUST BE DARKENED** for projection of photographs

Philip has own equipment: Screen + projector + power cords + sound gear etc

■ **10 TABLES** (Each approx 2 metres long) for artifact display

■ **10 CHAIRS** (single chairs) for artifact display

Please ensure tables + chairs are in venue, ready for use, **BEFORE** start of set-up

● **PACK-UP** allow **90+** mins **AFTER LAST SHOW**

N.B. Please **CHECK** to **ENSURE** other activities have **NOT BEEN BOOKED** during the 90+ mins pack-up eg School assembly, After-School-Care, Dance or Martial Arts classes etc

***PRE-VISIT* ACTIVITIES TO *ENTHUSE* STUDENTS**

Doing pre-visit BEFORE sending permission notes, INCREASES student attendance

● Enclosed: **TWO** A4 pages containing **8 ICON-NAME-TAGS**

- Please make **4X PHOTOCOPIES** of each of the **2** pages
- Divide your class into **8** approx **EQUAL GROUPS**
eg A class of **32** students will have **4** students per group
- Each group has a different icon-tag, with QUESTIONS. Teachers discuss answers with lower primary. Middle + upper students do own research.

● **PURPOSE of 8 GROUPS and TAG QUESTIONS**

- During show, students will be in their icon groups to TOUCH artifacts
- Whilst students **DO NOT** present tag-research at show, pre-visit research or discussion greatly enhances cognitive engagement + long-term retention
- Wild Man would like to view PRIMARY students' pre-visit research (done on A4 page) at END of SHOW. He will certify it with his WILD MAN STAMP

● **RESEARCH SUGGESTIONS for TAG QUESTIONS**

eg MEDICINE TAG Question 1 - "How is Native Cockroach used for medicine?"

ENTER 3 GOOGLE SEARCH WORDS:

Aborigine Medicine Cockroach and get amazing results!

- LOWER PRIMARY:** - Appropriate to student age, teachers DISCUSS questions and answers. Students colour + write name on tag.
- MIDDLE + UPPER:** - Students RESEARCH their group-tag questions, in class or as homework. May also colour their tag.
- SECONDARY:** - Student RESEARCH is CRUCIAL. Don't wear tags. Uncool!

● **IMMEDIATELY PRIOR to START of SHOW**

- Students (except secondary) **WEAR NAME TAGS** (safety-pinned or taped etc)
- Wild Man will set out **8 WITCHES HATS** (each has a different icon)
Students line-up behind their Aboriginal Technology icon

CELEBRATING Australia-wide DIVERSITY of:

ABORIGINAL SURVIVAL TECHNOLOGY

Combining the sciences of: ANTHROPOLOGY + ARCHAEOLOGY + ETHNO-BIOLOGY

Presented by researcher and science-educator: Philip Green (AKA Wild Man) 14-04-14

● **PROGRAM AUTHENTICITY**

Australia-wide, this program has been viewed by: Ethno-Historians + Indigenous educators + Traditional Owners + Curriculum personnel.

They deem it: **FACTUALLY ACCURATE + CULTURALLY RESPECTFUL**

● **PRE-VISIT ACTIVITIES** are **CRUCIAL!!!**

Doing pre-visit **BEFORE** sending permission notes. **INCREASES** student attendance

Enclosed: A page explaining pre-visit activities for enthusing students

● **SHOW CONTENT** (90 minute show strongly supports National Curriculum)

- Dreaming traditions + spirituality + modern, socio-political issues will not be presented

- The **SCIENCE** of **8** technologies from **PRE-EUROPEAN CONTACT** will be examined using commonly known, **AUSTRALIA-WIDE** examples:

- | | | | |
|------------|---------------|--------------------|---------|
| ■ Clothing | ■ Medicine | ■ Fighting Weapons | ■ Water |
| ■ Hunting | ■ Bush Tucker | ■ Utensils + Tools | ■ Fire |

- Show combines: Live + interactive AV with demonstration of artifacts

- **ALL** students can handle **CULTURALLY APPROPRIATE** artifacts

N.B. Artifacts were made for retail markets across Australia: Museum + National Park + Tourist Information shops. NO sacred or taboo artifacts used. No information presented is secret knowledge or specific to one Aboriginal group. It is generic and readily available in museums, books, DVDs and internet.

● **SCIENCE SHOW PRESENTER**

PRESENTED TO: 300,000 students + 1,200 schools + 10,000 teachers
(across Australia + New Zealand + USA, during last 25 years)

CREATED: 5 other Eco-Science shows (in addition to 'Aboriginal-Survival-Technology')

AWARDED: An international Winston Churchill Fellowship (1997)
for creating innovative Indigenous + Eco-science shows for school students

● **INDIGENOUS EXPERIENCES**

Philip is a non-indigenous Australian with a life-long interest in Aboriginal:
- Survival Technology + History (especially pre-white contact) + Artifacts

Personal reference library of **355** books on Aboriginal technologies

VISITED: Indigenous communities in: NZ, USA, Belize, Canada + Australia

VISITED: **186** Aboriginal sites/trails + **66** museums + **33** Aboriginal-led tours

VISITED: Country of **133** **ABORIGINAL GROUPS** across Australia
to collect + photograph: Bush-Tucker + Medicines + other raw-materials

DISCOVERED: **19** new Aboriginal sites in NSW + Qld + WA + NT + SA + Vic

Summer

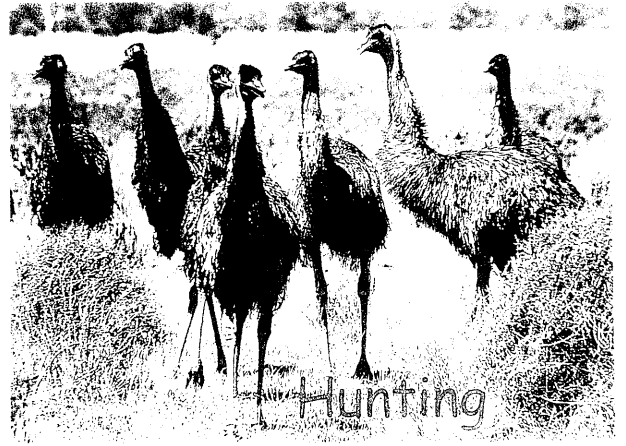
Winter



CLOTHING

- (1) What are these traditional clothes made from?
- (2) Why did many Aboriginal peoples not wear any clothes?
- (3) How would you keep warm on a frosty night without clothes?

My First Name



HUNTING

- (1) How are Emus hunted, caught, killed and cooked?
- (2) What different wildlife do men + women + children hunt?
- (3) Why is one's totem animal not hunted and eaten?

My First Name

Fire



FIRE

- (1) How is fire started on a rainy day, using traditional ways?
- (2) Why do Aborigines burn the bush + desert in a patchwork?
- (3) List 5 traditional uses of fire.

My First Name



WATER

- (1) Where can drinking water be found in the desert?
- (2) How long can a human live without water?
- (3) List 5 traditional items (found or made) for carrying water.

My First Name



Medicine

MEDICINE

- (1) How is this Native Cockroach used for medicine?
- (2) What sicknesses + injuries are treated with bush medicine?
- (3) List 5 bush medicines.

My First Name



Utensils

+
Tools

UTENSILS + TOOLS

- (1) What is this Coolamon made from?
- (2) What is this Coolamon being used for?
- (3) List 5 traditional utensils or tools.

My First Name

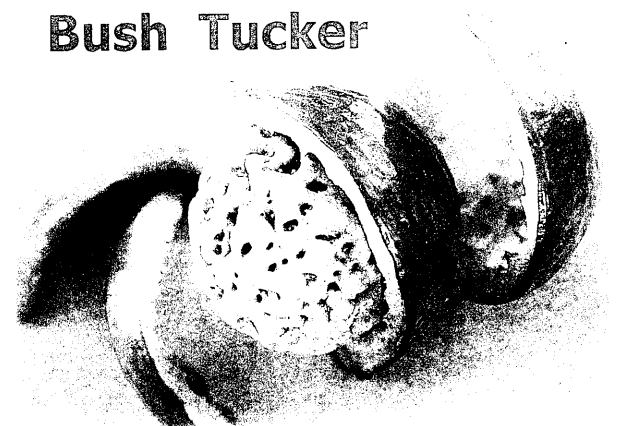


Fighting
Weapons

FIGHTING WEAPONS

- (1) How is the stone axe-head fixed to the wooden handle?
- (2) What might cause Aborigines to fight in pre-colonial times?
- (3) List 5 weapons used for fighting by men + women.

My First Name



Bush Tucker

BUSH TUCKER

- (1) Where do Quandongs grow? How are their nuts spread?
- (2) List 5 traditional bush foods and where found in Australia.
- (3) How are poisonous foods prepared to remove toxins?

My First Name