



Deadly jarjums learning through play with your mob

Acknowledgement

NSW Aboriginal Education Consultative Group (NSW AECG) state executives were consulted while developing this resource. This consultation was within the context of the Partnership Agreement 'Walking Together Working Together 2020-2030' between the NSW AECG and the Department of Education. Through this agreement NSW AECG can provide appropriate cultural and community knowledge and understandings to teachers and other education staff through professional learning, and in the development and implementation of educational policies and programs.

This resource has used some Aboriginal terms such as 'Deadly' and 'Jarjums' that are specific to some Aboriginal communities. The department acknowledges that the term Jarjums is used to refer to children in Bundjalung community but not in all communities. Aboriginal peoples use the term Deadly to refer to something fantastic, great or awesome.

Communities are welcomed and encouraged to adapt the terms used to suit what is culturally appropriate and understood in their community.



Disclaimer

This document contains images of Aboriginal people and Torres Strait Islanders still living. Users are warned that the document may contain images of people now deceased. User discretion is advised.



The important role of families in their children's learning and development

Families play a vital role in supporting young children's learning at home and in the early years of school. Being connected to mob, Country and community is essential for achieving quality outcomes for all children. Many people are involved in a child's learning and education, and the contribution of each is valued and respected.

Families can have a positive impact on their child's learning and wellbeing by:

- sharing stories and culture
- playing games

- singing songs
- chanting rhymes
- exploring letters and numbers through play.

Families are best placed to build on and strengthen learning through cultural ways of knowing and being.

Why play is important?

Play-based learning is the most effective way for children to learn. Play experiences can be messy, quiet, loud, calming, indoor or outdoor.

Through play children:

- explore their ideas and discover new learning
- create, imagine and investigate
- predict and experiment
- develop curiosity, cooperation, creativity and confidence
- learn about the world around them and connect with Country
- ask questions, have a yarn and build new understandings
- learn about who they are and where they belong
- laugh and have fun.



When your kids play, they are learning

Learning for children is everywhere and happens every day, in every way.

You can help your child learn through play by:

- providing time to engage in play that they choose
- avoiding the urge to tell them how to play with something or what to play with
- supporting their pretend play by getting in character and joining in
- role modelling different ways of doing things or using the materials in the play.

Children don't need expensive things for play

Children enjoy exploring and playing with a range of materials. Materials may be:

- purchased or available around the house
- natural resources or collections of household items or recyclable materials.

Often children will engage in play for hours on end with items such as:

- large cardboard boxes, old magazines and catalogues
- empty egg cartons, cereal boxes and toilet paper rolls
- balls, pegs, cushions, old blankets, pots and pans
- cotton buds, pieces of wool, cellophane or wrapping paper
- leaves, branches, gum nuts, shells, tree bark and pebbles.

These sorts of materials provide opportunities for open-ended play experiences where children's imagination is used in different and creative ways.





Have a yarn with your kids when they are playing

Talking with children helps them to think about what they are doing, learn about language and practice their developing language skills.

You can extend children's learning through play by asking open-ended questions like:

- How does that work?
- I wonder why that happened?
- What would happen if ... ?
- Is there another way to do that?
- Tell me about ... ?
- Tell me how ... ?
- What can you see ... ?
- What can you hear ... ?
- Why do you think that happened ... ?
- How did you do that?
- What would happen if ... ?

- I wonder what else you could use?
- Why do you think that happened?
- What do you think might happen if ... ?
- What should we do next?

If you speak a language other than English at home you may ask some of these questions in your home language.

Watch this animation about how children learn through play and what you can do to support their learning.



Helping your child grow strong, proud and capable

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Being proud and strong

A strong sense of identity helps children to be who they are and be confident in their culture and ways of learning.

Having a strong sense of identity supports children to ask questions and try new things, to persist with challenges and celebrate their achievements.

What can I do to help my jarjums?

Face drawing

What you will need:

- A mirror
- Something for drawing:
 - paper or bark with pencils or textas or paint
 - chalk on cement or a big rock
 - flatten out sand or soil and then draw with a stick
 - gather leaves and small sticks from the ground and arrange them
 - use a computer drawing program, such as 'Paint'.

How to draw your face

- Spend some time looking at a mirror with your child.
- Look carefully at your hair, skin, ears, eyes, mouth and nose.
- Start with the outline of your head.
- Draw each of your features to complete your face.
- Talk about how everyone is unique and what makes you different and similar to each other. This helps your child to be comfortable and confident in who they are.
 - Which features or parts of their face are the same as yours?
 - Which of their features or parts of their face are different?



Story telling – my family and culture

Talk with your child and share stories about your family, your culture and beliefs.

- Look at digital family photos and old photo albums and talk about who is in your family and your extended family.
- Share stories about grandparents, aunts and uncles from both sides of the family.
- Do both sides of the family have the same cultural background, religious beliefs and values?
- What is the same and what is different?
- Invite your child's family members, grandparents or elders to tell stories from when they were a child, or about a special family event like a birthday, wedding or christening.



Use the QR code to watch this special episode of Play School with Luke, Miranda and Hunter celebrating Australia's First People and giving an Acknowledgement of Country

To find out more about children having a strong sense of identity refer to these family resources:

[Play School: Acknowledgement of Country](#)

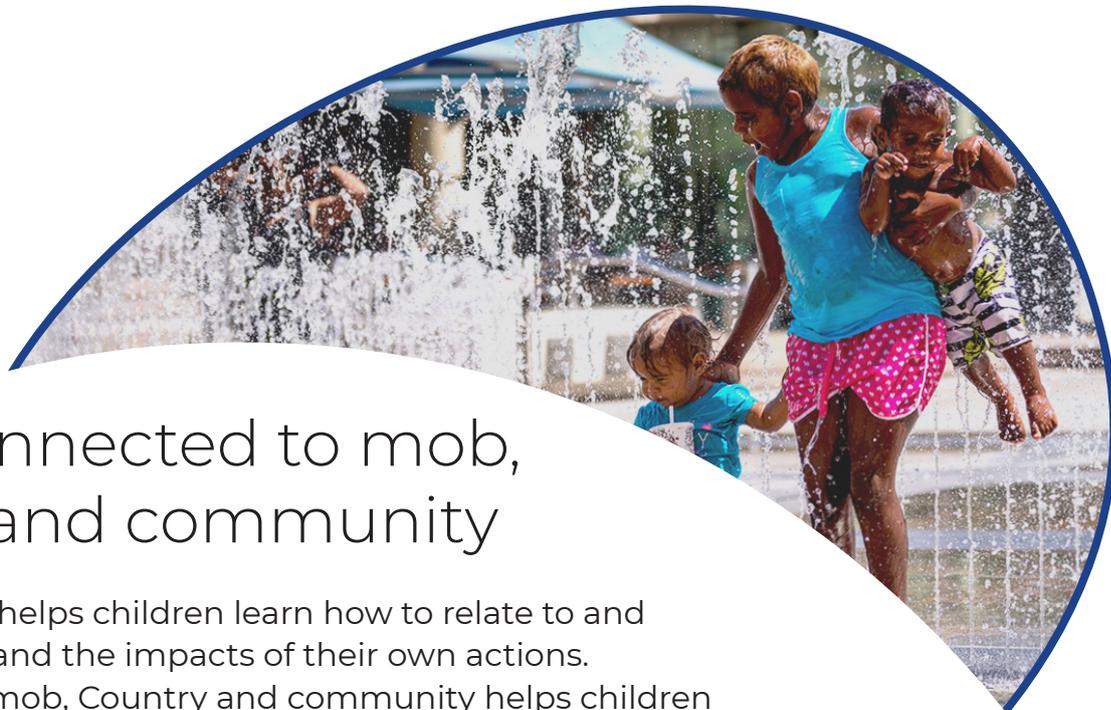


[Knowing me, my family and community](#)



[Being proud and strong](#)





Being connected to mob, Country and community

Being connected helps children learn how to relate to and work with others and the impacts of their own actions. Connection with mob, Country and community helps children to celebrate and value difference and collaborate to care for the environment.

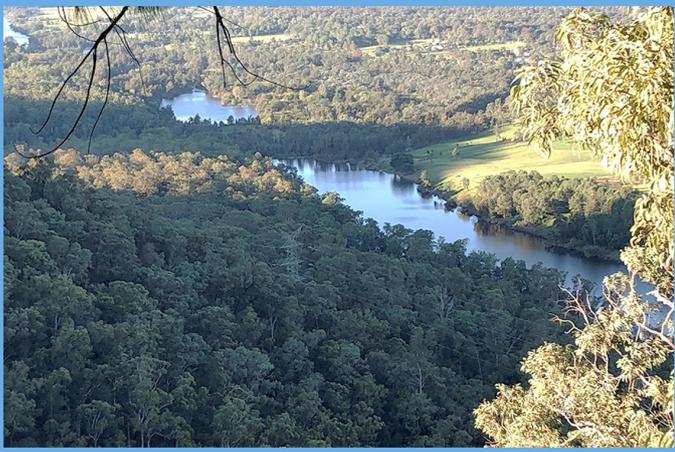
What can I do to help my jarjums?

My community

Community walk

- Go for a walk in your community and map the different spaces you know and those which you visit regularly for special occasions or for recreational purposes.
- Talk about the important role that different community members play to help everyone live and work well together.





Role play

- Talk about different professions in the community.
- Role play and dress up as different service people in the community (doctors, nurses, teachers, shop keepers, aunts, elders).
- Talk about different community members and what they do.

How do I connect with community?

- Build a picture gallery using photos or drawings of the special places which you visit in your community.
- Collate a photo album of pictures of your family and the groups your child belongs to.
- Write a story about what was happening in the photos.
- Talk about who you see at these places and what you do there.

To find out more about children being connected to their community and the world refer to these family resources:

[Being connected –
mob, Country and
community](#)



[Caring for the
environment](#)





Learning to eat well, be active and stay strong

It is important for children to learn to make healthy food choices, be active, develop movement skills and participate freely in physical activity. This helps them to have a strong sense of wellbeing, build strong relationships, learn to manage their emotions and grow up strong and healthy.

What can I do to help my jarjums?

Talking about emotions

How does your child calm themselves down? Some children find going outside and running around helps, or just sitting quietly on their own.



Try this breathing exercise with your child.

- Lay quietly somewhere on the floor and get comfortable.
- Eyes can be open or closed.
- Breathe in for a count of 4 (1, 2, 3 4).
- Now, encourage them to hold their breath for the count of 4.
- Then breathe out, 1, 2, 3, 4.

Repeat this a few times.

Exploring with your senses

- Take a look at the pictures below.
- Talk with your child about what is happening in each picture and what senses are being used?



Smell – Are there plants around your house that you can smell?



See – What is the child looking at? What are they using? Do you think they can see the flower better with the magnifying glass?



Taste – Vegetables are healthy. What do you think they might taste like? What is your favourite vegetable?



Hear – The child is listening to the story. Encourage your child to close their eyes and listen to the sounds around them. What can they hear?



Feel – This child's feet are feeling the bark on a tree. Do you think this feels rough or smooth? What can you find that feels rough and smooth? Walk bare foot on different surfaces like sand, dirt, grass, carpet. What does the surface feel like?

Moving and relaxing

If you have space outside:

- kick a ball
- go for a run
- practice a handstand or cartwheel.

Try one of the other ideas on this activity card using the QR code.



To find out more about children having a strong sense of wellbeing refer to these family resources:





Being deadly – speak up, be heard and have a go

Children are confident and involved learners. They think deeply and can connect and extend upon what they already know. Children see themselves as explorers and problem solvers and can use their own imagination and creativity to find out about how and why things work.

What can I do to help my jarjums?

Where does food come from?

Use the QR code to view the video 'living world' otherwise:

- Look inside your fridge or freezer and have a look at the different food items.
- Encourage your child to draw 5 food items that come from a plant and 5 food items that come from an animal.
- Talk to them about what they have drawn.
- Help them write the name of the food item.



Make a puzzle

- Find a picture from catalogues, newspapers or magazines. Or your child could print, paint or draw a picture of their own.
- Paste the chosen picture onto a sheet of cardboard or reuse an empty cereal box (this will make the puzzle last longer).
- Cut the picture into 6-10 interesting shapes to create a puzzle. Shuffle the pieces, and try to put them back together just like a puzzle.



Sinking and floating

What you will need.

- A big bowl full of water (you can also do this in the bathtub).
- A collection of items that might sink or float like: corks, avocado shells, passionfruit hulls, leaves, sticks, wooden spoons or tablespoons, rocks and small toys.

What to do:

- Put them in the water and have a yarn about objects that sink or float.
- Ask questions like: Why do you think this object floats? Why does this one sink to the bottom?



Building challenge

What you will need.

- Empty boxes of any size.
- Tape or stapler.
- You can also use any building blocks that you have at home.

Allow your child to choose one or more of these challenges to complete.

- Build two towers, each out of different materials. Make the towers exactly the same height.
- Build a home for a snake.
- Build a shed for a long, thin car and a tall car.
- Build a bridge, car, boat or castle.
- Build a house with four windows and two doors.



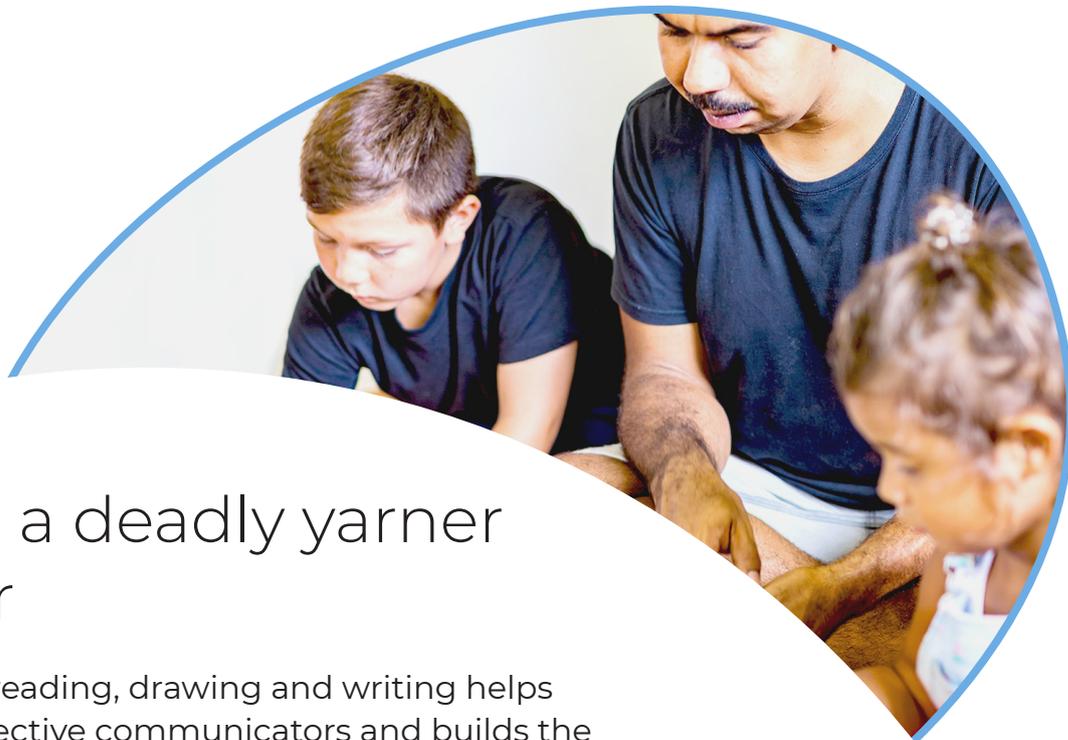
To find out more about children being confident and involved learners refer to these family resources:

[Being deadly – speak up, be heard and have a go](#)



[Science, technology, engineering and maths](#)





Becoming a deadly yarner and reader

Speaking, listening, reading, drawing and writing helps children become effective communicators and builds the foundation for learning.

What can I do to help my jarjums?

Have fun drawing and writing with your kids

What you will need:

- a baking tray or plate layered with flour, rice or shaving cream
- a small garden patch with sand or dirt and a stick for drawing and writing or
- paper with pencils or textas or paint.

Practise writing familiar shapes, names, letters, numbers and patterns.

Talk to your child about the symbols they create.



Shared reading 1

What you will need

- Listen to the story 'Hello and Welcome' by Gregg Dreise.
- This story is about an Aboriginal culture and the people they thank in Aboriginal culture.

Scan the QR code to listen to the story:



Ask your child some questions about the story and let them share their understanding of the story.

- What did Gregg thank you for in the book?
- Who do you want to thank in your community and why?
- What does your child notice about the pictures? Look carefully at the people and the colours.
- How many countries do we have in Australia?
- What did Gregg say we should do about our countries?

Shared reading 2

- Choose a book that you have at home.
- Talk about the front and back cover of the book with your child. Ask questions like: Is the writing different on the front cover? How many words are on the front cover? Are there pictures? What do you think the book is about?
- Begin reading the book. Talk with them about what is happening in the pictures and ask them what they think will happen next in the story.
- When you have finished the story talk about what happened and ask questions like: "What do you think would have happened if..."
- Extend the story by drawing a picture of each of the story characters (the people and animals in the story).

Describing things

Scan the QR code to watch this video and join the activity:



If you can't watch the video, look at the photo below and start at step 1.



1. Describe this picture. Remember to use describing words, such as orange, crunchy, dry and beautiful:

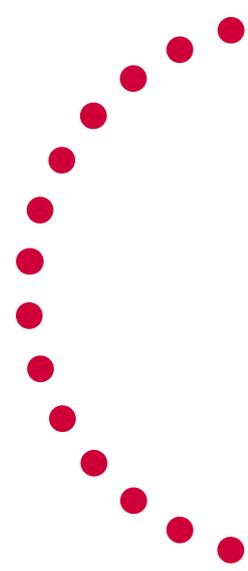
- I can see ...
- I can hear ...
- I can smell ...
- I can feel ...
- The leaves are like ...

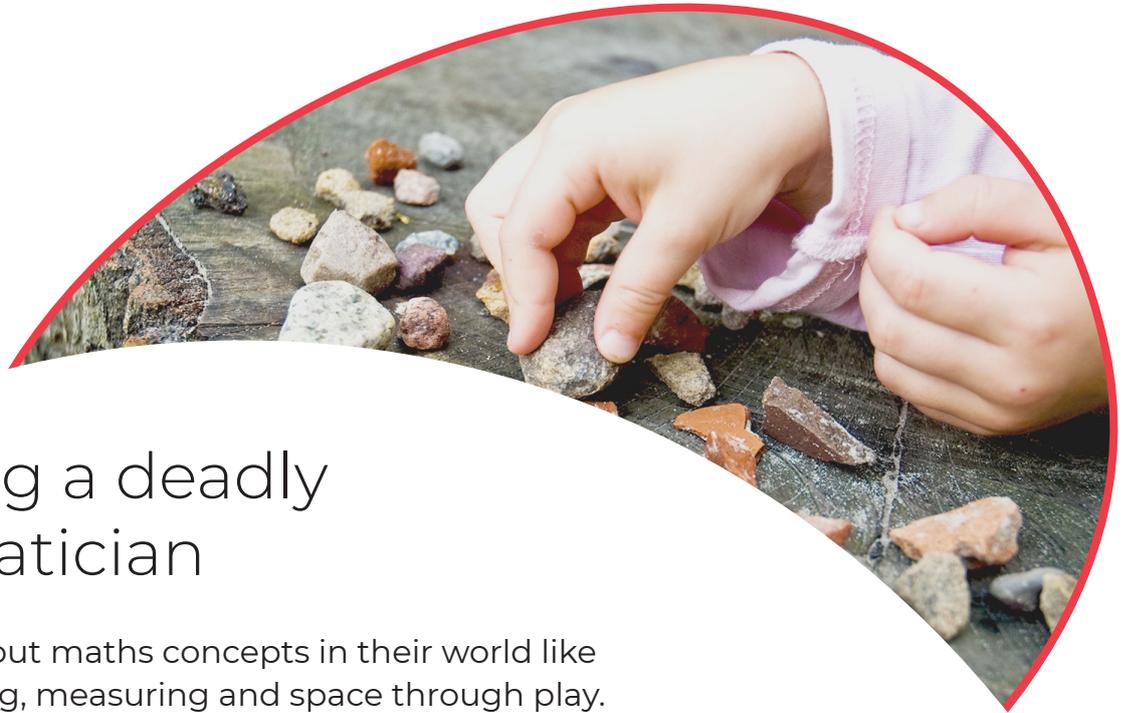
2. Now it's your turn. Think of different things, or find things in your home, that you can:

- see
- hear
- smell
- feel.

To find out more about children as effective communicators refer to these family resources:

[Becoming a deadly yarner, reader and mathematician](#)





Becoming a deadly mathematician

Children learn about maths concepts in their world like numbers, counting, measuring and space through play. Through the use of a variety of materials children develop mathematics skills such as matching, ordering, counting, sorting and pattern making.

What can you do to help your jarjums

Counting

What you will need:

- Any collection of items or objects can be used to encourage your child to count.
- Practice remembering and saying each number in the correct order.
- Try to help your child count each item or object in a group once, so they can understand the last number counted represents the total number of objects.

Count how many ducks, how many ducklings or how many peace poles. What else can you count in your community?



Count your steps

- Have a go at counting steps from your bedroom to your fridge or to the back door.
- Where else can you count your steps? Help your child count their steps in different spaces and places.



Sorting, comparing and making patterns

What you will need.

Go for a walk and collect a range of items like shells, rocks, sticks and leaves. Find somewhere comfortable to stand or sit together and:

- encourage your child to sort and classify the items
- you can then sort items into big, small and medium size or long and short
- you can also use the items to make patterns.



Noticing patterns and symbols

This artwork was commissioned for the department's Reconciliation Action Plan. It was created by Suzanna Bulai, a student at Boggabilla Central School which is on Gamilaraay Country near the Queensland border in the North East of NSW.

Look at the picture of the Aboriginal symbols and ask your child questions like:

- What can you see?
- What different shapes can you see?
- Why do you think there are some small circles and some big circles?
- What do you think the blue wavy parts are?



Hopping fun

A flat concrete surface outdoors and a piece of chalk – if inside you will need tape or ribbon.

- Create a hop scotch pattern with chalk or tape.
- Use a small stone to roll across the pattern.
- Identify the number and hop to the square.
- Remember if it is the double squares, you will need to jump.



To find out more about children as effective communicators refer to these family resources:

[Becoming a deadly
yarner, reader and
mathematician](#)



[Patterns, numbers,
space and
measurement](#)



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**Helping our mob to
have a strong start
to school**