



The Australian Journal of **INDIGENOUS EDUCATION**

This article was originally published in printed form. The journal began in 1973 and was titled *The Aboriginal Child at School*. In 1996 the journal was transformed to an internationally peer-reviewed publication and renamed *The Australian Journal of Indigenous Education*.

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painting the interior, building a laundry and toilet, laying water pipes, digging a soakage pit for waste water, and erecting a clothes line, have been planned. This project will require close co-operation with the Home Economics teacher.

These are some ideas about a teaching program, but it is my sincere belief that to establish rapport and to achieve response, one must strive to incorporate practical activities relating to the interests of the students and to community life.

At the commencement of the year I was a little apprehensive owing to the fact that I have had no experience in dealing with students of this age group. However, after two terms of working with the group, I have found it very fruitful and have encountered some of the most rewarding experiences in my teaching career.

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A LEARNING EXCURSION

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On June 5th, Infant B, consisting of sixteen children, went on an excursion to Rocky Point.

Prior to departure we prepared a picnic lunch which involved counting how many sandwiches we would need, how many cups we had to take if each child was to have his/her own cup, and how much cordial we would have to prepare. We also counted out enough biscuits to give each child two and enough apples to give each child one.

Also, before boarding the bus, we gave each child a certain responsibility - for example, one child carried the cordial container, another the apples, and so on.

Throughout the 10 kilometre trip from Weipa South to Rocky Point the children sang songs and talked excitedly about where they were going.

When we arrived at the bakery the staff greeted us and introduced themselves. Firstly Lorry, the head baker, gave us a guided tour of the bakery, pointing out the ovens, the dough tables, the mixer, the slicer and so on. Then he proceeded to demonstrate the process of bread making - from mixing the dough to taking the baked loaves from the oven. The children were all given pieces of dough to handle, and Lorry showed them how to tie knots to make rolls and plaited loaves. The children were also given some fresh buns to eat, which they did with great relish.

We then stopped at the snack bar to buy ice-creams and ice-blocks. Each child ordered his preference, then we counted the number of ice-creams, the number of ice-blocks, worked out what we owed, and then worked out what coins we had to use.

After eating buns and ice-creams or ice-blocks, the children were not yet ready for lunch, so we played ball games on the beach until their appetites returned.

When each child had eaten lunch, we packed the cups and packets and returned to the point where the bus was to pick us up. While we waited the children played on the swings in the nearby park.

During the home-bound bus trip, the children again sang and discussed what they had seen and done. When we got back to school I called for volunteers to help wash the cups while the remainder of the children went home.

The next day we discussed what we had done and I recorded some of the comments. Also slides which I had taken during the course of the day were used for talking points following our trip.

This excursion was organized with a number of aims in mind - perhaps the most obvious of which was to make the children aware of the source of one of their most staple foods. Previously, when I asked them where bread came from, they all, without exception replied, "The I.I.B." * However, now they are able to answer somewhat more specifically.

Secondary aims included exercises in planning and organizing a trip, exercises in acceptable social behaviour, and no less important, a generally pleasant overall learning experience.

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* The Island Industries' Board store.