

ABORIGINAL AND TORRES STRAIT ISLANDER  
HISTORIES AND CULTURES

# LIVING CULTURES – OCHRE

YEAR 1

The  
**Orb**

OCHRE

# EVERYBODY IS UNIQUE

Learners explore and gain respect for others' unique qualities through discussion of the word unique, before drawing a unique person from their imagination while identifying the positive qualities of this person.

## CROSS CURRICULUM PRIORITY

### Aboriginal and Torres Strait Islander Histories and Cultures

*Organising idea 5*

Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing.

## ACHIEVEMENT STANDARDS

### Health and Physical Education

Students recognise how strengths and achievements contribute to identity.

### English

Students interact in pair, group and class discussions, taking turns when responding.

## CONTENT DESCRIPTORS

### Health and Physical Education

Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPS015).

Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected (ACPPS024).

### English

Respond to texts drawn from a range of cultures and experiences (ACELY1655).

Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656).

## GENERAL CAPABILITIES

### Intercultural understanding

*Reflecting on intercultural experiences and taking responsibility*

Reflect on intercultural experiences

Level 2 – identify and describe what they have learnt about others from intercultural encounters and culturally diverse texts

*Interacting and empathising with others*

Empathise with others

Level 2 – imagine and describe the feelings of others in familiar situations

### Critical and creative thinking

*Generating ideas, possibilities and actions*

Imagine possibilities and connect ideas

Level 2 – build on what they know to create ideas and possibilities in ways that are new to them

## Learning Goals

*Learners will:*

- » Know that we are all unique.
- » Understand that we each have similarities and differences and these contribute to our identity.
- » Create a unique person from their imagination and identify their positive qualities.

## Learning Sequence

### Activating and Engaging

*Story Sharing*

View *Eternal Return* from the 'Living Cultures – Ochre' section of The Orb. In the first clip we hear Craig talk about his boys.

'My boys are very, very lucky especially being brought up with dance since the age of two. As soon as they start to ochre up, they just have the real drive and passion and they just have that real excitement. And they're very energetic boys as they are, but then they go to another level, sort of thing, when they get painted up. It's just that pride, and they really love who they are as a person as well.'

- » Generate a class discussion by asking the students the following questions:
- » What might Craig mean when he says his boys are very lucky?
- » Why is learning to dance from a young age important to Craig and his sons?

- » Why might the boys get excited when they put the ochre on their bodies?
- » What qualities might the boys love about themselves?
- » What might the boys love about dancing?
- » How do these contribute to the boys' identity?

Write the word 'unique' on the board and ask students the following questions.

What do you think the word 'unique' means?

What makes you unique among your classmates?

### Exploring and Discovering

*Symbols and Images*

*Non-verbal*

Draw a simple outline of a person on the board. Draw two horizontal lines across the person's body, dividing the body into three parts.

Discuss some of the features that might make up a person's head/neck and write them in the head area of the body. Lead students to understand that people can have different coloured eyes, hair, skin, shape, lips etc.

Discuss some of the ways in which people's bodies might be different. Lead students to understand that people can be skinny or heavy, muscular or frail, square or round shouldered, and so on. Talk about the kinds of clothing people might wear – a t-shirt, a sweater, a feathered boa. Write down some of the possibilities.

Finally, focus on the lower body. Point out that people can have long or short legs and big or small feet. People wear pants, dresses, sneakers, high-heeled shoes, construction boots, ballerina slippers, and so on. Write down students' ideas.

Students are now ready to create their own unique person from their imagination. Provide each student with a 2-inch square piece of white paper and ask them to write their name on one side and on the other draw a picture of a head and neck.

Remind students to think of the features their head will have first and encourage them to fill the whole square up. The more unique the better!

Next hand out the 4-inch square piece of paper, ask the students to write their name on one side and draw a picture of a torso (shoulders to waist) on the other. Remind students of the features of a torso and ask them to fill up their torso with unique features.

Finally, hand students the 3-inch square piece of paper, write their name on one side and draw the bottom part of their person on the other.

Ensure students have their name written on each piece of paper and ask them to deposit their body parts in the relevant box, which has been labelled with each body part.

### Synthesising and Applying

*Deconstruct-Reconstruct*

*Non-linear*

Distribute a body part to each student so they can make up a whole person, ensuring that they do not receive their own drawings. Have students tape their body parts together to create their new 'unique' friend.

Ask each student to think up a name for his or her new 'friend' and to give some thought to the characteristics their new friend might have.

- » What special qualities does this unique person have?
- » What special talents does the person possess?
- » What do you have in common with your new friend?
- » How are you different?

Ensure students understand that everybody is different, or unique. What a person looks like on the outside has nothing to do with what is inside! Every person has special talents and special qualities.

### Success Criteria

*Learners:*


- » Participate in a class discussion about the similarities and differences between people.
- » Create and draw their own 'unique' friend from their imagination.
- » Identify the positive qualities that their friend might have.

## Resources


- » [The Orb](#)
- » [Australian Curriculum](#)
- » [Aboriginal Sharers of Knowledge \(ASK Program\) Guidelines](#)
- » [Aboriginal Sharers of Knowledge \(ASK Program\) Application Form](#)
- » The Aboriginal Education Library: email [Aboriginal.education.library@education.tas.gov.au](mailto:Aboriginal.education.library@education.tas.gov.au) or telephone 03 6165 5480 for more resources, including the ones listed below.
- » The Eight-Way Framework of Aboriginal Pedagogy
- » 2-inch, 3-inch and 4-inch square pieces of paper for each student
- » Drawing pens/pencils

## Glossary


### *Connection*

A relationship in which a person or thing is linked or associated with something else. 

### *Unique*

Being the only existing one of its type or, more generally, or special in some way. 

### *Ochre*

An earthy pigment containing ferric oxide, typically with clay, varying from light yellow to brown or red. 

 Cambridge Dictionary

 [Oxford Online Dictionary](#)



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